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Mao Misty Her

BOARD COMMUNICATIONS – AUGUST 16, 2024

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

INTERIM SUPERINTENDENT – Mao Misty Her

IS-1 Mao Misty Her Interim Superintendent Calendar Highlights

CHIEF OF STAFF – Ambra O'Connor

COS Amy Idsvoog Report and Recommendations Regarding Safe Route to School Assessments

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for August 09, 2024
BFS-2 Kim Kelstrom Financial System Upgrade (Advantage 4.0) Launch
BFS-3 Ashlee Chiarito August Legislative Committee Meeting

ENGAGEMENT & EXTERNAL PARTNERSHIPS – Wendy McCulley, Chief Officer

E&EP-1 Wendy McCulley 2023/24 Year-End Summary

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Academic Officer

ID-1 Marie Williams, Ed.D. 2024/25 District English Learners Advisory Committee Meeting Dates
ID-2 Tangee Pinheiro Submission of Special Education Local Plan, Annual Budget Plan and Annual Service Plan

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: August 16, 2024
Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Attended the Sunnyside Regional Literacy Launch
- Met with FTA President
- Attended the Sunnyside After-hours Social Gathering
- Met with Executive Cabinet
- Attended the CART Board Meeting
- Attended School Back to School Night at Bullard High School
- Spoke at the Central Valley Regional Foundation Friend Forum
- Held press conference regarding Back to School
- Held three TEAMS Live sessions to address all school site staff during buy back and institute days
- Spoke at the After-School Kick-Off Professional Learning event
- Gave interview with Valley Public Radio regarding 100-day Plan and back to school
- Met with California State University Fresno President, Saúl Jiménez-Sandoval
- Met with district staff and State Center Community College District staff to discuss potential expansion of collaboration on dual enrollment
- Gave interview on HmongUSA TV regarding 100-day plan and back to school


Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24

Fresno Unified School District
Board Communication

BC Number COS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amy Idsvoog
Cabinet Approval: 

Date: August 16, 2024

Phone: 457-3498

Regarding: Report and Recommendations Regarding Safe Route to School Assessments

The purpose of this board communication is to provide the Board with the comprehensive recommendation report following our yearlong pilot program focused on Safe Route to School Assessments. The document provides a project overview, infrastructure recommendations, program policy strategies as well as implementation strategies. The district received the report from Tolle Design Group, LLC this summer.

Toole Design Group, LLC has 20 years of experience in Safe Route to School planning and policy including assessing city infrastructure, developing pedestrian safety programs, and building toolkits for improving school arrival and dismissal procedures. The organization's lead for the pilot spent 10 years as the lead consultant for the National Center for Safe Routes to School. The firm is familiar with Fresno and our existing infrastructure as they led the analysis of bicycle and pedestrian crash data for Fresno's Systemic Safety Analysis Report and worked with Fresno County for its Fresno Council of Governments Transportation Safety Plan.

The school sites selected for the 2023/24 pilot were chosen based on traffic and pedestrian incidents that occurred during the previous school year where students were hit by a car and/or a school bus accident was reported. Also considered were busy intersections near school bus stops and sites that had a neighboring school within one mile.

The schools involved in the pilot were: Bullard, Hoover, McLane, Roosevelt, Duncan, Cooper, Computech, Kings Canyon, Scandinavian, Tioga, Wawona K-8, Herrera, Lincoln, Roeding, and Vang Pao.

This report has been shared with the City of Fresno, the County of Fresno, and the Fresno Council of Governments (COG). District staff will be working with Toole Design to develop and implement a plan for regional education and outreach based on non-infrastructure recommendations. We are once again working with Toole Design Group, LLC to conduct a second year of school assessments that will include another wave of at least 15 school sites.

If you have questions pertaining to the information in this communication or require additional information, please contact Walter Gunn at 457-3980 or Amy Idsvoog at 457-3498.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24

SAFE STREETS FOR STUDENTS

JUNE 2024

A PILOT PROJECT TO IMPROVE
TRAFFIC SAFETY AT FRESNO
UNIFIED SCHOOLS



ACKNOWLEDGMENTS

- Fresno Unified Board of Education
- City of Fresno Public Works
- Fresno County Department of Public Works and Planning
- Safe2School
- Principal Armen Torigian, Bullard High School
- Principal Eric Martinez, Duncan Polytechnical High School
- Principal Courtney Curtis, Hoover High School
- Principal Brian Wulf, McLane High School
- Principal Michael Allen, Roosevelt High School
- Principal Tobaise Brookins, Computech Middle School
- Principal Sandra Auble, Cooper Academy Middle School
- Principal Landon Ailanjian, Kings Canyon Middle School
- Principal Julie Goorabian-Ellis, Scandinavian Middle School
- Principal Kevin Evangelinos, Tioga Middle School
- Principal Delia Nuno, Wawona K-8 School
- Principal Miguel Naranjo, Herrera Elementary School
- Principal Marisa Favila, Lincoln Elementary School
- Principal Debbie Duran, Roeding Elementary School
- Principal Yua Lee, Vang Pao Elementary School

Information contained in this document is for planning purposes and should not be used for final design of any project. All results, recommendations, concept drawings, cost opinions, and commentary contained herein are based on limited data and information and on existing conditions that are subject to change. Further analysis and engineering design are necessary prior to implementing any of the recommendations contained herein.

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1 PROJECT OVERVIEW

WHAT IS SAFE STREETS FOR STUDENTS?

In 2023, Fresno Unified School District (“the District”) initiated “Safe Streets for Students”, a pilot project to evaluate traffic safety conditions around 15 Fresno Unified schools. The outcome of the pilot is this action-oriented safe routes to school (SRTS) plan. This plan recommends engineering, policy, and program strategies to improve traffic safety around each of the 15 pilot schools, and systemic recommendations for schools across Fresno. Based on the success of the pilot program, the District is seeking funding to expand Safe Streets for Students to additional schools in 2025 and beyond.

From the District’s 104 schools, Fresno Unified selected 15 pilot schools based on collision history and geographic distribution. The 15 schools cover all seven high school regions and all grade levels (including five high schools, five middle schools, four elementary schools and one K-8 school). Many of the selected pilot schools are located near other schools to maximize the number of schools that might benefit from the safety recommendations in this plan.



Students and families cross the street during dismissal at Vang Pao Elementary

This plan is part of the international Safe Routes to School (SRTS) movement that works to make it safe, convenient, and fun for students and families to walk and roll to school. “Rolling” includes bicycling and using other devices with wheels like scooters, skateboards, and wheelchairs.

2023 -2024 PILOT SCHOOLS

Bullard High School
Duncan Polytechnical High School
Hoover High School
McLane High School
Roosevelt High School
Computech Middle School
Cooper Academy Middle School
Kings Canyon Middle School
Scandinavian Middle School
Tioga Middle School
Wawona K-8 School
Hererra Elementary School
Lincoln Elementary School
Roeding Elementary School
Vang Pao Elementary School

To develop this plan, the project team conducted on-the-ground site assessments at all 15 schools and in-person and virtual community engagement. This plan is a result of strong collaboration between the District, the City of Fresno Public Works Department, Fresno County Department of Public Works and Planning, and Safe2School, a non-profit organization that trains and oversees volunteer crossing guards at Fresno Unified schools.

SITE ASSESSMENTS

For each school, the Toole Design consultant team (“the consultant team”) observed student arrival and dismissal and conducted a walk audit around the school campus and surrounding streets, focusing on key student travel routes.

During **arrival and dismissal assessments**, the consultant team:

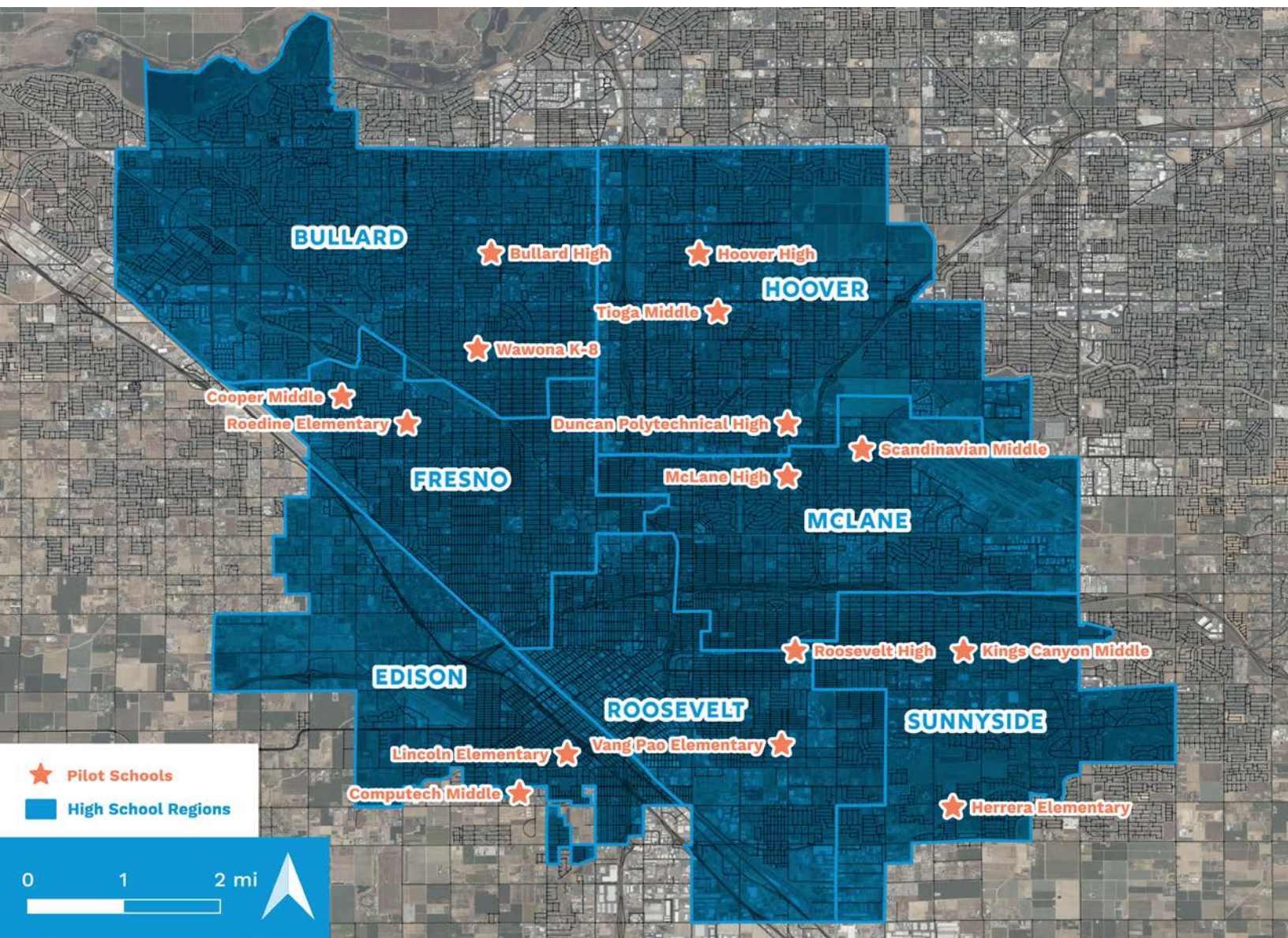
- Observed arrival patterns for 30-45 minutes before the first bell
- Observed dismissal patterns for 15 minutes before the dismissal bell until 30 minutes after the bell
- Observed traffic patterns for people driving, taking the bus, walking, and biking
- Assessed behavioral and infrastructure safety
- Spoke to crossing guards about issues and opportunities.

Walk audits took place during school hours and lasted up to 90 minutes. In addition to the consultant team, typical attendees included school principals or vice principals, other school leaders, school district officials, and safe routes to school leaders. The Bullard High School walk audit also included three Bullard High students, one of whom is a volunteer crossing guard. During audits, attendees observed and discussed traffic patterns, student travel routes, and street infrastructure. The consultant team assessed and documented street infrastructure using Fulcrum, a GPS-linked app.



A consultant team member takes notes during McLane High School dismissal

The Safe Streets for Students Pilot Project evaluated traffic safety around 15 schools across 7 regions.



BY THE NUMBERS

7

multilingual
community workshops

15

schools assessed

350

survey responses

175+

recommendations
developed

COMMUNITY ENGAGEMENT

In addition to site assessments, the project team created opportunities for the public to provide input on their experiences traveling to and from school. Parents, teachers, students, administrators, and volunteer crossing guards shared their thoughts and concerns at seven multilingual community meetings (one in each school region). Community members provided insight into safety challenges at specific locations around schools, which the project team used to inform walk audit routes and conceptual design.

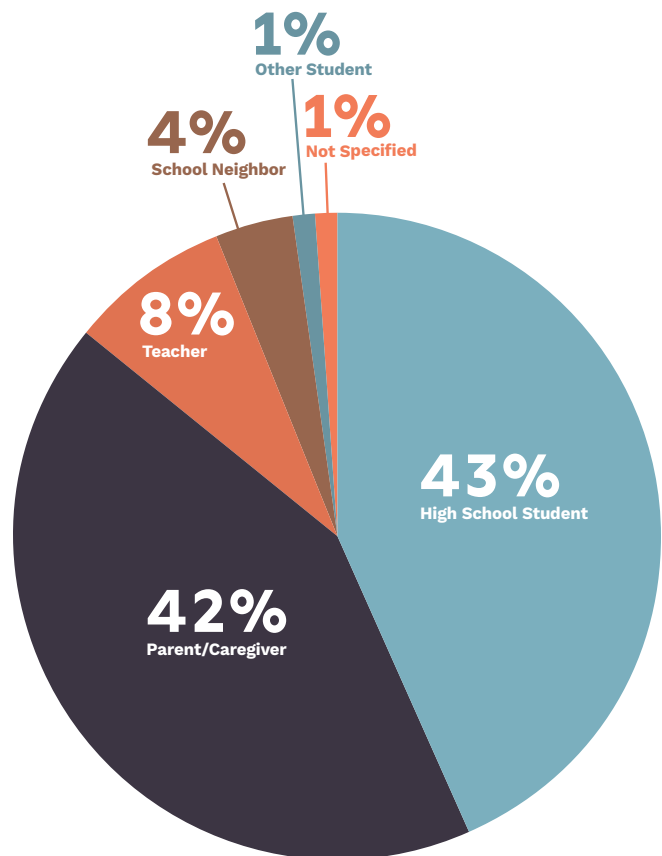
The project team also collected feedback via an online survey and interactive map. The survey was customized for four different user groups including students, parents/caretakers, teachers, and school neighbors. Survey questions asked about travel behavior and safety concerns, and respondents could provide location-specific input on the map. Of the 350 people who responded to the survey, nearly half were students (44%) and nearly half were parents/caretakers (42%). At least 98% of student respondents were high schoolers (2% did not specify their school).

KEY SAFETY ISSUES

The site assessments and community engagement process highlighted the following key issues and concerns that prevent or deter students from walking and biking to school:

- **Driver Behavior:** Many drivers are distracted and/or speeding
- **Hostile Environment:** Walking and biking feels unsafe and uncomfortable due to high vehicle volumes and speeds, lack of protection from vehicle traffic, vehicle size, etc.
- **Too Many Vehicles:** Arrival and dismissal is slow and crowded
- **Travel Distances:** Vehicle-dependent urban form and sprawling land use make it challenging or inconvenient to walk or bike to school

SUMMARY OF SURVEY RESPONSES



These issues underscore the need to convert more trips from vehicles to walking, rolling, or transit (where appropriate). However, this plan recognizes that programs and policies that encourage and support walking and rolling will only work if there is a street network and built environment to support such behavior.

WHY SAFE STREETS FOR STUDENTS?

YOUTH HAVE UNIQUE SAFETY NEEDS

Safe travel has different implications for children and youth than for adults. Children and youth are still learning and growing; they have not fully developed their cognitive abilities, visual perception, and attention systems and therefore are especially vulnerable when it comes to traffic safety. Not only is their awareness less acute than that of adults, but they have not fully developed critical thinking skills to help guide their decisions. For example, children under 14 have difficulty judging a safe gap in traffic for crossing. Once they make the decision to cross, younger children take longer to act, potentially putting them in dangerous situations.¹ Crash impacts are also more dire for children compared to adults due to their smaller size.



A family waits to cross Heaton Avenue at school dismissal

¹ Lambert, D., Pullen-Seufert, N. & Peters, O. (2024). Creating Accessible, Equitable, Safe, and Complete Networks for Young Pedestrians. Pedestrian and Bicycle Information Center.

A TRAFFIC SAFETY CRISIS IN FRESNO

Between 2018-2022, there were nearly 500 fatal or severe injury crashes in Fresno and half of all fatalities were people walking.² Official collision statistics only include those crashes reported to police, and according to Fresno Unified staff, many crashes that occur near schools or involve members of the school community go unreported. District staff report that each year the number of District students hit by vehicles exceeds the previous year, and among those crashes, there are occasionally fatal and severe outcomes. After a fatal crash claimed the life of a student outside of Hoover High School in October 2022, the District took immediate action to secure internal funding for this pilot project.

INFRASTRUCTURE INFORMS BEHAVIOR

Site assessments and community engagement indicate that reckless, unlawful, and distracted driver behavior - especially speeding - is a major concern in Fresno. To improve safety around schools, it is critical to understand how infrastructure influences human behavior.

As with most cities in the United States, Fresno is experiencing the consequences of sprawling 20th century urban development. The city is built around a network of major arterials that are designed to move as many vehicles as possible, as quickly as possible. These multi-lane arterials are long, straight, and wide, which creates little visual or physical friction for vehicles, thereby encouraging speeding. Most schools in Fresno are located on (or within one block of) high-speed, high-volume arterials. Students walking or rolling to school, including to and from bus stops, must cross arterials and are exposed to high-risk interactions with vehicles.

Infrastructure and urban form also influence pedestrian behavior. During community engagement, the project team heard about the prevalence of students crossing streets mid-block (outside of a crosswalk). This behavior is often the result of large block sizes and limited safe crossing opportunities.

Addressing street design is an essential part of changing human behavior and will be critical to slow speeds around schools in Fresno.

² Transportation Injury Mapping System, University of California, Berkeley. Transportation Injury Mapping System, University of California, Berkeley.



A barricade at a former crosswalk near Cooper Academy Middle School discourages pedestrians from crossing

A TURNING POINT FOR FRESNO

Despite these challenges, Safe Streets for Students is happening at a timely moment, when many federal dollars are being invested in infrastructure that promotes safer streets. In May 2024, the City of Fresno launched their Vision Zero Action Plan, and Fresno County is anticipated to undertake a safety action plan starting in late 2024. The recommendations from the Safe Streets for Students pilot project will provide a strong foundation for the City and County safety action plans. Steps toward implementation are already being taken; with input from the District and consultant team, the City of Fresno applied for grant funding in June 2024 for intersection improvements near Bullard High School/Gibson Elementary School and near Roeding Elementary School.



2

INFRASTRUCTURE RECOMMENDATIONS

SAFE SYSTEM APPROACH

For each school, the consultant team recommends a set of safety interventions centered on slowing vehicle speeds to protect the most vulnerable street users—those walking and bicycling, and especially children. The recommendations are grounded in the Federal Highway Administration’s Safe System Approach, which recognizes that:

- Death and serious injury are unacceptable;
- Humans make mistakes;
- Humans are vulnerable and there is a limit to what the human body can withstand;
- Responsibility is shared among all roadway users;
- Safety requires proactive design and policy, not reactive measures; and
- Redundancy is crucial. If one safeguard fails, there should be another in place to counteract mistakes of roadway users.³

Accepting that humans make mistakes means that we must design our streets in a way that prevents fatal and serious injuries from occurring in the first place.

