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BOARD COMMUNICATIONS – AUGUST 16, 2019

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO

AS-1 Kim Kelstrom School Services Weekly Update Report for August 8, 2019
AS-2 Ruth F. Quinto The New 2019/20 Adopted Budget Book
AS-3 Santino Danisi Consolidated Application
AS-4 Santino Danisi Confidential Family Survey
AS-5 Santino Danisi 2019/20 Preliminary Title I Entitlement
AS-6 Santino Danisi Roosevelt High School Student Transfer Requests
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AS-8 Kim Kelstrom Mandatory Attendance In-Service

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Filtered Water Bottle Filling Stations

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Jeremy Ward Fresno Unified Annual Agreement with the City of Fresno Parks, After School, Recreation and Community Services for 2019/20
SL-2 Connie Cha Grant Award to Implement the California Transportation Commission's Active Transportation Program for the Pedestrian Bike Safety Education Program

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: August 16, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

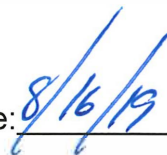
The purpose of this communication is to inform the Board of notable calendar items:

- Site visits: Design Science, Ericson, Jackson, Lane, McLane, Rowell, Sequoia, Turner, Williams, Wilson, Winchell, Vang Pao and Yosemite
- Attended the CART Board Meeting
- Spoke at the Leadership Cohort class
- Attended the DRIVE College Completion and Sprint Work meeting
- Spoke at the Comprehensive Support Improvement kick-off
- Attended DRIVE luncheon with California Governor's Office, Senior Higher Education Policy Advisor, Lande Ajose
- Attended press event at Webster regarding the Community Mural
- Gave interview with Nancy Price, GV Wire, regarding trip to Harvard with Board Members
- Participated in Fresno County Superintendent of Schools All Staff Day event

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:



Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: August 16, 2019

Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services *Kim Kelstrom* Phone Number: 457-3907
Cabinet Approval: *[Signature]*

Regarding: School Services Weekly Update Report for August 8, 2019

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The following SSC Weekly Update for August 8, 2019 is attached.

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

Approved by Superintendent
Robert G. Nelson Ed.D.

[Signature]

Date: 8/16/19



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DATE: August 8, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

The Legislature will officially return from its month-long Summer Recess on Monday, August 12, 2019, and will have only five weeks to get hundreds of bills to Governor Gavin Newsom's desk. By September 13, 2019, legislative measures will need to have passed the final few hurdles before being sent to Governor Gavin Newsom for his consideration: the Appropriations Committee and concluding floor votes by the entire Legislature.

One of the most significant issues to watch out for at the end of the session is how the remaining charter school reform bills will evolve. One in particular to watch is Assembly Bill (AB) 1505 by Assembly Education Committee Chair Patrick O'Donnell. This bill would make significant changes relating to the charter school authorization, oversight, appeal, and renewal processes, and would also clarify credentialing requirements of charter school teachers and place a two-year moratorium on nonclassroom-based charters.

The measure's most recent amendments reflect input from the Governor's Office, and includes several recommendations from the Charter School Task Force. The author and stakeholders continue to work with charter school advocates on this bill, and more amendments are expected in order for the bill to make it out of the Legislature.

The other two significant charter school bills are AB 967 and AB 1507, both by Assemblymember Christy Smith (D-Santa Clarita). AB 967 would apply the same Local Control and Accountability Plan (LCAP) requirements placed on traditional school districts to charter schools and would require charter schools to submit their LCAPs to their district authorizer for review and approval. AB 1507 would prohibit a school district from approving a petition for a charter school that will operate outside of its geographic boundaries.

In addition to these charter school bills, there are several more significant education bills that are still alive and looking to make it past the Legislature and to Governor Newsom's desk, including:

- AB 39 (Muratuschi, D-Torrance) would set aspirational targets to increase the Local Control Funding Formula (LCFF) base grant equal to the national

average per-pupil funding level in order for school districts to address growing fixed costs such as employer pension contributions, health care, and special education services

- AB 48 (O'Donnell, D-Long Beach) would place a \$13 billion K–14 school facilities bond on the March 2020 ballot and another K–14 school facilities bond of an unspecified amount on the November 2022 ballot
- AB 331 (Medina, D-Riverside) would, commencing with the 2024–25 school year, add a semester-long course in ethnic studies, based on the ethnic studies model curriculum developed by the Instructional Quality Commission, to the list of statewide graduation requirements
- AB 428 (Medina) would equalize special education funding rates to the 95th percentile, establish a funding mechanism for special education preschool services, and provide supplemental funding for students with severe disabilities
- Senate Bill (SB) 541 (Bates, R-Laguna Niguel) would require every public school, including charter schools, and every private school that has an enrollment of fifty or more pupils or more than one classroom, to conduct an age-appropriate lockdown drill or multi-option response drill at least once per school year

Several noteworthy bills were vetoed by former Governor Jerry Brown and reintroduced this year in hopes that the Newsom Administration would be more supportive of the measures. Three of the significant education bills that fit this mold are:

- AB 751 (O'Donnell) would allow local educational agencies to administer the SAT or ACT for 11th grade students in lieu of the Smarter Balanced Assessment in English language arts and mathematics
- SB 328 (Portantino, D-La Cañada Flintridge) would prohibit middle and high schools, including charter schools but exempting rural school districts, from beginning the school day earlier than 8:00 a.m. and 8:30 a.m., respectively
- SB 419 (Skinner, D-Berkeley) would extend the prohibition for suspending any K–3 student for willful defiance to grades 4 and 5; would prohibit the expulsion of any K–12 student for willful defiance; and would prohibit for five years the suspension of any student in grades 6–8 for willful defiance

On these and other issues, it is yet unknown how the legislative priorities of Governor Newsom differ from his predecessor. Governor Brown had a tendency to veto education proposals that he felt would be better handled at the local level, but it is unknown if Governor Newsom will analyze legislation through a similar “subsidiarity” prism.

Finally, it is important to remember that the end of the legislative session can oftentimes result in the resurrection of bills thought to be dead or even brand new policy ideas.

Leilani Aguinaldo
Robert Miyashiro

Note: The Public Policy Institute of California released a report this past week that analyzes the effects of the LCFF on the distribution of educational resources across districts and schools.

