



**Fresno Unified  
School District**

*Preparing Career Ready Graduates*

**BOARD COMMUNICATIONS  
July 26, 2019**

**BOARD OF EDUCATION**

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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

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

**SUPERINTENDENT – Robert G. Nelson, Ed.D.**

BC NO.	FROM	REGARDING
S-1	Robert G. Nelson	Superintendent Calendar Highlights

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

BC NO.	FROM	REGARDING
AS-1	Ruth F. Quinto	School Services Weekly Update Reports
AS-2	Ruth F. Quinto	July Legislative Committee Meeting
AS-3	Ruth F. Quinto	Bundled Contracts
AS-4	Ruth F. Quinto	Medi-Cal Administrative Activity Program
AS-5	Ruth F. Quinto	Average Daily Attendance Funding
AS-6	Ruth F. Quinto	2019/20 State Adopted Budget Update

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

BC NO.	FROM	REGARDING
HR-1	Paul Idsvoog	Recommendation for Variable Term Waiver for Career Technical Education
HR-2	Paul Idsvoog	Recommendation to Approve Provisional Internship Permits
HR-3	Paul Idsvoog	Recommendation to Adopt Variable Term Waiver Request for Bilingual, Cross-Cultural, Language and Academic Development Authorization
HR-4	Paul Idsvoog	Adopt Resolution HR 19-16 Agreement to Allow Teaching Out of Credentialed Area

**SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer**

BC NO.	FROM	REGARDING
SL-1	Bryan Wells	EdSource Highlights Fresno Unified’s Designated Schools, July 2019

RGN: lm  
Attachments

Fresno Unified School District  
Board Communication

**BC Number S-1**

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

Date: July 26, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The Purpose of this communication is to inform the Board of notable calendar items.

- Panel member for *A Father's Power; Supporting Fathers During Pregnancy and Premature Birth*
- Met with district staff and WestEd to discuss the African American Academic Acceleration Taskforce
- Met with district staff and IMAGO to discuss an opportunity to provide staff training
- Participated in the DRIVE Meeting
- Gave interview with Marek Warzawki, *Fresno Bee*, to discuss the Chaplaincy Program
- Met with Monica Lozano and Jackie Khor, College Futures Foundation to discuss the Fresno Region College Pipeline Plan
- Met with district staff and Dr. Carole Goldsmith to discuss the African American Studies Course
- Attended parent meeting with Bullard Cheer Parents
- Attended Summer School Graduation
- Met with district staff and GreenCommuter regarding ebikes
- Attended Fresno Downtown Rotary Meeting
- Recorded video regarding civility
- Attended the Amazon Grand Opening Ceremony
- Held quarterly meeting with Mayor Brand
- Met with SEIU Leadership team
- Met with Harry Fulmore, United Negro College Foundation regarding scholarship opportunities
- Attended the Mayor's Keep Fresno Beautiful Committee Meeting

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 7/26/19

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: July 26, 2019

Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services *Kim Kelstrom* Phone Number: 457-3907

Cabinet Approval: *Kim Kelstrom*

Regarding: School Services Weekly Update Reports

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 following SSC Weekly Updates are attached:

- June 21, 2019
- June 29, 2019
- July 12, 2019
- July 19, 2019

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.

*Robert Nelson*

Date:

*7/26/19*



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[www.sscal.com](http://www.sscal.com)

DATE: June 21, 2019

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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### Budget Update

Last week, we reported that the Legislature sent the 2019-20 State Budget bill (Assembly Bill [AB] 74) to Governor Gavin Newsom two days before the June 15 constitutional deadline. The Budget bill was officially presented to Governor Newsom on Saturday, June 15, 2019, meaning he will have until Thursday, June 27, to approve the Budget bill as is, approve with specific line-item reductions, or veto the bill and send it back to the Legislature. With the Governor and legislative leadership having announced a Budget agreement on June 9, significant line-item vetoes are not expected.

This week, the Budget Committees considered and approved a number of budget trailer bills, the implementing language of the State Budget. The 2019-20 Education Omnibus Trailer Bill (AB and Senate Bill [SB] 75) was made public late last week and is awaiting approval by the Legislature. Once the trailer bills are approved by the Legislature, they will be sent to Governor Newsom for his consideration. Budget trailer bill provisions go into effect immediately upon signature by the Governor.

In next week's *Sacramento Update* we will apprise you of any action that Governor Newsom takes on the main Budget bill, as well as an update on the Budget trailer bills.

### Education Policy Committees

Both the Senate and Assembly Education Committees met on Wednesday, June 19, to consider a combined 34 measures (21 in the Senate and 13 in the Assembly). Due to the high volume of bills that passed out of the Assembly at the house-of-origin deadline, the Senate Education Committee has been forced to pack its agendas over the past few weeks in order to meet upcoming legislative deadlines, while the Assembly, which has a lower volume of Senate bills to consider, held their first committee hearing in over a month. Some of

the more significant education measures that passed out of the committees this week include:

- AB 48 (O'Donnell, D-Long Beach), which would authorize a \$13 billion bond to be placed on the 2020 primary election ballot for the construction and modernization of K-14 facilities and would also put a bond (unspecified amount) on the 2022 general election ballot
- AB 197 (Weber, D-San Diego), which would, commencing with the 2022-23 school year, require schools in districts offering kindergarten and charter schools serving pupils in early primary grades to implement at least one full-day kindergarten program that would have to be the same number of minutes that is offered to pupils in 1<sup>st</sup> grade
- AB 751 (O'Donnell), which would, commencing with the 2021-22 school year, require the State Superintendent of Public Instruction to approve one or more nationally recognized high school assessments that a local educational agency may, at its own discretion, administer in lieu of the grade 11 Smarter Balanced Summative Assessment
- AB 967 (Smith, D-Santa Clarita), which would apply various Local Control and Accountability Plan (LCAP) requirements that currently apply to school districts and county offices of education to charter schools, and requires charter school LCAPs to be reviewed and approved by charter school authorizers
- SB 223 (Hill, D-San Mateo), which would authorize the governing board of a school district, a county board of education, and the governing body of a charter school to adopt a policy that allows a parent or guardian to possess and administer nonsmokeable and nonvapeable medicinal cannabis to an authorized pupil at a school site
- SB 541 (Bates, R-Laguna Niguel), which would require every public school, including charter schools, and every private school that has an enrollment of 50 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

Policy committees will need to ramp up their work over the next several weeks in order to make their deadlines of passing fiscal bills before July 10, 2019, and nonfiscal bills before July 12, 2019; after which the Legislature takes a month off for Summer Recess.

### **SB 276 Passes Out of the Assembly Health Committee**

On Thursday afternoon, the controversial SB 276 by Senator Richard Pan (D-Sacramento) passed out of the Assembly Health Committee with nine "aye" votes.

SB 276 would require the Department Public Health (DPH) to annually review immunization reports from all schools and institutions to identify medical exemptions subject to review. The bill would require a clinically trained DPH staff member to review exemptions from schools or institutions with an immunization rate of less than 95% or physicians and surgeons who submit five or more medical exemptions in a calendar year. The bill would establish an appeals process for medical exemptions that are denied or revoked and create an independent review panel made up of three physicians for purposes of appeals. The bill would also require the DPH to create a standardized statewide form for the purpose of obtaining a medical exemption or medical exemptions for immunization requirements.

The bill was amended this past week after negotiations with the Newsom Administration. Newsom expressed some concerns with the bill earlier this month but, after the amendments, the Governor has signaled that he will formally support the bill, meaning the bill will likely become law should it reach the Governor's desk.

SB 276 was the only bill heard by the committee on Thursday and after five hours of testimony, public comment, and questions from the members, the committee approved the bill. The measure will now be sent to the Assembly Appropriations Committee, which is chaired by Assembly Member Lorena Gonzalez (D-San Diego), who is a co-author of the bill.

- If the bill passes out of the Appropriations Committee, it will go the Assembly floor for a vote and then back to the Senate for concurrence in Assembly amendments before being sent to the Governor for his consideration.

*Leilani Aguinaldo*  
*Robert Miyashiro*

*Note: SB 276 got past another hurdle on Thursday after being approved by the Assembly Health Committee and will now go to the Appropriations Committee where its fiscal implication will be scrutinized.*

## **What Schools and Parents Need To Know About California's Vaccination Law**

By Jane Meredith Adams  
*EdSource*  
June 20, 2019

Proposed changes to California's current vaccination law would make it more difficult for parents to use medical exemptions to avoid immunizing their children before enrolling them in school. The bill is making its way through the Legislature and is expected to be signed by the governor.

Senate Bill 276 is meant to close loopholes in the 2015 vaccination law that eliminated so-called "personal belief" exemptions allowing parents to opt out of immunizing their children based solely on their personal beliefs.

Hearings on the proposed changes have brought large crowds of opponents to the state Capitol over the past several months. This week Gov. Gavin Newsom negotiated amendments to the bill with its authors, easing proposed restrictions on medical exemptions.

Sen. Richard Pan, D-Sacramento, who authored the 2015 law, proposed the new bill after a series of recent measles outbreaks across the country. Originally the bill would have required doctors to submit all medical exemption requests to the California Department of Public Health, which would have to approve them.

The bill requires doctors to certify they examined the child and include in the request their name, their medical license number and the reason for the exemption. The public health department would be required to keep a database of the exemptions and it would have the authority to revoke exemptions if they're later found to be fraudulent.

The newly amended version of SB276 retains many of the same requirements, but would only require health department reviews of medical exemptions if a child's school has an immunization rate of less than 95 percent or if the doctor who signed the request has written five or more medical exemptions that year.

With the passing of the vaccination law, SB277, which amended the California Health and Safety Code and took effect July 1, 2016, the era of new "personal belief exemptions" to vaccinations ended in California. Parents who once declined to vaccinate their children attending school are making their choices: vaccinate, enroll in home-school/independent study, seek a medical exemption or qualify their children for special education services regardless of vaccination status.

To recap: Parents do not have to immunize their children. But under the law, children must be immunized against 10 serious communicable diseases if they want to attend public or private schools and child care centers. Studies have linked clusters of unimmunized children to outbreaks of measles, pertussis and varicella. Diseases such as polio remain active in other countries.

Students are affected by immunization law only at certain grade-level checkpoints: upon entering child care, transitional kindergarten/kindergarten or 7th grade, or when transferring into schools or child care from out of state or out of the country. Otherwise, the immunization status of students is not an issue.

Use this [EdSource vaccination database](#) to find out how many kindergarten students were vaccinated at any public, charter or private California elementary school in the 2017-18 school year.

Here's what is known about the law passed in 2015 and how it is being interpreted:

### **What does the current law say?**

Private or public child care centers, preschools, elementary schools and secondary schools cannot admit children unless they are immunized against 10 diseases: diphtheria, Haemophilus influenzae type b (bacterial meningitis), measles, mumps, pertussis (whooping cough), polio, rubella, tetanus, hepatitis B and chicken pox.

### **What did the law change?**

The law eliminated the personal belief exemption for required vaccinations. This exemption allowed parents to opt out of vaccinating their children by completing a form, signed by a health care practitioner, attesting that vaccinations were counter to their personal beliefs.

The law also overrode an allowance for religious exemptions to vaccinations that former Gov. Jerry Brown had inserted into a California Department of Public Health form. The religious exemption was not part of state law.

### **Are there exemptions to the law?**

Yes.

**Medical:** If SB276 is signed into law medical exemptions will still be allowed, but will have added restrictions. Beginning Jan. 1, 2021 licensed physicians or surgeons will be required to write up medical exemption requests on a standardized electronic form that will be filed with the California Immunization Registry. The State Department of Public Health will monitor immunization levels at schools, as well as whether individual doctors have submitted unusually high numbers of exemptions.

The new bill states that children who may have been exposed to one of the 10 diseases and who don't have proof they have been immunized for that illness may be temporarily excluded from school. They would remain out of school until the local health officer determines they are no longer at risk of developing the disease or transmitting it.

**Homeschooling or independent study without classroom instruction:** As of July 1, 2016, students who attend a home-based private school or an independent study program without classroom-based instruction are not subject to immunization requirements for entry. Home schools and independent study programs are obligated to maintain records of students' immunization status. Students in independent study programs that include classroom-based instruction must be vaccinated according to state laws.

**Special Education:** Are special education students explicitly exempt from vaccination requirements because of their federal right to services? Several school district lawyers said the matter was unclear. But in its



kindergarten [summary report for 2016-17](#), the California Department of Public Health stated: “Students who have an individualized education program (IEP) may continue to receive all necessary services identified in their IEP regardless of their immunization status.” I could not find a more recent report.

[Database of kindergarten vaccination rates from 2008-09 to 2015-16](#)

[Database of kindergarten vaccination rates from 2016-17 to 2017-18](#)

### **Is there an appeal process if a medical exemption is denied?**

Parents or guardians can appeal the denial of a medical exemption to the Secretary of California Health and Human Services. The secretary will appoint an independent expert review panel, consisting of three licensed primary care physicians or immunization experts, to evaluate and rule on appeals.

### **Are kindergartners allowed to enroll “conditionally” if they have not yet completed all of the required vaccinations?**

Yes, if they meet certain requirements. Kindergartners must have a mumps and a rubella vaccination before enrolling — there is no conditional enrollment involving the mumps and rubella vaccinations. Kindergartners also must be as current as possible with other immunizations, given the need to space out certain vaccine doses.

Kindergartners may be conditionally admitted with at least one dose of the following vaccines: polio; diphtheria, tetanus and pertussis; measles; hepatitis B and varicella (chicken pox.)

School districts already have their own systems for tracking and following up with kindergartners who are not fully immunized. Whatever systems districts are currently using remain in place.

If students are entering the public school system as transitional kindergartners, these conditional immunization rules apply to them as well.

### **What about children who currently have personal belief exemptions on file?**

Children who before Jan. 1, 2016 held personal belief exemptions to vaccinations are not subject to the new law until they reach their next vaccination checkpoint.

The law defines these checkpoints as “grade spans,” as follows:

- Birth to preschool;
- Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten;
- Grades 7 to 12, inclusive.

For example, a 6th grade student with a personal belief exemption in December 2015 will still have to comply with vaccination requirements upon entering 7th grade, which is a vaccination checkpoint.

If a child has been exposed to one of the 10 diseases named in the immunization requirements and does not have proof of immunization, the child temporarily may be kept out of school.

**Do unvaccinated children with personal belief exemptions who move from one California school or district to another have to meet the vaccination requirements of new students?**

Not unless the student is entering a vaccination checkpoint grade span: a child care facility or preschool, a transitional kindergarten/kindergarten or 7th grade. Personal belief exemptions can be transferred between child care facilities and schools in California both within and across school districts, according to the state. Personal belief exemptions from another state or country are not valid.

**What vaccinations are required of unvaccinated students before entering 7th grade?**

As of July 1, 2016, all previously unvaccinated students entering 7th grade must provide documentation of the vaccines needed for school entry based on age. These include the polio series, the diphtheria/tetanus/pertussis series, the varicella (chicken pox) vaccine and two doses of MMR, according to the California Department of Public Health.

But while immunization against hepatitis B is required for entry to lower grades, the law states that it is not required for entry to 7th grade.

**What are the options for parents who do not want to have their children vaccinated but want to enroll them in school?**

Parents who do not want to vaccinate their children attending school have three options: obtain a medical exemption to vaccinations, enroll in homeschooling or independent study without classroom instruction, or have their children evaluated and enrolled in special education services.

**What is homeschooling and independent study?**

According to the California Homeschool Network, parents who wish to homeschool have four options:

- Establish their own private home school by filing a private school affidavit. Parents are free to collaborate with other homeschools. Homeschools are required to teach California mandated subject areas, but have latitude as to when and how such subjects are taught.
- Join another private home school and become a “satellite” home school.
- Enroll in a district or charter public school that offers independent study. The student receives assignments from a teacher but fulfills most of the work independently.
- Homeschool a child by hiring a credentialed tutor.

**Are schools required to track immunizations?**

Schools are required to document each student’s immunization history. The immunization record of each student enrolled conditionally must be reviewed regularly to ensure they receive their immunizations by the required time. Those who fail to get their immunizations by the designated date will be prohibited from attending school.

Each district school board is being asked to file an annual report on the immunization status of all new students to the California Department of Public Health or its local health department. The local health department will have access to the immunization record of every student in school.

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*Note: AB 1505 and AB 1507 are bills that would make significant changes to the California charter school laws and will both need to be heard by the Senate Education Committee before July 10.*

## **Legislation Would Ratchet Down On Charter Schools**

By Lisa Renner  
*Capitol Weekly*  
June 17, 2019

California's charter schools could face tighter restrictions if a pair of bills making their way through the Legislature is approved.

Assembly Bill 1505 would give school districts the right to deny charter schools if they believe they would negatively impact neighborhood schools' finances, academics or facilities. It would also effectively eliminate the appeal process, allowing charter schools to appeal a denial only if there was a procedural violation. Assembly Bill 1507 would prohibit school districts from approving a charter school outside their boundaries.

The bills are necessary because charter school growth is out of control, said Julian Vasquez Heiling, chairman of the California National Association for the Advancement of Colored People Education and a professor at Sacramento State University.

There are now more than 1,300 charter schools in the state, enrolling about 630,000 students or about 10 percent of California's public school student population.

"Just in the last decade, the number of charter schools has increased dramatically," Heiling said. "It's not a small boutique thing anymore. Charter schools are threatening district finances."

But the California Charter Schools Association says the bills will ultimately hurt students.

"These bills as they stand will absolutely rip opportunities and public school options from students," said Brittany Parmley, a spokesperson for the association. "At the end of the day, charter schools are serving California's most vulnerable students. We cannot take quality school options away from these students."

Currently, school districts are required to approve charter school applications unless the school doesn't adequately address the required elements.

In a report released earlier this month, the Governor's Charter School Policy Task Force unanimously recommended that school districts should also be able to consider saturation (the number of schools and enrollment in the schools), academic outcomes and offerings and a statement of need (based on academic outcomes and offerings).

However, the task force also unanimously agreed that because the districts will be getting broader discretion, their power should be balanced with appeal rights. “Therefore, no changes were recommended to the appeal process,” the task force report said.

Nonetheless, a majority of the task force recommended that the state Board of Education be removed from the appeal process and that county appeals only be allowed if there was an error by the district governing board.

“By only allowing school districts and limited appeals to the county offices to authorize, this proposal allows the local community to make a determination on whether the charter school meets the needs of their students,” the report said.

A majority of the task force also agreed that those who authorize charter schools should consider fiscal impact to the district. The task force heard presentations from Oakland, L.A. and San Diego school districts showing that charter schools cause loss of average daily attendance funding and create costs for special education and marketing to compete for students, among other expenses.

Finally, a majority of the task force agreed that districts should not be allowed to authorize charter schools outside their boundaries.

In 2016-17, 165 charter schools operated 495 locations outside their authorizing district’s boundaries. This would allow greater local control and oversight of charter schools and would stop districts from using oversight fees as a revenue stream, the task force report said.

“Is there a need for charter school perform?” Probably. Is it through these particular bills? I don’t think so”  
— Tecoy Porter

Carlos Marquez, senior vice president of government affairs for the California Charter School Association, said charter schools need to have their due process rights preserved in the approval process. He also said there is no evidence that charter schools are the most significant factor in school district financial insolvency.

The Rev. Tecoy Porter Sr., president of the Sacramento chapter of the National Action Network, opposes AB 1505 and AB 1507 because he believes they are overreach.

“Is there a need for charter school perform?” he said. “Probably. Is it through these particular bills? I don’t think so. You’re throwing the baby out with the bath water.”

He believes charter schools are unfairly becoming the scapegoat for California’s financial troubles. He points out that traditional schools also lose students to other factors including demographic change, people moving and home schools.

Porter said charter schools are a great option for parents.

“Parents want to get the best education for their children to give them a way out – charter schools could be that way,” he said.

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## **Public Employees' Retirement Trailer Bill Language Released**

By Kyle Hyland  
*School Services of California, Inc.'s Fiscal Report*  
June 19, 2019

Last Thursday, June 13, 2019, the Legislature officially approved the 2019-20 State Budget Bill (Assembly Bill [AB] 74) and sent the measure to Governor Gavin Newsom for his consideration (see “

2019-20 State Budget Approved by the Legislature,” in the June 14, 2019, *Fiscal Report*). AB 74 was officially presented to the Governor on Saturday, June 15, 2019, and he has until June 27, 2019, to approve the budget bill as is, approve with specific line-item reductions, or veto the bill and send it back to the Legislature.

This week, the Assembly and Senate Budget Committees will be considering budget trailer bills, the implementing language of the 2019-20 State Budget. The committees are expected to approve a number of the budget trailer bills early this week with the full Legislature taking action later in the week.

One of the trailer bills expected to be considered this week is the Public Employees' Retirement trailer bill (AB 90 and Senate Bill 90), which includes the language for the compromise reached between legislative leadership and the Newsom Administration for providing school employer pension rate relief (see “Budget Conference Committee Acts on 2019-20 State Budget,” in the June 14, 2019, *Fiscal Report*).

### **Background**

As a reminder, Governor Newsom proposed providing \$3.15 billion in one-time non-Proposition 98 funds for the employer share of the California State Teachers' Retirement System (CalSTRS) in his May Revision budget, but did not put forward any relief for school employers on the California Public Employees' Retirement System (CalPERS) side. The Legislature, on the other hand, provided at least the same level of relief (the Senate provided more) to the employer share of CalSTRS as the Governor, but also included proposals to provide fiscal relief to school employers for CalPERS. The compromise reached between the Administration and the Legislature is to divide the original \$3.15 billion proposed in Governor Newsom's May Revision between the two pension systems, with \$850 million to provide short-term rate relief for the 2019-20 and 2020-21 fiscal years and \$2.3 billion to reduce the amount of the unfunded employer liability long term.

### **CalSTRS Language**

The recently released trailer bill language confirms this compromise by providing nearly \$2.25 billion in one-time non-Proposition 98 funds for a two-pronged approach related to the CalSTRS employer share. First, approximately \$606 million (\$356 million for 2019-20 and \$250 million for 2020-21) will go to directly offset a portion of the employer contribution rate increases that are specified in statute for the next two fiscal years. Based on current assumptions, the rates would be impacted as follows:

- 2019-20 contribution rate of 18.13% is reduced by 1.03% to 17.10%

- 2020-21 contribution rate of 19.10% is reduced by 0.70% to 18.40%

Secondly, the trailer bill specifies that the approximately \$1.64 billion remaining will go to reduce the employers' share of the CalSTRS unfunded liability long term. Reducing the unfunded liability in this way, with all other things being equal, will have the effect of reducing employer contribution rates by approximately 0.3% in the years 2021-22 through 2045-46, after the \$606 million previously discussed is applied, resulting in approximately \$5 billion in total savings for school employers through 2046 (see "CalSTRS Estimated Employer Contribution Rates," in the June 14, 2019, *Fiscal Report*).

### **CalPERS Language**

The CalPERS school employer language allocates \$904 million in one-time non-Proposition 98 funds for a similar two-pronged approach. First, \$244 million (\$144 million in 2019-20 and \$100 million in 2020-21) will go to reduce the school employer contribution rates for the 2019-20 and 2020-21 fiscal years. However, unlike the CalSTRS proposal, the language does not stipulate what the rate reduction percentage will be for those two fiscal years (see "Ask SSC . . . When Will We Know the Reduced CalPERS Contribution Rates?" in the current *Fiscal Report*). Secondly, the remaining \$660 million will go to address the CalPERS school pool unfunded liability long term.

### **Next Steps**

Since the language of the Public Employees' Retirement trailer bill is a result of the compromise reached between the Legislature and the Administration, it is fully expected that Governor Newsom signs this trailer bill into law once it reaches his desk. We will be sure to keep you apprised of any action that the Legislature and Governor Gavin Newsom takes on this trailer bill as well as all other relevant budget trailer bills.



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DATE: June 29, 2019

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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### **Governor Newsom Signs the 2019-20 State Budget Bill**

On Thursday, June 27, 2019, Governor Gavin Newsom signed the \$214.8 billion 2019-20 State Budget that the Legislature passed and sent to him on June 13, 2019.

The Governor also signed over a dozen trailer bills, the implementing language of the State Budget, including [Senate Bill \(SB\) 90](#), the Public Employees' Retirement Budget Trailer Bill, which includes the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) school employer pension relief language. Not among the signed trailer bills, however, is [SB 75](#), the Education Omnibus Budget Trailer Bill. Despite not being signed with the main Budget Bill yesterday, we expect SB 75 to be signed into law shortly.

The State Budget includes a total investment of \$81.1 billion in Proposition 98, an increase of approximately \$3 billion over last year's State Budget. Some of the more significant features of the education budget include an increase of nearly \$2 billion in ongoing Proposition 98 funding for the Local Control Funding Formula reflecting a 3.26% cost-of-living-adjustment; an increase of nearly \$646 million in ongoing Proposition 98 dollars for students with disabilities; and a one-time \$3.15 billion non-Proposition 98 appropriation to provide pension relief for school employers in both the CalSTRS and CalPERS systems.

