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Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – SEPTEMBER 06, 2019**

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

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

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights  
S-2 Robert G. Nelson, Ed.D. Superintendent's Self-Evaluation 2019  
S-3 Robert G. Nelson, Ed.D. Project Labor Agreements

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

AS-1 Kim Kelstrom School Services Weekly Update Report  
for August 30, 2019  
AS-2 Ruth F. Quinto Joint Health Management Board Prescription  
Preauthorization Update  
AS-3 Kim Kelstrom Child Nutrition Super Snack Program Per  
Meal Cost  
AS-4 Kim Kelstrom 2019/20 Elementary Fall Staffing

### **EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access**

EA-1 Kristi Imber-Olivares College and Career Performance: College  
and Career Indicator  
EA-2 Deanna Mathies Early Learning Inclusion  
EA-3 Lindsay Sanders Dual Immersion Magnet Program Sibling  
Preference Policy Changes

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

HR-1 Manjit Atwal District Diversity and Recruitment Efforts  
HR-2 Paul Idsvoog Recommendation to Approve Provisional  
Internship Permits  
HR-3 Paul Idsvoog Recommendation for Variable Term Waiver  
for Career Technical Education

### **OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer**

OS-1 Karin Temple Air Conditioning in School Cafeterias

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

SL-1 Ed Gomes New Designated Schools Selection Process

Fresno Unified School District  
Board Communication

**BC Number S-1**

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

Date: September 06, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Recorded video with District Attorney Lisa Smittcamp regarding social media threats
- Attended the Dailey Board Meeting
- Attended Central Valley Promise Executive Leadership Breakfast
- Met with district staff and WestEd to discuss African American Academic Acceleration Taskforce
- Attended joint press conference with Kaiser Permanente regarding a grant award to Jefferson Elementary School for a fitness program
- Attended the School Safety Summit hosted by County Superintendent of Schools Jim Yovino
- Attended Fresno Compact
- Attended high school football games

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



Date: 9/6/19

Fresno Unified School District  
Board Communication

**BC Number S-2**

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

Date: September 06, 2019

Phone Number: 457-3884

Regarding: Superintendent's Self-Evaluation 2019

The purpose of this communication is to provide the Board, and make public, a copy of my self-evaluation for 2019. If you have any questions, please call.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date:

9/6/19

**SUPERINTENDENT'S SELF-EVALUATION  
COVERING SEPTEMBER 2018 TO AUGUST 2019**

**Self-Evaluation**

**By: Superintendent Robert G. Nelson**

**Fresno Unified School District**

**August 2019**

As I prepare my second self-evaluation as the superintendent of Fresno Unified School District, I would like to once again thank the Board, my colleagues, teachers, staff, students, parents and the entire community for the opportunity and support to serve our more than 74,000 students.

It is an incredible honor to serve as the superintendent of the district in which I was first hired in 1991. So sincere thanks, Trustees, for this opportunity and your consideration in advance of my annual evaluative process.

This year's self-evaluation includes information and results that have been realized during my tenure since my last evaluation. To remain consistent with last year's approach, I have decided to present the information for my self-evaluation in a way that specifically addresses the five goal areas the Board discussed and adopted on October 10, 2017, and reaffirmed in January 2019, as well as provide a comprehensive and concise look into successes experienced across the district during this past 12 months.

I continue to operate under the commitments of Transparency, Equity, Accountability and Connectivity, which directly align to the Board's identified goals, and continue to serve as key pillars in moving our work forward. In fact, these commitments were the necessary actions required to help us negotiate an agreement with the Fresno Teachers Association in advance of the previous agreement expiring. This is the first time in the history of Fresno Unified where we have protracted labor peace and our teachers can fully focus on students and not be distracted by labor strife for the next three years. Even more remarkable is that we were able to collaborate with the Fresno Teachers Association to enter into interest-based bargaining and ratify an agreement just 18 months after a potential work stoppage. There are many people that made this happen from both sides of the bargaining table, and the board's direction, patience and resilience was instrumental in getting this deal done. In the first few weeks of school, there is a palpable feeling amongst colleagues. The focus is strictly on students, and that will pay dividends as we launch the 2019/20 school year.

It is important I remind the board that the current Board-adopted district goals are slated to sunset at the end of this year. I have worked on a framework for a strategic plan to help the board set the mission, vision, core values, goals and strategies for the next five years. This document is designed to reflect the collective interests of our community, incorporating feedback from various sources, such as the Choosing Our Future 2.0 report, the Council of the Great City Schools Report on Special Education services, and our ongoing collaborative work with our labor partners, to name a few sources. I believe it is important that we set a new roadmap and expectations for our staff and community to achieve the future we envision for Fresno Unified School District, and we have the collective support of the public in that effort. A Board workshop is scheduled for September 11, 2019 that will give us an opportunity to begin working

through the framework of the strategic plan and allow the Board to provide additional direction to finalize the strategic plan.

As a final note to introducing my self-evaluation, below are some of the major indicators the Board has focused on in recent years as well as indicators from the California Dashboard.

<b>Indicator</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Graduation Rate	84.30%	85.80%	Spring 2020
SBAC ELA	33.64%	36.76%	37.94%*
SBAC Math	24.14%	26.89%	29.81%*
ADA Attendance Rate	93.68%	93.55%	93.18%
Preschool Enrollment	2822	2815	2820
Engagement in Goal 2	65.40%	66.40%	68.90%
Suspensions	7.00%	7.20%	Fall 2019

\*SBAC Preliminary Data

<b>Indicator</b>	<b>2017</b>	<b>2018</b>
Chronic Absenteeism	N/A	Yellow
College/Career	N/A	Green
English Language Arts	Orange	Yellow
English Learner Progress	Yellow	N/A
Graduation Rate	Green	Green
Mathematics	Yellow	Yellow
Suspension Rate	Orange	Orange

## **Goal 1**

Transparency in all data, presentations and communications

- Do not sanitize the data or pick and choose data
- Give real data, even if the results are not ideal
- Disaggregate data by schools, race/ethnicity and other characteristics
- Give presentations and explain results without sugar-coating
- Data Dashboard granular to the school level in live time & presentation twice annually
- Set performance expectations for staff
- All staff (from cabinet to the classroom must be held accountable for results)

My direction to staff has been to publish/present all data to ensure transparency. You have heard me state on multiple occasions that showing all data is important because just showing one half is not transparent and leads to misinformation. Staff has done this when sharing any of the district's performance. A relevant and recent example I can think of is when sharing our gains on SBAC, where we have shown significant double-digit increases in both ELA and Math performance over the course of five years, but we are still behind the county and state and the achievement gap between our student groups is not closing.

As part of the strategic plan development, we will develop and outward-facing, board-approved dashboard that will contain the indicators that will measure the district's performance and health. The goal is to develop a "lived" data system which is universally understood by internal and external stakeholders alike, and which will provide Trustees or any other constituents with "real-time" disaggregated data. Our Equity and Access Department continues to work on building the structure to populate the dashboard with those indicators the Board feels are important. Some of the key work this past year includes:

- Collaborated with IT and CCR to develop College A-G calculations and replace all tools previously housed in the UC Merced Beta tool; this permits us to have ownership of the student information and tools so that they can be revised and enhanced internally by district staff
- Developed a Board Communications timeline for data that is focused on metrics aligned to the CA Dashboard indicators—Academic Performance (ELA, Math), Chronic Absenteeism, Graduation Rate, English Learner Performance, Suspensions, and College and Career
- Disaggregated data in reports to show trends for student groups and incorporated the state recommended disproportionality factoring
- Developed data visualizations for school sites and departments using PowerBI to provide them consistent data metrics that are dynamic and interactive for school sites to act upon the data
- Realigned the assessment system to implement a new assessment, i-Ready, to consistently measure both performance and growth in ELA and math. The assessment is criterion referenced for the first time and allows for a continuum for measurement within and between grade levels as well as a means to group students by needed intervention strategy

September 2019

- Developed professional learning and a collaborative structure (PIVOT teams) to apply a human-centered, systems-minded approach, and rely on a collegueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking and impact

## **Goal 2**

### Special Education Focus

- Conduct special education audit to get a real sense of issues/concerns
- Board workshop following the special education audit
- Funding to improve areas outlined in the audit
- Clearly outlined protocols for special education

The mission of the Special Education Department is to provide early intervention and appropriate Pre-Kindergarten thru Adult instruction that prepare students for a seamless transition to adult life with the expectation that all students will learn and become productive citizens.

As a leadership team, we universally acknowledge our need to fully support special education students across the district.

Per the Board's direction, Fresno Unified worked closely with the Council of the Great City Schools (CGCS) in February 2018 to conduct a Special Education review. During the review, the CGCS interviewed teachers, staff, parents, outside service providers and Board members to understand both areas of strength and opportunities for improvement, and after thoroughly analyzing the data and reviewing pertinent documents, the CGCS produced a final report for the district.

The 150-page report is organized into the following five chapters:

1. Purpose and Origin of the Project
2. Background and Overview
3. Synopsis & Discussion
4. Findings and Recommendations
5. Summary of Recommendations

The Board then had numerous discussions and adopted a budget to address some of the areas outlined in the Council of the Great City Schools review. Highlights of department work during the 2018/19 school year include:

- Developed a Strategic Action Plan to address the recommendations provided in a review by the Council of the Great City Schools in the following areas
  - Multi-Tiered System of Supports
  - Demographic and Outcome Data
  - Instruction and Supports
  - Organizational Supports
  - Compliance and Accountability
- Prioritized improvements and adopted a budget to increase staffing which addresses class sizes, caseloads, and workloads
- Increased stakeholder voice in the decision-making process through continued work with the Special Education Committee, Community Advisory Committee (CAC), and Professional Learning Communities



- Improved business processes in order to strengthen customer service for students, families and staff
- Increased interdepartmental collaboration in order to build capacity as it relates to special education awareness
- Completion of the Rata modernization and expansion
- Increase health services staff by 10, to ensure every school has health service staff every day

In addition, the Special Education department continues to remain focused on the following six department goals

1. Improve SPED Graduation Rate
  - Latest graduation rate data showed a 4% improvement (2017/18), rates not posted for the 2018/19 school year
  - Implemented credit recovery options at every comprehensive high school
2. Decrease disproportionality of African American and English Learner students
  - Decreased SPED suspension rate by 0.3% (2017/18)
  - Exited Significant Disproportionality status for suspension of SPED African American students
  - 352 students with disabilities were redesignated
3. Increase Time in the Least Restrictive Environment (LRE)
  - Regional Instructional Managers (RIMs) assessed each site for inclusionary opportunities
  - Provided targeted job-embedded professional learning at specific sites to further develop model classrooms for inclusionary practices
  - Cross departmental collaboration with Early Learning to increase opportunities for inclusion
4. Improve Student Achievement on Statewide Assessments
  - Ensured the Guaranteed and Viable Curriculum (GVC) across all SPED programs
  - Developed course of study for high school ALPs programs
  - 3.2% increase (9.6% to 12.8%) on ELA Interim 1 to Interim 2
  - 3.4% increase (11.8% to 15.2%) on Math Interim 1 to Interim 2
  - 0.6% increase (7.6% to 8.2%) for students meeting or exceeding standards on 2018/19 ELA SBAC
  - 7-point increase (-136.1 to 129.2) on average distance from the standards on 2018/19 ELA SBAC
  - 1% increase (6.4% to 7.4%) for students meeting or exceeding standards on 2018/19 Math SBAC
  - 7.9-point increase (-164 to -156.1) on average distance from the standards on 2018/19 Math SBAC
5. Improve IEP Compliance
  - Professional learning provided on IEP compliance for all case managers, site administrators, and RIM's
  - 99.9% IEP compliance rate
  - Implemented weekly communication regarding IEP timelines
6. Improve Instruction in the classroom
  - RIMs – Instructional Leadership improved by:

September 2019

- Participation in Instructional Practice Walks with other administrators
- Participated in the three Instructional Division Learning Sessions
- Supported the use of academic discourse within the GVC
- Held monthly Accountable Community meetings for elementary mild/moderate teachers and co-teaching focus sites
- Provided professional learning for SPED teachers in curriculum implementation
- Implementation of newly adopted Specialty Programs

### **Goal 3**

#### Staffing/Customer Service

- Consider restructure based upon priorities
- Answer questions without a “dance”, be truthful and concise
- Need communication process/protocols so board can get answers in a timely fashion
- Move staff as needed to accomplish district goals
- Leverage David as a Chief of Staff in a new way
- Backfill Administrative Analyst to help with Board requests

In April 2007 the Board of Education established the Constituent Services Office (CSO) to facilitate, coordinate, and expedite services to resolve issues that constituents raise through oral or written complaints, requests for information, or requests for services as outlined within Board Policies and Administrative Regulations. The CSO responds to constituents’ problems, issues, complaints and questions escalated to the Board of Education and staff for an effective resolution. This centralized approach helps to make systemic improvements. This year I have moved the CSO under the Chief of Staff to continue to streamline and improve processes and efficiency and provide a more robust customer service experience. This realignment also brings concerns of expressed stakeholders directly to the attention of the Office of the Superintendent. Also, in response to the Board’s request for higher quality customer service, the CSO will begin measuring response time this year along with the standard measurement of time to resolve an issue.

CSO services include:

- Public Records Act Requests
- Personnel Complaints
- Request for Information/Service
- Special Education Concerns
- Williams Act Complaints
- Uniform Complaints
- Board Policy/Administrative Regulation Revisions

We have continued to experience positive results based on expected outcomes leading to improved outreach, communication, and professional development.

- Quarterly reports continue to show an increase in requested services with a 20.67% increase in services year-over-year
  - 2,181 (2017/18) to 2,632 (2018/19)
- There was a 30% decrease in formal “Personnel Complaints”, in a highly intensive area of service. The addition of a staff member last year allowed us to spend more time with our parents, providing a higher level of service; which we believe led to this decrease.
  - 2017/18                      245 = 14.10 days to resolve
  - 2018/19                      171 = 14.12 days to resolve
- Despite the increase in the number of overall formal complaints and requests for assistance, the CSO continues to meet the processing timelines as required by state law, labor agreements, and board policies.

- A slight increase overall in the response rate from 3.19 days (2017/18) to 4.03 days (2018/19)
- Annually, the CSO continues to prioritize the work by focusing assistance for parents and students
- This year there was an increase in requests from parents and students. Despite the increase the CSO was able to assist with a slightly faster resolution time from 3.80 days (2017/18) to 2.28 days (2018/19).
- The CSO continues professional development for district leaders, resulting in a more consistent format of Board Policy revisions for the Board's consideration. Since 2018/19, there has been a decrease of items presented for the Board's review and approval.
  - A decrease from the 48 board policies (2017/18) to 22 board policies/bylaws (2018/19).
- The CSO continues to assist in leading the district through the Fresno County Superintendent of Schools annual review of textbooks and facilities. The annual review will be concluded in mid-September and we expect to have zero findings in 2018/19.

The Instructional Division collaborated to assess how services could be expedited through a revised organizational structure. Through reflection and analysis of data, the leaders developed an overarching goal of being a highly functional professional learning community. The team also agreed to develop cross-functioning teams (elementary and secondary) to support the implementation of the district's Multi-Tiered Systems of Supports (MTSS) model and will be continuing our 5-year implementation plan, moving now on towards year two. This collaboration is designed to ensure more inclusive decision making, particularly with respect to chronically underserved youth such as students in special education, English Language learners, and students facing recognized disproportional outcomes such as African American males.

Finally, our Human Resources/Labor Relations team continues to work on initiatives that will allow us to provide the best service possible, with respect to human capital. Below are some of the accomplishments of the HR team for this past hiring cycle.

### **Management Hiring**

- 75% of Principal positions were filled internally for 2019/20 (6/8) of which 100% of Principals have 3 or more years of leadership experience
- 100% of Vice Principal positions were filled internally for 2019/20 (21/21) of which 100% of Vice Principals have 3 or more years of experience in a leadership or teaching position

### **Teacher Hiring**

- 94% of Nurse positions were filled for 2019/20 (59 out of 63)
- 99% of Classroom Teacher positions were filled for 2019/20 (3221 Out of 3245)

### **Substitute Fill Rate**

- 98.5% of teacher absences were filled for 2018/19 by a certificated substitute; according to Council of Great City Schools, Districts who measured in the best quartile were above 92% in the 2018 report.

## **Labor Relations**

Implemented interest-based bargaining for the first time in FUSD history and ratified 3-year tentative agreement prior to expiration of the July 1, 2016 – June 30, 2019 contract in collaboration with the Teachers Association 17 months after avoiding a potential strike

- Reduced class sizes through reduction of staffing ratios for grades 7-8 for core classes
- 10 additional designated elementary schools for 2020/21, if teaching staff at site vote of 55%
- If new Special Education revenue is received, 3 additional certificated nurses shall be hired by July 1, 2020 and 4 additional certificated nurses shall be hired by July 1, 2021
- Special Education: \$13.2 million in SPED investments; efforts to equitably assign student with IEPs at secondary based on master schedule & programs; workload consideration factors; and formation of a Special Education Committee
- Working conditions include revisions to reporting and correcting unsafe conditions, formation of a School Climate and Safety Committee, and establishment of District and Site level guidelines on student misbehaviors
- Negotiated agreements with our labor partners which included salary and health and welfare increases for bargaining unit employees
- Negotiated new 3-year agreement with FTA Trades, ratified by the union, submitted to FUSD Board on 8/21/2019 for ratification
  - Reopened and negotiated a tentative agreement with CSEA 125 and CSEA 143
  - Reopened and in process of final negotiation with both SEIU and FASTA for new 3-year agreements
- Increased collaboration with labor partners on issues including class size, special education and school climate and safety
- District leaders participating in Labor Management Institute (LMI) to continue creation of new communication strategies to resolve labor issues and create value through collaboration
  - Collaboration includes extending an invitation to all bargaining units to participate in the Principal Cohort meetings

## **Employee Relations**

- Classified employees have provided positive feedback and appreciation for the Superintendent's acknowledgment of their contributions to the district

## **Employee Retention**

Retention of employees rose to 94.59% in 2018/19 from 93.20 % in 2017/18

## **Diversity**

Increased the percentage of hires in the following ethnic groups for Classified Management employees: African American, American Indian, Asian, Hispanic or Latino, and Filipino; for Classified employees: American Indian, Hispanic or Latino, and Pacific Islander; and for certificated employees: African American, American Indian/Alaska Native, Asian, Hispanic or Latino, Filipino and Pacific Islander/Hawaiian. Please see tables on next page.

<b>District Diversity Data</b>	<b>2017/18</b>	<b>2018/19</b>
<b>Certificated</b>	<b>3658</b>	<b>3849</b>
African American	4.32%	4.34%
American Indian/Alaskan Native	0.90%	1.01%
Asian	10.31%	10.44%
Filipino	0.71%	0.75%
Hispanic	28.16%	29.62%
Pacific Islander	0.14%	0.16%
Unknown	0.16%	0.29%
White	55.30%	53.39%
<b>Classified</b>	<b>3477</b>	<b>3612</b>
African American	8.51%	8.31%
American Indian/Alaskan Native	1.01%	1.19%
Asian	16.65%	15.95%
Filipino	1.29%	1.25%
Hispanic	50.13%	51.74%
Pacific Islander	0.14%	0.17%
Unknown	0.14%	0.25%
White	22.12%	21.15%
<b>Management</b>	<b>691</b>	<b>734</b>
African American	7.81%	8.31%
American Indian/Alaskan Native	0.87%	0.95%
Asian	10.13%	10.22%
Filipino	0.87%	0.95%
Hispanic	33.57%	34.33%
Pacific Islander	0.43%	0.41%
Unknown	0.14%	0.27%
White	46.16%	44.55%

\*as of 6/29/18

\*as of 8/2/19

<b>2017/18 Certificated Teacher CDE Data for California</b>	
African American	3.9%
American Indian/Alaskan Native	0.5%
Asian	5.8%
Filipino	1.5%
Hispanic	20.7%
Pacific Islander	0.3%
Unknown	4.3%
White	62.0%
Two or More Races	0.9%

\*as of 10/3/17 latest available

## **Goal 4**

### Equity for All

- District facilities need to be equitable
- Facilities assessment with a plan to for replication (pool shades, gym AC etc.)
- Deliver on set expectations and Board commitments
- No “goodies” for specific schools – pick a base/standard and adhere to it for all
- Establish a plan for projects moving forward worst-to-first (Do not cherry pick)
- Build and publicize this schedule

One of my major goals as superintendent is to bring equity to all students across our district; this includes rigorous educational opportunities, social-emotional supports, access to Goal 2 opportunities, and universal facilities developments. Our team continues to bring forward initiatives and projects for the Board’s consideration and approval that will rectify inequalities in our system.

You may recall that this year we held two Special Board Meetings to discuss bond project prioritization and ensure equitable distribution of funds towards projects across the district. In those presentations, the Board had an opportunity to discuss the recommended projects, as well as all other projects, and prioritize funding. Some of the major work related to facilities over the past year includes:

- Implemented \$90 million in Measure X and Measure Q projects to increase equity of facilities and expand educational programs. Projects recently completed and underway include Design Science classrooms on the FCC campus; McLane new pool complex; McLane Stadium artificial turf; McLane and Roosevelt softball and baseball field improvements; Phoenix Secondary new campus development; Slater campus renovation; Starr special education improvements; Wawona additions for K-6 dual language immersion program; safety/security improvements including security cameras, fencing/gates, parking lots, and drop-off/pick-up improvements; high school weight room improvements; gym improvements such as floors, bleachers, lockers, scoreboards and audio-visual systems; and deferred maintenance projects including painting, HVAC upgrades including gym and cafeteria AC, plumbing and electrical upgrades, and paving/asphalt replacement. In addition, modular classrooms have been added throughout the district as needed for program expansion and enrollment.
- Continued design development and submittal to DSA of the proposed Herrera Elementary School. A recommendation for construction of the new school will be recommended to the Board in Fall 2019.
- Received an additional \$9 million in State Facility Program funding, bringing to \$70 million the amount of State funding leveraged for bond projects over the past eight years.
- Completed acquisition of Ventura and 10th site and commenced soil remediation and demolition.
- For at least the tenth year, the bond program received no audit findings.
- Working with the district’s financial advisor, maintained the tax rate for district bonds at \$188.86 per \$100,000 of assessed valuation, for the eleventh consecutive year.