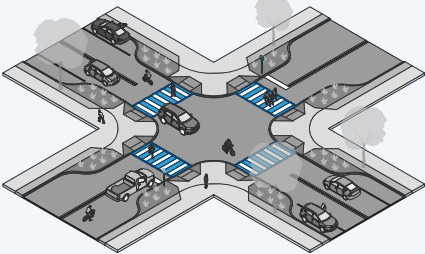
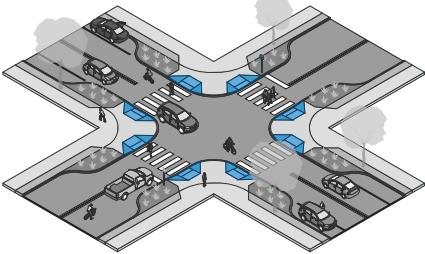
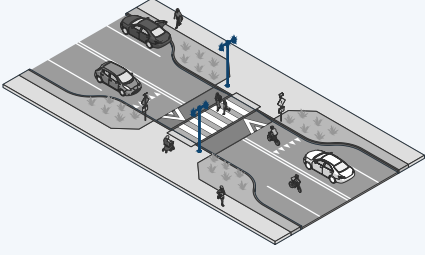
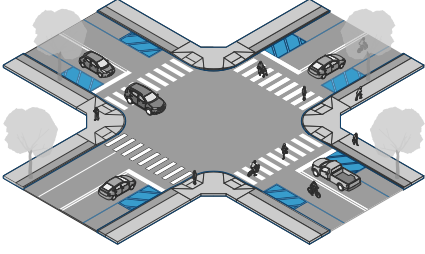
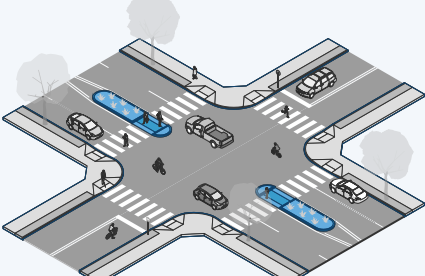
In response to this, four key strategies guide our recommendations:

- **Separation of street users in time**
 - Leading pedestrian interval (LPI) traffic signal phases give people walking time to cross before drivers can turn
- **Separation of street users in space**
 - Class IV separated bikeways include a painted buffer space plus a vertical barrier (flex post or bollard) separating people biking from vehicles
- **Reduction of vehicle speeds**
 - Posted speed limits (and signs in general) do not ensure compliance and **must** be complemented by design that supports the desired behavioral outcomes. Features that narrow the road, such as curb extensions, help vehicles slow down.
- **Increased attentiveness and awareness**
 - “Gateway treatments” alert drivers they are entering a school zone by including features that temporarily narrow the road, such as mini-roundabouts, curb extensions, or medians, that accompany ample school zone signage.

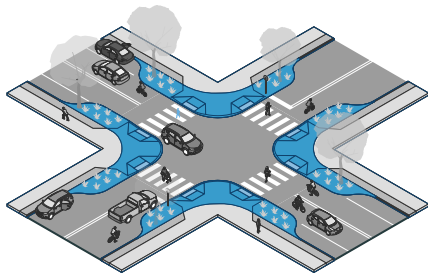
³ U.S. Department of Transportation Federal Highway Administration. Safe System Approach for the Urban Core Informational Report. https://highways.dot.gov/sites/fhwa.dot.gov/files/2023-11/fhwasa23001_508%28r2%29.pdf

GUIDE TO PEDESTRIAN CROSSING TREATMENTS

Crossings that are highly visible, comply with Accessibility Guidelines for Pedestrian Facilities in the Public Right-of-Way (PROWAG)⁴, and minimize crossing distances are essential to a safe and comfortable pedestrian network. Here is a guide to the crossing treatments recommended in this plan.

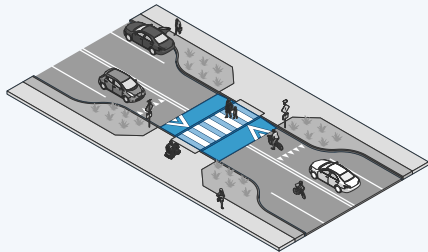
	<p>HIGH-VISIBILITY CROSSWALK</p>	<p>Improves drivers' awareness of a crossing location through a striping design that includes continental crosswalk markings (i.e., parallel to the direction of travel for vehicles). Crosswalks should be yellow if within 600' of school grounds.</p>
	<p>DIRECTIONAL CURB RAMP</p>	<p>Provides one dedicated curb ramp at each end of every crossing. All curb ramps should have detectable warning surfaces to alert pedestrians with vision disabilities that they are entering a vehicular space. Blended transitions are also acceptable instead of directional curb ramps.</p>
	<p>PEDESTRIAN-SCALE LIGHTING</p>	<p>Provides an appropriate level of lighting at an established crossing at night or low-light conditions. At crossing locations, pedestrian-scale lighting should be placed in front of the crosswalk to illuminate a pedestrian to drivers.</p>
	<p>DAYLIGHTING</p>	<p>Improves visibility at intersections and mid-block crossing locations by removing visual obstructions near the crossing. Daylighting may include removal of parking spaces, signage, and removal of parking space pavement markings.</p>
	<p>MEDIAN REFUGE</p>	<p>Provides a protected space for pedestrians to stand and wait in the middle of a two-way street so pedestrians only need to cross one direction of travel at a time.</p>

⁴ Architectural and Transportation Barriers Compliance Board, 2023. Accessibility Guidelines for Pedestrian Facilities in the Public Right-of-Way.



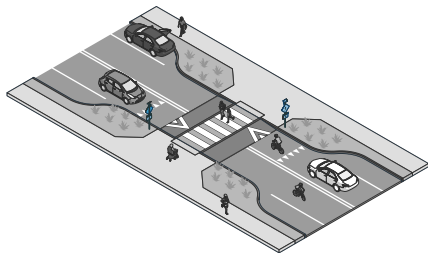
CURB EXTENSIONS

Extend the sidewalk into the street to reduce the crossing distance, limiting the exposure of crossing pedestrians and enhancing the sight distance between pedestrians and drivers.



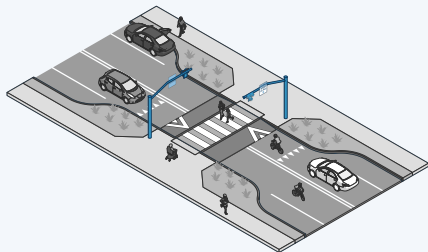
RAISED CROSSING

Reduces vehicle speeds and increases visibility of pedestrians by ramping up the street to sidewalk height at a crosswalk. Raised crossings are often placed at mid-block crossing locations and are particularly useful around schools where children are expected to cross frequently.



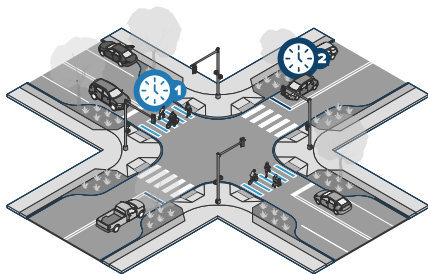
RECTANGULAR RAPID FLASHING BEACON (RRFB)

Flashes rectangular-shaped yellow lights when a pedestrian activates it via pushbutton or pedestrian detection. Results in increased yielding rates of drivers at crosswalks and increased visibility of pedestrians. RRFBs are typically used with a crossing warning sign and are placed on both ends of the crossing and in the crossing island, if present.



PEDESTRIAN HYBRID BEACON (PHB)

Includes one yellow and two red lenses on a signal pole to stop traffic when pedestrians are present. PHBs are activated by a pedestrian push button or pedestrian detection.



LEADING PEDESTRIAN INTERVAL (LPI)

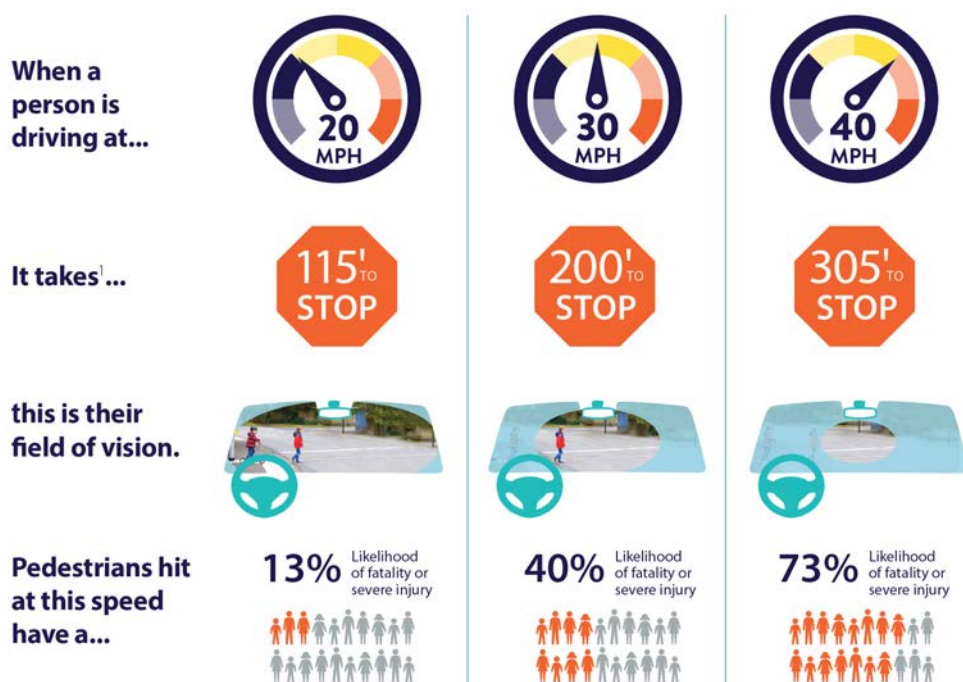
Increases pedestrian visibility to turning vehicles by providing a green light for pedestrians three to seven seconds before vehicles are given a green light indication.

CITYWIDE RECOMMENDATIONS

This plan includes engineering recommendations for over 130 specific locations (documented in Appendix A). However, the consultant team also recommends the following recommendations be applied citywide:

- **Reduce posted speed limits on streets adjacent to schools.**

Assembly Bill 43, introduced in 2021, allows California cities to reduce the speed limit to 25 MPH in business and residential districts without a traffic study. Additionally, the California State Motor Vehicle Code⁵ allows cities to reduce the standard school zone speed limit of 25 MPH to 15 MPH within 500 feet of schools for streets that are 30 MPH or less. We recommend reducing overall speed limits for streets adjacent to schools to 30 MPH where feasible, then reducing the school zone speed limit to 15 MPH. **However, even speeds of 30 MPH come with great risks for pedestrians: A study by the AAA Foundation for Traffic Safety found that the average risk of severe injury or fatality for pedestrians struck by a motor vehicle traveling 30 MPH is 40 percent**, as illustrated below.⁶



¹ Includes 2.5 seconds breaking reaction time.

Sources: Bartmann, A., Spijkers, W., and Hess, M. 1991. Street Environment, Driving Speed and Field of Vision. Vision in Vehicles III. W. A. Leaf, W.A. and Preusser, D.F. Literature Review on Vehicle Travel Speeds and Pedestrian Injuries Among Selected Racial/Ethnic Groups. DTNH22-97-D-05018 Task Order 97-03. U.S. Department of Transportation, 1999. AASHTO Green Book—A Policy on Geometric Design of Highways and Streets, 7th Edition. American Association of State and Highway Transportation Officials, 2018. Tefft, B. 2013. Impact Speed and a Pedestrian's Risk of Severe Injury or Death. Accident Analysis & Prevention, 50(87): 1-8. DOI: 10.1016/j.aap.2012.07.022

⁵ California State Vehicle Code, Division 11, Chapter 7.

⁶ Tefft, 2013. Impact speed and a pedestrian's risk of severe injury or death. AAA Foundation for Traffic Safety.

- **Comply with the Accessibility Guidelines for Pedestrian Facilities in the Public Right-of-Way (PROWAG)** for all sidewalks and crossings. Examples in this plan include converting blended curb ramps to directional curb ramps and ensuring all curb ramps have detectable warning surfaces. The City of Fresno has an Americans with Disabilities Act (ADA) Facilities Transition Plan to guide the City in identifying and removing physical barriers to accessibility as infrastructure is updated citywide. Additionally, all curb ramps should be evaluated during reconstruction to ensure grading allows for proper drainage during heavy rain.
- **Install high-visibility crosswalks** at all marked crossings to maximize visibility to drivers.
- **Install Leading Pedestrian Intervals (LPI)** and pedestrian recall (or “beg buttons” that pedestrians can press to activate the pedestrian crossing signal phase) at all traffic signals along key student walking routes within a half-mile of each school. If needed, setting traffic signals to pedestrian recall can be programmed so that it is limited to school hours only.
- **Program a protected left-turn phase** into traffic signals wherever dedicated left-turn lanes exist to prevent drivers from turning into intersections while pedestrians are crossing.
- **Daylighting crosswalks** in school zones help make pedestrians in crosswalks more visible to drivers by ensuring that vehicles cannot park too close to a crosswalk. This can be accomplished through red curb paint, signs, and curb extensions that physically keep vehicles from parking in the space.
- **Install signs that encourage drivers to pull forward** in drop-off zones and discourage double-parking. Signage may help reduce traffic congestion during arrival and dismissal.
- **Install gateway treatments** within 500 - 1,000 feet of schools along arterials. Gateway treatments are used in transition zones to alert drivers to contextual changes (in this case, as drivers enter the school zone) and encourage slower speeds. School zone speed limit signs are not sufficient to alert drivers traveling along wide arterials that they are entering a school zone. Furthermore, drivers approaching from side streets might not encounter any school zone speed limit signs. Gateway treatments go a step further than school zone speed limit signs and include additional signs and pavement markings as well as physical traffic calming treatments. For example, a median or mini roundabout with school zone signs might be installed at an intersection.

THE IMPACT OF VEHICLE SIZE

Across the nation, vehicle size has grown over the last two decades. The prevalence of large trucks and SUVs in Fresno exacerbates the risk associated with high vehicle speeds and reckless driver behavior. Research shows that larger vehicles are more dangerous for people walking and bicycling than standard-size sedans.

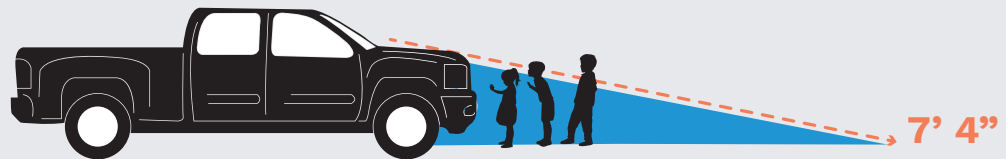
Larger trucks and SUVs have substantial front blind spots that make it harder to see children crossing in front. During a crash, tall SUV or truck bumpers strike pedestrians higher, in the torso or head, resulting in more severe injuries. Tyndall (2024) found that **just a 4-inch increase in the front-end height of a vehicle increases the pedestrian fatality risk by 22%.⁷**

Due to the popularity of large vehicles in Fresno, it is important that parents, teachers, and community members receive education about the risks, and how to adjust their behavior to protect students walking near vehicles.

The relationship between vehicle size, speeding, and crash severity also underscores the urgency of infrastructure treatments that slow driver speeds.

FRONT BLINDSPOT

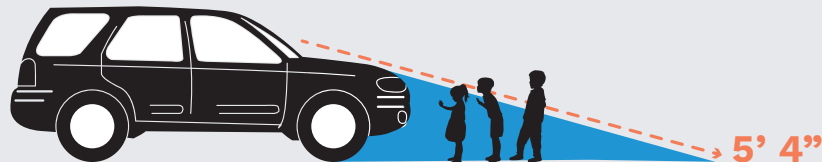
TRUCK



MINIVAN



SUV



SEDAN



⁷ Tyndall, J. The effect of front end vehicle height on pedestrian death risk. Economics of Transportation, 2024.



Ample school crossing signage at this intersection in Billings, MT, including in the median refuge, is an example of a gateway treatment

SITE-SPECIFIC RECOMMENDATIONS

Over 130 specific locations were identified for site-specific recommendations near the pilot schools (See Appendix A). Implementation of these recommendations fall under the City, County, or District, depending on where the recommendation is located – City right-of-way, County right-of-way, or District property. Recommendations were based on national best practices in street design using the National Association of City Transportation Officials (NACTO) Urban Street Design Guide⁸ and the FHWA Guide for Improving Pedestrian Safety at Uncontrolled Crossing Locations (STEP Guide)⁹ and cross-checked against the City’s warrant policies. Implementation of some recommendations may require traffic studies or pedestrian counts per City warrant policies.

⁸ [Urban Street Design Guide | National Association of City Transportation Officials \(nacto.org\)](https://nacto.org/publication/urban-street-design-guide/)

⁹ https://highways.dot.gov/sites/fhwa.dot.gov/files/2022-07/STEP_Guide_for_Improving_Ped_Safety_at_Unsig_Loc_3-2018_07_17-508compliant.pdf

PRIORITY PROJECTS

To assist the City, County, and District with project implementation, the consultant team developed a data-driven prioritization methodology. Each recommendation was scored according to the prioritization criteria documented in Table 1.

TABLE 1 Summary of Prioritization Criteria

PRIORITIZATION CRITERION	METRIC	MAX. POINTS ALLOTTED
Access	Projects adjacent to school property (to serve the most students)	2
Safety	Projects in locations most in need of safety interventions (for all modes – bicycle, pedestrian, and motor vehicle) based on crash severity tier identified in the 2020 City of Fresno Local Road Safety Plan	2
	Projects located in the same block (within 500') as a recent fatal or severe bicycle- or pedestrian-involved crash (per 2018–2022 statewide and school-provided crash data)	2
Equity	Projects located in historically underserved communities (per CalEnviroScreen 4.0 Disadvantaged Community ¹⁰ criteria)	2
Community Support	Projects identified as area of concern during community engagement	1
TOTAL		9

Using the methodology outlined in Table 1, the project team identified 13 priority projects. To ensure that there is at least one priority project for each school region in the district, the project team identified an additional three projects with high safety needs: intersection enhancements at Palm Avenue and Browning Avenue, Church Avenue and Adler Avenue, and Ventura Avenue and B Street. The prioritization scores for all 130 projects is available in Appendix B.

The 16 priority projects are summarized on the following pages. Maps showing project locations are available in Appendix A. High school projects are presented first, followed by middle school, and then elementary school. Cost estimates provided for each project reflect yearly escalation, assuming two years until construction. To assist with implementation, concept designs were developed by the consultant team for eight projects.

As all 16 priority projects are located on City property, the City of Fresno would be responsible for project implementation. A description of each project is provided, along with a quick-build approach that would allow the City to implement a temporary version of the project on a faster timeline (or, in some cases, the entire project can be implemented quickly).

¹⁰ CalEnviroScreen is a state equity analysis tool used to identify Census tracts that are disproportionately burdened by pollution, socioeconomic factors, age, and/or health. Census tracts scoring in the 80th percentile or higher qualify as DACs, which are specifically targeted for the investment of proceeds from the State's Cap-and-Trade Program, to improve public health, quality of life, and economic opportunity.

Quick-build projects are traffic safety improvements that can be installed within weeks or months, unlike major capital projects that may take years to plan, design, bid, and construct. Many of the recommended infrastructure projects can be constructed on a faster timeline using quick-build materials, such as flex posts or rubber instead of concrete. In addition to faster and less-expensive implementation, quick-build projects provide the opportunity to test traffic safety improvements that are new to the community before moving forward with the complementary capital improvement.

Quick-build improvements include:

- Paint, traffic delineators, modular rubber raised “roadway” areas, and street signs
- Parking and loading adjustments
- Traffic signal timing

An example of quick-build curb extensions using paint and flex posts is shown below (left) vs concrete curb extensions (right):



PALM AVENUE AND BROWNING AVENUE*

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE¹¹

Bullard High School, Gibson Elementary School

PROJECT DESCRIPTION

Restripe crosswalks as high visibility and convert medians (north and south approaches) into median refuges. Upgrade ramps to be PROWAG-compliant, directional ramps.

PLANNING-LEVEL COST ESTIMATE

\$852,250

QUICK-BUILD OPTIONS

N/A

* Concept design prepared by Toole Design.

¹¹ Only Fresno Unified Schools are listed for brevity. Additional schools from other districts may be located within a half mile.



GARLAND AVENUE AND CEDAR AVENUE*

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Duncan Polytechnical High School

PROJECT DESCRIPTION

Install high-visibility crosswalk across Cedar Avenue on the southern approach and restripe Garland Avenue crosswalk as high-visibility. Extend southern median to discourage U-turns. Install PHB on southern approach. Install school zone signage.

PLANNING-LEVEL COST ESTIMATE

\$622,964

QUICK-BUILD OPTIONS

Everything except for the PHB can be constructed with paint/post materials, including the high-visibility crosswalk, extended median, and school zone signs.



FIRST STREET AND DOVEWOOD LANE*¹²

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Hoover High School

PROJECT DESCRIPTION

Install PHB and a high-visibility, shared (bicyclist and pedestrian) crosswalk just north of the opening in the median. Relocate southbound FAX bus stop here so that it can be accessed via a marked crossing. Install signage to prohibit left turns out of Dovewood Lane onto First Street (limit left turns out of Dovewood Lane to frontage road only). Narrow the First Street median, while still allowing enough space for northbound left turns onto Dovewood Lane.

¹² This recommendation is consistent with the City's plans to install a PHB at this location.

PLANNING-LEVEL COST ESTIMATE

\$628,937

QUICK-BUILD OPTIONS

N/A



FIRST STREET AND FRONTAGE STREET (FROM BARSTOW AVENUE TO BULLARD AVENUE)¹³

PROJECT TYPE

Bicycle facility

SCHOOLS WITHIN A HALF MILE

Hoover High School

PROJECT DESCRIPTION

Install southbound bicycle facility within frontage street to fill existing gap south of Roberts Avenue. Upgrade the southbound and northbound Class II bike lanes to Class IV bike lanes by installing flex posts.

¹³ This project is consistent with the 2017 Fresno-Clovis Metropolitan Area Class IV Bikeway Feasibility Study recommendation to convert the bike lanes along this corridor to Class IV bike lanes.

