



BOARD COMMUNICATIONS

JUNE 27, 2025

TO: Members of the Board of Education
FROM: Mao Misty Her, Superintendent

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Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Superintendent

Date: June 27, 2025

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended and presented at the Principal Institute
- Met with labor partners
- Attended the Central Valley Community Foundation Board Meeting

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at (559) 457-3884.

Cabinet Approval: 

Name and Title: Mao Misty Her, Superintendent

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Chief of Staff

Date: June 27, 2025

Phone Number: 457-3838

Regarding: Summer Break Office Closures

The purpose of this communication is to provide information regarding summer break office closures. The Offices of the Superintendent and Board of Education will be closed June 30 through July 04, 2025.

By way of reminder, this week's board communication packet will be the final packet for the 2024/25 School Year.

Board communication packets for the 2025/26 School Year will begin Friday, August 08, 2025.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ambra O'Connor at (559) 457-3838.

Cabinet Approval: 

Name and Title: Ambra O'Connor, Chief of Staff

Fresno Unified School District
Board Communication

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

Date: June 27, 2025

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for June 18, 2025

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. 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 Updates for June 18, 2025, are attached and include the following articles:

- Statewide Enrollment Trends: Is Transitional Kindergarten Helping? – June 13, 2025
- California's Economy Expected to Slow as Unemployment Rate Rises – June 18, 2025
- Why You Need to Know About California's Prop. 28 Art Education Initiative | Quick Guide – June 18, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at (559) 457-3907.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

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www.sscal.com

DATE: June 18, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

2025-26 State Budget Update

As of this writing, legislative leadership and the Newsom Administration have yet to announce an agreement on the 2025-26 State Budget package.

As a reminder, the legislative version of the State Budget, Senate Bill (SB) 101 (Wiener, D-San Francisco), was approved by both houses last Friday, June 13, 2025. However, since the bill was not officially presented to Governor Gavin Newsom until Sunday, June 15, 2025, it gives the Governor until next Friday, June 27, 2025, to sign, veto, or line-item veto the measure.

With June 27 approaching quickly, we expect to hear an announcement on an agreement between legislative leadership and the Governor sometime early next week. Once a deal is struck, the Legislature will have to wait at least 72 hours after Budget Bill Jr. is in print before approving the bill and sending it to Governor Newsom. (Budget Bill Jr. will make the necessary changes to SB 101 to reflect the deal between the Governor and legislative leadership and allow the Governor to sign both bills at once.)

We will also be watching to see how the Governor and legislative leadership iron out the specific details of the State Budget via the budget trailer bills, which is the implementing language of the State Budget. We do not expect to see the final details of those budget trailer bills until after an agreement is announced among Governor Newsom, Senate President pro Tempore Mike McGuire (D-North Coast), and Assembly Speaker Robert Rivas (D-Salinas).

Senate Education Committee

Today, June 18, 2025, the Senate Education Committee, chaired by Senator Sasha Renée Pérez (D-Pasadena), met and approved a dozen bills, including the following noteworthy measures:

- Assembly Bill (AB) 437 (Lackey, R-Palmdale) would require the California Interscholastic Federation to include in its report to the

Legislature and the Governor information specific to sports-related head injuries and other sports-related injuries and medical problems.

- AB 753 (Garcia, D-Rancho Cucamonga) would temporarily authorize state preschool programs and general childcare and development programs to allow two years from the date of hire of an interim associate teacher to pursue necessary credentials or complete additional coursework to obtain a Child Development Associate Teacher Permit, or equivalent permit, from the Commission on Teacher Credentialing (CTC).
- AB 1034 (Ávila Farías, D-Concord) would require that a program of professional preparation for a multiple or single subject teaching credential include, as part of health education requirements, experiences that address a basic understanding of youth mental health.
- AB 1123 (Muratsuchi, D-Torrance) would allow one of the six teacher positions on the CTC to be filled by a teacher who holds a CTC-issued child development permit and teaches at a state-funded preschool or prekindergarten program licensed under Title 5 regulations.
- AB 1369 (Ramos, D-San Bernardino) would authorize students and their families to determine what adornments are deemed to be traditional tribal regalia or recognized objects of religious or cultural significance for graduation ceremonies.
- AB 1390 (Solache, D-Lynwood) would increase the maximum monthly compensation by five times that may be provided to the governing board members of school districts and county boards of education who attend all meetings.
- AB 1412 (Gonzalez, R-Indio) would enhance educational continuity for students with disabilities who transfer into California schools—particularly military-connected students—by establishing procedures for expedited records transfer and requiring timely implementation of Individualized Education Programs.

All the above bills, except for AB 753, AB 1369, and AB 1412, have cleared the July 18 deadline for measures to be approved by second house policy committees. AB 753 still needs to be approved by the Senate Human Services Committee; AB 1369 needs to be approved in Senate Judiciary Committee; and AB 1412 needs to clear the Senate Military and Veterans Affairs Committee before meeting this deadline.

Leilani Aguinaldo

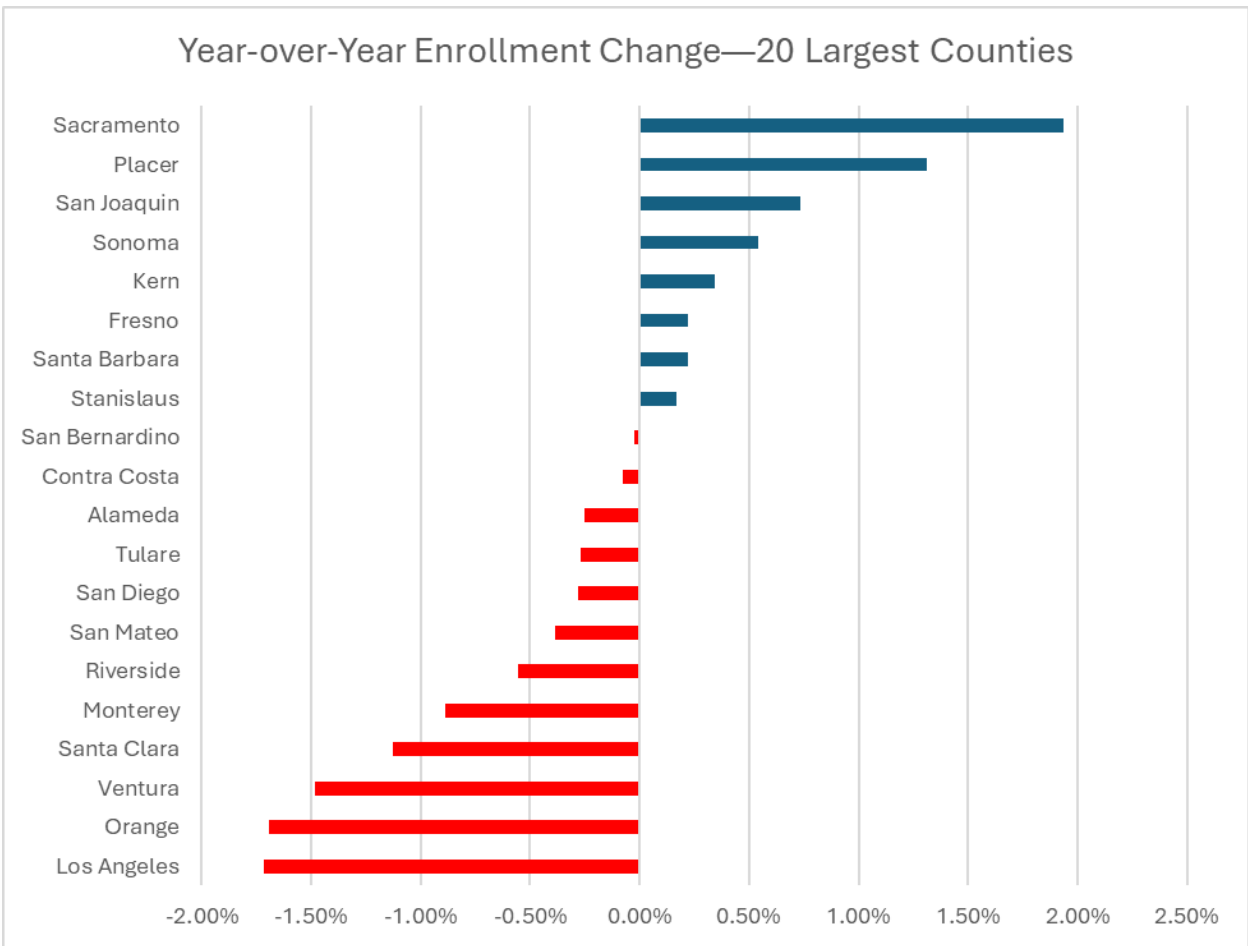
Statewide Enrollment Trends: Is Transitional Kindergarten Helping?

By Dave Heckler and Danyel Conolley
School Services of California Inc.'s *Fiscal Report*
June 13, 2025

At the end of May, the California Department of Education released the enrollment data for the just-concluded 2024-25 school year. Statewide, just over 5.8 million students are enrolled in California's public schools, representing a decline of 0.54% from the 2023-24 school year. In non-charter schools, the decline was 0.97%, while charter schools saw growth of 2.55% from the prior year.