- Successfully issued \$75 million in Measure X bonds with an interest rate of 2.899% and a repayment ratio of 1.39/1 (far below the legislative cap of 4/1).
- Implemented solar projects at eight high schools, the Brawley Service Center and the Chavez Adult School. Project activation has been delayed due to the lengthy PG&E approval process.
- Recommended and received Board approval to convert all Bus Drivers to 8-hour positions, providing an incentive for drivers to seek employment with Fresno Unified.
- Received grant funding for three low emission school buses to continue to update our fleet.
- Provided transportation for implementation of new United Sports athletic teams.
- Successfully transitioned Purchasing Department leadership.
- Food Services successfully completed the California Department of Education audit for the SuperSnack program (over 80 sites) with no material findings.
- Purchasing/Warehouse team supported the rollout of close to 31,000 computers for the Learning Companion Device program, Personal Learning Initiative expansion, and staff and student computer refresh.
- Immediately responded to Board resolution to discontinue use of Roundup for weed control.
- Secured \$640,000 in state grant funds for filtered water bottle filling stations.
- Completed projects, partially grant funded, to upgrade irrigation systems at seven schools including smart controllers.
- Continue to install separate potable/irrigation water lines to reduce by approximately 75% sewer fees at those sites.
- Constructed additional confidential office spaces at multiple sites for added student support services.
- Implemented GPS on fleet vehicles for asset management and accountability.



## **Goal 5**

### Fully Fund Commitments/Pilot Programs/Innovation

- Don't short initiatives and give authority to make change
- Try new/innovative pilot programs
- Be creative, be different and give feedback
- Rapid cycle and failure okay
- Address areas where we are performing below state average
- Support Dual Immersion expansion

I am a firm believer in trying innovative practices, reflecting on them, and essentially “failing forward” in our efforts to improve the status quo. I expect staff to be innovative and push new ideas that will help our students succeed, and that address chronic inequities. I also concur with Trustee sentiment that we should fund Board approved initiatives as they were intended while maintaining fiscal responsibility.

Initiatives undertaken and expanded during my tenure as superintendent include the following.

### **eLearning Companion Device (LCD) Initiative**

During the first year of the LCD program, 15,000 students received tablets for home use after parents went through an orientation process and signed a commitment letter. The top six pre-loaded educational apps showed more than 100,000 hours of use in the first six months.

### **Summer Literacy Program**

The Office of African American Academic Acceleration in partnership with Springboard Collaborative provided an intense 5-week Elementary Literacy program serving grades Pre-K-Rising 4<sup>th</sup> and a 3-week program for Middle school students serving Rising 4<sup>th</sup>-7<sup>th</sup> grade students. This year we expanded the program to include two Elementary school sites and one Middle School Site which were held at Lincoln Elementary and Bullard Talent K-8. Our elementary sites earned a combined reading growth of 3.95 months in just 5 weeks! Parents were enthused and supported the growth of their children through both programs and showed a participation rate of 86.35% for our Elementary program and 80% for Middle School. The Summer Literacy program served about 575 students between Elementary and Middle School. We are expanding our literacy program to afterschool in 7 Elementary schools in February 2020.

### **Saturday Academy 2018/19**

In 2019, the A4 department offered a six-week Saturday Academy to target students that attended the Springboard 2018 Summer Reading Program to continue literacy growth. Approximately 45 students, grades 1-5, attended the following Saturdays: February 2<sup>nd</sup>, February 16<sup>th</sup>, March 2<sup>nd</sup>, March 16<sup>th</sup>, March 30<sup>th</sup> and April 6<sup>th</sup>.

### **Personalized Learning Initiative (Blended Learning)**

In 2016, the district embarked on a journey to personalize/blend instruction through the Personalized Learning Initiative (PLI). PLI aims to better prepare all students with content mastery, 21st century competencies, and mindsets essential for their #AsYetimagined futures.

Below, the trend data highlights the growth of Blended Learning. Since 2016/17, the number of teachers participating has increased by 380 teachers or 36% and the number of students participating grew by 12,577 or 50%.

- Year 1: 2016/17 – 220 teachers impacting 12,423 students
- Year 2: 2017/18 – 362 teachers impacting 17,450 students
- Year 3: 2018/19 – 600+ teachers impacting more than 25,000+ students
  - 26 Partner Sites across elementary, middle, high school and alt ed schools.

Fresno Unified teamed up with Fresno State, Microsoft Research, Digital Promise, and Houghton Mifflin-Harcourt with rigorous analytics to determine where and how PLI works to shift instructional practices and improve learning outcomes. We call this research collaborative Learning Analytics Model and Partnerships or "LAMP".

In year 3, the PLI included 600+ teachers and impacted 17,045 students. Students in classrooms with a PLI teacher had statistically significant higher achievement. PLI is working across traditionally disadvantaged groups – the data shows statistically significant achievement for PLI students including Hispanic, African American, and Asian students. Research shows a teacher participating in two 2-hour PLI professional learning sessions, on average, resulted in students gaining 6% on the SBAC assessment.

The research collaborative has grown and now includes Khan Academy and the Learning Accelerator. The improvement science work includes analysis of blended learning across grades 2-8, secondary math, and exploring how PLI continues to work to improve academic achievement.

### **GATE Expansion**

The focus on providing high quality accelerated instruction has been a priority for the GATE team for the past three years. In that time, the team has also focused on eliminating the disproportionality, which has historically existed in accelerated courses. Some key highlights are:

- Cohort 2 of GATE Certification - Provided training and support to teachers in acceleration, enrichment, and challenge. The instructional program was based on state standards, as they provide all students with the knowledge and skills to prepare college and career ready graduates.
  - Certified 45 teachers in 2018/19 including 30 teachers from Yokomi Elementary
  - 95 teachers have earned their GATE Certification as of June 30, 2019
- 2018/19 was the third year of the Naglieri Nonverbal Ability Test (NNAT 3), universal screener, which was delivered to all 2nd graders system wide. The Universal Screener had a positive impact on identifying students that would not have been referred for GATE assessment:
  - 35 students were GATE identified who only had a screener referral.
    - All five student groups (African American, Asian, Hispanic, White, Multiple Race/Other) increased their number of GATE identified students
- Young Scholars Summer Program

- Nine elementary sites, including at least one from each region, hosted a summer program for students referred from the GATE assessment and/or Universal Screener criteria

### **English Learner Services/Dual Immersion Expansion**

In its mission of supporting students whose primary language is not English through the building capacity of teachers and site leaders to enhancing second language learning through Spanish and Hmong Dual Language Immersion and Heritage language courses, the English Learner Services (ELS) department realized significant actions in the following areas:

- Dual Language Immersion Program (DI)
  - Ewing and Leavenworth demonstrate academic improvement as measured by the CAASPP in both English Language Arts and mathematics.
  - Rowell and Wawona continued DI programs in PreK, K, 1, and Grade 2 (2019/20).
  - Seven additional schools launched the Dual Language Immersion program in Pre-K, Kinder and expanding to Grade 1 in 2019/20: Burroughs, Calwa, Centennial, Jackson, Lane, Roeding, and Vang Pao
- Lab Schools
  - Continued focus on eight elementary and four secondary sites to improve instruction for English Learner (EL) and all students through several professional learning opportunities.
  - Elementary Lab Schools demonstrated a positive change in the number of students meeting or exceeding ELA grade level standards of 2.2 compared to 1.2 for the district; a positive change in the number of students meeting or exceeding math grade level standards of 4.65 compared to 2.9 of the district average.
- Redesignation Rate
  - The 2018/19 redesignation rate is projected at 10.5%, compared to 16.7% in 2017/18, and 14.1% the prior year. This rate is a significant decrease from prior years principally due to the change in the cut-points of the English Language Proficiency Assessment for California (ELPAC). The cut-points are much more rigorous resulting in a significant decrease in the number of students obtaining an ELPAC passing score from 3,213 to 1,174

## **Other Significant Areas of Emphasis**

### **District Culture**

In my full second year as superintendent, I can honestly say that I continue to get approached by many of our employees and community members telling me that they believe the district culture is shifting in the right direction.

### **Information Technology**

#### **Learning Analytics Models/Partnerships (LAMP)**

Engaging our partners, which now includes Microsoft Education, Khan Academy, Houghton Mifflin Harcourt and Digital Promise, in the design, planning and implementation of LAMP. We are using learning analytic models, practices and partners (Digital Promise) in support of improvement science within Fresno Unified for secondary math, grades 2-8 blended learning, use of digital learning resources, and PLI efficacy relative to SBAC across cohorts and partner sites.

#### **Modernization of Telecommunications and Network Systems**

We reduced our costs significantly by eliminating 4,000 analog lines across the district that were no longer necessary and by consolidating multiple PBXs with PRI/T1s into SIP trunks. After a multi-year effort, we migrated our Voicemail system off a 20+ year old voicemail system to a modern digital system. We piloted a model for wireless access for the McLane Quad and the Hoover Gym using directional wireless. The Network Team filled in over 500 wireless gaps and cold spots across the district.

#### **Improved Cyber-Security Infrastructure and Policies**

We performed recurring vulnerability assessment and penetration testing of data center and aggressively applied security patches and configurations to 500 servers, 6,000 network devices and over 70,000 computers. We implemented security tools like Rapid7 Intrusion Detection, Microsoft Advanced Threat Protection and Microsoft Advanced Threat Analytics. As a result, we experienced zero compromised servers and were able to significantly limit cyberattacks so that there was no impact on instruction.

#### **Learner Support**

Average time to resolve tickets down to 8 days in FY 18/19 from 22 days in FY 17/18 while resolving over 30,000 support requests. Learner Support deployed over 1,000 teacher computers and 11,500 student computers during the annual Computer Refresh to assist in keeping the district's technology current. They also configured and deployed 15,000 tablets for the LCD Initiative.

#### **Data Center and Core Infrastructure**

We made a major investment in next generation Hyperconverged Compute Infrastructure in our data center, which provides faster compute/storage, improved management at 15% of the annual costs for equivalent cloud services.

#### **Educational Technology**

CoderGirlz clubs finished their third year, with 20 CoderGirlz clubs and 250 club members from 1st grade through 9th grade. The all-gender CoderClubs also finished their third year with 13 clubs and 274 students. Finally, the 12th annual Tournament of Technology was held at Hoover High School with a Captain Marvel theme. Over 500 students competed in 15 technology events including 3D Design with 3D printers, Robotics, Video, Minecraft and Coding. The momentum from the coding clubs and Tournament of Technology has led to the startup of high school robotics clubs for the 2019/20 school year. We purchased and configured a Virtual Reality (VR) Kiosk System and deployed one to each high school and middle school libraries for student VR exploration and learning. We also purchased and deployed two 3D printers for every elementary schools. Influenced Microsoft design of Teams for EDU, Minecraft, and co-designed the Reflect app for social-emotional awareness and goal setting (focus groups, 2-year skunk-works project).

### **Fresno Unified eSports League (FUeL)**

Working with the Goal 2 team, we launched our inaugural season of eSports, which attracted nearly 400 high school participants over the Fall and Spring seasons. eSports is a new way for the district to involve all types of students in an extracurricular activity that engages them in school, with staff and with fellow students, and promotes school spirit. eSports is a booming industry with numerous job opportunities beyond being a player, including game design, coding, testing, sales and marketing, production, streaming and management. More than 200 colleges and universities are actively recruiting and providing scholarships for eSports players.

### **Website Accessibility**

Staff members were trained across the district on creating accessible website content to ensure an accessible experience for all website visitors. The SiteImprove product was selected to assist us with providing ongoing monitor website accessibility and to provide training courses.

### **Major Upgrades of Enterprise and Student Information (SIS) Systems**

Multiple upgrades involving enterprise applications such as the Lawson HR and Payroll system, the AMS Financial system and the ATLAS Student Information System were made in the last 12 months without interruption to critical business processes or instruction.

### **National IT Presence**

Fresno Unified is a member of the national Microsoft K12 Advisory Council, the Council of Great City Schools CIO/CTO Group, the Houghton Mifflin Harcourt Technology Advisory Council, the Learning Counsel and the California Educational Technology Professional Association (CETPA) which gives us the opportunity to provide input into future products, see new releases, and share data and insights and learn from other districts across the country. In addition, over the past year we were invited to present on PLI, Strides, CoderGirlz, eSports and other Fresno Unified projects at international, national and state education and technology conferences.

### **African American Academic Acceleration**

#### **College Mentoring**

The A4 department launched a College Mentoring Program with the goal of increasing African American students' college matriculation rates. Students will be mentored from their 11<sup>th</sup> grade year through their 1<sup>st</sup> year in college to increase retention, as well as, matriculation rates (data

gathered from the National Clearing House). We targeted Alternative; Comprehensive and Specialty school sites with the lowest matriculation rates using Gallup Clifton Strengths to pair students with a mentor.

### **Board Approved African American Academic Acceleration Task Force Recommendations**

In 2018/19, collectively, Fresno Unified School District (FUSD) and community stakeholders reached a shared consensus and direction for programmatic, policy and practice solutions to accelerate African American youth academically. This intense six-month journey began in May and ending in December 2018. The African American Task Force declared a state of emergency, an urgent call to action and that community and district collaboration is essential in targeting the following priority areas for our African American students:

- Attitudes, beliefs and mindsets of FUSD employees
- Access to African American teachers
- Rigorous instruction and high expectation
- Early Learning
- Family engagement
- Pride in and respect for AA cultural heritage

The agreed upon and board approved recommendations will advance the vision of academic excellence for African American youth in Fresno Unified.

### **African American Academic Acceleration (A4) Suspension Tutoring Center (STC)**

The A4 department is focused on improving academic outcomes for all African American (AA) students enrolled in Fresno Unified Schools. Suspensions add to African American students' academic deficiencies because of missed instructional time. In the 2017/18 schoolyear, African American students collectively were suspended more than 3,000 days. The A4 Suspension Tutoring Center (STC) is an alternative to ensure that student learning continues in the event of a suspension. An innovation in-collaboration with West Fresno Family Resource Center (WFFRC), the Suspension Tutoring Center will provide academic and family supports to African American suspended students from partnering school sites. Parents of suspended students will be given the opportunity to take advantage of the STC with the goal of keeping our children from missing instruction and failing behind. A scheduled launch date is planned for early September 2019.

### **Instructional Division**

The Instructional Division established a clear vision and theory of action in 2015/16 to ensure coherence across the division to support student achievement. The vision and theory of action share a common language which has given our instructional leaders clarity around their purpose for serving students and adults in a “deliberate, intentional culture of learning with high expectations where every day, every educator, and every student seeks to learn and strives for growth.”

To ensure that end, the recent report from the Council of Great City Schools called out that the Instructional Practice Guide (IPG) is a great foundational element to build a culture around high quality instruction in every classroom: “The school system has a well-defined vision for student success and this vision generally includes all students” (2018, p. 6). We have integrated this into a living document, always in draft form for revisions.

The IPG continues to articulate the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within Professional Learning Communities (PLCs) on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing feedback on classroom practice. The division utilizes multiple entry points to emphasize the shared vision of instruction:

- Goals are set in support of a shared vision of instruction through the effective use of the IPG. We have over 4000 teachers and 300 site leaders, which requires a focus on what is effective instruction.
- Professional learning for all principals, VPs and GLAs on all indicators of our IPG. Cohorts of leaders continuously engage in the job embedded learning.
- Our local universities walk classrooms with our Instructional and Human Resources team using the IPG to guide improvements in the pre-service learning experiences.

To cultivate a culture of excellence and learning, we conceptualized and re-designed a Regional Lead Team structure comprised of three principals per region that has retransformed all Lead Team and Lead Teacher (over 700 teachers) learning progressions. This design strategy is in direct alignment with the goal of the district to strengthen the regional leadership capacity to cultivate an on-going process in which all educators are working in collaborative teams to achieve common goals in a mutually accountable manner. Additionally, there is a Regional Principal Leadership team who use evidence to study and plan the years professional learning for site leaders.

A key driver in the Theory of Action design is to establish diverse, inclusive PLCs which focus on student learning. The regional teams now have a common goal on this specific key driver. They also have common goals for student outcomes utilizing the district data tools. Research is clear that peer to peer feedback and mutual accountability have a high correlation to improving student outcomes rather than the supervisor only.

### **College and Career Readiness**

The 2018/19 school year was a year of learning for the College and Career Readiness (CCR) team. From participating in book studies to discovering our CliftonStrengths together, our work compelled us to work together using the skills identified in our district Graduate Profile. CCR leadership worked closely with Instructional Division staff to produce shared work, walk classrooms to align expectations, produce shared curriculum, increase clarity in the system and learn from each other to improve student outcomes.

### **Improve Instructional Outcomes to prepare students for future**

- A Graduate Profile plan will be developed for the 2019/20 school year. Additions to the profile will include:
  - 2030 Global Language, proficiency in more than one language (collaborating with English Learner Services)
  - Service Learning/Work Based Learning
  - Deepen language around tolerance for others
  - Social Emotional Strategies

- Building capacity in CTE Coordinators and teachers through classroom walks were completed by pathway coordinator teams to observe and provide feedback for CTE instructor practices. CTE Coordinators and administrator engage in PL with ConnectED each month to improve coaching practices to support schools.
- Ensuring real world learning is embedded in curriculum, English teachers piloted the revised Springboard unit 4 curriculum, to determine usability and validity. Teachers met with CIPL/CCR administration to share their thoughts on the unit 4 pilot materials.

### **Pathways that support (where applicable) the Graduate Profile**

- CTE student course enrollment: 12,647 secondary students were enrolled in a CTE course in 2018/19; 44% of all 7-12th grade students
- Percentage of CTE A-G courses: 88% of all CTE courses were A-G approved and 8,051 high school students were enrolled in those courses this year. With new courses submitted to UC Doorways for 2019/20, over 90% of all CTE courses will be A-G approved
- Dual enrollment: over 830 students received dual enrollment credit compared to 500 in 2017/18
- Industry-recognized certifications: Over 2,000 industry certifications were earned by Fresno Unified students
- Interdisciplinary Projects: Utilizing project-based learning as an instructional strategy, Duncan utilized a senior defense model for all its pathway students. Other high schools use variations of senior defense, portfolios, or student presentations but Duncan has the most developed experiences per pathway by grade level
- Pathway Certification as measured by Linked Learning or NAF: Linked Learning recognized 256 pathways at the Candidate Level, 107 pathways at the Silver Level and 12 pathways at the Gold Level across the nation.
- Fresno Unified has three Candidate Level and 16 Silver Certified Linked Learning Pathways. Linked Learning has over 100 participating districts and over 600 Linked Learning Pathways; Fresno Unified certified pathways represent 15% of all Silver Certified Linked Learning Pathways in the nation
- Work-based learning experiences: Students participated in over 71,000 work-based learning experiences throughout the 18/19 school year

### **After-School**

- Enrollment and daily participation data: All sites exceed required attendance levels for continued funding
- K-8 use of Guaranteed and Viable Curriculum (GVC) during after school time (Wonders (ELA), GoMath, Springboard (ELA), Big Ideas (Math)): Average time spent in GVC is 60 minutes per day

### **Summer School**

- 2018/19 Summer School Enrollment:
  - Elementary summer school was over 5,000 students
  - Middle School summer school enrollment was over 1,400 students
  - High School summer school enrollment was over 7,700 students



- 57,686 high school credits were earned by over 7,700 students during the 2018/19 summer learning sessions
- 139 students earned a diploma as summer school graduates for 2018/19

### **Counseling Department**

- Increased Senior A-G completion to highest ever in our district to 55.8%, based on end-of-year calculations as compared to 51.87% in 17/18 and 51.31% by the same measurement in 2016/17. (Note: Not official CDE rate; Source: UC Merced beta tool)
- Increased the number of students who applied to 4-year colleges to 1,931 in 2018/19, as compared to 1,801 in 2017/18. Entered into partnership with the California College Guidance Initiative and launched all CSU applications through that platform and now have verified CSU application data for all 23 campuses for the first time.
- Increased FAFSA submission and completion percentages to the highest in district history (71.96% California Student Aid Commission dashboard).
- Recognized by the California 2,030 Aid Commission as top five FAFSA completion in their school size category throughout the State of California for the second year in a row: Edison, Fresno, and Sunnyside.
- Top ten in California in their school size category throughout the State of California: Duncan, McLane.
- At the request of the Central Valley Higher Education Consortium, led training on using CSAC data to inform Counseling practices/support/follow-up around financial aid completion for Counselors throughout the Central Valley.
- High School Graduation: 3,616 earned diplomas, including students who graduated at any time throughout the year at JEY, Cambridge, and DeWolf.

### **Curriculum, Instruction, Professional Learning**

In 2018/19, Curriculum, Instruction, and Professional Learning (CIPL) focused their work through the Instructional Division's Theory of Action and effective instruction in every classroom as measured by the IPG. This focus charged leaders to be in classrooms to monitor implementation of standards-aligned curriculum, high quality instruction, and professional learning in the classrooms.

### **Teacher Development**

Teacher Development focuses on providing support for teacher recruits and new teachers through high quality professional learning. The Teacher Development team has been lauded nationally for its work in onboarding new teachers. Some highlights are:

- Awarded \$3.2 million dollars through the California Commission on Teacher Credentialing (CCTC) to prepare teachers through the Fresno Teacher Residency Program (FTRP) with Fresno State and a \$6.7 million Federal grant (also FTRP) to prepare teachers with Fresno Pacific (\$9.9 million total)
  - Access expansion of opportunities
- Supporting over 500 new teachers with comprehensive supports and Instructional Coaches, including interns, STSPs, and PIPs.
- Teacher Development goal from August 2014 August 2019 was 300 placements; currently, there are 352 placements as of May 2019

- Overall Teacher Pipeline diversity is at 74%
- 78% pass rate for National Board Certification teachers which surpasses the 40% national pass rate
- Teacher Academy Participants – approaching 200 during the 2018/19 school year
- Para-professional Academy – support of employees that are currently serving Fresno Unified students in a classified position with aspirations to become a teacher.
- 510 new teachers were supported with a retention rate of 484, or 95%

### **Leadership Development**

Leadership Development has served over 350 employees who have sought to become administrators through the Leadership Cohort program. This partnership with CSU Fresno has yielded some of the following highlights:

- 68% of participants are in leadership roles in Fresno Unified
- Overall cohort diversity has increased in terms of gender, ethnicity, and levels each year. The ethnic diversity has averaged 64%, 57%, and 61% for the past three years, with an increase in African American participation from 0% in Cohort I to 14% in Cohort XIII.

In addition to the Leadership Cohort, a two-year Administrator Development Grant was awarded that supports the current leadership pipeline. Some key points of the grant:

- The two-year grant provides \$524,315 to support aspiring and new administrators
- A Leadership Academy provided monthly professional learning and administrative opportunities to 25 credentialed employees
- A Vice Principal on Special Assignment worked closely with Year 1 Vice Principals as part of the onboarding into their new role

In addition to the aspiring leader programs, all first- and second-year principals receive a mentor to help in the onboarding of their new role.