PLANNING-LEVEL COST ESTIMATE

\$356,326

QUICK-BUILD OPTIONS

N/A



BARSTOW AVENUE AND FIRST STREET

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Hoover High School

PROJECT DESCRIPTION

Move 'No Turn on Red' sign to near side of intersection (westbound direction), replacing the 'Stop Here on Red' sign. Install detectable warning surface at NE corner ramp. Install stop bar on Barstow Ave westbound travel lane. Reprogram signal to include LPI and right arrow signal.

PLANNING-LEVEL COST ESTIMATE

\$55,848

QUICK-BUILD OPTIONS

All features except the detectable warning surface and right arrow signal can be completed on a short-term basis.



CEDAR AVENUE AND PRINCETON AVENUE

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

McLane High School

PROJECT DESCRIPTION

In the short term, modify signal timing to include pedestrian recall, LPI, and protected left-turn phasing to prevent vehicles from crossing sidewalks while pedestrians are in them. In the medium-longer term, install a pedestrian scramble (like at California Avenue and near Edison High).

PLANNING-LEVEL COST ESTIMATE

\$299,216

QUICK-BUILD OPTIONS

Everything aside from the pedestrian scramble can occur on a short-term timeline.



MARTIN LUTHER KING JR. BOULEVARD, FROM CALIFORNIA AVENUE TO CHURCH AVENUE

PROJECT TYPE

Sidewalk enhancement

SCHOOLS WITHIN A HALF MILE

Computech Middle School, Edison High School, King Elementary School, Gaston Middle School

PROJECT DESCRIPTION

Widen sidewalk and install a consistent 5-foot minimum buffer (primarily in the sections where the sidewalk meanders in serpentine pattern.)

PLANNING-LEVEL COST ESTIMATE

\$1,992,117

QUICK-BUILD OPTIONS

N/A



MARTIN LUTHER KING JR. BOULEVARD, FROM CALIFORNIA AVENUE TO CHURCH AVENUE

PROJECT TYPE

Corridor treatment (with road diet and bicycle facility enhancement)

SCHOOLS WITHIN A HALF MILE

Computech Middle School, Edison High School, King Elementary School, Gaston Middle School



PROJECT DESCRIPTION

Reduce posted speed limit from 35 to 30. Extend bike lanes to run the entire length of the corridor, narrow travel lanes, and use leftover space to add a painted buffer to the bike lanes (converting them to Class II buffered bike lanes). Where parking is allowed, configure bike lanes to be parking-protected by installing bike lanes directly adjacent to the curb. Install curb extensions where feasible to further narrow the road, and remove center turn lane.

PLANNING-LEVEL COST ESTIMATE

\$524,582

QUICK-BUILD OPTIONS

Speed limit can be reduced immediately. Narrowing of travel lanes, bike lane conversion, and curb extensions can be installed using paint and post materials.

HUGHES AVENUE AND BELLAIRE WAY*

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Cooper Academy Middle School, Wilson Elementary School

PROJECT DESCRIPTION

Install high-visibility crosswalks on west approach and refresh crosswalk markings on all other approaches. Extend and reinforce daylighting with curb extensions at pedestrian crossing and NW corner along Hughes Avenue. Install PHB.

PLANNING-LEVEL COST ESTIMATE

\$622,964

QUICK-BUILD OPTIONS

Crosswalk painting and sign installation can easily be included as part of a quick build project. Curb extensions can be constructed with paint and post materials.



SIERRA VISTA AVENUE AND SHIELDS AVENUE

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Scandinavian Middle School

PROJECT DESCRIPTION

Retime signal phasing to include LPI and extend pedestrian phase. Install EB and WB left turn signals and retime signal phases to accommodate surge in turning vehicles during dismissal.

PLANNING-LEVEL COST ESTIMATE

\$279,211

QUICK-BUILD OPTIONS

Signal phasing adjustments for LPI/ extended pedestrian phase can be done on a short-term basis.



FIRST STREET AND SHAW AVENUE

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Tioga Middle School, Wolters Elementary School

PROJECT DESCRIPTION

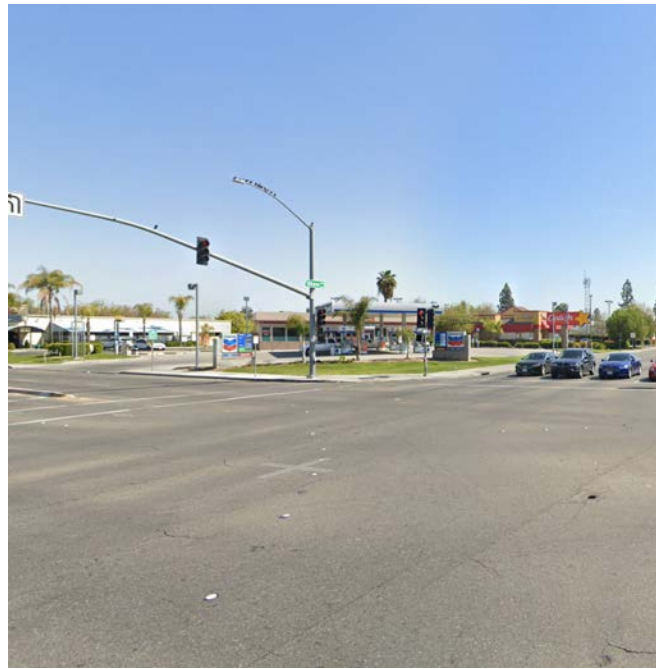
Install high-visibility crosswalks across all approaches and implement No Right Turn On Red.

PLANNING-LEVEL COST ESTIMATE

\$28,553

QUICK-BUILD OPTIONS

This project can be completed as-is on a short-term timeline.



CHURCH AVENUE AND ADLER AVENUE*

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Herrera Elementary School, Terronez Middle School, Storey Elementary School, Phoenix Secondary School

PROJECT DESCRIPTION

Alert drivers that they are in a school zone by creating a gateway treatment with a high-visibility, raised crosswalk with median refuge, curb extensions, school crossing signs, and a rectangular rapid flashing beacon (RRFB). As shown in the photo to the right, a crosswalk previously existed at this location, but was removed.

PLANNING-LEVEL COST ESTIMATE

\$321,717

QUICK-BUILD OPTIONS

Everything except for the RRFB can be constructed with paint/post materials, including the high-visibility, raised crosswalk (pictured, right), median refuge, school crossing signs, and curb extensions.



CESAR CHAVEZ (FORMERLY VENTURA) AVENUE AND B STREET*

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Lincoln Elementary School

PROJECT DESCRIPTION

Alert drivers (especially those exiting the freeway) that they are in a school zone by creating a gateway treatment: restripe all crosswalks as high-visibility, install school zone signage and a median refuge on west approach. Restrict right turn on red on all approaches, separate left-turn signal phase off B Street from pedestrian phase and add LPI. Install median refuge on B Street.

PLANNING-LEVEL COST ESTIMATE

\$535,300

QUICK-BUILD OPTIONS

This project can be completed as-is on a short-term timeline.



CEDAR AVENUE AND HEATON AVENUE*

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Vang Pao Elementary School, Sequoia Middle School

PROJECT DESCRIPTION

Install curb extensions on west approach to slow down turning vehicles. Install median refuge and high-visibility crosswalk on north approach. Install stop bars, LPI, and “No Turn on Red” signs on all approaches.

PLANNING-LEVEL COST ESTIMATE

\$140,585

QUICK-BUILD OPTIONS

High-visibility crosswalk, curb extensions, and signs can all be accomplished as part of a quick-build project.



CEDAR AVENUE AND HAMILTON AVENUE*

PROJECT TYPE

Intersection enhancement

SCHOOLS WITHIN A HALF MILE

Vang Pao Elementary School, Sequoia Middle School

PROJECT DESCRIPTION

Harden centerline with flex posts on Cedar Ave to slow down turning maneuvers. Restripe crosswalks as high-visibility and install stop bars. Install “No Standing” sign and red paint within 20’ of west approach crosswalk to prohibit parking and improve visibility. Install pedestrian recall and LPI. In the longer-term, repair accessible signal push buttons, resurface intersection, and upgrade NE and SE curb ramps to be PROWAG-compliant.

PLANNING-LEVEL COST ESTIMATE

\$605,771

QUICK-BUILD OPTIONS

High-visibility crosswalk, stop bars, hardened centerline, and “No Standing” sign/red paint can all be accomplished as part of a quick-build project.



CEDAR AVENUE, FROM HEATON AVENUE TO HAMILTON AVENUE

PROJECT TYPE

Sidewalk enhancement

SCHOOLS WITHIN A HALF MILE

Vang Pao Elementary School, Sequoia Middle School

PROJECT DESCRIPTION

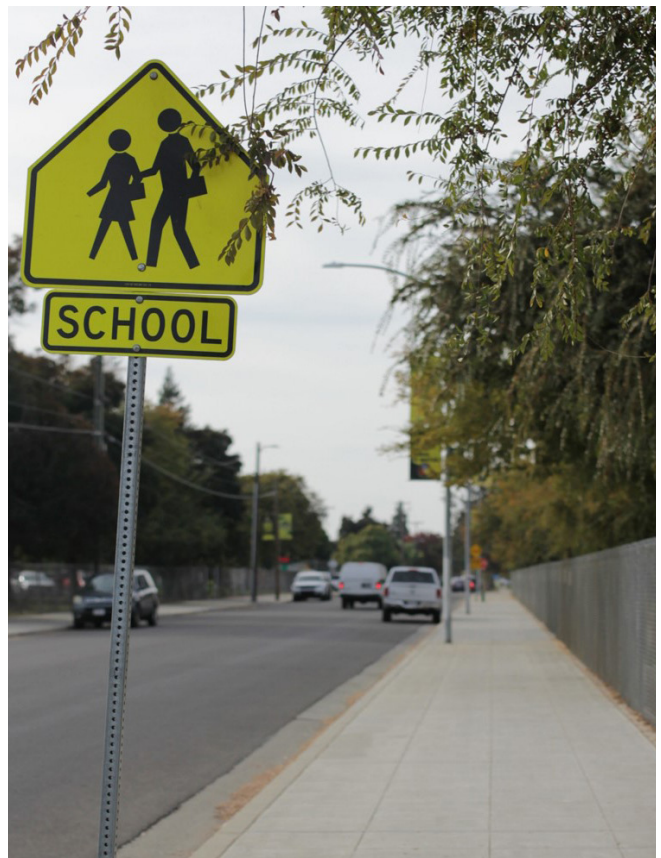
Install pedestrian-scale lighting along this corridor to ensure pedestrians are visible to drivers.

PLANNING-LEVEL COST ESTIMATE

\$334,782

QUICK-BUILD OPTIONS

N/A





3

PROGRAM AND POLICY STRATEGIES

OVERVIEW

This chapter identifies programs and policies that best respond to Fresno’s specific traffic safety challenges. Programs and policies are organized by the Safe Routes to School “E”s framework (see inset below) and are tailored to address the following four key issues that impact school travel. These icons representing the four key issues are used to organize the recommendations in Table 3:

**Driver behavior:**

reducing vehicle speeds and unsafe maneuvers in school zones

**Safety knowledge:**

knowing how or where to safely walk and roll

**Community culture:**

increasing awareness of school travel options and SRTS efforts

**Built environment:**

policies and programs that support safe street infrastructure

THE “E”S OF SAFE ROUTES TO SCHOOL

Comprehensive SRTS programs include a combination of the following:

Engagement: Listening and involving students, families, teachers, and school leaders in program development and implementation, and working with existing community organizations to build intentional, ongoing opportunities to engage with the program.

Equity: Ensuring that safe routes initiatives benefit all demographic groups, paying particular attention to low-income students, students of color, students with disabilities, unhoused students, and others.

Engineering: Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.

Encouragement: Generating enthusiasm and increased walking and bicycling for students through events, activities, and programs.

Education: Providing students and the community with the skills to walk and bicycle safely, educating them about benefits of walking and bicycling, and teaching them about the broad range of transportation choices.

Evaluation: Assessing the success of different approaches, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.

Enforcement: Reinforcing safe behaviors (while paying attention to potential equity impacts and reconsidering any strategies that might negatively impact communities of color).

PROGRAM AND POLICY RECOMMENDATIONS BY SCHOOL

There are hundreds of SRTS policies and programs available to the District, but not all are appropriate or effective for all schools. For example, encouragement events designed to get students walking to school may not be appropriate at choice schools that enroll students throughout Fresno. Programs like bike rodeos would not be suitable for schools located on high-speed, high-volume arterials. In addition, the types of programs and policies that work for elementary students and families are different from those that are necessary and effective for high schools. To ensure that the policy and program recommendations in this plan have the highest chance of success, the consultant team developed six “school type” profiles. School types are defined by the grade level (elementary, middle, or high) and attendance boundary (neighborhood or choice). Policies and program recommendations are customized for each of the six school type profiles.

Table 2 provides a description of each of the six school types, and a summary of the policy and program strategies most appropriate for each school type. Based on national best practice and consultant expertise, recommendations in **bold** are likely to be most effective and can be considered higher priorities. Full descriptions of each program are available in Table 3.



Students line up to enter Lincoln Elementary School

TABLE 2 Program and Policy Recommendations by School Type

<p>NEIGHBORHOOD ELEMENTARY SCHOOLS (NES) Herrera Elementary, Lincoln Elementary, Roeding Elementary, Vang Pao Elementary, Wawona K-8</p> <ul style="list-style-type: none"> • Active transportation route maps* • Bike rodeos* • Green Commute program* • Golden Sneaker/Golden Bicycle competition* • Walk to School Day and Bike to School Day* • Safety concern forum • School drop-off and pick-up monitors • Traffic gardens* • Walking and biking safety assembly* 	<p>CHOICE ELEMENTARY SCHOOLS (CES) Wawona K-8</p> <ul style="list-style-type: none"> • Activity books • Safety concern forum • Transportation storytime • School drop-off and pick-up monitors
<p>NEIGHBORHOOD MIDDLE SCHOOLS (NMS) Kings Canyon Middle, Scandinavian Middle, Tioga Middle, Wawona K-8</p> <ul style="list-style-type: none"> • Active transportation route maps* • Crossing guards • Green Commute program* • Golden Sneaker/Golden Bicycle competition* • Walk to School Day and Bike to School Day* • Safety concern forum • School drop-off and pick-up monitors 	<p>CHOICE MIDDLE SCHOOLS (CMS) Computech Middle, Cooper Academy Middle, Wawona K-8</p> <ul style="list-style-type: none"> • Crossing guards • Safety concern forum • Park and Walk • School drop-off and pick-up monitors
<p>NEIGHBORHOOD HIGH SCHOOLS (NHS) Bullard High, Hoover High, McLane High, Roosevelt High</p> <ul style="list-style-type: none"> • Active transportation route maps* • Green Commute program* • Golden Sneaker/Golden Bicycle competition* • International Walk to School Day and Bike to School Day* • Park and Walk • Reboot Your Commute • Safety training for student parking passes • Youth Task Force 	<p>CHOICE HIGH SCHOOLS (CHS) Duncan Polytechnical High</p> <ul style="list-style-type: none"> • Reboot Your Commute • Park and Walk • Safety training for student parking passes • Youth Task Force

***DISCLAIMER:** This program or policy should be targeted to students who live in the neighborhood around the school and do not have to cross a major arterial. If most students at the school must cross these roadways, this program or policy should be of lesser priority

TOP RECOMMENDATIONS FOR EACH SCHOOL

The consultant team identified up to two high priority programs or policies for each of the 15 pilot schools. Detailed descriptions of each policy or program are provided in Table 3. School staff and administrators are encouraged to review the recommended programs for their school alongside the larger menu of options in Table 2, and select or modify programs as necessary.

- **All Fresno Unified Schools**

- Skills-based, age-appropriate pedestrian and/or bicycle safety education
- Parent and staff safety education
- Written arrival and dismissal procedures
- Safety training requirement for (high school) student parking passes

- **Bullard High School**

- Reboot Your Commute
- Green Commute program

- **Duncan Polytechnical High School**

- Bike maintenance classes
- Park and Walk

- **Hoover High School**

- Reboot Your Commute
- Green Commute program

- **McLane High School**

- Active transportation route maps
- Green Commute program

- **Roosevelt High School**

- Green Commute program
- Message campaign for neighbors or drivers near the school

- **Computech Middle School and Cooper Academy Middle School**

- Park and Walk

- **Kings Canyon Middle School**

- Active transportation route maps
- School arrival/dismissal monitors

- **Scandinavian Middle School**

- Active transportation route maps
- Crossing guards

- **Tioga Middle School**

- Active transportation route maps

- **Wawona K-8 School**

- Bike rodeo and/or traffic garden (partner with Fresno County Bicycle Coalition)
- Pop-up/temporary demonstration cross-walk enhancement at Thorne Avenue and Indianapolis Avenue (partner with Fresno County Public Works)

- **Hererra Elementary School**

- Transportation storytime
- Activity books

- **Lincoln Elementary School**

- Walking and biking safety assembly
- Walking school bus








- **Roeding Elementary School**







- Walking and biking safety assembly
- Activity books



- **Vang Pao Elementary School**





- Walking and biking safety assembly
- Walking school bus







TABLE 3 Recommended Policies and Programs







POLICY OR PROGRAM	DESCRIPTION	KEY ISSUE	TYPE	LEAD AGENCY/ ORGANIZATION	APPROPRIATE GRADES	SCHOOL TYPE
EDUCATION						
Parent and staff safety education campaign	School principals and staff understand how to establish expectations for behavior from students. They can also establish expectations for behavior to parents. Prepare and distribute information packets/tip sheets to caregivers and school staff at the beginning of the school year containing materials that emphasize safe behaviors such as adhering to school zone speed limits, being alert for pedestrians and bicyclists, and respecting the school crossing guard(s).		Program	School, District	All	All
Written arrival and dismissal procedures	Prepare and distribute information packets/tip sheets to caregivers and school staff at the beginning of the school year containing school arrival and dismissal rules, procedures, and maps (including bicycle/pedestrian circulation). Encourage parents to reach out to other parents who live near them to create carpool arrangements. Many schools in the District already provide arrival and dismissal procedures; standardizing this practice across the District to include all the components listed above is recommended.		Program	School, District	All	All
Safety training for high school student parking passes	Require a mandatory safety training for high school students to undergo a safety training to receive a parking pass. This can utilize similar materials as the parent/staff safety training.		Policy	School	HS	NHS CHS
Traffic safety training for bus operators	Require school bus operators to complete a unit on sharing the road with pedestrians and bicyclists as part of their training and periodic refresher training.		Policy	District	All	All
Active transportation route maps	Develop and distribute walking and bicycling route maps that identify sidewalks, bike lanes, crosswalks, crossing guard placements, and other relevant conditions in the area around the school, as well as estimated walk/bike times.		Program	School, District	3-5 MS HS	NES NMS NHS
Message campaign for neighbors or drivers near the school	Use yard signs, neighborhood newsletters, or flyers to communicate with neighbors and drivers the need to watch for/yield to pedestrians and cyclists, drive slowly, keep sidewalks clear, prune vegetation.		Program	School	All	NES NMS NHS
Walking and biking safety assembly	These single-day events can be held in conjunction with Walk and Bike to School Day. Guest speakers teach the students pedestrian and bicycle safety skills that they can use when walking and biking to school.		Program	School	3-5	NES








POLICY OR PROGRAM	DESCRIPTION	KEY ISSUE	TYPE	LEAD AGENCY/ ORGANIZATION	APPROPRIATE GRADES	SCHOOL TYPE
Activity books	These engaging books include activities, worksheets, and illustrations to share information on walking, rolling, and biking with younger students.		Program	School, District	K-2 3-5	NES CES
Transportation storytime	Schools can provide reading lists with books that get students excited about walking, biking, and rolling. Taking this a step further, Safe Routes to School staff can organize transportation storytime, in which high school students read stories to K-2 classes to encourage them to walk, bike, and take transit with their families.		Program	School, District	K-2 3-5 [HS]	NES CES
Bike rodeos*	Bike rodeos teach children skills related to walking and bicycling safely, which can increase their and their parent's confidence for biking or walking to school.		Program	School, District, Fresno County Bicycle Coalition	3-5	NES
Traffic gardens*	A traffic garden is a set of small-sized streets with scaled-down traffic features where children can practice and learn about biking skills, road safety, and how traffic works. They offer a controlled environment for children to gain confidence and learn how to safely walk, roll, and ride bicycles.		Program	School, District, Fresno County Bicycle Coalition	K-2 3-5	NES
Bike maintenance classes	These courses can teach students of varying ages how to perform basic fixes and maintenance on their bike. Classes may cover bike parts, essential tools, a safety check, flat fixing, brake adjustments and chain resetting, cleaning and lubrication.		Program	School, local bike shop	MS HS	NMS CMS NHS CHS
Family cycling workshop*	Family cycling workshops gather children and parents in a class with lessons and games on how to fit a helmet, check safety of a bike, communicate with other road users, ride in a straight line and avoid obstacles, and safely navigate streets and intersections.		Program	School, District, Fresno County Bicycle Coalition	3-5 MS	NES