Additional significant education expenditures in the 2019-20 State Budget include:

- \$300 million in one-time non-Proposition 98 funds for the Full-Day Kindergarten Facilities Grant program
- \$50 million in ongoing Proposition 98 funds for the After School Education and Safety (ASES) program

- \$38.1 million in one-time non-Proposition 98 funds for the Educator Workforce Investment Grant to provide competitive grants for professional learning opportunities for teachers and paraprofessionals
- \$10 million in one-time non-Proposition 98 funds for the development of the California Cradle to Career Data System
- \$36 million in one-time Proposition 98 funds for the Classified School Employees Summer Assistance Program
- \$7.5 million in one-time non-Proposition 98 funding for the Broadband Infrastructure Grant Program to improve broadband infrastructure in schools

The budget also includes, for the first time, a deposit into the Public School System Stabilization Account. While the \$389 million deposit is well short of the 3% of the total K-12 share of the Proposition 98 Guarantee that is required to trigger the cap on district reserves, it is something to keep a close eye on in future budgets.

### **Senate Education Committee**

On Wednesday, the Senate Education Committee, chaired by Senator Connie Leyva (D-Chino), met to consider nearly 20 Assembly measures. The following significant bills passed out of the committee:

- Assembly Bill (AB) 331 (Medina, D-Riverside), which would require all students to complete a semester-long course in ethnic studies to graduate from high school commencing in the 2024-25 school year
- AB 1085 (McCarty, D-Sacramento), which would encourage specified afterschool programs to establish programs designed to educate about and prevent substance use disorders or to prevent harm from substance abuse; and would also authorize the Department of Health Care Services to consider selecting those programs for funding from the Youth Education, Prevention, Early Intervention, and Treatment Account
- AB 1097 (Holden, D-Pasadena), which would require the California Department of Education, by July 1, 2021, to provide a report to the Governor and Legislature on credit recovery programs
- AB 1319 (Arambula, D-Fresno), which would require local educational agencies to allow migrant students to continue their education in the school of origin, regardless of any change of residence during that school year, and would require that a migrant student be immediately enrolled in a new school
- AB 1354 (Gipson, D-Carson), which would require county offices of education to ensure that a student enrolled in a juvenile court school for more than 20 school days has an individualized transition plan and access to specified educational records upon release

Policy committees will have until July 10, 2019, to consider and pass fiscal bills to the Appropriations Committees, while nonfiscal bills have until July 12, 2019, to get to the Floor.



## **Holiday Break**

Like many of you, our office will be closed from July 4, 2019, through July 7, 2019, to celebrate Independence Day. Unless there is breaking news, we will send the next *Update* the week ending July 12, 2019.

Happy Fourth of July from School Services of California, Inc.!

*Leilani Aguinaldo*  
*Robert Miyashiro*



*Note: SB 75 will appropriate \$10 million in one-time non-Proposition 98 funds to develop the California Cradle to Career Data System that will look to track students as they matriculate through the education segments and into the workforce.*

## **California Finally To Move Ahead With ‘Cradle to Career’ Data System**

*Legislature lays out steps, timetable for linking preschool to workforce education data.*

By John Fensterwald and Louis Freedberg

*EdSource*

June 25, 2019

With \$10 million in funding, an ambitious timeline and a champion in Gov. Gavin Newsom behind it, the Legislature this week passed legislation for a statewide education data system that will follow children from infancy through the workplace.

The marching order for what Newsom is calling a Cradle to Career Data System is included in a lengthy bill elaborating on the 2019-20 state budget for education. It lays out steps over the next 18 months that will determine what the system will look like, how it will be governed, who will have access to data and how privacy and security will be handled.

As of 2016, California was one of only eight states that either didn't have or wasn't building a "longitudinal" data system.

With votes of 31-7 in the Senate and 62-14 in the Assembly, Senate Bill 75 is headed to Newsom for his signature.

California's community colleges, the University of California, California State University and K-12, through a system known as CALPADS, already have comprehensive, though separate, data operations. But only by linking the systems, tracking students' student outcomes as they move through school, will legislators, educators, researchers and the public begin to answer fundamental policy questions, such as:

- Are early education investments paying off long-term as students progress through education systems and the workforce?
- Are community college reforms increasing completion rates at CSU and UC?
- How prepared are high school students to succeed in college?
- Which career-technical education programs in high school lead to more college degrees, workplace certifications and higher pay?
- What are the long-term effects of access to state financial aid?

Legislators, college and school administrators and boards of trustees can use answers to these and other questions to implement effective education policies and set funding priorities. Parents can use information to choose programs and schools for their children.

During his eight years in office, former Gov. Jerry Brown opposed collecting more education data and stymied data advocates' efforts to expand and link various databases. Newsom quickly signaled upon taking office he'd be a strong proponent. On the first page of his proposed budget in January, he proposed an initial \$10 million for "critical work" on a longitudinal data system "to better track student outcomes and increase the alignment of our educational system to the state's workforce needs."

Advocates are praising the commitment.

"I'm encouraged we are moving forward and proceeding through the workgroup in a thoughtful and deliberate way," said Hans Johnson, a senior fellow at the Public Policy Institute of California and director of its Higher Education Center. He is also a member of EdSource's board of directors.

"This is long overdue. Finally, California, the center of the tech world, has a government that is catching up to the 21st century," said Arun Ramanathan, CEO of Pivot Learning Partners, a nonprofit that works with districts on school improvement.

Work will begin within weeks under aggressive deadlines laid out in Assembly Bill 75.

By July 15, the State Board of Education, the University of California, California State University and community college systems, the California Student Aid Commission, state workforce and health and human service agencies will name representatives to a workgroup headed by the Governor's Office of State Planning and Research.

The workgroup will seek the perspectives of parents, students, labor unions, social justice organizations, business interests, researchers and privacy experts. Engaging with educators, parents and the public and with California's "best ed tech innovators" is essential, Ramanathan said, "to design a data system that educators can actually use to improve teaching and learning."

By July 2020, the workgroup will report back on what the structure of the data system will look like, who'll manage it and what information it will provide.

By the fall of 2020, just over a year away, community colleges, CSU and UC will begin using a common, statewide student identifier for data about their students and applicants for enrollment.

By Jan. 1, 2021, the Office of State Planning and Research will make recommendations to the Legislature and the state Department of Finance on the next level of critical issues, such as: How will access to data be controlled and authorized? What additional data should be collected? How will the system be expanded to incorporate child care, early education, workforce, financial aid, and health and human services data? How much will it cost to manage and operate the system?

In building out the system, the legislation says linking K-12 and higher education should be the top priority. Phase 2 would involve integrating workforce data, followed by data from early education and preschool and then finally health and human services and other data partners, such as private colleges and universities.

To show the system can be sustained, Johnson said, it will be important to get "big wins" early — to answer basic questions that have frustrated education leaders and the public. Those questions include how many low-income students statewide, by race and ethnicity, qualified for admission to the University of California but never applied?

California, in some respects, is well ahead of states that started their systems from scratch, Johnson said. Over the years, school districts, community colleges and universities have established their own regional data alliances through the nonprofit California Partnership for Achieving Student Success. Cal-PASS Plus is a voluntary cooperative involving all of California's community colleges, most universities and two-thirds of the state's school districts that shares data to shape curricula and policies.

These partnerships have shown that linkages can be made. The biggest challenges, Johnson said, "will be matters of trust and political will, not technology."

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*Note: The assertion that California is near the bottom in per-pupil spending is based on California's high cost of living relative to the rest of the nation.*

## **Does Spending More on Schools Pay Off?**

By Dan Walters  
*CALmatters*  
June 23, 2019

As Gov. Gavin Newsom's first budget was being wrought, the perennial issue of spending on K-12 education was thrashed out once again.

The education establishment – professional educators, their unions, their political allies and sympathetic academicians – complained anew that California schools are being shorted the money they need to raise achievement levels of the state's nearly 6 million elementary and secondary students.

The newly elected state schools superintendent, former Assemblyman Tony Thurmond, has postulated that California needs to be spending another \$30 billion a year – roughly \$5,000 more per pupil – to adequately educate its youngsters.

Assemblyman Kevin McCarty, a Sacramento Democrat, arose on the Assembly floor during its debate on the budget to decry that "We're still 41<sup>st</sup> in per-pupil spending," even though Newsom included a handsome increase for schools in his budget.

The exchanges raised two questions that deserve exploration:

—Are we, in fact, 41<sup>st</sup> in the nation in school funding?

—Would significantly increasing school spending result in better academic outcomes?

The first would seem to be easy to answer, but as with all comparisons, it depends on definitions and context.

The assertion that we are near the bottom is based on adjusting spending for the cost-of-living and since California has very high costs, arguably the highest in the nation, whatever we spend will be pushed downward in rankings.

In unadjusted dollars, according to the Census Bureau's most recent annual report on school finances, we were 21st in per-pupil spending in 2017 at \$12,143 from all sources, including federal funds, slightly below the national average of \$12,201.

The District of Columbia topped the list at \$23,091, followed by New York at \$21,974, Connecticut at \$19,322 and New Jersey at \$18,920.

Utah was dead last at \$7,179, with Idaho (\$7,486) and Arizona (\$8,003) slightly higher.

With virtually stagnant enrollment, California has increased overall spending and thus per-pupil spending by about 50% in recent years and Newsom's first budget raises the latter to \$17,160.

Using the 2017 Census Bureau rankings as a guide, California is likely in the top 10 in per-pupil spending now – albeit unadjusted for the cost-of-living. Even with such an adjustment, we're at least in the middle ranks of states.

The second question is even trickier. The advocates of pushing California's school spending into the top ranks imply that were we to spend \$5,000 more per pupil per year, we would see a miraculous improvement in our – at best – mediocre academic outcomes.

But another comparison – how students perform on the federal government's National Assessment of Educational Progress (NAEP) testing – is not encouraging.

There is simply no correlation between money and achievement in side-by-side comparisons of 8th-grade reading scores, an important benchmark because reading comprehension is vital to success in all subjects, particularly for students about to enter high school.

The District of Columbia spends the most but its 2019 reading score of 247 is 18 points under the national average and one of the nation's lowest. New York is second in spending but its reading score, 263, is not only two points under the average, but identical to California's.

No. 3 Connecticut and No. 4 New Jersey are both markedly above average, but so are No. 51 Utah and No. 50 Idaho.

The inescapable point is that money is clearly not the only factor in educational outcomes, and perhaps not even the most important one. There are socioeconomic, cultural, familial and other forces at play and we shouldn't make money the sole approach to our educational dilemma. It's much more complicated than that.

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## **State Revenues Beat the Forecast by More Than \$600 Million**

By Robert Miyashiro  
*School Services of California, Inc.'s Fiscal Report*  
June 24, 2019

State General Fund revenues for May 2019, the eleventh month of the current fiscal year, beat the forecast by \$603 million, or 6.7%. This is a significant gain, especially since the forecast was updated with the release of the May Revision last month.

The Department of Finance's (DOF) June *Finance Bulletin* reports that personal income tax revenues, the largest of the three major taxes, exceeded the forecast by \$383 million, or 7.3%, and the sales and use tax beat expectations by \$247 million, or 9.3%. The corporation tax, the third largest of the big three taxes, was off the mark by \$135 million, or -23%. All other minor taxes and revenue sources came in a net \$108 million ahead of projections.

Monthly collections that immediately follow a revised forecast are often close to the forecast level. Over the last three fiscal years, revenue collections for May averaged \$65 million above the forecast level, or about 0.8%. The significant gain above the forecast for May 2019 is attributable to strength in both payroll withholding and other receipts, such as capital gains payments, as well as greater than expected sales of taxable goods.

The DOF report also notes that with a Gross Domestic Product (GDP) of \$3.0 trillion, California's economy ranks 5<sup>th</sup> if compared to other national economies, larger than the United Kingdom's and just behind Germany's. In 2018, the state's GDP grew 3.5%, outpacing the national GDP, which grew 2.9%.

On the labor front, the state continues to add jobs at a strong pace, with 19,400 nonfarm jobs created in May. This follows a revised upward gain in April of 48,600 jobs. The state's unemployment rate fell 0.1% in May to 4.2% compared to the national unemployment rate of 3.6%.

The *Finance Bulletin* also notes that building activity may be slowing. Residential building permits for the first four months of 2019 averaged 114,000 units, down 4% from the same period in 2018. Permits for single-family units were down 6.1% in April compared to year-ago levels, while permits for multi-family units were essentially unchanged.

Home prices, however, hit an all-time high in May. The median price of a single-family residence was \$611,190 in May, surpassing the previous high of \$602,920 set in April. Compared to one year ago, the May median price was up 1.7%, while the interest rate on a 30-year fixed home loan averaged 4.07%, the lowest rate in nearly a year and a half.



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www.sscal.com

DATE: July 12, 2019  
TO: Robert G. Nelson  
Superintendent  
AT: Fresno Unified School District  
FROM: Your SSC Governmental Relations Team  
RE: *SSC's Sacramento Weekly Update*

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## Education Policy Committees Consider Key Legislation

The Assembly and Senate Education Committees both met on Wednesday in order to meet the policy committee deadline to consider fiscal bills introduced in the opposite house by July 10. The committees considered some of this year's most significant and controversial education legislation including measures that would reform charter schools, mandate later start times for middle and high schools, and prohibit schools from suspending and expelling students for willful defiance.

### Senate Education Committee

The Senate Education Committee, chaired by Senator Connie Leyva (D-Chino), approved two controversial charter school bills: Assembly Bill (AB) 1505 by Assembly Member Patrick O'Donnell (D-Long Beach) and AB 1507 by Assembly Member Christy Smith (D-Santa Clarita). Both bills passed out of the committee on a 4-3 vote as Democratic Senator Steve Glazer (D-Contra Costa) joined the two Republicans on the committee in voting against the bills.

[AB 1505](#) would make significant changes relating to the charter school authorization, oversight, appeal, and renewal processes and also clarifies credentialing requirements of charter schools teachers and places a two-year moratorium on nonclassroom-based charter schools.

The most recent amendments taken on July 5 reflect input from the Governor's Office with the author incorporating many of the recommendations from the Governor's Charter School Task Force [report](#) that came out in early June. While the bill has gone through several iterations since its introduction in February, more amendments to the bill are expected as the bill's author has described the measure as a "work in progress" and will continue to work with stakeholders on this measure over the summer.

The other charter school bill approved by the committee, [AB 1507](#), would prohibit a school district from approving a petition for a charter school that will operate outside of its geographic boundaries.

AB 1505 and AB 1507 bills will now go to the Senate Appropriations Committee where their fiscal implications will be scrutinized.

### **Assembly Education Committee**

On the Assembly side, the Assembly Education Committee, chaired by Assembly Member O'Donnell, considered and passed two significant measures: Senate Bill (SB) 328 by Senator Anthony Portantino (D-La Cañada Flintridge) and SB 419 by Senator Nancy Skinner (D-Berkeley).

[SB 328](#) is nearly identical to the late school start time bill that squeaked by the Legislature last year before being vetoed by former Governor Jerry Brown. This bill would prohibit middle and high schools, including charter schools, from beginning the school day earlier than 8:00 a.m. and 8:30 a.m., respectively. While the bill exempts rural school districts from the specified start times, it provides no definition of what districts qualify as rural.

The bill passed out of the committee on a 4-1 vote with two abstentions. The lone no vote was from the chair of the committee, Assembly Member O'Donnell, who has been a critic of the bill, echoing Governor Brown's veto message of leaving these types of decisions to local communities.

While the bill will continue along the legislative process, it still needs to clear the Assembly Appropriations Committee and then the Assembly Floor where last year's version received the bare minimum number of votes to make it to the Governor's desk. However, since this is a new Legislature and since Senator Portantino is chair of the powerful Senate Appropriations Committee, there is a strong chance that this bill will clear the Assembly and make it to the Governor's desk where we will see how much the local control argument resonates with Governor Newsom.

The other significant bill that made it out of the committee was [SB 419](#), which would, beginning July 1, 2020, extend the prohibition for suspending any K-3 student for willful defiance to grades 4 and 5 and would also prohibit the expulsion of any K-12 student for willful defiance. The bill would also prohibit, for five years (July 1, 2020, through July 1, 2025), the suspension of any student in grades 6-8 for willful defiance. The provisions of this bill would also apply to charter schools.

The bill passed out of the committee on a 5-2 party-line vote. A nearly identical version of this bill made it through the Legislature last year before being vetoed by Governor Brown who argued that teachers and principals are in the best position to make decisions about order and discipline in the classroom.

Like many other bills that made it through the Legislature, but were vetoed by Governor Brown, the author is hoping that Governor Newsom views this issue differently than his predecessor.

Both SB 328 and SB 419 will move to the Assembly Appropriations Committee where they are expected to pass before heading to the Assembly Floor for consideration.

### **Summer Recess**

The Legislature is officially on Summer Recess, having met the deadline for policy committees to hear bills introduced in the opposite house by July 12. When the Legislature returns on August 12, they will have three weeks to move bills through the Appropriations Committees and five weeks to complete floor votes. The last day for the Legislature to send bills to Governor Newsom for this year's session is Friday, September 13.



### **CalPERS Reports 6.7% Return for 2018-19 Fiscal Year**

On Thursday, the California Public Employees' Retirement System (CalPERS) reported a preliminary 6.7% return on investments for the 2018-19 fiscal year, falling below its forecasted 7% return. While the areas of fixed income and private equity funds both outperformed the 7% forecast, all other asset classes (public equity, real assets, and liquidity) fell short. This marks the first time in the last three fiscal years that CalPERS has not beaten its investment return forecast.

The 2018-19 returns bring total fund performance to 5.8% for the 5-year time period, 9.1% for the 10-year time period, and 5.8% for the 20-year time period. Over the past 30 years, the CalPERS fund has returned an average of 8.1% annually.

While the 7% investment return assumption is reasonable when looking at the 30-year returns, the investment losses during the Great Recession—most significantly a loss of 24% in 2008-09—and anemic earnings during some of the recovery years caused the earnings over the last 20 years to fall below the target.

*Leilani Aguinaldo*  
*Robert Miyashiro*

*Note: AB 1505 would require charter school teachers to hold a Commission on Teacher Credentialing credential or permit required for the teacher's certificated assignment, but exempts any teacher employed by a charter school before January 1, 2020, that is assigned to teach noncore, noncollege preparatory courses from this requirement.*

## **Teacher Credentials Come in for Tough Grading as CA Rethinks Charter School Rules**

By Ricardo Cano  
*CALMatters*  
July 8, 2019

Heather Williams knew as a kid that she wanted to be a piano teacher. She earned her music degree with a piano emphasis from Brigham Young University and spent decades honing her craft.

Today she not only runs her own academy near Sacramento, offering private lessons with a special certification in the Suzuki Method of instruction, but also teaches in public schools, though she lacks a state teaching credential.

How? Via a loophole that lets charter schools skip some of the credentialing required of teachers in traditional public school classrooms. The exception has allowed Williams to offer music instruction to homeschool charter students and to group classes in brick-and-mortar charters such as the Sacramento-based California Montessori Project network.

Proponents say it encourages enrichment in that privately-run sector of the public school system. In recent months, however—like many state rules that apply to charters—it has drawn legislative attention. And influential lawmakers say it could be on its way out.

Whether all teachers should need a state credential to teach has long been debated. In California, the answer has been “yes” for teachers in traditional public schools.

But California law grants charter schools “flexibility” in credentialing requirements for teachers assigned to classes outside of the “core” subjects of math, reading, science and social studies, as well as “college prep” courses such as Advanced Placement.

Charter advocates and local school officials say the ability to expand limited applicant pools to include, say, professional artists, helps ensure a breadth of course offerings in areas such as dance, theater and music.

But charter school critics say the exception has been abused, and that standards need to be clarified to ensure that every student attending California public schools has a fully prepared teacher. They point to new data showing some charters have high proportions of teachers who don't meet state credentialing standards even for core courses for which the credentialing flexibility is not applicable.

“When I entered the chair of the Assembly Education Committee, I assumed all school districts and charter schools believed that it was imperative that they have a credentialed teacher in their classrooms. And unfortunately, that's not the case,” said Democratic Assemblyman Patrick O'Donnell of Long Beach, who heads the Assembly's education panel.

“It’s about kids,” O’Donnell said. “The goal here is to ensure that every student attending a California school funded with public money has a qualified teacher in the classroom.”

To do that, O’Donnell has tucked language to toughen credentialing standards into a high-profile effort to regulate California’s 1,300 charter schools more closely. Intensely lobbied by teachers’ unions, school boards and charter advocates, the push has focused most publicly on sweeping governance changes that could curb the growth of charters. But a key piece of legislation also includes a proposal to change who is allowed to teach in the mostly non-union schools.

Assembly Bill 1505, which narrowly passed the Assembly in May, would require that all California public school teachers hired after Jan. 1, 2020, whether district or charter, hold the proper credentials for the classes that they are teaching. If passed, the proposal would also affect how the state tracks teachers whose credentials don’t match the specific classes to which they’re assigned.

Though the proposed language essentially grandfathers in teachers currently leading non-core classes in charters, some charter advocates and local school officials oppose the effort, saying it goes against the state’s intent that charter schools be innovative in their curriculum and instruction. They note that charter teachers already comply with many aspects of the credentialing process, such as fingerprinting and background checks.

Charter arts teachers, meanwhile, say that in their fields, credentialing mandates can rule out good teachers.

Williams, the piano teacher, says she is as qualified to teach music as someone who is credentialed through the state, “if not more, because my experience compounds on top of my training and education.”

“I would love to continue teaching music in the charter schools because I’m good at it and I love it, and I’d be very sad if I was limited because I don’t have those credentials,” she said. “But what I do have is 30 years of teaching experience. What I do have is a long life of experience, and with my (academy) already up and running, I wouldn’t have time to go and get my credentials at this point.”

In California, appropriately credentialed teachers have obtained a college degree, completed a formal training program, proved mastery over the subject matter they’re going to be teaching and have finished or are in the process of completing professional development specifically aimed at rookie teachers.

Carlos Marquez, the chief lobbyist for the California Charter Schools Association, said it’s “not unusual” for charters to hire teachers who are not credentialed but have specific professional expertise, such as artists or professional dancers or actors with Broadway experience.

Fernando Aguilar, principal of Creative Arts K-8, a San Francisco charter school, said the flexibility in current law has allowed his school to staff teachers in arts, theater, dance, music and visual arts—subjects he said don’t always fully align with the state’s credentialing structure. For example, he said, a person with professional experience as a dancer would be required to hold a credential in physical education under the traditional requirements.

Aguilar said he tries to hire teachers who have the appropriate credentials, and provides rigorous professional development for teachers who are not. Creative Arts K-8, he noted, has been recognized by the state for its arts programs as well as its efforts to narrow the achievement gap with the help of the credentialing flexibility.

“If you are able to prove that this is working for students, that they are being able to thrive in a situation like this,” he said, “then I wonder why you want to stop that or hinder that at this point.”

If the state were to remove the credentialing flexibility for non-core charter teachers, Aguilar added, “my concern would be, are we going to be able to run the same innovative program at this high level moving forward?”

Kathy Warren, a high school English teacher in the Novato School District, said professional expertise alone, even for teachers of non-core subjects, is not enough to successfully navigate “a very complex and oftentimes brutal profession.”

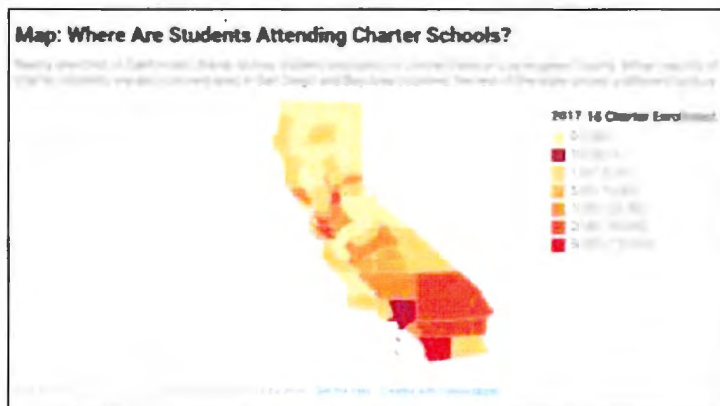
“Just because someone can wake up in the middle of the night and get an artistic inspiration and create a Van Gogh, doesn’t mean that he or she can then turn around into a classroom and successfully get kids to create the same level of mastery,” Warren said.

Much of this year’s legislative fight over charters has had to do with AB 1505—the sweeping push from teachers’ unions and large, urban districts to give local school boards more autonomy in approving and overseeing charter schools. Another proposal, AB 1507, prohibiting districts from authorizing charters outside of their geographic boundaries, passed the Assembly in May. Two other bills that would have capped and temporarily halted new charter schools fizzled out.

However, other proposals introduced this session would affect oversight of the teaching profession. One, discouraging school districts from contracting with third-party providers such as Teach For America, passed the Assembly Education Committee after a lengthy debate before it stalled until next year.

Another, related to the credentialing issue, would expand a statewide program that tracks teacher misassignments—an effort initially born out of a 2004 settlement of a landmark lawsuit that alleged California failed to provide thousands of predominantly disadvantaged students with access to adequate facilities and qualified teachers.

Whether California continues to allow flexibility in teacher credentialing requirements at charters will impact how the state counts misassignments—say, an English-credentialed high school teacher teaching math, or a teacher leading a special education classroom without the proper training.



Currently, the state annually examines such mismatches for only the lowest-performing schools, while monitoring the majority of district schools’ misassignments on four-year cycles—and not monitoring charter schools for this at all.

O'Donnell points to data from this monitoring program in arguing for stronger credentialing requirements at charters. [An analysis](#) of the misassignment bill, AB 1219, included data showing that in one unnamed district, 53% of charter teachers leading “core” classes were misassigned.

Of those misassigned charter teachers, about half held an Adult Education Teaching Credential, the most common type of which only requires a high school diploma.