### **Department of Prevention and Intervention**

This department focuses on providing social emotional intervention and services for students and families, as well as training and support for site staff. For 2018/19, much of the department's work was focused on expansion of social-emotional/behavioral supports aligned to the district's Multi-Tiered System of Support (MTSS) with the goal of improving conditions for learning, improving student attendance, minimizing behaviors leading to suspension. The tiered supports provided are varied; therefore, the outcomes are aligned specifically to the populations served.

#### **Climate Culture Specialists (Tier I)**

12 of 16 of the new positions allocated for 2018/19 were hired and provided supports to teachers and leaders in the district. Over 3,000 direct school site support were provided, 250 new teachers were trained in CHAMPS and nearly 150 teachers have completed the 4-day Social Emotional Learning (SEL Institute), integrating SEL into Language Arts. The CCS team members are assigned regionally to a group of 4-5 schools and provided direct support to sites in establishing and strengthening their Climate Culture Team processes. Additionally, the team provided optional professional learning including Tackling Tough Behaviors, Foundations and other sessions, which were facilitated in response to feedback from teachers and site administrators.

#### **Intervention Specialists (Tier II):**

19 Behavior Intervention Specialists provided Tier II social emotional/ behavioral support to 19 identified sites. Over 300 students participated in ongoing intervention during the Spring semester. Of those students:

- 61% of those that were chronically absent demonstrated an improvement in their attendance. Of those that were not chronically absent, 72% remained not chronically absent at the end of the year.
- 71% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 55% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

**Resource Counseling Assistants (Tier II):**

6 RCAs providing supports to high need middle schools:

- Over 600 conflict resolution sessions were held during the 18/19 school year, with 327 students receiving ongoing-targeted support.
  - 48% of those that were chronically absent demonstrated an improvement in their attendance.
  - 60% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
  - 46% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

**Restorative Practices Counselors (Tier II/III):**

18 RPs Counselors support sites with the Sunnyside, McLane, Edison and Fresno High regions. Providing support to staff and students, the team facilitates restorative interventions including staff-student conferencing, repair circles, and reentry conferences. In addition to oversight of California's first UCCI Approved (g) elective course at 3 high schools, and 18 parent learning modules, the RP team provided ongoing services to 956 students this year. Of those students:

- 60% of those that were chronically absent demonstrated an improvement in their attendance.
- 67% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 56% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

**Behavior Intervention Specialists (Tier III):**

An exciting addition to the Department this year, was a team of nine BIS. The BIS team focuses their intensive services towards general education students in grades PK-3, with extreme and often violent Tier III needs. This team is working with site leaders and teachers to refine the SST process and has worked this year to improve the Phoenix Elementary transition process for students and sites. 65 students were served this year, with 38 served intensively during the Spring Semester. Of those served:

- 65% of those that were chronically absent demonstrated an improvement in their attendance.
- 50% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 56% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

### **Social Work Services (Tier III):**

Provided at all High Schools, Middle Schools and Alt Ed Sites. Also provided at Mayfair, Wilson and Hidalgo. The Social Work team provides Evidence-based education, behavior and mental health services including: Individual and Group Mental Health Counseling, Intensive Case Management, Suicide Risk Assessment and Crisis Intervention. The social work team also provides support to staff, to support a school climate conducive for student learning and teaching excellence. Supports provided include: Promotion of Mental Health and Emotional Wellbeing, Implementation of Suicide Prevention Policy (staff training, student training, and mental health awareness). Professional Learning regarding psychosocial factors that impact student learning plays an important role, given that suicide is now a leading cause of death in adolescents.

Over 2,500 Students were served by the social work team this year, with the following outcomes:

- 54% of those that were chronically absent demonstrated an improvement in their attendance.
- 70% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 57% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.
- 58% of students who received individual counseling services demonstrated improvement on the Depression, Anxiety and Stress scale.

### **Project ACCESS: Services to Foster & Homeless Students**

Academic services to foster and homeless students were expanded with the addition of a second academic counselor. We had 119 graduates, two students earning certificates of completion, two returning as 5th year seniors and 12 students finishing at Fresno Adult School; 93% FASFA completion; 97% postsecondary acceptance rates. Three students will be serving in the military. Additionally, social workers work in partnership with the Goal 2 team to ensure the students have resources to access all activities. Foster Youth Advisory Councils were launched this year at secondary sites.

846 students were served by the Project ACCESS social work team, with the following outcomes:

- 60% of those that were chronically absent demonstrated an improvement in their attendance.
- 76% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 59% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.
- 58% of students who received individual counseling services demonstrated improvement on the Depression, Anxiety and Stress scale.

### **Attendance Intervention & Support:**

Attendance interventions expanded to include optional training sessions for site personnel as well as student and staff focus groups to identify root causes. 319 SARB Hearings will held, resulting in 52 Court Infractions issued, 149 students on contract with the District Attorney's Office and

39 cases pending or in prosecution. Other projects have increased to include The Children's Movement, a Kindergarten Orientation pilot at nine sites as well as a partnership with Early Learning and Communications to provide multimedia messaging within the community related to the importance of attendance in the early years.

- 13 Child Welfare and Attendance Specialists worked with 2,613 students and families.

### **Saturday Academy:**

The Department led the districtwide roll out of the Saturday Academy Attendance Recovery program this year, with nearly 90 sites participating. Sites offer between 16-28 sessions and offer a wide variety of programming including STEM, AP Prep, Reading Skills, Arts and other expanded enrichment activities. Some sessions have had over 3,200 students attend. It is estimated that the District will be able to recover in excess of 40,000 student absences. Additionally, the program provides a safe space for our students, where they are provided a nutritious meal and an additional opportunity to connect with their teachers and classmates.

### **Men's & Women's Alliance**

Continued strengthening of Alliance programming, including explicit SEL instruction and the ongoing incorporation of AVID-like strategies. Additionally, student employment opportunities were expanded to additional community employers. 861 Students participated in the Alliance Programs; outcomes are as follows:

- 51% of those that were chronically absent demonstrated an improvement in their attendance.
- 80% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 58% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

### **Mentoring**

Expansion included targeted program for English Learner students within each region. At the conclusion of the 18/19 school year, 1,247 Students were participating in programs including Community based mentoring, one-on-one mentoring, peer mentoring, and mentoring provided by our contracted community partners. Outcomes are as follows:

- 63% of those that were chronically absent demonstrated an improvement in their attendance.
- 73% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 56% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

### **Early Learning**

Ensuring that our youngest students receive intellectually stimulating experiences to prepare them for Kindergarten is the foundation of this department's work. Research demonstrates that the development of a child's brain from birth to three years of age determines adult academic success. The department's accomplishments include:

- The Packard Foundation identified Fresno Unified's Early Learning department as a national leader in early childhood education.
  - Expansion of the Professional Development for all teacher in the Early Learning Centers and all Preschool classrooms. The goal of the professional development and training is to

- support our teachers in better supporting the needs of young Dual Language Learners (DLLs).
- Received a grant from CDE- Early Care and Education Dept. with two components 1. To scale the Fresno Language Project in two Central Valley communities. 2. Development of toolkit/guide to dissemination through Trainer of Trainer State-Wide Institutes.
  - Expansion of Play and Learn groups which support Family, Friend and Neighbors caring for children 0 to 3 years of age. We started in one site and are currently at three Housing Authority locations and are in the plans to expand to more.
  - Increase in first day enrollment for 2018/19 to 2,061 students from 1,802 in 2017/18.
    - Enrollment as of August 14, 2019 = 2,123
  - Each student will receive a Kindergarten Entrance Profiles to assist parents and teachers in differentiating instruction.
    - Work in progress – developing a tool with key information to share with TK and K teachers. The Kindergarten Entrance Profiles will be part of children’s transition plans in 2020/2021.
  - Partnership with SPED to implement the Mid-Level Development Assessment for potentially at-risk students.
    - Established monthly Mid-level Development Assessments
    - Piloting inclusive models in two locations Holland and Heaton 2019/20
    - Applying for a CDE- inclusion grant to support the expansion of inclusive infant, toddler and preschool settings across our school district.
  - Increased in the number of students taking screeners.
    - Developmental screeners - all children in the Early Learning Center and Preschools a total of 3,300 children will be screeners by the end of fall 2019.
    - A response system/guide have been developed to support teachers when they come across a potential child at risk.
    - Adopted the ASQ Online system to better track the developmental screener of children overtime.
    - In process of adopting STAR system which is a system that tracks children that are need a referral for additional assessments/ supports to ensure care coordination and follow through for child and family.

### **Arts, Activities, and Athletics (Goal 2)**

This team continues to strive for increased engagement for students, parents, and staff. In the past three years, the number and percentage of students engaged in on-going Goal 2 Arts/Activities/Athletics has increased from 62% to 70%. The following initiatives have been continued and expanded in order to increase student engagement, a sense of belonging, and academic success:

#### **Visual and Performing Arts**

- In 2018/19 the Relevant Engagement in Arts and Literacy (REAL) Art Collaborative has teachers participating from all seven regions. Students learned from community advocacy groups and literature about human trafficking. Seven exhibitions of student art and writing were held at ArtHop events in the 18/19 school year.

- Five additional music teachers were hired over the 2018 summer in order to expand music instruction to second grade in all elementary schools. Curriculum guides were created and implemented for the second and third grade music expansion in 2018/19
- The United Sound partnership provided enriching experiences in music for students with disabilities and their music mentor students. Other elements of the SSAE grant included Music Speaks music therapy at Addicott, teaching artists at RATA, Fulton, and ATP, as well as professional development in arts based creative teaching strategies for teachers across the district.
- \$281,000 was spent to purchase additional student instruments to further expand the District inventory for schools from elementary through high school in 2018/19 school year.

### **Activities**

- During the 2018/19 school year, the Goal 2 team provided monthly mentoring and quarterly college enrichment trips (UC Merced, UC Santa Cruz, UC Davis, CSU Fresno) for 232 African American students representing every Fresno Unified School District high school and middle school. Recruitment for the 2024 Student Cohort began in March of 2019. There were 41 African American students that attending the UC Merced college camp this past summer (July 2019).
- Support secondary schools to increase Black Student Union (BSU) club engagements: BSU clubs at the middle school: Decreased from 15 to 11. The reduction in numbers for middle school BSU's was due to not having an advisor at: Bullard Talent, Tehipite, Hamilton and Yosemite. Additionally, we partnered with Clovis Unified School District and Fresno County Superintendent of Schools for our students to participate in the Middle School Leadership Conference. High school BSU Clubs grew from 12 to 13.
- Our on-going partnership with Black Students of California United (BSCU) provided more leadership opportunities for our students as well as additional support for BSU Advisors. We will continue to include in our expansion work, culturally relevant literature and historical mobile displays.
- High Schools completed Link Crew transition activities at all sites. All schools have hosted Orientation, Showcase, and Move-up events for incoming freshman and transitioning 8th grade students.
- Where Everyone Belongs (WEB) transition activities are happening at Middle Schools as well.
- Fresno Area Student Leaders camp was held at the end of March and was the culminating event for our 120 high school leaders that attended CADA/CASL camp last summer. These high school leaders used the knowledge and skills learned at summer camp to plan and execute our own 2-day leadership camp for 15 middle school students from each site. The camp included outdoor activities presented by Wonder Valley staff and indoor learning sessions put on by our high school leaders.
- Our Elementary Campus Culture (CC)Teacher on Special Assignment (TSA) coached 4 elementary schools on expanding student engagement through a menu of Goal 2 Actions: Run/Walk Club, Reading Club, Intramural Sports, Meaningful Work or expanded innovative club offerings. Each of these sites is sustaining or has made measurable growth in student engagement percentages. Our CC TSA is also supporting 3 new sites, along with 20 elementary schools in partnership with dude. be nice.

- Efforts continue to focus on expanding the availability of Black Student Union (BSU) clubs in the district.

### **FUeL/eSports**

- Twelve high schools (comprehensive and specialty) fielded teams with an emphasis on providing an engagement experience to the widest array of student participants. In addition to the FUSD teams, the competition was opened to outside districts. There were in excess of 250 eSport participants during the 2018/19 school year.

### **Athletics**

- In 2018/19, Athletics has implemented regional water polo for our middle school students.
- Unified Athletics completed its second year of Unified Soccer and Unified Basketball. Both sports featured a showcase at the conclusion of each season that celebrated and promoted all our participants (Seven Fresno Unified Schools plus two Madera Unified Schools, and Caruthers- basketball only) at a single site venue. We also piloted Unified Track at our County Metro Athletic Conference (CMAC) Track Championship and North Yosemite League (NYL) Track Championship respectively. Unified Athletes and Unified Partners competed against one another in the following four events: 100 Meter dash, 4 x 100 Meter Relay, Long Jump, and the Shot Put.
- Competitive Sport Cheer finished another successful second season. All seven sites comprehensive high schools were represented and fully participated in their respective matches.
- Phase 1 of our high school weight/fitness room renovations have been completed at Duncan, Edison and Fresno High. Phase 2 work is under way to install new equipment, flooring, and paint for the state-of-the-art weight-conditioning centers at Bullard, Roosevelt, and Sunnyside high schools. Phase 3 at Hoover and McLane should be completed prior to the start of the new 2019/20 school year.
- Elementary girls' soccer teams began a league, which involved 10 teams this year. The co-ed/boys league increased by eight teams from last season for a total of 56 teams.

### **Enrichment Trips**

- As of the end of the school year, 498 enrichment trips have taken place with an average student participation rate of nearly 96%. Of the 42,820 Fresno Unified elementary students enrolled for during the 2018/19 school year, more than 40,000 have experienced an outdoor education destination. Individual grade level participation rates were:
  - Transitional Kindergarten – 97.8%
  - Kindergarten – 97.3%
  - 1<sup>st</sup> Grade – 96.2%
  - 2<sup>nd</sup> Grade – 96.3%
  - 3<sup>rd</sup> Grade – 96.7%
  - 4<sup>th</sup> Grade – 96.2%
  - 5<sup>th</sup> Grade – 94.7%
  - 6<sup>th</sup> Grade – 88.2%

### **School Leadership**



The Instructional Superintendents' focus is two-fold; 1) To build capacity in leaders, and 2) To improve student achievement. This has allowed this team to operate with a laser-like focus. The Instructional Superintendents focus most of their time at schools and with teachers and leaders

- Schools experienced over 10% positive change in Meeting or Exceeds Standards in ELA (18) and math (26) for the last 2 years (2016/17 to 2018/19)
- Schools experiencing positive change in Meeting or Exceeds Standards in between 5% and 9.9% in ELA (32) and math (25) for the last 2 years (2016/17 to 2018/19)
- Graduation rate has increased every year
- A-G completion has increased each year

### **Professional Learning**

Over the past four years, the district has moved to implementing professional learning communities with fidelity. School Leadership is central in ensuring that site leaders and lead teachers have all the information that they need to fully implement PLC's with fidelity. 109 site leaders and teachers received additional training at Solution Tree PLC conferences. These conferences build capacity around developing collaborative cultures with a focus on student academic achievement and a culture of collaboration.

- Over 1,115 school site observations and coaching for each of the last 2 years. A significant increase from previous years.
- Supervise a total of 99 Principals, plus over 10 district office staff. A supervisory or coaching conversation happens at least once every 4 weeks.
- The School Leadership Team continues to build the capacity in site leaders through their differentiated professional learning models, such as:
  - Two Principal Summer Institutes (24 hours)- (which offered leaders self-selected professional learning during the summer hiatus)
  - Five Principal Meetings were held with the Superintendent and focused district wide PL (15 hours)
  - Five Regional Lead Principal meetings were held which focused on receive job-embedded learning with School Leadership around managing change with a focus on professional learning communities. (10 hours)
  - Five Instructional Practice Walks that include all site leaders and various department leaders (20 hours)
  - Intentional connections were created for school to school dialogue, regionally focused training based on targeted learning. Principal teams and cohorts were created upon common challenge areas.
  - Prioritized and funding in order to support professional learning (PL) such as: Unbound Education, acclaimed author and educational practitioner Doug Fisher. Additional trainings focused on SBAC, and SPED awareness, for leaders and teachers to attend.
  - Principals also receive one-on-one visits from their Instructional Superintendent to provide very specific training based on evidence of school needs and the leader's individual needs in leadership.

### **Alternative Education**

- Urban Design Academy formally purchased by the BOE on October 17, 2018

- Official ground-breaking began for this new campus of June 21, 2019. This will Alternative Education Center Program is proposed to house:
  - E-Learn Academy
  - J.E. Young Independent Study Program
  - Educational Resource Center, as well as Alternative Education Administration
  - Cambridge Continuation High School
  - DeWolf Continuation High School
- Project-Based Learning implemented as an instructional approach to improve engagement and outcomes for students

### **Administrative Services**

- The Deputy Superintendent/CFO was actively involved in and crucial to all aspects of finalizing the Fresno Teachers Association (FTA) settlement agreement including but not limited to the salary article; the Special Education article; the Professional Learning article; and, the draft TA language itself. This resulted in a historic three-year agreement.
- Fiscal Services staff actively participated in FTA negotiations providing various staffing and salary cost analysis as well as Local Control Funding Formula training for the Board and collective bargaining units in preparation for negotiations and Disclosure Statements for Board of Education approval.
- Fiscal Services staff completed and successfully adopted the 2019/20 Budget that included meetings with budget managers, cabinet presentations, budget debriefings with Board of Education members and 13 Board of Education presentations. Taking into consideration the latest guidance from the State, the 2019/20 adopted budget includes 250 individual budgets totaling over \$1.0 billion and includes 2018/19 estimated actuals and multi-year projections.
- In support of certificated staffing, Fiscal Services staff prepared school-by-school, grade-by-grade staffing based on projected enrollment and updated staffing parameters. For 2019/20 Spring staffing was finalized two weeks earlier than in the previous year. In addition, staff provided support and training for the supplemental contract tool.
- Fiscal Services staff completed the 2017/18 Annual Financial Audit with zero audit findings on payroll and accounting internal analysis with timely submission to the State; **and**, zero preliminary ASB or attendance audit findings for the upcoming 2018/19 Annual Financial Audit.
- Implemented the Hiring and Purchasing Exception Committee process in August 2018 which included 40 meetings with a review of approximately 2,000 purchase requests and 500 hiring requests. Since implementation, travel claims decreased by 600 individual travel claims in 2018/19 (3,300 travel claims in 2017/18 compared to 2,700 travel claims in 2018/19)
- State and Federal staff completed and successfully adopted the Local Control and Accountability Plan (LCAP) that included community outreach with 245 workshops/meetings with over 2,800 stakeholders and nearly 14,400 survey responses collaborating with various stakeholders. Emphasis given to outreach with students; moving to a model of a student committee at each high school campus led to increased student involvement.
- State and Federal staff implemented a new survey incentive targeting secondary student participation which resulted in 9,918 responses versus 90 in the prior year. In addition, partnered with FTA to increase teacher participation specifically at the McLane community

engagement workshop. Worked with various colleagues to complete new Federal Addendum requirement describing how the district will satisfy various federal funding provisions.

- State and Federal staff initiated and collaborated to provide support to sites identified through the State's new accountability framework. Participated in equipping opportunities where sites were briefed on the identification criteria and relevance of the CA School Dashboard. Also participated in district level teams designed to provide additional levels of support to CSI schools.
- State and Federal staff worked with Information Technology to incorporate a revised SPSA template into the design of our on-line plan which led to obtaining approval from CDE to use our internally developed template as an alternative to their required design.
- The Risk Management Office resolved/settled nine litigated general liability files, closed 234 workers' compensation claims, conducted over 70 ADA meetings, and reviewed and 'approved as to form' over 730 contracts.
- The Benefits Office is now actively participating in new hire orientation to improve quality and timeliness of benefits information for new hires. In addition, decreased the amount of time necessary to process annual pool of retirees more efficiently by conducting personal meetings with 117 of the 134 retirees over three sessions.
- The Payroll Office implemented Electronic Time Reporting, otherwise known as PMA, at all school sites by May 30, 2019, three weeks prior to scheduled implementation date. In addition, implemented PMA and SmartFind for all Food Service employees by May 15, 2019, six months prior to scheduled implementation date. All sites received personal on-site over the shoulder training.
- The Payroll Office also implemented the Rapid Pay Card initiative to move employees to direct deposit to electronically deposit all paychecks going forward, this included meeting with each bargaining unit's leadership to discuss language.
- The Payroll Office developed, produced and distributed Employee Compensation Statements. This new initiative was implemented after meeting in advance with each bargaining unit's leadership.

### **Communications**

- Launched electronic flyer distribution through Peachjar reducing paper waste and providing parents with email and website access options
- Increased the District's newspaper Building Futures advertising revenue by \$48,333 with the addition of three new advertisers
- Expanded employee outreach regarding Excellence in Education nomination forms, garnering 25 more applications than the year prior
- Launched *60 Second News* in Spanish and Hmong. Univision has incorporated the video series as part of their weekly broadcast
- Developed a new video training series for site leaders providing monthly reminders around key operational best practices including civility, safety protocols, intervention strategies, adult self-care during trauma and Social Emotional Learning (SEL) strategies
- Worked with Fresno County Superintendent of Schools to coordinate six district stories for KSEE 24's Education Matters series
- Responsible for coordinating cultural responsiveness action plan including 14 restorative sessions as a result of a racist social media video


- Collaborating with our Information Technology Department to revise the district website in response to ADA compliance requirements
- Received a national Telly Award for the District's FACES video featuring Fresno Police Officer and Cooper Academy SNRO Martin

### **Parent and Community Engagement**

- To date, more than 52,000 families have participated in Parent University programs empowering parents with districtwide tools and resources to be vital partners in their child's education
- Provided 680 district wide parent learning opportunities in six languages (English, Spanish, Hmong, Mixteco, Lao, Khmer and Punjabi) providing instruction for 7,031 parents and enriched childcare for 1,990 children. Some of the 2018/19 programming included, early childhood development, elementary, middle, and high school environment, transitioning to college, dual immersion programming, preparation for the English Language Proficiency Assessments for California, and the Smarter Balanced Assessment Consortium
- Conducted a parent leadership academy resulting in 151 parent leaders taking active roles in school site and district committees, including school site council, English Learners committees, District Advisory Committee (DAC), and Community Advisory Committee (CAC).
- Connected families to targeted engagement opportunities to support culturally effective engagement such as the African American Parent Symposium, Southeast Asian Family Conference, and the English Learner Summer Learning Workshop
- Parent Resource Center served 9,696 walk-ins and conducted 98,985 outreach calls connecting families and school site personnel to parent leadership training, home school liaison (HSL) professional development, LCD parent workshops and distribution, volunteer fingerprinting and personal invitations to all districtwide parent learning opportunities
- Expanded the Revitalize Fresno partnership with the City of Fresno from 13 to 15 neighborhoods
- Coordinated and hosted nearly 500 families at Chukchansi Park at a back to school event on August 9 in coordination with Parent University's 10<sup>th</sup> Anniversary

Fresno Unified School District  
Board Communication

**BC Number S-3**

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

Date: September 06, 2019

Phone Number: 457-3884

Regarding: Project Labor Agreements

The purpose of this communication is to provide the Board the attached letter regarding legal specifics on Project Labor Agreements (PLA) given that there has been Board request to consider PLA for the construction of Juan Felipe Herrera Elementary School.