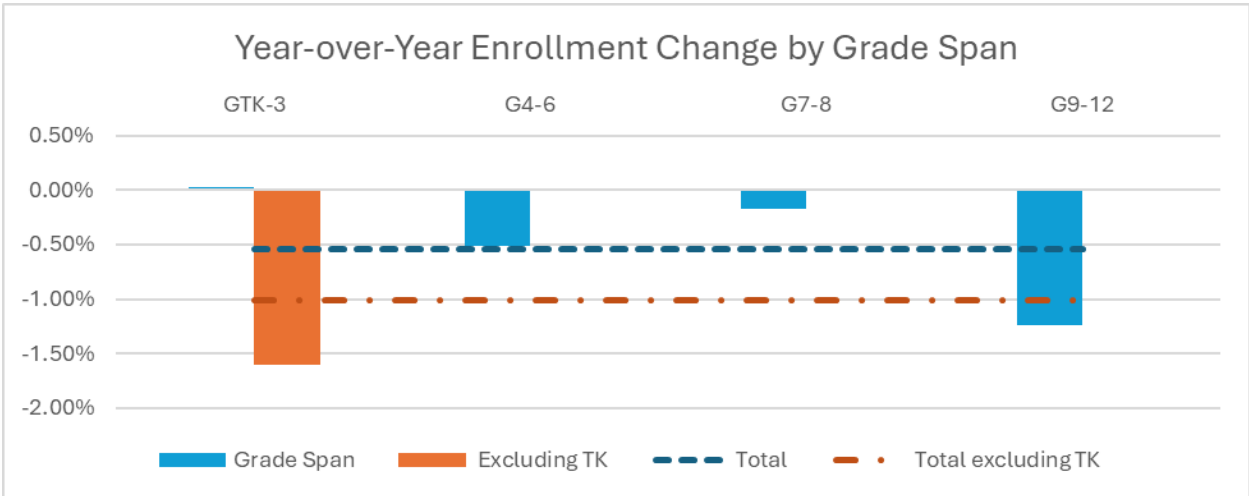
While enrollment in half of the counties across the state is growing, with an average growth of 0.77%, those counties only represent a quarter of the state's total student population.

Local educational agencies (LEAs) in the counties experiencing declining enrollment saw an average decline of 0.97%, nearly double the statewide average rate of decline.

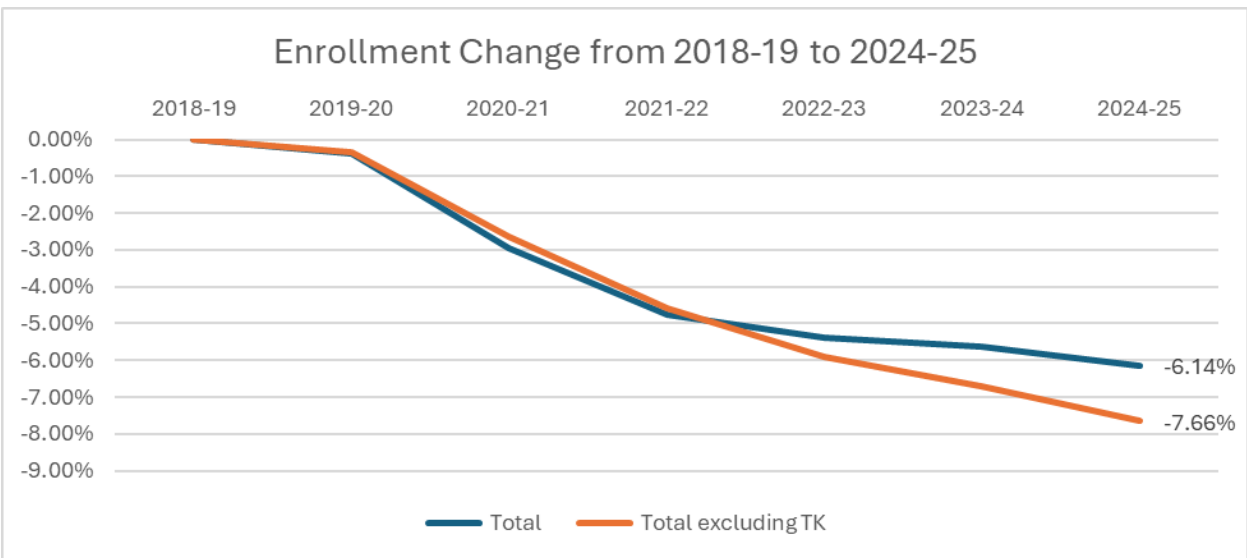


While the change in statewide enrollment reflects stabilization at less than 1% for the third year in a row, a deeper dive into the data tells a somewhat different story.

While there was an overall decline of 0.54% across the state, enrollment for all grade spans, except for grades TK-3 experienced a decline in enrollment from 2023-24. Grades TK-3 enrollment, though, was effectively flat. However, if transitional kindergarten (TK) enrollment is removed, the overall statewide enrollment shows a decline of 1.01%, nearly double the rate if TK enrollment is included. For K-3 enrollment, excluding TK students results in a decline of 1.61%.



Since 2018-19, enrollment has dropped from 6.2 million students to 5.8 million students, representing a 6.14% decrease overall. This decrease is reflective across all grade spans. However, growth in TK has softened this overall decline as the new four- and five-year-old students enter public schools. Absent the infusion of these new students, the cumulative decline in enrollment would be 7.66%.



Over the past couple of years, the state has moved towards full implementation of TK, with 2025-26 to be the first year of full implementation. Since 2022-23, TK enrollment has grown from 117,000 TK students to nearly 178,000—an increase of more than 50% over the three-year period. The single-year change, from 2023-24 to 2024-25, in TK enrollment is 17% alone. So, to answer the question about TK: Did it impact enrollment as forecasted? According to the data, the answer is yes, albeit temporarily. TK implementation did what was predicted—it has softened declining enrollment rates. Of note is that these conditions are temporary because once TK is fully implemented in 2025-26, the base for declining enrollment will reset as the significant growth in TK enrollment due to its implementation will fall off. TK enrollment will now follow typical enrollment patterns as students migrate to higher grade levels.

Now that we have digested the statewide data, it is important to highlight why this information matters locally. Human resources (HR) and business services departments in LEAs that serve TK students should closely monitor statewide and local enrollment trends, and more specifically, how these trends will influence staffing needs, attendance rates, and most importantly, the fiscal strain on LEA budgets. From the HR perspective, we expect to continue to experience elevated staffing needs in the TK-3 service areas due to the statewide growth reflected in the data. This applies not only to the required TK certification for certificated teachers, but also classroom aides serving in the TK classroom.

Now that the window to adjust staffing for 2025-26 has closed with the statutory layoff timelines in the rear-view mirror, it is never too early to plan ahead and begin forecasting enrollment and staffing for 2026-27. Ensuring that staffing is aligned with programmatic and operational needs is a core consideration in the planning process and we will continue to keep tabs on enrollment and other important data points to assist in the preparation for the out-years.

Note: A new report from the UCLA Anderson Forecast shows that the data now indicates slow-to-negative economic growth and a further decline in jobs for 2025 in California.

California's Economy Expected to Slow as Unemployment Rate Rises

By David Lightman
The Sacramento Bee
June 18, 2025

California's economy is mired in "economic doldrums" this year, with a recovery not expected until next year, a new report Wednesday by the UCLA Anderson Forecast said.

"The data now indicate slow to negative economic growth and a further decline in jobs for 2025," the forecast said.

"Though there is no firm definition of a recession, particularly at the state level, this decline in payroll employment does represent a mild contraction this year," it found.

The state's unemployment rate, which for some time has been among the highest in the nation, would peak at 6.1% in the first quarter of next year, then average 5.8% for the entire year.

The national jobless rate in April was 4.2%. California's rate was 5.3%.

The forecast saw trouble in area after area.

“The sectors that have historically driven California’s superior growth — technology, durable goods manufacturing, entertainment and logistics — are either stagnant or contracting,” it found.

Other areas, such as health care, education and government, which helped drive growth last year, “have likely reached their peak,” the forecast said.

Housing’s outlook was also glum.

The forecast found it “under pressure, with deportations reducing the construction workforce, rising input costs owing to tariffs and high interest rates constraining new home development.”

Overall, the forecast saw California’s economy growing more slowly than the nation’s this year, “with several quarters of negative job growth.”

A bounce back could start next year, and economic growth is expected to increase in 2027.

The national forecast also sees slowing, largely due to “a volatile policy environment.”

One of the concerns is tariffs. “Tariffs are increasing costs across manufacturing and trade-related sectors, contributing to inflation and weakening the competitiveness of U.S. goods,” the forecast said.

Note: Proposition 28 (2022) has run into several significant hurdles during its rollout, including a deep teacher shortage, widespread confusion about spending rules, and pointed disagreements about how to interpret the law.

What You Need to Know About California’s Prop. 28 Arts Education Initiative | Quick Guide

By Karen D’Souza
EdSource
June 18, 2025

Amid a national reckoning over learning loss and chronic absenteeism deepened by the pandemic, arts education may be one of the keys to boosting children’s engagement in school, research suggests. Like sports, the arts can spark the kind of excitement that makes students, and their families, look forward to coming to school.

Devotees of the arts have long argued that art transforms us, but in recent years, neuroscience has shown just how beneficial arts education can be for children. Music, for instance, can buttress the architecture of the growing brain. Theater classes teach empathy, history and literacy all by putting on a show. Creativity, storytelling and the spirit of play ignite learning, effortlessly building the memory and concentration that academic rigor demands.

Low-income children often see the biggest gains. That’s why making arts education accessible to all is the thrust of Proposition 28, the state’s historic arts mandate, which voters approved in 2022. Spearheaded by

former Los Angeles Unified Superintendent Austin Beutner, the initiative began doling out money to schools last year.