Collected by the state’s Commission on Teacher Credentialing, the data represented only that one district’s charters. But O'Donnell believes charter schools have altogether misinterpreted the state’s credentialing exception, saying at a hearing for AB 1219 “that flexibility was meant for guest speakers and things of the like, but not for a teacher who is in the classroom every day.”

Too many charters, he said, are “trying to get around something that might take some time and might take up some resources, but ultimately is in the best interest of child safety and student learning.”

A [report](#) by the commission, which regulates teacher certification statewide, last year found a 16% increase in teacher misassignments in 2016-17 from the prior school year—with special education making up the largest share. Even so, misassignments accounted for less than 3% of the pool of nearly 70,000 teachers checked.

Michele Perrault, the commission’s director for the division of administrative services, said wherever the debate lands, these numbers matter.

“The idea is that every student in California classrooms should have a teacher who’s properly assigned, that is fully ready to meet their child’s needs the day they walk into that classroom,” Perrault said.

“Does that mean somebody who is not fully credentialed properly can’t do that? No. But the chances are if they are fully credentialed versus walking in without anything, they’re obviously going to have more tools in their belt.”

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*Note: The State Board of Education officially approved a combined four- and five-year graduation rate for the Graduation Rate Indicator at its July 10 meeting.*

## **California May Create 5th Year High School Graduation Rate** *Schools will get credit for helping more students get their diplomas.*

By John Fensterwald  
*EdSource*  
July 8, 2019

California may soon join most states in creating a 5-year high school graduation rate as a way of crediting districts and high schools that help students who return to school after senior year to earn a diploma.

### **FOR THE DETAILS**

*Read pages 2, 7 to 17 and Appendix A (pages 30 to 32) in Item 1 of the State Board of Education agenda.)*

The State Board of Education is expected to adopt the rate at its meeting on Wednesday; it would go into effect in time for the next release of the California School Dashboard, the color-coded system for rating district and school performance on a number of measures, including high school graduation rates.

The new rate would not replace the 4-year graduation rate, which follows a cohort of students from 9th through 12th grades. The state would continue to report that to the U.S. Department of Education and on state databases. However, a combined 4th- and 5th-year rate would become the key measure for the state's own school accountability system; the new federal Every Student Succeeds Act permits this option, according to state officials. As proposed, the new rate would likely raise the graduation rate, though only slightly.

Education leaders who have followed the issue welcome giving school districts additional time and incentives to work with non-graduates, although one expert, Russell Rumberger, professor emeritus of education at UC Santa Barbara, questioned the methodology that the state Department of Education is recommending.

Mary Ann Dewan, superintendent of the Santa Clara County Office of Education, said, "Many schools are making investments in serving students beyond the traditional 4-year program. Data that reflects the true completion rate is vital to continued support for these essential programs."

And, she added, additional graduation measures "can change the trajectory and outcomes" of students' lives.

In the spring of 2018, 83 percent of the state's 504,000 seniors received a diploma. Of the 86,000 students who didn't, 48,500 had dropped out and 25,000 were still enrolled in school but didn't have enough credits to graduate.

For the first time in 2018, the state also included in its calculations for dashboard colors those students who graduated from county offices' and districts' "alternative high schools," based on one year of attendance in those schools. Alternative high schools serve students who have dropped out of, been expelled from or feel they just don't fit into a traditional high school. Santa Clara County's Opportunity Youth Academy, for example, helps students from 16 to 24 get a diploma through online programs and teacher-led classes.

Combining the 4-year standard cohort rate and the alternative high school one-year rate raised the total state 2018 graduation rate to 83.5 percent.

To help decide how to calculate and report a 5th-year graduation rate, the state education department staff surveyed what other states have done:

- 19 states, including California, use only a 4-year rate, although many also calculate a 5th year, broken down by student groups.
- 16 states combine 4-year, 5-year and, for some states, 6-year and 7-year cohort rates using weighted averages that give the 4-year rate the most weight, up to 90 percent in the case of Utah.
- Eight states use simple averages of the rates.
- Three states report the highest of the rates.
- Two states report the 4-year and 5-year rates separately.

- The rest use the 4-year-rate plus bonus points for increases in diplomas earned subsequently.

Based on recommendations of groups of technical and educator advisers, the department is recommending a methodology that combines the 4th- and 5th-year rates. In 2018, 5,692 students from the Class of 2017 completed their coursework to get a diploma. Under this proposal, those students would have been added to the Class of 2018 rate, raising the statewide graduation rate 0.2 percentage points to 83.7 percent.

Student groups with lower graduation rates would have seen a bigger impact. The rate for English learners would have risen 0.8 percentage points to 71.7 percent and 0.8 percentage points for low-income children, to 72.2 percent in 2018.

Rumberger, who analyzed the state's graduation rate in a study published last year by the nonprofit PACE, said he favors 5-year grad rates and understands the rationale for a combined rate, but criticized it for mixing cohort numbers. Raising the 2018 cohort graduation rate with diplomas earned by 2017 seniors "muddies the water," he said.

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### **Ask SSC . . . What Pupil Count Date is Being Used for the Special Education Preschool Funding?**

By Suzanne Speck and Dave Heckler  
*School Services of California, Inc.'s Fiscal Report*  
July 11, 2019

**Q.** What pupil count date is being used for the Special Education preschool funding?

**A.** On slide 51 of our School Finance and Management Conference presentation, we estimate this funding at approximately \$8,975 per pupil. Our estimate is based on the December 1, 2018, pupil count and represents the number of 3, 4, and 5-year olds with an individualized education program (IEP) and who were not enrolled in a transitional kindergarten or kindergarten program on that date.

Given that the trailer bill language specifies that funding will be based on current-year pupil counts, we believe the actual level of funding will likely be based upon the December 1, 2019 pupil count. Preschoolers are the fastest growing group of students with disabilities, with an increase of nearly 5% between 2017-18 and 2018-19. With continued growth in this population, we would expect the per-pupil amount to be slightly below our estimates.

There is still uncertainty related to this new grant, including whether it is the district of residence or service that will be allocated the funding as this is not specified in the law itself and both data points are available to the state. Additionally, it is unclear if the state will provide an advanced apportionment based on the 2018 pupil count and true up later. These issues may need to be resolved in a State Budget clean up trailer bill. If so, that would likely be amended into a bill after the Legislature returns from its summer recess on August 12, 2019.

Stay tuned . . .



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DATE: July 19, 2019  
TO: Robert G. Nelson  
Superintendent  
AT: Fresno Unified School District  
FROM: Your SSC Governmental Relations Team  
RE: *SSC's Sacramento Weekly Update*

---

### Legislative Calendar

The Legislature officially went on its month-long Summer Recess after concluding business last Thursday, so it's been relatively quiet in and around the Capitol this week.

However, it will be a sprint toward the legislative finish line when the members return on Monday, August 12, 2019, as they will have only three weeks for bills to clear the Appropriations Committees. The majority of the bills going through the Appropriations Committees will be placed on the Suspense File, which serves as a legislative 'purgatory' where legislation that has a fiscal impact of a certain magnitude is placed until all the measures having an impact on the state's finances can be considered together. The Appropriations Committees will likely hold their Suspense File hearings on Thursday, August 29, which is one day before the deadline for the fiscal committees to send bills to the house floors.

After the Appropriations Committees dispense with their Suspense Files, the Legislature will have until Friday, September 13, to send bills to Governor Gavin Newsom for the first year of the 2019-20 legislative session. Governor Newsom will then have until Sunday, October 13, to either sign or veto the legislation sent to him by the Legislature.

It is important to note that the Legislature operates on a two-year cycle, meaning if a bill is held this year it can be revived in 2020. Some members will elect to hold their bill for the following year if they think there's a chance that the Governor will veto the measure. This gives the author and stakeholders more time to work with the Governor's Office to see if there are amendments that would get the Administration to support the bill.

It will also be interesting to see the actions that Governor Newsom takes on several bills that were vetoed by former Governor Jerry Brown, but reintroduced this year with the hopes that the new Administration would be supportive of the measures. 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 local control prism.

### **SBE Adopts Five-Year Graduation Rate for the Graduation Rate Indicator**

At its July meeting, the State Board of Education (SBE) unanimously approved a new combined four- and five-year graduation rate for the Graduation Rate Indicator, which will be applied to the 2019 California School Dashboard (Dashboard).

Currently, the Dashboard captures the four-year cohort graduation rate and the one-year Dashboard Alternative Schools Status (DASS) graduation rate in the Graduation Rate Indicator. However, data related to a five-year graduation rate has been available on the Dashboard for informational purposes since April 2019. It's important to note that the five-year graduation rate will only apply to nonalternative schools, since the Graduation Rate Indicator for schools with DASS is calculated using the grade twelve one-year graduation rate.

To calculate the new combined graduation rate, the number of students who graduated in five years is added to the numerator and the denominator of the four-year cohort rate. The five-year graduation rate is intended to include the high school outcomes in year five of the students that did not graduate with their preceding four-year cohort. As a result, the combined graduation rate offers schools and districts additional time and incentive to work with and provide support to those students who did not graduate within four years.

While the vote to approve the new rate was unanimous, some of the board members expressed concern about how the new rate could affect schools that are currently receiving Comprehensive Support and Improvement (CSI) funding under Every Student Succeeds Act. California Department of Education (CDE) staff noted that applying the combined graduation rate to the 2018 data would have lifted 27 CSI schools over the 67% graduation threshold, meaning that those schools would not have qualified for the CSI funds this year. To address this concern, SBE President Linda Darling-Hammond said that the SBE and CDE staff will reassess the threshold and status cutoffs in the fall in order to evaluate how this new rate will affect schools moving forward.

*Leilani Aguinaldo*  
*Robert Miyashiro*

*Note: The California Teachers Association Board of Directors has voted to terminate Joe Nuñez as its executive director.*

## **California Teachers Association Board Votes Out Executive Director**

By Louis Freedberg  
*EdSource*  
July 18, 2019

In an abrupt and unexpected move, the board of directors of the California Teachers Association, the state's largest teachers' union, has voted to terminate Joe Nuñez as its executive director.

The vote came at a regular meeting of the 23-person board on Wednesday and Nuñez's termination was effective immediately.

The CTA did not provide any explanation for its vote, other than to say in a press release that "Nuñez is leaving the association following a vote by the Board of Directors to end his relationship with CTA." The move came as a surprise to education observers around the state and many within the CTA itself.

Nuñez is a veteran educator and has been executive director of the CTA for the past six years. In that role, he has been responsible for the day-to-day operations of the teachers union, representing over 325,000 teachers and other credentialed school personnel.

When he was appointed to the position in 2013, he succeeded Carolyn Doggett, who had been in her post for 30 years. The CTA said that a search for his successor will begin immediately.

Nuñez's departure coincides with a change in the president's position, which is a far more visible one than the executive director's post. E. Toby Boyd, a teacher in Elk Grove Unified near Sacramento for more than two decades, succeeded Eric Heins as president on June 24, after being elected to the post at the CTA's State Council meeting in March. The State Council consists of 800 members.

"It has been my pleasure to work with Joe," Boyd said in the statement. "His passion and commitment for the work we do on behalf of California's students and educators has led us to great victories that have improved the learning and working conditions in our schools and colleges."

Boyd was elected in a departure from CTA tradition when he defeated the organization's vice president Theresa Montañó in March

Board members are also elected to their posts by the State Council. Several of the members who voted to terminate Nuñez were attending their first board meeting.

"This is not personal, and not a reflection on the work Joe has done with CTA," said Claudia Briggs, a CTA spokesperson, in a follow-up interview. "Clearly his legacy has improved the lives of educators and students. The board simply felt it was the right time to make a change in direction."

Nuñez was a teacher in the Santa Maria-Bonita School District south of San Luis Obispo for 20 years. He also was on the State Board of Education between 2001 and 2007.

He has helped steer the organization through a turbulent period in which it faced major attacks from anti-union forces, most notably the Vergara and Janus lawsuits. In the Janus case, the U.S. Supreme Court outlawed public sector unions from levying mandatory fees.

It was anticipated that the lawsuit would have a devastating impact on the membership of public employee unions, including the CTA. Those predictions have not yet been realized regarding the CTA and other public employee unions in California.

In addition, Nuñez ran the CTA during a rise in teacher activism and the spread of the RedforEd movement to California, two successful efforts to convince voters to approve tax increases and a statewide campaign to combat the growth of charter schools, along with demanding more transparency in their operations.

“His leadership and contributions over the last 25 years have left a lasting mark on this state and created a brighter future for millions of students,” Boyd said in the CTA statement announcing Nuñez’s departure.

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*Note: A complaint has been filed with the CDE against the Los Angeles Unified School District that the district is not giving enough public information about how schools use more than \$1 billion a year in state funding meant for high-needs students.*

## **LAUSD Isn’t Properly Keeping Track of \$1 Billion for High-Needs Students, Complaint Alleges**

By Sonali Kohli  
*Los Angeles Times*  
July 12, 2019

The Los Angeles Unified School District is not giving the public enough information about how schools use more than \$1 billion a year in state funding meant for high-needs students, according to a complaint filed Thursday with the California Department of Education.

These dollars are part of a funding formula that California implemented during Gov. Jerry Brown’s tenure. Districts receive extra money for each student who is low-income, an English learner or a foster youth.

L.A. Unified is the state’s largest school district by far, and most students fall into one of the three categories. The funding accounts for about 15% of the district’s annual budget, and the community is supposed to be involved in how the money is spent.

“You’re not having a meaningful conversation with the community because what you’re putting out is such crap, the community doesn’t know what’s in your plan,” said John Affeldt, managing attorney at Public Advocates, one of the law firms that filed the complaint on behalf of two L.A. Unified parents. “They don’t know how much you’re spending on particular items.”

The state requires school districts to identify how much is spent and how the extra money is being used. Districts must also establish goals and measure the progress of programs — such as after-school resources or counselors, the complaint says.

But L.A. Unified packages many unrelated items together, making it difficult to determine the effect of its spending, or for parents to know where money is going, Affeldt said.

In the 2019-20 budget, for example, one area alone — school autonomy — accounts for \$880 million of the \$1.1 billion of that extra money, the complaint notes. More information about how much money for autonomy programs goes to each school, and how schools use that money, should be easily available, Affeldt said.

School autonomy funds have been used for multiple goals, including improving school climate, parent involvement and student academic achievement, the complaint notes. But these programs should not all have a vague umbrella label, the complaint says.

“As a parent, I would like to have more access to this information,” said Ana Carrion, one of the parents named in the complaint. Her son is a seventh-grader in South L.A., and Carrion said “we don’t know if that money is being spent in the way that it should” — which makes it hard to know what to advocate for.

L.A. Unified and the state Education Department each received the complaint and were reviewing it Tuesday afternoon, according to spokeswomen from both agencies.

The complaint could be a precursor to a lawsuit. If the state education department decides to accept the complaint and investigate it, or foster a mediation, L.A. Unified could be forced to rework the plan in order to qualify for the \$1 billion. But if no agreement is reached, the parents could choose to sue the district and the L.A. County Office of Education, which authorizes its budgets.

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*Note: A new report put out by the Public Policy Institute of California found students throughout the state are making “significant progress” on English assessments, but experiencing “stalled gains” in mathematics.*

## **Does California Need a Math Tutor? Report Finds Students Aren’t So Great With Numbers**

By Hannah Wiley  
*The Sacramento Bee*  
July 15, 2019

California students might know their A-B-Cs, but they’re struggling with their 1-2-3s.

A July [report](#) from the Public Policy Institute of California found students throughout the state are making “significant progress” on English assessments, but experiencing “stalled gains” in mathematics.

The institute found that third graders improved their English test scores by 10 percent since 2015 on the Smarter Balanced Assessment Consortium, and improved another 10 percent in their scores by sixth grade. The same students performed near the national average on the National Assessment of Educational Progress test.

But both tests showed a lagging growth in math. While third graders improved by 9 percent on their SBAC scores, continued growth petered out by sixth grade.

Slower math improvement is also prevalent in low-income school districts, the institute noted, continuing that struggling schools need additional money to plump their scores.

“There are almost no state funds for improving math instruction in grades 4 to 8, for instance, and the lack of progress in this subject argues for providing additional help to districts,” wrote the report’s authors, Paul Warren and Julien Lafortune.

In wealthier districts with less than 20 percent of low-income students, schools reported 70 percent proficiency rates. But in districts with 80 percent of students coming from economically disadvantaged homes, proficiency rates hovered around 40 percent. More students in these schools fall “below basic in their grade level” than those that meet grade-level benchmarks.

The test scores reflect the “long, slow process” that California’s reform efforts can take to enact change, the authors noted. The state in 2013 adopted the Common Core Standards in 2010 and the Local Control Funding Formula, which supports low-performing schools by allocating district revenue for support systems.

“California’s K–12 system is enormous and decentralized, with 1,000 school districts, over 10,000 schools, and over 300,000 teachers,” Warren and Lafortune included. “Research has shown that changing the daily practice of K–12 professionals takes time.”

While fewer than half of third graders met or exceeded the grade-level standards for both subjects on the 2018 SBAC test, the analysis determined that California education is generally headed in the right direction.

Third graders in the state are making strides on the SBAC test faster than Oregon and Washington, and the institute said quicker progress is possible with better data tracking and policy solutions. Gov. Gavin Newsom also signed the 2019-2020 budget to include \$103.4 billion in K-12 funding, which comes to be \$5,000 more per pupil than eight years ago, according to his office.

“As our analysis shows, when relatively small gains are made consistently over time, the cumulative improvement can be significant,” the authors concluded. “Policymakers should focus on whether students, schools, and districts are improving each year. Do schools consistently get better, or are many struggling to find more effective ways of teaching? What does it take to boost the gains of low-income students?”

Fresno Unified School District  
Board Communication

**BC Number AS-2**

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

Date: July 26, 2019

Phone Number: 457-3907

Regarding: July Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the July 3, 2019 Legislative Committee Meeting.

**Budget Update** – Robert Miyashiro provided an update on the economic outlook. The May revenue increased by \$600 million from projections. In the past three years, May has yielded an average \$65 million increase from the forecast, therefore the increased May revenue is significant. The economic outlook continues to warn of a recession. For April and May, the state economic growth outpaced the national average, and tax collection exceeded the May forecast.

Governor Newsom approved the 2019/20 State Budget and overall changes from the May Revision include changes to Special Education funding and pension rates.

- Special Education had a funding shift from the January proposal to the final State Budget. The shift removed the limitations that were proposed in January and instead provided funds to level AB602 base grant funding up to the state-wide average and established funding to support preschool students with an Individualized Education Plan (IEP). Although the funding is proposed for one year and can be utilized to offset local contributions, it is expected legislation will be proposed for a different funding model for 2020/21.
- Pension rates also were adjusted from the May Revision for 2019/20. The STRS rates changed from 16.70% to 17.10% and PERS rates changed from 20.733% to 19.721%.

**Legislative Update** – Leilani Aguinaldo provided an update on legislation. The following bills were discussed:

- AB 1303 (O'Donnell) Civic Enter Act – This bill was amended to continue to authorize the Civic Center Act through January 1, 2025 and allows a school district to charge an entity a fee for use of school's facilities or grounds
- AB 1505 (O'Donnell) Charter School Petitions – (Support) – This bill makes significant changes to the authorization and renewal process for charters including eliminating renewals by the County Office of Education and flexibility to renew from two to five years and establishes a limited appeals process
- AB 500 (Gonzalez) Paid Maternity Leave – This bill requires at least six weeks of paid maternity leave in addition to annual sick and vacation allocations. For Fresno Unified, the estimated cost is \$1.1 million annually
- SB 328 (Portantino) School Start Times – (Support) – This bill prohibits middle and high schools from starting earlier than 8:30 a.m. This bill was amended to prohibit middle schools from starting earlier than 8:00 a.m.
- AB 644 (Committee on Public Employment and Retirement) State Teachers' Retirement Compensation – This bill would revise the calculation of earnable compensation to be the sum of the average annualized pay rate divided by the service credited for that school year

# Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING  
JULY 3, 2019

2019-20 Legislative Session

Prepared By:

Leilani Aguinaldo  
Director, Governmental Relations

Robert Miyashiro  
Vice President



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# ***Legislative and Economic Update***

**School Services of California, Inc.**  
**Legislative and Economic Update Prepared for:**  
**Fresno Unified School District**  
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**July 2, 2019**

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# The FISCAL REPORT an informational update

Volume 39

July 12, 2019

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## Governor Newsom Signs the 2019-20 State Budget Bill

Yesterday, June 27, 2019, Governor Gavin Newsom signed the \$214.8 billion 2019-20 State Budget Bill (Assembly Bill 74) that the Legislature passed and sent to him on June 13 (see “2019-20 State Budget Approved by the Legislature,” in the June 14, 2019 issue of the *Fiscal Report*).

The Governor also signed over a dozen trailer bills, the implementing language of the State Budget, including Senate Bill (SB) 90, the Public Employees' Retirement Budget Trailer Bill, which includes the California State Teachers' Retirement System and California Public Employees' Retirement System school employer pension relief language (see “Public Employees' Retirement Trailer Bill Language Released,” in the current *Fiscal Report*). Not among the signed trailer bills, however, is SB 75, the Education Omnibus Budget Trailer Bill. Despite not being signed with the main Budget Bill yesterday, we expect SB 75 to be signed into law shortly.

The enacted State Budget includes a total investment in Proposition 98 of \$81.1 billion, an increase of approximately \$3 billion over last year's State Budget. Some of the most significant features of the education budget include: an increase of nearly \$2 billion in ongoing Proposition 98 funding for the Local Control Funding Formula reflecting a 3.26% cost-of-living-adjustment; an increase of nearly \$646 million in ongoing Proposition 98 dollars for students with disabilities (see “2019-20 State Budget Trailer Bill—Special Education,” in the current *Fiscal Report*); and a one-time \$3.15 billion non-Proposition 98 appropriation to provide pension relief for school employers.

Additional significant education expenditures in the 2019-20 State Budget include:

- \$300 million in one-time non-Proposition 98 funds for the Full-Day Kindergarten Facilities Grant program
- \$50 million in ongoing Proposition 98 funds for the After School Education and Safety (ASES) program
- \$38.1 million in one-time non-Proposition 98 funds for the Educator Workforce Investment Grant to provide competitive grants for professional learning opportunities for teachers and paraprofessionals

- \$10 million in one-time non-Proposition 98 funds for the development of the California Cradle to Career Data System
- \$36 million in one-time Proposition 98 funds for the Classified School Employees Summer Assistance Program
- \$7.5 million in one-time non-Proposition 98 funding for the Broadband Infrastructure Grant Program to improve broadband infrastructure in schools

The budget also includes, for the first time, a deposit into the Public School System Stabilization Account. While the \$389 million deposit is well short of the required level to trigger the cap on district reserves, it is something to keep a close eye on in future budgets.

Although Governor Newsom has the authority to veto any budget line item, he used his “blue pencil” sparingly, as the final budget is based on negotiated compromises between the Democratic legislative leadership and the Governor.

We will be covering the enacted 2019-20 State Budget in greater detail—including our advice on how to plan accordingly—at our 41<sup>st</sup> annual School Finance and Management Conference. We look forward to seeing you there!

—*Kyle Hyland*

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The **FISCAL REPORT** *an informational update*

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### **PPIC Releases May 2019 Statewide Survey**

On Thursday, June 6, 2019, the Public Policy Institute of California (PPIC) released its monthly survey for May 2019. While none of the questions in the survey directly relate to education, the data still provides a glimpse of public perception about some of the other important issues facing the state.

After nearly six months in office, Governor Gavin Newsom's approval rating remains steady among likely voters with 47% stating their approval, which is a two-point bump from Public Policy Institute of California's (PPIC) March survey and a four-point increase from January. Governor Newsom's disapproval rating increased by a single point from March to 37%, while 16% of likely voters say that they do not know whether they approve or disapprove of Newsom's job performance.

The Legislature's approval rating dropped eight points from the March survey with just over one-third (34%) of likely voters indicating approval. A majority of likely voters (53%) said that they disapprove of the way that the Legislature is handling its job, while 13% said they did not know.

With Governor Newsom about to sign the 2019-20 State Budget Bill into law, the first of his tenure, PPIC asked respondents if they approved of Governor Newsom's revised spending plan. A solid majority (56%) of likely voters said that they favored Governor Newsom's Budget, while a little over one-third (36%) said they opposed his plan, and the rest (8%) did not know or had not heard anything about the Budget.

With the United States currently experiencing its worst measles outbreak in more than 20 years, the survey asked respondents if parents should be required to vaccinate their children for diseases like measles, mumps, and rubella. Almost three-fourths (73%) of respondents said that parents should be required to vaccinate their children, while just over a quarter (26%) believe that they should not have to.

This data is timely for a bill that is currently making its way through the Legislature. Senate Bill (SB) 276 (Pan, D-Sacramento) would tighten the law for vaccination exemptions by requiring the California Department of Public Health to annually review immunization reports from all schools and institutions to identify medical exemptions subject to review. SB 276 recently passed out of the Assembly Health Committee after taking several amendments following negotiations with the Newsom Administration. Governor Newsom expressed some concerns with the bill earlier this

month but after the amendments, Newsom signaled that he will formally support the bill, meaning the bill will likely become law should it reach the Governor's desk.

The full results of the May 2019 PPIC survey, including how Californians feel about President Trump, impeachment, utility rates due to wildfire costs, and housing, can be found at <https://www.ppic.org/wp-content/uploads/ppic-statewide-survey-californians-and-their-government-may-2019.pdf>.