If you have any questions, please call David Chavez at 457-3566.

Approved by Superintendent  
Robert G. Nelson Ed.D.



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

9/6/16

# LANG, RICHERT & PATCH

A Professional Corporation • Attorneys at Law

Charles Trudrung Taylor  
Mark L. Creede  
James M. Bell  
Robert K. Hillison  
David A. Roberts

Robert E. Bergin  
(Of Counsel)

Stan D. Blyth  
Kimberly L. Mayhew  
Philip G. Allingham  
Diandra Netto Vantrease  
Alma V. Montenegro

Frank H. Lang (Retired)  
Robert L. Patch (Retired)  
William T. Richert  
(1937 - 1993)

September 5, 2019

## Via E-Mail

Karin S. Temple  
Chief Operating Officer  
FRESNO UNIFIED SCHOOL DISTRICT  
4600 N. Brawley  
Fresno, California 93722

Re: Project Labor Agreements  
Our File No. 35898

Dear Karin:

In follow-up to our discussions regarding Project Labor Agreements, I am including with this letter a talking points outline for discussion relating to Project Labor Agreements, pro and con, along with a brief narrative summary.

Please let me know if you have any questions or require further information.

Very truly yours,

LANG, RICHERT & PATCH



Mark L. Creede

MLC/ydc

Enclosure

# **Project Labor Agreements (PLAs)**

## **1. What is a PLA?**

A PLA is essentially a pre-hire collective bargaining agreement that applies to a specific construction project and lasts only for the duration of the project. Essentially, a PLA guarantees the project will use union labor. The agreement is entered into with one or more labor organizations that establishes the terms and conditions of employment for a particular project. Before any workers are hired on the project, the applicable unions have bargaining rights to determine the wage rates and benefits of all workers on the particular project and to agree to the provisions of the PLA. The terms and conditions of the PLA will apply to all contractors and subcontractors awarded the project, and supersede any existing collective bargaining agreements.

## **2. What terms are common in a PLA and what factors are typically considered in enacting a PLA?**

A PLA is drafted in a manner to meet the needs of the particular project it will apply to. Common terms and conditions may include provisions to prevent any labor strikes, lockouts, or other work stoppages for the length of the project. PLAs typically require that employees hired for the project are referred through union hiring halls, that nonunion workers pay union dues for the length of the project, and that the contractors follow union rules on pensions, work conditions and dispute resolution procedures.

Adopting a PLA for a project would typically involve consideration of the project's specific surrounding facts, including size, scope, complexity, time sensitivity and the costs of delay if the project were to be delayed (one argument proponents of PLAs make is

that project delays are reduced). Other common stipulations in PLAs include sections outlining grievance procedure, management rights, and work rules. Many include a social justice component encouraging the hiring of local workers, veterans, and disadvantaged workers.

### **3. What do proponents argue are advantages of a PLA?**

Proponents of PLAs argue that the agreements have several advantages, including the following:

- A PLA provides uniform wages, benefits, overtime pay, hours, working conditions, and work rules for work on major construction projects.
- A PLA provides contractors with a reliable and uninterrupted supply of workers at predictable costs for wages and benefits. PLAs prohibit strikes and lockouts and include binding procedures to resolve labor disputes.
- Because local unions are generally members of a national union, a union can recruit workers both locally and nationally.
- A large project is easier to manage if there is a PLA. Instead of dealing with several unions that may have different wages and benefits and whose contracts may have different expiration dates, contractors must deal with a single collective bargaining agreement.
- Because labor costs are predictable and because a PLA makes it easier to manage a large project, a PLA helps ensure that a project will be completed on time and on budget.
- A PLA may help train workers by requiring contractors to participate in recruitment, apprenticeship and training programs



for women, minorities, veterans, and other under-represented groups.

- A PLA may result in a larger percentage of construction wages staying in state.
- A PLA can improve worker safety by requiring contractors and workers to comply with project safety rules.

#### **4. What do opponents argue are disadvantages of a PLA?**

- PLAs can increase costs. Because a PLA sets standard labor costs and work rules, nonunion contractors cannot win bids based on lower costs. Competition may be inhibited because nonunion contractors may choose not to bid on projects that are covered by a PLA. The result may be fewer bids and higher costs.
- If a PLA requires contractors to hire workers through a union hiring hall, contractors may not be able to use their own workers.
- If a contractor is able to use his own workers, the workers may have to join a union and pay union dues. If a contractor has to pay into a union pension plan, the employees may not be on the project long enough to vest in the plan.
- PLAs are inherently unfair to nonunion contractors and nonunion employees.
- PLAs are an unnecessary mandate (if imposed by law).
- PLAs are unnecessary because of existing prequalification procedures that screen contractors that bid on public projects.

- Nonunion contractors may operate more efficient worker training programs. Instead of apprenticeship programs of a fixed duration, nonunion contractors can train workers for specific tasks.
- Evidence does not indicate that nonunion construction projects are less safe than union projects.
- Nonunion subcontractors may not participate, limiting number of sub-proposals and resulting in less competition, higher costs.

## **5. Narrative summary and potential for litigation.**

Opponents and proponents of PLAs disagree on the economic effects of PLAs. Supporters argue that the agreements provide uniform wages, benefits, overtime pay, hours, working conditions, and work rules for work on major construction projects. They maintain that PLAs provide contractors with a reliable and uninterrupted supply of workers at predictable costs for wages and benefits, and they argue that a PLA makes it easier to manage a large project, which ensures that it will be completed on time and on budget. Supporters also say that PLAs help train workers, improve worker safety, and ensure compliance with labor and health and safety laws.

Opponents argue that PLAs have several disadvantages. They argue that PLAs increase construction costs. Nonunion contractors may not bid on projects that are covered by a collective bargaining agreement or, when they bid, they cannot win contracts on the basis of lower costs. If they have to hire workers through a union hiring hall, contractors may not be able to use their own workers. A nonunion contractor's workers may have to join a union and pay union dues. When a contractor has to pay into a union pension plan, employees may not be on the project long enough to vest in the plan. PLA opponents also argue

that nonunion contractors can operate more efficient worker training programs and that evidence does not indicate that nonunion construction projects are less safe than union projects. Finally, opponents argue that federal and state agencies enforce labor and workplace health and safety laws.

Much of the research on the effect of PLAs on the costs of construction is inconclusive. In part, it can be difficult to find similar projects where some use a PLA and the others do not. Instead of comparing similar projects, economists often use statistical models that attempt to control for differences in the characteristics of the projects. It can be difficult, however, to control for all the factors that affect the costs of construction. For example, if the Davis-Bacon locally prevailing wage is the local union wage, contractors may pay workers the union wage whether or not the project is covered by a PLA. In addition, statistical models may not take into account the quality of construction, whether projects are finished on time, or the safety records of different projects. Finally, the relationship between PLAs and construction costs may be interdependent. PLAs may affect construction costs, but the size and cost of construction may also affect the use of PLAs.

A recent federal lawsuit filed by The Associated Builders and Contractors' Minnesota/North Dakota Chapter argues that the Minneapolis Public School District's policy of only using construction contractors that hire unionized workers and contribute to union benefit funds allegedly violates constitutional protections for free speech and due process.

The complaint filed March 12, 2019, challenges the school district's union-only project labor agreements. In response, a Minnesota labor organization argued to the Court that a First Amendment challenge to a school district's policy of only using

construction contractors that hire unionized workers is an anti-union “test case” that seeks to overturn longstanding precedent.

The Minneapolis Building and Construction Trades Council further argued that hiring construction workers isn’t an “expressive association” that warrants First Amendment protection. To the extent the policy has an incidental impact on First Amendment rights, it is permissible because it is supported by a rational basis—namely, the desire to have an abundant supply of skilled laborers.

The issue of use of PLAs has been reviewed by the California Supreme Court, which held that PLAs do not violate competitive bidding law and found the use of a PLA to be valid in a public construction project to expand and renovate the San Francisco International Airport. (*Associated Builders & Contractors, Inc. v. San Francisco Airports Com.*, (1999) 21 Cal.4th 352.)

Another case was decided in an appellate court, *Associated General Contractors of America v. San Diego Unified School Dist.* (2011) 195 Cal.App.4th 748, finding that use of a Project Services Agreement (“PSA”) which included a requirement that bidders on certain of school district’s construction projects employ apprentices trained in a joint labor-management apprenticeship program, was valid).

There have been many challenges to PLAs in courts across the country, and the courts typically review each situation on a case-by-case basis, with each case being decided on its own set of facts.

## **6. Implementation and Logistical Differences.**

When considering implementation of PLAs, it is important to identify the characteristics of construction projects where use of a PLA may be advantageous, to identify circumstances under which

use of a PLA may be beneficial, and to identify what benefits, if any, will result from PLA utilization. When a project scope is clearly defined and labor requirements are clearly understood in advance, for a project that requires multiple trades in a geographic area where many projects are on-going and competing for skilled labor, and where an organization exists that can enter into an agreement to provide access to an efficient, trained labor supply and can negotiate beneficial terms and conditions, then a PLA may be considered and any potential benefits may be analyzed and documented in a feasibility study.

Implementing a PLA requires amending bid package documentation, considering specific PLA terms and conditions, and negotiating a PLA before a project is put out to bid. Considerations relating to the implementation of PLA project bidding as compared to non-PLA project bidding include:

- Projects selected for PLA implementation typically have very well-defined scopes, and they are implemented where construction environments and labor market factors are well understood.
- PLA implementation requires working closely through construction manager or general contractor, with union leadership and communities, to understand concerns and needs in order to develop a strategy for such PLA implementation that promotes benefits such as improved safety, training, continuing flow of work and labor force access.
- PLA implementation requires early planning and analysis of PLA use, and can involve the conduct of a feasibility study to determine economic benefits, appropriate labor conditions, and ensure open competition.

- The PLA must be negotiated *prior to* the bid process, and the terms and conditions of the PLA must be included in the bid documents so that all potential bidders are aware of labor costs, terms, mandates, and availability.
- Documents should include provisions for labor/management committees to monitor PLA implementation, solve ongoing problems as they arise, identify training requirements, improve safety and suggest efficiencies.
- PLA should include public policy provisions addressing DBE goals (or specific MBE, WBE, or SBE goals as appropriate) and local resident participation goals.
- PLA implementation may involve training for procurement and other staff, as well as project managers, regarding use of PLAs. Training materials can be secured, including workshops, video or dvds, or websites, and programs can be arranged involving public entities that have utilized PLAs.
- PLA projects will require significant bid document revisions to ensure bid documents are consistent with PLA requirements.

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: September 6, 2019

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

Cabinet Approval: *[Signature]*

Regarding: School Services Weekly Update Report for August 30, 2019

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

The following SSC Weekly Update for August 30, 2019 is attached.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.

*[Signature]*

Date: 9/6/19



1121 L Street

•  
Suite 1060

•  
Sacramento

•  
California 95814

•  
TEL: 916 . 446 . 7517

•  
FAX: 916 . 446 . 2011

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

DATE: August 30, 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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### **Appropriations Deadline**

The deadline for fiscal bills to clear the second house Appropriations Committee is today, August 30, 2019. The Senate and Assembly Appropriations Committees will take up their Suspense Files this morning where we will find out the fate of more than 700 bills. Many of the measures that make it out of the Appropriations Committees will be amended to reduce their costs or make the bill more palatable for stakeholders and lawmakers. We will provide an update on which of this year's most significant and controversial education bills survived this critical deadline in next week's *Sacramento Weekly Update*.

### **Deal Reached on Charter School Reform Bill**

On Wednesday evening, August 28, Governor Gavin Newsom and legislative leadership announced that they had come to an agreement on Assembly Bill (AB) 1505 (O'Donnell, D-Long Beach), which would make significant changes relating to the charter school authorization, oversight, appeal, and renewal processes.

Thought to be the most contentious education issue of 2019, AB 1505 would make the most sweeping reforms to the Charter Schools Act since its implementation in 1992. The bill has undergone several iterations since its introduction in February, but even after taking amendments to align with recommendations from the Governor's Charter School Task Force, the California Charter Schools Association (CCSA) remained opposed to the bill.

However, after months of negotiations between the Governor's Office, lawmakers, and union leaders, the CCSA have agreed to lift their opposition to AB 1505 and will officially go neutral on the bill once the latest round of amendments are inserted.

While the language will not be made available until early next week, our preliminary understanding of the new version of the bill would make the



following significant changes to the Charter Schools Act, beginning July 1, 2020:

- Allow school districts with a qualified budget or in state receivership to deny a new charter school
- Ask the charter operator to justify the basis of a new school, especially if a similar program already exists
- Continue to allow charter schools to appeal a denial to the county office of education, but would limit an appeal to the State Board of Education to only when a county or district “abused its discretion”
- Create a tiered system for charter school renewals based on the California School Dashboard (Dashboard) ratings
  - Charter schools could receive a seven-year renewal if their Dashboard scores show blue and green ratings (the top two colors on the Dashboard)
  - Charter schools that show red and orange ratings (the bottom two colors on the Dashboard) would be subject to closure, unless they could make a case for their charter school to remain open
  - The other charter schools seeking renewal that have a mix of Dashboard colors would be eligible for a five-year renewal
- Place a two-year moratorium on online charter schools
- Change the 60-day review and approval period to 90 days
- Change the 72-hour notification on final recommendation to 15 days

With the announced agreement by the Governor’s Office and legislative leadership, we expect that the bill will make it through the legislative process and be signed into law.

*Leilani Aguinaldo*  
*Robert Miyashiro*

*Note: California Public Employees' Retirement System (CalPERS) is still only about 70% funded even after a record decade-long bull market, and with state and local government CalPERS costs at an all-time high, there is fear that some cities may face bankruptcy.*

## **CalPERS Gets Candid About 'Critical' Decade Ahead**

By Ed Mendel  
*Calpensions*  
August 26, 2019

Once CalPERS could shrug off low funding and rising employer costs as just another downturn, staying the course in the long-term strategy of getting most of its money from market investments that go up and down.

This time is different.

CalPERS is still only about 70 percent funded after a record decade-long bull market. State and local government CalPERS costs are at an all-time high and growing, amid warnings some cities may face bankruptcy.

And as recession looms after years of growth, the failure of funding to recover to the traditional 80 percent or better leaves CalPERS more vulnerable to a big investment loss that drops funding below 50 percent, a red line experts say makes recovery unlikely.

CalPERS is hearing from workers worried about whether their pensions are secure, Marcie Frost, CalPERS chief executive, told the board last week, and a frequent question from employees and employers is: "Why does the fund remain at 70 percent?"

A [letter from Frost](#) posted on the CalPERS website last month, "Our Plan to Protect Our Members' Retirement Security," is a response to the concern among CalPERS members about whether their promised pensions will be there when they need them.

After a look back at what caused the shortfall, the letter outlines some of the steps that raised employer rates to put more money into the system, after funding fell to 61 percent a decade ago, and a new focus on increasing investment returns.

"The benefits of the changes we've made are taking hold, but the next decade is critical," the three-page letter said in the conclusion. "Pension costs are rising, and we must do all we can to control them."

A critic could find things to pan in the letter. The opening refers to "changes in retirement benefits and lower contributions" when CalPERS was 128 percent funded 20 years ago during a high-tech boom.

Not mentioned is CalPERS dropping employer contributions to near zero for two years and sponsoring a state worker pension increase, SB 400 in 1999. Its generous Highway Patrol formula, adopted by local police and firefighters, is said by some to be unsustainable.

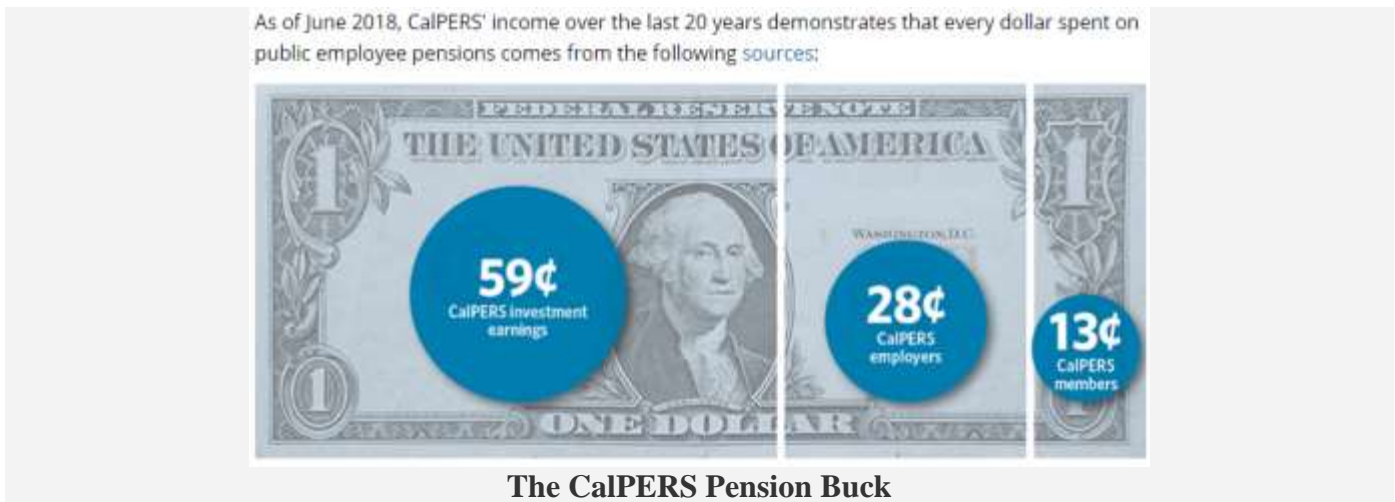
A CalPERS pamphlet told legislators SB 400 would not cost "a dime of additional taxpayer money." State contributions expected to remain for a decade below the fiscal 1998-99 level, \$766 million, actually turned out to be \$3.9 billion in 2009 for various reasons.

The letter said CalPERS has lowered its expected annual investment return, used to discount debt, from 7.75 percent to 7 percent. Critics say the return target is still too high and conceals the need for a massive employer rate increase.

A CalPERS consultant, Wilshire, has been forecasting that the CalPERS portfolio, valued at \$378.7 billion last week, will earn 6.2 percent during the next decade. Last week a new Wilshire report lowered the forecast to 5.9 percent.

Still, CalPERS members may be reassured by the prompter payment of new debt, a drive for higher investment returns led by a new chief investment officer, Ben Meng, with new private equity models, other examples of action, and a new attitude.

“The financial world is changing, and we must change with it,” said the letter. “What we’ve done over the last 20 years won’t take us where we need to go in the future. New thinking and innovation are in order.”



If hitting the 7 percent investment target will be difficult and rising employer rates are taking too much of government budgets, what about the other source of CalPERS funding — the employee or member share of pension costs?

The “CalPERS Pension Buck” on the CalPERS website main page, based on income during the last 20 years, understates the growing gap between contributions to CalPERS from employers and members since the huge investment loss a decade ago.

Over the last 20 years, the Buck shows members contributed nearly half as much as employers. But last year, member contributions were less than a quarter of the rapidly growing employer contribution, according to the CalPERS annual financial report. (see below)

In 2009 the employer contribution to CalPERS was \$6.9 billion and the member contribution \$3.9 billion. By last year, the employer contribution had soared to \$19.9 billion, while the member contribution only increased to \$4.4 billion.

An explanation of the Buck on the CalPERS website said some believe taxpayers fund the total pension cost, when in fact “72 cents out of every public employee pension dollar is funded by CalPERS’ own investment earnings and member contributions.”

A critic might argue that the Buck, by looking back two decades, obscures the fact that the annual cost government employers pay for CalPERS pensions has nearly tripled during the last decade, making it a larger part of the pension buck income.

As for any worry that CalPERS may soon run out of money, the chart below shows total employer and member contributions last year, \$24.3 billion, exceeded pension payments, \$22.7 billion, thanks to the big employer contribution increase.

The positive cash flow means CalPERS at this point does not, as it has in the past, need to dip into its giant investment portfolio to make annual pension payments, reducing the holdings that can yield earnings.

Member contributions to CalPERS are usually set by union contract bargaining and statute. Current rates paid by employees can be as high as 15.5 percent of their pay. But most rates are about 8 to 10 percent of pay.

Importantly, only employers are required to pay off pension debt or the “unfunded liability,” which for CalPERS was \$139 billion last year. Paying off the debt is the reason that employer contributions soared during the last decade and member contributions did not.

Debt can result from several things, such as expecting longer average life spans that increase total pension costs. But the big one is changes in the investment earnings expected to pay most of the pension costs.

Lowering the investment target or discount rate, as CalPERS did from 7.75 to 7 percent, resulted in debt paid off by higher employer rates. Even investment returns slightly below target, like CalPERS earning 6.7 percent last fiscal year, produced new debt.

Most large corporations have switched employees to 401(k) individual investment plans, making an annual “defined contribution” that unlike a “defined benefit” pension produces no debt. In a time when equality is a political issue, public pensions fear the trend.

“We told the CalPERS story across the state,” Frost said in the letter, “fiercely defending defined benefit plans and highlighting their economic impact on local communities large and small.”

Some reformers who think 401(k)s provide inadequate retirement, while shifting investment risk to employees, advocate giving public pensions the flexibility to cut the pension amounts workers earn in the future — notably a Little Hoover Commission report in 2011.

But a series of state court rulings known as the California Rule prevent cuts in the pension offered at hire unless offset by a new benefit. The state Supreme Court, avoiding the issue in a ruling earlier this year, may address the California Rule in a pending case.

Even if the California Rule is modified, it’s not clear any local governments will rush to cut pensions. Stockton and San Bernardino did not try to cut pensions in bankruptcy, saying they are needed to be competitive in the job market, particularly for police.