However, the groundbreaking program has run into several significant hurdles during its rollout, including a deep teacher shortage, widespread confusion about spending rules and pointed disagreements about how to interpret the law. Arts advocates are scrutinizing district arts budgets, and some are pushing for a state audit of the Los Angeles Unified School District, which has been accused of misspending funds in an ongoing lawsuit filed by families and Beutner.

What do students learn from the arts?

The lessons of arts education are vast, from creativity to cognitive boosts. That's why it has always been part of a classical education. From the arts, children learn focus, discipline and teamwork in addition to how to sharpen their own sense of voice and ingenuity, vital skills in a future likely dominated by artificial intelligence (AI). Originality is essentially a human gift, one that machines can only imitate.

What is Prop. 28?

Proposition 28, the Arts and Music in Schools — Funding Guarantee and Accountability Act, sets aside money, roughly \$1 billion a year, for arts education programs in TK-12 public and charter schools. Schools must be state-funded to receive Prop. 28 funding: a windfall for arts education, a once-renowned field long eroded by budget cuts.

Who is in charge of Prop. 28?

While each school has been tapped to choose the kind of arts education that best suits its community, the California Department of Education (CDE) is leading the implementation of the initiative. CDE has provided guidance in FAQs and webinars to help districts navigate the rules. Questions can be emailed to Prop28@cde.ca.gov.

How much money do schools get?

Funding, which gets funneled through the district, is variable depending on the size of the school and the number of Title 1, low-income students there. The money is ongoing, and school districts have up to three years to spend each allocation. Disbursements began to land in February 2024.

What is the money supposed to pay for?

Arts disciplines are broadly defined, from dance to digital arts, and schools are encouraged to tailor the program to the shifting needs of students over time. However, most of the funding is intended to pay for arts teachers. In general, at least 80% of the funds are for school staffers, certified or classified employees, to provide arts education. Up to 20% is for arts education support, including training, supplies, materials and arts partnerships. No more than 1% of total funds may go to administrative costs.

Is there a waiver from the spending rules?

The CDE may provide a waiver to school districts for “good cause” if the 80/20 rule cannot be followed. Waiver requests must include a problem statement, framing the waiver as a proposed solution to the problem. Reasons for a waiver may include a need to purchase costly supplies or equipment, such as buying musical

instruments for an orchestra, or the need to contract with an arts partner due to an inability to hire qualified staff. Thus far, 2.4% of school districts have requested a waiver for 2024-25 spending, according to the CDE, down from 8.2% for 2023-24.

Can you pay for existing arts programs with the new money?

No. Prop. 28 money must “supplement” and not “supplant” funding for arts education. For example, if you spent \$1 million on arts education in the 2022-23 school year, you were expected to spend \$1 million plus your Prop. 28 money in the 2023-24 school year (the first year Prop. 28 funds were available).

However, allegations of supplanting funds have arisen across the state as arts teachers watch new Prop. 28 funds being used to pay for existing programs. There are also disagreements on whether the litmus test on spending applies to districts as a whole or school by school.

What are the main issues in the Los Angeles Unified lawsuit?

The core issue is paying for old programs with new money. Beutner, the author of the law, maintains that each individual school should offer more arts than before, while Los Angeles Unified officials have argued that spending is measured at the district level. Student plaintiffs and Beutner have filed a lawsuit against LAUSD, alleging misuse of funds. State education officials have avoided taking sides in the matter, but CDE auditing rules suggest that compliance is determined at the district level. Assemblymember Isaac Bryan, D-Los Angeles, has called for a state audit of LAUSD’s use of Prop. 28 funds.

What are the biggest challenges facing Prop. 28?

The challenges of this rollout are myriad. Thorny issues include finding staff amid a teacher shortage, interpreting complicated rules and finding the time and space to hold extra classes. Schools without a Visual and Performing Arts coordinator often struggle with planning, experts say, and many have put off spending the money due to a lack of clarity on the spending rules and a lack of knowledge about the arts in general. While many school districts have reported they did not use the funds in the first year of Prop. 28 funding, according to some estimates, the window to tap into the funds is three years. Next year will be crunch time on assessing how comprehensively California schools are able to expand arts education.

What should parents know?

Ask your principal how the Prop. 28 money is being spent and share your ideas on what artistic disciplines would best fit your community. Remember that arts education is a very broad landscape, from dance to digital arts. If there has been no increased access to arts education, that could be a red flag.

Are adults shaped by childhood exposure to arts education?

Early music training may impart a lifelong neuroplasticity that helps keep the brain sharp even as it ages. A 65-year-old musician has the neural activity of a 25-year-old non-musician, experts say. A 65-year-old who played music as a child but hasn’t touched an instrument in ages has neural responses faster than a peer who never played music.

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Chief

Date: June 27, 2025

Phone Number: 457-3885

Regarding: Adopt-A-School & Adopt-A-Project Report

The purpose of this board communication is to provide the Board year-end information about The Foundation for Fresno Unified Students' Adopt-A-School & Adopt-A-Project programs.

For the 2024/25 school year, The Foundation fulfilled 98 wishes at 58 schools with \$81,000 of direct school impact through Adopt-A-School. Fresno Unified staff were asked to complete a school wish list questionnaire including type of project, exact need, and estimated budget. Individual donors provided generous support alongside large donors such as the Edward M. & Jeanne C. Kashian Family Foundation, PG&E Corporation Foundation, and Net Positive Consulting Engineers.

Since the inception of our Adopt-A-School & Adopt-A-Project programs, total gifts and in-kind donations brought in and distributed by The Foundation amount to \$952,012. Please review the attached report, "Adopted and Achieved 24-25", for more information.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Wendy McCulley at (559) 457-3885.

Cabinet Approval: 

Name and Title: Wendy McCulley, Chief



THE FOUNDATION
FOR FRESNO UNIFIED STUDENTS

ADOPTED & ACHIEVED 24-25

Celebrating the Impact of Every Match Made

A year of impact through Adopt-A-School and Adopt-A-Project partnerships.





ADOPT A SCHOOL

A Program of the Foundation for Fresno Unified Students

In **24-25** we fulfilled
98 wishes at **58** schools with
\$81,000 of direct school impact.

Adopt-A-School is a way for the community to help a school with something it really needs. A school might need new books, sports equipment, or even fun things like art supplies or a tricycle. When someone “adopts” a school, they give money or supplies to help students learn, play, and grow.

Norseman

A new teacher in the Autism/DHH program at Norseman Elementary walked into an empty classroom with no materials left behind. Through Adopt-A-School, we delivered instructional and SEL tools, giving students access to calming strategies and communication supports that enable deeper engagement and learning.

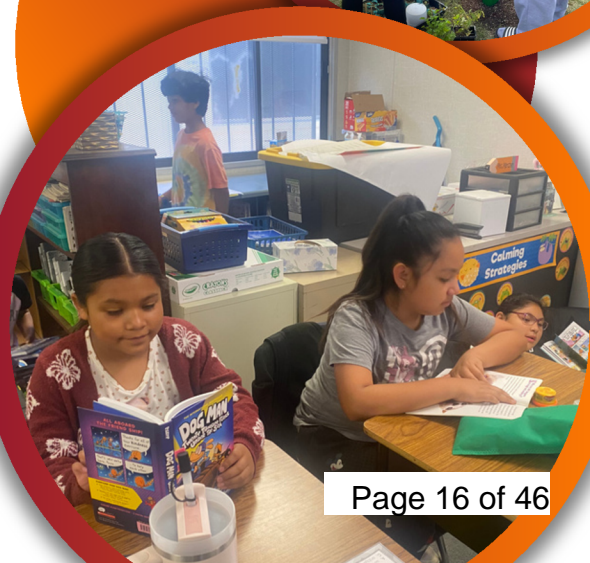
Students in Roosevelt’s AP Environmental Science class got to test their hypotheses in the real world by planting vertical gardens (at right), thanks to a donor match that supplied all necessary materials. From theory to practice, students watched their science take root—literally.

Roosevelt

ATP After their adaptive tricycle was stolen, students in the Adult Transition Program lost more than a bike; they lost a key part of their routine. Thanks to a donor match through Adopt-A-School, a new trike was provided (front page), helping students build motor skills, confidence, and joy.

With a donor match, Kirk Elementary (at right) expanded its student book collection, giving more kids access to stories that inspire curiosity and a love of reading. Sometimes, the most powerful thing you can give a child is a book they want to read.

Kirk





ADOPT A PROJECT

A Program of the Foundation
for Fresno Unified Students

Adopt-A-Project is a fundraiser—but instead of selling candy or using order forms, we post a project online and invite the whole community to help. It could be for a field trip, science experiment, or even a new club. People can donate any amount, and when enough money is raised, the project happens!

Hmong DLI

A crowdfunding campaign through Adopt-A-Project helped kickstart travel for Hmong Dual Language Immersion (DLI) teachers seeking cultural immersion. With nearly \$500 raised from individuals, the crowdfunding site caught the interest of major support from California Wellness, Stone Soup, and The Fresno Center. The project reached its goal and brought global learning back to local classrooms.



Edison Soccer

Switching from a for-profit platform to Adopt-A-Project allowed Edison's boys soccer team to keep every dollar raised—nearly \$3,000 for uniforms and equipment. The season ended in triumph as the Tigers clinched the Division 1 championship.

Coach held the trophy. We held the fundraiser.
Together, we lifted the team.



Fresno

Students at Fresno High (at right) asked for more manga in the school library—and thanks to a generous donor match, they got it. The expanded collection is already drawing new readers, proving that when students see themselves in the stories, they show up to read.

...and the list goes on

Various Schools

Thanks to the generous support of the PG&E Foundation, 1,600 students across 25 Fresno Unified schools received cozy, school-branded sweatshirts—gifts that brought both warmth and a sense of belonging. From Cooper Academy (page 2) to Roeding and Thomas Elementary (at right), these sweatshirts became everyday symbols of school pride and community care.