[Posted to the Internet 6/27/19]

—*Kyle Hyland*



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# The FISCAL REPORT an informational update

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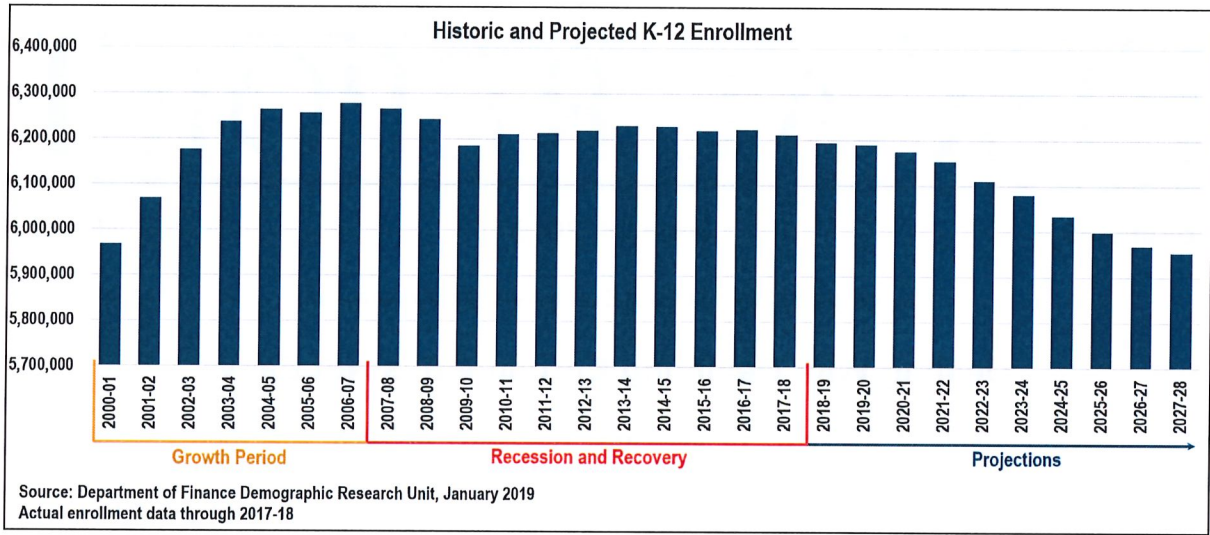
## **Dealing With Declining Enrollment Is Not Easy**

From the early 2000s to the onset of the Great Recession in 2008, statewide K-12 student enrollment grew. K-12 enrollment increased by almost 300,000 from 5,967,170 in 2000-01 to 6,265,550 in 2007-08, an average annual increase of 1.0%. In general, when school districts grow in general education student population, the marginal new revenue per new student exceeds the marginal cost of servicing that additional student. While there are challenges associated with enrollment growth, for instance student housing, growth in a local school agency's general education population usually benefits the agency financially.

The opposite is true when a school agency experiences declining enrollment. When a school agency loses a student, it is nearly impossible to reduce expenditures by the same amount as the revenue loss. For instance, the statewide average Local Control Funding Formula revenue per student is approximately \$10,000. Any local school agency would have a difficult time in reducing its expense budget by \$10,000 as a result of servicing one fewer student.

During the Great Recession and recovery through 2017-18, statewide K-12 enrollment was essentially unchanged. Many districts declined in enrollment while others grew during this time, but statewide enrollment was flat. The outlook for the future, however, is not promising.

The Department of Finance forecasts declining enrollment from 2017-18 through 2027-28. Over this ten-year period, projected enrollment declines almost 260,000 to 5.95 million, an average annual drop of 0.42%.



Due to declining enrollment, Proposition 98 is expected to be based on Test 1, which does not utilize average daily attendance change in the formula and will likely yield small funding increases. As a result, in our upcoming School Finance and Management Conference, we will offer specific advice and techniques in managing declining enrollment, including staffing methods and operational strategies that will assist you with managing through the effects of a declining student population.

[Posted to the Internet 6/27/19]

—*John Gray and Robert Miyashiro*





# The FISCAL REPORT an informational update

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## State Revenues Beat the Forecast by More Than \$600 Million

State General Fund revenues for May 2019, the eleventh month of the current fiscal year, beat the forecast by \$603 million, or 6.7%. This is a significant gain, especially since the forecast was updated with the release of the May Revision last month.

The Department of Finance's (DOF) June *Finance Bulletin* reports that personal income tax revenues, the largest of the three major taxes, exceeded the forecast by \$383 million, or 7.3%, and the sales and use tax beat expectations by \$247 million, or 9.3%. The corporation tax, the third largest of the big three taxes, was off the mark by \$135 million, or -23%. All other minor taxes and revenue sources came in a net \$108 million ahead of projections.

Monthly collections that immediately follow a revised forecast are often close to the forecast level. Over the last three fiscal years, revenue collections for May averaged \$65 million above the forecast level, or about 0.8%. The significant gain above the forecast for May 2019 is attributable to strength in both payroll withholding and other receipts, such as capital gains payments, as well as greater than expected sales of taxable goods.

The DOF report also notes that with a Gross Domestic Product (GDP) of \$3.0 trillion, California's economy ranks 5<sup>th</sup> if compared to other national economies, larger than the United Kingdom's and just behind Germany's. In 2018, the state's GDP grew 3.5%, outpacing the national GDP, which grew 2.9%.

On the labor front, the state continues to add jobs at a strong pace, with 19,400 nonfarm jobs created in May. This follows a revised upward gain in April of 48,600 jobs. The state's unemployment rate fell 0.1% in May to 4.2% compared to the national unemployment rate of 3.6%.

The *Finance Bulletin* also notes that building activity may be slowing. Residential building permits for the first four months of 2019 averaged 114,000 units, down 4% from the same period in 2018. Permits for single-family units were down 6.1% in April compared to year-ago levels, while permits for multi-family units were essentially unchanged.

Home prices, however, hit an all-time high in May. The median price of a single-family residence was \$611,190 in May, surpassing the previous high of \$602,920 set in April. Compared to one

year ago, the May median price was up 1.7%, while the interest rate on a 30-year fixed home loan averaged 4.07%, the lowest rate in nearly a year and a half.

[Posted to the Internet 6/24/19]

—*Robert Miyashiro*

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## 2019-20 State Budget Trailer Bill—Special Education

The education trailer bill for the 2019-20 State Budget, in the form of both Assembly Bill (AB) and Senate Bill 75, contains the implementing language for the education portion of the State Budget. The bill includes a nearly \$650 million increase for students with disabilities—\$152 million to level up the lowest-funded Special Education Local Plan Areas (SELPA) to the AB 602 statewide target, which is estimated to be \$557.27 per average daily attendance in 2019-20, and \$492.7 million for Special Education Early Intervention Preschool Grants.

### Special Education Early Intervention Preschool Grants

This new grant program is intended to provide funding to school districts for early intervention services and supports for preschoolers with disabilities. The California Department of Education will determine the number of 3-, 4-, and 5-year-olds in preschool (not transitional kindergarten or kindergarten) with Individualized Education Programs for each school district. Based on the total number of eligible preschoolers statewide, the amount of funding is divided into a per-pupil amount.

School Services of California, Inc., estimates that it will be approximately \$9,340 per pupil, allocated to the school district of residence. Legislative intent language (which does not have the force of law) states the funding should supplement existing Special Education resources.

This is a brand new funding stream for preschoolers with disabilities and will significantly relieve the amount of funding that districts are already spending from their unrestricted General Fund to pay for these required—and beneficial—services.

### 2020-21 Trailer Bill Language

This year's education trailer bill also includes a preview of continued Special Education conversations to come. As a condition of continued funding, AB 75 states that the Director of Finance and the chair and vice chair of the Joint Legislative Budget Committee must notify the State Superintendent that a 2020-21 budget trailer bill makes statutory changes designed to improve the academic outcomes of individuals with exceptional needs. These statutory changes may include:

- Expansion of inclusive practices to ensure that every individual with exceptional needs has access to learn in the least restrictive environment

- Opportunities for local educational agencies to receive state and regional support to address disproportionality of Special Education identification, placement, and discipline and ensure equitable access to services for individuals with exceptional needs
- Review of existing funding allocations for Special Education
- An examination of the role of SELPAs in the delivery of Special Education services and supports for individuals with exceptional needs, including increasing accountability and incorporation into the statewide system of support

We will have strategies to incorporate these new funding streams into your local budget and insight into the upcoming Special Education conversations at our School Finance and Management Conference.

[Posted to the Internet 6/17/19]

—*Michelle McKay Underwood*

***Draft***  
***Legislative Platform***



## 2014 LEGISLATIVE PLATFORM

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### CORE BELIEFS

#### Student Learning

Every student can and must learn at grade level and beyond

#### High-Quality Instruction

Teachers must demonstrate the ability and desire to educate each child at a high level

#### Leadership

Leaders must perform courageously and ethically to accomplish stated goals

#### Safety

A safe learning and working environment is crucial to student learning

#### Culture

Fresno Unified is a place where:

- Diversity is valued
- Educational excellence and equity are expected
- Individual responsibility and participation is required by all
- Collaborative adult relationships are essential
- Parents, students, and the community as a whole are vital partners

### COMMITMENTS

#### Student Learning

- We will provide all students with access to high-quality options and a variety of activities
- We will implement, continue, or expand practices proven to raise student achievement; and eliminate practices that do not

#### High-Quality Instruction

- We expect all students to achieve their personal best; differences in achievement among socioeconomic and ethnic groups are not acceptable
- We expect effective teacher performance toward desired results

#### Leadership

- We will require the timely delivery of high-quality services to every site
- We will sustain and monitor a financial plan that ensures the viability of the district
- We will provide clear expectations and regularly support professional growth

#### Safety

- We will provide a safe, clean, and orderly learning and working environment

#### Culture

- We will establish collaborative relationships with staff, parents, students, and the community
- We strongly encourage and welcome the valuable contributions of our families
- We expect and depend upon individual responsibility

## **PROTECTION OF PROPOSITION 98 AND SUCCESSFUL IMPLEMENTATION OF THE LOCAL CONTROL FUNDING FORMULA**

Proposition 98 was established in the State Constitution by voters to set a minimum funding level for California's public schools. Fresno Unified School District (District) supports full funding obligated under Proposition 98, and continues to be concerned about possible manipulations of the minimum guarantee that result in reduced funding for schools, including proposals to shift programs and costs into Proposition 98 that have historically been paid for from the state General Fund.

The District's top priority in the State Budget is to support the transition to and successful implementation of the Local Control Funding Formula, which makes progress on both the restoration of the deficit factor, as well as the additional funds for students in poverty and English learners. The District also supports the preservation of Proposition 98 funding, including opposing manipulations that falsely reduce K-12 funding.

## **ADDITIONAL LEGISLATIVE AND BUDGET ISSUES OF IMPORTANCE**

### **School District Autonomy**

The District opposes legislation that would impair or infringe upon the authority of the locally elected Board or interfere with the ability of District staff to carry out the objectives established by the Board. Under current law, dismissal provisions create a process that fails to empower local school boards to make a final decision in a teacher's dismissal, undermines a school board's ability to act decisively, and is costly in terms of time and resources. The District supports legislation that would expedite the dismissal process, especially in the most egregious cases, while protecting the due process rights of our employees.

### **Funding**

The District opposes legislation that would limit local control in making spending decisions that are best for the unique circumstances of our community and the ability to direct funding toward students who require additional support to increase academic performance. The District urges full funding for prior-year mandate claims, reform of the mandate audit process, and avoidance of deferred payments.

### **One-Time Funding for Implementation of the "Common Core" and Adaptive Assessments**

State adoption of the federal "common core" standards and participation in the Smarter Balanced Assessment Consortium will require the purchase of new textbooks, software, and possibly computer hardware for school districts to implement the new state requirements. As additional resources become available, the Legislature and Governor Jerry Brown are urged to set aside funds for allocation to school districts specifically for these one-time implementation costs, as well as any future costs of implementation.

**Cost-of-Living Adjustments**

The District supports legislation and Budget proposals that provide the same cost-of-living adjustment (COLA) for all education programs, regardless of whether the COLA is specified in statute. Local collective bargaining agreements do not distinguish between staff funded from base grant funds or categorical programs; all programs are entitled to the same COLA.

**Special Education**

The District supports legislation and budgetary proposals that provide full funding for special education, recognizing the importance of both state and federal funding providing an appropriate and adequate share of support for special education programs. This chronically underfunded federal mandate continues to put a strain on the District's General Fund, exacerbated by federal sequestration cuts to the program. We support the state backfilling the loss of federal dollars due to sequestration in 2014-15 and future years.

**Declining Enrollment**

The District supports legislation and budgetary proposals to assist districts in maintaining their fiscal solvency while student enrollment declines, either through fiscal relief or through additional time to make the necessary adjustments to account for the decrease in state revenue received.

**School Facilities**

The District supports legislation or Budget proposals that would provide funding for deferred maintenance for existing facilities and would support statewide school facilities bond proposals that would provide funding for new construction and modernization of existing facilities. The District opposes any proposal to reduce the state's match for facilities funding and supports a statewide facilities bond.

**Health Care**

The District supports legislation that would promote the efficient and cost effective delivery of health care services, while maintaining the District's authority to negotiate all aspects of health care benefits with its employee representatives.

**Drop-Out Prevention**

The District supports legislation that would provide financial assistance and/or policy changes that would assist local educational agencies to promote student attendance, reduce the drop-out rate, and increase graduation rates.

**Online Education**

Our schools and students now have capabilities that allow them to benefit from a wider range of instructional strategies that take advantage of technology to support technology-based learning opportunities. But state law has not kept pace and now acts as a restriction on instructional practices that could accelerate academic achievement for many students. The District supports changes in law that will broaden options to use online delivery of instructional content to K-12 students and members of our educational community while maintaining the integrity of the learning experience and student outcomes.



# ***2019 Legislative Calendar***

**2019 TENTATIVE LEGISLATIVE CALENDAR**

COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE  
Revised 10-31-18

**DEADLINES**

JANUARY							
	S	M	T	W	TH	F	S
			1	2	3	4	5
Wk. 1	6	7	8	9	10	11	12
Wk. 2	13	14	15	16	17	18	19
Wk. 3	20	21	22	23	24	25	26
Wk. 4	27	28	29	30	31		

FEBRUARY							
	S	M	T	W	TH	F	S
Wk. 4						1	2
Wk. 1	3	4	5	6	7	8	9
Wk. 2	10	11	12	13	14	15	16
Wk. 3	17	18	19	20	21	22	23
Wk. 4	24	25	26	27	28		

MARCH							
	S	M	T	W	TH	F	S
Wk. 4						1	2
Wk. 1	3	4	5	6	7	8	9
Wk. 2	10	11	12	13	14	15	16
Wk. 3	17	18	19	20	21	22	23
Wk. 4	24	25	26	27	28	29	30
Wk. 1	31						

APRIL							
	S	M	T	W	TH	F	S
Wk. 1		1	2	3	4	5	6
Wk. 2	7	8	9	10	11	12	13
Spring Recess	14	15	16	17	18	19	20
Wk. 3	21	22	23	24	25	26	27
Wk. 4	28	29	30				

MAY							
	S	M	T	W	TH	F	S
Wk. 4				1	2	3	4
Wk. 1	5	6	7	8	9	10	11
Wk. 2	12	13	14	15	16	17	18
Wk. 3	19	20	21	22	23	24	25
No Hrgs.	26	27	28	29	30	31	

- Jan. 1** Statutes take effect (Art. IV, Sec. 8(c)).
- Jan. 7** Legislature reconvenes (J.R. 51(a)(1)).
- Jan. 10** Budget must be submitted by Governor (Art. IV, Sec. 12(a)).
- Jan. 21** Martin Luther King, Jr. Day.
- Jan. 25** Last day to submit **bill requests** to the Office of Legislative Counsel.

- Feb. 18** Presidents' Day.
- Feb. 22** Last day for bills to be **introduced** (J.R. 61(a)(1), J.R. 54(a)).

- Mar. 29** Cesar Chavez Day observed.

- Apr. 11** **Spring Recess** begins upon adjournment (J.R. 51(a)(2)).
- Apr. 22** Legislature reconvenes from Spring Recess (J.R. 51(a)(2)).
- Apr. 26** Last day for **policy committees** to meet and report to fiscal committees **fiscal bills** introduced in their house (J.R. 61(a)(2)).

- May 3** Last day for **policy committees** to meet and report to the floor **non-fiscal bills** introduced in their house (J.R. 61(a)(3)).
- May 10** Last day for **policy committees** to meet prior to June 3 (J.R. 61(a)(4)).
- May 17** Last day for **fiscal committees** to meet and report to the floor bills introduced in their house (J.R. 61(a)(5)). Last day for **fiscal committees** to meet prior to June 3 (J.R. 61(a)(6)).
- May 27** Memorial Day.
- May 28-31** **Floor session only.** No committee may meet for any purpose except Rules Committee, bills referred pursuant to A.R. 77.2, and Conference Committees (J.R. 61(a)(7)).
- May 31** Last day for each house to pass bills introduced in that house (J.R. 61(a)(8)).

\*Holiday schedule subject to final approval by Rules Committee.

**2019 TENTATIVE LEGISLATIVE CALENDAR**

COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE  
Revised 10-31-18

JUNE							
	S	M	T	W	TH	F	S
No Hrgs.							1
Wk. 4	2	3	4	5	6	7	8
Wk. 1	9	10	11	12	13	14	15
Wk. 2	16	17	18	19	20	21	22
Wk. 3	23	24	25	26	27	28	29
Wk. 4	30						

**June 3** Committee meetings may resume (J.R. 61(a)(9)).

**June 15** Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).

JULY							
	S	M	T	W	TH	F	S
Wk. 4		1	2	3	4	5	6
Wk. 1	7	8	9	10	11	12	13
Summer Recess	14	15	16	17	18	19	20
Summer Recess	21	22	23	24	25	26	27
Summer Recess	28	29	30	31			

**July 4** Independence Day.

**July 10** Last day for **policy committees** to hear and report **fiscal bills** to fiscal committees (J.R. 61(a)(10)).

**July 12** Last day for **policy committees** to meet and report bills (J.R. 61(a)(11)).

**Summer Recess** begins upon adjournment, provided Budget Bill has been passed (J.R. 51(a)(3)).

AUGUST							
	S	M	T	W	TH	F	S
Summer Recess					1	2	3
Summer Recess	4	5	6	7	8	9	10
Wk. 2	11	12	13	14	15	16	17
Wk. 3	18	19	20	21	22	23	24
Wk. 4	25	26	27	28	29	30	31

**Aug. 12** Legislature reconvenes from Summer Recess (J.R. 51(a)(3)).

**Aug. 30** Last day for **fiscal committees** to meet and report bills (J.R. 61(a)(12)).

SEPTEMBER							
	S	M	T	W	TH	F	S
No Hrgs.	1	2	3	4	5	6	7
No Hrgs.	8	9	10	11	12	13	14
Interim Recess	15	16	17	18	19	20	21
Interim Recess	22	23	24	25	26	27	28
Interim Recess	29	30					

**Sept. 2** Labor Day.

**Sept. 3-13** **Floor session only.** No committees may meet for any purpose, except Rules Committee, bills referred pursuant to A.R. 77.2, and Conference Committees (J.R. 61(a)(13)).

**Sept. 6** Last day to **amend bills** on the floor (J.R. 61(a)(14)).

**Sept. 13** Last day for any bill to be passed (J.R. 61(a)(15)). **Interim Recess** begins upon adjournment (J.R. 51(a)(4)).

**IMPORTANT DATES OCCURRING DURING INTERIM RECESS**

**2019**

Oct. 13 Last day for Governor to sign or veto bills passed by the Legislature on or before Sept. 13 and in the Governor's possession after Sept. 13 (Art. IV, Sec. 10(b)(1)).

**2020**

Jan. 1 Statutes take effect (Art. IV, Sec. 8(c)).

Jan. 6 Legislature reconvenes (J.R. 51(a)(4)).

\*Holiday schedule subject to final approval by Rules Committee.

# ***Bill Update***

SCHOOL SERVICES OF CALIFORNIA, INC.

Legislative Report Prepared for:  
Fresno Unified School District  
Status as of: July 2, 2019

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
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*AB 1233 Smith	Advanced Placement Examinations: Fees	Support	Senate Education Committee	21
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*AB 1240 Weber	School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement	Watch	Senate Floor—Third Reading	22
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AB 221 Garcia, Cristina	Teachers: Third-Party Contracts: Prohibitions	Watch	Assembly Floor—Inactive File—Bill Did Not Meet Deadline	26
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AB 843 Rodriguez	Student Financial Aid: Assumption Program of Loans for Education	Support	Senate Education Committee	27
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AB 8 Chu	Pupil Health: Mental Health Professionals	Watch	Senate Health Committee	30
AB 895 Muratsuchi	Pupil Mental Health Services Program Act		Assembly Education Committee	30
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AB 218 Gonzalez	Damages: Childhood Sexual Assault: Statute of Limitations	Watch	Senate Judiciary Committee	31
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AB 575 Weber	Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups		Assembly Education Committee—Bill Did Not Meet Deadline	33
AB 760 Cooper	Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On	Support	Assembly Education Committee—Bill Did Not Meet Deadline	33
AB 1225 Carrillo	Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness	Support	Assembly Education Committee—Bill Did Not Meet Deadline	34
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SB 499 McGuire	School Meals: California-grown for Healthy Kids Program	Watch	Assembly Education Committee	34
SB 729 Portantino	Local Control Funding Formula: School Districts and Charter Schools	Support	Assembly Education Committee	34
SCA 5 Hill	Taxation: School Districts: Parcel Tax	Support	Senate Floor—Inactive File	35

## Accountability and Assessments

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### **AB 751 (O'Donnell)**

**Title:** Pupil Assessments: Pathways to College Act

**Status:** Senate Appropriations Committee

**Position:** Watch

#### **Summary:**

This bill requires the Superintendent of Public Instruction to approve a nationally recognized high school assessment (based on specified requirements) that a local educational agency may administer in lieu of the grade 11 SBAC.

---

### **\*AB 1097 (Holden)**

**Amended:** 6/11/2019

**Title:** Pupil Instruction: Credit Recovery Programs: Report

**Status:** Senate Appropriations Committee

**Position:** Watch

#### **Summary:**

This bill previously would have required high school credit recovery participation to be a local indicator on the California School Dashboard.

As amended, this bill requires the California Department of Education, on or before July 1, 2021, to provide a report regarding credit recovery programs.

---

### **\*AB 1233 (Smith)**

**Amended:** 6/28/2019

**Title:** Advanced Placement Examinations: Fees

**Status:** Senate Education Committee

**Position:** Support

#### **Summary:**

This bill establishes a grant program to make Advanced Placement exams free for low-income students.

---

### **\*AB 1234 (Patterson)**

**Amended:** 6/11/2019

**Title:** Standardized Tests

**Status:** Senate Desk

**Position:** Support

#### **Summary:**

This bill streamlines state reporting requirements for entities that conduct standardized college admission tests in California.

---

**\*AB 1240 (Weber)**

**Amended:** 6/11/2019

**Title:** School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement

**Status:** Senate Floor—Third Reading

**Position:** Watch

**Summary:**

This bill revises the definition of the pupil achievement state priority for purposes of school district and charter school Local Control and Accountability Plans to include the percentage of pupils who have successfully completed courses that: (1) satisfy the requirements for entrance to the University of California and the California State University, (2) satisfy the requirements of career technical education sequences, and (3) satisfy the requirements of both (1) and (2).

---

**AB 1512 (Carrillo)**

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

**Status:** Assembly Higher Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

This bill requires community colleges to award academic credit for a score of 4 or more on an International Baccalaureate subject exam.

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## Career Technical Education, Adult Education, and ROC/P

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**\*AB 1303 (O'Donnell)**

**Amended:** 6/24/2019

**Title:** School Facilities: Civic Center Act: Direct Costs

**Status:** Senate Education Committee

**Position:**

**Summary:**

As amended June 24, 2019, this bill would extend, until January 1, 2025, the authorization under the Civic Center Act for the governing board of a school district to charge an entity a fee for the use of the school's facilities or grounds.

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## Charter Schools

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**AB 967 (Smith)**

**Amended:** 4/2/2019

**Title:** Local Control and Accountability Plans

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Watch

**Summary:**

As amended, this bill applies to charter schools the same Local Control and Accountability Plan (LCAP) development, adoption, and transparency requirements for LCAPs that apply to school districts.