Meanwhile, a line in Frost’s letter is a reminder that CalPERS remains at the mercy of the market, as when the stock market crash and recession struck a decade ago: “The value of the CalPERS fund fell 24 percent in a single fiscal year, to about \$180 billion.”

CHANGES IN FIDUCIARY NET POSITION – RETIREMENT PROGRAMS										
PERF Changes in Fiduciary Net Position, for the fiscal year ended June 30, 2018 – 10-Year Review (Dollars in Thousands)										
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
<b>ADDITIONS</b>										
Member	\$4,415,129	\$4,214,578	\$4,015,794	\$3,826,072	\$3,779,036	\$3,898,579	\$3,998,437	\$3,600,989	\$3,378,907	\$3,882,255
Employer	18,917,796	12,329,827	10,862,489	9,977,705	8,777,662	8,123,833	7,772,913	7,463,397	6,988,949	6,812,376
Investment Income/Loss	21,448,098	32,977,020	1,988,927	6,579,019	46,471,821	30,264,807	(203,094)	43,004,423	26,987,296	(57,387,254)
Plan to Plan Resource Movement	116,352	134,381	49,823	493,689	—	—	—	—	—	—
Miscellaneous Income	121,873	183,028	189,494	123,978	126,223	7,176	7,026	3,011	10,234	3,156
<b>TOTAL ADDITIONS</b>	<b>\$22,919,148</b>	<b>\$48,858,194</b>	<b>\$18,506,487</b>	<b>\$20,875,482</b>	<b>\$59,158,684</b>	<b>\$42,311,894</b>	<b>\$11,175,336</b>	<b>\$54,072,822</b>	<b>\$35,911,445</b>	<b>(\$48,589,188)</b>
<b>DEDUCTIONS</b>										
Benefit Payments	\$22,654,444	\$21,215,989	\$20,083,933	\$18,822,282	\$17,790,584	\$18,628,263	\$16,268,096	\$14,242,258	\$12,972,407	\$11,831,836
Refund of Contributions	296,879	222,275	238,821	243,623	236,968	242,595	218,982	227,168	182,387	186,783
Administrative Expenses	628,513	441,283	184,426	343,580	381,487	426,377	383,404	357,779	278,236	427,829
Plan to Plan Resource Movement	116,352	134,381	49,823	493,689	—	—	—	—	—	—
<b>TOTAL DEDUCTIONS</b>	<b>\$23,682,188</b>	<b>\$22,814,108</b>	<b>\$20,596,983</b>	<b>\$19,873,482</b>	<b>\$18,378,644</b>	<b>\$17,383,835</b>	<b>\$15,959,162</b>	<b>\$14,827,205</b>	<b>\$13,432,990</b>	<b>\$12,446,428</b>
<b>CHANGE IN NET POSITION</b>	<b>(\$28,459,660)</b>	<b>\$27,794,996</b>	<b>(\$4,090,496)</b>	<b>\$1,002,000</b>	<b>\$38,779,835</b>	<b>\$25,007,959</b>	<b>(\$4,779,646)</b>	<b>\$40,145,717</b>	<b>\$22,478,565</b>	<b>(\$38,915,596)</b>
<b>NET POSITION</b>										
Beginning of Year	\$25,538,841 <sup>(1)</sup>	\$296,784,882	\$262,784,918	\$381,781,329	\$261,988,864	\$238,881,945	\$241,781,791	\$281,816,874	\$178,127,389 <sup>(1)</sup>	\$237,813,478
End of Year	\$25,538,841	\$296,498,996	\$268,794,912	\$382,783,329	\$261,781,329	\$261,889,904	\$236,981,945	\$241,781,791	\$281,816,874	\$178,898,882

(1) Due to prior period adjustment, beginning balance was restated.

Note: Senate Bill 5 would create the Affordable Housing and Community Development Investment Program that would authorize the allocation of Educational Revenue Augmentation Fund property tax revenues to local entities for projects.

## A Resurrection for Redevelopment?

By Dan Walters  
 CalMatters  
 August 25, 2019

Voters and elected officials adopt policies on assurances of beneficial impacts, but they often interact with other decrees to produce what are called “unintended consequences.”

Redevelopment has been a classic example for nearly seven decades, and it may be on the verge of another twist.

Redevelopment, authorized in the early 1950s, was aimed at encouraging local governments, cities mostly, to clean up neighborhoods deemed to have “blight.” They would invest in sewers, water systems and other public works that would draw in private investment.

To finance projects, local governments would float bonds and repay them with “tax increment financing.” As property taxes in the improved project areas increased, the revenue gains could be retained by the sponsoring local governments.

The new powers were used scantily at first, but even so drew criticism when properties were seized from their owners, whole neighborhoods were razed, and their occupants, often the poor and/or immigrants, were compelled to find new shelter elsewhere.

Redevelopment exploded after voters passed Proposition 13 in 1978 and placed a limit on all property taxes. Feeling the financial pinch, local officials turned to redevelopment for relief, eventually creating more than 400 local redevelopment zones, often on raw land, and subsidizing commercial development, such as shopping centers, auto dealerships and hotels, that would generate sales taxes and other revenues.

Cities twisted the legal requirement for finding “blight” with some very creative, even sneaky maneuvers. One declared some marshland to be blighted because it was “subject to periodic flooding.” And they would use generous grants of redevelopment money – bribes, actually – to lure tax-generating commercial business away from neighboring cities.

A decade after Proposition 13 passed, voters acted again, passing Proposition 98 that guaranteed certain levels of financing for public schools and required the state to provide whatever money schools needed if local property taxes didn’t meet required levels.

By and by, as redevelopment use expanded, diversions of property taxes reached about \$5.5 billion a year and because of Proposition 98, the state was backfilling about \$2 billion to schools.

Thus, three sweeping policy decrees over several decades interacted to produce the consequence of taxpayers throughout the state indirectly spending billions of dollars each year to subsidize commercial projects for a few cities.

The excesses of redevelopment – such as \$5 million to underwrite a “mermaid bar” just two blocks from the state Capitol in Sacramento – and its heavy financial impact on an upside-down state budget led then-Gov. Jerry Brown and legislators to do away with it in 2011.

Ever since, city officials have yearned for redevelopment’s return, saying that its demise also reduced financing for badly needed low- and moderate-income housing.

Several highly modified versions have been enacted, but have largely gone unused because all protected the state budget.

This year, a new effort was mounted, that would recreate redevelopment with a new name, the Affordable Housing and Community Development Program. It would give a new state commission oversight power and once again require the state to make up losses of property taxes to schools.

Senate Bill 5, carried by Sen. Jim Beall, a San Jose Democrat, has made it through the Senate and is pending in the Assembly in the final weeks of the 2019 session. It’s been estimated that if enacted, it would eventually divert about \$2 billion a year in property taxes and require about \$1 billion of it to be spent on housing.

Sponsors – city officials and labor unions mostly – contend that oversight would prevent the abuses of redevelopment from reappearing.

Given its tortured history, however, skepticism is more than warranted.

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*Note: Proposed trailer bill language would exclude the funding provided to CalPERS and California State Teachers' Retirement System on behalf of districts from affecting the local routine restricted maintenance calculation.*

## **New Requirement to Record State On-Behalf Contribution to CalPERS**

By Matt Phillips, CPA  
*School Services of California Inc.'s Fiscal Report*  
August 26, 2019

Governmental Accounting Standards Board (GASB) Statement No. 68 and subsequent GASB Statement No. 85 amended the reporting requirement for governmental pension plans. The resulting impact on local educational agencies (LEAs) was the requirement to record the state's contribution to the California State Teachers' Retirement System (CalSTRS) on behalf of the LEA's employees in Resource Code 7690.


On June 27, 2019, Governor Gavin Newsom signed Senate Bill (SB) 90 into law, which appropriated \$2.246 billion and \$904 million to CalSTRS and the California Public Employees' Retirement System (CalPERS), respectively. SB 90 explicitly states that these contributions are to occur in the 2018–19 fiscal year, and are on behalf of local school and college employers with the intent to reduce future year employer contribution rates. Both CalSTRS and CalPERS accrued the contributions from the state on their 2018–19 financial statements, and the matching principle requires school and college employers to recognize the impact on their 2018–19 financial statements. Although the employer contribution rates to CalSTRS and CalPERS will be reduced in future years from the originally projected increases, there is an unintended consequence of these contributions.

The impact of the state's contribution to CalPERS creates a requirement to recognize the pro rata share of the \$904 million on the 2018–19 fund financial statements in accordance with GASB. A summary of the CalPERS pro rata share for districts can be found [here](#). The credit for creation of the spreadsheet goes to the representatives of the External Services Subcommittee that operates under the auspices of the Business and Administration Services Committee. If you would like to verify your entity's contribution, you can do so by viewing the Schedule of Employer Allocations beginning on page 3 of the Schools Cost-Sharing Multiple-Employer Defined Benefit Pension Plan report, which can be found [here](#).

Due to the timing of the information, no new Resource Code will be created in the Standardized Account Code Software, and the revenues and expenditures should be recorded in resource 7690. If you have already completed your annual close, a conversation with your local audit firm is the prudent route to determine how to account for this entry.

Fresno Unified School District  
Board Communication

**BC Number AS-2**

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

Date: September 6, 2019

Phone Number: 457-6226

Regarding: Joint Health Management Board Prescription Preauthorization Update

The purpose of this communication is to provide the Board an update on the Joint Health Management Board's (JHMB) prescription preauthorization.

The JHMB continually evaluates the pharmacy benefit program. Most recently, an area of focus has been ensuring that the pharmacy benefit manager, EnvisionRx, optimally manages "prior authorization" processes, including consideration of the impact of potential coverage delays for members. Effective October 1, 2019 the JHMB eliminated the requirement for prior authorization requirements for two items: 1) aspirin for women with pre-eclampsia; and, 2) colonoscopy prep medication. This will improve member convenience.

The JHMB also benchmarks its prescription drug coverage among peer school districts. Prescription drug treatment delays for a CVS Caremark Plan participant (a different local school district and a different vendor) was recently reported in the Fresno Bee. These concerns solidify the timeliness of the actions of the JHMB to eliminate unnecessary delays in authorization of medications.

As a reminder, in the past several years, proactive management of the employee prescription benefit plan, including adjustments made by the JHMB, has resulted in a plan savings exceeding \$3 million in 2017/18 and an additional over \$3 million in 2018/19.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



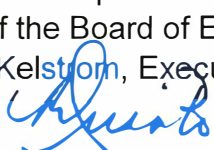
Date:

9/6/19



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

Date: September 6, 2019

Phone Number: 457-3907

Regarding: Child Nutrition Super Snack Program Per Meal Cost

The purpose of this communication is to provide the Board information regarding the California Department of Education (CDE) approval for the Child Nutrition School Lunch and Breakfast Program to charge the Child Nutrition Super Snack Program a per meal cost.

The district has participated in the district-wide Super Snack Program since 2015/16. At that time staff was required to record time spent working for the Child Nutrition and Super Snack Programs. This methodology necessitated a cumbersome daily Personnel Activity Report (PAR) be completed by each employee to document time spent on the individual programs.

Recently, Food Services inquired about a viable option to charge a per meal cost to the Super Snack program instead of recording time, food and supply costs. This new methodology would streamline business processes by charging all program cost to the Super Snack Program. Working with CDE, a per meal cost was calculated to charge the Super Snack Program. In addition, this will eliminate the PAR required by approximately 175 employees and 26 hours of labor needed monthly to manage the PAR.

The California Department of Education has approved the alternative cost method beginning in 2019/20.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.




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

9/6/19

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: 

  
Kim Kelstrom  
Executive Officer, Fiscal Services

Date: September 6, 2019

Phone Number: 457-3907

Regarding: 2019/20 Elementary Fall Staffing

The purpose of this communication is to provide the Board information regarding the 2019/20 teacher staffing based on actual enrollment for elementary sites and the implementation of the negotiated staffing agreement.

The staffing committee meets throughout the year and has the following calendar:

- January and February – Allocate teaching staffing based on parameters and projected enrollment by school/grade in preparation for the adopted budget.
- July and August – Analyze pre-registration for elementary sites to determine any adjustments to the adopted budget staffing allocations.
- First week of school – All sites register or drop students that did not attend in the first five days.
- Second week of school – Review actual enrollment and staffing and propose any adjustments.
- Third week of school – Elementary Principals are notified of any changes to staffing based on actual enrollment and teachers placed in overage are reassigned.

As of August 26, 2019, TK-3 district class size average was 22.05 and grades 4-6 was 26.63. Each site has TK-3 class size averages less than 24:1 and 4-6 class size averages less than 29:1; with the exception of Bullard Talent, Easterby and Yokomi.

In addition, at this time no classes are staffed with an augmentation aide. This status will be reevaluated at the time of California Basic Educational Data System (CBEDS) and staff will provide an update to the Board at that time.

The 2019/20 Adopted Budget included 94 teachers above the baseline class size average of 24:1 in TK-3 and 29:1 in 4-6. Based on actual enrollment, the total is 95 teachers as follows:

	2019/20 Adopted Budget	2019/20 Actual Enrollment	Difference
TK-3 Class Size Reduction	16	17	1
4-6 Class Size Reduction	27	22	(5)
Dual Immersion	12	10	(2)
Elimination of Combination Classes	39	46	7
<b>Total</b>	<b>94</b>	<b>95</b>	<b>1</b>

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: 9/6/19

Fresno Unified School District  
Board Communication

BC Number EA-1

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kristi Imber-Olivares, Director in Equity and Access

Date: September 06, 2019

Phone Number: 457-3896

Regarding:  College and Career Performance: College and Career Indicator

The purpose of this communication is to provide the Board information regarding graduation rates and college and career indicator metrics for Fresno Unified. Please note, some data points are derived using different internal calculations than the California Department of Education (CDE) uses. The CDE only focuses on graduating seniors when calculating College and Career Indicators (CCI); however, this communication includes additional high school grade levels where applicable (i.e. if the course/program is offered to other grade levels).

The metrics included in this report are as follows:

- SBAC ELA and math – 11<sup>th</sup> grade students only
- Graduates meeting UC/CSU requirements - 12<sup>th</sup> grade students only
- Seal of Biliteracy - 12<sup>th</sup> grade students only
- Enrollment in Advanced Placement (AP) courses and AP Exam pass rates (score 3 or better) - 9<sup>th</sup> to 12<sup>th</sup> grade students
- Enrollment in higher level International Baccalaureate (IB) courses and IB Exam pass rates (score 4 or better) - 9<sup>th</sup> to 12<sup>th</sup> grade students
- Enrollment and completion with a C or better in Career Technical Education Capstone courses – 11<sup>th</sup> and 12<sup>th</sup> grade students only
- Enrollment and completion with a C or better in College Credit courses – 11<sup>th</sup> and 12<sup>th</sup> grade students only
- Enrollment and completion with a C or better in Leadership/Military Science courses – 9<sup>th</sup> to 12<sup>th</sup> grade students

Metrics from the California Dashboard are used by the state to determine which districts will receive differentiated assistance. Current metrics for the College and Career Indicators use 2017 data and exclude charter schools. The California Dashboard will be updated this fall using the 2018 data. To access the California Dashboard go to <https://www.caschooldashboard.org/#/Home>.

Including with this communication is a school-level report for these metrics, a CDE one-page summary of these metrics, and a document created by College and Career Readiness that provides more in-depth information on how each component of CCI is measured by the CDE.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent

Robert G. Nelson Ed.D. 

Date: 9/6/19



# COLLEGE AND CAREER PERFORMANCE

PREPARED BY EQUITY AND ACCESS

SEPTEMBER 6, 2019



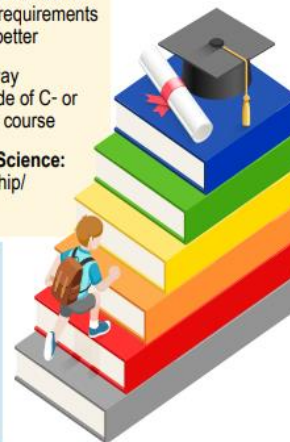
# COLLEGE /CAREER INDICATOR



## College/Career Readiness

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
<ul style="list-style-type: none"> <li> <b>Smarter Balanced Summative Assessments:</b> Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics</li> <li> <b>Advanced Placement (AP) Exams:</b> Score of 3 or higher on two AP exams</li> <li> <b>International Baccalaureate (IB) Exams:</b> Score of 4 or higher on two IB exams</li> <li> <b>College Credit Courses:</b> Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</li> <li> <b>State Seal of Biliteracy (SSB):</b> SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments</li> <li> <b>Leadership/Military Science:</b> Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area</li> <li> <b>University of California (UC) and California State University (CSU) a-g requirements:</b> Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</li> <li> <b>Career Technical Education (CTE) Pathway:</b> Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</li> </ul>	<ul style="list-style-type: none"> <li> <b>Smarter Balanced Summative Assessments:</b> Score of Level 2 "Standard Nearly Met" on both ELA and mathematics</li> <li> <b>College Credit Courses:</b> One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</li> <li> <b>UC and CSU a-g requirements:</b> Complete a-g course requirements with a grade of C- or better</li> <li> <b>CTE Pathway:</b> Pathway completion with a grade of C- or better in the capstone course</li> <li> <b>Leadership/Military Science:</b> Two years of Leadership/Military Science</li> </ul>	<p>Did not meet any of the measures or did not graduate.</p>
<p><b>Additional Criteria</b></p> <ul style="list-style-type: none"> <li> Smarter Balanced Summative Assessment Scores:             <ul style="list-style-type: none"> <li>Level 3 or higher on ELA and at least a Level 2 in mathematics, or</li> <li>Level 3 or higher on mathematics and at least a Level 2 in ELA</li> </ul> </li> <li> One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects</li> <li> Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)</li> <li> Completion of CTE Pathway (for a-g requirement only)</li> </ul>	<p><b>Criteria Key</b></p> <ul style="list-style-type: none"> <li> Assessment</li> <li> Coursework</li> </ul>	



- In 2018, California adopted criteria for the College/Career Indicator (CCI)
- CCI only looks at measurements for graduating seniors; however this BC is looking at additional grade levels if the course/program is offered at lower grade levels.
- Our goal is to show how FUSD students have performed in these areas on an annual basis, not necessarily a predictor to the CCI.
  - Example: CCI looks at how many 12<sup>th</sup> grade students passed two or more AP exams throughout their 9<sup>th</sup> – 12<sup>th</sup> grade academic years. Our board communication looks at how many 9<sup>th</sup> – 12<sup>th</sup> grade students passed at least one AP exam by academic year.

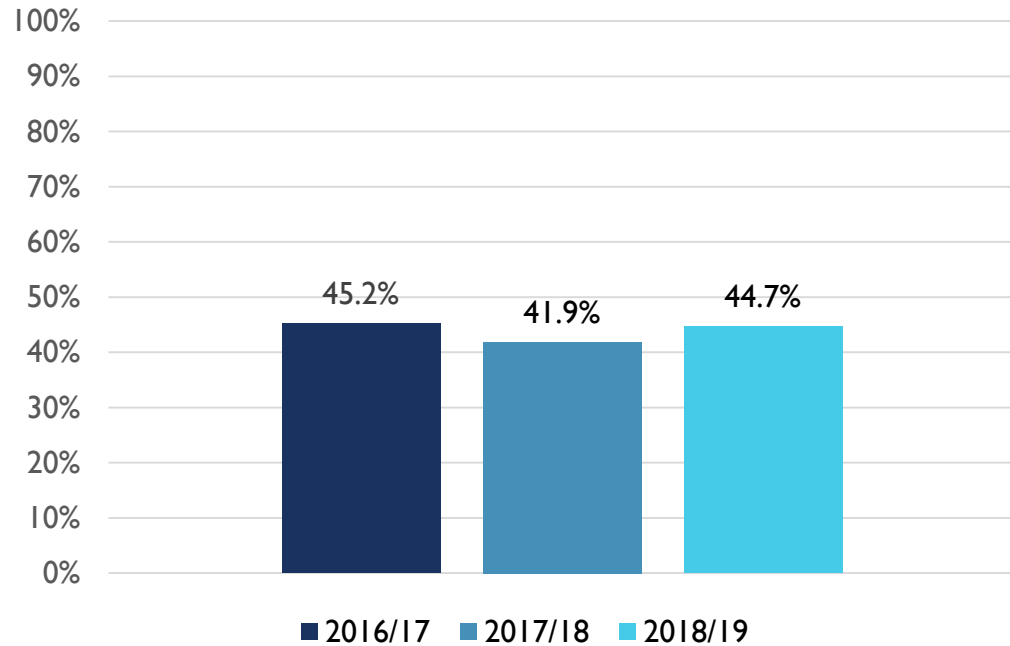


# SMARTER BALANCED SUMMATIVE ASSESSMENTS (SBAC)

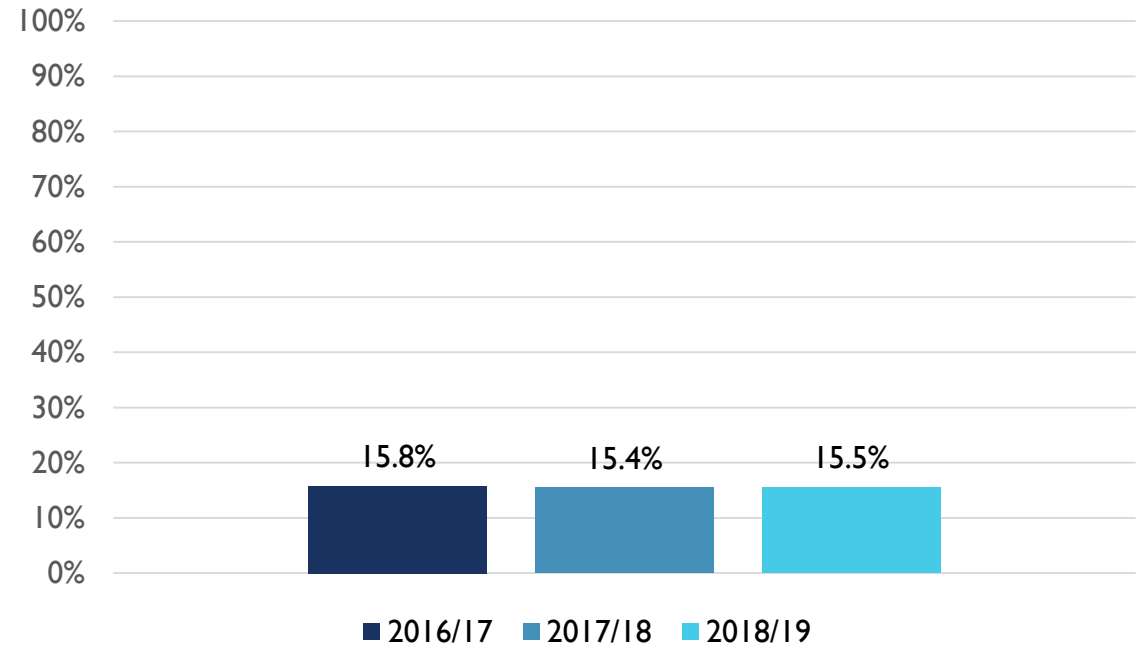


# PERCENTAGE OF 11<sup>TH</sup> GRADE STUDENTS WHO MET/EXCEEDED ELA AND MATH SBAC, 2016/17-2018/19

## ELA



## Math



# DISPROPORTIONALITY RATE FOR STUDENTS MEETING/EXCEEDING SBAC ELA AND MATH BY STUDENT GROUP, 2017/18

Race/ Ethnicity	ELA	Math
African American/Black	0.67	0.53
Asian	1.36	1.62
Filipino	1.89	2.54
Hispanic	0.75	0.47
Native American/Alaskan	1.05	1.27
Pacific Islander	0.84	0.78
Two or More Races	1.30	0.76
White	1.55	2.90