POLICY OR PROGRAM	DESCRIPTION	KEY ISSUE	TYPE	LEAD AGENCY/ ORGANIZATION	APPROPRIATE GRADES	SCHOOL TYPE
Skills-based, age-appropriate pedestrian and bicycle safety education for students	<p>Students should receive age-appropriate pedestrian and bicycle education inside and outside of the classroom that is regularly reinforced (e.g., annually) and provides opportunities for skills practice. The District already has a Pedestrian Safety Curriculum, but this takes it a step further to include bicycle education and skills practice. School-based education works best when integrated into the PE or Health curriculum. This can include personal safety education to address concerns about bullying, stranger danger, and child abduction.</p> <p>K-2: Where to walk, crossing the street safely, not running into the street</p> <p>3-5: Making sure bikes/brakes work, not looking down at pedals while starting, following the rules of the road/traffic signs</p> <p>MS: Empowers students with skills to be independent, follow the rules of the road/traffic signs, safety projects</p> <p>Biking for transportation, motorist safety, safety projects and leadership, special unit on traffic safety in health, science, or social studies</p>		Program Policy	District	All	All
ENCOURAGEMENT						
Drive Safe Campaigns/ Pace Car Program	<p>This takes parent education even further. Some parents and student drivers are not aware of how their driving behavior can put walking students at risk - this teaches drivers in the school community how their unsafe driving habits can put students in danger. Encourage parents and high school students to sign a safe driving pledge to abide by traffic laws, avoid distracted driving, drive at a safe speed, and respect pedestrians and bicyclists (e.g., by passing at a safe distance). Program participants pledge to drive the speed limit on neighborhood streets, respect pedestrians and bicyclists, and display the Pace Car bumper sticker.</p>		Program	School, District, Fresno PD	All	All

POLICY OR PROGRAM	DESCRIPTION	KEY ISSUE	TYPE	LEAD AGENCY/ ORGANIZATION	APPROPRIATE GRADES	SCHOOL TYPE
Publicity for SRTS safety efforts	Provide parents with an informational flyer or email about the SRTS program and what they can do to support it. This may include regular reminders to caregivers encouraging walking and biking to school. However, this also needs to be very sensitive to income disparities and cultural norms. Deliver presentations on SRTS to school PTA / PTO groups. Establish social media accounts for disseminating information on school division SRTS activities. Distribute an e-newsletter on SRTS activities via a listserv or email marketing service. Deliver presentations on SRTS activities at meetings involving parents, staff, other community members and community leaders. Collaborate with local media to get the word out. Develop a list of potential partners within the community who could help implement elements of a division-wide SRTS program, and reach out to them.		Program	School, District	All	All
Advertising campaign to promote active travel to school*	Explicitly encourage students to walk, roll, and bike to school as a form of physical activity.		Program	School, District	All	NES NMS NHS
After school bike clubs or bike summer camps*	These activities further develop the bike culture in the school community by educating and encouraging students to bike as a form of physical activity.		Program	School, District, Fresno PARCS	MS HS	NMS NHS
International Walk to School Day and Bike to School Day*	International Walk to School Day is held in October to celebrate walking to school; Bike to School Day is held in May and celebrates biking to school, although typically children both walk and bike on both days. Walk and Bike to School Days encourage families to try out walking in a supportive environment. It might be only one day, but it allows staff and parents to envision what it might look like if most students who aren't bussed were to walk or bike to school. It may result in minor mode shift, but it's more about social norming and shifting opinions. This is a heavy lift for many schools, especially low-income schools, so it should be supported or encouraged at the city or district level. Once established, they can lead to monthly walking/bicycling events to maintain momentum and enthusiasm.		Program	School, District, Fresno County Bicycle Coalition	All	NES NMS NHS

POLICY OR PROGRAM	DESCRIPTION	KEY ISSUE	TYPE	LEAD AGENCY/ ORGANIZATION	APPROPRIATE GRADES	SCHOOL TYPE
Green Commute program*	Track and reward students who have “green commutes” (walk, roll, skateboard, bike, or take transit) with incentives or prizes. Green commute programs require a system for tracking student trips. For example, students can be assigned a punch card that volunteers or teachers can punch each time a trip is completed.		Program	School, District	3-5 MS HS	NES NMS NHS
Golden Sneaker/ Golden Bicycle competition*	Reward the class with the highest participation during Walk to School Day, Bike to School Day, or a frequent walker/bicyclist program.		Program	School, District	3-5 MS HS	NES NMS NHS
Walking school buses and bike trains*	Walking school buses and bike trains are groups of children who walk or bicycle to school together with adult supervision. Organize parent or community volunteers to “pick up” students on their walk or bike ride to and from school.		Program	School, District	3-5 MS	NES NMS
Reboot Your Commute	Reboot Your Commute is an event that encourages high school students to walk, bicycle, carpool, or take transit to school. These events can be hosted district-wide and held over a month-long time frame. Students can write or draw on display boards to publicly share their reasons for and experience with walking, rolling, bicycling, taking transit, or carpooling to school. The event can also be paired with giveaways.		Program	School, District	HS	NHS CHS
Youth Task Force	Developing a Youth Task Force with high school student representatives who care about transportation, climate change, and health can be a great way to establish young local leaders. Student members of the Youth Task Force plan events and activities to encourage walking and biking to school. Work with high school students and/or others to create signage, social media, and/or other campaigns on pedestrian and bicyclist awareness and safety at and around schools.		Program	School, District	HS	NHS CHS
Safe Routes to School Task Force	Establish a SRTS task force or designate an existing task force/ committee to serve as a SRTS task force. Recruit members from the city, county, school district, schools, community leaders, and community organizations. Use this task force to coordinate efforts across schools and share resources. Meet bi-monthly or quarterly as program momentum is built. Expand the task force to include additional neighborhoods as the program grows.		Program	District	All	All

POLICY OR PROGRAM	DESCRIPTION	KEY ISSUE	TYPE	LEAD AGENCY/ ORGANIZATION	APPROPRIATE GRADES	SCHOOL TYPE
Park and walk*	For students who live beyond bicycling or walking distance, a program to encourage parents to park or drop-off students at a designated location from which students can walk or bicycle to school, either with their parent or as part of a walking school bus or bicycle train.		Program Policy	School	All	NES NMS CMS NHS CHS
ENFORCEMENT						
Crossing guards	Place crossing guards at elementary schools and middle schools to facilitate safe access to the school property. Fresno Unified may work with Safe 2 School to recruit additional crossing guards or encourage parents to volunteer as crossing guards or to direct traffic.		Program	School	K-2 3-5 MS	NES CES NMS CMS
School drop-off and pick-up monitors	Ask school personnel to assist with drop-off and pick-up by standing at key locations and providing direction to parents and children. This will reinforce school procedures on and around the school campus.		Program	School	All	All
Speed feedback signs	Digital signs located near schools show the speed that vehicles are traveling. The District already uses this strategy.		Program	District, City of Fresno Public Works	All	All
ENGINEERING						
School bonds	Consider trying to pass a school bond to fund school facility upgrades and Safe Routes to School capital infrastructure projects, such as pathways and sidewalks leading to and through the campus and bike racks. This can also be used to fund facility maintenance and repair.		Policy	District, City of Fresno	All	All
Pop-ups/ temporary demonstrations	Installing temporary infrastructure treatments like crosswalks, curb extensions, and roundabouts can show how easy it is to make changes that make it safer and more inviting for children to walk and bicycle to school. Fresno Public Works can team with parents and schools to install a demonstration project, collect feedback from the public, and refine the treatment before installing it permanently.		Program	District, City of Fresno Public Works	All	All

POLICY OR PROGRAM	DESCRIPTION	KEY ISSUE	TYPE	LEAD AGENCY/ ORGANIZATION	APPROPRIATE GRADES	SCHOOL TYPE
EVALUATION						
Evaluation and performance monitoring	Regularly evaluate effectiveness of pedestrian and bicycle infrastructure on and near school campuses to ensure that it is well-maintained, and any safety hazards are addressed. Establish goals and performance targets, and then regularly assess progress toward meeting them.		Policy	City of Fresno Public Works, Fresno County Public Works	All	All
Forum for safety concerns	Establish a virtual forum for parents, teachers, staff and students to report pedestrian and bicycle safety concerns.		Program	School, District	All	All
Surveys on travel behavior to and from school and barriers to walking and biking	Continue to collect mode share data for the school and determine how travel patterns may shift as a result of SRTS efforts.		Program	School	All	All
EQUITY						
Identification of participation gaps	Use the results of evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups feel comfortable participating in the SRTS program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel: e.g., students of color, female students, and students with disabilities.		Program	School, District	All	All
Free bicycle helmets and bike locks	Schools might partner with another community organization to acquire and fit the helmets for students who do not have them. Helmet and bike lock giveaways should be coordinated with bicycle safety education or skills practice and should include instruction on helmet safety.		Program	School, District, Fresno PD, Fresno County Bicycle Coalition	3-5 MS HS	All
Lock library*	Maintain a library of bicycle locks to be available for students locking their bikes at school.		Program	School, District	3-5 MS HS	NES NMS NHS
Spanish translation of Safe Routes to School materials	Ensure materials reach non-English speaking students and families by developing education and encouragement materials in Spanish.		Program	School Fresno USD	All	All

***SCHOOL CONTEXT DISCLAIMER:** This program or policy should be targeted to students who live in the neighborhood around the school and do not have to cross a major arterial. If most students at the school must cross these roadways, this program or policy should be of lesser priority



4 IMPLEMENTATION STRATEGIES

OVERVIEW

This chapter summarizes feasibility considerations, implementation strategies, and potential funding for the infrastructure and program/policy recommendations in this plan.

FEASIBILITY CONSIDERATIONS

For each type of infrastructure treatment recommended in this plan, there are certain issues and requirements that the City and County must consider before implementation. Additionally, all treatments may incur maintenance costs. Table 4, below, is a non-exhaustive list of feasibility considerations for the infrastructure treatments commonly recommended in this plan.

TABLE 4 Feasibility Considerations by Treatment Type

TREATMENT TYPE	FEASIBILITY CONSIDERATIONS
Add Vertical Protection to Bike Facility	Vertical elements should accommodate vehicle turning movement.
Install (or Widen) Bike Facility	Adjacent lanes will need to comply with minimum widths - especially if transit or emergency route.
Install Detectable Warning Surface on Curb Ramp	Must comply with PROWAG/ADA requirements. Some concrete work required to embed truncated domes into ramp.
Install Median Refuge	Must be minimum 6' wide and have adequate space for two detectable warning surfaces. Confirm that drainage and surface utilities will not be impacted.
Install Pedestrian Scramble	May increase driver wait times. May require additional signage, signal heads, and associated electrical modifications. May require traffic/volume study and Caltrans approval. May require potential curb ramp adjustments to receive diagonal pedestrian movements.
Install Raised Crosswalk	Confirm that emergency vehicle response time will not be significantly impacted. Confirm that drainage will not be impacted by grade adjustments. May need to adjust surface-level utilities to grade. May require additional signage.
Install/Relocate Signage	New posts will need to be placed in such a way as to not impact accessible pedestrian routes (maintain 4' minimum uninterrupted space for pedestrian travel). Confirm that surface utilities will not be impacted.
Install RRFB or PHB*	May require electrical utility adjustments for push buttons to connect to signal. Consider potential impacts on traffic delay and adjust nearby signals. *City of Fresno requires pedestrian counts for PHB.
Install Stop Bar	Ensure required setback from pedestrian crossing is met (per Manual on Uniform Traffic Control Devices).
Relocate Bus Stop	Ensure suitable access/space is provided at new bus stop location in accordance with ADA requirements. Bus pad or platform may require pavement modifications/concrete work.
Reprogram Signal (LPI, protected left/right turn phase, pedestrian recall)	May require crash data, vehicle volumes, and/or pedestrian volume study. May need to upgrade signal infrastructure.
Widen Sidewalk	Confirm that drainage and surface utilities will not be impacted by curb line adjustments. Maintain an accessible path of travel during construction. Confirm PROWAG requirements are met.



Instructional sign at pedestrian scramble crosswalk, Cedar and Woodward Avenues

IMPLEMENTATION THROUGH EXISTING MAINTENANCE PROCESSES

While many projects require elements of construction/reconstruction or installation of new signal equipment, some of the recommended projects (or elements of the projects) require little more than striping, sign installation, and flex posts or similar vertical elements, and may be implemented as part of the City's routine restriping and resurfacing plans. This is a low-cost way to implement projects on a relatively quick timeline. We recommend that the City and County regularly review the full list of all recommended infrastructure projects in Appendix A before carrying out their routine restriping and resurfacing.

FUNDING FOR INFRASTRUCTURE PROJECTS

Most projects will require funding for full implementation. Table 5, below, lists federal, state, and local grant sources that can be leveraged by the City, County, and District to support infrastructure projects.

TABLE 5 Federal, State, and Local Competitive Grants

PROGRAM	AGENCY	WHAT IT SUPPORTS	DESCRIPTION
FEDERAL			
Safe Streets and Roads for All (SS4A)	U.S. Dept. of Transportation	Planning, demonstration projects (pilot or quick-build projects), and implementation	Funds regional, local, and tribal initiatives to prevent roadway deaths and serious injuries.
Reconnecting Communities and Neighborhoods (RCN)	U.S. Dept. of Transportation	Removal, retrofit, or mitigation of transportation facilities like highways or rail lines that create barriers to community connectivity	Funds planning, technical assistance, capital construction, priority for qualified disadvantaged communities, and cost share (i.e., non-federal matching funds) for projects that “repair the harm caused by infrastructure choices of the past”.
Better Utilizing Investments to Leverage Development (BUILD) Transportation Discretionary Grants	U.S. Dept. of Transportation	Roads, bridges, transit, rail, ports, or intermodal transportation	Funds capital investments on surface transportation projects that achieve a significant impact for a metropolitan area, region, or the nation. Selection criteria encompass safety, economic competitiveness, quality of life, state of good repair, innovation, and partnerships with a broad range of stakeholders.
Congestion Mitigation and Air Quality Improvement (CMAQ) Program	Federal Highway Administration	Bicycle infrastructure	Funds state and local governments for transportation programs and projects that support the Clean Air Act, improving air quality and providing congestion relief.
Community Development Block Grant (CDBG)	Housing and Urban Development (HUD)	Neighborhood revitalization, transportation services, public safety programs, drainage facilities, water and sewer improvements, street improvements for pedestrians and bicyclists	Provides communities with resources to address a wide range of unique community development needs by providing decent housing and a suitable living environment, and by expanding economic opportunities, principally for low- and moderate-income persons.
Active Transportation Infrastructure Investment Program (ATIIIP)	Federal Highway Administration	Safe and connected active transportation facilities in active transportation networks	Funds construction projects (\$15 million minimum) that connect destinations within a community or region, including schools, workplaces, residences, businesses, recreation areas, medical facilities, and other community areas.
STATE			
Active Transportation Program (ATP)	California Transportation Commission	Bicycle and pedestrian infrastructure projects	Prioritizes projects in disadvantaged communities that closes gaps in pedestrian and bicycle infrastructure between communities of need.
Sustainable Transportation Planning (STP) Grants	California Department of Transportation (Caltrans)	Planning, community engagement, and studies to improve bicycle and pedestrian connections	Funds for communities to do planning, studies, and design work to identify and evaluate projects, including conducting outreach or implementing pilot projects.
Local Streets and Roads Program (LRSP)	California Department of Transportation (Caltrans)	Infrastructure projects that improve or add pedestrian crosswalks, accessible sidewalks, road repair, lane reconfiguration, and bike facilities	Provides approximately \$1.5 billion per year to cities and counties for basic road maintenance, rehabilitation, and critical safety projects on the local streets and roads system.
California Highway Safety Improvement Program (HSIP)	California Department of Transportation (Caltrans)	Safety-related pedestrian and bikeway projects, including bike lanes, paved shoulders, crosswalks, intersection improvements, and signage	Funds projects and programs that reduce traffic fatalities and serious injuries by correcting or improving a specific problem. Highly competitive at the state level.
Clean California	California Department of Transportation (Caltrans)	Projects to beautify and improve streets and roads, tribal lands, parks, pathways, and transit centers	Funds infrastructure or non-infrastructure projects that reduce litter, beautify public spaces, improve public health, and foster place-making. Project should reflect community need, the potential to enhance greening, beautification, improves access to public space, and benefits underserved communities.
California Sustainable Transportation Equity Project (STEP)	California Air Resources Board	Active transportation programming, construction of new pedestrian/bicycle facilities and supportive infrastructure	Funds projects that aim to address transportation needs, increase access to key destinations, and reduce greenhouse gas emissions.

PROGRAM	AGENCY	WHAT IT SUPPORTS	DESCRIPTION
Affordable Housing and Sustainable Communities (AHSC) Program	California Strategic Growth Council	Bicycle and pedestrian corridor and crossing improvements, particularly those in the area covered in specific plans that will reduce GHG emissions	Funds projects that facilitate compact development, including bicycle infrastructure and amenities, with neighborhood scale impacts. Available to government agencies and institutions (including local government, transit agencies and school districts), developers and non-profit organizations.
Transformative Climate Communities (TCC)	California Strategic Growth Council and Department of Conservation	Bicycle and pedestrian facilities and bike share programs	Funds community-led development and infrastructure projects that achieve major environmental, health and economic benefits in California's most disadvantaged communities.
Reconnecting Communities: Highways to Boulevards	California Department of Transportation (Caltrans)	Pedestrian and bicycle infrastructure and planning	Funds planning and converting key underutilized highways in the State into multi-modal corridors to reconnect communities divided by transportation infrastructure.
Land and Water Conservancy Fund (LWCF)	California Department of Parks and Recreation	Infrastructure projects that support pedestrian and bicycle recreation options	Funds acquisition or development of land to create new outdoor recreation opportunities for the health and wellness of Californians.
Recreational Trails Program (RTP) Non-Motorized	California Department of Parks and Recreation	Trails projects	Supports the development of non-motorized recreational trails and trails-related facilities.
LOCAL			
<u>Measure C</u>	Fresno County Transportation Authority	Pedestrian and bicycle facilities, trails, and ADA compliance	Funds projects that improve the overall quality of Fresno County's transportation system.
<u>San Joaquin Valley Air Pollution Control District's Bikeway Incentive Program</u>	California Air Pollution Control Board	Bicycle facilities	Funds the development or expansion of a comprehensive bicycle-transportation network which will provide a viable transportation option for travel to school, work, and commercial sites.

FUNDING FOR PROGRAMS

Several state grant resources can be leveraged by the District and other lead/partner agencies to support implementation of non-infrastructure SRTS efforts (Table 6).

TABLE 6 Competitive State Grants Supporting Non-Infrastructure SRTS Efforts

PROGRAM	AGENCY	WHAT IT SUPPORTS	DESCRIPTION
Active Transportation Program (ATP)	California Transportation Commission	Safe Routes Programs (including infrastructure and non-infrastructure)	Funds a wide range of capital and non-capital projects. A strong preference is given to projects in disadvantaged communities that closes gaps in pedestrian and bicycle infrastructure between communities of need.
California Office of Traffic Safety Grants	California Office of Traffic Safety	Certain activities under the SRTS, safety/ education and enforcement programs	Funds traffic-safety education, awareness and enforcement programs aimed at drivers, pedestrians, and cyclists.
California Highway Safety Improvement Program (HSIP)	California Department of Transportation (Caltrans)	Certain activities under the SRTS, safety/ education and enforcement programs	Funds projects and programs that reduce traffic fatalities and serious injuries by correcting or improving a specific problem. Highly competitive at the state level.
Local Control and Accountability Plan (LCAP)	California Department of Education	Non-infrastructure safe routes to school activities	The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address eight key state and local priorities related to school standards, student achievement, parent involvement, and school climate.

SAFE STREETS FOR STUDENTS


**A PILOT PROJECT TO IMPROVE TRAFFIC
SAFETY AT FRESNO UNIFIED SCHOOLS**

Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive 

Cabinet Approval: 

Date: August 16, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for August 09, 2024

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 August 09, 2024 are attached and include the following articles:

- Instructional Materials Sufficiency Hearing Requirements – August 08, 2024
- California Districts Try Many Options Before Charging Parents for Student Truancy – August 07, 2024
- Does California's High School Ethnic Studies Requirement Need 'Guardrails' Against Antisemitism? – August 08, 2024

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

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24



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DATE: August 9, 2024

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Legislature Returns From Summer Recess

The State Legislature returned from its summer recess on Monday for the final sprint of the 2023-24 legislative session.

In last week's *Sacramento Update (Update)* we previewed the most significant education bills that are still active and have implications for local educational agencies (LEAs). In this week's *Update*, we want to provide context for the next major deadline, the second house Appropriations Committees' suspense file hearings.

The Appropriations Committees in both houses serve as a clearinghouse for legislation that has an impact on state or local revenues or expenditures and on August 15, 2024, both the Assembly and Senate Appropriations Committees will take up their suspense files and release hundreds of bills to the house floors for consideration. The committees will also hold a number of bills because of their fiscal implications to the state and local governments.

During the suspense file hearings, the Appropriations Committee chairs, Senator Anna Caballero (D-Merced) and Assemblymember Buffy Wicks (D-Oakland), will present the results at the speed of an auctioneer and will set the stage for the final two weeks of the legislative year.

In many cases, the bills that make it out of the Appropriations Committees will do so because the authors agree to amendments that address fiscal concerns or reduce costs. The bills passed by the Appropriations Committees will need to be approved by the Legislature by 11:59 p.m. on August 31. The bills that do not make it out of the committees will be dead since it is the final year of the two-year legislative session.

State Budget Cleanup Bill Expected

While the 2024-25 State Budget package was signed into law last month, we are expecting lawmakers to introduce and approve cleanup language, which will make changes to the Enacted Budget, before they adjourn for the year.

Typically, cleanup language makes both minor and major changes to funding streams and programmatic areas that were approved as a part of the State Budget package. With the education omnibus budget trailer bill—Senate Bill (SB) 153, which is nearly 250 pages long—we fully expect the Legislature and Department of Finance to release cleanup language for a number of the education provisions enacted by SB 153.

These cleanup bills should materialize within the next couple of weeks as lawmakers race toward the August 31 deadline.

Leilani Aguinaldo

Instructional Materials Sufficiency Hearing Requirements

By Linette Hodson and Matt Phillips, CPA
School Services of California Inc.'s *Fiscal Report*
August 8, 2024

Staff and students are beginning the 2024-25 school year excited for the new challenges and adventures ahead. The first day pupils attend school also starts the clock for school districts and county offices of education (COEs) to meet the instructional materials sufficiency requirements outlined in Education Code Section (EC §) 60119. For multi-track year-round local educational agencies (LEAs), the clock starts with the first day pupils attend school in any track that begins in August or September. Within eight weeks from the first day of school, local governing boards are required to hold a public hearing and adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials in specified subjects. The instructional materials must be aligned to the academic content standards under EC § 60605 and 60605.8, and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. The adopted resolution shall certify compliance with EC § 60119.

Textbook and instructional materials sufficiency must be determined in the following subjects:

- Mathematics
- Science
- History/social science
- English language arts, including the English language development component of an adopted program

The governing board is required to determine if pupils enrolled in a foreign language or a health course have sufficient standards-aligned textbooks or instructional materials, and if laboratory science equipment is available to high school students enrolled in science laboratory courses.

If an insufficiency exists, the school district or COE must disclose in the resolution the percentage of pupils in each school who lack sufficient standards-aligned materials in each subject area to the public and classroom teachers, and the reasons for the insufficiency. Any insufficiency identified at the hearing must be remedied within two months of the beginning of the school year. It is important that all school districts and COEs plan accordingly as the timeline to hold the public hearing and the timeline to correct any insufficiencies are the same.

The hearing notice must be posted in three public places within the LEA, at least 10 calendar days in advance, and state the time, place, and purpose of the hearing. The public hearing may not take place during or immediately following school hours. Governing boards should encourage participation by parents, teachers, members of the community, and bargaining unit leaders at the hearing.

The intent of the hearing is to determine whether “. . . each pupil in each school has sufficient textbooks or instructional materials or both . . .” This is defined as each pupil having a “standards-aligned textbook or instructional materials, or both, to use in class and to take home.” The language does not require two sets of textbooks or instructional materials for each pupil regardless of whether homework is assigned; however, the use of “class sets” of instructional materials is insufficient. Instructional materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class, and to take home, as

all other pupils in the same class or course in the school district, and has the ability to use and access them at home.

Compliance with this requirement is monitored through the annual independent audit process. Any discrepancies will result in a finding in the audit report. Recent legislation and changes to the Education Code requires the State Superintendent of Public Instruction to take additional remedial actions if insufficiencies are not corrected, including assessing a fiscal penalty and the authority to purchase textbooks and instructional materials necessary to comply with the sufficiency requirements.

The California Department of Education (CDE) provides a [sample resolution](#) on their website.

More information can be found within the CDE's [Instructional Materials FAQ](#).

Note: While California's school truancy law remains on the books, school districts in recent years appear to have become less and less likely to enforce punitive measures against parents.

California Districts Try Many Options Before Charging Parents for Student Truancy

Most appear less and less likely to lean on punitive measures in recent years

By Betty Márquez Rosales
EdSource
August 7, 2024

While California's school truancy law remains on the books, school districts in recent years appear to have become less and less likely to enforce punitive measures against parents.

Multiple phone calls, emails, letters and requests for meetings are what parents should expect if their child is deemed truant. If those steps don't get the child back into school, state law gives districts the right to take parents to court.

But how often that happens is up to school officials and prosecutors and, clearly, officials say, the times have changed. Punitive measures have been shown to be less effective, especially if the reason for the child missing school is beyond the parent's control.

While parents have been arrested in California for their children being habitually absent from school, it is unclear how many cases resulted in criminal charges. According to state law, a district can declare a student truant and refer them to the district attorney after three unexcused absences of more than 30 minutes during the school year, potentially facing fines and even jail time.

"It's fair to say that most districts go beyond what the law requires in terms of trying to address these challenges internally at the district level prior to engaging the criminal justice system," said Jonathan Raven, assistant CEO of the California District Attorneys Association.

State law gives prosecutors wide discretion over how to charge parents when their child is truant, from an infraction, akin to a traffic violation, to a misdemeanor, contributing to the delinquency of a minor.

Chronic absenteeism in California schools is part of a national crisis over children missing school, especially during the pandemic. In California, the percentage of chronically absent students skyrocketed from the pre-pandemic rate of 12.1% in 2018-19 to 30% in 2021-22, after the pandemic. The percentage dropped to nearly 25% in 2022-23.

The state's truancy law grew out of Kamala Harris's efforts as a prosecutor to stem the number of high school dropouts who ended up in the criminal justice system.

In San Francisco, where she was the district attorney from 2004 to 2010, she implemented a truancy initiative that introduced the threat of prosecution of parents and guardians when children habitually missed school. That initiative became the model for a 2010 state law that Harris sponsored which adopted strict penalties for parents of truant students: a fine not to exceed \$2,000, jail time not to exceed one year, or both.

The penalties could be applied if a student was habitually truant, meaning they missed 10% or more of the school year and only after parents had been offered a range of support services to address the student's truancy. Truancy courts were created where the penalties could be deferred so long as the students begin attending school. While attorney general from 2011 to 2017, her office created an on-line truancy hub with truancy reports from 2013 to 2016.

The first arrests under the law were in 2011 of five parents in Orange County. The arrest option has since become controversial as districts focus first on how to solve the problems leading to truancy. During her 2019 presidential campaign, Harris stood by the goals of the law but insisted in a podcast interview at the time, that she "never sent a parent to jail" when she was a district attorney. Even though the 2010 state law specifically changed the penal code to include fines and jail time as potential penalties in truancy cases, she said in the same 2019 interview that she regretted knowing some district attorneys had criminalized parents under that state law.

California's law specifies that with students who are habitually truant, the goal is to keep young people out of the juvenile justice system and in school.

State education law lists over a dozen reasons for excusing students from school, but most excused absences, school officials say, are related to illness and mental health. Unexcused absences often mean that students lacked documentation such as a note from a doctor, or that they provided no reason for their absence or that the reason they provided does not qualify as an excusable absence.

While six out of 10 absences were excused during the 2022-23 school year, four out of 10 were unexcused, state data shows. Both numbers were similar to pre-pandemic levels. The 2023-24 data has not yet been released.

A case study in Santa Clara County

In Santa Clara County, just south of San Francisco, for example, a prosecutor from the district attorney's office speaks with parents at the start of the school year.

"I go to back-to-school nights to speak not about the law and its consequences, but about attendance and its importance, and particularly attendance in the earliest grades," said Alisha Schoen, community prosecutor for Santa Clara's district attorney's office.

Educators and researchers highlight targeted and constant communication with families — such as phone calls, emails, texts, letters and direct, in-person contact — as a powerful solution to chronic absences. In Santa Clara County, school districts conduct home visits if a student is near truancy.

If that communication doesn't result in the student attending school regularly, the family is then referred to the local student attendance review board, SARB. The SARB will open a case during which the family must sign an attendance contract stipulating their child will attend school regularly.

With methods in place to help students return to school, attendance issues are most often solved at the school or district level, said Schoen.

But if the student continues missing school, despite all interventions, the student attendance review board then has the discretion to send the case to the local district attorney's office, at which point the parents could be prosecuted.

Those cases go to Schoen, who might either issue the parents an infraction, like a traffic violation, which is not punishable with jail time but could carry a fine, or decide that the district or school must take additional action in addressing the absences prior to involving the court.

"The cases that I file in my court are almost always cases where the parents refused to come to the school site meeting, did not come to the SARB, didn't answer the door at the home visit, so this is the necessary step to get them to the table so that then we can talk about the problem and offer supportive services," Schoen said.

Upon being issued the infraction, the parents then enter what Santa Clara County calls a collaborative truancy court, through which they offer students and their parents access to a county behavioral health social worker, enroll parents in a 10-week in-person or online parenting class, and assign a caseworker to families who might be experiencing far-reaching challenges such as homelessness or unemployment.

"Our throughline is that truancy is a red flag that tells us this child or their family are experiencing some crisis, and we have to recognize that red flag as such, and then get the supportive services to the family to address that underlying crisis so that the attendance can then improve," said Schoen.

Schoen described how they issue infractions, for example, not misdemeanors; if parents plead guilty, they request the lowest possible fine; and they make every effort to dismiss the case to avoid fines.

"We don't believe that assigning a large fine will improve their child's attendance, and it could possibly have a negative effect," said Schoen.

Of over 234,000 students enrolled in Santa Clara County during the 2023-2024 school year, Schoen's office heard 130 truancy cases — although some of those cases were from the previous school year. Infractions were issued to 34 parents; 28 were dismissed as student attendance improved, and six parents pleaded guilty. Those six were issued fines, and their court fees were waived. The remaining cases will be continuing this year.

In the past, some counties are known to have taken a more punitive approach.

Merced County in 2017 initiated an anti-truancy effort that included the arrest of 10 parents for failing to send their children to school. They were charged with misdemeanors, contributing to the delinquency of a minor.

Jennifer McHugh, a deputy district attorney in Yolo County, considers it “very unlikely” that she would support jailing parents in truancy cases because once the case is over, “have you really solved the problem?”

In the last year, McHugh got school district referrals for 15-20 students who were excessively truant.

“In the past year, it’s only been one district that’s sent me names of truant students, and I don’t think they’re sending me everyone who’s been truant three or more times, because those would be way more people,” said McHugh. “They’re sending me the people who are excessively truant, you know, 60, 70, 80% of the time that this child’s truant kind of cases.”

Those students and their families entered mediation with the district attorney’s office. During mediation, McHugh meets for 30 minutes to an hour at the county office of education — “a neutral place,” she said — to sign an attendance contract. The meeting includes the student, their parents, McHugh, student support services from the district who have made previous contact with the parents, and others with direct knowledge of the student’s situation.

The point of the contract is not perfect attendance; rather, “good enough” attendance is what McHugh is looking for in order to avoid further court involvement. It’s up to every district to decide when to prosecute.

“My perspective on it is we’re trying to resolve the issue. We’re trying to get them into school,” she said.

Of the 15-20 students in mediation, only two cases were filed against parents. In one case, the student began attending school and the case was dismissed. The second case is pending.

Impacts of targeting chronic absenteeism

While the law stipulates that students with many absences are truant, language today describes the problem as chronic absenteeism, a situation that can be fixed with the proper supports. Another issue is who is targeted when district attorneys get involved in fighting truancy or chronic absenteeism.

“The problem is having kids being labeled unexcused, it’s not equally distributed,” said Hedy Chang, executive director of Attendance Works, a nonprofit that works to improve student attendance.

Her research on unexcused absences, published last year in a PACE report, also found that California “schools serving more socioeconomically disadvantaged students communicate more punitive approaches.”

Certain demographics of students are more likely to have unexcused absences: Black, Native American, Latino, and Pacific Islander, regardless of socioeconomic status, along with low-income students, the study found.

Schools serving students who are socioeconomically disadvantaged were far more likely “to publish policies stating that truancy would result in suspension of driver’s licenses, loss of school privileges like extracurricular participation, and Saturday school or in-school detention,” the report said.

The researchers reviewed the school handbooks of 40 California middle and high schools — half of the schools had a population of over 90% of socioeconomically disadvantaged students and the other half had a population of less than 50% of socioeconomically disadvantaged students.

There are some biases in the system “around how absences are treated and who gets labeled unexcused,” Chang told EdSource. “And sometimes that’s because we don’t have the supports and resources to really do outreach to families.”

She added, “When the truancy laws got created, you didn’t have chronic absence even as a metric or even as an accountability metric for schools, and by having chronic absence as an accountability metric, you are saying: ‘Hey, schools, you’ve got to do something about this.’ So it’s not just the court system that has evolved over time. There is a pretty broad standing consensus that you want to invest in prevention first and you use a legal system as a last resort.”

Note: Beginning with the 2025-26 school year, LEAs serving students in grades 9-12 are required to offer a one-semester course in ethnic studies.

Does California’s High School Ethnic Studies Requirement Need ‘Guardrails’ Against Antisemitism?

By Andrew Sheeler
The Sacramento Bee
August 8, 2024

Next school year, California high school students will be required by law to complete a semester of ethnic studies before graduating.

State legislators now are trying to tweak that law, arguing that it needs “guardrails” in place to prevent antisemitic content from showing up in those courses.

Critics of the bill say that such limitations would snuff out criticism of Israel and support for Palestine.

Assembly Bill 2918, by Assemblymembers Dawn Addis, D-San Luis Obispo, and Rick Chavez Zbur, D-Hollywood, would require local educational agencies (LEAs) to “ensure that the course and instructional materials are developed in conjunction with specified stakeholders, including certificated teachers, classified public school staff, and parents and guardians of pupils,” according to a summary provided by the Digital Democracy project at CalMatters.

This week, the powerful Senate Appropriations Committee took up the bill and heard a considerable amount of testimony — most of which was in favor of the bill.

Among those speaking in support of the bill were representatives from the Jewish Public Affairs Committee of California (JPAC) the Anti-Defamation League (ADL).

David Bocarsly, speaking on behalf of JPAC, said that, “Unfortunately, in too many districts, we are seeing that this course is being co-opted by those with an anti-Jewish bias.”

“Instead of teaching approved lessons from the model curriculum, some districts are teaching liberatory courses, which is similar except that it excludes Jews, erases antisemitism and denigrates Israel with content that is one-sided, promotes a specific ideology and is factually inaccurate,” he said.

Bocarsly said that AB 2918 “simply adds basic guardrails, such as promoting respect and considering the views of impacted communities, especially without the implementation requirements.

“Our community needs these guardrails. And if the opposition disputes the need for such basic protections against discrimination, that highlights why these protections are all the more necessary,” he said.

Also speaking in favor of the bill was Nancy Appel of the ADL.

“What we’ve just experienced in the schools, I’ve been at ADL 20 years, is just, I’ve never seen anything like it,” she said.

Neither Bocarsly nor Appel gave specifics of what they perceived as antisemitic content in ethnic studies courses.

The bill is opposed by the California Teachers Association (CTA), as well as the group Jewish Voice for Peace.

Seth Bramble, of the CTA, testified against the bill, calling it “overly prescriptive.”

“It establishes obstacles to ethnic studies implementation that we don’t need and undermines successful programs that are already operating across the state,” he said.

David Mandel, speaking on behalf of the Sacramento Chapter of Jewish Voice for Peace, agreed that antisemitism is “rampant.”

“But antisemitism is not what’s found in the ethnic studies curriculum that was approved by the state or that other people are advocating. There’s nothing anti-Jewish in ethnic studies, unless you conflate antisemitism with support for Palestinian rights and criticism of Israel, which I submit is the real agenda behind this,” Mandel said.



Mandel said that the “guardrails” proposed by the bill “are not designed to keep cars on the road, but designed to keep people, certain groups of people, off the road.”

The bill appeared before the Senate Appropriations Committee because it was determined to have a significant financial impact on the state. The committee voted unanimously to place the bill on the suspense file, meaning it will sit in limbo until the committee’s Aug. 15 hearing, where its fate will be decided. Either the bill will advance to the Senate floor for a vote, or it will die.

Fresno Unified School District
Board Communication

BC Number BFS-2

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

Prepared by: Kim Kelstrom, Chief Executive 
David Jansen, Executive Director 

Date: August 16, 2024

Phone Number: 457-3934

Cabinet Approval: 

Regarding: Financial System Upgrade (Advantage 4.0) Launch

The purpose of this communication is to provide the Board an update on the successful launch of the Financial System Upgrade, Advantage 4.0. Advantage 4.0 aimed to upgrade and optimize the district's financial and operational systems. This project was completed on time and within budget by a cross functional team including Information Technology, Fiscal Services, and Purchasing departments along with a dedicated Project Manager.

The total budget for this project was \$3.3 million with a projected schedule of two years. The FUSD project team was able to stay within the proposed time frame and budget and launched on July 01, 2024.

The upgrades included a single sign on to the application, chart of accounts reordered to match state structure across the application, streamline security based on roles, Vendor Self Service, and school site financial reports.

After a debrief by the departments, it was noted that "The successful completion of the Advantage 4.0 project can be attributed to the strong partnership and collaboration between the Informational Technology, Fiscal, Purchasing, Warehouse, and Project Manager departments. Each department played a crucial role in ensuring that the project met its goals." In addition, "The presence of a dedicated Project Manager proved to be invaluable. The leadership and coordination provided by the Project Manager ensured that tasks were managed efficiently, timelines were adhered to, and any issues were promptly addressed."

If you have any questions pertaining to the information in this communication or require additional information, please contact Kim Kelstrom at 457-3907 or David Jansen at 457-3813.



Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24

Fresno Unified School District
Board Communication

BC Number BFS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ashlee Chiarito, Ed.D. 
Cabinet Approval: Patrick Jensen 

Date: August 16, 2024

Phone Number: 457-3934

Regarding: August Legislative Committee Meeting

The purpose of this board communication is to provide the Board information shared at the August 08, 2024, Legislative Committee Meeting.

Budget and Economic Update:

Ms. Aguinaldo provided a budget and economic update:

- The July 2024 Finance Bulletin reflects that the year-to-date General Fund revenues were \$3.2 billion, or 1.5%, above the most recent forecast
- The California Public Employees' Retirement System (CalPERS) announced its pension fund had preliminary investment returns of 9.3% in the 2023-24 fiscal year
- The California State Teachers' Retirement System (CalSTRS) announced an 8.4% net return on investments for the 2023-24 fiscal year. CalSTRS pension system is ahead of schedule of reaching fully funding by 2046
- California State Preschool Program (CSPP) providers can now enroll two-year-olds in part-day and full-day programs
- Senate Bill 153 (budget trailer bill) includes permanent credentialing flexibilities by recognizing a bachelor's degree as an option to satisfy the basic skills proficiency requirement in lieu of the California Basic Skills Test (CBEST)
- Across all district types, the attendance rate in 23/24 increased by 1.18% when comparing attendance rates as of the Second Principal Apportionment
- For the statewide ballot measures for the November 05, 2024, General Election, Proposition 2 issues \$10 billion in bonds to fund the construction and modernization of K-14 public education facilities

In July, the State Board of Education (SBE) incorporated the California Science Test (CAST) and California Alternate Assessment-Science (CAA-Science) in the Dashboard as Phase I of the Science Indicator. A separate change is that a 14th student group, Long Term English Learner (LTEL) will be added to all state indicators.

Legislative Update – The Governor has until September 30, 2024, to sign or veto the current bills in legislation. The following bill proposal was discussed:

- AB 1955 (Ward) – Establishes Support Academic Futures and Educators for Today's Youth (SAFETY) Act and prohibits enacting or enforcing policies that require disclosure of a student's gender identity, sexual orientation, or gender expression without the student's consent. This includes employees and contractors.

The School Services Legislative Committee August 2024 report is attached. The next Legislative Committee meeting is scheduled for September 12, 2024.

If you have any questions pertaining to the information in this communication or require additional information, please contact Ashlee Chiarito, 457-3934.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
AUGUST 8, 2024**

2023-2024 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

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Legislative and Economic Update Prepared for:
Fresno Unified School District
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FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

2023-24 State Revenues Slightly Above Recent Estimates

By: Wendi McCaskill and Michelle McKay Underwood

July 23, 2024

The Department of Finance (DOF) published its July 2024 Finance Bulletin (Bulletin), reflecting California economic data through June 2024. This month's Bulletin includes the latest state revenue figures to close out the 2023-24 fiscal year. The year-to-date General Fund revenues were \$3.2 billion, or 1.5%, above the most recent forecast. Although June personal income tax (PIT) revenues fell below forecast for the month by \$145 million, PIT revenue outperformed estimates by \$1.3 billion or 1.1%, for the full 2023-24 fiscal year. Corporation taxes and sales and use tax exceeded forecasted figures for the month as well as for the full 2023-24 fiscal year (though just barely when it comes to sales and use tax). The "Big Three" tax collections for the 2023-24 fiscal year are listed in the table below.

2023-24 Comparison of Actual and Forecast Year-to-Date "Big Three" Tax Revenues (Dollars in Millions)

	Forecast	Actual	Difference	Percent Difference
Personal Income	\$119,740	\$121,066	\$1,326	1.1%
Corporation	\$40,411	\$41,428	\$1,017	2.5%
Sales & Use	\$34,543	\$34,550	\$7	0.0%

Source: DOF Bulletin

The due date for second quarter estimated payment for personal and corporate income taxes falls in June, representing 40% of the estimated tax payments for the tax year. Personal income and corporation taxes exceeded projections for estimated payments in June by 5.6% and 2.1%, respectively. The prepayment for the Pass-Through Entity Elective Tax, also due in June, was 0.1% below forecast.

California is currently tied with Nevada for the second highest state unemployment rate at 5.2%. This rate remains unchanged since May. Only the District of Columbia surpasses California with an unemployment rate of 5.4%. In June, the state's labor force and household employment increased by 7,200 and 17,500 persons, respectively. Unemployment decreased by 10,300. Nonfarm payroll jobs increased by 22,500 in June. All sectors did not see an increase in jobs, however—manufacturing, other services, construction, and mining and logging all experienced job loss.

Building activity has increased by 2.4% since April 2024 and 5.1% since May 2023. Although the median sales price of existing single-family homes is up 7.5% since June 2023, there was a 0.8% month-to-month decline in the median sale price of existing single-family homes from a record high of \$908,040 in May 2024 to \$900,720 in June 2024. Clearly, housing affordability remains an ongoing concern in California.

Strong Returns for CalPERS Investments

By: Michelle McKay Underwood

July 29, 2024

This month, the California Public Employees' Retirement System (CalPERS) announced its pension fund had preliminary investment returns of 9.3% in the 2023-24 fiscal year. This healthy return, well above the system's target return rate of 6.8%, was welcome news compared to last year's subpar return of 5.8%.

Digging into the portfolio, CalPERS' investment bright spots were public equity (+17.5%) and private debt (+17.0%). For CalPERS, its only negative return was in the investment area of real assets (-7.1%). Total fund annualized returns for the 5-year period ending June 30, 2024, stood at 6.6%, the 10-year period at 6.2%, the 20-year period at 6.7%, and the 30-year period at 7.7%.

This preliminary net return is an early snapshot of the CalPERS portfolio. The ending value of the Public Employees' Retirement Fund for 2023-24 will be based on additional factors beyond investment returns, including employer and employee contributions, monthly payments made to retirees, and various investment fees. The final fiscal year performance returns will be used to set 2025-26 contribution levels for local educational agencies and community colleges in spring 2025. In the meantime, CalPERS is expected to update its projected employer contribution rates later this fall.

CalSTRS investment returns are expected to be released this week.

CalSTRS 2023-24 Investment Returns Surpass Benchmark

By: Teddi Wentworth and Kyle Hyland

July 31, 2024

Following shortly behind the announcement of the California Public Employees' Retirement System (CalPERS) investment returns (see "[Strong Returns for CalPERS Investments](#)" in this week's *Fiscal Report*), the California State Teachers' Retirement System (CalSTRS) announced a 8.4% net return on investments for the 2023-24 fiscal year. CalSTRS's investments with the strongest returns were public equity (+19.0%) and collaborative strategies (+14.4%), while real estate was its worst performer (-9.8%).

CalSTRS exceeded its investment rate of return assumption of 7.0%. Over the longer term, total fund annualized returns for the 5-year period ending June 30, 2024, stood at 8.5%, the 10-year period at 7.7%, the 20-year period at 7.6%, and the 30-year period at 8.1%.

According to CalSTRS, the pension system is ahead of schedule in reaching full funding by 2046. The next actuarial valuation of the Defined Benefit Program, which will include an updated funded status, will be released in the spring of 2025.

We expect the CalSTRS Board to adopt the employer contribution rate for 2025-26 in May 2025.

Two-Year-Olds Now Eligible for State Preschool Programs

By: Patti F. Herrera, EdD and Teddi Wentworth

July 26, 2024

For the first time, California State Preschool Program (CSPP) providers can now enroll two-year-olds in part-day and full-day programs. This authority was ushered into law as part of the 2024-25 Enacted Budget that included the signing of Senate Bill (SB) 163 (Committee on Budget and Fiscal Review, Chapter 73)—the early learning and childcare omnibus trailer bill.

Specifically, SB 163 added Education Code Section (EC §) 8207.1 that authorizes, but does not require, CSPP providers to enroll interested eligible two-year-old children in their programs consistent with impending guidance from the State Superintendent of Public Instruction. The ability to serve two-year-olds in preschool programs is only authorized until June 30, 2027. Beginning July 1, 2027, CSPP providers will no longer be able to enroll two-year-olds unless they were already serving them before July 1, 2027.

Two additional preschool policies were adopted to accommodate this change. First, CSPP providers will receive a 1.8 adjustment factor to their reimbursement rates for two-year-old children enrolled in their programs. Second, existing priority for services policies were adapted to include two-year-olds within the current prioritization schedule in EC § 8210 and EC § 8211.

As capacity in state preschool programs increases with the expansion of transitional kindergarten, the ability to serve two-year-olds may provide new opportunities for providers and families in their communities.

Teacher Credentialing: Basic Skills Requirement Update

By: Danyel Conolley

July 16, 2024

The education omnibus budget trailer bill ([Senate Bill 153](#)) includes permanent credentialing flexibilities by recognizing a bachelor's degree as an option to satisfy the basic skills proficiency requirement for California credential holders, effective immediately. Credential applications for the following may demonstrate basic skills proficiency with a bachelor's degree in lieu of the California Basic Skills Test (CBEST):

- State credentialing programs
- Designated subjects credentials
- Administrative services credential applications for out-of-state candidates
- Single and multiple subjects credentialing applications for out-of-state candidates
- Teacher candidates prepared out of the country
- Substitute credentials

Of note are the flexibilities for basic skills proficiencies do not apply to the subject matter requirements for credential applicants. Teacher credential candidates must demonstrate subject matter proficiency through various pathways, including passage of the [California Subject Examination for Teachers \(CSET\)](#). More information regarding options to meet the basic skills requirements can be found [here](#). It is advised that local educational agency human resources departments ensure that application materials and job announcements are updated and reflect current credentialing requirements.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Year-Over-Year Attendance Rates Show Improvement

By: Brianna García, Dave Heckler, and Wendi McCaskill

July 19, 2024

Due to compulsory education laws, students are required to attend school each day. The primary purpose for requiring a student to be physically present at school is to maximize the amount of learning that takes place. Studies unequivocally show that student learning is greatest when the student is physically present and poor attendance has consistently been correlated with multiple adverse academic and well-being outcomes. This is one of the two reasons student attendance is recorded each day—to comply with these compulsory attendance laws.

The second, just as critical, reason student attendance is recorded is for the purpose of generating apportionment days used in average daily attendance (ADA) calculations. Most of the funding provided by the state is allocated on the basis of ADA, which is the number of apportionment days generated by student attendance divided the number of instructional days offered. Consequently, the fiscal health of a local educational agency (LEA) can change significantly based on the rate at which students attend school.

The state provides a predetermined amount of funding allocated to LEAs for each unit of ADA that is reported. Every day that a student is absent results in lost funding of nearly \$80 in Local Control Funding Formula (LCFF) dollars alone. LEAs do not have the ability to “create” new students to generate revenues, so it is important to maximize the rate at which students show up on a daily basis. The table below reflects the average percentage of days those students were physically present. Put differently, if an LEA with 180 days of instruction has an ADA rate of 90%, that means students, on average, miss 18 days of school annually—equating to a loss of \$1,437 per student.

In 2023-24, school districts saw further improvement from the historically low 2021-22 attendance rates that came about as California schools began to recover from the COVID-19 pandemic. The improvement was seen across all grade spans and all district types, with the attendance rate for grades TK/K-3 showing the greatest year-over-year improvement of 1.63%. Across all district types, the attendance rate increased 1.18% when comparing attendance rates as of the Second Principal Apportionment (P-2). However, the 2023-24 rates are still down approximately 2.17 percentage points as compared with 2019-20.

School District Type	2022-23	2023-24	Difference Between 2022-23 and 2023-24 at P-2
Elementary	92.28%	93.76%	1.48%
High	91.17%	91.77%	0.60%
Unified	91.27%	92.46%	1.19%

Grade Span Type	2022-23	2023-24	Difference Between 2022-23 and 2023-24 at P-2
Grades K-3	91.03%	92.66%	1.63%
Grades 4-6	92.86%	94.12%	1.26%
Grades 7-8	92.04%	93.13%	1.09%
Grades 9-12	90.61%	91.37%	0.76%

While attendance rates are improving year over year, the further we get from the pandemic low in 2021-22, the rate at which improvement is occurring will slow, especially in grades 9-12. We will discuss the fiscal impact of attendance rates as well as the other pupil counts included in the LCFF calculation in more detail in our upcoming LCFF 101—For Beginners webinar. For more information about joining us, please click [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Second Interim Certifications Released

By: John Gray and Matt Phillips, CPA

July 12, 2024

The California Department of Education released the results of the 2023-24 Second Interim reporting. Local educational agencies (LEAs) are required to self-certify in one of the following three categories:

- **Positive**—LEA will meet its financial obligations in the current and two subsequent years
- **Qualified**—LEA may not meet its financial obligations in the current and two subsequent years
- **Negative**—LEA will not meet its financial obligations in the current or subsequent year

The Second Interim period represents the second of two opportunities annually for LEAs to report on their fiscal outlook as there is no certification requirements included with the Adopted Budget reporting.

District Certification	2022-23 Second Interim	2023-24 First Interim	2023-24 Second Interim
Qualified	10	31	23
Negative	3	6	6

Unsurprisingly, the number of LEAs reporting as qualified increased 130% from March 2023 to March 2024, but the number of qualified LEAs declined from December 2023. Some of the highlights from the aforementioned three-month span include the following:

- Tax collections in February and March 2024 aligned with projections
- Although not known, the statutory cost-of-living adjustment was tracking closer to 1.00%, up from the 0.76%
- The Governor's Budget proposal in January insulated LEAs from reductions to core programs in 2023-24 and 2024-25

The economic hurdles continue to grow as Governor Gavin Newsom and the Legislature grapple to balance the State Budget. It is likely that the number of LEAs that certify as qualified or negative will grow in the near future as the state deals with slowing revenues and the expiration of billions of dollars in one-time pandemic relief funding.

The full list of LEAs that have a qualified or negative certification as of the 2023-24 Second Interim reporting can be found [here](#).



Second Interim Status Report, FY 2023-24

Listing of local educational agencies receiving negative and qualified certifications for fiscal year 2023-24 second interim.

List of Negative and Qualified Certifications Local Educational Agencies 2023–24 Second Interim Report

Negative Certification

A negative certification is assigned to a local educational agency (LEA) when it is determined that, based upon current projections, the LEA will not meet its financial obligations for fiscal year 2023–24 or 2024–25.

Number	County	Local Educational Agency	Total Budget (\$) in millions
1	Calaveras	Calaveras Unified	48.6
2	Humboldt	Green Point Elementary	0.6
3	San Francisco	San Francisco Unified	1,343.0
4	Shasta	Oak Run Elementary	1.1
5	Siskiyou	Happy Camp Union Elementary	3.3
6	Siskiyou	Junction Elementary	0.9

Qualified Certification

A qualified certification is assigned to a LEA when it is determined that, based upon current projections, the LEA may not meet its financial obligations for fiscal year 2023–24, 2024–25, or 2025–26.

Note: Santa Rosa Elementary and Santa Rosa High have joint administration.

Number	County	Local Educational Agency	Total Budget (\$) in millions
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1	Alameda	Livermore Valley Joint Unified	218.5
2	Alameda	Oakland Unified	950.1
3	Amador	Amador County Office of Education	65.8
4	Amador	Amador County Unified	11.2
5	Contra Costa	West Contra Costa Unified	592.8
6	Lake	Middletown Unified	26.9
7	Los Angeles	Burbank Unified	177.6
8	Los Angeles	Duarte Unified	40.9
9	Mendocino	Ukiah Unified	121.8
10	Riverside	Coachella Valley Unified	432.2
11	Riverside	Moreno Valley Unified	721.7
12	Sacramento	Sacramento City Unified	852.9
13	San Diego	Mountain Empire Unified	37.2
14	Santa Barbara	Cuyama Joint Unified	3.5
15	Santa Clara	Alum Rock Union Elementary	208.5
16	Santa Clara	East Side Union High	382.9
17	Shasta	Cascade Union Elementary	23.9
18	Shasta	Castle Rock Union Elementary	1.9
19	Siskiyou	Yreka Union Elementary	14.5
20	Solano	Vallejo City Unified	257.4

21	Sonoma	Bellevue Union Elementary	38.3
22	Sonoma	Santa Rosa Elementary	252.9 joint shared by Santa Rosa Elementary and Santa Rosa High
23	Sonoma	Santa Rosa High	252.9 joint shared by Santa Rosa Elementary and Santa Rosa High

Questions: Fiscal Oversight & Support Office | sacsinfo@cde.ca.gov | 916-322-1770

Last Reviewed: Wednesday, July 17, 2024

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

November Ballot Measures Set

By: Kyle Hyland

July 26, 2024

Voters will get to decide the fate of ten statewide ballot measures for the November 5, 2024, General Election. Five of the measures qualified for the ballot via bills approved by the California Legislature while the other five were voter initiated and qualified by way of the signature gathering process. The ten measures on the General Election ballot are as follows:

Type	Title	Description
Legislative	Proposition 2	Issues \$10 billion in bonds to fund the construction and modernization of K-14 public education facilities
Legislative	Proposition 3	Repeals Proposition 8 (2008) and declares that a “right to marry is a fundamental right” in California
Legislative	Proposition 4	Issues \$10 billion in bonds to fund safe drinking water, drought, flood, and water resilience programs; wildfire and forest resilience programs; coastal resilience programs; and other climate-related infrastructure projects
Legislative	Proposition 5	Lowens the vote threshold required to approve local special taxes for housing and infrastructure projects from two-thirds to 55%
Legislative	Proposition 6	Repeals language in the California Constitution prohibiting involuntary servitude except to punish crime and replaces it with language prohibiting slavery and involuntary servitude
Voter Initiated	Proposition 32	Increases the state minimum wage to \$18 per hour (begins January 1, 2025, for employers with 26 or more employees and January 1, 2026, for employers with 25 or fewer employees) and thereafter will adjust annually for inflation
Voter Initiated	Proposition 33	Repeals the Costa-Hawkins Rental Housing Act (1995), thereby allowing cities and counties to limit rent increases, and prohibits the state from limiting how cities and counties expand or maintain rent control

Type	Title	Description
Voter Initiated	Proposition 34	Requires certain health care providers to spend 98% of revenues from federal discount prescription drug programs on direct patient care; permanently authorizes the state to negotiate Medi-Cal drug prices on a statewide basis
Voter Initiated	Proposition 35	Permanently authorizes a tax on managed care organizations to fund Medi-Cal programs, which is currently set to expire in 2026
Voter Initiated	Proposition 36	Revises Proposition 47 (2014) to raise the penalties and sentences for some drug and theft offenses

It is important to know how many statewide measures are on the ballot because the more statewide measures the voters have to decide, the higher likelihood that they will experience proposition fatigue, which could result in them voting “no” on several of these measures.

The main proposition that the K-14 community will have its eyes on is Proposition 2, which was placed on the ballot via Assembly Bill 247 (Muratsuchi, Statutes of 2024). We provide our analysis of Proposition 2 and what it would mean for K-14 education in the July 2024 *Fiscal Report* articles [“Education Facilities Bond Agreement Reached”](#) and [“K-14 School Facilities Bond Bill Signed.”](#)

The other ballot measure with K-14 implications is Proposition 32, which would raise the state minimum wage to \$18 at the beginning of the calendar year. The measure would also tie future minimum wage increases to the U.S. Consumer Price Index (CPI-W), which means the minimum wage could exceed \$18 per hour pursuant to increases in the CPI-W.

Now that the ballot is officially set, we will begin to monitor polling that comes out on Proposition 2 and Proposition 32 and provide updates in subsequent *Fiscal Report* articles.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

SBE Approves 2024 Dashboard Changes

By: Ella Conolley

July 19, 2024

The State Board of Education (SBE) met on July 10 and July 11, 2024, to discuss and act on a variety of measures. Importantly, they took action on a few changes to the 2024 California School Dashboard (Dashboard), as noted in [Item 2](#). This item recommended updates to the Dashboard, including adding a science metric and incorporating Long-Term English Learner (LTEL) students.

At its July meeting, the SBE made decisions to incorporate the California Science Test (CAST) and California Alternate Assessment-Science (CAA-Science) in the Dashboard as Phase I of the Science Indicator. The first decision made was regarding the unit of measurement to display the CAST and CAA-Science test results on the Dashboard. The SBE decided to use the Distance from Standard (DFS) in order to align with the indicators used for English language arts (ELA) and mathematics. In addition, the SBE decided to report high school results in the current year, as this method is able to show the most current results on each Dashboard. The students captured in current-year data will include students that took the test in grades 10 and 11 and all students in grade 12, since science testing can be administered at any time in high school. Lastly, the SBE approved including a participation rate within the metric for science. Local educational agencies (LEAs) must administer the science tests to at least 95% of eligible students as part of their participation rate or be assessed a penalty similar to ELA and mathematics assessments starting with the 2025 Dashboard. The SBE will make additional detailed decisions regarding the indicator as part of Phase II next year for the 2025 Dashboard. Until then, there will be no performance level associated with the Science Indicator as part of the 2024 Dashboard. A separate change that will be incorporated starting with the 2024 Dashboard is that a 14th student group, LTEL students, will be added to all state indicators. This means that an LEA may be identified for differentiated assistance based on the performance of LTELs on the Dashboard, similar to the other student groups already present on the Dashboard. The addition of LTEL students as a student group is due to legislative requirements, per [Senate Bill 141](#) (Statutes of 2023).

Per statute, the 2024 Dashboard will be released by December 1, 2024. We will continue to provide updates as information becomes available. For more information on the July SBE meeting, please see the [full board agenda](#).

Governor Newsom Signs SAFETY Act Legislation

By: Kyle Hyland

July 17, 2024

On Monday, July 15, 2024, Governor Gavin Newsom signed [Assembly Bill \(AB\) 1955](#) (Ward, Statutes of 2024), the Support Academic Futures and Educators for Today's Youth (SAFETY) Act, into law. AB 1955 was perhaps the most contentious bill debated in policy committee this year as it drew hundreds of supporters and opponents to the Capitol to express their opinion on the measure.

AB 1955 requires the California Department of Education to develop and update resources for the support of parents, guardians, and families of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils. The bill requires the resources to be designed for use in schools operated by a local educational agency (LEA) serving pupils in grades 7-12.

The bill prohibits LEA or state special school governing boards from requiring an employee or a contractor to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent unless otherwise required by state or federal law. The author argued in committee hearings that the bill does not preclude an educator or counselor from communicating with a student's parents on their sexual orientation or gender identity if it is in the student's best interest.

AB 1955 additionally prohibits an LEA or state special school for the blind or deaf to enact or enforce any policy, rule, or administrative regulation that would require an employee or a contractor to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent, unless otherwise required by state or federal law. In other words, this bill prevents LEA governing boards from approving and enforcing "forced outing" policies whereby a governing board requires a teacher or counselor to report a student's gender identity to the student's parents or guardians if it differentiates from the gender they were assigned at birth.

The bill also ensures that no governing board member, employee, or contractor of an LEA or state special school retaliate against an employee on the basis that the employee supported a student in the exercise of that student's rights; performed their work activities consistent with state law or employer obligations; or provided instruction to students consistent with the current content standards, curriculum frameworks, and instructional materials adopted by the State Board of Education (SBE), including the California Healthy Youth Act. In other words, an LEA governing board cannot retaliate against an employee for refusing to "out" a student to their parents or for providing instruction consistent with curriculum and materials adopted by the SBE.

The bill will officially go into effect on January 1, 2025. We recommend that LEAs review their current policies to ensure that they are in full compliance with the provisions of AB 1955.

Bill Report

SCHOOL SERVICES OF CALIFORNIA, INC.

Legislative Report Prepared for: Fresno Unified School District Status as of August 6, 2024

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Active Bills

Early Childhood Education

[AB 1947 \(Rivas, Luz\)](#)

Amended: 7/1/2024

Title: California State Preschool Programs: Contracting Agencies: Staff Training Days

Status: Senate Floor—Second Reading

Position: Support

Summary:

Current law allows California State Preschool Programs to schedule up to two days of staff training per contract period, using state reimbursement funding. This bill instead authorizes up to six days of staff training. In addition, if a program's enrollment is at least 25% dual language learner children, and the program schedules at least three days of staff training, then at least one staff training day must be used to provide staff development that is specific to supporting dual language learner children.