---

**AB 1505 (O'Donnell)****Amended:** 4/24/2019**Title:** Charter Schools: Petitions**Status:** Senate Education Committee**Position:** Support**Summary:**

This bill would make various significant changes to charter school authorization:

- Authorizes, rather than requires, school districts to approve charter school petitions and extends the timeline by which the authorizer must act on the petition
- Allows school districts and county offices of education (COEs) to consider the academic, fiscal, and facilities impacts of a charter school on the local schools during the petition process
- Authorizes countywide benefit charters subject to local district approval
- Eliminates statewide benefit charters
- Establishes a limited appeals process only to the COE for charter petitions
- Requires charter schools authorized by the State Board of Education to apply for renewal with their local school district
- Authorizes charter renewals of 2-5 years and requires schools identified for technical assistance to be renewed for less than 5 years
- Requires consideration of a charter school's financial stability during renewal
- Eliminates the requirement that academics be the highest priority during renewal and revocation
- Requires charter schools to be identified for technical assistance, and receive technical assistance, from the charter authorizer on the same timeline as school districts
- Requires the State Superintendent of Public Instruction to make recommendations on academic criteria relating to charter renewals and revocations

---

**AB 1506 (McCarty)****Amended:** 5/17/2019**Title:** Charter Schools: Statewide Total: Authorization Restrictions**Status:** Assembly Floor—Third Reading**Position:** Watch**Summary:**

Assembly Bill 1506 would institute a cap on the number of charter schools in the state. The bill specifies that a school district, county office of education, or the State Board of Education shall not authorize a charter school:

- Above the number of operating charter schools authorized by the respective entity as of January 1, 2020
- Until after one charter school closes in its respective jurisdiction

- Unless less than 10% of the average daily attendance (ADA) of pupils attending school within the boundaries of the school district or county office of education in which the charter school would be located are enrolled in charter schools and would not result in more than 10% of the ADA enrolled in charter schools

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**AB 1507 (Smith)**

**Amended:** 7/1/2019

**Title:** Charter Schools: Location: Resource Center

**Status:** Senate Education Committee

**Position:** Support

**Summary:**

This bill prohibits a school district from approving a petition for a charter school that will operate outside the district's boundaries, and allows for a charter school to establish one resource center within the jurisdiction of the school district where the charter school is located.

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## Early Childhood Education

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**AB 123 (McCarty)**

**Amended:** 4/29/2019

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

**Status:** Senate Education Committee

**Position:**

**Summary:**

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

- Expand access to state preschool programs for four years olds that live in designated low-income neighborhoods
- Cap state preschool classrooms at 24 students
- By July 1, 2028, require state preschool teachers to have a bachelor's degree, 24 early childhood education units, and any other alternative certificates determined by the Commission on Teacher Credentialing
- Establish scholarship program for individuals committed to meeting the new preschool teacher requirements by July 1, 2028
- Increase full day state preschool reimbursement rates to approximately \$14,000 but requires at least 65% of the rate increase to be used to increase wages of preschool classroom staff

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**AB 124 (McCarty)****Amended:** 4/22/2019**Title:** Childcare: Local Planning Councils**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

As amended, this bill requires local childcare and development planning councils (LPCs) to provide information to cities and counties regarding facility needs for early childhood education.

---

**\*AB 125 (McCarty)****Amended:** 6/18/2019**Title:** Early Childhood Education: Reimbursement Rates**Status:** Senate Education Committee**Position:****Summary:**

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

---

**\*SB 174 (Leyva)****Amended:** 6/13/2019**Title:** Early Childhood Education: Reimbursement Rates**Status:** Assembly Education Committee**Position:****Summary:**

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

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**Employees**

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**AB 182 (Rivas, Luz)****Amended:** 4/2/2019**Title:** Teacher Credentialing: Computer Science: Workgroup**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

As amended, this bill requires the Commission on Teacher Credentialing to establish a workgroup to determine if the development of a single subject computer science credential is warranted and, if so, to consider requirements for that credential.

---

**AB 221 (Garcia, Cristina)**

**Amended:** 4/12/2019

**Title:** Teachers: Third-Party Contracts: Prohibitions

**Status:** Assembly Floor—Inactive File—Bill Did Not Meet Deadline

**Position:** Watch

**Summary:**

As amended in Assembly Education Committee, AB 221 no longer references Teach for America, but instead the bill prohibits local educational agencies from entering into a contract with a third party organization:

- To employ teachers who commit to teaching in the organization for fewer than five years
- To employ teachers at a Title I school
- To pay a recruitment fee when hiring teachers, consistent with an employment agency

---

**AB 249 (Choi)**

**Title:** Public Employers: Employee Organizations

**Status:** Assembly Public Employment and Retirement Committee—Bill Did Not Meet Deadline

**Position:** Watch

**Summary:**

This bill would prohibit a public employer from deterring or discouraging a public employee or an applicant to be a public employee from opting out of becoming or remaining a member of an employee organization. The bill would prohibit a public employer from taking adverse action against a public employee or applicant to be a public employee who opts out of becoming or remaining a member of an employee organization and would specify that adverse action includes reducing a public employee's current level of pay or benefits.

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**AB 500 (Gonzalez)**

**Title:** School and Community College Employees: Paid Maternity Leave

**Status:** Senate Appropriations Committee—Suspense File

**Position:**

**Summary:**

This bill requires at least six weeks of paid maternity leave for certificated and classified employees of school districts and charter schools.

---

**AB 644 (Committee on Public Employment and Retirement)**

**Amended:** 3/25/2019

**Title:** State Teachers' Retirement: Compensation

**Status:** Assembly Desk

**Position:**

**Summary:**

This bill would revise the definition of compensation earnable for the purposes of the California State Teachers' Retirement System to be the sum of the average annualized pay rate, as defined, paid in a school year divided by the service credited for that school year and the remuneration paid in addition to salary or wages. The bill would make various conforming changes in accordance with the revised definition of compensation earnable.

---

**AB 843 (Rodriguez)**

**Amended:** 5/16/2019

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

**Status:** Senate Education Committee

**Position:** Support

**Summary:**

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

---

**AB 1078 (Weber)**

**Title:** Certificated School Employees: Permanent Status

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

This bill extends the probationary period for certificated employees from two years to three years.

---

**\*AB 1353 (Wicks)**

**Amended:** 6/20/2019

**Title:** Classified Employees: Probationary Period

**Status:** Senate Floor—Third Reading

**Position:** Oppose

**Summary:**

This bill shortens the probationary period for personnel management of the classified service from one year to six months.

---

**AB 1452 (O'Donnell)**

**Amended:** 3/26/2019

**Title:** State Teachers' Retirement

**Status:** Senate Appropriations Committee—Suspense File

**Position:**

**Summary:**

This bill would prohibit aggregating creditable service in more than one position for the purpose of determining mandatory membership on a part-time basis for 50% or more of the time the employer requires for a full-time position, as specified.



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**[AB 1623 \(Rivas, R. \)](#)**

**Amended:** 5/16/2019

**Title:** Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program

**Status:** Senate Education Committee

**Position:** Support

**Summary:**

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

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**Facilities**

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**\*[AB 48 \(O'Donnell\)](#)**

**Amended:** 6/13/2019

**Title:** Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022

**Status:** Senate Governance and Finance Committee

**Position:** Support

**Summary:**

This bill places a \$13 billion statewide school bond on the March 2020 ballot and an unspecified amount for the November 2022 ballot that includes funding for traditional school facilities projects such as New Construction, Modernization, Career Technical Education, and Charter Schools. Additionally, the 2020 bond would provide state resources to mitigate lead in water, disaster and small school district assistance, a replacement program for school buildings that are 75 years old or older, and—for the first time—preschool facilities for local educational agencies operating preschool programs.

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**Governance and District Operations**

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**[AB 177 \(Low\)](#)**

**Title:** Election Day Holiday

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

**Position:** Oppose

**Summary:**

The bill would require community colleges and public schools to close on any day on which a statewide general election is held.

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**[SB 328 \(Portantino\)](#)**

**Amended:** 5/8/2019

**Title:** Pupil Attendance: School Start Time

**Status:** Assembly Education Committee

**Position:** Support

**Summary:**

As amended, requires middle school to start no earlier than 8:00 a.m. and high schools no earlier than 8:30 a.m.

## Health/Safety

### **\*SB 223 (Hill)**

**Amended:** 6/26/2019

**Title:** Pupil Health: Administration of Medicinal Cannabis: Schoolsites

**Status:** Assembly Floor—Third Reading

**Position:** Support

#### **Summary:**

This bill authorizes a local educational agency to adopt a policy that allows a parent or guardian to possess and administer nonsmokeable and nonvapeable medicinal cannabis to an authorized pupil at a school site, if that pupil is a qualified patient pursuant to the Medical Marijuana Program.

## Instruction

### **AB 197 (Weber)**

**Amended:** 5/17/2019

**Title:** Full-Day Kindergarten

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

#### **Summary:**

This bill requires school districts offering kindergarten to implement at least one full-day kindergarten program, commencing with 2022-23. A minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in first grade.

### **AB 331 (Medina)**

**Amended:** 3/20/2019

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

**Status:** Senate Appropriations Committee

**Position:** Support

#### **Summary:**

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

### **AB 1393 (Weber)**

**Amended:** 7/1/2019

**Title:** Pupil Instruction: Model Curriculum: Laotian History and Cultural Studies

**Status:** Senate Education Committee

**Position:** Support

#### **Summary:**

This bill requires the model curriculum in Hmong history and cultural studies to include Laotian history and cultural studies.

## Mental Health

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### **AB 8 (Chu)**

**Amended:** 5/16/2019

**Title:** Pupil Health: Mental Health Professionals

**Status:** Senate Health Committee

**Position:** Watch

#### **Summary:**

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

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### **AB 895 (Muratsuchi)**

**Amended:** 4/8/2019

**Title:** Pupil Mental Health Services Program Act

**Status:** Assembly Education Committee

**Position:**

#### **Summary:**

This bill would enact the Pupil Mental Health Services Program Act. The act would authorize the State Department of Education, beginning with grants for the 2020–21 school year, to award matching grants to local educational agencies for programs that provide supportive services, defined to mean services that enhance the mental health and social-emotional development of pupils, to eligible pupils at school sites.

The act would award matching grants for a period of not more than three years. The bill would prescribe the procedure for a local educational agency to apply for a matching grant. The bill would also prohibit more than 10% of the moneys allocated to the department for these purposes from being used for program administration and evaluation.

## Miscellaneous

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### **AB 272 (Muratsuchi)**

**Amended:** 4/11/2019

**Title:** Pupils: Use of Smartphones

**Status:** Signed by the Governor

**Position:** Watch

#### **Summary:**

This bill allows a local educational agency to adopt a policy to limit or prohibit the use of smartphones by students while at school. However, students would be allowed to use smartphones in case of an emergency, when permitted by a teacher or administrator, or if deemed necessary by a physician.

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**AB 1319 (Arambula)****Amended:** 3/14/2019**Title:** Migrant Education: Pupil Residency**Status:** Senate Appropriations Committee**Position:** Watch**Summary:**

This bill requires local educational agencies to allow a pupil who is a migratory child to continue attending their school of origin, as defined, or a school within the school district of origin, as defined.

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**AB 1508 (Bonta)****Amended:** 4/30/2019**Title:** Pupil Nutrition: Breakfast After The Bell Program**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:****Summary:**

As amended, this bill provides grants for schools to serve breakfast after school already has begun, known as "Breakfast After the Bell." The California Department of Education (CDE) would prioritize funds for schools with high proportions of low-income children.

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**SB 2 (Glazer)****Amended:** 5/23/2019**Title:** Statewide Longitudinal Student Database**Status:** Assembly Education Committee**Position:** Watch**Summary:**

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

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## School Safety and Student Discipline

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**AB 218 (Gonzalez)****Amended:** 3/25/2019**Title:** Damages: Childhood Sexual Assault: Statute of Limitations**Status:** Senate Judiciary Committee**Position:** Watch**Summary:**

This bill extends the time for commencement of actions for childhood sexual assault to 40 years of age or 5 years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a 3-year window in which expired claims would be revived.

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**AB 503 (Flora)****Title:** Gun-Free School Zone**Status:** Assembly Public Safety Committee—Bill Did Not Meet Deadline**Position:** Oppose**Summary:**

Existing law makes it a crime to possess a firearm in a school zone. This bill would exempt from that crime a person who holds a valid concealed carry license who is carrying the firearm described in the license to, from, or in a church, synagogue, or other building used as a place of worship on the grounds of a public or private school, if the person has the written permission of the school authority and subject to specified conditions.

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**SB 419 (Skinner)****Amended:** 4/1/2019**Title:** Pupil Discipline: Suspensions: Willful Defiance**Status:** Assembly Education Committee**Position:** No Position**Summary:**

Current law prohibits the suspension of students in grades K-3 for willful defiance. This bill extends the prohibition for suspensions for willful defiance to grades 4-8. Until January 1, 2025, this bill also prohibits the suspension of a student in grades 9-12 for willful defiance.

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## Special Education

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**AB 428 (Medina)****Title:** Special Education Funding**Status:** Senate Appropriations Committee—Suspense File**Position:** Support**Summary:**

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

- Establishing a funding mechanism to support Special Education preschool programs by adding preschoolers to the Assembly Bill (AB) 602 funding formula
- Addressing long-standing inequities by equalizing Special Education funding rates to the 95<sup>th</sup> percentile over a five-year period
- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled
- Amending the current AB 602 calculation to allow the greater of the current or prior school year average daily attendance (ADA) for each district in a multiple district Special Education Local Plan Area (SELPA) to be used in determining total SELPA ADA

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**SB 217 (Portantino)**

**Amended:** 5/17/2019

**Title:** Special Education: Individuals With Exceptional Needs

**Status:** Assembly Education Committee

**Position:** Support

**Summary:**

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

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**State Budget, Education Finance, and LCFF**

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**AB 39 (Muratsuchi)**

**Amended:** 5/8/2019

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

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

**Summary:**

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

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**AB 575 (Weber)**

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

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

This bill would adjust the definition of “unduplicated pupils” to include pupils who are included in the lowest performing subgroup or subgroups, as defined, based on the most recently available mathematics or language arts results on the California Assessment of Student Performance and Progress.

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**AB 760 (Cooper)**

**Amended:** 3/18/2019

**Title:** Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

This bill adds a cost-of-living adjustment to Home to School Transportation Program funds and incrementally equalizes pupil transportation funding to 90% of a local educational agency's approved transportation cost expenditures.

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**AB 1225 (Carrillo)**

**Amended:** 3/26/2019

**Title:** Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

This bill adds homeless students to the categories of Local Control Funding Formula (LCFF) unduplicated pupils, and allows foster youth who are homeless to be counted twice under LCFF.

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**SB 443 (Rubio)**

**Title:** Transitional Kindergarten: Average Daily Attendance

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

**Position:** Support

**Summary:**

This bill provides average daily attendance for all TK students, regardless of when the student turns five years old.

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**SB 499 (McGuire)**

**Amended:** 5/17/2019

**Title:** School Meals: California-grown for Healthy Kids Program

**Status:** Assembly Education Committee

**Position:** Watch

**Summary:**

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

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**SB 729 (Portantino)**

**Amended:** 3/27/2019

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

**Status:** Assembly Education Committee

**Position:** Support

**Summary:**

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

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**SCA 5 (Hill)**

**Amended:** 4/22/2019

**Title:** Taxation: School Districts: Parcel Tax

**Status:** Senate Floor—Inactive File

**Position:** Support

**Summary:**

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



The Legislative Committee July 2019 report is attached and includes several significant fiscal report articles published this past month. The next meeting is scheduled for August 15, 2019.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.

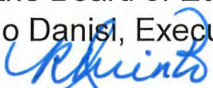


Date: 7/26/19



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: July 26, 2019

Phone Number: 457-3661

Regarding: Bundled Contracts

The purpose of this communication is to provide the Board additional information in response to an inquiry at the June 12, 2019 Board meeting regarding agenda items B-35 and B-36 for district bundled contracts.

The attached bundled contract summary has been updated to include the vendor type. In addition, the font is enlarged to make viewing detail easier. This updated format will continue to be used going forward, including for the upcoming August 7, 2019 meeting where approval for contracts starting on or after the first day of school will be requested.

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: 7/26/19

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt. / Executive Director	Cabinet Level Officer	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
1	(DBN) dude. be nice, LLC	Limited Liability Company filing as a Partner	Leslie Loewen	Joe Di Filippo	Kim Mecum	Y	Campus Culture	08/07/2019-06/30/2020	Independent Contract Services Agreement with DBN to outline a high level plan to create buzz throughout FUSD, complimenting the Human Element. DBN CEO, Brent Camalich will conduct a 2 day tour to get to know the District. He will spend several hours with Leadership students and key stakeholders from FUSD High Schools. He'll challenge students to rethink Leadership and encourage them to create more meaningful events as they head into a new year. Over a 2 week period he will execute 1-2 daily, hour long events at Elementary Schools. He will end tour with a 2-3 minute video highlighting district wide participation.	Innovative Clubs	\$24,950
2	Advanced Medical Personnel Services Inc.	Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	Y	Special Education	07/01/2019-06/30/2020	Provide Speech and Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system supervision of SLPA (if licensed) and attendance at IEP team meetings. Vendor will not solicit services directly. Special education staff will be solely responsible for referring parent/students to vendor. SLP \$75.00 to \$85.00 an hour (depending on SLP experience and licensing) for up to 5 SLPs for a total of 185 eight hour days each. SLPs are to work within the 8 hour day.	Special Education	\$629,000
3	AIMS Center for Math and Science Education	Corporation	Lynn Rocha-Salazar	Misty Her	Kim Mecum	N	Ayer Elementary	07/01/2019-06/30/2020	AIMS will provide all teachers in grades Kindergarten through Second grade with six total days of professional learning and instructional planning (two days during the summer and four days during the school year) in mathematics and ten 2 hour coaching sessions for each participating teacher.  AIMS will provide four Special Education Teachers with nine days of professional learning and instructional planning (five days during the summer and four days during the school year) in mathematics and ten 2-hour coaching sessions for each participating teacher.	LCFF	\$51,000
4	AMPCO Systems Parking/ABM Services	Limited Liability Company	Kim Kelstrom	Kim Kelstrom	Ruth Quinto	N	Fiscal Services	07/01/2019-06/30/2020	AMPCO/ABM Parking Services agrees to provide parking to Fresno Unified School District Education Center/Annex employees at the N Street Parking Pavilion located at 956 N Street. The contract amount also includes validating parking and new card requests. The parking rate is \$73.00 per stall per month based on the actual card count for that month rented by Fresno Unified. Effective September 1, 2019 the new parking rate will raise by \$2.00 and will be \$75.00 per stall per month. While Fresno Unified School District continues to lease 200 or more spaces each month in the Parking Pavilion, Landlord will allow the school district to use the garage after 5:00 pm two times a month, at no additional charge, for parking during the Board of Education meetings. Fresno Unified agrees to provide AMPCO/ABM Parking Services with a schedule of the Board meetings. Currently the District has 296 cards assigned.	General Fund	\$265,216
5	Apex Learning Inc.	Corporation	Brian Wall	Katie Russell	Kim Mecum	N	School Leadership	07/01/2019-06/30/2020	Apex Learning will provide Client with 1,000 Unlimited Enrollment Subscriptions to all Apex Learning Comprehensive Courses during the period of July 1, 2019 through June 30, 2020 at a cost of \$125,000. Also included are two (2) 6-hour onsite professional development sessions during the period of July 1, 2019 through June 30, 2020 at a cost of \$4,400.	Title I	\$129,400
6	Appleby & Company	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Scanning services, Scanner Support, Ancora Support and Laserfiche Support.	Technology School Support	\$44,145
7	Aspire Speech and Learning Center	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Special Education staff will be solely responsible for referring parent/students to vendor. The parties anticipate that the Contractor will provide for student with IEP's listing one or more of the following services: Licenses for Fast ForWord; pre assessment and pertaining (Fast ForWord Language/Reading program, Barton Reading and Spelling. Pragmatic Language - Individual (Group) and Speech Language Therapy services. 2. Payment: District agrees to Contractor Individual Licenses for Fast ForWord, includes weekly reports generated for school records and use-\$250/month; Pre and Post assessments - \$400 each; In-clinic supervised use of FastWord -\$40/hour; Individualized teaching using Barton Reading and Spelling or Math-You-See - \$50/hour; Pragmatic Language/Individual -\$120/hour; Group - \$50/hour; meeting attendance/consultation -\$100/hour; Regular Speech/Language Evaluation -\$500	Special Education	\$20,000
8	Association of Two-Way & Dual Language Education (ATDLE)	Non-Profit 501(c)3	Maria Maldonado	Maria Maldonado	Kim Mecum	N	English Learner Services	07/01/2019-06/30/2020	The ATDLE Consultant will work with principals from schools that offer the Dual Language Program to ensure alignment of program and refine instructional practices as needed. Additionally she will conduct instructional walk-throughs and provide feedback and recommend improvement actions. The Consultant will also provide professional learning for teachers from all schools implementing Dual Immersion: Burroughs, Calwa Centennial, Ewing, Lane, Leavenworth, Roeding, Rowell, Sunset, Vang Pao, Wawona, Yosemite and McLane. The professional learning will focus on areas specific to the DI Program.	DI Wawona	\$45,000
9	Behavioral Intervention Association (BIA)	Non-Profit 501(c)3	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Legal IEP services. Provide up to 1110 hours of Behavior Technician at \$28.00 per hour. 29 hours per month of supervision by a mid-level supervisor at \$62.00 per hour and 8 hours per month of BCBA supervision at \$133.90 per hour. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor. The parties anticipate that the contractor will provide these services for the 2019-2020 school year.	Legal Services	\$65,000
10	Bitwise Industries	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Providing multiple services, including development, facility, and resource services.	Technology School Support	\$200,000
11	Blattner & Associates	Sole Proprietor	Ruth Quinto	Ruth Quinto	Ruth Quinto	N	Administrative Services	07/01/2019-06/30/2020	Blattner & Associates to provide Budgetary, Programmatic and Legislative Services to Fresno Unified School District.	General Fund	\$35,197

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt. / Executive Director	Cabinet Level Officer	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
12	Boomerang Project	Corporation	Leslie Loewen	Joe Di Filippo	Kim Mecum	N	Campus Culture	08/07/2019-06/30/2020	The Boomerang Project provides adult professional development and training in transitional mentoring. Coordinators (adult program sponsors) from high school and middle school sites will be trained in facilitating the WEB and Link Crew programs. The Boomerang Project also provides curriculum resources available to all sites. Site budgets will be Individually funding the training/curriculum, but this contract serves to authorize the expenditure. Total combined cost for all sites in the District shall not exceed \$80,000.00.	Trips and Transitions	\$80,000
13	Briton Education Insight to Behavior	Limited Liability Company filing as a Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	Y	Special Education	07/01/2019-06/30/2020	Insight to Behavior platform will provide unlimited usage of behavior management, Elearning workshops and resources for a 1 year pilot. Also included is 6 days of professional learning. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor.	Special Education	\$60,000
14	CA Department of Education - Child Development	State Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	07/01/2019-06/30/2020	Contract for Prekindergarten Family Literacy Program 2019-20.	General Child Care & Dev. Programs	\$40,000
15	CA Department of Education - Child Development	State Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	07/01/2019-06/30/2020	Contract for General Child Care and Development Programs 2019-20.	General Child Care & Dev. Programs	\$14,650,344
16	CA Department of Education - Child Development	State Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	07/01/2019-06/30/2020	Contract for General Child Care and Development Programs 2019-20.	General Child Care & Dev. Programs	\$1,285,507
17	CADA Central (#60116)	Non-Profit 501(c)3	Leslie Loewen	Joe Di Filippo	Kim Mecum	N	Campus Culture - Goal 2	07/01/2019-06/30/2020	Independent Contract Services Agreement with California Association of Directors of Activities/California Association of Student Leaders (CADA/CASL) for the purpose of attending the annual CASL State Convention and local adult and student conferences. This does not include Summer Camp.	Innovative Clubs	\$25,000
18	California State University, Fresno Foundation	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Fresno Unified School District and California State University, Fresno Foundation (Foundation) through the Lyles Center for Innovation and Entrepreneurship (Lyles Center) seek to implement a successful delivery of the Kids Invent! program to 6th grade students for the AY 2019-2020.	Kids Invent/Student Mentors	\$522,000
19	California State University, Fresno Foundation	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Fresno Unified School District and California State University, Fresno Foundation (Foundation) through the Lyles Center for Innovation and Entrepreneurship (Lyles Center) seek to implement a successful delivery of the High School Entrepreneurship Program for the AY 2019-2020.	California Career Technical Education Incentive Grant Program	\$30,000
20	California State University, Fresno Foundation	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Fresno Unified School District and the California State University, Fresno Foundation through the Lyles Center for Innovation and Entrepreneurship (Lyles Center) seek to implement a successful delivery of the Fresno State STEAM Tunnels summer program to 4th and 5th grade students for the 2019-2020 academic year.	Kids Invent/Student Mentors	\$54,000
21	California State University, Fresno Foundation	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Fresno Unified School District and California State University, Fresno Foundation (Foundation) through the Lyles Center for Innovation and Entrepreneurship (Lyles Center) seek to implement a successful delivery of the Fresno State STEM 5 program to 5th grade students for the AY 2019-2020.	Kids Invent/Student Mentors	\$387,600
22	California State University, Fresno Foundation	Corporation	Kim Mecum	Kim Mecum	Kim Mecum	N	Instructional Division	07/01/2019-06/30/2020	Provide professional learning/development to staff at multiple grade levels in compliance with the guidelines of the approved waiver by the Obama administration from No Child Left Behind. Professional learning/development will be directed towards the coaching of schools and staff at "focus" schools as required by the waiver.	Title I	\$40,800
23	Californians for Justice	Non-Profit 501(c)3	Leslie Loewen	Joe Di Filippo	Kim Mecum	N	Campus Club - Goal 2	08/08/2019-06/30/2020	Focus on capacity-building work: a learning series for staff that acknowledges the support and training that staff need to be able to demonstrate and value student voice in their schools and classrooms. Continue providing trainings to staff and students at the 3 model Relationship Centered Schools to build the SEL knowledge and skills of students, parents, teachers, and administrators.	Student Voice	\$50,000
24	Calvin Crest Outdoor School	Corporation	Joe Di Filippo	Joe Di Filippo	Kim Mecum	N	Goal 2	08/12/2019-06/04/2020	Fresno Unified School District sixth grade students will visit Calvin Crest Outdoor School and participate in educational and leadership activities that will reinforce sixth grade science standards, language arts, social studies, conservation, animal habitats, and team building.	Trips and Transitions	\$350,000