Student Group	ELA	Math
English Learners	0.06	0.02
Student w/ Disability	0.17	0.13
Foster Youth	0.50	0.36
Homeless	0.59	0.13
Socioeconomically Disadvantaged	0.65	0.37

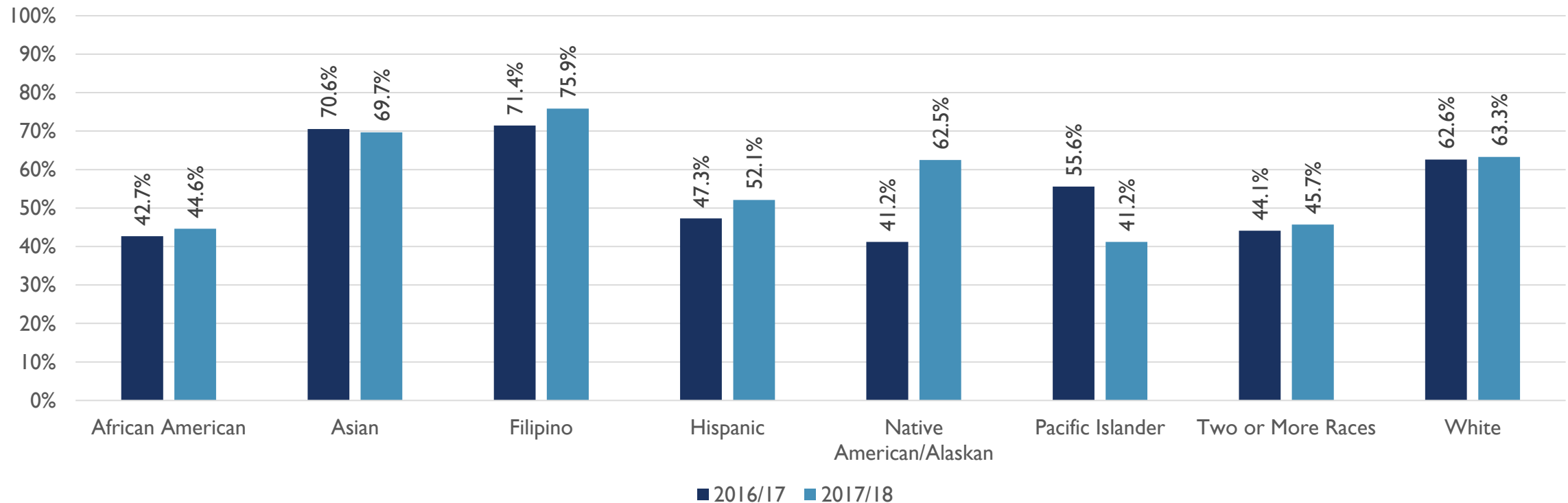




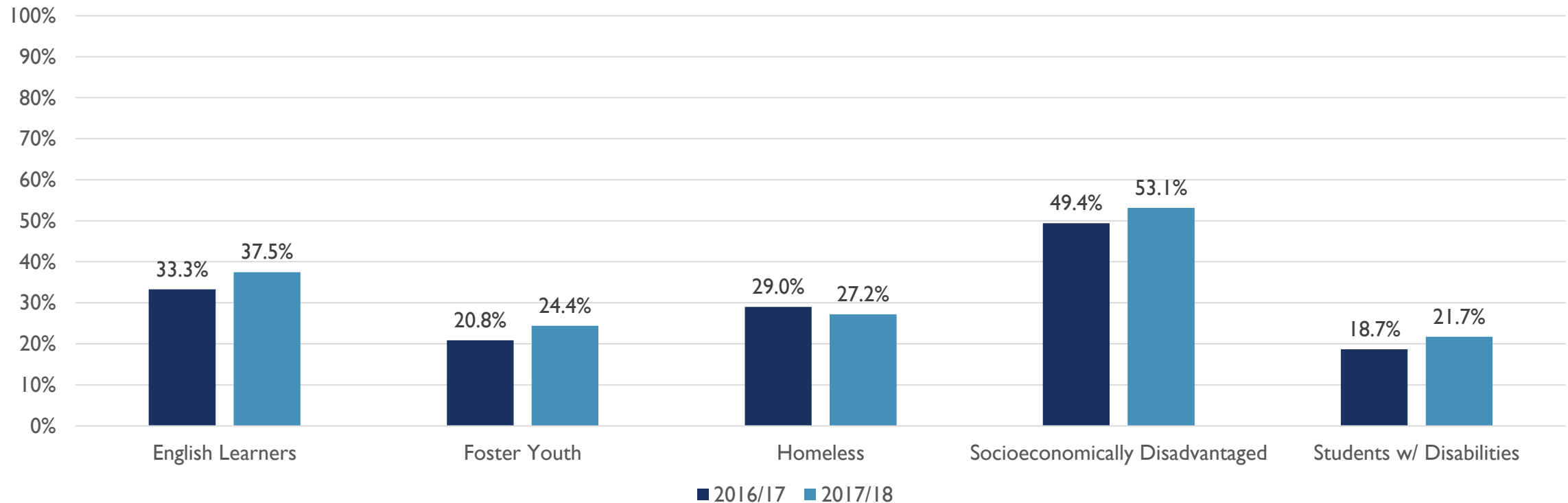
# UC/CSU REQUIREMENTS



# PERCENT OF GRADUATES MEETING UC/CSU REQUIREMENTS: OVERALL DISTRICT BY RACE/ETHNICITY, 2016/17-2017/18



# PERCENT OF GRADUATES MEETING UC/CSU REQUIREMENTS: OVERALL DISTRICT BY STUDENT GROUP, 2016/17-2017/18



# DISPROPORTIONALITY RATE FOR STUDENTS MET UC/CSU REQUIREMENTS: BY STUDENT GROUP, 2017/18

Race/ Ethnicity	Met UC/CSU Req
African American/Black	0.76
Asian	1.41
Filipino	1.51
Hispanic	0.84
Native American/Alaskan	0.92
Pacific Islander	0.78
Two or More Races	0.78
White	1.22

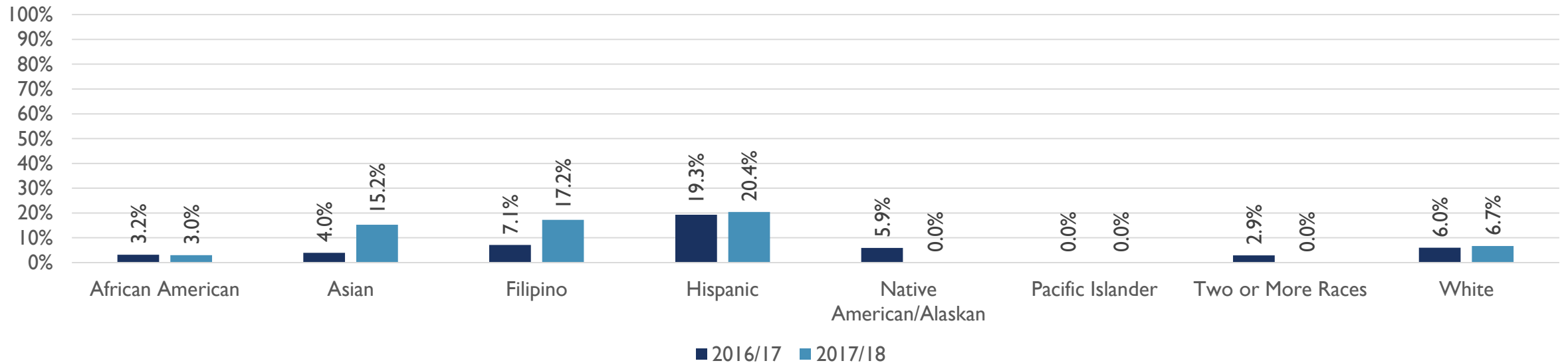
Student Group	Met UC/CSU Req
English Learners	0.51
Student w/ Disability	0.24
Foster Youth	0.24
Homeless	0.38
Socioeconomically Disadvantaged	0.37



**SEAL OF BILITERACY**

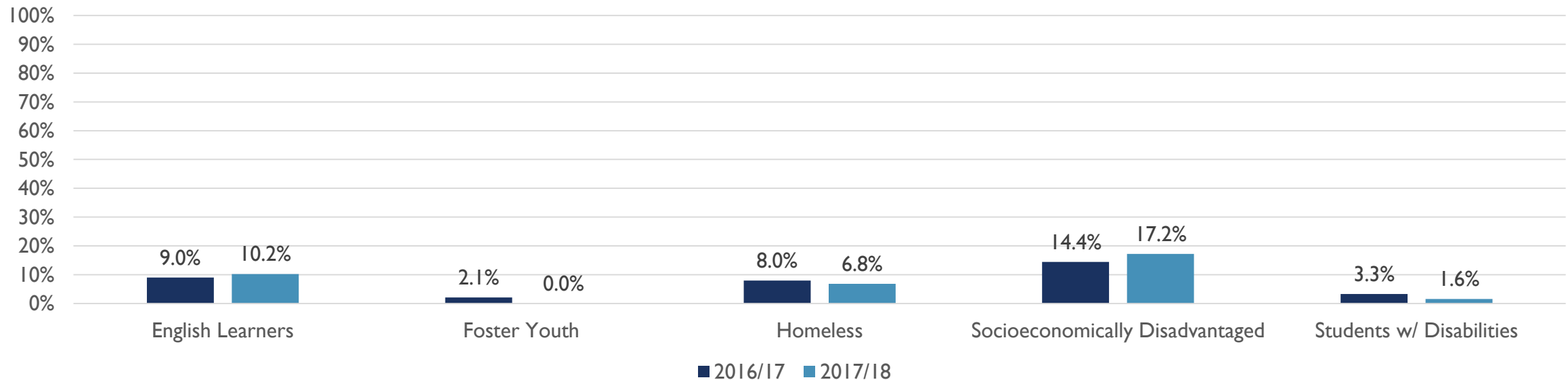


# PERCENT OF GRADUATES EARNING A SEAL OF BILITERACY: OVERALL DISTRICT BY RACE/ETHNICITY, 2016/17-2017/18



	African American	Asian	Filipino	Hispanic	Native American/Alaskan	Pacific Islander	Two or More Races	White
2016/17	11	20	1	469	1	0	1	25
2017/18	10	77	5	493	0	0	0	25

# PERCENT OF GRADUATES EARNING A SEAL OF BILITERACY: OVERALL DISTRICT BY STUDENT GROUP, 2016/17-2017/18



	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
2016/17	51	1	14	482	9
2017/18	60	0	14	564	4

# DISPROPORTIONALITY RATE FOR STUDENTS RECEIVED A SEAL OF BILITERACY: BY STUDENT GROUP, 2017/18

Race/ Ethnicity	Earned SSB
African American/Black	0.16
Asian	0.98
Filipino	1.15
Hispanic	2.22
Native American/Alaskan	0.00
Pacific Islander	0.00
Two or More Races	0.00
White	0.40

Student Group	Earned SSB
English Learners	0.46
Student w/ Disability	0.06
Foster Youth	0.00
Homeless	0.32
Socioeconomically Disadvantaged	0.76



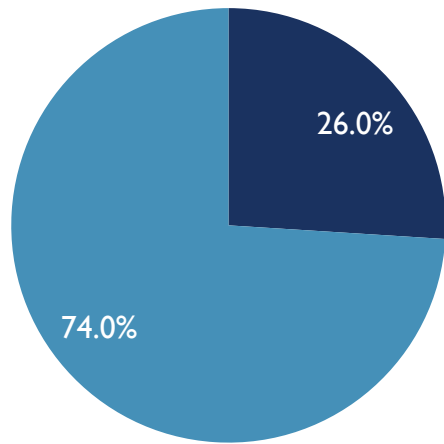


# ADVANCED PLACEMENT (AP) COURSES

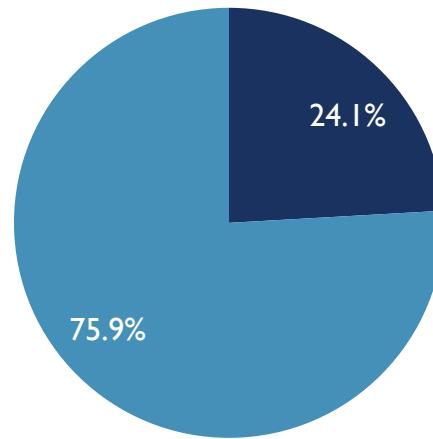


# PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE AP COURSE, 2016/17 - 2018/19

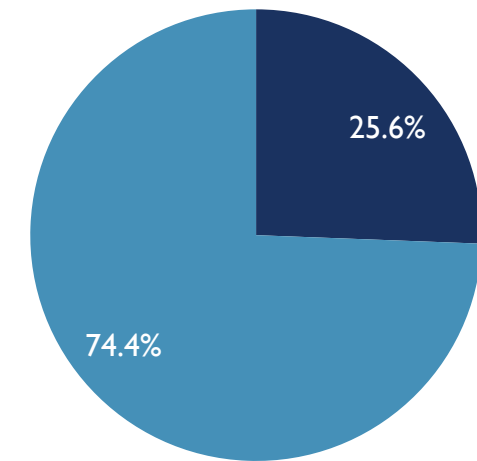
2016/17



2017/18

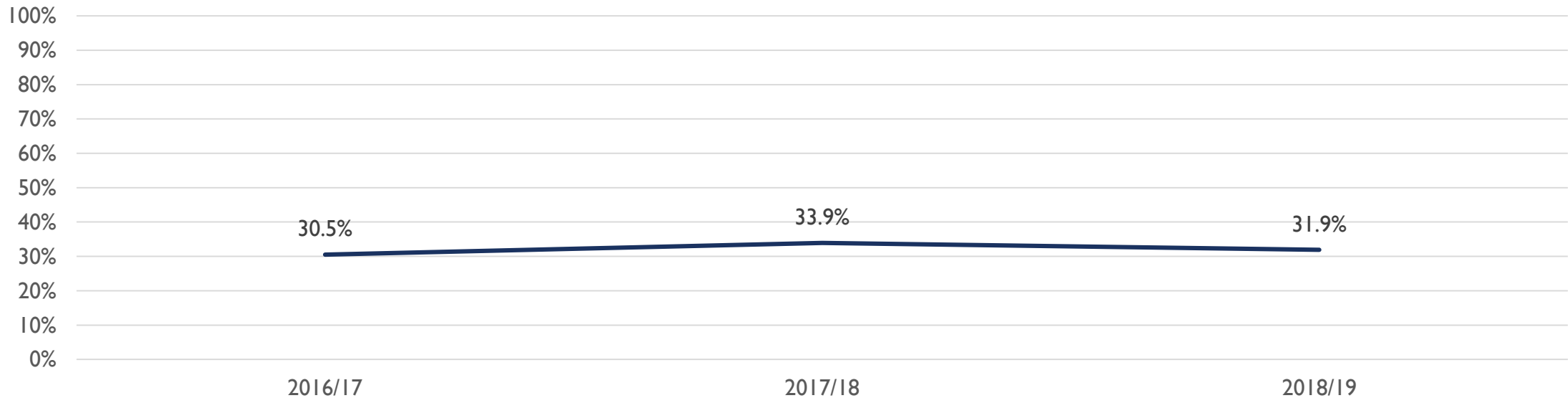


2018/19



	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	676	890	1306	1604
2017/18	648	903	1242	1407
2018/19	773	1015	1271	1399

# PERCENT OF STUDENTS WHO PASSED AT LEAST ONE AP EXAM, 2016/17 - 2018/19



	9th Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	119	339	424	435
2017/18	174	338	459	432
2018/19	145	414	451	355

# DISPROPORTIONALITY RATE FOR STUDENTS ENROLLED IN AN AP COURSE AND STUDENTS PASSING AN AP EXAM: BY STUDENT GROUP, 2018/19

Race/ Ethnicity	Enrollment Disp.	Passed Exam Disp.
African American/Black	0.50	0.55
Asian	1.55	0.52
Filipino	1.93	1.15
Hispanic	0.81	1.22
Native American/Alaskan	1.11	0.60
Pacific Islander	1.13	0.66
Two or More Races	0.97	0.64
White	1.35	1.54

Student Group	Enrollment Disp.	Passed Exam Disp.
English Learners	0.24	1.41
Student w/ Disability	0.07	0.55
Foster Youth	0.24	0.52
Homeless	0.45	0.59
Socioeconomically Disadvantaged	0.69	0.74

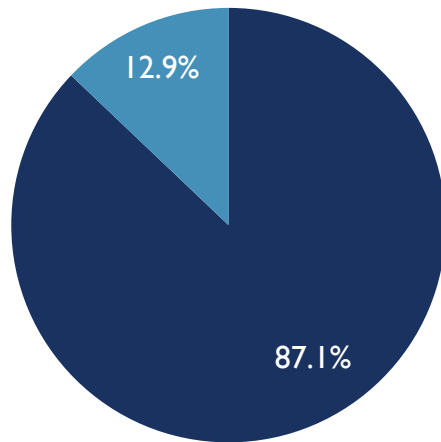


# INTERNATIONAL BACCALAUREATE (IB) PROGRAM

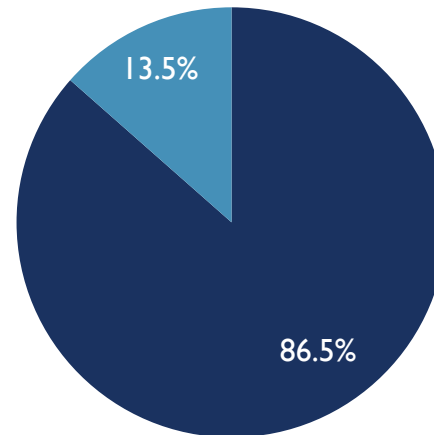


# PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE HIGHER LEVEL IB COURSE, 2016/17 - 2018/19

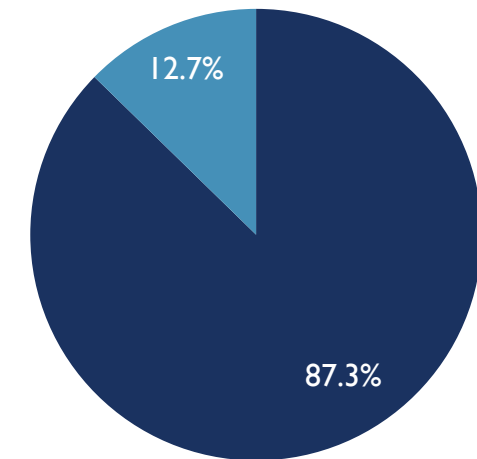
2016/17



2017/18

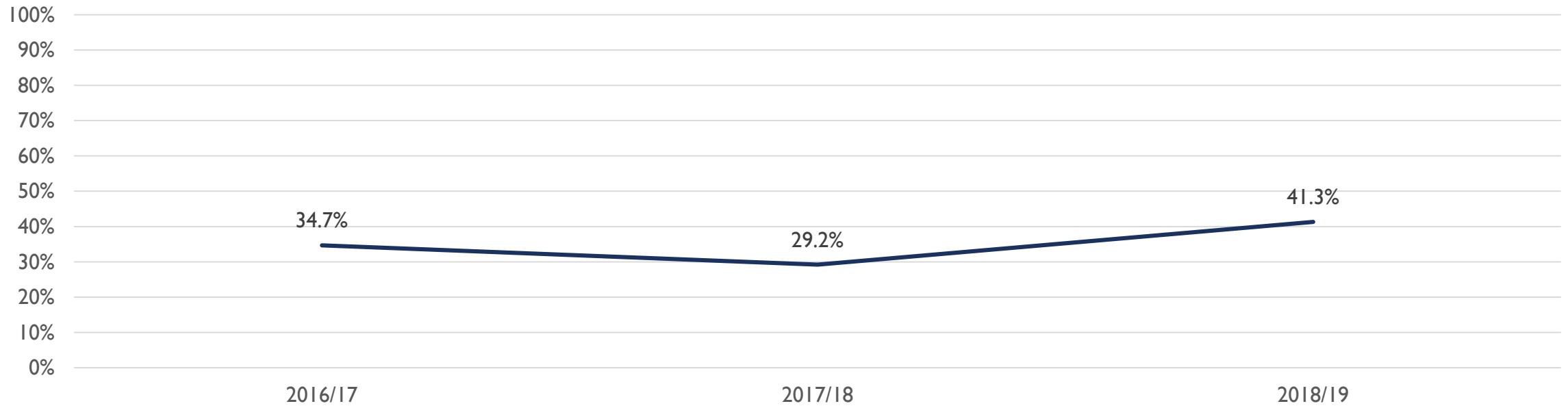


2018/19



	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	427	422
2017/18	398	406
2018/19	381	386

# PERCENT OF STUDENTS WHO PASSED AN IB EXAM, 2016/17 - 2018/19



	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	36	81
2017/18	21	73
2018/19	N/A	125

# DISPROPORTIONALITY RATE FOR STUDENTS ENROLLED IN AN IB COURSE AND STUDENTS PASSING AN IB EXAM: BY STUDENT GROUP, 2018/19

Race/ Ethnicity	Enrollment Disp.	Passed Exam Disp.
African American/Black	1.01	0.40
Asian	1.05	1.11
Filipino	1.15	0.00
Hispanic	1.01	1.13
Native American/Alaskan	1.15	2.44
Pacific Islander	1.15	0.00
Two or More Races	0.90	1.63
White	0.92	1.23