Employees

[AB 796 \(Weber\)](#)

Amended: 6/25/2024

Title: Athletic Trainers

Status: Senate Floor—Third Reading

Position: Support

Summary:

As amended, this bill establishes certification and training requirements for athletic trainers and prohibits individuals from calling themselves athletic trainers unless they meet those requirements.

[AB 2088 \(McCarty\)](#)

Amended: 5/16/2024

Title: K-14 Classified Employees: Part-Time or Full-Time Vacancies: Public Postings

Status: Senate Appropriations Committee—Suspense File

Position: Oppose

Summary:

This bill establishes a statutory right of first refusal for current, regular nonprobationary classified employees of school and community college districts relating to part-time and full-time vacant positions. Current classified employees must meet the minimum qualifications for the vacant position and must apply for the position within ten business days of receiving notice for the new classified position. As amended May 16, 2024, the bill clarifies that education employers may post the position to the general public during the ten-day period and may offer the position to an external candidate after the ten-day period. Assembly Bill 2088 does not apply to management or confidential positions, or employees on performance improvement plans or involved in formal discipline.

[AB 2134 \(Muratsuchi\)](#)**Amended:** 5/16/2024**Title:** School Employees: Transfer of Leave of Absence for Illness or Injury**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

This bill changes the following related to the transfer of sick leave for teachers and classified staff at school districts and county offices of education:

- Clarifies that there is no time frame during which unused sick leave must be transferred between public school employers
- Requires unused sick leave to be transferred between school employers in days, not hours

[AB 2901 \(Aguiar-Curry\)](#)**Amended:** 5/16/2024**Title:** School and Community College Employees: Paid Disability and Parental Leave**Status:** Senate Appropriations Committee—Suspense File**Position:****Summary:**

This bill requires K-12 public schools and community college districts to provide up to 14 weeks of paid leave for employees experiencing pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions. It requires the leave of absence to be with full pay and prohibits a leave of absence taken from being deducted from any other leaves of absence available to the employee pursuant to state or federal regulations or laws.

Governance and District Operations

[AB 1917 \(Muratsuchi\)](#)**Amended:** 7/1/2024**Title:** Local Educational Agencies: Governance Training**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

As amended, this bill would require all local educational agency (LEA) governing board members to receive training in K-12 public education governance laws at least once during their tenure. The training would include the following:

- Open meeting laws, including the Ralph M. Brown Act
- Public education school finance laws, including laws related to the creation and approval of an LEA budget
- Laws related to personnel and employees
- Public school accountability laws related to pupil learning and achievement
- The training may be provided by an LEA, an association of LEAs, or a different entity.

[AB 3074 \(Schiavo\)](#)**Amended:** 4/16/2024**Title:** School or Athletic Team Names: California Racial Mascots Act**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

The bill would prohibit, beginning July 1, 2026, public schools, except for public schools operated by an Indian tribe or tribal organization, from using any “derogatory Native American term,” as defined, as a school or athletic team name, mascot, or nickname.

[AB 3216 \(Hoover\)](#)**Amended:** 5/16/2024**Title:** Pupils: Use of Smartphones**Status:** Senate Appropriations Committee—Suspense File**Position:** Watch**Summary:**

Assembly Bill 3216 requires, rather than allows, local educational agencies to adopt and update every five years a policy to limit or prohibit student use of smartphones while at school or under the supervision and control of school employees. The policy must be adopted by July 1, 2026.

Instruction

[AB 1821 \(Ramos\)](#)**Amended:** 4/1/2024**Title:** Pupil Instruction: Course of Study: Social Sciences: Treatment of Native Americans**Status:** Senate Desk**Position:** Support**Summary:**

As amended April 1, 2024, this bill requires the adopted course of study for grades 1-6 for social sciences to provide a foundation for understanding the Spanish colonization of California and the Gold Rush era, including the treatment and perspectives of Native Americans during those periods. The bill further requires the adopted course of study for grades 7-12 for social sciences to include content on the treatment and perspectives of Native Americans, to the extent a school provides instruction on the Spanish colonization of California or the Gold Rush era.

[AB 1871 \(Alanis\)](#)**Amended:** 4/1/2024**Title:** Adopted Course of Study for Grades 7 to 12: Social Sciences: Personal Financial Literacy**Status:** Senate Desk**Position:****Summary:**

This bill, with respect to the adopted course of study for grades 7-12, would require the social sciences area of study to also include instruction on personal financial literacy.

AB 2097 (Berman)**Amended:** 6/3/2024**Title:** Pupil Instruction: High Schools: Computer Science Courses: Implementation Guide**Status:** Senate Appropriations Committee—Suspense File**Position:** Watch**Summary:**

As amended June 3, 2024, this bill requires school districts and charter schools that serve grades 9-12 to adopt a plan by January 1, 2026, to offer at least one computer science course in each of their high schools according to the following timeline:

- By the 2026-27 school year, in at least one high school per school district
- If a school district has only one high school, then by no later than the 2027-28 school year
- By the 2027-28 school year, all charter schools maintaining any of grades 9-12
- By the 2027-28 school year, at least 50% of the high schools per school district
- By the 2028-29 school year, all high schools in a school district

If a traditional classroom setting is not feasible, then the school district or charter school shall include in its plan to offer a virtual or distance course option for computer science. As amended, the bill no longer adds computer science as a high school graduation requirement.

AB 2229 (Wilson)**Amended:** 4/8/2024**Title:** California Healthy Youth Act: Menstrual Health Education**Status:** Senate Appropriations Committee—Suspense File**Position:****Summary:**

This bill adds menstrual health to the instruction in comprehensive sexual health education students are to receive in grades 7-12.

AB 2999 (Schiavo)**Amended:** 7/3/2024**Title:** Pupil Instruction: Homework Policy**Status:** Senate Appropriations Committee—Suspense File**Position:****Summary:**

As amended on July 3, 2024, this bill requires, by the start of the 2028-29 school year, local educational agencies to adopt a homework policy with the goal of promoting evidence-based homework practices to support pupil learning and well-being, and to ensure consistency and clarity in assigning homework. Development of the policy shall involve significant interest holder participation, and the policy shall be discussed at a minimum of two separate regularly scheduled board meetings. The homework policy shall be updated at least once every five years.

AB 3010 (Bauer-Kahan)**Amended:** 4/29/2024**Title:** Pupil Instruction: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, and Emotional Regulation**Status:** Senate Floor—Consent**Position:** Watch**Summary:**

As amended April 29, 2024, this bill requires the Instructional Quality Commission to consider including information on evidence-based schoolwide programs to support students in developing skills in mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation, the next time the State Board of Education revises the Health Education Curriculum Framework for public schools.

SB 1094 (Limón)**Amended:** 6/17/2024**Title:** Pupil Instruction: Course of Study: Social Sciences: Civic Engagement**Status:** Assembly Appropriations Committee—Suspense File**Position:** Support**Summary:**

This bill requires social sciences to include principles of democracy and the state and federal constitutions, as well as civic engagement experiences with governmental institutions. Amendments to the bill remove the previously proposed requirement for pupils to complete one civic engagement with a local, state, or national governmental institution, at least once while in grades 1-6 and at least once while in either grade 7 or 8.

Miscellaneous

AB 1815 (Weber)**Amended:** 5/23/2024**Title:** Discrimination: Race: Hairstyles**Status:** Senate Floor—Third Reading**Position:** Support**Summary:**

This bill would remove the term “historically” from the definitions of race, thus defining race to include traits associated with race, including hair texture and protective hairstyles.

AB 2137 (Quirk-Silva)**Amended:** 6/11/2024**Title:** Homeless and Foster Youth**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

This bill would make various changes related to homeless and foster youth. Among its provisions, this bill would require local educational agencies (LEAs) with at least 15 homeless pupils to include in the Local Control and Accountability Plan (LCAP) specific actions to facilitate the enrollment, attendance, participation, retention, and educational success of homeless pupils. If the number of homeless pupils identified is less than 10% of the number of pupils identified as eligible for free or reduced-price meals, then the LEA is required to include in the LCAP strategies for ensuring the accurate identification of homeless pupils. The district must consult with its homeless liaison to develop actions to address these requirements.

AB 2508 (McCarty)**Amended:** 4/1/2024**Title:** Student Financial Aid: California Kids Investment and Development Savings (Kids) Program: Foster Youth**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

Expands California Kids Investment and Development Savings (KIDS) Program (CalKIDS) eligibility to all foster youth, in grades 1-12, inclusive. Each foster child enrolled in public school will receive an additional \$500 in their college savings account.

SB 1374 (Becker)**Amended:** 7/3/2024**Title:** Net Energy Metering**Status:** Assembly Appropriations Committee**Position:****Summary:**

By July 1, 2025, this bill requires the Public Utilities Commission (PUC) to update its tariffs for situations with multiple meters to give credit for self-consumption in an equivalent way to how self-consumption is handled for single-family homes, multifamily residential customers, and non-residential customers with a single meter. Recent PUC rule changes disadvantage non-residential utility customers—including apartment buildings, schools, community colleges, universities, water agencies, city facilities, farms, and shopping centers—by taking away any benefit for self-consuming their own on-site (usually solar) generation, if it is metered separately from their other usage.

Nutrition

[AB 2316 \(Gabriel\)](#)

Amended: 7/3/2024

Title: Pupil Nutrition: Substances: Prohibition

Status: Senate Appropriations Committee

Position: Support

Summary:

As amended, beginning December 31, 2027, this bill prohibits a public school from offering, selling, or otherwise providing any food containing specified substances, including, among others, red 40. The bill permits a public school to sell food containing the prohibited substances as part of a school fundraising event. However, any fundraising event on school premises that sells food with those prohibited items must take place at least 30 minutes after the end of the school day or be off campus altogether.

[AB 2595 \(Rivas, Luz\)](#)

Amended: 6/26/2024

Title: School Nutrition: Guardian Meal Reimbursement

Status: Senate Appropriations Committee—Suspense File

Position: Support

Summary:

This bill requires the California Department of Education (CDE) to establish a pilot process for federal summer meal program operators to receive state reimbursement, adjusted annually for inflation, for meals served to guardians of eligible pupils receiving a meal pursuant to a summer meal program hosted at a public library. It also requires the CDE to develop guidance for summer meal program operators participating in the federal Seamless Summer Option or the Summer Food Service Program on how to serve guardians a meal at public library summer meal program sites. As amended, the bill would limit reimbursement to one guardian per eligible pupil.

School Safety and Student Discipline

[AB 1919 \(Weber\)](#)

Amended: 4/15/2024

Title: Pupil Discipline: Suspension: Restorative Justice Practices

Status: Senate Appropriations Committee—Suspense File

Position: Watch

Summary:

As amended April 15, 2024, this bill would require, beginning July 1, 2026, that local educational agencies adopt at least one of the best practices for restorative justice practice implementation developed and made available by the California Department of Education (CDE). The CDE is required to develop such practices for implementation and post them to the CDE website by June 1, 2024.

AB 2441 (Kalra)**Amended:** 7/3/2024**Title:** School Safety: Mandatory Notifications**Status:** Senate Floor—Second Reading**Position:****Summary:**

- Eliminates criminal penalties for “willful disturbance” of a school or school meeting by students.
- As amended, this bill would expressly authorize, instead of require, an employee who is physically threatened by a pupil to report the incident, and would eliminate the duty of a school principal to report it
- The bill instead would require, whenever an employee is subject to an attack by a pupil that causes bodily harm sufficient to require immediate medical attention, the employee to notify specified law enforcement authorities and would eliminate the duty of the school principal to report it.

AB 2481 (Lowenthal)**Amended:** 5/7/2024**Title:** Social Media-Related Threats: Reporting**Status:** Senate Floor—Third Reading**Position:** Support**Summary:**

Creates a two-tiered reporting mechanism for “social media-related threats”—content posted on a social media platform that promotes, incites, facilitates, or perpetrates certain enumerated harmful outcomes. Any person would be able to report such threats to social media platforms and receive a response under specified timeframes as to whether the content violates the platform's terms and conditions. Additionally, with regard to the biggest social media platforms, certain “verified reporters”—school counselors, principals, and licensed mental health professionals—would be entitled to expedited review of any reports of social media-related threats. Reports of severe risks from verified reporters must be undertaken by a human. Large platforms would be required to annually post on their websites information relating to reports received by verified reporters. This bill would be enforced via a private right of action.

AB 2583 (Berman)**Amended:** 6/27/2024**Title:** School Zones: Speed Limits**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

As amended, this bill would reduce the school zone speed limit from 25 miles per hour to 20 miles per hour commencing January 2028.

AB 2711 (Ramos)**Amended:** 7/3/2024**Title:** Suspensions and Expulsions: Voluntary Disclosures**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

This bill originally required schools to document other means of correction before suspending a student on the basis of unlawfully possessing, using, or being under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind, or having possessed or used tobacco products. The bill also previously removed these acts from the list of acts for which a student may be recommended for expulsion. The bill was significantly amended on July 3, 2024, and the new bill instead specifies that a pupil who voluntarily discloses their use of a controlled substance, alcohol, tobacco product or intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

SB 1063 (Grove)**Amended:** 6/27/2024**Title:** Pupil Safety: Identification Cards**Status:** Assembly Floor—Concurrence**Position:** Support**Summary:**

As amended, commencing July 1, 2025, this bill requires schools that serve students in grade 7-12 to include on student identification cards the number for the 988 Suicide and Crisis Lifeline.

SB 1283 (Stern)**Amended:** 6/26/2024**Title:** Pupils: Use of Social Media**Status:** Assembly Floor—Second Reading**Position:****Summary:**

This bill authorizes local educational agencies to limit or prohibit the student use of social media while at school or under the supervision and control of school employees.

Student Health

AB 2998 (McKinnor)**Amended:** 6/20/2024**Title:** Opioid Overdose Reversal Medications: Pupil Administration**Status:** Senate Floor—Consent**Position:****Summary:**

As amended, this bill prohibits school districts, county offices of education, and charter schools from preventing a student 12 years old or older from carrying or administering an opioid reversal medication.

SB 954 (Menjivar)**Amended:** 6/3/2024**Title:** Sexual Health**Status:** Assembly Appropriations Committee**Position:** Support**Summary:**

By the 2025-26 school year, this bill requires public schools to make free internal and external condoms available to all pupils in grades 9-12. The condoms shall be placed in a minimum of two locations on school grounds where the condoms are easily accessible to pupils during school hours without requiring assistance or permission from school staff. Pupils shall be notified through existing school communication channels that free condoms are available and where the condoms can be obtained on school grounds.

This bill also requires public schools serving grades 7-12 to allow condoms to be made available through educational or public health programs, such as organizations providing instruction for purposes of the California Healthy Youth Act, pupil peer health groups, pupil health fairs, and school-based health centers. This bill prohibits a retail establishment from refusing to furnish nonprescription contraception to a person solely on the basis of age by means of any conduct, such as requiring the customer to present identification for purposes of demonstrating their age. As amended, implementation of these provisions is contingent upon a State Budget appropriation for this purpose.

SB 976 (Skinner)**Amended:** 7/3/2024**Title:** Protecting Our Kids From Social Media Addiction Act**Status:** Assembly Appropriations Committee**Position:** Watch**Summary:**

This bill prohibits an addictive internet-based service or application from providing an addictive feed to a minor without parental consent. It prohibits an addictive internet-based service or application from sending notifications to minors between 12:00 a.m.-6:00 a.m. and 8:00 a.m.-3:00 p.m., from Monday through Friday from September through May, unless the operator has obtained parental consent.

An addictive internet-based service or application must enable a parent to:

- Prevent their child from receiving notifications between specific hours chosen by the parent
- Limit their child's access to the platform to a length of time per day specified by the parent
- Limit their child's ability to view the number of likes or other forms of feedback on pieces of media within an addictive feed
- Require that the default feed provided to the child when entering the platform be one in which pieces of media are not prioritized for display based on information provided by the user
- Set their child's account to private mode

An "addictive internet-based service or application" means an Internet website, online service, online application, or mobile application that offers or provides users with an addictive feed as a significant part of the service provided by that Internet website, online service, online application, or mobile application.

"Addictive feed" means an Internet website, online service, online application, or mobile application, or a portion thereof, in which multiple pieces of media generated or shared by users are, either concurrently or sequentially, recommended, selected, or prioritized for display to a user based, in whole or in part, on information provided by the user, or otherwise associated with the user or the user's device.

SB 997 (Portantino)**Amended:** 6/17/2024**Title:** Pupil Health: Opioid Antagonists and Fentanyl Test Strips**Status:** Assembly Appropriations Committee—Suspense File**Position:** Watch**Summary:**

This bill authorizes local educational agencies (LEAs) to adopt a policy that allows pupils in middle schools and high schools and adults to carry an over-the-counter opioid antagonist for the emergency treatment of persons suffering from an opioid overdose. LEAs that adopt such a policy must include a requirement that students have received instruction in the administration of the opioid antagonist. It also requires public middle schools and high schools to stock and distribute fentanyl test strips and to notify pupils about the presence and location of fentanyl test strips.

SB 1318 (Wahab)**Amended:** 6/17/2024**Title:** Pupil Health: Suicide Prevention Policies: Pupil Suicide Crisis**Status:** Assembly Appropriations Committee**Position:** Support**Summary:**

This bill would require, on or before July 1, 2026, the California Department of Education to update the model policy to address crisis intervention protocols in the event of a pupil suicide crisis including the process by which staff and external agencies are deployed to address a pupil suicide crisis, limiting the involvement and notification of law enforcement to situations in which a pupil's life is in imminent danger and their needs cannot be addressed by a mental health professional, and the assessment process that law enforcement officers should follow to determine whether the pupil experiencing a suicide crisis is endangered by parental notification. The bill would require, by July 1, 2026, the governing board or body of a local educational agency to update their pupil suicide prevention policy to include these crisis intervention protocols.

Inactive Bills

Employees

[AB 2345 \(Patterson, Jim\)](#)

Amended: 4/1/2024

Title: Short-Term Staff Permits: Provisional Intern Permits: Teaching Permits for Statutory Leave: Designated Subjects Career Technical Education Teaching Credentials: Cardiopulmonary Resuscitation (CPR) Certification

Status: Signed by the Governor, Chapter 65, Statutes of 2024

Position: Support

Summary:

Starting July 1, 2025, this bill requires new applicants for the provisional internship permit and short-term staff permit to complete CPR certification prior to the Commission on Teacher Credentialing issuing a permit.

Instruction

[AB 2222 \(Rubio, Blanca\)](#)

Amended: 3/18/2024

Title: Science of Reading: Accreditation: Professional Development: Instructional Materials

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

Require all public schools to teach students to read using the “science of reading,” a phonics-based approach to reading. By March 1, 2026, local educational agencies shall ensure participation in the California Department of Education-approved professional development and training, and by June 30, 2027, teachers of students in grades TK-5 must have completed the training.

[AB 2268 \(Muratsuchi\)](#)

Amended: 5/8/2024

Title: English Learners: Initial Identification: English Language Proficiency Assessment

Status: Signed by the Governor, Chapter 15, Statutes of 2024

Position: Support

Summary:

Exempts students in transitional kindergarten (TK) from being assessed for English language development using the English Language Proficiency Assessments for California (ELPAC). The bill further excludes students in TK from being assessed for initial identification as an English learner upon their initial enrollment.

AB 2429 (Alvarez)**Amended:** 5/6/2024**Title:** Pupil Instruction: Health Education Courses: Fentanyl**Status:** Signed by the Governor, Chapter 67, Statutes of 2024**Position:** Support**Summary:**

Starting with the 2026-27 school year, if a school district or charter school requires a health education course as a graduation requirement, then the course must include instruction in the dangers associated with fentanyl use.

AB 2927 (McCarty)**Amended:** 6/24/2024**Title:** Pupil Instruction: High School Graduation Requirements: Personal Finance**Status:** Signed by the Governor, Chapter 37, Statutes of 2024**Position:** Support**Summary:**

As amended June 24, 2024, the bill does the following:

- Commencing with the 2027-28 school year, requires local educational agencies to offer a separate, stand-alone one-semester course in personal finance in all of its high schools
- Adds personal finance as a high school graduation requirement commencing with the 2030-31 school year as a separate, stand-alone one-semester course
- Clarifies that any pupil graduating in the 2030-31 school year who completes a separate, stand-alone one-semester course in personal finance may elect to be exempt from the requirement to complete a one-semester course in economics currently required to graduate high school
- Requires the Instructional Quality Commission (IQC) to develop, by May 31, 2026, a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance.

School Safety and Student Discipline

AB 2351 (Lowenthal)**Amended:** 5/2/2024**Title:** Suspensions and Expulsions: Acts Occurring Outside of School Hours**Status:** Assembly Appropriations Committee—Bill Did Not Meet Deadline**Position:****Summary:**

Until January 1, 2028, this bill would authorize suspension or recommendation for expulsion if certain conduct (such as sexual harassment, hate violence, harassment, threats, or intimidation) occurs during or outside of school hours, is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, or creating an intimidating or hostile educational environment. A pupil may not be suspended or expelled for an act that occurs outside of school hours unless other means of correction fail to bring about proper conduct.

[AB 3038 \(Essayli\)](#)

Amended: 4/1/2024

Title: School Safety: Armed School Resource Officers.

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Oppose

Summary:

This bill would require a school district or a charter school to hire or contract with at least one armed school resource officer authorized to carry a loaded firearm to be present at each school during regular school hours and any other time when pupils are present on campus.

[SB 1011 \(Jones\)](#)

Title: Encampments: Penalties

Status: Senate Public Safety Committee—Bill Did Not Meet Deadline

Position:

Summary:

Prohibits a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon a street or sidewalk if a homeless shelter is available to the person. Prohibits a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon a street, sidewalk, or other public property within 500 feet of a public or private school, an open space, or a major transit stop.

Note: Fresno USD opposed a similar bill—SB 31 (Jones)—in 2023 that would have prohibited a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon any street, sidewalk, or other public right-of-way within 1000 feet of a school, daycare center, park, or library. SB 31 failed passage in the Senate Public Safety Committee.

[SB 1026 \(Smallwood-Cuevas\)](#)

Amended: 3/11/2024

Title: School Safety: School Security Departments: Contracted Private Licensed Security Agencies

Status: Senate Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended, this bill requires local educational agencies that have a security department or that contract with a private licensed security agency to specify both of the following:

- The parameters on the use of weapons, including handcuffs, pepper spray, batons, and firearms, on the school campus

The roles and responsibilities of school administrators, school security personnel, and contracted school security officers, for the purpose of ensuring the safety of personnel and pupils, consistent with assigning school administrators primary responsibility for de-escalation

Student Health

[AB 1955 \(Ward\)](#)

Amended: 5/22/2024

Title: Support Academic Futures and Educators for Today's Youth Act

Status: Signed by the Governor, Chapter 95, Statutes of 2024

Position:

Summary:

This bill establishes the Support Academic Futures and Educators for Today's Youth (SAFETY) Act, which prohibits a local educational agency (LEA) from enacting or enforcing policies that require disclosure of a student's gender identity, sexual orientation, or gender expression without the student's consent. The bill also prohibits an employee or contractor of an LEA from disclosing information about the student's gender identity, sexual orientation, or gender expression without their consent. The bill also requires the California Department of Education to develop supports and community resources for the support of parents, guardians, and families of lesbian, gay, bisexual, transgender, queer, and questioning students.

[AB 2052 \(Jones-Sawyer\)](#)

Amended: 4/8/2024

Title: School-Based Health and Education Partnership Program

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires the Department of Public Health to collaborate with the California Department of Education's Office of School-Based Health Programs to award grants for expansion, renovation, and retrofitting of existing school health centers. Preference shall be given to centers that are in medically underserved areas, experiencing health disparities in child and adolescent access to care, and schools with more than 55% unduplicated pupils.

[AB 2110 \(Arambula\)](#)

Title: Medi-Cal: Adverse Childhood Experiences Trauma Screenings: Providers

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline


Position: Support

Summary:

Allows community health workers and doulas to receive Medi-Cal reimbursement for providing adverse childhood experiences screenings. Under current law, Medi-Cal providers receive \$29 per trauma screening for children and adults with Medi-Cal coverage, but the list of eligible providers does not include community health workers or doulas.

Foundation for Fresno Unified Schools
Board Communication

BC Number E&EP-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Chief of
Engagement & External Partnerships
Approved by: 

Date: August 16, 2024

Phone Number: 457-3749

Regarding: 2023/24 Year-End Summary

The purpose of this board communication is to provide the Board an update on the progress of the Office of Engagement and External Partnerships (OEEP) at the close of the 2023/24 fiscal year.

As the 2024/25 fiscal year begins, we can celebrate another year for the Foundation for Fresno Unified Schools which is managed through OEEP. The district employee, corporate, and individual donations exemplify the community interest in providing students of FUSD with resources and scholarships that help them achieve their post-secondary education dreams. Along the way, the department has helped generate millions of dollars worth of positive media for the District. The last fiscal year was largely about building a strong foundation and expanding our partnerships to effectively and responsibly steward donations to the benefit of students, their families, and our community for generations to come. We are looking forward to a productive and impactful 2024-2025 fiscal year.

Below is a highlight of the revenue sources acquired through the work of The Foundation for Fresno Unified Schools:

- State of Education Gala 2023 - \$293,773
- Giving Tuesday- \$13,106
- Suit Drive – Over 5,000 items with an estimated value of \$100,000
- Major Gifts
 - Office Depot – materials, supplies and merchandise credit valued at \$142,000
 - FUSD Employee Donations – Over \$21,000
 - Roosevelt High School Boosters – \$43,000 endowment
 - Community Health System - \$25,000 grant
 - Kashian Family Foundation - \$35,000
 - U.S. Bank - \$25,000
- Scholarships – Awarded \$424,000 to 292 students, a 37% increase in funds awarded from the previous year

Please see the attached backup for more information regarding the Foundation's progress.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Wendy McCulley at 559-457-3749.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24

As the 2024-2025 fiscal year begins, we can celebrate another great year for the Foundation for Fresno Unified Students. The district employee, corporate, and individual donations exemplify the community interest in providing students of FUSD with resources and scholarships that help them achieve their post-secondary educational dreams. Below is an outline of the multiple impact points the Foundation has brought to Fresno Unified.

Events

State of Education Gala – October 7, 2023

- The event garnered \$269,620 in sponsorship pledges, \$7,063 in ticket sales, and \$7,688 from activities at the Gala for a total cash income of \$284,371. In addition, \$9,402 received from in-kind donations brought the grand total for the event to \$293,773. The grand total for the 2022 State of Education Gala was \$262,869.
- The fundraising process benefited from a considerable number of on-going donor relationships which should have a lasting impact on Foundation funding for many years to come. There were 42 sponsors for the event, with 11 (26%) of them being new donors and 31 (74%) being returning donors.

Giving Tuesday – November 29, 2023

Giving Tuesday, often described as a global day of giving or a global generosity movement, is held each year on the Tuesday after Thanksgiving.

- Two friendly competitions between the regions took place on November 27-28, 2023. Each Board member represented their respective region, with the Superintendent also representing a special eighth region – consisting of our alternative education, magnet, and specialty schools.
- 125 donations from 120 individual donors brought in a total of \$13,106 to fund regional scholarships as compared to last year's total of \$11,195. A breakdown of those donations is shown here:
 - Edison Region: \$3,265, Donors: 37; Aileen Navarette
 - McLane Region: \$1,150, Donors: 16; Luis Macias
 - Fresno High Region: \$760, Donors: 15; Kuma Salote
 - Hoover Region: \$610, Donors: 10; Ana Cabrera
 - Bullard Region: \$575, Donors: 11; Estefany Martinez
 - Sunnyside Region: \$460, Donors: 7; Nancy Her
 - Magnet, Specialty & Alternative Education Region: \$406, Donors: 8; Lizbet Robledo
 - Roosevelt Region: \$370, Donors: 13; Allanah Everk
 - General donations: \$5,510, Donors: 13

- For the two challenges that day, the winning region received an extra \$500 in scholarship funds for each. Trustee Thomas, representing the Edison region, won both challenges for the largest number of donors by midnight and the largest donation of the day.
- The Foundation social media posts during the Giving Tuesday campaign registered 7,218 impressions and 559 engagements.

Spill the Tea Event – March 7, 2024

- In honor of International Women's month, the Foundation hosted high tea to raise the level of community awareness about the Foundation and serve as a kick-off for our Women's Affinity Group, a vital component of our Circle of Excellence.
- Nearly 180 guests were treated to insightful moderated discussions from various panelists representing various industry sectors including education, law enforcement, government, agriculture, mental health, and food services. Our panelists included Superintendent Lindsay Sanders, Fresno Police Deputy Chief Mindy Casto, Robin McGehee, Liset Garcia, Jennifer Davis, and Lorraine Salazar.
- In addition to our industry sector panelists, guests were also treated to a moderated discussion from a panel of Fresno Unified female student leaders.
- The success of the event was made possible by the generous support of sponsors, US Bank and Curriculum Associates. Additionally, table sponsors included Diversity, Equity, and Inclusion (DEI), College and Career Readiness (CCR), Career Technical Education (CTE), Parent University, Lexia Learning, and Engage2Learn.

Suit Drive & Suited for Success Event – March 27, 2024/April 9, 2024

- The Foundation for Fresno Unified Schools organized its 2nd annual Suit Drive for FUSD graduating high school students in need of business attire for summer internships, job interviews, collegiate, and other professional opportunities.
- Our collection efforts surpassed last year's total of 2,000 items as we received approximately 5,000 items of professional clothing valued at almost \$100,000, demonstrating the generosity and support of our community. This year, we expanded our reach and impact through a strategic partnership with Neighborhood Industries and sponsorships from the Kashian Family Foundation, US Bank, and McCormick Barstow. We are pleased to report we were able to develop ten new partnerships to support the Suit Drive Initiative.
- Several internal drives were conducted by the City of Fresno, EECU, and Fresno Unified providing generous donations. External collection locations were hosted at various sites, including Starbucks on Kern Street, Anthropologie in Fig Garden Shopping Center, J. Crew Factory in Riverpark Shopping Center, and Neighborhood Industries' two locations: Neighborhood Thrift and Black Marketplace. A kick-off event to officially start the Suit Drive was held on Monday, March 18, 2024, at 8:30 am at Neighborhood Thrift. Derrel's Mini Storage donated the collection boxes for the Suit Drive.
- On April 9, 2024, we hosted the Suited for Success shopping event at McLane High School for all 11th and 12th grade students in Fresno providing them with access to the collected items. The event was a festive evening with food trucks, Dutch Bros, a DJ, and professional stylists. Almost

1,000 items were selected by 120 students. After the event, the remaining items were distributed to all high school clothing closets.

Major Gifts

- In August of 2023, through the Foundation's Adopt-A-School program, Del Mar Elementary School was selected by Office Depot for their Start Proud! campaign. Del Mar Elementary received 1,000 backpacks filled with \$120 worth of supplies for students at a value of \$120,000. Principal Nicole Woods also received \$20,000 in merchandise cards for the school. In addition, one exemplary teacher was surprised at the back-to-school assembly with \$2,000 in equipment and supplies from Office Depot.
- In December of 2023, Installnet donated 66 adjustable office desks and 144 office chairs. The donation has an estimated value of \$107,050. On December 18, 2023, in collaboration with Parent University and the FUSD Warehouse, 61 families received the donated items.
- In May of 2024, the Kashian Family Foundation awarded a \$30,000 grant to support the mission of the Foundation.
- In May of 2024, US Bank awarded \$25,000 to support the mission of the Foundation through the Foundation's multiple events.
- In June 2024, The Roosevelt High School Boosters granted the Foundation a \$43,000 endowment that will be used to fund an annual scholarship.
- District employees continue to show their support for student scholarships through the payroll deduction employee giving program. During the 2023-24 fiscal year, employees donated \$21,404 to the scholarship fund.

Scholarships

- The Foundation was able to increase the number of scholarship awardees to 292 students. Approximately \$424,000 will be distributed to the 2024 graduating class. This is compared to 2023, when the district awarded \$309,000 to 219 students.
- Amazon provided funding for three \$10,000 scholarships. The 2024 recipients include Christian Delgado – Bullard High School, Juan Diaz Montes – Sunnyside High School, and Kimmy Liu-Edison High School.
- FFB Bank provided a \$5,000 scholarship for a Hoover High student interested in majoring in Business Finance. Marshaun Bass was the first recipient of this scholarship.
- The Kashian Family Foundation donated \$5,000 to the FUSD Scholarship Fund to be awarded to five foster/homeless youth.
- In collaboration with FUSD Project ACCESS department, the Game Changer Scholarship fund provided a total of \$2,000 in scholarships to six foster/homeless youth.
- Fresno State provided \$20,000 in matching scholarships for students in the Bulldog Bound program. 20 Bulldog Bound students who were awarded \$1,000 Fresno Unified Scholarships received a matching award from Fresno State.
- The Jim Newton Scholarship provides one \$5,000 scholarship a year to a student who has attended one of the following schools: Gaston (formerly Carver), Malloch, Burroughs, or Anthony Elementary School. Samantha Ortega Avila was the 2024 recipient of the Jim Newton Memorial Fund. She graduated from Edison High School.

- The Leonard E. Baptista Living Trust Baseball Scholarship awarded \$5,000 to Edison High School graduate Joshua Moreno.
- The Tim Liles Scholarship Fund awarded a total of \$3,000 in scholarships to three Sunnyside High School graduates: Dzoara Lomeli, Sean Her, and Maritza Lua.
- In collaboration with the College and Career Readiness department, the HBCU Step Up program awarded \$500 scholarships to three students: Kayla Watts, Charles Butler, and Monica Pittman.
- The Theodore Stratigos Philanthropic Fund provided two \$1,000 scholarships to Bullard High School students Jada Shorte and Noah Navarro.
- The Joy A. and Gayland P. Smith Teaching Award granted a \$5,000 gift to Roosevelt High teacher Jean Nakaguchi.

Partnerships

- US Bank continues to partner with the Foundation by donating over \$9,000 for stipends for students working at the US Bank branch on the McLane High School campus. The Foundation manages the administration of funds donated for a nominal fee. We administer those stipends to ensure students are paid.
- The Foundation continues to partner with Anthem Blue Cross, who donated \$10,000 to pay stipends to students in the FUSD CTE Summer Health Internships. The Foundation manages the administration of funds donated for a nominal fee. We administer those stipends to ensure students are paid.
- Through the Foundation, PNC Bank Foundation provided a \$55,000 grant to the Office of African American Academic Acceleration (A4) to fund an African American Social Justice seminar series at Bullard High School.
- A district-wide Adopt-A-School program was launched in 2023-2024 through the Office of Engagement and External Partnerships. School sites were encouraged to submit a “wish list” of items via a survey tool. The Partnerships office received 139 responses representing 69 school sites who shared the need for materials donations, enrichment activities, and student mentoring. Schools may continue to submit their requests to the database. A public webpage is housed on the Foundation’s website highlighting the Adopt-A-School program. Additionally, potential corporate partners have been identified and are currently being pursued.
 - The Kashian Family Foundation provided an additional \$7,500 to fulfill Adopt-A-School requests for six school sites which included: Anthony Elementary, Centennial Elementary, Roeding Elementary, Viking Elementary, Computech Middle School, and Fresno High School.
- In January of 2024, the California Wellness Foundation awarded the Foundation a \$40,000 grant to establish funds for a cultural exchange program for staff and students in Fresno Unified’s Hmong Dual Language Immersion program. The Foundation continues to accept donations from other partners to expand participation in the program. The James B. McClatchy Foundation contributed \$5,000 to further support of this program.
- The Foundation was able to collaborate with Fresno Housing Authority to provide screenings of the film *The Right to Read* at three community hubs which included Legacy Commons, Cedar Courts, and Parc Grove Commons. The film shares the stories of an NAACP activist, a teacher, and two American families who fight to provide our youngest generation with the most foundational indicator of life-long success: the ability to read.
- On February 5, 2024, The Foundation collaborated with Lexia Learning to provide a free screening of the film *The Right to Read* at Fresno High School’s Royce Hall. Educational

partners from Fresno Unified, surrounding school districts, parents and community members were invited to attend.

- Community Health System awarded the Foundation a \$25,000 grant that is being used to engage in a landscape analysis of student mental health resources and access points throughout Fresno Unified and our community.
- The Foundation forged a strong partnership with Neighborhood Industries who provided clothing collection locations at Neighborhood Thrift and Black Marketplace for our 2nd Annual Suit Drive. In addition, Neighborhood Industries warehoused and transported clothing donations from other collection sites and delivered the items to our Suited for Success shopping event. Finally, Neighborhood Industries distributed the remaining clothing items to all FUSD high school clothing closets.

Media Exposure


- On November 27, 2023, Chief Wendy McCulley was hosted on a local radio station to share information about the Foundation's Giving Tuesday campaign to increase funds for FUSD Scholarships
- On November 28, 2023, Chief Wendy McCulley appeared on a local afternoon television show to share information about the Foundation's Giving Tuesday campaign to increase funds for FUSD Scholarships.
- In December 2023, Chief Wendy McCulley was named one of the top 14 Difference Makers in the Central Valley by GV Wire and featured in an article published on December 29, 2023.
- On January 17, 2024, Executive Officer Andrew Scherrer appeared on a local afternoon television show to encourage FUSD high school seniors to apply for an FUSD Scholarship.
- On February 6, 2024, the Foundation was featured in a GV Wire article for providing a free screening of The Right to Read.
- On February 27, 2024, Executive Officer Linda Laettner appeared on a local afternoon television show to share information about the Foundation's Spill the Tea event.
- On March 12, 2024, Chief Wendy McCulley was featured on two local television shows to share information about the 2nd Annual Suit Drive and the Suited for Success shopping event. Many community members shared that they learned about the Suit Drive from those news segments.
- On April 9, 2024, the Foundation's Suited for Success shopping event was featured on three local television news shows.
- On May 21, 2024, the Foundation was featured in a local news article highlighting the \$30,000 in Amazon scholarships being awarded to three FUSD graduating seniors.
- On June 5, 2024, the Foundation was featured in a local news article highlighting the \$35,000 donation from the Kashian Family Foundation.
- On June 20, 2024, the Foundation was featured in a local news article highlighting the \$25,000 donation from U.S. Bank.
- The Foundation's social media performance during the 2023-24 fiscal year increased significantly with an 82% increase in audience, 592% increase in published posts, 347% increase in impressions and 140% increase in engagements. At fiscal year-end, our Facebook account posts reached 78,000 user impressions, our Instagram account reached 19,00 user impressions. and our LinkedIn account reached 17,000 user impressions.

Infrastructure

- Price Paige and Company provided bookkeeping and accounting services in addition to filing the Foundation's federal and state tax documents.
- M. Green and Company conducted the Foundation's first audit which was successfully approved without any findings.
- The Foundation solidified a suite of giving campaigns that included: FUSD Scholarships, Power of ONE Employee Giving, Adopt-A-School, Adopt-A-Project, Circle of Excellence, Mentors Matter, Suit Drive, Engines for Education, Alumni Connect, and Legacy Giving.

Fresno Unified School District
Board Communication

BC Number ID-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: August 16, 2024
Phone Number: 457-3731

Regarding: 2024/25 District English Learners Advisory Committee Meeting Dates

The purpose of this board communication is to provide the Board with the 2024/25 District English Learners Advisory Committee meeting schedule. Meetings will be held in person at various school sites. The meetings are scheduled from 5:00 p.m. to 7:00 p.m. with dinner and babysitting provided for families. Dinner will be served at 4:30 p.m.

Meeting dates and locations are:

- Thursday, September 19, 2024 - Edison High School
- Thursday, November 07, 2024 - Leavenworth Elementary
- Thursday, February 20, 2025 - Tehipite Middle School
- Thursday, May 22, 2025 - Olmos Elementary

If you have any questions pertaining to the information in this communication, or require additional information, please contact Erica Piedra at 457-3928.


Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24

Fresno Unified School District
Board Communication

BC Number ID-2

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

Date: August 16, 2024
Phone Number: 457-3225

Regarding: Submission of Special Education Local Plan, Annual Budget Plan and Annual Service Plan

The purpose of this communication is to provide the Board with detailed information regarding the recent submission of our Local Plan, Annual Service Plan, and Annual Budget Plan, all of which require the Board's approval.

The Executive Director, through collaboration with his SELPA-appointed formalized mentor, received a version of the Annual Service Plan that required updates. Two services offered in Fresno Unified were not offered by our neighboring SELPA and were added to our plan. The mistaken inclusion of another district's name in the initial submission was an oversight in proofreading. Services which neither our neighboring district nor Fresno Unified offered were the ones affected. In these instances, the neighboring district's name was inadvertently included. Once identified, an updated version was promptly submitted to ensure accurate information was available before the final Board Meeting of the year. However, the initial submittal with the errors on the Annual Service Plan and the Contracts and Certificates section had already been provided in the Board Agendas.

The Local Plan comprises of four sections; section A: Contacts and Certificates (submitted annually), section B: Governance and Administration (submitted every three years), section D: Annual Budget Plan (submitted annually), section E: Annual Service Plan (submitted annually).

In alignment with the guidance from the California Department of Education (CDE), the Executive Director of Special Education organized a series of meetings to review and revise Section B of our Local Plan for the 2024/25 school year. These meetings took place at the Special Education Office from 5:00 PM to 6:30 PM on the following dates: April 02, 2024, April 09, 2024, April 17, 2024, April 23, 2024, and April 30, 2024

During these sessions, the Executive Director provided supporting documents adapted from the State Special Education Local Plan Areas (SELPA) Association to facilitate the team's review and processing of information. Upon conclusion of these five collaborative meetings, all areas of Section B were successfully updated with the review team's approval.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Patrick Morrison at (559) 457-3275.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/16/24