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt. / Executive Director	Cabinet Level Officer	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
25	Camp Green Meadows, Merced County Office of Educ	Government Agency	Joe Di Filippo	Joe Di Filippo	Kim Mecum	N	Goal 2	08/12/2019-06/04/2020	Fresno Unified School District sixth grade students will visit Camp Green Meadows/Jack L. Boyd Outdoor School and participate in educational and leadership activities that will reinforce sixth grade science standards, language arts, social studies, conservation, animal habitats, and team building.	Trips and Transitions	\$275,000
26	Camp Keep, Kern County Office of Educ	Government Agency	Joe Di Filippo	Joe Di Filippo	Kim Mecum	N	Goal 2	08/12/2019-06/04/2020	Fresno Unified School District sixth grade students will visit Camp Keep Outdoor School and participate in educational and leadership activities that will reinforce sixth grade science standards, language arts, social studies, conservation, animal habitats, and team building.	Trips and Transitions	\$90,000
27	CDW Government, Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	SolarWinds technical annual maintenance.	Technology School Support	\$16,990
28	CDW Government, Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	CDW to provide Microsoft service licenses to be used on all District Wide Technology.	Technology School Support	\$853,444
29	CDW Government, Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	SPLUNK to provide maintenance and support for district systems.	Technology School Support	\$11,575
30	CDW Government, Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Tenable Vulnerability license for Technology maintenance and support.	Technology School Support	\$8,420
31	Central Drug System	Corporation	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	07/01/2019-06/30/2020	Central Drug System agrees to provide DOT testing for Fresno Unified employees.	General Fund	\$18,000
32	Central Valley Children's Services Network	Non-Profit 501(c)3	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	07/01/2019-06/30/2020	Central Valley Children's Services Network (CVCSN) is a core partner to the district in its Packard-funded Starting Smart and Strong project. CVCSN provides the district access to formal and informal community child care providers as well as the larger Family Friends, and Neighbor (FFN) caregiver network. This contract will underwrite the cost of their participation in the Packard-funded Fresno Language Project. This contract will also fund CVCSN in the facilitation of Kaleidoscope Play and Learn sessions for the FFN network within District boundaries.	Children's Center: Local	\$28,000
33	Central Valley Immigrant Integration Collaborative	Non-Profit 501(c)3	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	The previous original contract was under Education and Leadership Foundation as its fiscal sponsor. The Central Valley Immigrant Integration Collaborative (CVIIC), which will carry out activities: (1) organize staff, in conjunction with partner Non-Profit agencies, know your rights informational events and others as identified by the district, focused on delivering information on existing federal and state immigration policies, requirements and benefits of existing forms of relief, referral information for local Non-Profit agencies serving immigrant families, provide information about local workshops offering application assistance for naturalization, DACA (Deferred Action for Childhood Arrivals) or other programs.	General Fund	\$100,000
34	Central Valley Resource Center	Corporation	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	Central Valley Resource Center was originally known as "Youth Centers of America". In collaboration with Parent University, the service provider will offer research-based capacity building to parents at 65 elementary schools in the languages of English, Hmong, and Spanish.	General Fund	\$300,000
35	Central Valley Training Center, Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide post-secondary educational services for adults with at-risk behaviors that can not be served on a FUSD comprehensive school site.	Special Education	\$520,200
36	Certification Partners, LLC	Limited Liability Company filing as a Partner	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	08/08/2019-06/30/2020	CIW content and exams for: Advanced HTML5 and CSS3 Specialist JavaScript Specialist CompTIA A+	Vocational Programs: Voc & App	\$26,400
37	CGI Technologies and Solutions Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	08/01/2019-07/31/2020	CGI (formerly AMS) to provide maintenance for CGI Advantage software.	Technology School Support	\$444,448
38	Cherwell	Limited Liability Company filing as a Partner	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Annual renewal of maintenance and support for the Information Technology (IT) work order system (40 CSM licenses for a term of 07/01/2019-06/30/2020 in accordance with the terms and conditions set forth in the End-User License Agreement dated 09/29/2014 - No other terms and conditions apply).	Technology School Support	\$20,600

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt. / Executive Director	Cabinet Level Officer	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
39	Collaborative Learning Solutions	Limited Liability Company filing as a Corporation	Rita Baharian	Ambra Dorsey	Kim Mecum	N	Prevention and Intervention	07/01/2019-06/30/2020	1. Technical assistance which supports the District's requirement to complete the Significant Disproportionality Coordinated Early Intervening Services (CEIS) plan, as required by the California Department of Education. Technical assistance includes the completion of plan preparation, Programmatic Improvement Action Plan, facilitation of Leadership Team and Stakeholder Group meetings which address the disproportionate suspension and expulsion of African American students with disabilities. Vendor will also provide support in evaluation/data analysis, monitoring and implementation. 2. Technical assistance, professional development and consultation to support the development and implementation of our districtwide Discipline Guidelines, Multi-Tiered Systems of Support (MTSS) and SEL. 3. Vendor will have access to student discipline data to support our development of CEIS and Discipline Guidelines.	Safe & Civil Schools, Graduation Task Force and Special Education	\$210,000
40	CompuClaim	Corporation	Jane Banks	Brian Beck	Kim Mecum	N	Health Services	07/01/2019-06/30/2020	\$115,000 - Annual License Fee for Management of the LEA Medi-Cal Billing Option program for reimbursement funds for Health Services provided by District employees to include RSP staff. \$10,000 - Annual License Fee for CompuClaim Enhanced Reports and Dashboard Analytics tool. Total Contract: \$125,000	General Fund	\$125,000
41	ConnectEd: The National Center for College and Career	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	The National Center for College and Career will support the oncoming College and Career Readiness Executive Officer, Executive Director, Director-Career Readiness, and Managers in three project strands, to improve instructional capacity in CTE classrooms, across pathways.	Career Vocational Education/ Workforce Readiness	\$200,000
42	CORE Districts	Non-Profit 501(c)3	David Jansen	David Jansen	Lindsay Sanders	N	Equity and Access	07/01/2019-06/30/2020	Online administration and reporting relating to the School Quality Improvement System, of student SEL and/or culture-climate surveys. Online administration and reporting relating to the School Quality Improvement System, of teacher reports on students (optional). Online administration and reporting relating to the School Quality Improvement System, of the staff culture-climate survey. Addition of custom questions at the end of the surveys relating to the School Quality Improvement System (custom questions may be free response or multiple choice; multiple choice items will be scored using the same metric as the main survey items). Raw extracts of the responses to CORE Districts' analytical partners, relating to the School Quality Improvement System.	Title I	\$235,000
44	Creative Alternatives	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide Non Public Educational Services as identified per Individual Education Plans in the amount of \$1,768,800.00 and \$300,000.00 for Special Education/Transportation.	Special Education	\$2,068,800
45	CSM Consulting	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	CSM shall provide completed forms and processes related to all Category One and Category Two applications of the Federal Communications E-rate filings with the school and the library division ("SLD").	Technology School Support	\$88,500
46	CSU, Fresno Foundation	Corporation	Teresa Morales-Young	Melissa Dutra	Kim Mecum	N	Teacher Development	07/01/2019-06/30/2020	CSU Fresno - CSUF Liaison - Active participant in planning, implementation, program and operational meeting beyond the Leadership Committee. Ensures timely communication to all parties of the project related of the other. Increased contractual time matching the number of the TQP residents. Contract agreement up to \$45,000; \$20,000 of the \$45,000 is contingent upon pending approval of Year 6 no-cost extension of grant funds. The \$20,000 of funds must be approved and available per the federal government.	Teacher Quality Partnership Program	\$45,000
47	Dao Yang, Ph.D.	Individual	Maria Maldonado	Maria Maldonado	Kim Mecum	N	English Learner Services	07/01/2019-06/30/2020	Dr. Yang will provide consultation services to Fresno Unified's Hmong Heritage Language Immersion Program by reviewing and editing the materials developed by the staff of the program. He will also provide input and recommendations on appropriate use of academic Hmong terminologies. He has also agreed to share some of his personal work on Hmong culture, history and language to help build the Fresno Unified Hmong Language Program.	DI Wawona	\$54,000
48	Department of General Services	State Government	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	07/01/2019-06/30/2020	Department of General Services agrees to provide Administrative Law Judge services, interpreters, court reporters and general support for the purpose of conducting dismissal hearings pursuant to Government Code Section 27727.	General Fund	\$100,000
49	Development Group, Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Annual Maintenance Support for Big IP F5 Network appliance.	Technology School Support	\$34,294
50	Development Group, Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Annual HP (3PAR-SAN) maintenance and services renewal.	Technology School Support	\$24,973
51	Devereux Texas Treatment Network	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide Residential, Educational and Mental Health treatment services as identified per Individual Education Plan (IEP).	Special Education, Special Education - Mental Health Services	\$199,316

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52	DiBuduo & Defendis Insurance	Limited Liability Company filing as a Partner	Andrew De La Torre	Andrew De La Torre	Ruth Quinto	N	Benefits & Risk Management	07/01/2019-06/30/2020	The coverage is purchased to protect the District from the cash flow swings of catastrophic high cost occupational claims. Staff recommends placement of the District's Workers' Compensation stop loss.	Workers' Compensation ISF	\$216,427
53	Dr. Tameka McGlawn	Individual	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	07/01/2019-06/30/2020	To provide capacity building and customized technical assistance to district leaders with developing the African American Acceleration Initiative in alignment with the implementation structure to implement FUSD Board Approved policy recommendations designed to strengthen outcomes for African American Learners. This scope of work encompasses services from July 1, 2019 to June 30, 2020. (see attached for more details)	General Fund	\$90,000
54	DR-Graphix	Individual	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	Contractor will provide ongoing design and development services in the following areas: Parent Learning curriculum updates, Parent Learning instructional materials, Parent recruitment, recruitment promotional and marketing materials (flyers, brochures, poster, etc.), Annual Report, Updated Evaluation Report, Parent Engagement events (Parent Recognition Ceremony and Student Scholarship Banquet, etc.)	General Fund	\$40,000
55	DR-Graphix	Individual	Santino Danisi	Santino Danisi	Ruth Quinto	N	State and Federal Programs	07/01/2019-06/30/2020	Vendor will provide support and consulting services in the design development of the LCAP report for State and Federal Programs including the Executive Summary and the Annual Progress Report.	LCFF	\$25,000
56	Edgenuity	Corporation	Brian Wall	Katie Russell	Kim Mecum	N	School Leadership	07/01/2019-06/30/2020	Edgenuity will provide 418 Online Digital Course site licenses for various locations during the period of July 1, 2019 through June 30, 2020. One MyPath Reading Site License for Fulton School during same time period. Also included are two (2) 6-hour onsite professional development sessions during the period of July 1, 2019 through June 30, 2020.	General Fund	\$279,995
57	Education Elements	Corporation	Philip Neufeld	Philip Neufeld	Kim Mecum	N	Curriculum and Instruction with Information Technology	07/01/2019-06/30/2020	Education Elements will work with district leadership team, PLT leadership team and instructional coaches to sustain and scale personalized, blended learning in FUSD. See attached.	Title I	\$70,000
58	Education Elements	Corporation	Philip Neufeld	Philip Neufeld	Kim Mecum	N	Curriculum and Instruction with Information Technology	07/01/2019-06/30/2020	Fresno Unified, as part of the rollout of personalized, blended learning models, reached out to several elementary sites for participation in Education Elements' 18 month design/launch approach. Vinland and Yokomi agreed to engage in these services along with support from their Instructional Leadership Team and SSC. Vinland will contribute \$8,066.00 and Yokomi will contribute \$10,000.00 in the 19/20FY along side a district contribution of \$12,000.00 for each site. See attachments for more info.	LCFF and Title I	\$42,066
59	Education Elements	Corporation	Philip Neufeld	Philip Neufeld	Kim Mecum	N	Curriculum and Instruction with Information Technology	07/01/2019-06/30/2020	This contract is for the final phase of the PLI partner site engagement with Education Elements for school sites who participated in the 18 month PLI partner site design/launch process. Twenty-six school sites will make their respective contributions for this work totaling \$301,576.00 for the 19/20FY. This includes a \$50,000.00 contribution from C&I towards their engagements. See attachments.	Title I, LCFF, After School Expansion, and Summer School/ Intersession	\$301,576
60	Education Elements Inc.	Corporation	Philip Neufeld	Philip Neufeld	Kim Mecum	N	Curriculum and Instruction with Information Technology	07/01/2019-06/30/2020	This consulting engagement is in support of Fresno Unified's Learning Analytics Models and Partnerships (LAMP) Cycle 3 research streams around blended learning, secondary math, and PLI. Education Elements manages the research project and funding. See attached for activities and deliverables. CAO Budget Line: 060-3010-0601-1981-1000-5110 IT Budget Line: 030-0140-0886-0000-7700-5899	Title I and Technology School Support	\$40,000
61	Education Residency Consulting, LLC	Limited Liability Company filing as a Sole Proprietor	Teresa Morales-Young	Melissa Dutra	Kim Mecum	N	Teacher Development	07/01/2019-06/30/2020	Provides the professional learning of residency program. Provide ongoing support to mentors, recruitment, and residents in the residency program.	Teacher Quality Partnership Program	\$55,000
62	Educational Based Services	Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide Speech & Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system, supervision of SLPA and attendance of IEP team meetings. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor. SLP \$75.00 an hour for 10 SLPS for a total of 185 eight hour days each. SLPs are to work within the 8 hour day.	Special Education	\$1,110,000



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63	FFDA Properties, dba M Street Arts Complex	Limited Liability Company filing as a Corporation	Catherine Aujero	Catherine Aujero	Kim Mecum	N	Visual and Performing Arts	10/01/2019-05/31/2020	Visual and Performing Arts Department will lease Gallery One, Studio 4A, Studio 4B, Studio 5A, and Studio 5B at the M Street Arts Complex for eight months in the 2019/20 school year for student art exhibits. Plans for this space also include instruction in visual arts and curating from teachers and guest artists. Students at various grades from early learning through high school across the district are participating in this collaborative project. Student artwork will be on display in the gallery, and students in this collaborative project will participate in ArtHop events throughout the year. Gallery space will total 1,804 square feet located in the M Street Arts Complex at the corner of M Street and Tuolumne. Monthly lease cost is \$3,250 per month for eight months. The lease agreement will commence on October 1, 2019 and expire May 31, 2020.	District Arts Collaborative Project	\$26,000
64	FM3 Research	Corporation	Patrick Jensen	David Chavez	David Chavez	N	Office of the Superintendent	07/01/2019-12/31/2019	Conduct 2020 FUSD Finance Measure Viability Research	Plant Maintenance & Operations	\$41,500
65	Fresno Art Museum	Non-Profit 501(c)3	Catherine Aujero	Catherine Aujero	Kim Mecum	N	Visual and Performing Arts	08/01/2019-06/05/2020	The Fresno Art Museum will provide a visual arts experience to third grade students, including visits to exhibitions in the museum, work with teaching artists on site, introductory and follow up lessons for teachers, and two receptions for families and staff of participating schools. Student entry cost is \$7/student.	Elementary Music	\$42,000
66	Fresno Arts Council	Corporation	Catherine Aujero	Catherine Aujero	Kim Mecum	N	Visual and Performing Arts	08/01/2019-06/05/2020	Fresno Arts Council agrees to provide services of Teaching Artists who will deliver arts instruction in FUSD classrooms at 4 schools (RATA, Addicott, ATP, and Fulton). Teaching artists will each provide services for approximately 9 hours per week for 30 weeks.	Title IV, Part A, Student Support and Academic Enrichment Grant Program (SSAE) and Elementary Music	\$26,400
67	Fresno Barrios Unidos	Corporation	Tiffany Hill	Melissa Dutra	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	07/01/2019-06/30/2020	Provide five lessons solely using Positive Prevention Plus curriculum as required for the implementation of comprehensive sexual health education for all middle school and high schools.	Curr & Instruc Services Admin	\$220,103
68	Fresno County Office of Education	State Government	Adrian Varanini	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Special Education teachers will participate in the Fresno County Office of Education (FCOE) Induction and Education Specialist Teacher Induction Program. Contract term: July 1, 2016 - June 30, 2021. This contract, FY 2019-2020 is being submitted for year four (4), an Individual contract for one year.	Title II - Teacher Quality	\$60,000
69	Fresno County Superintendent of Schools	State Government	Catherine Aujero	Catherine Aujero	Kim Mecum	N	Visual and Performing Arts	08/01/2019-06/05/2020	The Fresno County Superintendent of Schools VAPA department will provide 35 days of arts/arts integration professional development, curriculum planning, model lessons, or site and department support.	Elementary Music	\$35,000
70	Fresno County Superintendent of Schools	State Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	07/01/2019-06/30/2020	Fresno County Superintendent of Schools, Early Care and Education Department is a core partner to the district in its Packard-funded Starting Smart and Strong Project. The Early Care and Education Department provides the district access to formal child care providers at the Lighthouse for Children Center. This contract will underwrite the cost of the participation in the Packard-funded Fresno Language Project (FLP), including but not limited to the planning, development, implementation and evaluation of the FLP. This contract will also fund the Early Care and Education Department in the planning and implementation of programs/services to support informal care providers.	Children's Center: Local	\$28,000
71	Fresno Pacific University	Corporation	Erica Hasenbeck	Ambra Dorsey	Kim Mecum	N	Prevention and Intervention	08/01/2019-06/30/2020	Contractor will provide Victim Offender Reconciliation Mediation (referred to as VORP) and family group conferencing services for students involved in specific cases of misdemeanor crimes committed on secondary campuses implementing restorative practices, as agreed to within the on-going partnership of Fresno Unified, the Fresno Police Department, the District Attorney's Office and Fresno County Probation. CJC will provide program oversight including intake assessments, case management, program planning, data collection and evaluation.	Graduation Task Force	\$95,000
72	Fresno Pacific University	Corporation	Teresa Morales-Young	Melissa Dutra	Kim Mecum	N	Teacher Development	07/01/2019-06/30/2020	Fresno Pacific Liaison will coordinate with Fresno Unified planning, communication and program implementation beyond the Leadership Committee. The vendor will ensure timely communication in regards to the Teacher Residency Program.	Fresno Pacific Teacher Quality Partnership Program	\$40,000
73	Fresno Pacific University - Seven Individual Psychologist Interns	Corporation	Brian Beck	Brian Beck	Kim Mecum	N	Special Education	08/06/2019-06/06/2020	Fresno Pacific University to provide seven (7) Psychologist Interns with required training under supervision of District School Psychologist.	Title I	\$140,000
74	Fresno Pacific University/On Site Counseling	Corporation	Adrian Varanini	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Individual, group and family Mental Health treatment per Individual Education Plans (IEP).	Special Education - Mental Health Services	\$1,745,000

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75	Fresno State University - One Individual Psychologist Intern	Other Government	Brian Beck	Brian Beck	Kim Mecum	N	Special Education	08/06/2019-06/06/2020	Fresno State University to provide one (1) Psychologist Intern with required training under supervision of District School Psychologist.	Special Education	\$20,000
76	G N D P.E., Consulting Engineer	Individual	Alex Belanger	Alex Belanger	Karin Temple	N	Operational Services	07/01/2019-06/30/2020	Manage, Coordinate and oversee the construction of assigned school facilities projects. Provide claims evaluation, constructability review, value engineering, scheduling assessment and perform as a liaison between contractors, school staff, architects, inspectors, testing labs, maintenance personnel to ensure timely delivery of new construction and modernization of school sites. Conduct daily site or office visits to inspect and review work in progress and prepare and conduct meetings to ensure comprehension of activities to comply with plans, specs, provisions, and regulations.	Project Funds	\$76,200
77	Gallup Inc.	Corporation	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	07/01/2019-06/30/2020	Contractor agrees to provide independent teacher/principal insight assessment tool for Fresno Unified as part of the certificated and management screening process.	General Fund	\$84,795
78	Gloria Watts - Retiree Contract	Individual	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	The contractor will conduct program evaluation and will collaborate with Parent University in revising and developing new stand-alone modules and ensure the instruction modules reflect the current Fresno Unified curriculum including state Dashboard and Safe Place Designation. Additional services will include assisting with ongoing projects in the following areas: Parent Leadership Academy and Professional Learning for Parent University staff.	General Fund	\$25,000
79	Good Company Players	Corporation	Catherine Aujero	Catherine Aujero	Kim Mecum	N	Visual and Performing Arts	08/01/2019-06/05/2020	Good Company Players will produce the play "Founding Fathers...and Mothers", aligned to fifth grade standards to be performed for all fifth grade students. Included in this work are rehearsals and performances; director; set and lighting; projections; costuming; stage management; sound and track production, and other technical support as needed.	Elementary Music	\$26,600
80	Goodfellow Occupational Therapy	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	To provide Occupational Therapy to students eligible per students Individualized Education Plan. Including assessment screening, observation, consultation, direct treatment, goals/objectives for IEPs, daily documentation, IEP reports and attendance of IEP meetings. The scope of work will include 5 Full Time Equivalent Occupational Therapist Registered/Licensed (OTR/L). The 5 OT FTE will consist of 180 school days, 8 hours per day, at a rate of \$95.00 per hour. 1 Full Time equivalent Certificated Occupational Therapy Assistance/Licensed (COTA/L) for 180 school days, 7 hours per day, at \$75.00 per hour. 2 FTE Physical Therapy, 8 hours per day, at a rate of \$95.00 per hour for 180 school days.	Special Education	\$1,053,500
81	Harvey Bradley, Deaf & Hard of Hearing Services Center, Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Contractor agrees to provide interpreting services for the deaf and hard of hearing students, parents and employees. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to the vendor.  Payment: District agrees to pay Contractor at following rate: \$65 per hour during 8:00 am - 5 pm. \$70 per hour during 5:00 pm - 8:00 am Emergency - Less than 24 hour notice double the above rates Mileage reimbursement at the rate of .50 cents per mile.	Special Education	\$100,000
82	Healthmaster	Limited Liability Company	Jane Banks	Brian Beck	Kim Mecum	N	Health Services	07/01/2019-06/30/2020	Nursing software program for documentation of student health encounters and provides health data to target student's health needs.	Medi-Cal Billing Option	\$116,000
83	Howard J. Gidden, Ph.D.	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	To provide Independent Educational Evaluations (IEE) full team assessment when needed for FUSD students, including attendance of IEP meetings. Vendor will not solicit directly. Special Education staff will be solely responsible for referring parents/students to the vendor.  Payments: \$3,000.00 per Assessment \$175.00 per hour for IEP meetings	Special Education	\$21,000
84	Illuminate Education, Inc.	Corporation	Andrew Scherrer	Andrew Scherrer	Lindsay Sanders	N	Equity and Access	07/01/2019-06/30/2020	Grants to District a limited, non-exclusive, non-sub licensable and non-transferable license to District for District employees, students and their parents or guardians to use the Software with respect to each of the District locations listed in Agreement.	Common Core Assessments	\$385,356
85	Imagine Learning	Corporation	Maria Maldonado	Maria Maldonado	Kim Mecum	N	English Learner Services	07/01/2019-06/30/2020	Contract provides installation, training, and annual educational software licenses for 500 primary grade students participating in the Dual Language Immersion Program. This software program focuses on developing the foundational skills in Spanish and will serve as support in the DI Program as students develop reading skills.	Title I	\$60,000
86	Infor/Lawson	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Annual maintenance renewal of employee self-service software.	Technology School Support	\$126,655