Student Group	Enrollment Disp.	Passed Exam Disp.
English Learners	0.77	0.83
Student w/ Disability	0.38	0.34
Foster Youth	0.87	2.45
Homeless	0.97	0.60
Socioeconomically Disadvantaged	1.03	1.08



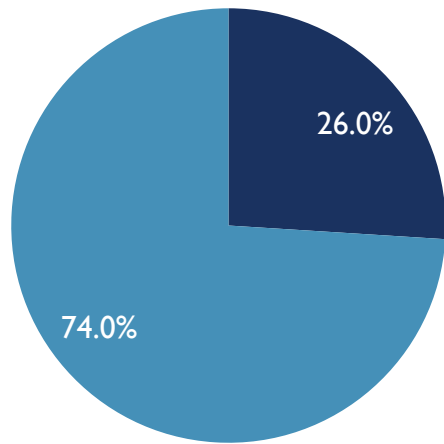


# CAREER AND TECHNICAL EDUCATION (CTE) COURSES

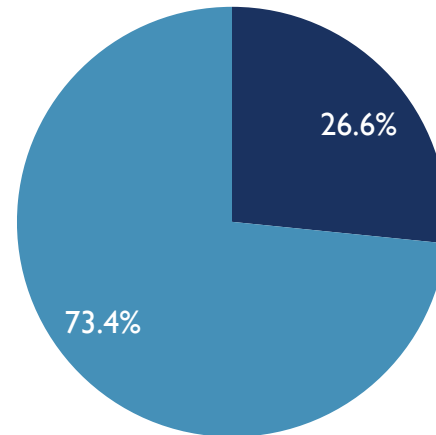


# PERCENT OF STUDENTS ENROLLED IN A CTE CAPSTONE COURSE, 2016/17 - 2018/19

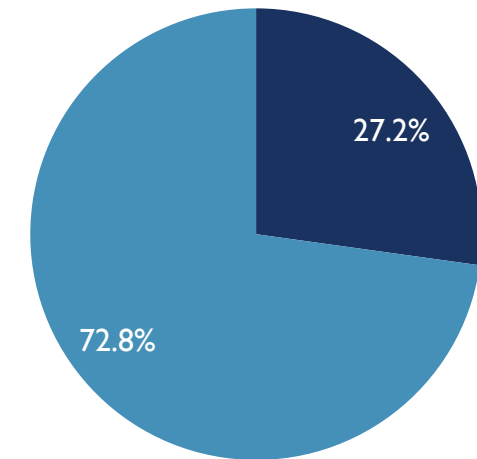
2016/17



2017/18

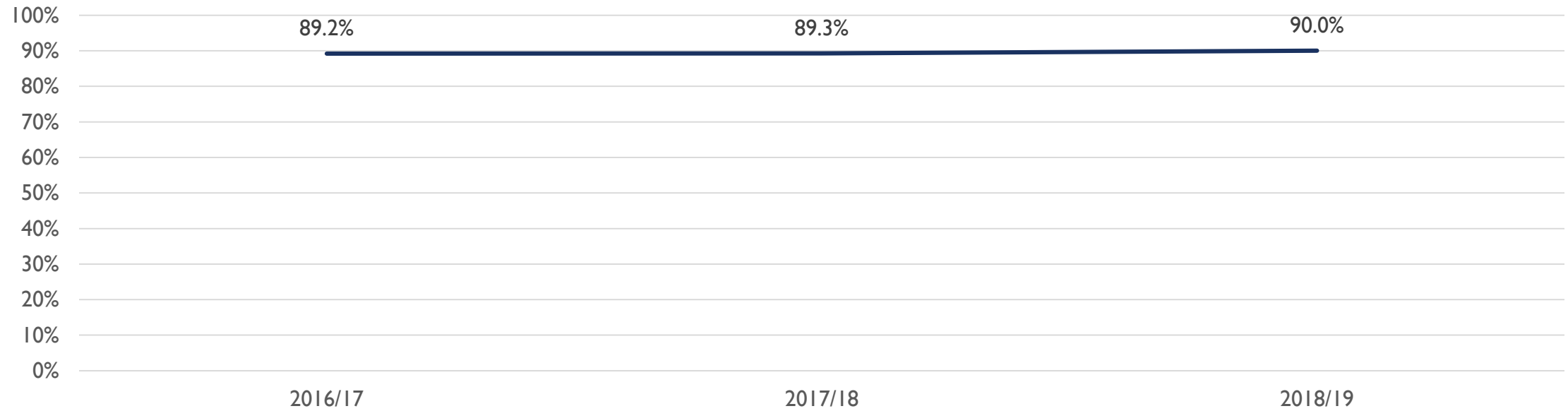


2018/19



	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	964	1131
2017/18	869	1264
2018/19	833	1346

# CTE CAPSTONE COURSE PASS RATE (C OR BETTER) OVERALL DISTRICT, SEMESTER 2, 2016/17 - 2018/19



	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	839	1021
2017/18	762	1160
2018/19	746	1218

# DISPROPORTIONALITY RATE FOR STUDENTS ENROLLED IN A CTE CAPSTONE COURSE AND STUDENTS PASSING A CTE CAPSTONE: BY STUDENT GROUP, 2018/19

Race/ Ethnicity	Enrollment Disp.	Passed Course Disp.
African American/Black	0.74	0.96
Asian	1.22	1.06
Filipino	1.56	1.03
Hispanic	1.00	0.97
Native American/Alaskan	1.04	1.11
Pacific Islander	0.82	1.11
Two or More Races	0.88	1.05
White	0.97	0.99

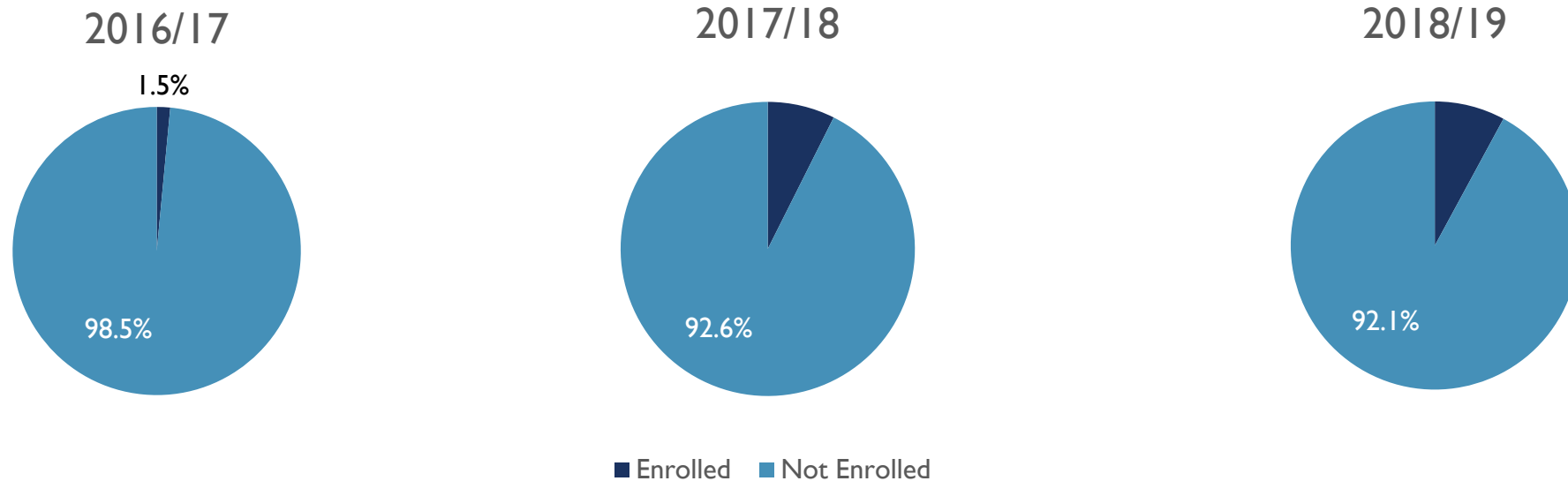
Student Group	Enrollment Disp.	Passed Course Disp.
English Learners	0.53	0.96
Student w/ Disability	0.39	0.95
Foster Youth	0.27	1.11
Homeless	0.56	0.83
Socioeconomically Disadvantaged	0.94	0.97



# COLLEGE CREDIT COURSES

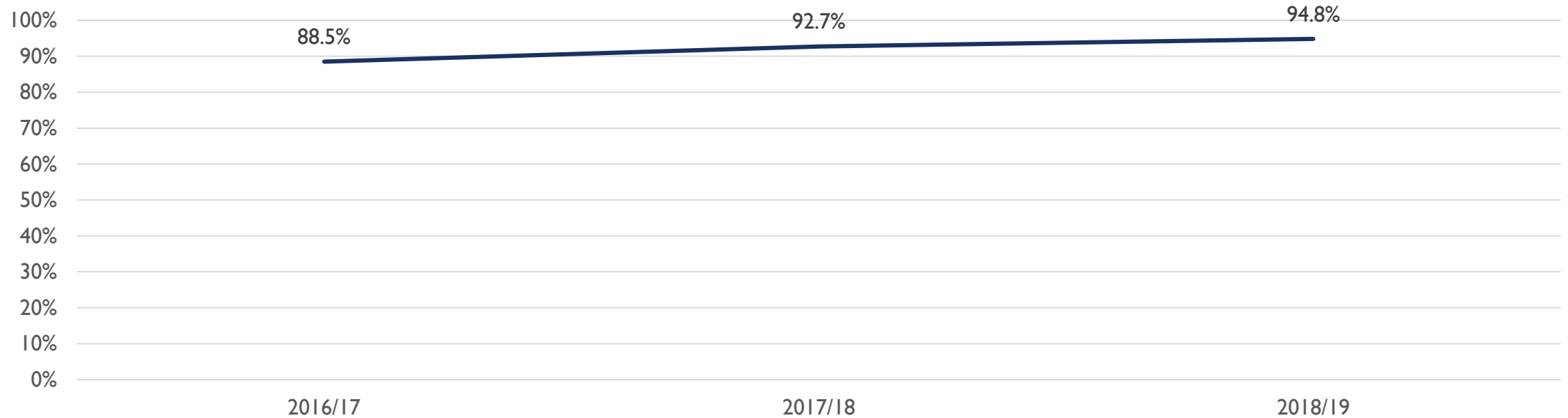


# PERCENT OF STUDENTS ENROLLED IN A COLLEGE CREDIT COURSE, 2016/17 - 2018/19



	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	65	53
2017/18	293	301
2018/19	312	324

# COLLEGE CREDIT COURSE PASS RATE (C OR BETTER) OVERALL DISTRICT, SEMESTER 2, 2016/17 - 2018/19



	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	63	51
2017/18	289	294
2018/19	303	318

# DISPROPORTIONALITY RATE FOR STUDENTS ENROLLED IN A COLLEGE CREDIT COURSE AND STUDENTS PASSING A COLLEGE CREDIT COURSE: BY STUDENT GROUP, 2018/19

Race/ Ethnicity	Enrollment Disp.	Passed Course Disp.
African American/Black	0.52	0.99
Asian	1.75	1.00
Filipino	0.38	1.02
Hispanic	0.92	1.00
Native American/Alaskan	0.64	1.02
Pacific Islander	0.70	1.02
Two or More Races	0.75	1.02
White	0.90	0.99

Student Group	Enrollment Disp.	Passed Course Disp.
English Learners	0.41	0.96
Student w/ Disability	0.33	1.03
Foster Youth	0.26	1.02
Homeless	0.36	0.68
Socioeconomically Disadvantaged	1.06	0.99

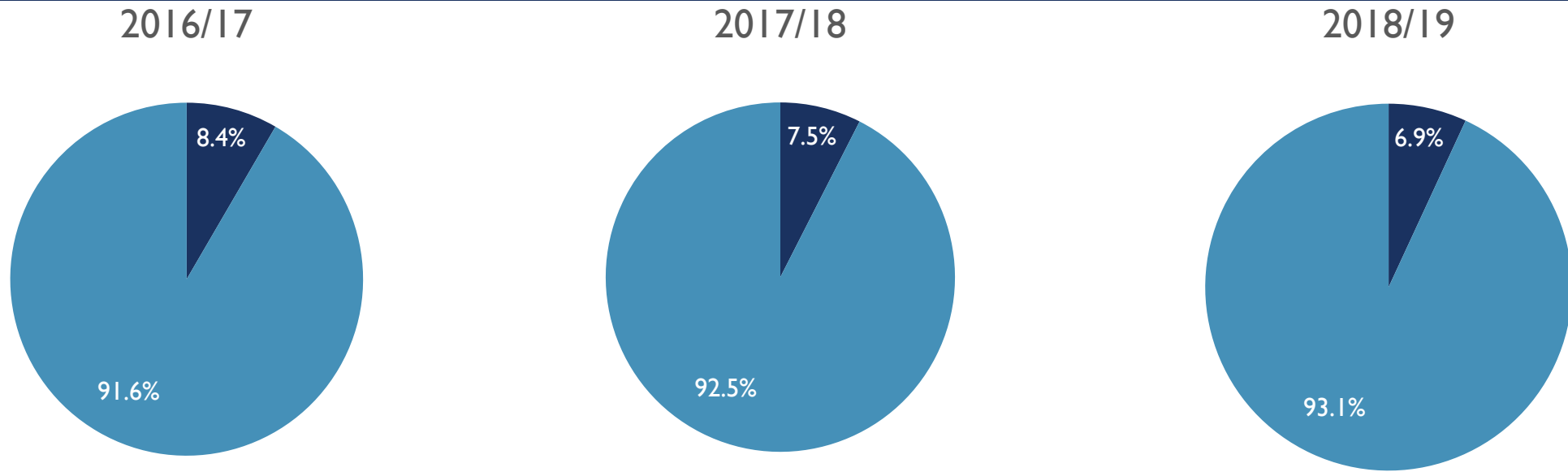




# LEADERSHIP/MILITARY SCIENCE COURSES



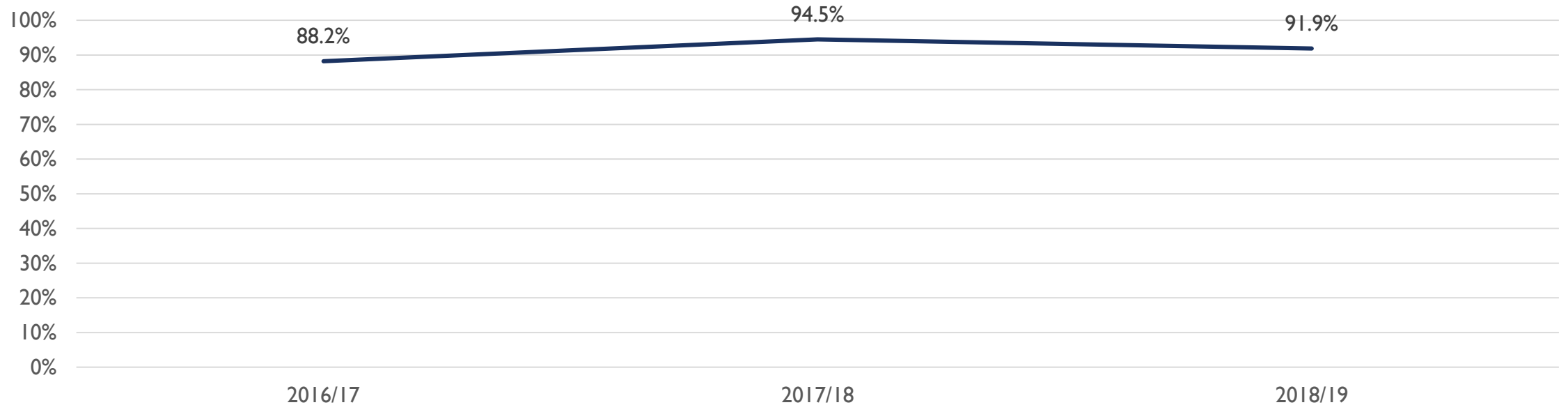
# PERCENT OF STUDENTS ENROLLED IN A LEADERSHIP/MILITARY SCIENCE COURSE, 2016/17 - 2018/19



■ Enrolled ■ Not Enrolled

	9th Grade	10th Grade	11th Grade	12th Grade
2016/17	177	126	57	40
2017/18	144	111	55	42
2018/19	143	99	46	40

# LEADERSHIP/MILITARY SCIENCE COURSE PASS RATE (C OR BETTER) OVERALL DISTRICT, SEMESTER 2, 2016/17 - 2018/19



	9th Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
2016/17	159	110	49	38
2017/18	128	109	54	41
2018/19	125	89	46	40

# DISPROPORTIONALITY RATE FOR STUDENTS ENROLLED IN A LEADERSHIP/MILITARY COURSE AND STUDENTS PASSING A COLLEGE CREDIT COURSE: BY STUDENT GROUP, 2018/19

Race/ Ethnicity	Enrollment Disp.	Passed Course Disp.
African American/Black	0.54	0.98
Asian	1.06	1.11
Filipino	0.00	N/A
Hispanic	0.92	0.95
Native American/Alaskan	1.10	0.94
Pacific Islander	2.18	1.09
Two or More Races	0.85	1.09
White	1.59	0.97




















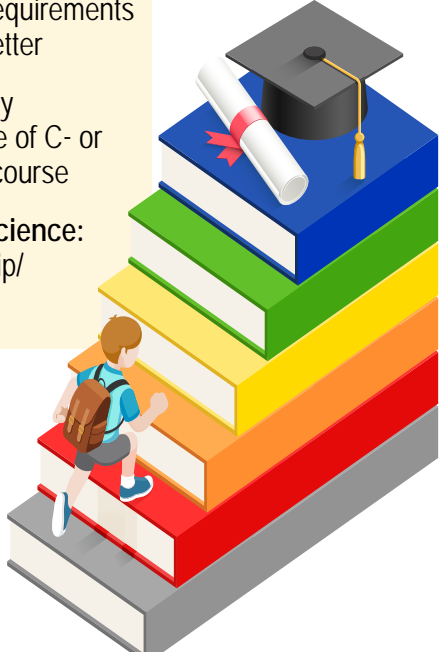
Student Group	Enrollment Disp.	Passed Course Disp.
English Learners	0.90	0.97
Student w/ Disability	0.90	0.87
Foster Youth	1.75	0.54
Homeless	0.75	1.09
Socioeconomically Disadvantaged	1.03	0.93

## College and Career Performance: By School Site

School Site	Met UC/ CSU Requirements		Earned a Seal of Biliteracy		Enrolled in an AP Course		Passed at least one AP Exam		Enrolled in a CTE Capstone Course		Passed a CTE Capstone Course		Enrolled in a College Credit Course		Passed a College Credit Course		Enrolled in a Leadership/Military Science Course		Passed a Leadership/Military Science Course	
	2016/17	2017/18	2016/17	2017/18	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
Bullard High	57.40%	52.00%	5.60%	4.40%	27.0%	27.1%	29.8%	26.1%	13.8%	16.7%	98.0%	87.6%	1.1%	3.4%	100.0%	100.0%	N/A	N/A	N/A	N/A
Cambridge High	0.00%	1.30%	0.00%	0.00%	0.0%	0.0%	N/A	N/A	9.1%	9.9%	100.0%	100.0%	0.0%	1.5%	N/A	25.0%	N/A	N/A	N/A	N/A
Design Science High	100.00%	88.10%	24.50%	25.40%	0.0%	25.4%	N/A	9.2%	0.0%	0.0%	N/A	N/A	98.9%	100.0%	91.1%	94.0%	N/A	N/A	N/A	N/A
Dewolf High	0.00%	0.00%	0.00%	0.00%	0.0%	0.0%	N/A	N/A	2.1%	4.1%	66.7%	66.7%	0.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Duncan Polytech High	55.80%	59.20%	17.70%	24.30%	32.1%	31.8%	29.3%	28.3%	71.0%	77.2%	83.2%	91.5%	20.8%	18.5%	100.0%	97.7%	12.9%	12.5%	100.0%	96.9%
Edison High	72.20%	74.80%	23.20%	28.90%	46.3%	47.4%	47.9%	49.8%	37.6%	40.2%	88.1%	92.6%	8.4%	4.2%	96.8%	97.9%	N/A	N/A	N/A	N/A
Fresno High	46.90%	58.70%	14.50%	24.60%	3.6%	3.2%	82.0%	71.2%	18.9%	20.0%	97.7%	89.9%	1.3%	1.6%	100.0%	100.0%	4.6%	4.1%	85.2%	86.6%
Hoover High	50.60%	49.10%	5.60%	7.20%	32.0%	29.0%	21.9%	21.4%	21.2%	24.8%	91.6%	93.4%	7.6%	13.8%	100.0%	100.0%	N/A	N/A	N/A	N/A
JE Young Academic High	7.10%	9.10%	0.80%	0.00%	0.0%	0.4%	N/A	N/A	1.2%	1.3%	50.0%	100.0%	12.3%	6.7%	84.6%	84.0%	N/A	N/A	N/A	N/A
McLane High	49.70%	54.40%	16.70%	15.20%	24.5%	26.5%	23.9%	24.2%	25.4%	22.2%	89.8%	90.8%	7.4%	6.7%	96.0%	100.0%	7.7%	6.9%	98.4%	91.4%
Patino Entrepreneurship High	N/A	13.90%	N/A	0.00%	30.6%	26.8%	33.8%	26.3%	79.4%	81.3%	92.2%	75.2%	1.9%	0.0%	100.0%	N/A	N/A	N/A	N/A	N/A
Roosevelt High	45.10%	50.10%	16.00%	17.50%	19.7%	20.2%	32.5%	26.5%	31.5%	22.8%	90.4%	89.4%	6.3%	5.4%	100.0%	97.9%	N/A	N/A	N/A	N/A
Sunnyside High	55.40%	63.70%	19.40%	20.40%	22.0%	27.7%	26.4%	24.1%	25.6%	26.3%	89.0%	86.8%	6.8%	8.9%	100.0%	99.1%	N/A	N/A	N/A	N/A

UC/CSU Requirements, Seal of Biliteracy, AP Courses & AP Exams are all looking at data for 9th -12th grade students for that specific academic year.  
 CTE Enrolled, CTE Passed, College Credit Course Enrolled & College Credit Course Passed is looking at 11th and 12th grade students for that specific academic year with the exception of Design Science who offers these courses to 9th-12th grade students.  
 Leadership/Military Science Courses are only offered at Duncan Polytech High, Fresno High & McLane High for 9th-12th grade students.