Needy School Districts Are Getting More Money — But What About Needy Kids?

By Ricardo Cano
CalMatters
August 7, 2019

Six years into California's effort to target school funding more to disadvantaged students, new research has found that high-need districts are getting substantially more money. But the report released Wednesday by the Public Policy Institute of California indicates that poorer schools getting most of the extra help are relying on less experienced and lower-paid teachers, and that high-needs kids in wealthier districts may be getting short shrift.

The PPIC report, which examines school spending under the landmark Local Control Funding Formula, comes amid pressure from lawmakers and advocates who have been concerned that the new system — instituted by Gov. Jerry Brown — isn't effectively channeling the extra state money to students, and that more progress hasn't been made on the achievement gap.

The report does not delve into the central question of how or whether the funding formula has helped elevate students' learning outcomes in California. The persistent achievement gap between Hispanic, black and disadvantaged students and the rest of their peers has narrowed in recent years as measured by standardized test scores, but only marginally.

But the research does address whether state money is being spent as intended. The formula, the report finds, has helped lower classroom sizes and channeled extra resources to school districts with high concentrations of students who are low income, English learners, homeless and/or foster children, to the tune of an estimated \$500 or more per pupil.

But that money is being distributed imperfectly because the additional dollars are allocated by district, not by school or student, the report says. When disadvantaged kids in well-off districts are factored in, the overall per-student bump is more like \$350.

And within districts, it finds, getting more experienced teachers into the neediest schools remains a challenge. At high-need schools, the money is generally going to hire large numbers of rookie teachers — those with less than three years' experience in the classroom.

Research indicates that a teacher is the most significant factor in raising students' academic achievement, and that teachers with more experience are more likely to be effective. And the report concludes that "greater reliance on novice and less-qualified staff means that it may take time for gains from LCFF to accumulate in high-need schools and districts."

"The [funding formula] so far represents progress, in that it has put more dollars into high need school districts, and not at the expense of other districts," said PPIC researcher Julien Lafortune, the report's author.

"But there appears to be more work to do."

Signed into law by Brown in 2013, the Local Control Funding Formula significantly revamped how the state doles out its funding to California’s public schools. School districts that have higher concentrations of students identified as low-income, English learners, foster youth or homeless get more funding. And instead of the previous system of rigid “categorical” buckets of funding, school boards and leaders now have wide spending latitude.

School systems are not required to report how they spend the additional funding, as the PPIC study noted. In recent years, pressure has mounted among legislators and advocates to examine how and whether this funding is reaching the students it is intended to serve.

[A 2017 CalMatters examination of test scores](#) found few signs that the formula was closing its achievement gap — one of the key aims of the new mechanism. While in office, Brown shrugged off calls to tweak the system and add more stringent oversight, believing that it was too soon to make changes. He’d said discussions over how school districts spend their money were better left to local school boards and communities.

Gov. Gavin Newsom has made few, if any, public comments about the Local Control Funding Formula since he took office in January. Since 2013, the formula has channeled more than \$21 billion to schools, meeting state leaders’ initial spending targets. Legislation to significantly raise that spending has gathered widespread support at the Capitol.

But legislative pressure to make that spending effective hasn’t wavered. In March, a legislative panel directed the state auditor to examine how the formula has been implemented at the district level, and whether it is better educating disadvantaged students.

“Making sure that we close the achievement gap was one of the major goals under the LCFF under Gov. Brown,” Democratic Assemblywoman Shirley Weber said at the March hearing. “As a result of that, we’re requesting an audit before we move forward with additional funding.”

The report noted that new federal mandates on school spending could shine a better light on how and whether the additional state funding is reaching the kids it is intended to target. Legislators broadly support a push — supported by Newsom’s “cradle-to-career” education vision — to create a longitudinal student database that, in theory, would churn better, more accurate data on student outcomes.

“Districts generally do provide additional resources to their higher-need schools, although these differences are relatively modest,” the report concluded.

“Future efforts to collect and combine new and existing data to continuously monitor how districts allocate resources could go a long way to improve the efficacy of California’s system of school funding.”



Note: The enacted 2019–20 State Budget will allow about 31,600 more children to enroll in state-subsidized child care centers and preschools, in addition to the 470,900 already being served.

California’s Big Spending Push for Children Could Have National Impact
As presidential candidates propose investment in child care and paid leave on a national scale, California’s success or failure could act as a bellwether.

By Zaidee Stavely
EdSource
August 8, 2019

When her son Quincy was six weeks old, Lynette Stewart dropped him off at a child care center in Long Beach, California and headed back to work, with a hard ball of worry in her chest.

“I cried my eyes out, especially that first week of leaving him there,” Stewart said. “No one wants to take their baby, who can’t communicate, to a stranger at that age.”

At the time, in 2015, Stewart was working as an administrative assistant at a small company that made kombucha, a fermented tea. She was raising her two boys, Quincy and his teenage brother, alone while earning just \$17 an hour — about \$35,360 a year. Stewart had taken the six weeks of partially paid disability leave available to mothers in California after they give birth. She was also eligible for an additional six weeks off, as paid family leave, but that leave would also be only partially paid and she couldn’t afford the continued cut to her income.

She was also afraid she might lose her job. Because she was working for a small company with fewer than 20 employees, she had no job protection under California or federal law.

“The six weeks was already pretty frowned upon by my boss,” Stewart said. “He let me know he wasn’t happy.” She said he questioned her about how long she would be gone and asked her what the company was supposed to do to fill her position during her absence.

The cost of child care made Stewart’s return to work even more difficult. Although she didn’t know it, Stewart would have qualified for subsidized child care under California law. But even if she had applied, her chances of landing a spot would have been slim. Only 1 in 9 children eligible for subsidized care in California receive full-time, full-year care. The problem, born of minimal funding, is national. Unaware of her options, Stewart turned to an online moms’ group for reviews of affordable child care centers. The one she found — in a worn-down building next to a liquor store and close to her home — cost \$950 a month, a third of her income.

“One of my checks went literally to the rent and one went to day care. And there was hardly anything left over,” Stewart said. “You know, we had food, we had gas for the car to go to work and go home. No cable, nothing else. There were no vacations, no going to the movies, just the basics.”

So in 2018, when Stewart heard then-gubernatorial candidate Gavin Newsom talking about paid family leave and universal preschool, she knew she was going to vote for him.

A majority of Californians voted the same way and now Gov. Newsom, father to four children of his own, has approved an unprecedented investment in young children and their families: about \$5.5 billion in total spending for child care and preschool, plus additional funding for paid leave and a host of related measures.

The investment has been hailed by early childhood experts and advocates as a major step forward for California, which has not historically been a leader on early childhood policies.

Momentum in California could matter for the country.

California has more children — over 9 million — than any other state. New York, with 4.1 million children, and Texas, with roughly 7.4 million, both trail the Golden State. The state's sheer size, plus its many regional differences, make providing universal child care, preschool or extended paid family leave a feat that would parallel the scope of a national effort. And as the 2020 Democratic candidates work to one-up each other on how many benefits they'll provide to working parents and young children, what happens in California could be predictive of the likely success or failure of large-scale national policy changes.

"It's such a big deal," said Kris Perry, senior adviser to the governor on implementation of early childhood development initiatives. Perry has worked as executive director both at First 5 California, a statewide commission, and the First Five Years Fund, a national bipartisan group, both of which advocate for young children. "The new money that the governor is investing in young children is historic and it's wide ranging, so it's not just how much, but it's how many different parts of children's lives it touches."

California's latest budget will allow about 31,600 more children to enroll in state-subsidized child care centers and preschools, in addition to the 470,900 already being served.

More low-income parents will receive home visits from nurses and other professionals who can help them identify developmental delays and access resources to help them be the best first teachers to their babies. There is new money for reimbursing doctors for screening children for developmental delays and trauma.

Beginning July 1, 2020, new parents and other workers in California can take eight weeks of partially paid family leave, instead of six, to care for new babies or ill family members, in addition to the six weeks of paid disability leave for mothers after they give birth. Disability and family leave are both paid for in California by a 1 percent payroll tax on employees. The Legislature is not increasing the tax to fund the program, instead using the program's reserves to pay for the additional leave.

An increase in the amount of partially paid family leave to eight weeks would probably not have changed anything for Stewart. Like many women, she couldn't afford to live on partial wages any longer than six weeks.

This common predicament is why the governor is convening a task force to consider a further expansion of leave to allow each child to be cared for by a parent or family member for a full six months, increase the percentage of wages that low-income workers can be paid during leave, from 70 to 90 percent, and provide job protection during family leave for those who work at small businesses, as Stewart did when Quincy was born.

Benefits like these are common in other developed countries. Canada, Japan and most European countries offer close to a year of fully paid family leave. Even Mexico guarantees 12 weeks, according to data from the OECD. However, the U.S. does not have a federal paid leave policy and only four states — New Jersey,

New York, Rhode Island and California — guarantee any paid leave. Washington State and Washington, D.C. have adopted policies that will begin offering benefits in 2020, according to a recent report by the Congressional Research Service. Massachusetts will begin offering benefits in 2021, Connecticut in 2022 and Oregon in 2023.

But while this year's investment and policy changes pushed California to the front of the family-leave pack, the state still trails others in early education. After years of recession-era cuts, hundreds of thousands of qualified low-income children in the state are still not enrolled in subsidized child care or preschool. The quality of care here lags behind many other states, according to the National Institute for Early Education Research (NIEER), based at Rutgers University, which ranks all state-funded preschool programs every year.

"We serve a fifth of the country's young children, so it's a mammoth responsibility, and to date we just really haven't had the investments," said Beth Meloy, senior researcher and policy analyst at Learning Policy Institute, a nonprofit research and policy organization. "California is not on the list of states that have managed to create really coherent high-quality early learning systems that are doing a good job of providing

And even while progress remains relatively slow, more and more states are upping their investment in more and higher-quality early education. Colorado's new governor just signed a law funding free full-day kindergarten, which he said will also free up more than 5,000 preschool slots. Vermont and Oklahoma provide state preschool to more than 75 percent of their 4-year-olds, while also meeting most of NIEER's quality standards. All three states are significantly smaller than California. California's size makes its efforts more noteworthy to leaders in other states.

"If it fails [in California], I don't think that has negative consequences elsewhere," said Steven Barnett, co-director of NIEER. It would be "almost as if it didn't work on Mars or the moon. That almost doesn't have any implications to whether it works in Iowa. Now, if it does work on Mars, we're pretty sure it will work in Iowa."

If a program works in California, it might work nationwide. Several Democratic presidential candidates have already mentioned a national early childhood agenda as part of their platforms.

Former Vice President Joe Biden said he would "work with states" to provide preschool to all 3- and 4-year-olds, in addition to expanding home visiting programs and assessments to identify developmental delays. Sen. Bernie Sanders, who according to his campaign page once worked as a Head Start preschool teacher, has not set forth a specific plan, though in 2011 he introduced a bill that would have provided 10 states with grants to provide high-quality child care to all children from the age of 6 weeks until they entered kindergarten, with additional states phased in after three years.

Sen. Elizabeth Warren's plan is the most detailed, so far: A proposal to subsidize a network of child care centers, preschools and child care homes to which all families with incomes below 200 percent of the federal poverty line (\$51,500 for a family of four) would be able to send their children for free, while families making more than that would not have to spend more than 7 percent of their income. Sen. Kamala Harris said she supports the Child Care for Working Families Act, under which any family making less than 150 percent of their state's median income would pay no more than 7 percent of that income on child care.

Of course, any of their proposals would need approval from Congress.

Meloy, of the Learning Policy Institute, and other early childhood experts see this year's efforts as laying the groundwork California needs to build a better system later. For example, the 2019-20 budget includes funding to create a master plan that could lead to public preschool for all 4-year-olds, regardless of income, improve quality and access to care and increase pay for child care providers. The budget also establishes grants for building or renovating child care facilities, which are currently too scarce and too poorly maintained to serve many more children. And it will allow the state to gather and analyze data on providers and children in subsidized care to assess quality and track children's progress.

One key aspect advocates say is missing from California's new investment in early child care is money to increase wages for child care providers, something experts agree is crucial for improving quality.

The new budget does include funding to allow child care providers to take child development classes or earn a degree. That policy may be missing the point, said NIEER's Barnett.

"You can train people all you want, but if they leave and you've got someone new every two years, you're just throwing your money away," Barnett said.

Stewart has a soft spot in her heart for the women who cared for Quincy when he was just a few months old and wants caregivers like them to be paid well. Still, she was never completely satisfied with how Quincy spent his day. There was a television at the center which seemed to be on whenever she dropped him off or picked him up, making her worry Quincy was watching a screen instead of spending time interacting with people. She worried, too, that child care workers weren't holding him enough. She thought they were leaving him in a crib for extended periods of time unless he cried or when it was time to eat. At the time, she didn't feel she could afford any other place and, since she wasn't worried about his physical safety, she hoped it would be OK.

In the end, Quincy came out of the experience alright. He's now an adventurous, talkative 3-year-old. But Stewart hasn't forgotten her worry about her then-infant and doesn't want other new moms to face the same concerns. As the Democratic presidential primaries approach, she said she'll be paying close attention to candidates' proposals to help lower costs and improve the quality of early childhood education.

"It probably is the most important thing, because when we go to work, we want to make sure our child is safe somewhere all day and we want to make sure we're able to afford it," she said.

On a recent afternoon, Quincy zoomed around the local playground, climbing to the top of a tall play structure, careening down the slide and coming by to talk with his mom every few minutes. A year ago, after Stewart's older son graduated from high school and moved on to community college, she and Quincy moved from Long Beach to Marin City, a small unincorporated community on the outskirts of wealthy Sausalito, in Marin County, north of San Francisco.

Stewart is working processing payroll for a redevelopment company. She makes a little more now — about \$48,000 a year — than she did four years ago. But she still pays about \$1,350 a month, a third of her income, on child care. She still has little savings. Stewart is optimistic about California's new efforts, even though by the time some of the changes are put in place, it may be too late to help her and Quincy.

"It will help someone else, so that's fine," Stewart said. "There's lots of struggling moms that need help, so I'm all for it."

In the meantime, she's trying to enroll Quincy in state-subsidized preschool and planning to send him to transitional kindergarten at their local public school as soon as he's eligible. She said she wants him to be as prepared as possible for kindergarten.

Note: This article pulls quotes from some of the Capitol's biggest political players on how we can prepare the state's children for school at an earlier age.

What Can We Do To Prepare Our Children for School Earlier?

By Dan Schnur
Special to the Sacramento Bee
August 4, 2019

If we really want to get serious about educating California's schoolchildren, then we're going to need to engage them long before their first day of school.

"California has a kindergarten readiness gap: Although our students make as much academic progress in grades (K through 12) as similar students across the country, they start behind those in other states because many lack access to early childhood education," said State Board of Education President Linda Darling-Hammond. "Children who start behind stay behind, widening achievement gaps and exacerbating college and career disparities."

A critical key to better outcomes is anticipating potential problems before they occur, said Kim Belshe, executive director for First 5 LA.

"Rather than focusing primarily on the emergencies, we owe our kids the respect to tend to their needs before they reach crisis proportions," Belshe said. "Why do we wait for families to... fall into crisis rather than supporting those in need of help managing the challenges of parenting? Shouldn't we prioritize strengthening and prevention over crisis and remediation?"

University of California President Janet Napolitano pointed to the long-term benefits of early engagement.

"The earlier we can prepare children for school, the better poised they will be for long-term academic – and life – success," Napolitano said. "The ultimate goal is for every child to enter first grade fully prepared and ready to learn."

But other Influencers said that increased funding is only half the battle.

"The case for expanding access is clear, but we must also concentrate on improving program quality," said California School Boards Association President Vernon Billy. "California has increased its investment and enrollment in pre-K programs but (still) falls below the national average for meeting minimum quality standards."

Republican consultant Mike Madrid recommended steps for most effectively using additional funding to improve program quality.

“Invest more money in low-performing schools (only) when that money is tied to greater teacher accountability, administrative transparency and better outcomes,” Madrid said. “We must invest more resources into our youngest students while also demanding more from our teachers and administrators.”

Rosie Arroyo, board chair for Hispanas Organized for Political Equality, argued that the state’s large population of dual language learners necessitated a heightened focus on bilingual education programs.

“California is uniquely positioned to lead the nation in advancing early education policies with high economic output by supporting bilingual education programs for our youngest learners,” said Arroyo, who is also a senior program officer for the California Community Foundation. “The state can... lay the foundation for a birth to college system that provides pathways and educational opportunities for every child.”

Several Influencers offered reminders that a child’s ability to learn greatly depends on their home environment.

“We must also be thinking about a family’s entire health. This means... basic support like natal care, health care, access to healthy food and healthy environments,” said Cynara Lilly of RALLY Communications. “In plain English, (it means) eliminating food deserts, stopping oil drilling near homes and neighborhoods and not making families pick between food on the table or going to the doctor.”

California Community Colleges Chancellor Eloy Oakley expanded on Lilly’s point, emphasizing the benefits of a family’s economic stability for their children’s educational opportunities.

“Families, whether they are single-parent households or multi-generational households, cannot give their children the support they need if they are living in fear of losing jobs (or) are food and housing insecure,” Oakley said. “Good paying jobs, coupled with investments in upskilling opportunities for our most vulnerable workers, is the best recipe for preparing children to succeed.”

California State University Chancellor Timothy White went a step further, stressing the long-term impacts of students’ educational success for their own children in the future.

“It is important to remember the significant impact that parents’ educational attainment has on their children,” said White, who pointed out that 85 percent of children whose parents attended college go on to pursue higher education themselves. “By helping more Californians – especially those from traditionally underrepresented populations – earn a college degree, not only do we elevate those graduates, we elevate their families and future generations as well.”


Former Republican legislative consultant Christine Robertson anticipated concerns about increased ongoing spending commitments for these programs from her former colleagues.

“For fiscal hawks keen to maximize the value of every taxpayer dollar, the research found that programs to expand opportunities for low-income students offer the best return on investment,” said Robertson, who is now the executive director for the San Luis Coastal Education Foundation. “For lawmakers, these findings should mark a north star when haggling over budget and policy priorities.”

Dan Schnur, a veteran analyst and longtime participant in California politics, is director of the California Influencers series for McClatchy.

Fresno Unified School District
Board Communication

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ruth F Quinto, Deputy Superintendent/CFO
Cabinet Approval: 

Date: August 16, 2019
Phone Number: 457-6226

Regarding: The New 2019/20 Adopted Budget Book

The purpose of this communication is to provide the Board information on the new 2019/20 Fresno Unified School District Adopted Budget Book. A copy of the publication is included for each Trustee. While the district has annually produced a summary budget book along with staffing parameters, this publication represents a new approach to communicate and to inform its readers about the district's priorities and goals.

Because school district budgets are intricate and often difficult to describe, this publication is designed to promote transparency and understanding. Much of the information provided to the Board during the year in various communications and presentations has been incorporated into this document. Examples of topics addressed include:

- The Local Control Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF)
- California's funding of education
- Reserve levels
- General Fund details
- Other district funds
- School enrollment
- Staffing parameters
- Site funding
- School choice options
- Trustees
- Department budgets
- Special Education investments
- Teacher compensation

In addition to collecting feedback from internal and external constituents throughout the year, the district will be submitting the book to the Association of School Business Officials (ASBO) for review and feedback. This organization is dedicated to "the importance of presenting an accessible and accurate budget to build trust and clearly communicate with stakeholders".

As stated in my email of August 14, 2019, if you would like the opportunity to discuss the content of this publication or provide feedback helpful to the process of continuous improvement, please contact me at 457-6226.

Approved by Superintendent

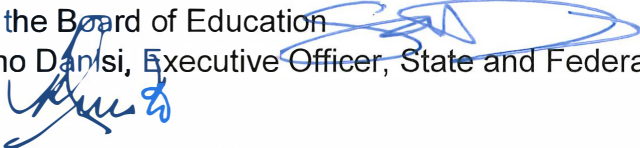
Robert G. Nelson Ed.D.



Date: 8/16/19

Fresno Unified School District
Board Communication

BC Number AS-3

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

Date: August 16, 2019

Phone Number: 457-3661

Regarding: Consolidated Application

The purpose of this communication is to provide the Board information about the purpose and submission schedule for the 2019/20 Consolidated Application.

The Consolidated Application is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts and direct-funded charter schools throughout California. To facilitate the application, the State has created an online reporting tool called the Consolidated Application Reporting System or CARS.

Twice each year (spring and winter) school districts are required to submit specific information into the CARS system. In June 2019, Fresno Unified School District submitted the spring release of the application to document participation in categorical programs and provide assurances regarding compliance with legal requirements of each program. The June release includes the application for federal Title I, Title II, Title III, and Title IV programs.

Included on the agenda for the August 21, 2019 Board of Education meeting is a request for approval of the 2019/20 spring release of the Consolidated Application. These programs combine to provide Fresno Unified with \$60,191,126 in the current Board approved budget.

The attached 2019/20 Budget Highlights provides additional information about the data collections submitted in June and scheduled for approval at the August 21, 2019 Board of Education meeting. A copy of the application is available in the Board Office for review.

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

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



Date: _____



**Consolidated Categorical Program Funds
2019/20 Budget Highlights
Con App – Spring Release**

Title I, Part A – Basic Grant

2019/20 Projected Entitlement:	\$50,614,566
2018/19 Estimated Carryover:	<u>16,480,760</u>
	\$67,095,326

Poverty Base: The school allocation is based upon the number of children eligible for Free/Reduced Lunch. The funding levels vary according to the percentage of poverty at the school. The District Poverty Average is 87.8%.

School Allocations: \$5,820,633 – Direct resources to schools to increase student achievement and meet District goals

Nonprofit Private School Equitable Services: \$59,161 – Eligible students enrolled in private nonprofit schools receive Title I, Part A services that are equitable to those provided to eligible public school students.

District Support to Schools: \$37,054,190 – District resources to schools to increase student achievement and meet District goals

Parent Involvement/Community Engagement: \$1,760,124 – Community and family engagement activities and services including Parent University

Homeless Students: \$238,573 – Support and advocacy services for homeless students

Neglected Students: \$147,935 – Support and advocacy services for neglected students

Professional Development: \$12,175,217 – Support for Title I schools including teacher and leadership development including instructional coaches and lead teacher supplemental contracts

Choice Transportation: \$1,773,553 – Reservation for transportation for students in School Choice Program

Administrative/Indirect: \$8,065,940 – 12.02% of the entitlement and carryover (15% allowable)

Title II, Part A – Supporting Effective Instruction

2019/20 Projected Entitlement:	\$ 4,830,438
2019/20 Title IV Funds Transferred:	3,169,863
2018/19 Estimated Carryover:	<u>2,475,793</u>
	\$10,476,094

Indirect: \$393,224 based on 3.91%

Program: Funding to increase student achievement by improving teacher and principal quality and increase the number of highly qualified teachers and principals in schools.

Consolidated Categorical Program Funds Continued

Title III – English Learner

2019/20 Projected Entitlement:	\$1,478,618
2018/19 Estimated Carryover:	<u>185,015</u>
	\$1,663,633

Indirect: \$98,856 based on 3.91% maximum allowed

Program: Funding to support English Learners in attaining English proficiency and meeting the standards expected of all students through professional learning for teachers and classified staff as well as increased parent involvement activities

Title III – Immigrant

2019/20 Projected Entitlement:	\$97,614
2018/19 Estimated Carryover:	<u>0</u>
	\$97,614

Indirect: \$3,673 based on 3.91% maximum allowed

Program: Funding to support English Learner immigrant students to attain English proficiency. This program supports additional services for this population and will be coordinated with both the Title III-English Learners and Title I program in order to increase student achievement.

Title IV, Part A – Student Support


2019/20 Projected Entitlement: See Title II, Part A

The District will request in the Winter Release to transfer these funds to Title II, Part A.

Program: Funding to increase the district’s capacity to provide all students with a well-rounded education, improve conditions for student learning, and improve the use of technology to improve academic achievement and digital literacy.

Fresno Unified School District
Board Communication

BC Number AS-4

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

Date: August 16, 2019

Phone Number: 457-3661

Regarding: Confidential Family Survey

The purpose of this communication is to provide the Board information and updates regarding the Confidential Family Survey (CFS).

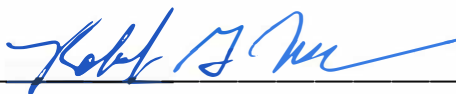
The Office of State and Federal Programs and Equity and Access collaborate to coordinate the survey collection along with the help of the district's Graphics Office. The confidential family survey is the tool that the State of California utilizes to establish each school district's Unduplicated Pupil Percentage (UPP). The UPP determines Local Control Funding Formula (LCFF) supplemental and concentration funding. Fresno Unified received \$194 million in supplemental and concentration funding for fiscal year 2018/19.

In August 2018, the CFS distribution timeline was adjusted to begin closer to the start of school. The motivation for this change was to ease parent and school site workload by streamlining the process with other start of school parent communications. Additionally, the earlier start increases the collection window, allowing greater opportunity to identify all students living in socioeconomically disadvantaged circumstances.

School sites received survey packets in August to initiate and communicate the survey purpose. As in past years, the district has partnered with The Big Fresno Fair to ensure that all students who assist with this important task receive a fair admission ticket.

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

Approved by Superintendent
Robert G. Nelson Ed.D.




Date:

8/16/19

Fresno Unified School District
Board Communication

BC Number AS-5

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

Date: August 16, 2019

Phone Number: 457-3661

Regarding: 2019/20 Preliminary Title I Entitlement

The purpose of this communication is to provide the Board an update on preliminary Title I funding for the 2019/20 fiscal year.

Previous guidance from the California Department of Education (CDE), given in March, 2019, was that the district should plan for a reduction in the Title I entitlement amount for the 2019/20 fiscal year. This guidance was based on projected statewide student demographics. Although the district planned for a lower entitlement, in June, the CDE provided a preliminary entitlement amount for 2019/20 (see email as Attachment I) which is higher than budgeted levels. This results in a \$1.7 million increase in Title I funding for the 2019/20 fiscal year. The amount may still change as a result of revised statewide charter school counts; however, these adjustments are expected to be minor. For now, the additional resources will be included in an upcoming budget revision for the Board's consideration and approval.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

8/16/19

Santino Danisi

From: Leslie Sharp <LSharp@cde.ca.gov>
Sent: Tuesday, July 2, 2019 10:08 AM
To: Santino Danisi
Subject: RE: FUSD Title I Projections

That's right, although it's down a bit since June because of a hold-harmless adjustment. We're in a holding pattern for publishing allocations (new mgmt. everywhere) but we are done with what will eventually post. FUSD will post at \$52,271,192 unless things go so late that more charter data becomes available. I'm not expecting charter data that soon or publication that late. It will be interesting to see how many LEAs won't receive a 2019-20 payment in our 1st Apportionment because of LCAP Fed Addendum. You're good to go, but lots of LEAs are not. This may be no big deal because many have prior year carryover to get through first and wouldn't receive a first apportionment, regardless.

From: Santino Danisi [mailto:Santino.Danisi@fresnounified.org]
Sent: Tuesday, July 2, 2019 9:10 AM
To: Leslie Sharp <LSharp@cde.ca.gov>
Subject: RE: FUSD Title I Projections

Thanks Leslie! I was hoping I might catch you at the June 21st director's meeting, but don't think you were there. Then I was out all last week on vacation. I want to make sure I'm following everything correctly. Last time we were in contact you thought it would be safe to plan for a 5% reduction from our 2018/19 entitlement (\$52,179,965) or roughly \$49,570,967. But, per your message below, we might actually see a slight improvement (\$52,280,266 vs \$52,179,965) for 2019/20, not including some minor adjustments that may be coming for charters?

Thanks for clarifying! Hope you are well!

Santino Danisi

Executive Officer of State and Federal Programs
 Fresno Unified School District
 2309 Tulare Street, Fresno, CA 93721
 (559) 457-3661
Santino.Danisi@fresnounified.org

From: Leslie Sharp <LSharp@cde.ca.gov>
Sent: Wednesday, June 19, 2019 4:32 PM
To: Santino Danisi <Santino.Danisi@fresnounified.org>
Subject: RE: FUSD Title I Projections

Hi Santino,

We received a final grant and CALPADS but still don't know about new/closed charters. We won't know about new/closed charters until after September 30 when the SBE numbers the (hopefully) last group of new charters. Minus that info, there is a smallish reduction from last time to 52,280,266. The new/closed charter data probably won't change this much, but it usually decreases district allocations. If it turned out that more charters closed than are opening, it could go the other way. Still not a big amount, but we might have that situation for the first time in ages, maybe ever, depending on how the A3 charters are handled. They had a large poverty count that might be dropping. We'll see.

Thanks,
Leslie

From: Leslie Sharp
Sent: Tuesday, March 19, 2019 10:59 AM
To: Santino Danisi <Santino.Danisi@fresnounified.org>
Subject: RE: FUSD Title I Projections

Hi Santino,

I was out last week and clearing up emails now. I think you'll want to go with 5% at this point because of what's missing. We still don't have a final grant from ED and I think it will be down a little from their preliminary allocation. The preliminary that they sent us was populated with last year's foster and N&D counts. Statewide, these two categories are down, so when they calculate a statewide final with the new data, I think we'll drop a small amount from their preliminary award. Also, we don't know about new or significantly expanding charters yet. For now, I plugged in last year's data for charters and COEs. Once we get the final award and current CALPADS counts for existing charters, I'll replace their old data with current. Both of these updates are probably going to result in a small reduction, but it might be less than 1% or might be 2%-3%. We won't know until the final award from ED is released. I hope that helps!

Thanks,
Leslie

From: Santino Danisi [<mailto:Santino.Danisi@fresnounified.org>]
Sent: Wednesday, March 13, 2019 5:06 PM
To: Leslie Sharp <LSharp@cde.ca.gov>
Subject: RE: FUSD Title I Projections

Hi Leslie, I'm attaching an email we received from our County office regarding preliminary Title I entitlement amounts for the 2019/20 year. I understand things are very fluid at this point. However I wanted to get your thoughts because when we last spoke you thought we might see a 5% reduction but the summary is showing a decline of less than 1% for Fresno Unified. While this is an improvement from our last conversation, I wanted to confirm that you agree and see if you might be able to shed some light on any change in conditions leading to this difference. I'll be in attendance at this Friday's State and Federal program director's meeting if it would be better to chat.

Hope you are well!

Santino Danisi
Executive Officer of State and Federal Programs
Fresno Unified School District
2309 Tulare Street, Fresno, CA 93721
(559) 457-3661
Santino.Danisi@fresnounified.org

From: Santino Danisi
Sent: Wednesday, February 6, 2019 10:09 AM
To: 'Leslie Sharp' <LSharp@cde.ca.gov>
Subject: RE: FUSD Title I Projections

If you could include your thoughts on recommendations for planning going forward, outlining the reasoning that would be helpful.

Thank you.

Santino Danisi

Executive Officer of State and Federal Programs
Fresno Unified School District
2309 Tulare Street, Fresno, CA 93721
(559) 457-3661
Santino.Danisi@fresnounified.org

From: Leslie Sharp <LSharp@cde.ca.gov>
Sent: Wednesday, February 6, 2019 9:29 AM
To: Santino Danisi <Santino.Danisi@fresnounified.org>
Subject: RE: FUSD Title I Projections

Do you need more info from me?

From: Santino Danisi [<mailto:Santino.Danisi@fresnounified.org>]
Sent: Wednesday, February 6, 2019 9:18 AM
To: Leslie Sharp <LSharp@cde.ca.gov>
Subject: RE: FUSD Title I Projections

Thanks Leslie, I did get a chance to call the Census Bureau and they are sending me additional information.

Santino Danisi

Executive Officer of State and Federal Programs
Fresno Unified School District
2309 Tulare Street, Fresno, CA 93721
(559) 457-3661
Santino.Danisi@fresnounified.org

From: Leslie Sharp <LSharp@cde.ca.gov>
Sent: Monday, February 4, 2019 1:26 PM
To: Santino Danisi <Santino.Danisi@fresnounified.org>
Subject: RE: FUSD Title I Projections

Hi Santino,

I promise, I'll get a full email together but things are nutty at the moment. In the meantime, here's some Census info I sent to other LEAs recently. These docs, I think, are clear and help verify what you're saying to Boards etc. from an original source.

Census info on "Challenge Procedures": <https://www.census.gov/programs-surveys/saipe/about/contact/challenges.html> A phone call would be a good first step, if you so desire. I doubt a formal challenge is in order.

Census FAQ - <https://www.census.gov/programs-surveys/saipe/about/faq.html> (especially FAQ 8)

Specific tables of their history are here:

https://www.census.gov/data-tools/demo/saipe/saipe.html?s_appName=saipe&menu=grid_proxy&s_measures=sa_sd&s_state=06&s_district=0614550&s_year=2017,2016,2015,2014,2013,2012,2011,2010,2009,2008,2007,2006,2005,2004,2003,2002,2001,2000,1999,1997,1995

The link above doesn't appear to be working right now, but try tomorrow or later today. The links for Challenges and FAQ are fine.

Thanks,
Leslie

Leslie Sharp, Fiscal Consultant
California Department of Education
School Fiscal Services Division
1430 N Street, Suite 3800
Sacramento, CA 95814-5901
916-323-4977

From: Santino Danisi [<mailto:Santino.Danisi@fresnounified.org>]
Sent: Thursday, January 31, 2019 3:56 PM
To: Leslie Sharp <LSharp@cde.ca.gov>
Subject: FUSD Title I Projections


Hi Leslie, thank you again for chatting this afternoon. You are always very insightful and enlightening. I appreciate you hearing my concerns regarding, what I consider to be an extreme and, possibly, questionable change in our poverty levels and its effect on our projected Title I entitlement.

As we discussed, could you help respond with a summary of your thoughts and recommendations for entitlement planning for the budget year?

Santino Danisi
Executive Officer of State and Federal Programs
Fresno Unified School District
2309 Tulare Street, Fresno, CA 93721
(559) 457-3661
Santino.Danisi@fresnounified.org

Fresno Unified School District
Board Communication

BC Number AS-6

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

Date: August 16, 2019

Phone Number: 457-3661

Regarding: Roosevelt High School Student Transfer Requests

The purpose of this communication is to provide the Board information regarding student transfer requests for Roosevelt High School.

At a July 3, 2019 meeting, an overview of district transfer procedures and policies was presented to Trustees Jonasson-Rosas, Thomas and Slatic. In response to a specific request from that meeting, attached is a summary of student transfer requests to Roosevelt High School for the last two years.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:



Roosevelt High School Transfers

2017/18

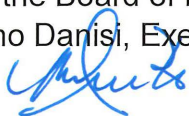
Home Attendance Area	Transfers
Bullard	11
Edison	9
Fresno	17
Hoover	29
McLane	72
Sunnyside	24
Out of District	14
Total	176

2018/19

Home Attendance Area	Transfers
Bullard	11
Edison	5
Fresno	15
Hoover	11
McLane	72
Sunnyside	27
Out of District	11
Total	152

Fresno Unified School District
Board Communication

BC Number AS-7

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

Date: August 16, 2019

Phone Number: 457-3661

Regarding: Student Transfers Office Schedule

The purpose of this communication is to provide an update on the Student Transfers Office schedule as requested at the August 7, 2019 Board of Education meeting.

The Student Transfers Office remains open year-round, including throughout the summer when school is not in session. In addition, support staff are added leading up to and during the beginning of the school year in order to accommodate the increased workload anticipated each summer. Lastly, the office frequently remains open into the evening hours to ensure that every parent visiting the office is assisted before staff leave for the day.

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

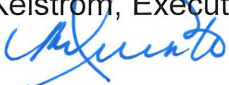
Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 8/16/19

Fresno Unified School District
Board Communication

BC Number AS-8

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

Date: August 16, 2019

Phone Number: 457-3552

Regarding: Mandatory Attendance In-Service

The purpose of this communication is to provide the Board information regarding training that was conducted for school attendance staff through an annual Mandatory Attendance In-Service.

The State of California provides principle apportionment funding to school agencies based on average daily attendance and this funding makes up a significant portion of the Local Educational Agency (LEA) revenue. To ensure accurate attendance reporting and to minimize audit findings, the Fiscal Services Department lead by Kaleb Neufeld, Fiscal Services Director, provides annual training on attendance procedures and state requirements.

Fiscal Services provided training to 93 Fresno Unified school sites on August 8-9, 2019. The sites received training on the following topics:

- Electronic attendance certification
- Absence verification
- ATLAS navigation
- Enrollment/Drop Reconciliation
- Short term independent study procedures
- Truancy Prevention

Jackson and Roeding did not attend the training due to availability. Staff will visit these two sites by August 23, 2019 for individualized training. Five sites did not attend due to vacancies. Staff provides individualized trainings to all new hires throughout the year.

Staff from the Department of Prevention and Intervention also participated in the training agenda by presenting topics on truancy, Saturday Academy and support for gender diversity.

Associated Student Body (ASB) Training is scheduled for September 17-19, 2019.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907 or Kaleb Neufeld at 457-3552.

Approved by Superintendent
Robert G. Nelson Ed.D.




Date:

8/16/19

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jason Duke, Maintenance & Operations
Cabinet Approval: 

Date: August 16, 2019
Phone Number: 457-3260

Regarding: Filtered Water Bottle Filling Stations

The purpose of this communication is to provide the Board information requested at the August 7, 2019 Board meeting regarding the filters used in the grant-funded water bottle filling stations to be installed at all elementary schools, and accessibility of the stations to students.

The water bottle filling stations are equipped with filters designed to reduce heavy metals, microbial contaminants, and chlorine. There was a specific question about the potential for arsenic in water. Based on information in the *Consumer Confidence Reports* from the district's three water providers, the levels of arsenic in water provided to our schools are well under the maximum contaminant level allowed by the State Water Quality Control Board, which is ten parts per billion (10ppb).

Below are the levels of arsenic reported:


- City of Fresno: .07ppb
- Pinedale Water District: 1.3ppb
- Bakman Water District: 1.8ppb

Staff will investigate replacement filters with an expanded contaminant reduction specification, to further decrease the minimum contaminants in the water supplied by local utilities.

To meet requirements of the grant, the water bottle filling stations will be in or adjacent to school cafeterias. Staff will work with principals to understand the accessibility of the water to students, and may provide future recommendations to ensure accessibility for the majority of the school day. One of the benefits to locating the stations inside cafeterias is prevention of vandalism. Staff is evaluating stations with vandal-resistant features that can be located near play fields, corridors and other areas where students congregate.

If you have questions or need further information, please contact Jason Duke at 457-3260 or Karin Temple at 457-3134.


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



Date: 8/16/19

Fresno Unified School District
Board Communication

BC Number SL-1

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

Date: August 16, 2019

Phone Number: 248-7465

Regarding: Fresno Unified Annual Agreement with the City of Fresno Parks, After School, Recreation and Community Services for 2019/20

The purpose of this communication is to provide the Board information regarding school sites that will have City of Fresno Parks, After School, Recreation and Community Services (PARCS) staff supporting the After School Education and Safety (ASES) programs for the 2019/20 school year.

The ASES program is a grant funded program from the California Department of Education (CDE). Fresno Unified Extended Learning Department operates ASES programs at 29 elementary school sites. These programs provide a safe and educationally enriching environment that includes homework support, physical fitness, snacks, and enrichment activities that reinforce and complement the school site academic program.

City of Fresno PARCS provides trained staff to oversee and support the physical fitness component of the ASES programs at the 29 sites listed below.


Anthony Elementary	Lawless Elementary
Bakman Elementary	Leavenworth Elementary
Columbia Elementary	McCardle Elementary
Del Mar Elementary	Norseman Elementary
Easterby Elementary	Powers-Ginsberg Elementary
Ericson Elementary	Pyle Elementary
Ewing Elementary	Robinson Elementary
Fremont Elementary	Roeding Elementary
Greenberg Elementary	Thomas Elementary
Hamilton K-8	Vang Pao Elementary
Holland Elementary	Viking Elementary
Homan Elementary	Vinland Elementary
Jefferson Elementary	Webster Elementary
Kirk Elementary	Yokomi Elementary
Kratt Elementary	

If you have any questions or require additional information, please contact Jeremy Ward at 248-7465.

Approved by Superintendent
Robert G. Nelson Ed.D.




Date:



Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Connie Cha, Director
Cabinet Approval: 

Date: August 16, 2019
Phone Number 248-7560

Regarding: Grant Award to Implement the California Transportation Commission's Active Transportation Program for the Pedestrian Bike Safety Education Program

The purpose of this communication is to provide the Board information regarding the grant that was awarded in 2018/19 to the City of Fresno Parks, After School, Recreation and Community Services (PARCS) Department to implement the California Transportation Commission's Active Transportation Program for the Pedestrian Bike Safety Education Program through the 2019/20 school year. The grant program emphasizes priorities that will improve the safety awareness of students by facilitating presentations during the after-school hours on pedestrian and bicycle safety. As part of the grant implementation, City of Fresno PARCS staff will provide pedestrian bicycle safety education presentations during the After School Education and Safety programs at the following elementary sites within Fresno Unified.

The dates for 2019/20 are listed below:

1.) Greenburg:	November 4, 12, 18	December 2, 9	January 6, 13
2.) Hamilton:	November 5, 13, 19	December 3, 10	January 7, 14
3.) Homan:	November 6, 14, 20	December 4, 11	January 8, 15
4.) Jefferson:	November 7, 15, 21	December 5, 12	January 9, 16
5.) Lawless:	January 21, 27	February 3, 11, 18, 24	March, 3
6.) Leavenworth:	January 22, 28	February 4, 12, 19, 25	March, 4
7.) Vinland:	January 23, 29	February 5, 13, 20, 26	March, 5
8.) Anthony:	March 9, 16, 23, 30	April 14, 20, 27	
9.) Easterby:	March 10, 17, 24, 31	April 15, 21, 28	

If you have any questions or require additional information, please contact Connie Cha at 248-7560.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 8/16/19