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87	Inter-Act and Associates	Non-Profit 501(c)3	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	Provide a three-day Leadership Program to enhance communication and team building skills for parent leaders and site based parent liaison staff. The leadership program will include: *Overnight stay at Sugar Pine Camp for a maximum of 80 parents and parent liaison staff *Day 1-Program Orientation, introductions, guest speaker *Day 2-Team building exercises, parent engagement workshop, personal and intra-personal activities *Day 3-FUSD Quiz Bowl, evaluation and closure	General Fund	\$55,000
88	International Baccalaureate	Non-Profit 501(c)3	Andrew Scherrer	Andrew Scherrer	Lindsay Sanders	N	Equity and Access	07/01/2019-06/30/2020	The International Baccalaureate Diploma Programme is an academic program designed to support students with expanding their world knowledge and second language skills while accelerating their learning and progress toward obtaining an IB Diploma and assist them with setting academic goals as they prepare for college. Shifting the financial obligation from the student to the district will allow access to all students enrolled in the 1B program to take the required assessments to acquire recognition and certification for meeting IB learning goals.	Testing Fees	\$235,126
89	J & D Mind Builders, DBA Bricks 4 Kidz	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	DESCRIPTION OF EVENT J&D Mind Builders, D.B.A. Bricks4Kidz, will provide the resources for 90 minute workshops focusing on career pathways as designated for each elementary school, including but not limited to the areas of science, technology, engineering, entrepreneurship, and marketing. Students will work collaborative using project kits with Lego® bricks. Session includes vocabulary and concept development, along with hands on model building, problem solving, and creative modification. Students work as paired partners, which is designed to align to the Common Core strategy of learning to build creative thinking and partnership in problem solving. Students are introduced to investigation and engineering concepts aligned to NGSS. SERVICE AND MATERIALS TO BE PROVIDED J&D MIND BUILDERS D.B.A. BRICKS4KIDZ: Project kits for use with every two students to run up to 4 classes simultaneously (includes project kits, motors, battery packs, AA batteries , and replacement parts), PowerPoint lesson focused on the concepts and vocabulary for the topic, tablets displaying build diagrams that the engineering teams will construct while being encouraged to creatively engineering beyond the basic build if time allows, trained Bricks4Kidz instructor for 80 minute lesson, Workman's Compensation and Liability Insurance provided, teachers Live Scan screened. SCHOOL SITE WILL PROVIDE THE FOLLOWING: A classroom for the activity, LCD projector, 2 tables for materials placement, Student desks or tables that allow for paired seating of students	Career Vocational Education/ Workforce Readiness	\$79,800
90	Janet Margosian-Hein	Individual	Jose Alvarado	Jose Alvarado	Karin Temple	N	Operational Services	07/01/2019-06/30/2020	Technical Support for continued implementation of new and updated state and federal requirements, and menu planning services. The parties anticipate that Contractor will provide these services up 22 (twenty-two) hours per week.	Child Nutrition: School Program	\$49,680
91	Joint Apprenticeship Training	Trust/Estate	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Three agreements for allocation of apprenticeship training hours: California Fire Fighters Joint Apprenticeship Committee, Electrical Apprenticeship Training Program, and Sound and Communication Joint Apprenticeship Training Program.	Apprenticeship Program	\$1,214,527
92	KFSN 30	Limited Liability Company filing as a Corporation	Amy Idsvoog	Amy Idsvoog	Amy Idsvoog	N	Communications	07/01/2019-06/30/2020	The annual media service contracts educate and engage parents, employees, and the community on matters such as: LCAP investments, attendance, safety, employment opportunities, Early Learning programs, CTE, School Choice, student scholarships, graduations, dual immersion programs, free winter/summer meals, summer school and available green/blue space options. KGPE 47 contract also includes daily messaging around the Cyber Safety Parent Program.	General Fund	\$68,950
93	KSEE 24/KGPE 47	Corporation	Amy Idsvoog	Amy Idsvoog	Amy Idsvoog	N	Communications	07/01/2019-06/30/2020	The annual media service contracts educate and engage parents, employees, and the community on matters such as: LCAP investments, attendance, safety, employment opportunities, Early Learning programs, CTE, School Choice, student scholarships, graduations, dual immersion programs, free winter/summer meals, summer school and available green/blue space options. KGPE 47 contract also includes daily messaging around the Cyber Safety Parent Program.	General Fund	\$60,000
94	Law Office of Rick Jensen	Individual	Andrew De La Torre	Andrew De La Torre	Ruth Quinto	N	Risk Management	07/01/2019-06/30/2020	Subrogation services related to the Risk Management, Workers' Comp. and Health Internal Services Funds.	Liability/ Property ISF	\$60,000
95	Leadership Associates	Partnership	Katie Russell	Katie Russell	Kim Mecum	N	School Leadership	07/01/2019-06/30/2020	The Contractor will provide organization design and executive coaching services during the 2019-20 school year.	Title I	\$35,200
96	Learning for Living	Corporation	Leslie Loewen	Joe Di Filippo	Kim Mecum	N	Campus Culture	08/07/2019-06/30/2020	Provide Breaking Down the Walls program components at Bullard High School, Cambridge High School, Breaking Down the Walls program including Assembly, Training and 3 Day Workshops: Bullard High School, Fresno High School, and Sunnyside High School Duncan High School. Patino High School are the same program, but with 2 workshops and no assembly. \$50,300.00 (\$11,900 for 3 Schools and \$7,300 for 2 Schools). A learning for living presenter will facilitate a one day Breaking Down the Walls workshop at Cambridge High School and JE Young Academic Center, DATES TBD. \$6,000.00 (\$3,000.00 per site). Additionally, provide two-day Group Facilitator services for a School Culture Summit with Fresno Unified Campus Culture Directors and site leaders.	Security Office and Student Voice	\$69,550
97	London Medical Management	Corporation	Andrew De La Torre	Andrew De La Torre	Ruth Quinto	N	Benefits & Risk Management	07/01/2019-06/30/2020	Consultant to provide out-of-network claim reduction services with goal of reducing overall medical charges to these claims.	Irrevocable Trust	\$180,000

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98	Madera County Superintendent of Schools	Government Agency	Julie Severns	Melissa Dutra	Kim Mecum		Leadership Development	07/01/2019-06/30/2020	The Bridges to Leadership Program will manage the oversight of the Preliminary Administrative Services Credential (PASC) program for up to 30 Fresno Unified employees. They will facilitate the scoring of applications, enroll participants into the Learning Management System, provide instructors for courses, provide standards based coursework, facilitate fieldwork experiences that include job shadowing, provide support for the submission of the California Administrator Performance Assessments (CalAPAs), provide support and assistance to fieldwork supervisors, facilitate the submission process for receipt of a "certificate of eligibility" or a "preliminary administrative services credential", and maintain communication with Fresno Unified.  The contract cost is half of the tuition per participant. The total cost of the PASC program is \$6,975, and each candidate will be responsible for 50% of the fee. Fresno Unified will fund 50% of the cost for each participant. \$6,975 per candidate, not to exceed 30 participants.	Title I	\$104,625
99	Marjaree Mason Center	Non-Profit 501(c)3	Leslie Loewen	Joe Di Filippo	Kim Mecum	N	Campus Culture	08/07/2019-06/30/2020	Adult professional development, club sponsor support, and student training to develop student clubs that promote healthy relationships. 2019-2020 MMC Ambassadors and awareness week activities at all sites. Violence is experienced in one out of three teenage relationships, so it is important that we start educating our students about these topics early. Curriculum topics include: defining caring relationships, defining dating abuse, why people abuse, how to help friends, overcoming gender stereotypes.	Instructional School Leadership	\$77,000
100	Martha C. Moore, Ph.D.	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide case consultation, home visits, mental health assessments, group consultations, referrals to and collaboration with other agency service provider. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to the vendor. The parties anticipate that the contractor will provide these services NTE: 2015 hours during the 2019-2020 school year.	Idea Early Intervention: Spec. Ed./Special Ed: Local	\$20,500
101	Microsoft Premier	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Microsoft Premier services are for elevated access to proactive consulting services and reactive support services from the Microsoft Premier team. These services address adopting new technologies and support for existing Data Center Technologies and client services like Office 365.	Technology School Support	\$87,935
102	Mission Springs Camps & Conference	Corporation	Joe Di Filippo	Joe Di Filippo	Kim Mecum	N	Goal 2	08/12/2019-06/04/2020	Fresno Unified School District sixth grade students will visit Mission Springs Outdoor School and participate in educational and leadership activities that will reinforce sixth grade science standards, language arts, social studies, conservation, animal habitats, and team building.	Trips and Transitions	\$75,000
103	Municipal Resource Group	Partnership	David Chavez	David Chavez	David Chavez	N	Board of Education Office	07/01/2019-06/20/2020	Facilitate the process of conducting the annual evaluation of the superintendent, the annual self-assessment of the board of education, and any related workshops and/or closed session discussions pertaining to the above mentioned items. Assist with related leadership assessment and goal setting as needed.	General Fund	\$30,000
104	Municipal Resource Group	Partnership	David Chavez	David Chavez	David Chavez	N	Office of the Superintendent	07/01/2019-06/30/2020	Provide professional coaching services to the Superintendent of Schools using appropriate tools and assessments best suited for professional growth.	General Fund	\$18,000
105	Music Speaks, LLC	Limited Liability Company filing as a Corporation	Catherine Aujero	Catherine Aujero	Kim Mecum	N	Visual and Performing Arts	07/01/2019-06/30/2020	Provide 11 hours a week for 40 weeks for Music Therapy sessions for students at Addicott Elementary School (between 7/1/2019 to 6/30/2020)	Elementary Music and Title IV, Part A	\$37,716
106	National Academy Foundation (NAF)	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Development of career-themed small learning community in the form of a National Academy Foundation (NAF) academy. NAF will provide support for academies to reach high fidelity to its proven model as outlined in the fifteen standards of practice. The standards are divided into 4 elements which are demonstrated in the NAF Model, they are: 1. Academy Development and Structure 2. Advisory Board 3. Curriculum and Instruction 4. Work-based Learning NAF's continuous improvement cycle is centered on NAF's annual academy assessment, which measures an academy's strengths and challenges in implementing NAF's results-driven design. National Activities: A. Summer conference, which includes workshops for teachers, administrators, alumni, and business partners B. Assistance, where locally feasible, in connecting the Academy with national partners in business and government C. Newsletters and other marketing activities D. Web-based resources E. Selected scholarships for students and other national recognition awards for students, instructors, school administrators and business partners involved in the local Academy team, on a competitive basis. Membership Fees for 2019-20 school year (6 Academies at \$1,900 per Academy) \$11,400 Job-Embedded PD Support 2019-20 school year (7 days at \$1,000 per Day) \$7,000 TOTAL: \$18,400	Career Vocational Education/ Workforce Readiness	\$18,400
107	New School for Child Development DBA Village Glen	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide Non Public Educational Services as identified per Individual Education Plans (IEP).	Special Education	\$59,574

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108	Opinion Interactive LLC (Spotlight)	Limited Liability Company filing as a Sole Proprietor	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	The Spotlight contract is for the development and production of personalized college and career ready letters for HS students and their parents. Spotlight will provide reasonable maintenance and support of the narrative-text reporting technology.	Career Vocational Education/ Workforce Readiness	\$30,000
109	Orchid Interpreting Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	To provide oral interpreting for parents for Individual Education Plan (IEP) meetings and special language IEP translations in students home languages which are not available through FUSD when needed for special education students. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor. The parties anticipate that the contractor will provide these services, NTE 3,000 hours per 2019-2020 school year. Payment: District agrees to pay Contractor at the following rate: Interpreting on site (minimum of 2 hours) - \$60.00 per hour. Telephonic \$1.95 per minute (minimum 15 minutes). Written translations: \$0.28 per word (minimum translation of \$85.00) Proofreading per word \$0.10 (minimum proofreading \$50.00) 50% surcharge above the base rate is assessed for assignments rendered "after" the normal office hours at 8:00 a.m. to 5:00 p.m. Monday through Friday, on weekends, on holidays and for or a interpreting or rare languages only. All cancellations must be received by a live person and confirmed by e-mail 24 hours in advance of the scheduled appointment time or a minimum fee will be applied. Portions of the hour 10 minutes over and above, will incur a full hourly charge.	Special Education	\$100,000
110	Orchid Interpreting Inc.	Corporation	Maria Maldonado	Maria Maldonado	Kim Mecum	N	English Learner Services	07/01/2019-06/30/2020	Orchid Interpreting Inc. will provide interpreting and translation services to meet the communication needs between Fresno Unified and parents of the district. The extent of the services to be performed shall be as follows: A. Interpreting services will be provided onsite or by phone on an as needed basis. B. Translation services will be provided on an as needed basis. C. Services will be available Monday through Friday from 8:00 a.m. to 5:00 p.m. D. After hours, weekends and holiday services will be charged a premium of 50% above the base rate. After hour services begin after 5:00 p.m. on Friday and ends at 8:00 a.m. on Monday. E. Services for rare languages will be charged a premium of 50% above the base rate. Payment: Translator shall be guaranteed two (2) hours compensation for each onsite visit at \$75.00 per hour.	Title I	\$40,000
111	Orcutt Physical Therapy	Individual	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide physical therapy for students 0-3 years. Direct and indirect physical therapy consultation services, intake assessments, documentation for recommendations regarding equipment, orthotics and direct therapy services for infants 0-3 years of age. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to the vendor. The parties anticipate that the contractor will provide services NTE: 430 hours per 2019-2020 school year at \$50.00 per hour.	Special Education - Infant Discretionary	\$21,500
112	Panorama Education Inc.	Corporation	Kristi Imberi-Olivares	Kristi Imberi-Olivares	Lindsay Sanders	N	Equity and Access	07/01/2019-06/30/2020	Contractor will provide support to the FUSD survey initiatives relating to the core waver entered into by FUSD and five (5) other public school districts in California. Pursuant to this agreement, the contractor will support on-line students, staff and family survey programs for the district, including survey administration and reporting.	Common Core Assessments	\$80,000
113	Parent Institute for Quality Education (PIQE)	Non-Profit 501(c)3	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	The proposed contract will serve 6 school sites with a 9-week parent learning lessons that teach parents the importance of Parent Engagement Education course. The training is designed to develop skills and techniques, which will enable parents to address the educational needs of their children with a particular focus on promoting a college attendance culture and increasing student enrollment in the higher level courses. The goal is to increase parent's knowledge and skills in order to support their children's academic achievement and ultimate enrollment in post-secondary education.	General Fund	\$60,000
114	Pinnacle Training Systems, LLC	Limited Liability Company	Andrew De La Torre	Andrew De La Torre	Ruth Quinto	N	Benefits & Risk Management	07/01/2019-06/30/2020	The Contractor will provide employee wellness and fitness related services to the Joint Health Management Board. These services are in alignment with the Joint Health Management Board's established goals and responsibilities for providing high quality health care to active employees and retirees.	Health Benefit ISF	\$329,300
115	PJS Consultants	Individual	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	07/01/2019-06/30/2020	Communications Strategy, Communication Plan Implementation, Collateral Development (See attached for details)	General Fund	\$45,200
116	PowerSchool Group LLC	Limited Liability Company filing as a Partner	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	1) Annual license/maintenance renewal contract for SmartFind = \$44,052.73 2) SearchSoft Software for applicant tracking system = \$13,233.40 3) Annual maintenance renewal contract for district iAchieve system = \$112,228.55	Technology School Support	\$169,515
117	Presence Learning, Inc.	Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide Online Speech & Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system, supervision of SLPA and attendance at IEP team meetings. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor. \$75.00 an hour for up to 34 SLPs for a total of 185 eight hour days each. SLPs are to work within the 8 hour day.	Special Education	\$3,774,000

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118	Presort Center of Fresno, LLC	Limited Liability Company filing as a Sole Proprietor	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Printing Services for district Truancy Letters (Semester 1 & 2).	Technology School Support	\$125,900
119	Project Support Services	Corporation	Alex Belanger	Alex Belanger	Karin Temple	N	Operational Services	07/01/2019-06/30/2020	Work with district, Division of State Architect staff, project architect and their design team and inspectors to resolve and closeout projects that have remained closed without certification. PSS will research and evaluate each project to identify specific issues that have prevented certification and will develop a solution that will enable the project to be certified by DSA.	Project Funds	\$25,000
120	Public Consulting Group (PCG)	Corporation	Teresa Morales-Young	Melissa Dutra	Kim Mecum	N	Teacher Development	07/01/2019-06/30/2020	PCG is a provider of online learning for applicable unit members that Fresno Unified has utilized to deliver professional learning with PL Column. Contractor agrees to provide online professional learning courses to our qualifying certificated unit members in the PL Column via three annual cycles with the support of an online coach. FUSD pays \$455 per seat as the upfront costs and participating teachers pay \$300 per seat via payroll deduction.	Professional Learning Column	\$30,000
121	Quaver Music	Limited Liability Company filing as a Corporation	Catherine Aujero	Catherine Aujero	Kim Mecum	N	Visual and Performing Arts	07/01/2019-06/30/2020	Quaver Music K-6 General Music Resources with a one-year license for up to 20 music teachers. They will provide in-person professional development, content updates, implementation of student rostering, and off-line resources at a cost of \$1,960 per teacher.	Elementary Music	\$49,000
122	REACT Medical Training	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	CPR First Aid Services for Health Class Student Certifications. REACT will provide direct training to students where staff are not yet certified to do so. REACT will also provide certification courses to staff, so that in the future they can certify their own students. Where our staff are able to certify students, REACT provides the CPR/First Aid Cards.	California Career Technical Education Incentive Grant Program	\$71,889
123	Robert D. Wells, Ph.D. & Associates	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	To provide Independent Educational Evaluation (IEE) including evaluation, feedback, reports, consultation of FUSD Special Education students and attendance of IEP meetings. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor. The parties anticipate that the contractor will provide these services during the 2019-2020 school year NTE \$250.00 per hour.	Special Education	\$20,000
124	San Joaquin County Office of Education	Government Agency	Julie Wheelock	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	For Special Education to continue to use the SEIS web-based system for updating, tracking, storing and reporting student data on Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).  2019/2020 Fiscal Year SEIS Maintenance Fee (8,706 * \$7.00): \$60,942 IFSP Maintenance Fee (122 * \$17.00): \$2,074 Integration Maintenance Fee (8,706 * \$1.50): \$13,059 Annual Maintenance fee for form customization (\$60,942 * 3%): \$1,828.26 TOTAL: \$77,903.26	Special Education	\$77,903
125	San Joaquin Valley Officials Association	Sole Proprietor	Brett Mar & Pat Riddlesprigger	Joe Di Filippo	Kim Mecum	N	Goal 2 - Athletics	08/12/2019-06/04/2020	SJVOA will schedule, train, administer, provide officials needed for FUSD (Elementary, Middle, and High School) athletic competitions.	Extracurricular & Co-curricular	\$600,000
126	School Services of California	Corporation	Ruth Quinto	Ruth Quinto	Ruth Quinto	N	Administrative Services	07/01/2019-06/30/2020	Vendor to provide Fiscal Advice, Financial Support and Legislative Advocacy.	General Fund	\$48,451
127	Shoulet Blunt LLC dba IMAGO	Limited Liability Company filing as a Partner	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Expansion of Graduate Profile lessons; associated professional learning; and annual licensing.	California Career Technical Education Incentive Grant Program	\$204,000
128	Sierra Outdoor School, Clovis Unified School District	State Government	Joe Di Filippo	Joe Di Filippo	Kim Mecum	N	Goal 2	08/12/2019-06/04/2020	Fresno Unified School District sixth grade students will visit Sierra Outdoor School and participate in educational and leadership activities that will reinforce sixth grade science standards, language arts, social studies, conservation, animal habitats, and team building.	Trips and Transitions	\$350,000
129	Sinclair Broadcast Group/FOX 26	Corporation	Amy Idsvoog	Amy Idsvoog	Amy Idsvoog	N	Communications	07/01/2019-06/30/2020	The annual media service contracts educate and engage parents, employees, and the community on matters such as: LCAP investments, attendance, safety, employment opportunities, Early Learning programs, CTE, School Choice, student scholarships, graduations, dual immersion programs, free winter/summer meals, summer school and available green/blue space options. KGPE 47 contract also includes daily messaging around the Cyber Safety Parent Program.	General Fund	\$20,000

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130	Springboard Collaborative	Non-Profit 501(c)3	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	07/01/2019-07/30/2020	See attached MOU for details	General Fund	\$500,675
131	StaffRehab	Limited Liability Company filing as a Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide speech and language therapy services by a Speech Language Pathology Assistant (SLPA) under the supervision of an SLP. Services to include direct services, material preparation, service documentation, attendance at an IEP team meeting. 6 SLPAs @ \$55.00 an hour for a total of 183, 7.5 hour work days. SLPAs are to work within the 7.5 hour work day.	Special Education	\$452,925
132	StaffRehab	Limited Liability Company filing as a Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide Board Certified Behavioral Analyst (BCBA) supervision for 8 hours per month to six psychologists who would like to complete their BCBA hours and be able to provide BCBA support in the district. NTE: \$88.00 and hour for total 96 hours. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to Vendor.	Special Education	\$8,500
133	STAR Autism Report	Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	To support and continue to develop Fresno Unified School District's capacity to serve students with autism and other developmental delays through coaching support, resources for implementers, administrators and parents. A variety of hands-on training opportunities, workshops, and on line resources will be provided to meet the identified needs within the district. 10 days of supporting coaches at 2 training sites (4 classrooms), 5 days of coaching to TSA's and Autism Manager, 5 days of maintenance training at existing 4 Model classrooms, 4 days of paraprofessional training, 2 days of consistency training for all teachers in autism programs, 1 - 3 hour administrator training, 12 two-hour parent training series.	Special Education	\$69,375
134	State Center Community College District/State Center Adult Education Consortium	Government Agency	Raine Bumatay	Brian Wall	Kim Mecum	N	Fresno Adult School	07/01/2019-06/30/2020	Contract continue 100% reimbursement to Fresno Unified School District from State Center Adult Education Consortium as it has occurred since 2014/15 for staff on loan. (Sherri Watkins, Amy Emrany & Pang Vangyi) In 2014/15 it was agreed that SCAEC required an office to oversee the Consortium plan involving 16 K-12 districts and the State Center Community College District. Fresno Unified School District was selected as the Consortium hiring agent. Fresno Unified School District employees were loaned to the SCAEC office. These loans are 100% reimbursed to Fresno Unified. (a 10% cushion has been added to each contract to accommodate and changes in contract)  Contracts attached: Sherri Watkins - \$202,230.60 / Amy Emrany - \$186,391.70 / Pang Vangyi - \$157,428.70	Adult Education Consortia	\$546,051
135	State of Calif. Dept. of Justice	State Government	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	07/01/2019-06/30/2020	Contractor agrees to provide fingerprinting clearances for new, retire, returning employees and volunteers for the District for 2019/20 Fiscal year.	General Fund	\$210,000
136	Sullivan Center for Children	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Independent Educational Evaluation (IEE) including evaluation, feedback, reports, attendance of IEP meetings and consultation of FUSD special education students. Vendor will not solicit services directly. Special Education staff will solely be responsible for referring parents/students to vendor. The parties anticipate that the contractor will provide these services during the 2019-2020 school year.	Special Education	\$60,000
137	Supplemental Contracts - Health Services	Corporation	Jane Banks	Brian Beck	Kim Mecum	N	Health Services	07/01/2019-06/30/2020	LVN Contracts: Provide care for student's with diabetes, seizures, requiring medical procedures. Contracts attached exceed \$15,000. Additional contracts that are less than \$15,000 will be determined at the start of school.	Medi-Cal Billing Option	\$225,000
138	Supplemental Health Care Services	Corporation	Jane Banks	Brian Beck	Kim Mecum	N	Health Services	07/01/2019-06/30/2020	LVN's to provide direct medical care to medically fragile students and students with chronic health conditions.	Student Health Services	\$371,412
139	Supplemental Health Care Services, Inc.	Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Speech & Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system, supervision of SLPA and attendance at IEP team meetings. Vendor will not solicit services directly. Special education staff will be solely responsible for referring parents/students to vendor. SLP \$75.00 an hour for 2 SLPs for a total of 185 eight hour days each. SLPs are to work within the 8 hour day.	Special Education	\$222,000
140	Swan Consulting Inc.	Corporation	Susan Kalpakoff	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide BCBA services up to one and one - half days a week to include observations, Behavior Intervention Plan development, coaching and professional learning. Provide up to 4 Registered Behavior Technicians to provide direct student support and data collection. Focus will be to support site staff in the implementation of evidence based practices to ensure positive student academic & social emotional outcomes and to minimize maladaptive behaviors. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor. The parties anticipate that the contractor will provide these services during the 2019-2020 school year.  NTE: \$140 per hour for BCBA-D \$100 per hour for Master's level BCBA \$20 per hour for Coaching/Support	Special Education	\$80,000