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
<ul style="list-style-type: none"> <li> <b>Smarter Balanced Summative Assessments:</b> Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics</li> <li> <b>Advanced Placement (AP) Exams:</b> Score of 3 or higher on two AP exams</li> <li> <b>International Baccalaureate (IB) Exams:</b> Score of 4 or higher on two IB exams</li> <li> <b>College Credit Courses:</b> Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</li> <li> <b>State Seal of Biliteracy (SSB):</b> SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments</li> <li> <b>Leadership/Military Science:</b> Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 “Standard Nearly Met” or higher in other subject area</li> <li> <b>University of California (UC) and California State University (CSU) a-g requirements:</b> Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</li> <li> <b>Career Technical Education (CTE) Pathway:</b> Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</li> </ul>	<ul style="list-style-type: none"> <li> <b>Smarter Balanced Summative Assessments:</b> Score of Level 2 “Standard Nearly Met” on both ELA and mathematics</li> <li> <b>College Credit Courses:</b> One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</li> <li> <b>UC and CSU a-g requirements:</b> Complete a-g course requirements with a grade of C- or better</li> <li> <b>CTE Pathway:</b> Pathway completion with a grade of C- or better in the capstone course</li> <li> <b>Leadership/Military Science:</b> Two years of Leadership/Military Science</li> </ul>	<p style="text-align: center;">Did not meet any of the measures or did not graduate.</p>
<p><b>Additional Criteria</b></p> <ul style="list-style-type: none"> <li> Smarter Balanced Summative Assessment Scores:             <ul style="list-style-type: none"> <li>• Level 3 or higher on ELA and at least a Level 2 in mathematics, or</li> <li>• Level 3 or higher on mathematics and at least a Level 2 in ELA</li> </ul> </li> <li> One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects</li> <li> Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)</li> <li> Completion of CTE Pathway (for a-g requirement only)</li> </ul>	<p><b>Criteria Key</b></p> <ul style="list-style-type: none"> <li> Assessment</li> <li> Coursework</li> </ul>	

## College/Career Indicator (Grades 9 – 12)

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### Who Receives this Indicator?

The CCI for comprehensive (or non-DASS) high schools is based on the four-year graduation cohort. LEAs, schools, and student groups that have 30 or more students in the four-year graduation cohort will receive a CCI.

For DASS schools, the CCI is based on the DASS graduation rate. Any DASS school that has 30 or more students in the DASS graduation rate will receive a CCI.

### Data Sources

This indicator uses various college and career measures that evaluate a student's preparedness for college or career. Table 12 identifies the data source and the data correction windows for the 2018 Dashboard.

### Explaining the College/Career Indicator

A high school diploma should represent the completion of a broad and rigorous course of study. The CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for a-g, or (c) a course of study specifically designed to meet the student's individual interests.

### College/Career Indicator Measures

Only measures currently collected statewide at an individual student level are included in the CCI. They are:

- CTE Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics
- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Exams
- College Credit Course (formerly called Dual Enrollment)
- a-g Completion
- State Seal of Biliteracy (New for 2018 Dashboard)
- Leadership/Military Science (New for 2018 Dashboard)

Table 1 describes each measure.

**Table 1: CCI Measures**

Measure	Description
<p><b>CTE Pathway</b></p>	<p>A CTE pathway completion consists of:</p> <ol style="list-style-type: none"> <li>1. Finishing a sequence of courses totaling at least 300 hours, <b>and</b></li> <li>2. Completing a capstone course, with a grade of C minus or better</li> </ol> <p>The number of courses in a sequence varies from LEA to LEA. One LEA may require a sequence of two courses totaling 300 hours while another may require a sequence of four courses totaling 300 or more hours.</p> <p>CTE concentrators are excluded from the CCI. LEAs and schools will receive credit for any student who completes a CTE pathway at any point in time during high school.</p>
<p><b>Grade 11 CAASPP in ELA and Mathematics</b></p>	<p>In grade eleven, students participate in the Smarter Balanced Summative Assessments. The results indicate whether students are ready for college-level work in ELA and mathematics.</p> <p>The following four achievement levels in the Smarter Balanced Summative Assessments are used to determine which students are included in “Approaching Prepared” or “Prepared” levels of the CCI:</p> <ul style="list-style-type: none"> <li>• Standard Exceeded</li> <li>• Standard Met</li> <li>• Standard Nearly Met</li> <li>• Standard Not Met</li> </ul> <p>The <b>2017</b> Smarter Balanced Summative Assessments, taken by the Class of 2018 in grade eleven, are used for the 2018 Dashboard.</p>
<p><b>AP Exams</b></p>	<p>The College Board offers AP exams in 38 subjects. Exams are scored on a scale of one to five, where a score of three or higher is considered passing by The College Board. Students do not have to be enrolled in an AP course to take an AP exam.</p> <p>All AP exams are used for the CCI; no exams are excluded. LEAs</p>




Measure	Description
	and schools will receive credit for any student who passes two AP exams at any point in time during high school.
<b>IB Exams</b>	<p>Students participate in the IB starting in grade eleven. The IB offers six subject area exams which are graded on a scale of one to seven. A score of four is considered passing by the IB.</p> <p>All IB exams are used for the CCI; no exams are excluded. LEAs and schools will receive credit for any student who passes two IB exams during grade eleven or twelve.</p>
<b>College Credit Courses (formerly known as Dual Enrollment)</b>	<p>Students who pass a college-level course with a <b>grade of C minus or better and earn college credit upon completion of the course</b> are considered for the CCI. The number of college credits earned is not a factor in considering whether or not the course counts.</p> <p>Courses may be in either academic disciplines (e.g., English) or CTE disciplines (e.g., welding). For purposes of the CCI, physical education courses are not counted.</p> <p>The college-level course does not have to be taken in sequential order. For example, three classes taken during one fall quarter, or one class taken during the fall semester and one class taken during the spring semester, will be counted as completing two semesters/three quarters of college credit courses as long as the student: (1) passed the courses with a grade of C minus or better and (2) earned college credit.</p>
<b>a-g Completion</b>	Students who complete either University of California (UC) or California State University (CSU) a-g requirements with a grade C minus or better are identified as completing a-g.
<b>State Seal of Biliteracy</b>	<p>The State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Requirements are detailed at <a href="https://www.cde.ca.gov/sp/el/er/documents/criteriaflyer.docx">https://www.cde.ca.gov/sp/el/er/documents/criteriaflyer.docx</a>.</p> <p>LEAs and schools will receive credit for any student who earns a State Seal of Biliteracy and receives at least a “Standard Met”</p>

Measure	Description
	(or Level 3) in ELA on the Smarter Balanced Summative Assessments.
<p style="text-align: center;"><b>Leadership/Military Science</b></p>	<p>Students participate in a physical conditioning program aimed at promoting military values and military precision in group activities, such as rifle corps or marching squad. <b>For secondary students</b>, this course <b>also brings</b> together information from other subject areas, and relates these skills and knowledge to a military setting. Examples include engine mechanics, electricity or electronics, and aviation technique. Another example such as Junior Reserve Officers’ Training Corps (JROTC) also fall under the leadership/military science measure.</p> <p>Students can participate in this program for all four years in high school. LEAs and schools will receive credit for any student who completes two or more years of this course with a C minus or better.</p>

Fresno Unified School District  
Board Communication

BC Number EA-2

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Deanna Mathies, Executive Officer, Early Learning  
Cabinet Approval: 

Date: September 06, 2019

Phone Number: 457-3687

Regarding: Early Learning Inclusion

The purpose of this communication is to provide the Board information regarding an Early Learning and Special Education collaboration to address areas the Council of Great City Schools (CGCS) identified as areas which present opportunities for improvement; Increase inclusive settings for preschoolers and Least Restrictive Environments for children in Special Day Classes and enhance the transition of infants/toddlers into school-based settings. (CGCS pages 84 – 85)

In Spring 2017, through participation in the Supporting Inclusive Practices (SIP) Project with the California Department of Education, Special Education worked with six sites (Holland, Heaton, Starr, Wishon, Fremont, and Anthony) to begin to build a sustainable model of inclusion. Each of the sites listed are at different starting points. The goals of the SIP Project are to improve LEA's performance on state performance indicators regarding Least Restrictive Environment (LRE) percentages and increase opportunities for students with disabilities to participate in LRE and improvement in academic achievement.

For the 2019/20 school year two of the sites are piloting two different Early Learning Inclusion models. Holland Preschool is piloting a co-teaching model where 20 children will be supported by both a general and special education preschool teacher during the morning class session. Holland enrolls 20 children per class session, of which five morning enrollments are for children receiving Special Education services. In addition to the co-teach model, up to an additional two children receiving Special Education services will join the Holland Preschool class for inclusion for a portion of their day, in both the morning and afternoon class sessions. Heaton is piloting a model that will support inclusion for a portion of the day for multiple children throughout the day, in three full-day, full-year Early Learning Center classrooms for 3 and 4-year olds. Early Learning and Special Education are working with Fremont, Starr, Wishon, and Anthony's leadership and Early Learning teachers to develop a model based on site assets and needs.

The California Department of Education Early Learning and Care Division in partnership with the Special Education Division has released a Request for Applications to establish the Inclusive Early Education Expansion Program (IEEEP) in Local Education Agencies. This grant opportunity will support our goal of increasing access to inclusive early learning programs for children representing a broad range of disabilities and levels of support needs and scale our pilots outlined above. A district leadership team has been established and is currently in the planning process for the grant proposal. The leadership team includes the following departments; Early Learning, Facilities, Grants and Special Education.


If you have questions or require additional information, please contact Deanna Mathies at 457-3687.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 9/6/19

Fresno Unified School District  
Board Communication

**BC Number EA-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Lindsay Sanders, Chief of Equity and Access  
Cabinet Approval: 

Date: September 06, 2019

Phone Number: 457-3471

Regarding: Dual Immersion Magnet Program Sibling Preference Policy Changes

The purpose of this communication is to provide the Board information regarding changes to the Dual Immersion magnet program sibling preference policy as enacted through an interdepartmental collaboration of English Learner Services, Equity and Access, and State and Federal Programs.

A demographics review in the Transfers Office in Fall 2018 revealed there was a significant disparity in the number of Dual Immersion students from the sites' attendance areas versus students from other parts of the district or from outside the district. It was also learned that due to the sibling preference practice, there were limited opportunities for students from within the attendance areas to gain access to the program.

The changes include:

- Beginning in the 2020/21 school year, the Dual Immersion magnet program sibling preference policy will end.
- Sibling preference has been removed from the websites associated with the Dual Immersion magnet program, and has been removed from applications for the 2020/21 school year.
- For all students enrolled in Dual Immersion magnet programs during the 2019/20 school year, the sibling preference policy will remain in effect in order to phase out the policy and maintain commitments to current families.

All communication planning is in process beginning with this Board Communication, and including a one-page navigation document for all stakeholders regarding the Dual Immersion magnet program including this change in policy.

If you have questions or require additional information, please contact Lindsay Sanders at 457-3471, Sandra Toscano at 457-3916, or Santino Danisi at 457-3661.


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



Date: 9/6/19 \_\_\_\_\_

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: Manjit Atwal, Executive Director  
Cabinet Approval 

Date: September 06, 2019

Phone Number: 457-3548

Regarding: District Diversity and Recruitment Efforts

The purpose of this communication is to provide the Board information on the diversity of our certificated and administrative staff. Human Resources in partnership with Teacher Development continue to develop recruitment strategies and programs to address the human resources needs of a large urban district. The diversity goal for Fresno Unified School District (FUSD) is to more closely align our teacher and administrator diversity to student diversity.

**Table 1: Certificated diversity county and state-wide comparison with 2018/19 Student Diversity**

Source: California Department of Education	FUSD Student 2018/19	Fresno County 2018/19	Statewide 2018/19	FUSD 2018/19
American Indian or Alaska Native	0.60%	0.71%	0.51%	0.97%
Asian	10.10%	6.26%	5.81%	10.28%
African American	8.10%	2.45%	3.90%	4.44%
Filipino	0.30%	0.44%	1.53%	0.67%
Hispanic or Latino	68.80%	26.32%	21.11%	28.97%
Native Hawaiian or Pacific Islander	0.30%	0.12%	0.30%	0.05%
None Reported	0.00%	1.52%	4.64%	0.56%
Two or More Races	3.00%	0.39%	0.97%	0.00%
White	8.80%	61.70%	61.22%	54.05%

**Table 2: Administrator diversity county and state-wide comparison with 2018/19 Student Diversity**

Source: California Department of Education	FUSD Student 2018/19	Fresno County 2018/19	Statewide 2018/19	FUSD 2018/19
American Indian or Alaska Native	0.60%	0.26%	0.46%	0.28%
Asian	10.10%	5.84%	4.33%	7.40%
African American	8.10%	4.29%	7.71%	8.00%
Filipino	0.30%	0.52%	1.17%	0.57%
Hispanic or Latino	68.80%	28.67%	22.78%	30.20%
Native Hawaiian or Pacific Islander	0.30%	0.34%	0.31%	0.85%
None Reported	0.00%	0.69%	3.60%	0.00%
Two or More Races	3.00%	0.26%	0.97%	0.00%
White	8.80%	59.14%	58.66%	52.70%

Table 3 provides data on Fresno Unified programs aimed at expanding the pool of prospective teachers. Those programs include:

- Teacher Academy – Program that provides experiences for students in grades 7-12 with an interest in education to address the teacher shortage and the need to diversify the teaching workforce. Recently 187 students participated in the Teacher Academy Summer School program.
- Transition to Teaching Program – Program that focuses on moving our aspiring paraprofessionals into certification programs. We are currently supporting 124 participants.
- Paraprofessional Academy – A tiered approach to professional development for all paraprofessionals with a focus on identifying and developing aspiring teachers.
- Grow2Teach – Program supports 25 classified candidates with the completion of both undergraduate degree and preliminary teaching credential.
- Fresno Teacher Residency Program – Grades 4-8 credential with an emphasis on math and science. Residents and mentors work side by side in a co-teaching model. Currently, the program supports 58 residents.

Table 3: Diversity of Teacher Pipelines for 2019/20 (Total Pipeline Participant Diversity is approximately 77%)

Source: FUSD	Teacher Academy	Paraprofessional Academy	Grow2Teach	Transition to Teaching	Teacher Residency
Asian	18.75%	20.83%	18.18%	13.00%	18.73%
African American	1.79%	4.17%	13.64%	17.69%	5.58%
Hispanic or Latino	70.54%	45.83%	50.00%	37.18%	43.03%
Other	1.79%	0.00%	4.55%	4.69%	1.59%
Unknown	0.00%	0.00%	0.00%	0.00%	0.80%
White	7.14%	29.17%	13.64%	27.44%	31.08%

If you have any questions, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent  
Robert G. Nelson Ed.D.




Date:

9/6/19

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  
Cabinet Approval: 

Date: September 06, 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: 9/6/19

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  
Cabinet Approval: 

Date: September 06, 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 followings names to the Board on September 18, 2019:

<u>Name</u>	<u>Site</u>	<u>Subject</u>	<u>Waiver</u>
Carissa Aflague	Edison High School	Health Science and Medical Technology	EL
Franklyn Jones	Bullard High School	Health Science and Medical Technology	EL
Clifton Michelson, Jr.	Tenaya Middle School	Engineering and Architecture	EL

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: \_\_\_\_\_





Fresno Unified School District  
Board Communication

**BC Number OS-1**

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

Date: September 06, 2019

Phone Number: 457-3134

Regarding: Air Conditioning in School Cafeterias

The purpose of this communication is to provide the Board information regarding projects to replace evaporative cooling with air conditioning systems in 22 school cafeterias. The Board prioritized Measure X funding for these projects. Information is below:

**Air Conditioning Projects Completed**

- Computech, Cooper, Fort Miller, Fremont, Pyle, Roeding, Yosemite, Viking, Vinland

**Air Conditioning Projects in Design**

- Gibson, Holland, Manchester (targeted construction start early 2020)
- Roosevelt – cafeteria renovation project (targeted construction start early 2020)
- Baird, Dailey, Ericson, Powers-Ginsburg (targeted construction start mid 2020)
- Centennial, Scandinavian, Wishon (targeted construction start late 2020)
- Del Mar, Jackson – cafeteria replacement projects (targeted construction start early 2021)

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

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

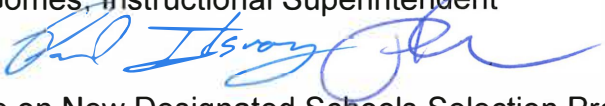


Date: \_\_\_\_\_



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: Ed Gomes, Instructional Superintendent  
Cabinet Approval: 

Date: September 06, 2019

Phone Number: 457-3781

Regarding: Update on New Designated Schools Selection Process

The purpose of this communication is to provide the Board an update on the selection process of the ten new Designated Schools for 2020/21 school year.

Selection Process Update:

- There are currently 40 Designated elementary schools.
- Fresno Unified and Fresno Teachers Association (FTA) have partnered for the opportunity for ten more elementary schools to become Designated Schools.
- Per the Collective Bargaining Agreement between Fresno Unified and FTA, Article 65 – Designated School, a total of ten (10) additional elementary schools can be designated for 2020/21, if supported by a vote of 55% or more of a designated site's teaching staff.
- Adhering to the same criteria used in selecting the first 40 Designated Schools, the following ten schools have been identified as the next potential Designated Schools:

Ayer	Robinson
Bakman	Story
Centennial	Thomas
Hamilton	Turner
Holland	Vinland

- Attached are the rankings and information for the district's non-Designated Schools based on the criteria used to select the ten schools above.
- The district will work with FTA in communicating to sites regarding the selection and voting process.

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

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



Date: 9/6/19

# RANKING OF SCHOOLS

for 2019/20 Site Allocations

DATA SOURCES
CALPADS 1.17 - FRPM/English Learner/Foster Youth-Count Snapshot created 1/16/19
FUSD Projected Enrollment Report - 1/14/19 Final Report

Last Updated 6/21/19

SCHOOL	Region	Designated	DATA															
			LCFF Rank		LCFF (Undup FRPM/EL/FY)		LCFF % (Undup FRPM/EL/FY)		Enrollment		Poverty # (FRPM)		Poverty %		Duplicated FRPM/EL/FY		English Learners (EL)	
			2019/20	2018/19	Proj 2019/20	Proj 2018/19	Proj 2019/20	Proj 2018/19	Proj 2019/20	Proj 2018/19	Proj 2019/20	Proj 2018/19	Proj 2019/20	Proj 2018/19	Proj 2019/20	Proj 2018/19	Proj 2019/20	Proj 2018/19
#1 TURNER	M		38	35	616	595	95.65%	96.75%	644	615	612	591	95.03%	96.10%	782	771	164	172
#2 CENTENNIAL	H		39	42	737	748	95.47%	95.65%	772	782	730	744	94.56%	95.14%	917	946	177	199
#3 BAKMAN	S		52	49	735	758	93.87%	94.40%	783	803	726	753	92.72%	93.77%	941	993	209	233
#4 THOMAS	H		57	51	786	764	92.80%	94.09%	847	812	784	762	92.56%	93.84%	897	874	102	104
#5 HOLLAND	H		59	62	404	429	92.66%	92.26%	436	465	402	429	92.20%	92.26%	474	508	67	73
#6 AYER	S		62	58	654	623	91.73%	92.43%	713	674	640	615	89.76%	91.25%	824	806	172	185
#7 VINLAND	H		63	61	507	550	91.35%	92.28%	555	596	497	541	89.55%	90.77%	573	637	68	90
#8 HAMILTON	F		65	59	822	789	90.93%	92.39%	904	854	818	787	90.49%	92.15%	937	921	111	122
#9 STOREY	S		69	67	896	949	89.96%	90.21%	996	1,052	880	930	88.35%	88.40%	1,100	1,237	205	295
#10 ROBINSON	H		70	65	419	470	88.77%	90.73%	472	518	413	463	87.50%	89.38%	458	519	44	54
#11 YOKOMI	R		71	74	691	685	88.70%	87.71%	779	781	687	681	88.19%	87.20%	838	869	146	186
#12 POWERS / GINSBURG	B		74	72	406	442	86.02%	88.40%	472	500	397	441	84.11%	88.20%	470	526	70	82
#13 LEAVENWORTH	M		76	76	741	723	85.66%	86.17%	865	839	716	698	82.77%	83.19%	1,022	1,032	304	331
#14 LAWLESS	B		77	78	514	477	84.54%	84.72%	608	563	501	472	82.40%	83.84%	593	553	80	78
#15 MCCARDLE	H		79	81	420	381	81.71%	82.83%	514	460	412	376	80.16%	81.74%	479	435	63	53
#16 KRATT	B		80	79	450	481	81.08%	83.22%	555	578	447	477	80.54%	82.53%	488	536	31	47
#17 SUNSET	E		81	80	306	281	80.95%	83.14%	378	338	302	273	79.89%	80.77%	400	393	96	119
#18 FIGARDEN	B		84	85	442	469	76.08%	76.26%	581	615	434	458	74.70%	74.47%	487	517	47	56
#19 EATON	H		90	89	312	309	67.10%	70.55%	465	438	307	302	66.02%	68.95%	340	339	33	35
#20 MANCHESTER GATE			91	91	458	481	64.87%	65.89%	706	730	458	481	64.87%	65.89%	459	484	0	2
#21 GIBSON	B		93	94	277	278	58.69%	62.05%	472	448	275	278	58.26%	62.05%	285	291	9	11
#22 BULLARD TALENT	B		94	93	436	464	56.77%	62.28%	768	745	436	463	56.77%	62.15%	457	488	19	25
#23 FORKNER	B		95	95	296	289	55.64%	56.34%	532	513	290	285	54.51%	55.56%	315	309	21	23
#24 STARR	B		96	96	208	227	55.47%	56.05%	375	405	208	227	55.47%	56.05%	220	242	12	14
#25 BAIRD	B		97	97	299	328	48.54%	53.77%	616	610	299	328	48.54%	53.77%	325	348	25	20
#26 MALLOCH	B		98	98	225	247	48.39%	52.22%	465	473	218	242	46.88%	51.16%	243	270	23	19

**Current Designated Schools**

ADDAMS	KIRK
ANTHONY	LANE
AYNESWORTH	LINCOLN
BALDERAS	LOWELL
BIRNEY	MAYFAIR
BURROUGHS	MUIR
CALWA	NORSEMAN
COLUMBIA	OLMOS
DEL MAR	PYLE
EASTERBY	ROEDING
ERICSON	ROWELL
EWING	SLATER
FREMONT	VANG PAO
GREENBERG	VIKING
HEATON	WEBSTER
HIDALGO	WILLIAMS
HOMAN	WILSON
JACKSON	WINCHELL
JEFFERSON	WISHON
KING	WOLTERS