Storey

Storey Elementary's first graders celebrated mastering their sight words with something special—brand-new books to take home (below). A donor match made it possible, helping turn early literacy into a joyful, tangible milestone that students will remember.

\$952,012

In total gifts and in-kind donations through Adopt-A-School and Adopt-A-Project, brought in and distributed by The Foundation for Fresno Unified Students since inception to directly benefit Fresno Unified students and schools.

www.foundation4fUSD.org

Ready to Help?



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Rita Baharian, Executive Prevention & Intervention

Date: June 27, 2025
Phone Number: 457-3340

Regarding: California Youth Behavioral Health Initiative Implementation

The purpose of this communication is to provide the Board of Education with an update on the California Youth Behavioral Health Initiative (CYBHI) and the district's ongoing efforts to ensure readiness for participation in this statewide initiative.

The Department of Health Care Services (DHCS) launched CYBHI to expand and sustain access to behavioral health services for children and youth in school settings. As part of the initiative, the state has established a standardized fee schedule for school-based mental health and substance use services provided to students up to the age of 25. Both commercial health plans and Medi-Cal managed care plans are required to reimburse school-linked providers for eligible services. Services provided under this schedule are exempt from all patient cost-sharing—students and families will not be charged copayments, deductibles, or other out-of-pocket expenses.

To support implementation, the district has partnered with Care Solace to utilize their "All-In-One" Electronic Health Record (EHR) system. This platform allows staff to securely log, track, and document student interventions. The system is designed to convert school-based services into billable claims using workflows that align with the needs of our social-emotional and behavioral health teams.

We are working with Care Solace to train staff on CYBHI guidelines and documentation procedures. We are also collecting the necessary consent and insurance information from families through our ATLAS information system through our emergency card tab. If this information is not available in our ATLAS information system, Care Solace will assist in securing it to help prevent delays in the reimbursement process. Lastly, we are actively developing a systemwide communication plan for staff and families to build understanding and awareness.

The district remains committed to building sustainable systems to meet the needs of our students.

If you have any questions pertaining to the information in this communication or require additional information, please contact Rita Baharian at (559) 457-3340.

Cabinet Approval: 
Carlos Castillo (Jun 26, 2025 12:14 PDT)

Name and Title: Carlos Castillo, Ed.D., Chief Academic Officer

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Rita Baharian, Prevention & Intervention Executive

Date: June 27, 2025
Phone Number: 457-3340

Regarding: Update on Attendance

The purpose of this communication is to provide the Board with an update regarding district attendance data since our last communication on February 19, 2025. As a reminder, when students returned from Winter Break, we continued to show improvement in our Average Daily Attendance (ADA), as reflected in the first semester; however, starting January 20, 2025, we saw a notable decrease in ADA.

On February 3, 2025, "Day without Immigrants", the district's ADA was 71.3%, which reflected a decrease from the same day the previous year by 18.4%. It is difficult for ADA to recover after a dip this low. However, since March 17, 2025, the district has maintained or improved ADA on 41 out of the last 56 school days compared to the same time the previous year. At the end of this year, ADA was 91%, representing an overall increase of 0.1% compared to last year's ADA of 90.9%. Based on internal calculations, we predict that our district's chronic absenteeism rate for the 2024-25 school year will be approximately 28.9%, representing a 0.5% improvement from last year. Notably, we predict that chronic absenteeism has decreased by 4.3% for students experiencing homelessness.

A district Immigration Support team met and acted during this time to offer various Know Your Rights workshops, develop the Family Readiness Plan, and train staff on this resource and how to engage with families.

As part of a continued effort by the attendance cross-departmental team, we held student listening sessions at 12 sites to gather feedback to help develop strategies based on student voice. The feedback revealed the following themes:

What makes students want to come to school?

- A sense of belonging and connection
- Engaging, relevant instruction
- Opportunities for friendship and socializing

What are the reasons why students do not attend?

- Family and home environment barriers
- Social and school-based challenges
- Health concerns
- Bullying and safety issues

We will use these insights to plan actions for next year, continuing to work on improving attendance.

Lastly, the district has initiated a partnership with EveryDay Labs, which is set to launch in August 2025. EveryDay Labs is a comprehensive attendance intervention program that includes the EveryDay Platform, the Chronic Absenteeism Nudge Intervention, and Restorative Truancy Notices. These interventions are designed to reduce chronic absenteeism and increase ADA.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Rita Baharian at (559) 457-3340.

Cabinet Approval: 
Carlos Castillo (Jun 26, 2025 12:18 PDT)

Name and Title: Carlos Castillo, Ed.D., Chief Academic Officer

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Bryan Wells, Assistant Superintendent

Date: June 27, 2025
Phone Number: 457-3805

Regarding: The Instructional Continuity Plan

The purpose of this communication is to provide the Board with information about the Instructional Continuity Plan (ICP), which is a new requirement that school districts must integrate into their Comprehensive School Safety Plans.

In response to a recent state education mandate, Education Code (EC) Section 32282, requires school districts to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The ICP must be included in the district's Comprehensive School Safety Plan (CSSP) and approved by the governing board of education every school year before July 01. A locally adopted CSSP must include an ICP to obtain approval of a Form J-13A waiver request beginning in Fiscal Year 2026/27. A Form J-13A is a request submitted by districts to receive apportionment and instructional time credit for emergency school closures or attendance losses, ensuring they are not financially penalized due to extraordinary conditions.

The ICP outlines:

- Engagement with students and families
- Access to Instruction
- Instructional Continuity
- Equity, Accessibility, and Inclusion
- Professional Learning
- Well-being and support services
- Site-based collaboration
- Return to site-based learning
- Integration with the Comprehensive School Safety Plan
- Review and Updates Timeline

The district will continue refining the plan with input from educational partners. Schools will review and receive input for the ICP from staff, family, and student School Site Council representatives in tandem with the CSSP. By adopting the ICP, Fresno Unified reaffirms its commitment to academic excellence and equity, ensuring that all students have the opportunity to succeed.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Bryan Wells at (559) 457-3805.

Cabinet Approval: 
Carlos Castillo (Jun 18, 2025 12:26 PDT)

Name and Title: Carlos Castillo, Interim Chief Academic Officer, Ed.D.

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Fresno Unified School District		Bryan Wells, Assistant Superintendent Student Engagement	559-457-3805, Bryan.Wells@fresnounified.org

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 20, 2025 and adopted (*provided to the Board as a Board Communication*) by June 27, 2025 on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Fresno Unified's Instructional Continuity Plan is designed to ensure that students, families, and staff remain connected and engaged in learning regardless of changing circumstances. Central to this plan is a robust set of communication tools that keep all educational partners informed and involved. ParentSquare and other communication tools secure a two-way messaging platform, enable real-time communication with families across multiple languages and formats fostering collaboration between home and school. To support remote learning, every student has been provided with a district-issued device equipped with essential digital tools like Microsoft Tools, ensuring seamless access to curriculum and instruction whether learning happens on campus or remotely.

3 district's instructional approach remains consistent through the continued use of district-adopted standards-aligned curriculum that spans all core subjects. Students engage with lessons, activities, and assignments digitally via Microsoft Teams, supported by supplemental materials distributed at school sites. Teachers receive ongoing professional development to effectively deliver instruction using these digital platforms and are equipped to provide timely academic and social-emotional supports tailored to student needs. This approach not only supports uninterrupted learning during school closures or individual absences but also strengthens students' ability to transition smoothly between remote and in-person instruction.

Specialized services for students such as Individual Education Programs (IEPs) and English Learner (EL) supports are integrated within the plan to ensure equitable access to education. Additionally, professional learning, communication, and other details are included to support students and families. Overall, Fresno Unified’s ICP prioritizes high quality, accessible education, through flexible, responsive strategies designed to meet the diverse needs of all students and families.

Section Notes

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

Fresno Unified School District, through its established streamlined two-way communication platform, ParentSquare, equips schools and district leadership to securely connect with families through messages, urgent alerts, and updates via email, text, app, and web. Additionally, through the Parent Portal, accessed through ATLAS, the district’s student information system, families can securely view their child’s grades, attendance, schedules, and other important academic information online. To further support families, the Family Learning and Technology Support (FLATS) offers ongoing assistance with a range of technology-related needs, including device distribution, internet connectivity, and navigating the ATLAS student and parent portals. To ensure accessibility for all families, language support services are always available, including translation and interpretation and the Family Connect Language Line, a dedicated phone line designed to help families who speak languages other than English.

Depending on the type and severity of the emergency, the district works closely with law enforcement and/or other appropriate authorities to ensure that all information shared with families is first accurate and verified. Once information is confirmed, the Communications team disseminates updates to both staff and families through multiple platforms—such as ParentSquare, social media, email, and the district website—to keep families informed in a timely, clear, and accessible manner. This includes translating materials into multiple languages and ensuring that students with IEPs or Section 504 plans continue to receive a Free Appropriate Public Education (FAPE). In addition, district and school emergency and disaster plans provide detailed guidance on response procedures, including when it is necessary to establish call centers to support communication and coordination.

District leadership will work collaboratively with all bargaining partners to plan for potential changes in roles and responsibilities that may be needed to better support students during emergencies that lead to school closures and other changing conditions. All pertinent information will be communicated to staff and families through ParentSquare and other platforms as appropriate.

In addition to the two-way communication accessibility through ParentSquare, families have opportunities through parent committees, including the Parent Advisory Committee, the District English Learner Advisory Committee, and the Community Advisory Committee. These meetings can be provided via Microsoft Teams with

interpretation available, offering families the flexibility to join online or call in to listen and participate. As needed, optional learning opportunities will be offered to families, recognizing that ongoing engagement is vital to student success and to fostering a stronger, more connected school community.

Supporting student wellness during times of change is a top priority. To help maintain strong connections, school site staff and teachers are expected to regularly check in with students through ParentSquare and other appropriate channels. Any resources or supports affecting students—such as mental health services, free student meals, academic accommodations, or wellness initiatives—will be communicated to school sites for direct dissemination to students. This ensures that students remain informed, supported, and connected even during periods of disruption.

Updates will continually be given to the Board of Education with the opportunity for input from the public. This plan will be reviewed and updated each year in accordance with CDE guidelines.

2025-26 Instructional Continuity Plan (ICP) for

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Parent Square (email, text, app, and web)
- Outlook Email
- Microsoft Teams
- ATLAS Parent Portal

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Fresno Unified School District has established safety policies and procedures to guide staff during emergencies, including unforeseen events such as power outages or infrastructure damage. Depending on the nature and severity of the emergency, the district collaborates closely with law enforcement, internal departments, and other appropriate authorities to ensure that all information shared with families is accurate and verified. Once details are confirmed, the Communications team promptly res updates with staff and families through the appropriate channels that may include ParentSquare, social media, email, and the district website, to ensure timely, clear, and accessible communication.

ParentSquare, the district’s primary communication tool, is fully functional on mobile devices. This means that even during a power outage, staff can continue to send and receive messages using their cell phones, ensuring uninterrupted communication with families.

The IT department remains readily available to troubleshoot technical or network issues as they arise, ensuring minimal disruption to communication and operations.

Support for Special Needs

Plans designed to identify and provide support for pupils’ social-emotional, mental health, and academic needs.

If instruction, services, or both, cannot be provided to Student, either at school or in person for more than 10 school days due to one or more emergency conditions as defined by Education Code § 46392(a) and 41422(a), Student’s IEP services will be provided to the extent practicable, taking into consideration Student’s unique circumstances, the specific emergency circumstance(s), District policy, and federal, state and local orders.

Section Notes

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Fresno Unified School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

If the emergency requires a shift to remote instruction and because of supportive technology infrastructure in place, students will have access to remote learning within the 10-day timeline and as early as the day one dependent on the conditions of the closure. See below “Remote Instruction” details for the instructional plan.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality (As determined by Perry Weather system)
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient (consider what baseline staffing numbers would be) staff available Remote Instruction
- Kitchens operational for meals

Plans for remote instruction.

As required, remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Fresno Unified School District maintains a commitment to providing high quality instruction online to every student everyday through remote instruction. Though participating in a virtual experience, students will maintain enrollment at their school site with instruction provided by their teachers.

Instructional Goals

- > Provide high quality instruction in an online environment for every student using district-approved curriculum
- > Attend to the social emotional needs of every student
- > Build from assets of students, teachers, leaders and all educational partners for future ready experience
- > All teachers will have a foundational level of remote instructional practices and technology skills

Learning schedules will include blocks of synchronous time, where students have live instructional interaction with a teacher and asynchronous, where students will have independent learning time.

Effective Instruction

Teachers will work alongside students, families and guardians to develop a positive online culture of learning that fosters student ownership. Teachers use district adopted curriculum to engage students in challenging content and provide just-in-time supports. Teachers engage students interactively online, providing opportunities for student collaboration, problem-solving, and creation.

Teachers engage by:

- > Connecting online with families and guardians as critical partners in the well-being of students
- > Communicating a daily and weekly schedule for learning to students and families
- > Delivering grade level instruction using district, adopted curriculum and teacher supplemental resources
- > Creating opportunities for students to work together, with teacher directed small group supports and one on one time, when needed
- > Establishing designated English Language Development (ELD) time and support
- > Supporting students with special needs in alignment with an Individualized Education Program (IEP)
- > Designing graded assignments/projects for students to showcase their learning
- > Providing feedback for student growth that fosters student ownership of learning

District engages in:

- > Academic and social emotional supports for students, families and guardians to ensure continuous engagement
- > Delivering multiple types of professional learning, supporting a baseline and progression of digital skills and pedagogical practices for effective and interactive online instruction
- > Adjusting instructional schedules to maximize student learning in an online environment
- > Highlighting curriculum assignments/projects that inspire learning in online environment
- > Establishing instructional minute guidelines that protect core instruction, and daily synchronous time with students, while providing teacher autonomy regarding instructional decisions
- > Supporting teachers and staff with the use of Microsoft Teams as a delivery platform and providing professional learning to develop foundational delivery skills
- > Supporting school sites by providing supplemental materials and technology to be sent home

Instructional Continuity

Instructional continuity is assured through use of the district-adopted curriculum for all courses. Curriculum will remain the same through remote learning.

1. Students will access curriculum and their teacher digitally through Microsoft Teams as the preferred instructional delivery platform. Also, accompanying supplemental materials will be distributed from individual school sites. All core subject curriculum in secondary grades, and math/ELA for elementary, have digital platforms with accessible standards-aligned content, digital textbooks, lessons, activities, and assignments.

2. Instructional resources include:

- a. Core, standards-aligned digital curriculum
- b. Microsoft Office 365 accounts and digital tools (e.g. One Drive, Word, PowerPoint, Forms, etc.) including Microsoft Teams
- c. Supplemental resources, including companion practice books, notebooks, sheets and sleeves, pens, dry erase markers, etc. (which can be picked up on days designated by the school).
- d. Student devices for grades Pre-School through 12
- e. Access to wireless hotspots, if needed

3. With use of the standards-aligned, curriculum guidance documents and district-adopted curriculum, the digital curricula resources are aligned with what is used with in-person instruction. The Curriculum, Instruction and Professional Learning (CIPL) team will review current curriculum guidance documents to ensure essential learning aligned to the standards is outlined. The quality of the curriculum does not change based on the mode of instruction. Teacher training is provided enabling effective use of digital curriculum and builds off familiarity with resources currently used. Also, in the event of an extended closure, CIPL has developed a learning loss supplement, to measure and adjust instructional strategies in order to address loss and make direct ties to new learning. Teachers will use this and revised instructional schedules to guide planning and instruction through “just-in-time supports”. “Just-in-time” supports mean responding to students in the moment. This can be for accelerating learning, providing intervention, group support, or pivoting instruction using a different approach to reach a learner. This is time where the teacher or support staff will organize and provide specific academic and socio emotional supports/scaffolds.

4. With the continued use of the digital curriculum platform, Microsoft Teams, district-wide, students will be able to adapt when in-person instruction resumes. Students will be able to transition to and from remote learning if needed (should instances occur where there is an outbreak at school, or a student/teacher falls ill, etc.) and not lose instructional time. Also, teachers will be able to incorporate these same digital tools and strategies into in-person instruction.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Digital instructional materials will be distributed through the district instructional delivery platform, Microsoft Teams. All students, teachers and staff have access through Teams and Clever, and students are rostered.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity. Teachers and students will have access to digital curriculum resources as well as our district digital instructional delivery platform, Microsoft Teams. Students have been automatically rostered in Teams for all of their classes and Teams provides an effective two-way communication between students and teachers. Students will be able to submit their assignments digitally through Teams as their Learning Management System (LMS) for the majority of classes across the district. For students enrolled in Dual Enrollment courses, they will utilize the appropriate college platform.

TK-12 Instructional Delivery Platform-Microsoft Teams
Dual Enrollment Platform-Canvas

Process for Assigning Classwork:

- Students rostered in Teams based on section assignment in ATLAS student information system
- Process is automated to ensure that new students may be entered as soon as they are enrolled at a new site
- Teachers have the ability to manually add students to a Microsoft Teams class as well
- Teachers assign digital assignments through their class Team
- Students complete and turn in digital assignments

Teachers of CORE subjects may also use the digital platforms through the district adopted instructional materials to assign assignments including but not limited to:

- K-8 Math (GoMath)
- 9-12 Math (Big Ideas)
- K-6 ELA (Wonders)
- 7-11 ELA (Springboard)
- K-6 Science (HMH Dimensions)
- 7-12 Science (SAVVAS)
- K-6 History/Social Studies (SAVVAS My World)
- 12 History/Social Studies (McGraw Hill Impact)
- 12 World Language (Vista Higher Learning)

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Fresno Unified School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning.

If an emergency impacts individual schools within Fresno Unified School District such as a school needing to be moved to another school, the District has mechanisms in place to support. The first consideration would be a pivot to remote instruction (see Remote Instruction plans above) for potential short and long term. Depending on the nature of the emergency, Fresno Unified is able to consider alternatives including school resources and supports being shifted to other schools within and across regions.

Section Notes

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

District Communication Tools

- The following communication tools are available to help staff and families stay informed. Each tool is outlined below with details on its purpose, frequency, and how it supports effective communication from the district.
- **ParentSquare:** A secure, two-way communication platform that connects the district with families through messages, alerts, and updates across email, text, app, and web. It supports real-time engagement, language interpretation and translation, and streamlined communication between teachers, staff, and families to enhance school-home collaboration.
 - **Employee Zone:** An e-newsletter for all district staff that goes out every Monday via ParentSquare. It contains celebratory news about staff, students and schools; important news for staff, such as professional learning opportunities and IT updates; and CTE and Community Schools highlights.
 - **District Update:** An e-newsletter that goes out via email every Friday to selected leaders (generally director and above) as well as support staff, such as executive secretaries. It contains time-sensitive, important information for school and district leaders.

- **Superintendent Friday Message:** A weekly e-newsletter from our Superintendent, offering direct communication to staff and families. This message highlights key district updates, including progress on goals and guardrails, major board decisions, and other high-level information that impacts our school community. Staff and families can rely on this message for timely insights and important developments.
 - **We are Fresno Unified:** A monthly digital newsletter designed for the broader community, featuring many of the same topics shared in the Employee Zone along with additional information, events, and activities that are relevant and engaging for families, partners, and community members.
 - **Social Media Platforms:** The district maintains an active presence on Facebook, Instagram, LinkedIn, and X (formerly Twitter). These platforms are primarily used to share celebratory content that highlights the achievements and stories of our students and staff. From classroom successes to highlighting staff accomplishments, the district uses social media to uplift and showcase the vibrant spirit of our school community.
 - **ATLAS Parent Portal:** Accessed through the district's student information system, ATLAS, where families can securely view their child's grades, attendance, schedules, and other important academic information online.
 - **Family Connect:** A dedicated phone line [559.457.3988] designed to help families who speak languages other than English.
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- **District Website:** Serves as a central hub for important information and resources for families, staff, and the community. It provides easy access to district news, calendars, board updates, department pages, and essential services such as enrollment, student supports, and employment opportunities. The website is regularly updated to ensure timely and accurate information is available to all stakeholders.
 - **Let's Talk Chatbot:** Accessed through the district website and provides always-on customer service and creates internal efficiencies by giving parents, teachers, and staff a fast, easy way to get answers to frequently asked questions 24-7, in multiple languages.
 - **Zum:** A transportation app for families that offers real-time tracking, route optimization, and communication tools for parents, schools, and drivers, ensuring transparency, safety, and efficiency throughout the transportation process.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Access to devices and connectivity for all students and educators is a necessary condition for effective remote learning. Students require grade-appropriate technology, access to rich digital resources, and readily accessible family supports to thrive academically and succeed with online learning.

Following campus closures during the COVID-19 pandemic, the district shifted to a 1:1 model, where every student is provided a district device for use at home and in the classroom. Currently, all students have been issued a device and are able to trade in the device through our Family Learning and Technology Support center (FLATS), if needed. FLATS would remain open in the event of an emergency. Often, students in grades TK-3 have their devices stored at the school site while students grades 4 through 12 will take their devices home. School sites would work with the district Information Technology team to ensure that all students have a device for note learning. Tools to support remote learning are pre-installed on the devices, including but not limited to Microsoft Teams as the digital classroom platform and sources that encourage good digital citizenship, safe internet use, and allow for remote security updates.

Ongoing outreach will be done to ensure students have their devices over multiple channels in multiple languages, including press conferences, public service announcements, outreach by schools, Parent Square, the ATLAS parent and student portals, email, the district website, and various other channels. Parents and guardians will be able to pick up devices from their school site/FLATS or have a device shipped to them. Devices will be personally delivered to homeless youth and youth in shelters. Parents and guardians who choose not to pick up a device will be sent a reminder that devices are available. When a parent or guardian reaches out for a student device, one will be shipped to them.

Additionally, Fresno Unified currently provides hotspots for families in need of connectivity. These hotspots are updated to ensure access. In the event of an emergency, parents and guardians may be able to continue to utilize what has been district issued and/or request hotspots.

To ensure families are fully supported with devices and connectivity, Fresno Unified has the aforementioned Family Learning and Technology Support (FLATS) center. FLATS provides assistance to families with devices, password resets, support for the ATLAS Parent and Student portals, and the replacement of lost or damaged devices. The center can be reached by phone, email, or in person and supports families in English, Spanish, and Hmong languages.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

The district maintains a commitment to providing high quality instruction online to every student every day. Through participating in a virtual experience through remote learning, students will maintain enrollment at their school site with instruction provided by their teachers.

Instructional Goals

- > Provide high quality, standards-aligned instruction in an online environment for every student using district-approved curriculum
- > Attend to the social emotional needs of every student
- > Build from assets of students, teachers, leaders and all educational partners for future ready experience
- > All teachers will have a foundational level of remote instructional practices and technology skills

Learning schedules will include blocks of synchronous time, where students have live instructional interaction with a teacher and asynchronous, where students will have independent learning time.

Effective Instruction

Teachers will work alongside students, families and guardians to develop a positive online culture of learning that fosters student ownership. Teachers use district adopted curriculum to engage students in challenging content and provide just-in-time supports. Teachers engage students interactively online, providing opportunities for student collaboration, problem-solving, and creation.

Teachers engage by:

- > Connecting online with families and guardians as critical partners in the well-being of students
- > Communicating a daily and weekly schedule for learning to students and families
- > Delivering grade level instruction using district, adopted curriculum and teacher supplemental resources
- > Creating opportunities for students to work together, with teacher directed small group supports and one on one time, when needed
- > Establishing designated English Language Development (ELD) time and support
- > Supporting students with special needs in alignment with an Individualized Education Program (IEP)
- > Designing graded assignments/projects for students to showcase their learning
- > Providing feedback for student growth that fosters student ownership of learning

District engages in, if needed and depending on the conditions of the emergency/length of closure:

- > Academic and social emotional supports for students, families and guardians to ensure continuous engagement
- > Delivering multiple types of professional learning, supporting a baseline and progression of digital skills and pedagogical practices for effective and interactive online instruction
- > Adjusting instructional schedules to maximize student learning in an online environment
- > Highlighting curriculum assignments/projects that inspire learning in online environment
- > Establishing instructional minute guidelines that protect core instruction and daily synchronous time with students
- > Supporting teachers and staff with the use of Microsoft Teams as a delivery platform and providing professional learning to develop foundational delivery skills
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2. Instructional resources include:

- a. Core, standards-aligned digital curriculum
- b. Microsoft Office 365 accounts and digital tools (e.g. One Drive, Word, PowerPoint, Forms, etc.) including Microsoft Teams
- c. Supplemental resources, including companion practice books, notebooks, sheets and sleeves, pens, dry erase markers, etc. (which can be picked up on days designated by the school).
- d. Student devices for grades Pre-School through 12
- e. Access to wireless hotspots, if needed

3. With use of the standards-aligned, curriculum guidance documents and district-adopted curriculum, the digital curricula resources are aligned with what is used with in-person instruction. The Curriculum, Instruction and Professional Learning (CIPL) team will review current curriculum guidance documents to ensure essential learning aligned to the standards is outlined. The quality of the curriculum does not change based on the mode of instruction. Teacher training is provided enabling effective use of digital curriculum and builds off familiarity with resources currently used. Also, CIPL has developed a learning loss supplement, to measure and adjust instructional strategies in order to address loss and make direct ties to new learning. Teachers will use this and revised instructional schedules to guide planning and instruction through “just-in-time supports”. “Just-in-time” supports mean responding to students in the moment. This can be for accelerating learning, providing intervention, group support, or pivoting instruction using a different approach to reach a learner. This is time where the teacher or support staff will organize and provide specific academic and socio emotional supports/scaffolds.

4. With the continued use of the digital curriculum platform, Microsoft Teams, district-wide, students will be able to adapt when in-person instruction resumes. Students will be able to transition to and from remote learning if needed (should instances occur where there is an outbreak at school, or a student/teacher falls ill, etc.) and not lose instructional time. Also, teachers build from their strengths developed incorporating similar digital tools and strategies during in-person instruction.

Section Notes

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Supports to English Learners

The district will continue to conduct all instruction, professional learning, monitoring and intervention of English Learner's (ELs) and Reclassified Fluent English Proficient (RFEP) students, as well as engage with parents through the District English Language Advisory Committee (DELAC), school site English Language Advisory Committee (ELAC), and offer language support in virtual/digital formats (i.e. Live Stream, Microsoft Teams). Instruction will be provided for all language programs including dual language immersion and newcomer programs. Annual and initial ELPAC assessments will continue through the options and guidance provided by the California Department of Education (CDE). As students are registered online, via phone or by appointment, ELs are initially identified through the Home Language Survey (electronic or paper form). Initial ELPAC assessments are completed by English Learner Services assessors. Reclassification cycles will be conducted as students meet the local criteria. Designated English Language Development (ELD) and integrated ELD will be incorporated into all available instructional program models. Resources for parents and students are available through the district website in English, Spanish and Hmong. All students have been provided with electronic devices and internet access which will continue to be provided as needed.

Supports to Foster and Homeless Students

The Fresno Unified Project ACCESS team includes 12 Clinical School Social Workers (CSSW) who will conduct virtual emotional wellness checks and social emotional intake assessments on all foster and homeless students on their caseload via telephone or a HIPPA compliant video platform. Social workers will assess the service level needed based on the severity of social emotional and mental health concerns. One of the 12 CSSW'S is assigned to specifically support all student and families/guardians residing in shelters.

Telehealth services will consist of:

- > Individual and Group counseling
- > Supportive counseling
- > Case Management
- > Referral to community resources
- > Collaboration with community partners by participating in Foster Care roundtables, collaborating with mental health therapists, County social workers, and probation in removing barriers that impact learning
- > Addressing the concerns of and supporting care providers/parents with new attendance regulations
- > Completion of affidavits and assist with immediate enrollment for homeless students and school placement changes for students in the foster youth system

Supports to Students with Exceptional Needs

The Department of Special Education is committed to providing instruction to meet individualized needs throughout the school year. Overall, the delivery of online learning will be leveled to meet the continuum of needs of all students and include content that can be individualized to meet each student's Individualized Education Program (IEP) goals. Related services, including paraprofessional support for asynchronous learning/assignments, will also be provided, and accommodations and modifications applicable to distance learning will be implemented.

educators throughout the District share the primary goal of high-quality continuity of education for each student. Online learning option will be available for all students, and online learning resources for students and families/guardians will be provided by the District on an ongoing basis. It is critical to maintain communication

with parents, ensure digital access for all students, and provide students with a Free Appropriate Public Education (FAPE) through distance learning. The District will provide the technology and connectivity required to access online learning, including, any assistive technology required under a student's IEP. In addition, mental health supports will be provided for all students as needed, may include family/parent/guardian support when appropriate, and will be coordinated by District school psychologists and social workers. Educationally-related mental health services (ERMHS) will also be provided by District mental health providers in conformity with students' IEPs.

In addition to the District-wide professional learning for all educators, family/guardian trainings and resources, the Department of Special Education will provide specific professional learning related to curriculum and distance learning platforms utilized for the provision of special education and related services. The Department of Special Education will also provide special education specific training for families/guardians and maintain a bank of on-demand trainings accessible 24 hours per day, with resources applicable to distance learning for students with exceptional needs, varied to meet the continuum of placement options offered by the District.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with an IEP will receive services and supports to meet their needs in order for them to be involved in and to participate and make progress in the general education curriculum. They will participate in daily, live instruction with teachers and peers as well as with independent assignments and instruction. Teachers will maintain a record of instruction, participation, and assignments. Students will be expected to be available for instruction and special education services during regular school hours. A device and all materials required to meet a student's needs outlined in the IEP in the distance learning model will be provided. Special education services, accommodations, modifications, and supports outlined in a student's IEP will be provided. Annual IEP goals and short-term objectives will continue to be implemented and monitored, and progress reports will be provided to families quarterly. If there is any aspect of a student's IEP that is not applicable to online learning model or will look different, notice will be provided to the family with more information. IEP team meetings and assessments will continue to be held and completed within applicable timelines through Microsoft Teams and in compliance with online IEP meeting guidelines.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Services will include a defined minimum time allocation for designated English language development (ELD) instruction which will be worked into the student's schedule, in addition to ongoing integrated ELD during the full instructional day. There will also be opportunities for extended instructional time provided to recently arrived ELs. Formative ELD assessments will be used to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Fresno Unified has designed systematic professional learning and support goals to build capacity for educators on all baseline technology and virtual content tools for remote instruction and assessment, in the event of an extended closure. All professional learning in the event of an emergency that requires pivoting to remote instruction will continue to build off of the lessons, feedback, and learning from the District's Personalized Learning and Innovations work (PLI) starting in the 2016-17 school year and the COVID-19 pandemic.

Professional Learning and Support

- > Goal 1: Implement a systematic professional learning timeline to build capacity for leaders and teachers on baseline tools: online learning and collaboration
- > Goal 2: Implement systematic remote instruction for students: teachers connect with students online using instructional tools
- > Goal 3: Implement a systematic professional learning timeline for teachers: content support and collaboration
- > Goal 4: Implement systematic supports for teachers and leaders: online, content, and coaching

Professional learning has and will be designed based on research, benchmarking of similar districts, and data in alignment to our vision of instruction (Instructional Practice Guide) combined with input from teachers and leaders collected through:

- > Remote Learning Surveys
- > Focus Groups (Listening Sessions)
- > Training feedback forms
- > Advisory Groups
- > School Supervisor Check Ins

During Spring and Summer of 2020, professional learning was provided virtually to support teachers and leaders. Over 100 webinars were offered with nearly 6,000 unique registrations. These sessions were recorded for future use and support. The PLI team had provided a combination of live webinars, pre-recorded webinars, on-demand learning tools, and other tutorials on platforms like Microsoft Teams and Canva. Educators have also been provided with digital curriculum resource exploration for all CORE subjects including, but not limited to, Go Math, Wonders, Springboard, Big Ideas, Impact, My World, Vista, SAVVAS secondary Science, and the iREADY assessment and MyPath. All curricula resources come equipped with digital platforms and resources to support online instruction. These resources as well as post-pandemic developed professional learning will be reviewed/revised, available and organized as On-Demand learning playbooks to support teachers in developing knowledge and skills for successful remote learning delivery.

The on-demand training is designed in a progression of topics that built upon each other based on four levels: Foundational, Exploration, Advancing, and Ambassador. The four levels of training were developed into a rubric for teachers and leaders to self-assess their status and progress within professional learning phases. The Ambassador level challenges teachers that are proficient with technology tools to support other teachers through site-based leadership opportunities and district-led trainings.

For future need, the recorded webinars and on-demand resources will be available to all teachers and leaders for ongoing professional learning structures (individual learning, site professional learning, PLCs). It is recommended that all teachers master identified foundational level skills prior to the start of school to ensure successful remote learning.

On Demand Training for Remote Learning

Foundational | Exploration | Advancing | Ambassador

Progression of Topics (Multiple resources under each topic)

- > Getting Prepared
- > Connecting with Families
- > Establishing Structures and Routines for Distance Learning
- > Posting Daily or Weekly Schedules in Teams
- > Synchronous and Asynchronous Online Instruction
- > Scheduling and Conducting Synchronous Online Instruction with Teams Meetings
- > Developing and Sharing Asynchronous Digital Activities
- > Developing Independent Digital Activities
- > Developing Collaborative Asynchronous Digital Activities
- > Providing Feedback in Various Digital Forms
- > Using Online Assessments to Target Instruction
- > How you Might Support Teachers in your PLC, School, or District

Webinar Topics (Over 30 recorded sessions for ongoing professional learning)

- > Using Flipgrid to Make Connections with Students
- > Connecting with Families and Students with Microsoft Teams as the Hub
- > Designing Distance Learning for This Moment
- > Supporting Inclusivity, Language Development and English Learners and Immersive Reader Tool
- > Facilitating Distance Learning Like a Rockstar with Teams as the Hub
- > Week of One Note: Matching Great Teaching Practices with the Effective Use of Class Notebook, e.g. Math/Literacy Strategies and Class Notebook Digital

Supports

- > Data Analytics and Insights for Teachers and Administrators
- > Interactive Tools for Quality Instruction and Student Engagement
- > Bringing Research-Based Effective Teacher Practices into Online Instruction
- > Utilizing Rich Data to Inform Online Engagement and Instruction
- > Content Specific Strategies and Incorporating Technology into Practice

Content Support (Online curricular support aligned to the adopted materials)

- > Wonders Online Digital Curriculum Support K-6
- > Go Math Online Digital Curriculum Support K-6
- > Go Math Grades 7-8 Online Digital
- > Impact HSS Digital Curriculum Support
- > Big Ideas Online Digital Support- High School Math
- > SAVVAS: My World for K-6 History/Social Science
- > HMH Science Dimensions for K-6 Science
- > SpringBoard Online Digital Curriculum Support 7-11

All new general education, special education, and dual immersion teachers are provided professional learning in the adopted curriculum/programs and digital resources, required assessments, and classroom management. Site-based support includes professional learning communities, regional work support, and site-based professional learning. District support for new teachers includes:

1. Employee and Induction Orientations virtually
2. The Virtual New Teacher Conference
3. Virtual Saturday Pipeline Trainings monthly
4. New Teacher Support Coach for virtual coaching
5. Virtual Content professional learning
6. Support for general education clearance

Leaders will receive training in the use of Microsoft Teams to support the work of remote learning and to support teachers making connections with students. Leaders also learned how to use Teams to provide staff with Professional Learning and Professional Learning Community (PLC) time. All new leaders also received:

1. Employee & Induction Orientations virtually
2. Virtual Onboarding
3. Skillful Leader- Virtual supervision and evaluation training
4. New Administrator Support Coach for virtual coaching
5. Support for administrative credential clearance

Section Notes

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Multiple departments within the district will continue to monitor and support the mental health and social emotional wellbeing of pupils and staff as outlined below:

Department of Prevention & Intervention (DPI)

Elementary School Social Workers (CSSW) will conduct virtual emotional wellness checks and assessments to determine appropriate mental health interventions by phone and/or telephone support, including:

5-26 Instructional Continuity Plan (ICP) for

- > Individual and Group counseling
- > Supportive counseling
- > Case Management
- > Referral to community resources

Students will be prioritized for contact based on safety measures including prior suicidal risk assessments, hospitalizations, previous school year counseling participation, and newly generated referrals. Additional referral opportunities have been created for school site staff to refer students for support, including a link to submit social emotional referrals online by using a form posted on the district's website. The referral can be completed by a student, parent, or staff.

The district continues to partner with CareSolace, to link students and families to community-based mental health and substance abuse treatment. In addition to staff referrals to Care Solace, parents and students can confidentially self-refer to Care Solace via a link on the district website.

In partnership with the Fresno County Superintendent of Schools (FCSS), the district is collaborating with All 4 Youth, a program that provides behavioral health services, provided by a clinician that includes individual, family, and group counseling as behavioral coaching. Referrals are generated from multiple sources, including self-referral, school staff, and family members.

Additionally, a partnership with Prodigy Healthcare, Inc to provide early intervention and substance use treatment for adolescents is in place and will continue to occur in virtual settings such as telehealth and phone.

Child Welfare Attendance Specialists (CWAS) - The CWAS Team will focus on providing on virtual supports such as:

- > Small skill group interventions or individual interventions for students with attendance needs
- > Conducting weekly or daily check-ins (i.e. Check In/Check Out) for students at identified school sites
- > Phone calls and home visits if safety permits
- > Case management and referral to appropriate community resources

Student supports will be monitored using school metrics such as office discipline referrals, suspensions, and attendance data. The team works closely with teachers for students participating in interventions or supports to determine change in student behavior and acquisition of Social Emotional Learning (SEL) skills.

Additionally, the Child Welfare & Attendance Specialists will collect and review student self-rating scales to determine change in behavior needs and acquisition of social emotional learning skills.

Behavior Intervention Specialist (BIS) - A team of BISs will provide the following services for young learners in grades PS to 6th, with intensive Tier III behavioral and social emotional needs:

- > 1 on 1 Skill Building
- > Collaboratively assist administrators and support staff in developing positive behavioral intervention plans
- > Model and coach identified behavior techniques and reinforcement strategies with teachers, administrators, and support staff
- > Deliver short-term direct supports to students in collaboration with site staff
- > Consultation with families/guardians and other district staff regarding student needs in efforts to improve learning in the classroom and links to outside agencies

In addition to daily communication with sites and families/guardians, monthly Team meetings with all stakeholders are held to monitor student progress, effectiveness of intervention, and plan for fading services to site support staff.

SPECIAL EDUCATION

School Psychologists - There are School Psychologists assigned to every school site providing a wide-array of social-emotional and academic supports for students.

School Psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help students succeed academically, socially, behaviorally, and emotionally. School Psychologists partner with families/guardians, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. These services and supports may include:

- > Direct services for counseling—Individual or Group counseling with students virtually, via HIPPA compliant video platform or telephone, to promote problem solving, anger management, conflict resolution, coping skills, resiliency, etc.
- > Collaborate virtually with other social-emotional staff including school-based mental health clinicians, Counselors, School Social Workers, Restorative Practices Counselors, and Tier 2 Specialists
 - > Direct service for district crisis intervention using a virtual platform, including suicide risk assessments and threat assessments
 - > Direct consultation and support to staff at sites regarding academic interventions and behavior supports within the multi-tiered systems of support model in an e-learning environment or classroom-based supports
 - > Participation in problem-solving teams at school sites, including school-wide positive behavioral supports and identifying at-risk students
 - > Connect families/guardians and make referrals to community service providers, in addition to coordinating those services with the site-based teams
 - > Academic supports— consult with staff regarding academic interventions and initial referrals for special education services for general education students
 - > Assist school sites teams in data collection, monitoring, and analysis of student academic achievement and progress
 - > Provide professional development training for school site staff regarding mental health needs of students and suicide prevention
 - > Serve as a special education leader on school site campuses to ensure that students with IEPs receive high-quality instruction and supports necessary for success.

Restorative Practices School Counselors

The role of the Restorative Practices School Counselor is to work with students and adults to build, affirm and repair relationships within classrooms and school community and provide experiences that promote life skills development and social emotional well-being. They provide the following services:

- > Facilitate pre-conferencing/coaching, Restorative Conferences/Circles, Mediation, Re-entry Circles, and Welcome Circles
- > Facilitate peer-based peacemaking programs where students learn to solve conflicts, repair relationships and lead circles
- > Collaborating with staff in using restorative responses outlined in Discipline Guidelines and Behavior Matrix to help reduce exclusionary practices and disproportionality
- > Coaching and consulting with staff on restorative practices and positive discipline
- > Elementary: Provide individual and small group social emotional counseling that is culturally responsive, and trauma informed as well as case management services
- > Secondary: Provide support to Youth Court

Monitoring Supports

- > Multiple student outcome measures: pre/post intervention assessments, sense of belonging, suspensions and recidivism, office discipline referrals, behavior notifications and attendance rate.
- > Anonymous participant feedback surveys from students, families and staff
- > ATLAS Documentation: services logged in Counseling Tab/Social-Emotional Domain

The Department of Health Services provides essential contribution to the mental health services for students, families/guardians and staff within the educational setting. Health Services will provide identification, intervention, referral and follow-up of students, with mental health needs and advocate for mental health services. The Credentialed School Nurse is a valuable resource to help the school staff understand a variety of mental health issues and help reduce the stigma associated with mental illness.

Credentialed School Nurses will conduct video conferencing with students and parents in addressing any health concerns, school personnel and medical and mental health providers to assess mental health needs, to initiate appropriate referrals, and to develop and implement a plan to provide support at school or upon the students return to school. These plans could be the health portion of an Individualized Education Program (IEP), an Individualized School Healthcare Plan (ISHP) or Section 504 plan. Health virtual office hours will be available as a health resource for school sites, working with school staff on creative ways to connect and promote health with students, and connecting with families via Teams or service provider platforms.

Professional Development

Professional development delivered by our Climate and Culture Specialists will continue to align with Trauma-Informed Practices (TIP). This includes creating safe and predictable classroom environments, developing healthy relationships, building community, and teaching Social Emotional Learning skills (i.e., resilience, empathy, self-awareness and regulation, mindset).

In the event of an extended emergency, teachers would be provided opportunities to participate in virtual professional development that teaches TIP including:

- > Plan for Success! Designing Effective Structures with Health and Safety in Mind
- > Creating Environments that Support Students who have Experienced Trauma
- > SEL Strategies to Support Student Well-being
- > Connecting Through Engaging Class Circles through eLearning

Social emotional support personnel (i.e., clinical school social workers, restorative practices counselors, child welfare and attendance specialists, and behavior intervention specialists) have received initial training in TIP. They will continue to receive on-going professional development. They provide evidence-based interventions infused with TIP such as SEL skill development, strengths-based, promote healthy relationships, and brain-based teaching (i.e., learning about the brain and emotional states).

Plans to provide access back-up, water and medicines in the event of an emergency.

Credentialed School Nurses will conduct video conferencing with students and parents in addressing any health concerns, school personnel and medical and mental health providers to assess mental health needs, to initiate appropriate referrals, and to develop and implement a plan to provide support at school or upon the students return to school. These plans could be the health portion of an Individualized Education Program (IEP), an Individualized School Healthcare Plan (ISHP) or Section 504 Plan. Health virtual office hours will be available as a health resource for school sites, working with school staff on creative ways to connect and promote health with students, and connecting with families via Teams/Parent Square.

The school nurse can be a resource for families by offering guidance on accessing necessary medications or medical supplies from the school, depending on the length of the closure.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

For processes and support services for special education and counseling, see above.

School Counseling will ensure that middle and high school students receive uninterrupted social-emotional, academic, and career counseling services during a natural disaster or emergency that causes school closures. School counselors will continue to provide access to social emotional services, communication with students, and families to deliver school counseling services through alternative methods and monitor student well-being and academic progress. School counselors will provide communication using platforms such as school email, school websites, SMS alerts, and Microsoft TEAMS. School counselors will maintain regular check-ins with students using platforms such as Microsoft Bookings or Calendly to schedule meetings and ensure resources are accessible in multiple languages for families. School

counseling services would be delivered virtually through individual/group meetings, and classroom guidance lessons using Microsoft TEAMS. ATLAS will be used to document student and parent interactions.

Food services will provide both breakfast and lunch meals for students via a school pickup. If the closure impacts one school or region, food pickups will be available at neighboring schools/regions.

Section Notes

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Each school site will annually review, update, and adopt the Instructional Continuity Plan (ICP) as a part of the Comprehensive School Safety Plan (CSSP) through the School Site Council. This can include feedback from administrators, staff, parents, community members, and students. The plan for the upcoming school year shall be reviewed and approved no later than March 1 of the current school year.

Section Notes

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

perintendent will review state and local guidance and determine conditions for re-opening.

outlined below are conditions under which returning to will resume and any alternative sites or arrangements considering various aspects of recovery, including:

Evacuation orders lifted

- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Section Notes

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Fresno Unified School District's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Fresno Unified School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. This will be accomplished by incorporating the ICP into each school site's CSSP, which is reviewed and approved by the School Site Council. These plans will then be taken to the board for approval in June 2026. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Section Notes

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed yearly and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan (ICP) will be reviewed and updated annually by each school's School Site Council (SSC), along with the Comprehensive School Safety Plan. The plan for the upcoming school year shall be reviewed and approved no later than March 1 of the current school year.

Section Notes

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ann Loorz, Executive Director, Purchasing

Date: June 27, 2025

Phone Number: 457-3582

Regarding: Increase of Contract Threshold Requiring Board Approval

The purpose of this Board Communication is to provide the Board information regarding the maximum threshold amount for contracts requiring individual Board approval. The Purchasing Department will be increasing the contract threshold amount from \$15,000 to \$100,000 effectively beginning fiscal year 2025/2026; this will streamline contract processing and reduce the size of the Board meeting agendas & back up materials.

The current threshold of \$15,000 is not stated in Board Policy or the Education Code but, rather, is a locally established threshold and is set forth in District Administrative Regulation 3323.1. Education Code 17604 requires all contracts to be approved and/or ratified by the Board. Our current Monthly Purchase Order Ratification Report process, which includes contracts under the threshold, meets the legal requirement for Section 17604 approval. Note also that the current \$15,000 threshold has been in place without adjustment for over 20 years. In that time, significant inflationary factors have acted on the economy in general and District contracting in particular. For example, the State of California adjusts certain public bidding threshold requirements (Public Contract Code 20111) every year to account for inflation.

Also, the Purchasing Department has pulled data from the last two full fiscal years and the current year. By increasing the contract threshold to \$100,000, the Board would continue to individually approve over 85% of contracted dollars spent, which is in alignment with other Council of Great City Schools thresholds. Here are a few examples of maximum threshold amounts for districts across the nation:

- Los Angeles USD \$250,000,
- San Antonio ISD \$250,000,
- Atlanta Public Schools \$100,000.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ann Loorz at (559) 457-3582.



Cabinet Approval:

Name and Title: Paul Idsvoog, Chief Operations and Classified Labor Management Officer