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141	Swan Consulting Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Contractor agrees to provide Registered Behavior Technicians to provide coaching and student support. Services also include Functional Behavior Assessments (FBA) including testing, evaluation, observation, feedback, reports and attendance of IEP meetings for Independent Educational Evaluations (IEE) for special education students. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parent/students to vendor. The parties anticipate that the contractor will provide these services during the 2019-2020 school year.  NTE: \$140.00 per hour for FBA Assessment \$30.00 per hour for coaching and Student support. 6 hours per day for 180/day	Special Education	\$20,000
142	Swun Math	Limited Liability Company	Kim Mecum	Kim Mecum	Kim Mecum	N	Instructional Division	07/01/2019-06/30/2020	To plan and strategize lessons and curriculum support for grade K-8 Common Core Standards <ul style="list-style-type: none"> <li>To plan and strategize math fluency/foundational skills for Common Core Math Standards</li> <li>To plan and strategize formative assessments that enable teachers to adjust their instruction to meet student needs</li> <li>To plan and strategize support for teachers and site administrators (observations and debrief, teacher collaboration, development of quizzes, data cycles)</li> <li>To plan and strategize site capacity building with teachers in mathematics</li> <li>To plan and strategize community/parent support in mathematics</li> <li>To plan and support 9 Middle Schools and two K-8 Schools</li> </ul>	Title I and Curr & Instruc Services Admin	\$440,000
143	T.W. Patterson Investors	Partnership	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	****See attached**** Lease of Office Suite's #710 and #709 for Information Technology staff and in conjunction with Equity & Access staff at 2014 Tulare Street. Suite #710 - Approximately 1,027 sq ft office space, for 9 staff members; includes 5 parking stalls AND Suite #709 - Approximately 750 sq ft office space, for 7 staff members; includes 2 parking stalls	Technology School Support	\$28,120
144	Teaching Strategies, Inc. dba: Safe and Civil Schools	Limited Liability Company filing as a Corporation	Rita Baharian	Ambra Dorsey	Kim Mecum	N	Prevention and Intervention	08/01/2019-06/30/2020	Safe and Civil schools consultants will provide professional learning district-wide, job embedded professional and coaching to staff and school sites to continue to build the district's capacity in implementing Climate and Culture initiatives. Please see attachment Safe and Civil Schools cancellation and rescheduling policy.	Safe & Civil Schools	\$27,000
145	The Circle-Way	Sole Proprietor	Erica Hasenbeck	Ambra Dorsey	Kim Mecum	Y	Prevention and Intervention	08/01/2019-06/30/2020	Scope of work includes consulting, coaching and training in restorative practices and processes. Services delivered to the Restorative Practices Leadership Team, administrators, teachers, social workers, counselors and the other district staff responsible for school climate, culture and discipline. Daily rate is \$2,100 and hourly rate is \$262.50. Consultant will bill through a monthly invoice after services have been rendered, not to exceed \$38,000.	Graduation Task Force	\$38,000
146	The College Board	Non-Profit 501(c)3	Andrew Scherrer	Andrew Scherrer	Lindsay Sanders	N	Equity and Access	07/01/2019-06/30/2020	The Advanced Placement Exams will be furnished by the College Board in May of 2020 ("2020 AP Exams"). In connection with the 2020 AP Exam, the College Board distributed for signature participation forms to each of Client's school, which authorizes each school to order and administer the AP Exam ("AP Participation Form"). The College Board will make AP participation and performance date ("AP Online Score Reports") available for Client's high school students enrolled in schools participating under this Agreement. The AP Online Score Reports will identify those students who took Reduced Fee Exams and Non-Reduced Fee Exams, as indicated by the applicable high school's AP Coordinator on the students' exam answer sheets. If the Client requests data for non-public school students, the Client must also submit a letter from the non-public school, stating its approval and authorization to the College Board to release the data to the Client.	Testing Fees	\$510,000
147	The College Board	Non-Profit 501(c)3	Andrew Scherrer	Andrew Scherrer	Lindsay Sanders	N	Equity and Access	07/01/2019-06/30/2020	PSAT/SAT: The College Board early participation program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students readiness for college expectations. College Board shall make available, and Client may order the following College Board exams products, and services related to the College Readiness and Success System.	Testing Fees	\$262,500
148	The Dodani Group, LLC - My Name My Story	Corporation	Leslie Loewen	Joe Di Filippo	Kim Mecum	N	Campus Culture	08/07/2019-06/30/2020	Provide Changemaker Days Program for facilitating student voice at 9 of 17 middle schools (annual rotation). Program components include student leader training, six-hour workshop day for each school, and follow-up program monitoring/support.	Student Voice	\$26,365
149	The Fresno Center	Non-Profit 501(c)3	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	The proposed contract will deliver culturally appropriate outreach and recruitment strategies specific to the Southeast Asian community at targeted school sites. Parents will be connected to existing Parent University courses and events. Outreach will be provided during the 2019-20 school year in accordance with the schedule set forth by Fresno Unified's Parent University. In addition, sustain recruitment and increase Southeast Asian facilitation and support in the languages of Hmong, Khmer, Lao and Punjabi to 500.	General Fund	\$60,000
150	The Hanover Research Council, LLC	Limited Liability Company filing as a Partner	David Jansen	David Jansen	Lindsay Sanders	N	Equity and Access	07/01/2019-06/30/2020	Custom research reports, survey design, administration and analysis, interview with industry/issue experts.	Research, Evaluation & Assessment	\$49,500



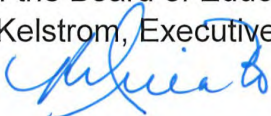
	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt. / Executive Director	Cabinet Level Officer	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
151	The Judge Rotenberg Educational Center, Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	07/01/2019-06/30/2020	Provide Residential, Educational and Mental Health treatment services as identified per Individual Education Plan (IEP).	Special Education - Mental Health Services/Special Education	\$781,000
152	The Lustig Group	Corporation	Kim Mecum	Kim Mecum	Kim Mecum	N	Instructional Division	07/01/2019-06/30/2020	Contractor agrees to provide leadership coaching and training services to build a culture of accountability and high-performance throughout the district.	Title I	\$65,000
153	The Regents of the University of California	Government Agency	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Doctors Academy and Junior Doctors Academy	Targeted Instr Improvement Block Grant	\$340,568
154	TNTP, Inc.	Corporation	Kim Mecum	Kim Mecum	Kim Mecum	N	Instructional Division	07/01/2019-06/30/2020	At the district level, FUSD will build knowledge within the ILT and Lead Team to execute on the academic strategy and monitor progress towards goals and build the knowledge and capacity of the Regional Instructional Coordinators (RIMs) to support teachers in inclusion and SDC settings.  At the school level, FUSD will begin to explore the structures that need to be in place to ensure that the district-level academic strategy is positioned to support Individual school sites within their unique contexts.	Title I and Title III	\$199,000
155	Tokio Marine Life Insurance	Corporation	Andrew De La Torre	Andrew De La Torre	Ruth Quinto	N	Benefits & Risk Management	07/01/2019-06/30/2020	Since July 1, 2014 the district has purchased medical stop loss insurance. This coverage is purchased to protect the district's health plan from the impact of Individual high cost medical claims, in excess of \$2 million dollars.	Health Benefit ISF	\$477,237
156	Turbonomic	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Cost performance and software for Data Center and Cloud.	Technology School Support	\$16,275
157	Twilio Inc.	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Twilio to provide instant messaging services for EduText.	Technology School Support	\$80,000
158	Univision	Corporation	Amy Idsvoog	Amy Idsvoog	Amy Idsvoog	N	Communications	07/01/2019-06/30/2020	The annual media service contracts educate and engage parents, employees, and the community on matters such as: LCAP investments, attendance, safety, employment opportunities, Early Learning programs, CTE, School Choice, student scholarships, graduations, dual immersion programs, free winter/summer meals, summer school and available green/blue space options. KGPE 47 contract also includes daily messaging around the Cyber Safety Parent Program.	General Fund	\$35,000
159	Valley PBS	Corporation	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	At the request of Parent University, the proposed project plan is expected to serve between 38 and 57 campuses (depending on desired workshop series length) and between 1,500 and 2,000 unique families, up to 4,000 parents and 4,800 children.	Title I	\$355,200
160	ViaTRON Systems	Corporation	Kurt Madden	Kurt Madden	Kurt Madden	N	Information Technology	07/01/2019-06/30/2020	Data conversion and digital scanning of "class of records" along with "no show drop records".	Technology School Support	\$24,800
161	<del>WCT Wandeler Consulting &amp; Training</del>	<del>Individual</del>	<del>Blair Sagardia</del>	<del>Sally Fowler</del>	<del>Kim Mecum</del>	<del>Y</del>	<del>Patino School of Entrepreneurship</del>	<del>08/08/2019-06/30/2020</del>	<del>The participants experience the power of eduScrum and the iterative process and are able to apply it concretely in the development of a learning module, educational curriculum, assessment, or project. At the end of the training, the participants receive a certificate and will be supported for a year. One year contract, 8/8/19-6/30/2020</del>	<del>Vocational Programs: Voc &amp; App</del>	<del>\$19,700</del>
162	Wesco Graphics, Inc.	Corporation	Raine Bumatay	Brian Wall	Kim Mecum	N	Fresno Adult School	07/01/2019-06/30/2020	Printing, binding, and delivery to Postmaster of brochure, 2 postcards, mailer also including postage for mailing for Fresno Adult School throughout 2019-20 Fiscal year (Fall 2019/Spring 2020).	Adult Education Block Grant	\$52,000
163	WestEd	Non-Profit	Maria Maldonado	Maria Maldonado	Kim Mecum	N	English Learner Services	07/01/2019-06/30/2020	Elementary: WestEd will provide onsite coaching support to the EL TSAs to extend their capacity to deepen the implementation of the keystone pedagogical practices that have been introduced through the LwL model. The keystone pedagogies address the needs of culturally and linguistically diverse learners, with an emphasis on EL students and are illustrative examples of the CA ELA/ELD Framework in action. In addition, a select TSA and site Language Team members will also receive virtual guidance throughout the year.  Secondary: To continue to strengthen implementation at the secondary level, WestEd will partner with EL TSAs language lead teachers and administrators to coherently support identified needs and deepen understanding of the CA ELA/ELD Framework in the following ways:  1. Continue to develop the expertise of the EL TSAs and language leads to effectively employ lesson planning protocols through the lens of the ELA/ELD Framework, through onsite professional learning, and collaborative planning support; 2. Provide administrative support to create a strong feedback cycle between administrators and staff regarding implementation visible in classroom practice; 3. Enhance implementation of the Teaching and Learning Cycle and the keystone pedagogies in classrooms at the lab schools; 4. Deliver timely consulting support to address questions and concerns as needed.	Title I	\$183,000

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt. / Executive Director	Cabinet Level Officer	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
164	WestEd	Non-Profit	Teresa Morales-Young	Melissa Dutra	Kim Mecum	N	Teacher Development	07/01/2019-06/30/2020	WestEd will participate as the External Evaluator of the Teacher Quality Partnership grant. They will prepare grant evaluations as well as provide quantitative and qualitative analysis on data collection.	Fresno Pacific Teacher Quality Partnership Program	\$145,000
165	Wonder Valley Ranch	Corporation	Joe Di Filippo	Joe Di Filippo	Kim Mecum	N	Goal 2	08/12/2019-06/04/2020	Fresno Unified School District sixth grade students will visit Wonder Valley Ranch Outdoor School and participate in educational and leadership activities that will reinforce sixth grade science standards, language arts, social studies, conservation, animal habitats, and team building.	Trips and Transitions	\$250,000
166	Wonder Valley Ranch Resort	Corporation	Leslie Loewen	Joe Di Filippo	Kim Mecum	N	Campus Culture - Goal 2	08/07/2019-06/30/2020	As part of the district's commitment to engaging all students in arts, activities, and athletics, Wonder Valley Ranch will provide camp facilities, recreation, room, and board for Fresno Unified middle and high school students. The Fresno Area Student Leaders camp will utilize a peer-to-peer model for teaching leadership skills and engagement strategies. Wonder Valley Ranch will also provide Campus Culture Director (MS and HS) professional learning facilities and team-building resources. Total annual maximum for Campus Culture - Goal 2 department activities not to exceed \$105,000.00.	Trips and Transitions	\$105,000
167	Xello	Corporation	Sally Fowler	Sally Fowler	Kim Mecum	N	College and Career Readiness	07/01/2019-06/30/2020	Xello for K-12 is a web-based self-exploration and planning program for college and career readiness.	Career Vocational Education/ Workforce Readiness	\$56,024
168	Zirkle Consulting	Individual	Jane Banks	Brian Beck	Kim Mecum	N	Health Services	07/01/2019-06/30/2020	Professional services related to evaluation, planning and implementation of health and wellness initiatives from district's students.	Medi-Cal Billing Option	\$50,000
										<b>Estimated Grand Total:</b>	<del>\$48,396,759</del> <b>\$48,377,059</b>

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt. / Executive Director	Cabinet Level Officer	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
1	Fresno County Economic Opportunities Commission	Non-Profit 501(c)3	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	07/01/2019-06/30/2020	Fresno County Economic Opportunities Commission (EOC) is a core partner to the district in its Packard-funded Starting Smart and Strong Project. Fresno County EOC provides the district access to Early Head Start and Head Start children, families, and staff. This contract will underwrite the cost of their participation in the Packard-funded Fresno Language Project (FLP), including but not limited to the planning, development, implementation and evaluation of the project. This contract will also fund Fresno County EOC's participation in a collaboration between the district and Early Head Start/Head Start around topics of coordinated enrollment in Early Childhood programs and transition to Kindergarten.	Children's Center: Local	\$28,000
2	Fresno Economic Opportunities Commission Fresno Street Saints	Non-Profit 501(c)3	Zuleica Murillo	Amy Idsvoog	Amy Idsvoog	N	Parent University	07/01/2019-06/30/2020	The provider will continue baseline of services related to student attendance through family mentorship programming, community leadership, and recruitment of families and students at Gaston Middle School, Yosemite Middle School, Edison High School, and Roosevelt High School during the 2019-20 school year. The proposed contract will deliver culturally appropriate outreach and recruitment strategies specific to the African American community at targeted school sites. Parents will be connected to existing Parent University courses and events. Outreach will be provided during the 2019-20 school year in accordance with the schedule set forth by Fresno Unified's Parent University. School sites. King, Columbia, and Sunset Elementary Schools.	General Fund	\$357,000
3	Fresno EOC Street Saints	Non-Profit 501(c)3	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	07/01/2019-06/30/2020	The Street Saints will serve as a daily, on-site presence at the Fresno Unified Early Learning Center throughout the year, placing a Site Supervisor and two Liaison Mentors at the facility during its hours of operation, from 7:00 a.m. - 5:30 p.m., Monday through Friday. They will be responsible for monitoring the site and keeping it clear of trespassers. Additionally, the Liaison mentors will engage the children alongside the Center's staff, adding another layer of support and encouragement for the enrolled children and their parents. On weekends, the Saints will periodically canvas the Early Learning Center site to deter loitering. They will also report any suspicious activity to the authorities. The Street Saints will serve as referral and outreach source by informing the families of the services and resources of the Center, creating awareness in certain areas within the SW Fresno community-areas that may not otherwise be aware of the Center's services. The overall impact of the Street Saint's presence at the Early Learning Center will lead to a safer surrounding environment, improved attentiveness and academic progress, resulting in a healthier atmosphere conducive to learning.	Child Development: California State Preschool Program (CSPP)	\$55,000
										<b>Estimated Grand Total:</b>	<b>\$440,000</b>

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: Kim Kelstrom, Executive Officer, Fiscal Services  
Cabinet Approval: 

Date: July 26, 2019

Phone Number: 457-3907

Regarding: Medi-Cal Administrative Activity Program

The purpose of this communication is to provide the Board information regarding the reimbursements from the Medi-Cal Administrative Activity Program (MAA).

The district recently received \$1.5 million in MAA reimbursements from 2016/17 third quarter claim (\$735,000) and 2014 settlements (\$800,000). As mentioned in the board communications dated December 8, 2017, November 2, 2018 and May 10, 2019, the California Department of Health Care Services (DHCS) held back reimbursement funds. After several years of uncertainty, invoices are now being processed.

In December 2016 the State released a new claims method for submission of reimbursements beginning with January 2015. The district is working with the Madera County Superintendent of Schools (MCSOS) to submit claims. Through July 19, 2019, the district has received \$8.9 million in reimbursements. The below list of claims are still pending approval for reimbursement:

Claim Period	Claim
April 1, 2017 – June 30, 2017	\$ 785,000
July 1, 2017 – September 30, 2017	\$ 735,000
<b>Total</b>	<b>\$1,520,000</b>

The MCSOS continues to recommend that districts recognize MAA revenues only after they are received since future funding adjustments may occur. Therefore, additional funds will be recognized once received.

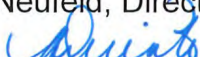
If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 7/26/19

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: Kaleb Neufeld, Director, Fiscal Services  
Cabinet Approval: 

Date: July 26, 2019

Phone Number: 457-3552

Regarding: Average Daily Attendance Funding

The purpose of this communication is to provide the Board information regarding the Local Control Funding Formula (LCFF) per pupil funding and recognizing average daily attendance (ADA) through the Saturday Academy program for absenteeism.

The LCFF Principal Apportionment funding per pupil is broken down into four categories: Base Grant, Supplemental Grant (20% of adjusted Base Grant), Concentration Grant (50% of adjusted Base Grant) and Grade Span Adjustment (applied to K-3 and 9-12). The Supplemental and Concentration Grant funding are based on the unduplicated count.

Below is the projected Principal Apportionment funding for the 2018/19 fiscal year:

- Base Grant: \$532,434,164
- Supplemental Grant: \$98,972,885
- Concentration Grant: \$94,901,706
- Grade Span Adjustment: \$22,222,217

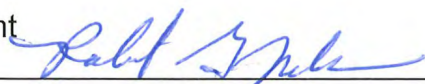
On average, the district receives \$11,172 per ADA annually, or \$62 per ADA for each instructional day. Education Code section 46010.3 states that a student "is deemed to be present for the entire schoolday, unless he or she is absent for the entire schoolday." Furthermore, according to California Association of School Business Officials (CASBO) procedure manual for pupil attendance accounting, a student "is considered present for the entire day when attending any fraction of the scheduled day."

The rules for ADA funding are the same for Saturday instructional make-up days and the district may recover ADA for students who have a prior absent code. The district receives no funding from the state for students who attend Saturday Academy and have no days of lost instruction to recover (i.e. no absent code to replace).

To summarize, an attendance code for Saturday Academy replaces a recoverable absent code; only one attendance code is allowed in the student's attendance record per day.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 7/26/19

Fresno Unified School District  
Board Communication

**BC Number AS-6**

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

Date: July 26, 2019

Phone Number: 457-3907

Regarding: 2019/20 State Adopted Budget Update

The purpose of this communication is to provide the Board an update regarding the Adopted State Budget, which was signed by the Governor on June 27, 2019.

The district's 2019/20 Adopted Budget was approved by the Board on June 12, 2019. This included assumptions based on the Governor's May Revise. On June 27, 2019 the Governor signed the negotiated State budget agreement including changes in the funding model for Special Education, pension rates and ongoing lottery funding. Listed below are updates that impact Fresno Unified's Adopted Budget and due to the final approved State Budget:

- Special Education Equalization increase to the statewide target rate – \$3.3 million one-time
- Special Education Preschool funding to support three and four year olds with Individualized Education Plan (IEP) – \$4.3 million one-time
- STRS rate change from 16.7% to 17.1% – \$1.3 million ongoing
- PERS rate change from 20.733% to 19.721% – (\$800,000) ongoing
- Unrestricted Lottery per ADA increased from \$151 to \$153 – \$140,000 ongoing
- Restricted Lottery per ADA increased from \$53 to \$54 – \$70,000 ongoing
- One-time lottery funding of \$1.8 million recognized and designated in the Assigned Fund Balance for Future Textbook Adoptions

In addition, to reflect the tentative agreement with Fresno Teacher's Association, ratified by the Board of Education on June 27, 2019, the following items impact fiscal year 2019/20:

- A 3.0% ongoing salary increase and a 1.5% one-time salary payment (based on the 2018/19 salary schedule). The 2019/20 Adopted Budget included a projected 2.0% salary increase
  - Utilize one-time resource of Assigned Fund Balance for New CTE School - \$6 million
- Increase in Local Control Funding Formula (LCFF) to recognize an increase of 100 ADA based on 2018/19 attendance rate of \$1.3 million

The items listed above are included in agenda item Budget Revision No. 1 for the Board's consideration on August 7, 2019.

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

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_

*Robert G. Nelson*

Date: \_\_\_\_\_

*7/26/19*

Fresno Unified School District  
Board Communication

**BC Number HR-1**

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

Date: July 26, 2019

Phone Number: 457-3548

  
Regarding: Recommendation for Variable Term Waiver for Career Technical Education

The Purpose of this communication is to provide the Board an explanation for the recommendation for the Variable Term Waiver for Career Technical Education Credential holders. The Commission on Teacher Credentialing (CTC) stated Preliminary Career Technical Education (CTE) holders should be issued a Variable Term Waiver for the English Learner Authorization until the CTE program has been completed. The English Learner classes are embedded in the CTE program. Individuals will not have the English Learner Authorization stated on their credential document until the CTE program is completed and the clear credential is issued.

Human Resources will submit the attached names to the board on August 7, 2019.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date:



**From:** Leslie Martin <lmartin@fcoe.org>  
**Sent:**  
**To:**  
**Subject:** Variable Term Waiver for Career Technical Education Credential

Hi,

In response to individuals on the audit who hold Preliminary CTE Credentials:

CTC has stated that Preliminary Career Technical Education (CTE) Credential holders should be issued a Variable Term Waiver for the English Learner Authorization until the CTE program is completed. The English Learner classes are embedded in the CTE program. Individuals will not have the English Learner authorization stated on their credential document until the CTE program is completed and the clear credential is issued.

It was also stated by CTC that Emergency CLAD Permits should not be issued for individuals with Preliminary CTE Credentials. These individuals will not be enrolling in a CTEL program to complete course work or taking the CTEL exam. Most individuals with CTE Credentials do not hold a Bachelor's Degree and/or CBEST which are the requirements to qualify for the Emergency CLAD Permit.

*Leslie Martin  
Credentials Analyst  
Fresno County Office of Education  
1111 Van Ness  
Fresno, CA 93721  
(559) 265-3005, ext. 5  
lmartin@fcoe.org*

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Variable Term Waiver backup

<b>Name</b>	<b>Subject</b>	<b>Site</b>
Carissa Aflague	Health Science	Edison High School
Kevin Clifton	Arts Media	McLane High School
Marina Diaz	Health Science	Duncan High School
Valerie Dirlam	Business & Finance	Center for Advanced Research and Technology
Yvette Eamigh	Arts, Media & Entertainment	Gaston Middle School
Roseanna Flores	Health Science	McLane High School
Ashley Jones	Building & Construction	Duncan High School
David Jones	Public Service	Hoover High School
Harmit Juneja	Agriculture	Sunnyside High School
Celia Lopez	Public Service	Bullard High School
Clifton Mickelson Jr	Engineering & Architecture	Tenaya Middle School
Tamara Norris	Arts Media	Roosevelt High School
Joel Osuna	Building & Construction	Fresno High School
Guadalupe Ramirez	Health Science	Duncan High School
Mark Riedel	Arts Media	Edison High School
Michael Stamps	Arts Media	Terronez Middle School
Jodi Uyeg	Health Science	Duncan High School
Brandon Yang	Arts Media	McLane High School

Fresno Unified School District  
Board Communication

**BC Number HR-2**

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

Date: July 26, 2019

Phone Number: 457-3548

Regarding: Recommendation to Approve Provisional Internship Permits

The Purpose of this communication is to provide the Board information regarding the recommendation to approve the Provisional Internship Permits.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill immediate staffing needs by rehiring a candidate who is enrolled in a credentialed program. The candidate will receive staff development targeted to the needs of our students and will be required to make progress in becoming fully credentialed.

Requirements for Initial Issuance and Renewals (Title 5 California Code Regulations, Section 20021.1)

- Initial issuance requirements require possession of a baccalaureate degree or higher from a regional accredited college or university, verification of passage of CBEST, and successful completion of course work for the permit type requested
- One-time renewal issuance requirement allows employing agency to request a one-time renewal of the PIP if the holder has taken all appropriate subject matter examinations (CSET) as determined by the college or university

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 7/26/19

Fresno Unified School District  
Board Communication

**BC Number HR-3**

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

Date: July 26, 2019

Phone Number: 457-3548

Regarding: Recommendation to Adopt Variable Term Waiver Request for Bilingual, Cross-Cultural, Language and Academic Development Authorization

The Purpose of this communication is to provide the Board an explanation for the recommendation for a Variable Term Waiver on the August 7, 2019 Board Agenda.

The Variable Term Waiver will authorize teachers to serve as dual immersion multiple subject teachers. The Education Code 44225(m) allows the commission to grant waivers to fill in an area deemed hard-to-fill. The candidates are working toward completing the required coursework for the Multiple Subject Credential and Bilingual, Cross-Cultural Language and Academic Development (BCLAD) authorization.

<u>Name</u>	<u>Permit</u>	<u>Site</u>	<u>Subject</u>
Maria Vargas	BCLAD	Rowell Elementary	Multiple Subject
Mary Isabel Sandoval	BCLAD	Wawona Middle School	Multiple Subject
Horacio Esparza	BCLAD	Jackson Elementary	Multiple Subject
Monica Lopez-Chavez	BCLAD	Roeding Elementary	Multiple Subject

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: \_\_\_\_\_

7/26/19

Fresno Unified School District  
Board Communication

**BC Number HR-4**

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

Date: July 25, 2019

Phone Number: 457-3548

Regarding: Adopt Resolution HR 19-16 Agreement to Allow Teaching Out of Credentialed Area

The Purpose of this communication is to provide the Board additional information regarding Agenda Item A-7 on the August 7, 2019 Board Agenda to adopt Resolution HR 19-16.

Shelley Spencer, a certificated employee of the district, is in progress to complete Latin Authorization requirements. She holds a valid Single Subject English credential.

The district has a need for a teacher with the Latin credential and none is available. This teacher is recommended by Human Resources to be assigned to teach Latin at Fresno High School to maintain program consistency for Inter-Baccalaureate students completing Language B requirements. Prior to making the assignment, verification has been made that the teacher has the course work required by Education Code, that the teacher has adequate knowledge of the subject to be taught and that the teacher has consented to the assignment.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date:



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: Bryan Wells, Executive Officer

Date: July 26, 2019

Phone Number: 457-6111

  
Regarding: EdSource Highlights Fresno Unified's Designated Schools, July 2019

The purpose of this communication is to provide the Board information regarding a commentary published by EdSource, which highlights strategies for student success. EdSource works to engage Californians on key education challenges with the goal of enhancing learning success. It does so by providing timely, useful, and accurate information to key education stakeholders and the larger public; advancing awareness of major education initiatives being implemented in California and nationally; and highlighting effective models and strategies intended to improve student outcomes. Proudly, EdSource published a commentary piece highlighting Fresno Unified on July 2, 2019 which was titled, "How school districts can use limited resources strategically to enhance student success."

Fresno Unified was one of two urban school districts in California highlighted. EdSource focused on the ability of the district to leverage the necessary resources to provide designated school funding in their commentary.

The commentary highlighted the specific moves that the district initiated:

1. Extend the length of the school day in targeted elementary schools.
2. Build the capacity of principals and central office staff to serve as instructional leaders for teacher Professional Learning Communities and how this process correlates to improved student intervention time.
3. Prioritize professional learning time and content.

The results highlight how these shifts changed the teacher and student experience, as well as presenting positive student performance outcomes over time.

The full report, which was published on July 2, 2019, can be found at [edsourcesource.org](https://edsourcesource.org).

If you have any questions or require additional information, please contact Bryan Wells at 457-6111.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date:

