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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – SEPTEMBER 27, 2019

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

SUPERINTENDENT – Robert G. Nelson, Ed.D.

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

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

AS-1 Kim Kelstrom School Services Weekly Update Report for September 20, 2019

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Lindsay Sanders The National Assessment of Educational Progress Results from 2009 to 2017

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

HR-1 Paul Idsvoog Certificated Salary Schedules for 2019/20 and Prior Years Including 2012/13 through 2018/19
HR-2 Paul Idsvoog Paraprofessional – Child Development, Bilingual
HR-3 Paul Idsvoog Recommendation to Approve Provisional Internship Permits
HR-4 Paul Idsvoog Recommendation for Variable Term Waiver for Career Technical Education

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Updated Measure X Recommended Priority Projects and Potential Projects Tracking Log

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Raine Bumatay MOU with SCCCDC for the Adult Education Program Allocation
SL-2 Ambra Dorsey Update on Board Investments – Department of Prevention and Intervention
SL-3 Carlos Castillo Secondary Science Adoption
SL-4 Jeremy Ward STEM 5/Kids Invent! Science and Engineering Elementary Programs

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 27, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits to JE Young and McCardle
- Met with district staff and WestEd to discuss the African American Academic Acceleration Taskforce Meeting
- Held Healthcare Partnership Meeting
- Attended the Principal Professional Learning Community Meeting with the Wallace Foundation

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/27/19

Fresno Unified School District
Board Communication

BC Number AS-1

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

Kim Kelstrom

Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services

Cabinet Approval: *[Signature]*

Date: September 27, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for September 20, 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 September 20, 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.

Robert G. Nelson

Date: 09/27/19



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www.sscal.com

DATE: September 20, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

State Legislature Wraps Up the Legislative Year

This week marks the first week of the recess that comes between the first and second year of the 2019–20 legislative session, and absent a return for a special session, legislators will not return to the Capitol until January 6, 2020.

The current recess is a time for reflection on the outcome of the legislative year that concluded on Saturday, September 14, 2019, and a time when work continues on those legislative issues that were front and center this past year, but ultimately failed to reach resolution. The Legislature functions on deadlines and in 2019, hundreds of legislative measures failed to meet one deadline or another necessary for those bills to continue receiving consideration. However, since this is the first year of a two-year session, many of the bills that failed deadlines will have a chance at resurrection next year once the Legislature reconvenes.

Some of the measures that stalled this year, but we are likely to see again next year, include the proposal to set aspirational funding targets to increase the Local Control Funding Formula (LCFF) base grant (Assembly Bill [AB] 39 [Muratsuchi, D-Torrance]), the measure to include a course in ethnic studies as a graduation requirement (AB 331 [Medina, D-Riverside]), proposals aimed at increasing funding for Special Education (AB 428 [Medina]), and several proposals related to early childhood education access and funding (AB 123 [McCarty, D-Sacramento], AB 125 [McCarty] and Senate Bill [SB] 174 [Leyva, D-Chino]).

Even though numerous bills failed deadlines, many more made it to Governor Gavin Newsom's desk. Some key bills that are awaiting action by Governor Newsom that we did not highlight in last week's *Sacramento Update* include:

- AB 48 (O'Donnell, D-Long Beach) would place a \$15 billion K–16 school construction bond on the 2020 primary election ballot
- AB 218 (Gonzalez, D-San Diego) would extend the time for commencement of actions for childhood sexual assault to forty years of age

or five years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a three-year window in which expired claims would be revived

- AB 751 (O'Donnell) would require the State Superintendent of Public Instruction to approve one or more nationally recognized high school assessments, such as the SAT or ACT, that a local educational agency may administer in lieu of the grade 11 Smarter Balanced Summative Assessment
- SB 5 (Beall, D-San Jose) would establish the Affordable Housing and Community Development Investment Program by allowing local agencies to reduce contributions to their Educational Revenue Augmentation Fund (ERAF) to build affordable housing and related infrastructure, with the ERAF funding being backfilled by the state General Fund
- SB 328 (Portantino, D-La Cañada Flintridge) would prohibit middle and high schools, including charter schools but exempting rural school districts, from beginning the school day earlier than 8:00 a.m. and 8:30 a.m., respectively

Governor Newsom has until Sunday, October 13, 2019, to sign, veto, or allow bills to become law without his action.

DOF Releases September Finance Bulletin

According to the Department of Finance's (DOF) September 2019 *Finance Bulletin*, state General Fund revenues for the month of August fell short of the May Revision forecast by \$250 million, or 2.6%, cutting in half the gain from July. Year-to-date revenues are still up by \$186 million, or 1.1%, of the forecast.

The DOF indicates that both the personal income tax (PIT) and the sales and use tax, the largest revenue sources of the General Fund, came in below the forecast by \$289 million (-4.6%) and \$154 million (-5.6%), respectively. The corporation tax beat the forecast by \$62 million (30%), while all other minor revenue sources came in a net \$131 million ahead.

The *Finance Bulletin* also notes that the state added 19,600 nonfarm payroll jobs in July, following a revised gain of 41,300 jobs added in June. On a year-to-date basis, the state has added an average of 27,000 jobs per month, up from the 2018 monthly average for the same period of 22,000 jobs added.

On the housing front, activity in July continues a downward trend for the year. Building permits totaled 112,000 in July on a seasonally adjusted annualized basis, down 15% from July 2018. Over the first seven months of 2019, authorized housing units have averaged 106,000 per month, compared to the 127,000 permits for the first seven months of 2018.

Finally, home sales in July were up 1.1% compared to July 2018, the first time in more than a year that sales have increased on a year-over-year basis. Home prices, on the other hand, cooled slightly. After setting record highs in April, May, and June, the median home price in July dropped 0.4% to \$607,990; however, this price is still 2.8% higher than the median in July 2018.

Leilani Aguinaldo
Robert Miyashiro

Note: In July, the California Teachers Association (CTA) terminated Joe Nuñez as its executive director and has yet to appoint a replacement, coming just weeks after the California Faculty Association voted to “disaffiliate” from the CTA.

Speculation Still Swirls Over CTA Chief’s Firing

By Chuck McFadden
Capitol Weekly
September 18, 2019

California’s education world is abuzz with speculation about three recent developments, little of which has to do with schools.

1. What led to the abrupt summer firing of Joe Nuñez as executive director of the 325,000-member California Teachers Association, one of the biggest and most powerful labor groups in California?
2. Who will the board of directors appoint as Nuñez’s permanent successor?
3. What caused the California Faculty Association, (CFA) with 19,000 members, to “disaffiliate” from the teachers association in July?

“The California Faculty Association, after lengthy consideration and upon a vote of the CFA Board of Directors, disaffiliated with the National Education Association and the California Teachers Association,” CFA president Charles Toombs told Capitol Weekly in a prepared statement. “CFA continues to support public K-12 teachers in California and nationwide, and will fight alongside them for educational justice.”

In a letter to “whom it may concern,” Toombs said the disaffiliation was the result of a review of the contract between the two organizations “over the past several years” that in part led to the split. Privately, two people with knowledge of the issue said CFA had long been concerned over its connection to CTA.

The CFA’s decision clearly weakens the CTA through the loss of members, but just how much — and for how long — is not clear.

“The severing of the ties between the two organizations comes at a time of some turbulence in the CTA’s leadership,” reported EdSource on Aug. 1. EdSource, which covers education issues in California, also reported that CFA “ended its ties to the National Education Association, of which the CTA is a state affiliate. Toombs, a professor of Africana Studies at San Diego State University, did not provide any further details in his letter to the CTA.”

Earlier, in March, Toby Boyd had been elected president of the CTA in an upset victory over Theresa Montañó, a CSU professor.

Nuñez was dumped on July 17 after six years at the helm of the CTA and nearly 25 years in other positions with the organization. The surprise firing — it occurred in the evening — was first reported by Politico. One education official described the dismissal as a board betrayal of Nuñez.

Eerily, an announcement of the action was accompanied by effusive praise.

“His passion and commitment for the work we do on behalf of California’s students and educators has led us to great victories that have improved the learning and working conditions in our schools and colleges,” Boyd said in a prepared statement.

The CTA news release announcing Nuñez’s firing can only be described as a masterpiece of public relations circumlocution, beginning with:

“The California Teachers Association recognizes the accomplishments and legacy of veteran educator and union advocate Joe Nuñez who has been the CTA executive director for the last six years.”

But then came the second sentence:

“Nunez is leaving the association following a vote by the board of directors to end his relationship with CTA.”

Gail Gregorio was tapped to serve as CTA’s interim executive director. She previously coordinated regional organizing, bargaining, membership engagement and political action activities.

Most speculation about Nunez’s departure swirls around internal battles, with a new board wanting to move the organization toward more aggressive political action.

All has not been quiet on the California education front in recent months.

The U. S. Supreme Court ruled in 2018 that mandatory union fees in the public sector – such as schools — violate the First Amendment right to free speech, potentially depriving unions of revenue. The CTA, which had been preparing for the decision, says it has added thousands of members since that “Janus” ruling.

There have also been major teachers’ strikes in big California school districts.

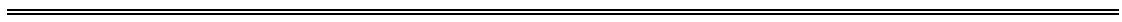
In January, more than 30,000 Los Angeles teachers went on strike, protesting what they said was low pay, large class sizes, inadequate support staffs of nurses and librarians, and the proliferation of charter schools. It was the Los Angeles Unified School District’s first strike in 30 years.

In Oakland, a week-long strike ended on March 4 after teachers won an 11 percent pay raise spread over four years. It was the longest Oakland teachers’ strike since 1996. Strikes were threatened in San Ramon and Dublin, two East Bay suburbs.

Nunez’s firing was not greeted with unanimous rejoicing across California’s education world.

Steven Comstock Jr., president of the Bakersfield Elementary Teachers Association tweeted that Nunez was a victim of “betrayal by a power-grabbing board.”

Nuñez has spent more than 45 years in California public education and was named CTA’s executive director in 2013. He was the CTA’s chief Sacramento lobbyist for years, served on the State Board of Education and taught at the Ernest Righetti High School in Santa Maris for 20 years.



Note: Governor Newsom is expected to sign AB 114, the State Budget clean-up trailer bill for education, into law which would, among other things, extend the deadlines for the Ethnic Studies Model Curriculum.

California Needs Time To Get Ethnic Studies Curriculum Right

By Linda Darling-Hammond
EdSource
September 19, 2019

The debate over whether ethnic studies is an appropriate and valuable course for high school students was settled long ago: It is.

Some schools have offered classes in ethnic studies for decades. In 2017-18, 253 California high schools — or one out of five — offered a course in ethnic studies. Many courses are University of California approved. Some districts, like Los Angeles Unified, require ethnic studies to graduate.

In these polarizing times, ethnic studies can be a way to bring students together through a shared understanding of the forces that shape society. There is also evidence that access to such courses can help improve overall school success.

A Stanford University study found that 9th grade students — including a group at risk of dropping out — who took an ethnic studies course in San Francisco experienced large gains in attendance, grade point average, and credits earned, as well as lower rates of dropping out. Effects were positive across white, black, Latino/a, and Asian students and especially so for students who were Latino and male.

The authors noted that “these surprisingly large effects ... suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students.” Another study of Mexican American Studies in Arizona found similarly positive outcomes.

These are among the reasons we are committed to expanding high-quality ethnic studies course offerings through development of a model curriculum. While there are many good curricula already in use around the state, we know that many smaller districts will look to the state for help in developing a course and will use this guide.

As we are learning with the recently posted model curriculum draft, this work is very difficult. Laboring under a tight timeframe dictated by statute, the Ethnic Studies Model Curriculum Advisory Committee and writers spent long hours discussing what content to include and what topics to address.

Within the 300-plus-page document are many thoughtful lesson plans, some of which are already used in schools with existing courses. Compelling lessons on issues ranging from real estate redlining to the United Farmworkers Movement and the exclusionary treatment of Chinese railroad workers will add to students’ knowledge of the history of our state.

Opportunities for students to learn about the contributions of many who have been unsung while they take up issues of social justice and inclusion and learn about their own heritages will strengthen their ability to create strong common ground for our shared future. We appreciate the committee’s hard work and the many productive components they developed for the document.

Unfortunately, the initial draft also wades unnecessarily into a global debate over the Israeli-Palestinian conflict in a way that feels unbalanced. It has drawn legitimate criticism over word choice and content omissions.

Others have raised concerns over the accessibility of some language, the appropriateness of some instructional resources, and the characterization of our economic system. The draft does not yet fully align with the statutory requirements or the State Board of Education’s guidelines. As is true for any undertaking of this magnitude, there is considerable work yet to do.

A bill now on Governor Newsom’s desk will provide an extra year for the Instructional Quality Commission to recommend, and the State Board of Education to adopt, a model curriculum. We are grateful for this proposed extension. California is the first state to commit to developing an ethnic studies model curriculum. Our efforts will have ripple effects across the country.

We need time to get this right. We must arrive at a curriculum that meets the many aspirations policymakers, educators, and students have for it and fully aligns with California’s values of inclusivity, empathy, accuracy, and honesty.

With extra time, the California Department of Education can consider how to integrate what has been learned from more than 21,000 comments received on the draft, and to conduct focus groups with teachers and students to gather feedback on what they’d like to see in the curriculum.

The state can also study districts with successful and long-standing ethnic studies courses to learn from them. And we can continue to learn from many of the state’s experts around overall framing, themes, and instructional resources for the curriculum, so that educators can choose materials that are most useful and relevant for their schools.

This process cannot be rushed if we are to provide our students with a meaningful and relevant curriculum that helps them better understand society and their lives – and to play their own roles in building and strengthening a socially just, forward-looking California for all.

•••

Linda Darling-Hammond is president of the State Board of Education.

Note: Prices for California Public Employees' Retirement System (CalPERS') most popular health insurance plans are going up more in Sacramento County than in most of the state, partly as a result of a change the retirement fund's board made to how it grouped insurance markets last year.

Spiking Cost of CalPERS Health Insurance Surprises Cities and Schools in Sacramento Region

By Wes Venteicher
The Sacramento Bee
September 16, 2019

Prices for CalPERS' most popular health insurance plans are going up more in Sacramento County than in most of the state, partly as a result of a change the retirement fund's board made to how it groups insurance markets last year.

Employees of schools and local agencies who are enrolled in CalPERS' most popular plan, a Kaiser Permanente HMO, face a 12 percent premium increase in the Sacramento area, according to published rates. The same plan is going up a tenth of a percent in the Bay Area. In the rest of Northern California it is dropping in price by 2 percent.

The second most popular CalPERS plan, the PERS Choice PPO, is going up 8 percent in Sacramento while decreasing by nearly a percentage point in the the Bay Area and Northern California.

The rate increases take effect Jan. 1. This year's open enrollment period, during which policyholders may switch plans, started Sept. 9 and runs through Oct. 4.

CalPERS board members were told last year that Sacramento County would face some of the biggest negative impacts under a proposal to combine 43 Northern California counties into one big insurance pool.

While Sacramento County would face "disruption," the change would stabilize premiums and make CalPERS health insurance more marketable to schools and local governments across the state, and would reduce premiums for more people than it would increase them for, according to board materials.

The board approved the change in December.

Agencies that buy insurance from CalPERS were warned about increases, but when final 2020 rates were approved in June, some public administrators in the Sacramento area were surprised by the numbers.

Monthly premiums for the popular Kaiser HMO will rise to \$1,998 per month for a family plan.

"That equates to \$209 per month (more) for our Kaiser employees — employees enrolled in Kaiser," Stacey Peterson, the human resources director for the City of Roseville, told the CalPERS board in June, according to a meeting transcript.

"And, for me, that's where we have significant concerns, because as an employer, we're not able to keep up with those rate increases in what we contribute," Peterson said. "So employees are going to bear the extent of that increase at the family level."

Premiums for the popular PERS Choice PPO reached \$2,239 for a Sacramento County family plan after the 8 percent increase.

A Blue Shield Access + HMO plan, the system's third most popular, increased 28 percent, reaching \$2,932 per month for a family plan, according to pricing tables.

At the same time, premiums for an Anthem HMO Select plan went down 9 percent for Sacramento County, reaching \$2,259 for a family. A UnitedHealthcare plan went down 3 percent, reaching \$2,339, according to the rates.

The regional changes don't apply to state workers, whose insurance is managed separately from the local agency and school plans, nor do they affect Medicare plans that are commonly used by retirees.

GREATEST GOOD FOR THE GREATEST NUMBER

Health specialists on CalPERS' staff proposed the change to rating regions as a way to align insurance prices more closely with health care costs and to stabilize premiums.

Health insurance premiums change from year to year based partly on changes in medical spending: When insurers have to spend more on treatment in a given year, they often raise premiums the following year. The impacts to premiums of increased medical spending are spread among all policyholders in an insurance pool.

Other factors also influence premiums, such as insurer competition and the availability of doctors and hospitals in a given region.

Before this year, CalPERS had five regional insurance pools for public agencies and school districts. Over more than a decade, as medical spending rose in parts of each region, the premium increases were spread across the entire regions. For some schools and agencies, the disjuncture created conditions where another insurer could come in and offer lower premiums than CalPERS, according to board materials.

CalPERS staff said improving alignment between spending and premiums could help it market the plans more easily. And by collapsing the five regions into just three — one covering all of Northern California and two splitting up Southern California — CalPERS could spread price risks over more people, making prices more stable.

Of the 42 counties grouped with Sacramento County under the new regional model, 28 have higher relative medical costs than Sacramento County, according to an analysis presented to the CalPERS board.

CalPERS projections showed that, of the roughly 39,000 people covered in the Sacramento area, about 32,000 would face increases of 5 percent to 10 percent under the change. Board members weighed those increases against projected premium drops of more than 3 percent for about 173,000 people around the state.

Premiums likely still would have increased for Sacramento County plans without the changes to regions, but it is not clear by how much. Part of Sacramento County's increases could be due to increasing treatment costs locally and other factors.

"We don't speculate how rates would have been different had the regions not changed," CalPERS spokeswoman Deborah Reyman said in an email. "Regions are designed to reflect the cost of care by area."

While prices are fluctuating, benefits and plan designs largely are staying the same, according to CalPERS news releases.

Workers who are considering changing plans should check to see whether their doctors are in other networks, and some CalPERS plans pay different amounts for drugs. Premiums are declining in the Sacramento area for HMOs from Anthem and UnitedHealthcare.

In the Sacramento area, Anthem and UnitedHealthcare plans include Sutter hospitals; others don't.

Policyholders can use an app to compare plans and benefits. The app is available at mobile.my.calpers.ca.gov.

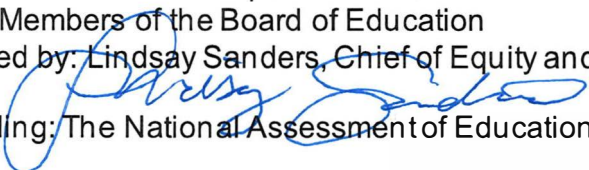
Fresno Unified School District
Board Communication

BC Number EA-1

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

Date: September 27, 2019

Phone Number: 457-3896

Regarding:  The National Assessment of Educational Progress Results from 2009 to 2017

The purpose of this communication is to provide the Board with the National Assessment of Educational Progress (NAEP) results from 2009 to 2017 in response to a Board member request regarding graduating students' specific grade level proficiency.

NAEP is given to a representative sample of students across the country in grades 4, 8, and 12. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. National results are available for all subjects assessed by NAEP. State and selected urban district results are available for mathematics, reading, and (in some assessment years) science and writing. NAEP results are reported for the nation, states, and for selected urban districts that participate in the 27 Trial Urban District Assessment (TUDA). National results are released for students in grades 4, 8, and 12 in reading and mathematics every year. TUDA district results are only reported for grades 4 and 8 due to sampling sizes every other year; 12th grade results are only reported at the national level. NAEP does not provide student level or site level results.

NAEP is the only nationally reported assessment that is given to 12th grade students in Fresno Unified and has three achievement levels—Basic, Proficient, and Advanced. NAEP notes, “that the NAEP Proficient achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments).”

Given this information, we are unaware of a tool or data source that has been used in the past to specifically determine a graduating student's precise grade level. The information in this Board Communication was originally slated to go out last week but had not been reviewed by our Equity and Access team due to my absence. We anticipate receiving the 2019 NAEP results by the end of October.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/27/19



Fresno Unified School District

NATIONAL ASSESSMENT EDUCATIONAL PROGRESS (NAEP) RESULTS

SEPTEMBER 27, 2019

PREPARED BY EQUITY AND ACCESS



WHAT ARE NAEP AND TUDA?

- NAEP (National Assessment of Educational Progress)
 - The only assessment that measures what U.S. students know and can do in various subjects across the nation.
 - NAEP results are released as “The Nation’s Report Card”
 - www.nationsreportcard.gov
- TUDA (Trial Urban District Assessment)
 - District-level NAEP assessment
 - Began in 2002 with six urban districts
 - FUSD joined in 2009 with 17 other districts
 - Twenty-seven districts participated in 2017
 - 4th and 8th grade reading and math results are reported
 - Data is reported out every-other-year



National Assessment of Educational Progress



WHAT DOES NAEP MEASURE AND HOW ARE STUDENTS AND SCHOOLS SELECTED?



Overall student performance for key demographic groups



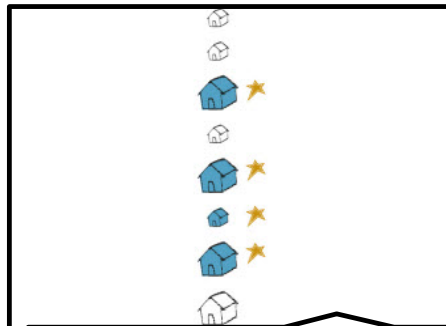
Change over time



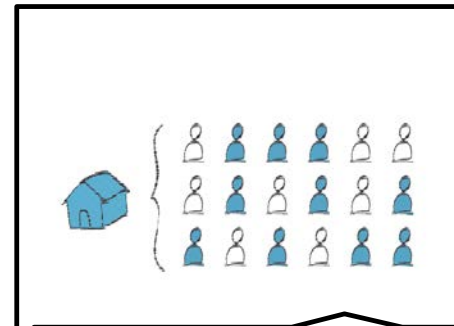
Differences between the nation, states, and urban districts



1. Identify all eligible schools



2. Sample schools



3. Sample students

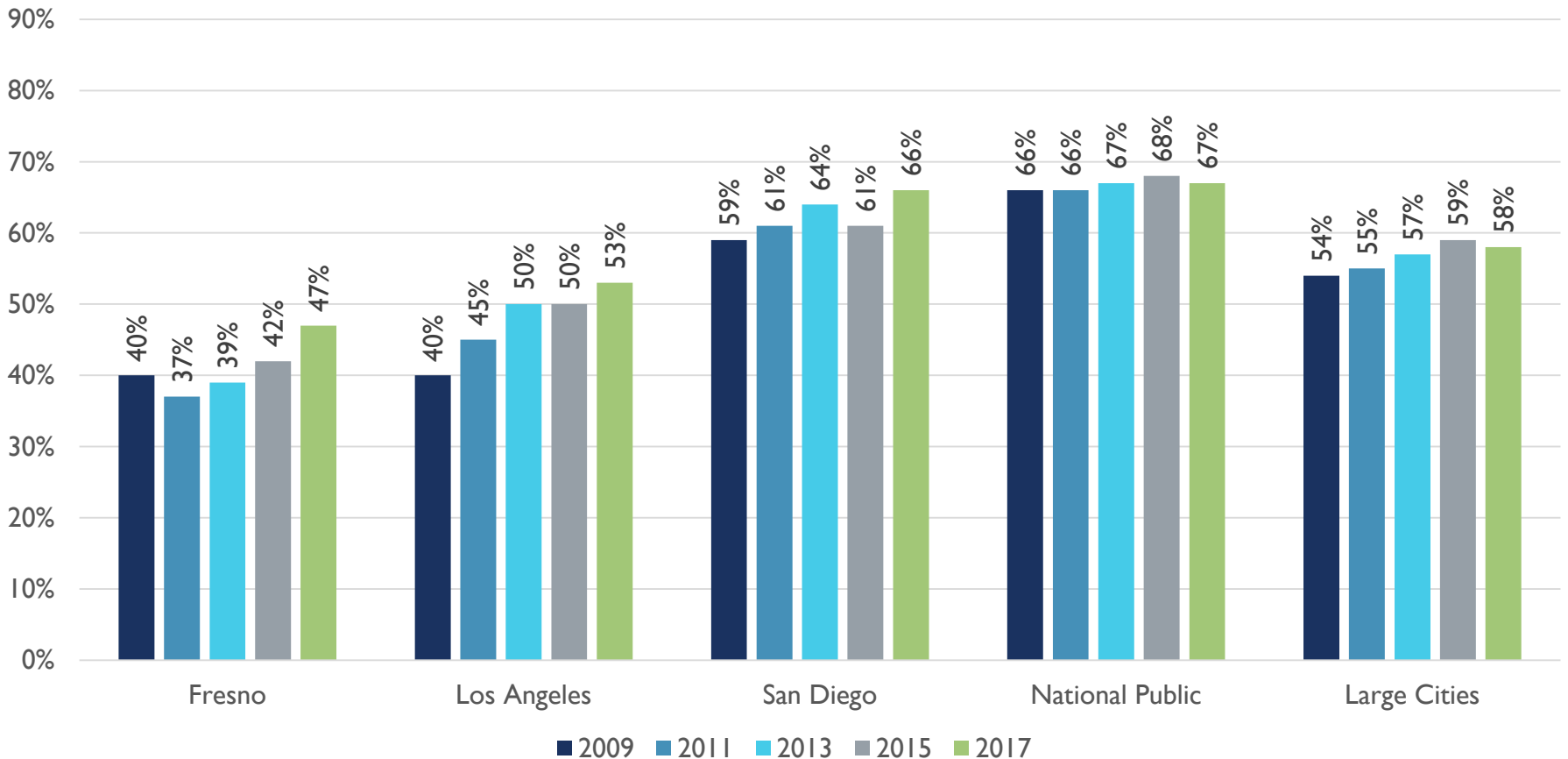


FUSD NAEP READING RESULTS

4TH AND 8TH GRADE STUDENTS



PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL IN READING: 4TH GRADE, 2009 TO 2017



4TH GRADE READING: FUSD RANK OF THE TUDA DISTRICTS REPORTING FROM 2009 TO 2017

Year	Rank	Number of Districts Reporting
2009	14	18
2011	19	21
2013	19	21
2015	19	21
2017	21	27

4TH GRADE READING: RANKING OF THE TUDA DISTRICTS REPORTING FROM 2009-2017

2009

JURISDICTION	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score	Difference from National public (NP)	At or above Basic	At or above Proficient
Charlotte	225	5 ↑	71	36
Miami-Dade	221	2 ◆	68	31
Austin	220	1 ◆	65	32
National public	220	↑	66	32
Jefferson County (KY)	219	# ◆	64	30
New York City	217	-3 ◆	62	29
Boston	215	-5 ↓	61	24
San Diego	213	-7 ↓	59	29
Houston	211	-8 ↓	55	19
Atlanta	209	-10 ↓	50	22
District of Columbia (DCPS)	203	-16 ↓	46	18
Chicago	202	-17 ↓	45	16
Baltimore City	202	-18 ↓	42	12
Los Angeles	197	-22 ↓	40	13
Fresno	197	-22 ↓	40	12
Milwaukee	196	-24 ↓	39	12
Philadelphia	195	-25 ↓	39	11
Cleveland	194	-26 ↓	34	8
Detroit	187	-32 ↓	27	5
Shelby County (TN)	—	↑	—	—
Fort Worth (TX)	—	↑	—	—
Denver	—	↑	—	—
Clark County (NV)	—	↑	—	—
Dallas	—	↑	—	—
Albuquerque	—	↑	—	—
Hillsborough County (FL)	—	↑	—	—
Guilford County (NC)	—	↑	—	—
Duval County (FL)	—	↑	—	—

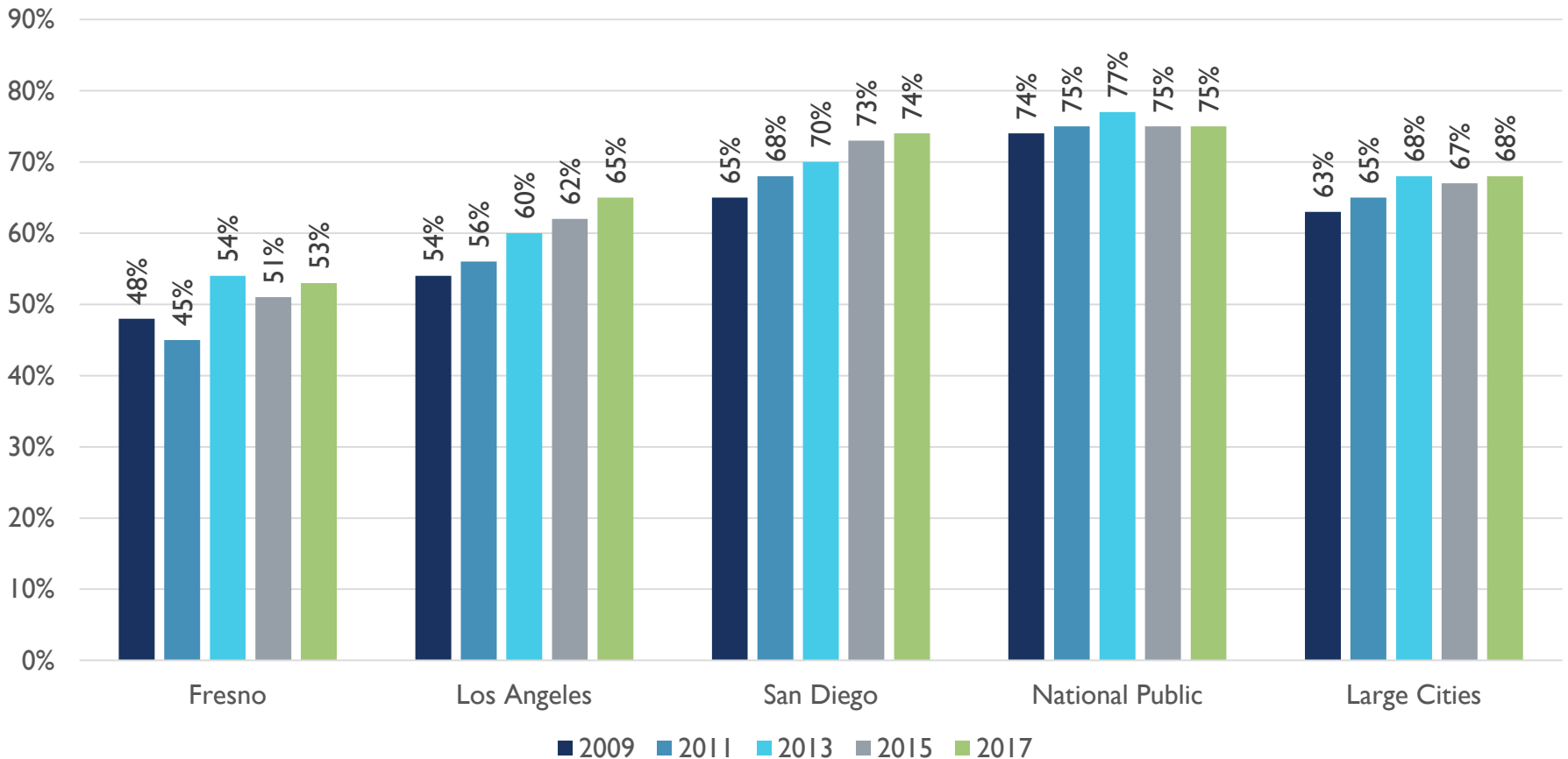
↑ Significantly higher than National public
◆ Not significantly different from National public
↓ Significantly lower than National public

2017

JURISDICTION	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score	Difference from National public (NP)	At or above Basic	At or above Proficient
Miami-Dade	229	8 ↑	76	42
Hillsborough County (FL)	227	6 ↑	73	38
Duval County (FL)	226	5 ↑	72	38
Charlotte	225	4 ↑	70	40
Guilford County (NC)	222	1 ◆	67	37
San Diego	222	1 ◆	66	37
Jefferson County (KY)	221	# ◆	65	35
National public	221	↑	67	35
Boston	217	-4 ↓	60	29
Austin	217	-4 ↓	60	34
New York City	214	-6 ↓	60	28
Atlanta	214	-7 ↓	57	30
Denver	214	-7 ↓	57	29
Clark County (NV)	213	-7 ↓	59	29
District of Columbia (DCPS)	213	-8 ↓	55	29
Chicago	211	-10 ↓	56	27
Los Angeles	207	-13 ↓	53	23
Albuquerque	207	-14 ↓	53	24
Fort Worth (TX)	206	-15 ↓	50	19
Houston	205	-16 ↓	49	20
Shelby County (TN)	203	-18 ↓	45	16
Fresno	203	-18 ↓	47	18
Dallas	201	-20 ↓	45	15
Philadelphia	197	-23 ↓	40	17
Baltimore City	197	-23 ↓	39	13
Cleveland	196	-24 ↓	38	11
Milwaukee	195	-26 ↓	40	15
Detroit	182	-39 ↓	22	5

↑ Significantly higher than National public
◆ Not significantly different from National public
↓ Significantly lower than National public

PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL IN READING: 8TH GRADE, 2009 TO 2017



8TH GRADE READING: FUSD RANK OF THE TUDA DISTRICTS REPORTING FROM 2009 TO 2017

Year	Rank	Districts Reporting
2009	17	18
2011	19	21
2013	18	21
2015	19	21
2017	24	27

8TH GRADE READING: RANKING OF THE TUDA DISTRICTS REPORTING FROM 2009-2017

2009

JURISDICTION ▲▼	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score ▲▼	Difference from National public (NP) ▲▼	At or above Basic ▲▼	At or above Proficient ▲▼
National public	262	↑	74	30
Austin	261	-1 ◆	71	30
Miami-Dade	261	-2 ◆	73	28
Charlotte	259	-3 ↓	70	28
Jefferson County (KY)	259	-4 ↓	68	26
Boston	257	-5 ↓	68	23
San Diego	254	-8 ↓	65	25
New York City	252	-10 ↓	62	21
Houston	252	-10 ↓	64	18
Atlanta	250	-12 ↓	60	17
Chicago	249	-13 ↓	60	17
Philadelphia	247	-15 ↓	56	15
Baltimore City	245	-18 ↓	54	10
Los Angeles	244	-19 ↓	54	15
Cleveland	242	-20 ↓	52	10
Milwaukee	241	-21 ↓	51	12
District of Columbia (DCPS)	240	-22 ↓	48	14
Fresno	240	-23 ↓	48	12
Detroit	232	-30 ↓	40	7
Shelby County (TN)	—	↑	—	—
Fort Worth (TX)	—	↑	—	—
Denver	—	↑	—	—
Clark County (NV)	—	↑	—	—
Dallas	—	↑	—	—
Albuquerque	—	↑	—	—
Hillsborough County (FL)	—	↑	—	—
Guilford County (NC)	—	↑	—	—
Duval County (FL)	—	↑	—	—

↑ Significantly higher than National public
 ◆ Not significantly different from National public
 ↓ Significantly lower than National public

2017

JURISDICTION ▲▼	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score ▲▼	Difference from National public (NP) ▲▼	At or above Basic ▲▼	At or above Proficient ▲▼
National public	265	↑	75	35
Hillsborough County (FL)	265	-1 ◆	74	34
San Diego	264	-1 ◆	74	35
Duval County (FL)	263	-2 ◆	74	31
Austin	263	-2 ◆	71	36
Boston	261	-4 ↓	70	32
Miami-Dade	261	-4 ↓	72	30
Jefferson County (KY)	261	-5 ↓	69	30
Charlotte	260	-5 ↓	71	30
Guilford County (NC)	260	-6 ↓	69	30
Chicago	259	-6 ↓	70	27
Denver	258	-7 ↓	67	29
Clark County (NV)	258	-7 ↓	70	27
New York City	258	-7 ↓	67	28
Albuquerque	255	-11 ↓	64	25
Los Angeles	254	-11 ↓	65	23
Atlanta	254	-11 ↓	62	24
Houston	249	-16 ↓	59	18
Philadelphia	248	-17 ↓	57	20
Fort Worth (TX)	248	-17 ↓	59	16
Shelby County (TN)	248	-18 ↓	57	17
Dallas	246	-19 ↓	56	15
District of Columbia (DCPS)	246	-20 ↓	53	21
Milwaukee	245	-21 ↓	54	15
Fresno	244	-21 ↓	53	14
Baltimore City	243	-23 ↓	50	13
Cleveland	237	-28 ↓	45	10
Detroit	235	-30 ↓	41	7

↑ Significantly higher than National public
 ◆ Not significantly different from National public
 ↓ Significantly lower than National public

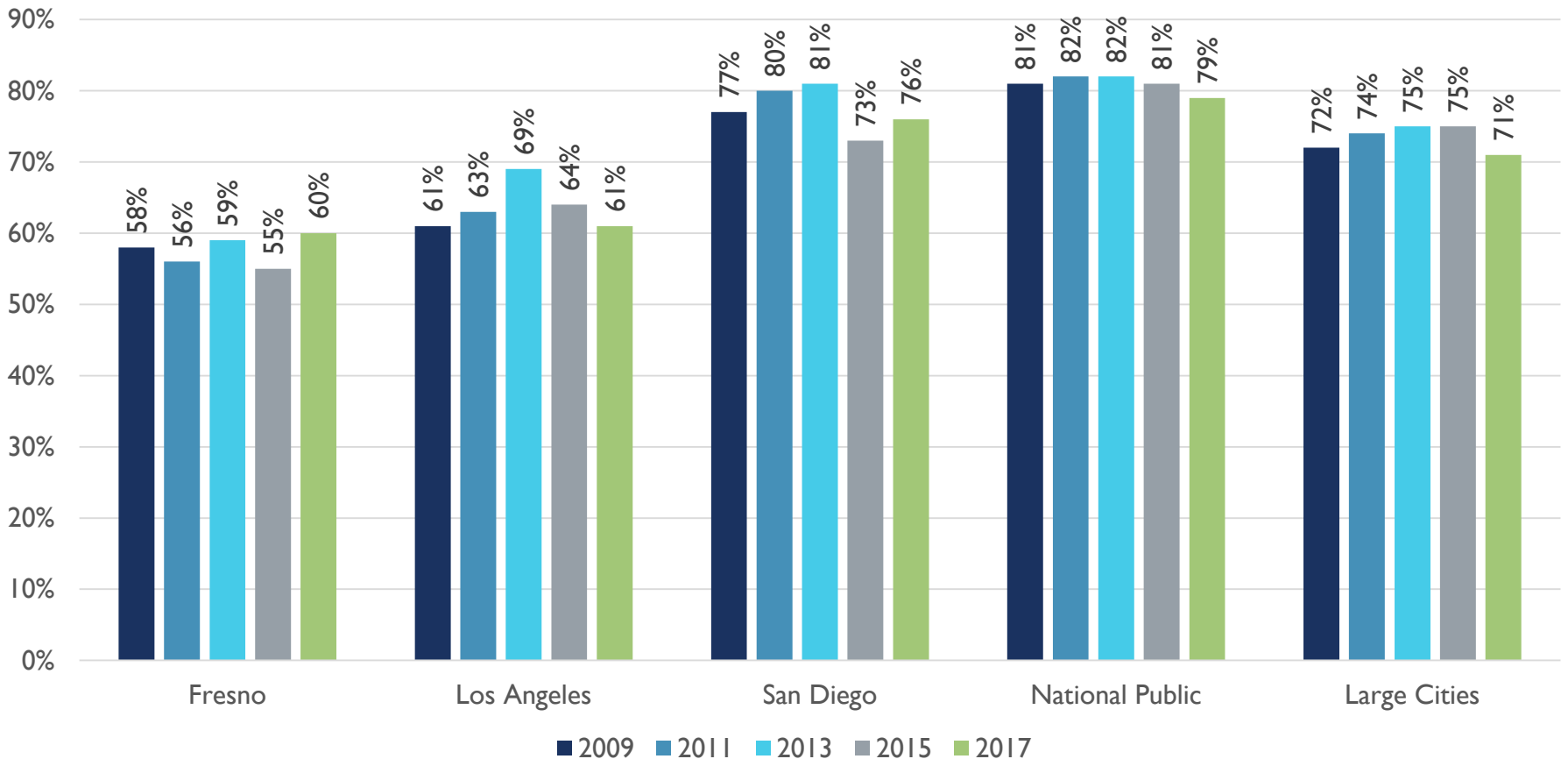


FUSD NAEP MATH RESULTS

4TH AND 8TH GRADE STUDENTS



PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL IN MATH: 4TH GRADE, 2009 TO 2017



4TH GRADE MATH: FUSD RANK OF THE TUDA DISTRICTS REPORTING FROM 2009 TO 2017

Year	Rank	Districts Reporting
2009	16	18
2011	19	21
2013	19	21
2015	18	21
2017	22	27

4TH GRADE MATH: RANKING OF THE TUDA DISTRICTS REPORTING FROM 2009-2017

2009

JURISDICTION ▲▼	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score ▲▼	Difference from National public (NP) ▲▼	At or above Basic ▲▼	At or above Proficient ▲▼
Charlotte	245	6 ▲	86	45
Austin	240	1 ◆	83	38
National public	239	†	81	38
New York City	237	-2 ◆	79	35
Miami-Dade	236	-3 ◆	81	33
San Diego	236	-3 ◆	77	36
Boston	236	-3 ▼	81	31
Houston	236	-3 ▼	82	30
Jefferson County (KY)	233	-6 ▼	72	31
Atlanta	225	-14 ▼	63	21
Baltimore City	222	-17 ▼	64	13
Chicago	222	-17 ▼	62	18
Los Angeles	222	-17 ▼	61	19
Philadelphia	222	-18 ▼	61	16
District of Columbia (DCPS)	220	-19 ▼	57	19
Milwaukee	220	-19 ▼	59	15
Fresno	219	-20 ▼	58	14
Cleveland	213	-26 ▼	51	8
Detroit	200	-39 ▼	31	3
Shelby County (TN)	—	†	—	—
Fort Worth (TX)	—	†	—	—
Denver	—	†	—	—
Clark County (NV)	—	†	—	—
Dallas	—	†	—	—
Albuquerque	—	†	—	—
Hillsborough County (FL)	—	†	—	—
Guilford County (NC)	—	†	—	—
Duval County (FL)	—	†	—	—

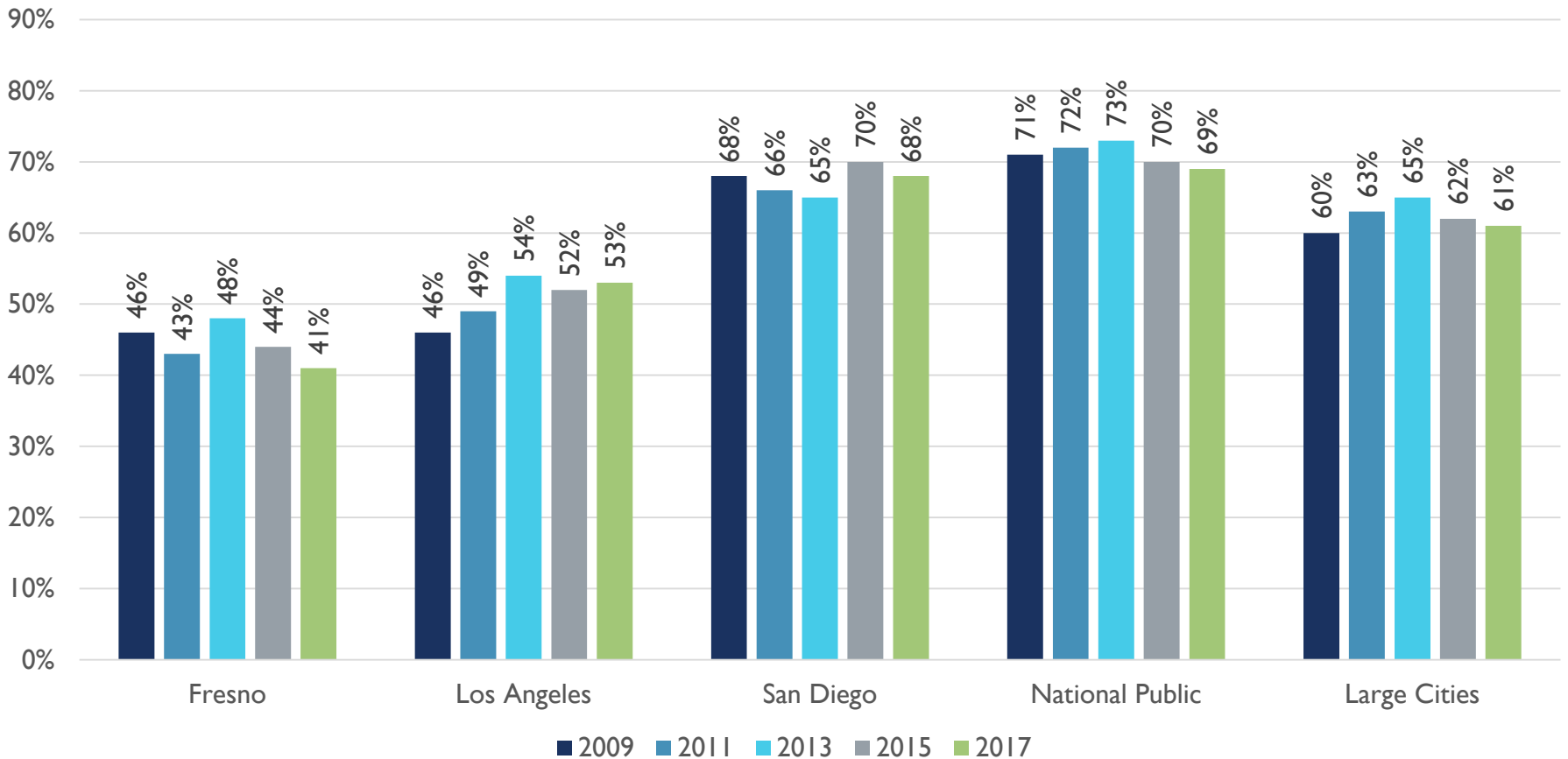
▲ Significantly higher than National public
◆ Not significantly different from National public
▼ Significantly lower than National public

2017

JURISDICTION ▲▼	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score ▲▼	Difference from National public (NP) ▲▼	At or above Basic ▲▼	At or above Proficient ▲▼
Duval County (FL)	248	8 ▲	88	49
Miami-Dade	245	6 ▲	89	45
Hillsborough County (FL)	245	5 ▲	86	44
Charlotte	244	5 ▲	82	46
Austin	243	4 ▲	81	44
Guilford County (NC)	240	1 ◆	79	42
National public	239	†	79	40
San Diego	237	-2 ◆	76	37
Houston	235	-4 ▼	77	32
Dallas	234	-5 ▼	77	31
Boston	233	-6 ▼	74	31
Jefferson County (KY)	233	-6 ▼	71	35
Chicago	232	-7 ▼	72	30
Atlanta	231	-8 ▼	68	30
District of Columbia (DCPS)	231	-8 ▼	67	31
Fort Worth (TX)	230	-9 ▼	72	26
Clark County (NV)	230	-9 ▼	72	29
Albuquerque	230	-9 ▼	68	29
New York City	229	-10 ▼	69	28
Denver	229	-10 ▼	65	28
Shelby County (TN)	225	-14 ▼	64	20
Los Angeles	223	-16 ▼	61	22
Fresno	221	-18 ▼	60	17
Milwaukee	216	-23 ▼	51	15
Baltimore City	215	-24 ▼	52	14
Cleveland	214	-25 ▼	49	10
Philadelphia	214	-25 ▼	49	16
Detroit	200	-39 ▼	29	4

▲ Significantly higher than National public
◆ Not significantly different from National public
▼ Significantly lower than National public

PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL IN MATH: 8TH GRADE, 2009 TO 2017



8TH GRADE MATH: FUSD RANK OF THE TUDA DISTRICTS REPORTING FROM 2009 TO 2017

Year	Rank	Districts Reporting
2009	13	18
2011	17	21
2013	18	21
2015	18	21
2017	25	27

8TH GRADE MATH: RANKING OF THE TUDA DISTRICTS REPORTING FROM 2009-2017

2009

JURISDICTION	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score	Difference from National public (NP)	At or above Basic	At or above Proficient
Austin	287	6 ↑	75	39
Charlotte	283	1 ◆	72	33
National public	282	↑	71	33
San Diego	280	-2 ◆	68	32
Boston	279	-2 ◆	67	31
Houston	277	-5 ↓	69	24
New York City	273	-9 ↓	60	26
Miami-Dade	273	-9 ↓	64	22
Jefferson County (KY)	271	-11 ↓	60	22
Philadelphia	265	-17 ↓	52	17
Chicago	264	-18 ↓	51	15
Atlanta	259	-22 ↓	46	11
Los Angeles	258	-23 ↓	46	13
Fresno	258	-23 ↓	46	15
Baltimore City	257	-25 ↓	43	10
Cleveland	256	-26 ↓	42	8
Milwaukee	251	-30 ↓	37	7
District of Columbia (DCPS)	251	-31 ↓	38	12
Detroit	238	-44 ↓	23	4
Shelby County (TN)	—	↑	—	—
Fort Worth (TX)	—	↑	—	—
Denver	—	↑	—	—
Clark County (NV)	—	↑	—	—
Dallas	—	↑	—	—
Albuquerque	—	↑	—	—
Hillsborough County (FL)	—	↑	—	—
Guilford County (NC)	—	↑	—	—
Duval County (FL)	—	↑	—	—

↑ Significantly higher than National public
 ◆ Not significantly different from National public
 ↓ Significantly lower than National public


2017

JURISDICTION	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score	Difference from National public (NP)	At or above Basic	At or above Proficient
Charlotte	287	5 ↑	71	41
Austin	283	1 ◆	68	38
San Diego	283	1 ◆	68	36
National public	282	↑	69	33
Boston	280	-2 ◆	63	33
Hillsborough County (FL)	277	-5 ↓	65	29
Guilford County (NC)	276	-5 ↓	61	31
Chicago	276	-6 ↓	62	27
Duval County (FL)	275	-6 ↓	63	24
New York City	275	-7 ↓	60	28
Miami-Dade	274	-8 ↓	61	24
Houston	273	-8 ↓	60	24
Clark County (NV)	272	-10 ↓	59	25
Denver	272	-10 ↓	58	26
Jefferson County (KY)	271	-11 ↓	57	25
Albuquerque	270	-12 ↓	57	22
Fort Worth (TX)	269	-13 ↓	57	19
Dallas	268	-14 ↓	54	20
Los Angeles	267	-15 ↓	53	20
Atlanta	265	-17 ↓	49	19
District of Columbia (DCPS)	262	-20 ↓	47	20
Philadelphia	260	-22 ↓	45	16
Cleveland	257	-25 ↓	43	11
Shelby County (TN)	257	-25 ↓	42	12
Baltimore City	255	-26 ↓	39	11
Fresno	255	-27 ↓	41	11
Milwaukee	254	-28 ↓	40	12
Detroit	246	-36 ↓	27	5

↑ Significantly higher than National public
 ◆ Not significantly different from National public
 ↓ Significantly lower than National public

Fresno Unified School District
Board Communication

BC Number HR-1

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

Date: September 27, 2019

Phone Number: 457-3548

Regarding: Certificated Salary Schedules for 2019/20 and Prior Years Including 2012/13 Through 2018/19

The purpose of this communication is to provide the Board additional information for an agenda item on the October 2, 2019 Board Agenda to approve the 2019/20 Certificated Salary Schedules and prior years 2012/13 through 2018/19 Certificated Salary Schedules. There is a total of twelve schedules included in this group.

Annual salaries for each of the schedules are set by negotiated collective bargaining agreements.

The current and prior years' salary schedules are brought for approval consistent with CalSTRS and CalPERS requirements to have publicly available Board-approved salary schedules. Board approval of annual updated salary schedules for all employee classifications is consistent with best practices and is aligned with the recommendations from the Fresno County Superintendent of Schools. Human Resources and Payroll will be bringing forward for Board approval additional 2019/20 updated salary schedules and prior year salary schedules for certificated management, classified management and classified employee groups.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/27/19

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 27, 2019

Phone Number: 457-3548

Regarding: Paraprofessional – Child Development, Bilingual

The purpose of this communication is to provide the Board additional information for an agenda item on the October 2, 2019 Board Agenda for the new position of Paraprofessional – Child Development, Bilingual.

This position is created to provide good language models for children learning two languages at the Child Development level. This position assists the teacher at the childcare level of instruction in the primary language of the Dual Language Learners (DLLs) by translating orally, presenting instructional materials, and reinforcing instruction or follow-up on student understanding of specific academic concepts to assist students to excel in growth and development of home language and English.

In addition to the requirements for Every Student Succeeds Act (ESSA) compliance (formerly No Child Left Behind) and passing the district's language proficiency tests, this position also requires compliance with California Health and Safety Code with, (a) the completion of six postsecondary semester units or equivalent quarter units in early childhood education or child development; and (b) a current valid Emergency Medical Service Authority (EMSA) Pediatric First Aid/CPR certificate, proof of immunizations or immunity for measles, and pertussis, proof of influenza vaccine or declination to be submitted each year between August 1, and December 1 of each year, and proof of Current Mandated Reporter Training Certificate for Child Care Providers.

The Paraprofessional – Child Development, Bilingual position is designated Classified, non-exempt and placed on G-24 of the Classified Salary Schedule. This salary placement aligns with the district's Paraprofessional, Bilingual positions.

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: 09/27/19

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 27, 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: 09/27/19

Fresno Unified School District
Board Communication

BC Number HR-4

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

Date: September 27, 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 October 2, 2019:

Name	Site	Subject	Waiver
Jeronimo Valdez, Jr.	McLane High School	Reserved Officers Training Corps (ROTC)	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: 09/27/19

Fresno Unified School District
Board Communication

BC Number OS-1

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

Date: September 27, 2019

Phone Number: 457-3134

Regarding: Updated Measure X Recommended Priority Projects and Potential Projects Tracking Log

The purpose of this communication is to provide the Board the most recent Measure X Recommended Priority Projects and Potential Projects Tracking Log, updated to reflect summer work and the balance of funds available to be allocated to projects (approximately \$134 million).

Any state funding received will increase funds available for projects. The amounts shown in the "Potential Estimated State Funding" columns are based on the current State Facility Program, and may change if program requirements change. The district's funding eligibility is likely to increase if the proposed March 2020 State education facilities bond is approved, as language in the legislation (AB48) is favorable to districts with a high percentage of disadvantaged students and low per-student bonding capacity. Fresno Unified would benefit from these provisions. AB48 has not yet been signed by the Governor but is expected to be; the deadline is October 13, 2019.

The "Recommended Priority Projects" are listed by the projected date they may be recommended to the Board for award. These dates are subject to change based on the planning, design and state approval processes that precede bidding and recommended Board award.

For the "Other Projects," which are not fully defined and scoped, an index has been applied to reflect construction industry cost increases to be as current and realistic as possible.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/27/19

Measure X Recommended Priority Projects and Potential Projects Tracking Log - UPDATED 9/25/2019

- "Projected Board Award Date" subject to the planning, design, and state approval processes that precede bidding and Board award.
- Any "Potential Estimated State Funding" received will increase funds available for projects.
- Amounts shown for modernization/new construction state funding eligibility are based on current information and program requirements.
- The estimated costs of "Other Projects" are subject to change once projects are fully defined and scoped.
- Status: C - complete, I - in construction, D - in design, A - being/to be assessed

Project	Projected Board Award Date	Primary Project Consideration	Status	Total Estimated Project Cost	Obligated to Date	Estimated Remaining Cost	Balance (funds available)	Approved CTE Grants	Potential Estimated State Funding		
									CTE - Pending Review	Modernization Eligibility	New Construction Eligibility
1 State Facility Program Funding (from previous projects)							\$ 55,985,000				
2 Measure X Bond Authorization							\$ 225,000,000				
3 Total							\$ 280,985,000				
4											
5 Substantially Completed Projects & Obligations to Date							\$ (129,338,728)				
6											
7 Subtotal							\$ 151,646,271				
8											
9 Projects in Process & Underway as of 8/5/2019				\$ 69,433,933	\$ 51,455,015	\$ 17,978,918	\$ 133,667,353				
10											
11 Funding Available							\$ 133,667,353				
12											
13 Recommended Priority Projects											
14 Deferred Maintenance & Small Capital Projects (through 2021/22)	ongoing	Baseline	A	\$ 30,000,000	\$ 30,000,000	\$ -	\$ 133,667,353				
15 Juan Felipe Herrera Elementary School	pending	Direction	D	\$ 46,800,000	\$ 1,957,503	\$ 44,842,497	\$ 88,824,856				
16 Ventura and 10th - Site Demolition and Remediation	10/2/2019	Direction	I	\$ 3,550,000	\$ 881,304	\$ 2,668,696	\$ 86,156,160				
17 Ericson Early Learning & Portable Replacement Buildings, Site/Accessibility Improvements	12/18/2019	Direction	D	\$ 11,400,000	\$ 642,434	\$ 10,757,566	\$ 75,398,594				
18 Cafeteria Air Conditioning - Gibson, Holland, Manchester	12/18/2019	Direction	D	\$ 2,340,000	\$ 273,309	\$ 2,066,692	\$ 73,331,903				
19 Viking - Modular Classrooms & Restroom to Support Enrollment and Program Needs	1/15/2020	Program	D	\$ 2,346,981	\$ 153,996	\$ 2,192,985	\$ 71,138,918				
20 McLane Library Renovation	1/15/2020	Baseline	D	\$ 1,400,000	\$ 395,336	\$ 1,004,665	\$ 70,134,253				
21 CTE Facilities - Fresno High	2/12/2020	Program	D	\$ 12,600,000	\$ 406,831	\$ 12,193,169	\$ 60,319,470	\$ 2,378,386	\$ 1,887,745		
22 Roosevelt Modernization - Phase 1, Cafeteria	2/12/2020	Baseline	D	\$ 4,500,000	\$ 1,494,064	\$ 3,005,936	\$ 57,313,534			\$ 2,700,000	
23 Cafeteria Air Conditioning - Baird, Ericson, Powers-Ginsburg	2/26/2020	Direction	D	\$ 2,340,000	\$ 235,806	\$ 2,104,194	\$ 55,209,339				
24 Cafeteria Air Conditioning - Dailey	2/26/2020	Direction	D	\$ 780,000	\$ 70,265	\$ 709,735	\$ 54,499,605				
25 CTE Facilities - Hoover High	3/18/2020	Program	D	\$ 3,300,000	\$ 101,345	\$ 3,198,655	\$ 51,924,335	\$ 623,386	\$ 848,442		
26 High School Softball/Baseball Fields - Edison	3/18/2020	Baseline	D	\$ 2,000,000	\$ 98,464	\$ 1,901,536	\$ 50,022,799				
27 High School Softball/Baseball Fields - Sunnyside	3/18/2020	Baseline	D	\$ 1,300,000	\$ 73,930	\$ 1,226,070	\$ 48,796,729				
28 CTE Facilities - McLane High	3/18/2020	Program	D	\$ 1,300,000	\$ 103,070	\$ 1,196,930	\$ 48,203,131	\$ 603,332			
29 Cafeteria Air Conditioning - Centennial, Scandinavian, Wishon	5/20/2020	Direction	D	\$ 2,340,000	\$ 203,711	\$ 2,136,289	\$ 46,066,842				
30 High School Softball/Baseball Fields - Bullard	6/10/2020	Baseline	D	\$ 3,700,000	\$ 203,825	\$ 3,496,175	\$ 42,570,667				
31 Edison Gym Modernization + Auxiliary Gym	9/16/2020	Master Plan	D	\$ 14,000,000	\$ 3,700	\$ 13,996,300	\$ 28,574,367				
32 Jackson Cafeteria Reconstruction (with air conditioning)	9/16/2020	Direction	D	\$ 4,500,000	\$ 259,823	\$ 4,240,177	\$ 24,334,190			\$ 2,089,800	
33 Edison Cafeteria Improvements for Music Performance	9/16/2020	Master Plan	D	\$ 1,500,000	\$ -	\$ 1,500,000	\$ 22,834,190				
34 Roosevelt Modernization - Phase II, West Hall	10/14/2020	Baseline	D	\$ 16,500,000	\$ -	\$ 16,500,000	\$ 6,334,190				
35 Ewing Portable Replacement/Early Learning Complex, Site/Accessibility Improvements	10/14/2020	Direction	D	\$ 4,500,000	\$ 291,655	\$ 4,208,345	\$ 2,125,845			\$ 10,337,237	
36 Bullard Fencing & Security Improvements	10/14/2020	Safety	D	\$ 2,000,000	\$ -	\$ 2,000,000	\$ 125,845				
37 McLane Auxiliary Gym and Tennis Court Replacement	12/9/2020	Master Plan	D	\$ 11,300,000	\$ 80,936	\$ 11,219,064	\$ (11,093,219)				
38 Fresno High Auxiliary Gym and Weight Room	12/9/2020	Master Plan	D	\$ 9,500,000	\$ -	\$ 9,500,000	\$ (20,593,219)				

Project	Projected Board Award Date	Primary Project Consideration	Status	Total Estimated Project Cost	Obligated to Date	Estimated Remaining Cost	Balance (funds available)	Approved CTE Grants	Potential Estimated State Funding		
									CTE - Pending Review	Modernization Eligibility	New Construction Eligibility
39 Recommended Priority Projects (continued)											
40 Del Mar Cafeteria Reconstruction (with air conditioning)	12/9/2020	Direction	D	\$ 6,000,000	\$ -	\$ 6,000,000	\$ (26,593,219)			\$ 862,014	
41 Various Sites - Based on Evaluation of Need											
42 Access Improvements / Confidential Student Support Space	ongoing	Baseline	D	\$ 10,000,000	\$ 23,366	\$ 9,976,634	\$ (36,569,853)				
43 Site Improvements / Gates & Fencing / Office Relocation for Single Point-of-Entry	ongoing	Safety	D	\$ 6,000,000	\$ -	\$ 6,000,000	\$ (42,569,853)				
44 Traffic Safety / Drop-off & Pick-up Improvements	ongoing	Safety	D	\$ 6,000,000	\$ -	\$ 6,000,000	\$ (48,569,853)				
45 Other Projects - Grouped by High School Region (listed by estimated project value)											
46											
47 Bullard High Region											
48 Bullard South Gym Renovation		Master Plan	A	\$ 6,600,000	\$ -	\$ 6,600,000					
49											
50 Edison High Region											
51 CTE/Portable Replacement - Edison High - State Funding Consideration		Program	D	\$ 15,400,000	\$ -	\$ 15,400,000		\$ 6,084,086			
52 Addams - New Classrooms, Entry Relocation, Site/Security Improvements		Direction	D	\$ 12,600,000	\$ 733,901	\$ 11,866,099					
53 Columbia - New Classrooms, Site/Security Improvements		Direction	D	\$ 8,000,000	\$ 472,026	\$ 7,527,974				\$ 2,000,000	
54 Edison Theater/Performing Arts Classrooms		Master Plan	A	\$ 9,000,000	\$ -	\$ 9,000,000					
55											
56 Fresno High Region											
57 Del Mar - New Classrooms, Entry Relocation, Site/Security Improvements		Direction	D	\$ 11,000,000	\$ 484,301	\$ 10,515,699					
58 Fresno High ROTC Building		Master Plan	A	\$ 6,000,000	\$ -	\$ 6,000,000					
59 Homan Portable Replacement		Direction	A	\$ 6,000,000	\$ -	\$ 6,000,000			\$ 2,173,167		
60 Fresno High Concrete Tennis Courts		Baseline	A	\$ 2,500,000	\$ 57,668	\$ 2,442,332					
61 Fresno High Pool Locker Room Renovation		Baseline	A	\$ 850,000	\$ -	\$ 850,000					
62											
63 Hoover High Region											
64 Hoover Theater		Master Plan	A	\$ 9,000,000	\$ -	\$ 9,000,000					
65 Hoover Library/Student Union Expansion/Renovation		Master Plan	D	\$ 6,000,000	\$ 579,049	\$ 5,420,951					
66 Wolters Portable Replacement		Direction	A	\$ 5,000,000	\$ -	\$ 5,000,000					
67 Hoover Admin Bldg. Improvements for Support Staff Consolidation		Master Plan	D	\$ 4,000,000	\$ -	\$ 4,000,000					
68											
69 McLane High Region											
70 McLane Theater		Master Plan	A	\$ 9,000,000	\$ -	\$ 9,000,000					
71 Hidalgo Portable Replacement		Direction	A	\$ 6,000,000	\$ -	\$ 6,000,000					
72 Leavenworth Portable Replacement		Direction	A	\$ 6,000,000	\$ -	\$ 6,000,000					
73 Improvements to High Need Schools (Facility Condition Assessment) - Birney		Equity	A	\$ 4,425,000	\$ -	\$ 4,425,000			\$ 733,752		
74 Improvements to High Need Schools (Facility Condition Assessment) - Norseman		Equity	A	\$ 4,425,000	\$ -	\$ 4,425,000			\$ 1,451,514		
75 Hidalgo Modernization		Baseline	A	\$ 1,600,000	\$ -	\$ 1,600,000			\$ 3,754,467		
76 Leavenworth Modernization		Baseline	A	\$ 1,600,000	\$ -	\$ 1,600,000			\$ 2,062,665		
77 McLane Art Bldg. Improvements		Program	A	\$ 900,000	\$ -	\$ 900,000					

	Project	Projected Board Award Date	Primary Project Consideration	Status	Total Estimated Project Cost	Obligated to Date	Estimated Remaining Cost	Balance (funds available)	Approved CTE Grants	Potential Estimated State Funding			
										CTE - Pending Review	Modernization Eligibility	New Construction Eligibility	
78	Roosevelt High Region												
79	Roosevelt Auxiliary Gym		Master Plan	A	\$ 7,800,000	\$ -	\$ 7,800,000						
80	Improvements to High Need Schools (Facility Condition Assessment) - Calwa		Equity	A	\$ 4,425,000	\$ -	\$ 4,425,000						
81	Anthony Modernization		Baseline	A	\$ 1,600,000	\$ -	\$ 1,600,000				\$ 2,292,804		
82	Balderas Modernization		Baseline	A	\$ 1,600,000	\$ -	\$ 1,600,000				\$ 3,574,556		
83													
84	Sunnyside High Region												
85	CTE Facilities - Sunnyside High		Program	A	\$ 7,020,793	\$ -	\$ 7,020,793						
86	Sunnyside Music/Performing Arts Classroom Improvements		Master Plan	A	\$ 3,000,000	\$ -	\$ 3,000,000						
87	Storey Modernization		Baseline	A	\$ 1,600,000	\$ -	\$ 1,600,000				\$ 2,420,127		
88													
89	Non-Boundaried												
90	Ventura & 10th - New Construction North Campus		Program	A	\$ 34,080,000	\$ -	\$ 34,080,000						
91	Duncan CTE New Health Science & Medical Technology Bldg.		Program	D	\$ 14,700,000	\$ 695,178	\$ 14,004,822		\$ 3,000,000				
92	Bullard Talent Portable Replacement		Direction	A	\$ 6,000,000	\$ -	\$ 6,000,000				\$ 1,677,920		
93	Duncan Classrooms Renovation		Baseline	A	\$ 3,000,000	\$ -	\$ 3,000,000						
94	Duncan Gym Floor Replacement		Baseline	A	\$ 100,000	\$ -	\$ 100,000						
Total Estimated Remaining Cost For Other Projects											\$ 11,820,273	\$ 36,130,023	\$ 2,000,000
							\$ 217,803,671						

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: Raine Bumatay, Principal IV
Cabinet Approval:

Date: September 27, 2019

Phone Number: 457-6024

Anna Passano for Kim McClem

Regarding: Memorandum of Understanding with State Center Community College District for the Adult Education Program Allocation

The purpose of this communication is to provide the Board information regarding the Memorandum of Understanding (MOU) between State Center Community College District and Fresno Unified School District to establish the responsibilities of both parties in serving the State Center Adult Education Consortium (SCAEC) and for Fresno Adult School (FAS) to receive their approved allocation of \$5,387,885. The MOU will go forward to the Board for Ratification on October 2, 2019.

SCAEC will continue to work with FAS for state reporting purposes and distribute funds according to the terms of the agreement. Funds shall be used in compliance with the SCAEC regional and annual plan. FAS is required to provide expenditures with objectives as outlined in AB104. The allowed program areas are as follows:

- Adult Basic & Secondary Education
 - Improving all basic academic skills, completion of high school diplomas, or their recognized equivalents (HiSET, GED)
- English as a Second Language & Citizenship
 - Improve literacy skills for second language learners and citizenship test preparation
- Career Technical Education
 - Training programs leading to job attainment and/or improved wages (certified nursing assistant, licensed vocational nurse, office assistant, paraprofessional, food service technician, bus driver, custodial, welding)
- Workforce Reentry
 - Career Technical Education (CTE) course offerings providing workforce preparation (included in all CTE pathways)
- Training to Support Child School Success
 - High school equivalency and ESL course offerings at Fresno Unified elementary and high school sites, Classified Professional Learning
- Programs for Adults with Disabilities
 - Transition from Adult Transition Program to Community College and Career
- Pre-Apprenticeship
 - Industrial certification and medical certification partnership with Fresno City College and Duncan Polytechnical High School

If you have any questions or require additional information, please contact Raine Bumatay at 457-6024.

Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 09/27/19

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra D. Dorsey, Executive Director
Cabinet Approval: *Ambra Dorsey for Kim McQueen*

Date: September 27, 2019

Phone Number: 457-3340

Regarding: Update on Board Investments – Department of Prevention & Intervention

The purpose of this communication is to provide the Board an update on the ongoing work of the Department of Prevention & Intervention. The attached document provides a detailed overview of the areas of Board investment.

If you have any questions or require additional information, please contact Ambra Dorsey, 457-3340.

Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 09/27/19

Department of Prevention and Intervention Introduction

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, and minimizing behaviors leading to suspension. The tiered supports provided are varied; therefore, the outcomes are aligned specifically to populations served.

Climate & Culture Specialists (Tier I)

20 of 21 positions allocated for 2018/19 were hired and provided supports to teachers and leaders in the district. Over 3000 direct school site supports were provided, 250 new teachers were trained in CHAMPS and nearly 150 teachers have completed the four-day Social Emotional Learning (SEL Institute), integrating SEL into Language Arts. The CCS team members are each assigned regionally to a group of five to six schools and provide direct support to sites in establishing and strengthening their Climate & Culture practices. 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. During the 2019/20 school year, CCSs will continue to focus on building the capacity of Climate and Culture teams to decrease suspensions and increase attendance by increasing implementation of Positive Behavior Interventions & Support, Restorative Practices and Social Emotional Learning at Tier I. Additionally, the team will continue to support to teachers by providing district and site level professional learning and coaching on these evidenced based practices. Three new CCSs were also hired to support teachers in the practice of integrating SEL into daily instruction.

Intervention Specialists (Tier II)

19 Intervention Specialists joined the DPI team during the 2018/19 school year and have been providing targeted social emotional/behavioral interventions and supports to 19 identified sites. Intervention Specialist support small skills group instruction and serve as coordinators of the Tier II Targeted Support Team at each site. Five sites have piloted a universal social emotional screener. Over 300 students participated in ongoing interventions during the 2018/19 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 one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 55% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.

An additional twelve sites will receive Tier II Intervention Specialists in 2019/20; hiring is in progress.

Behavior intervention Specialists (Tier III)

Nine Behavioral Intervention Specialists were added in 2018/19. The BIS team focuses their intensive services towards PK-3 grade general education students with extreme and often violent Tier III needs. Each BIS works intensively with multiple students and spends a majority of their time split between classrooms/school sites working side by side with teachers and students. The BIS team completes Functional Behavioral Assessments, helps develop behavior support plans, and oversees data collection and progress monitoring. The duration of intensive BIS support for individual students is based on progress monitoring data. All team members have or are in process of obtaining their Board-Certified assistant Behavior Analyst (BCaBA) or Board-Certified Behavior Analyst (BCBA). The team, supervised by a manager with a psychology background, works with site leaders and teachers to refine the SST process. In 2018/19, they worked to improve the Phoenix Elementary transition process for students and sites. Of the students served in 2018/19:

- 65% of those that were chronically absent demonstrated an improvement in their attendance.
- 50% of the students with at least one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 56% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.

In 2019/20, the BIS team will be utilizing newly developed assessment tools designed to identify specific areas of skill building for each student in efforts to sustain students' academic, behavioral, and social-emotional success.

Project ACCESS: Services to Foster & Homeless Students

In 2018/19, academic services to foster and homeless students were expanded with the addition of a second academic counselor, providing the following services: One-on-one Academic Support Meetings, transcript analysis, college workshops and application Assistance. In partnership with site counselors, this approach yielded strong results including improvement in postsecondary options for homeless and foster youth. We had 119 graduates, two students earning certificates of completion, two returning as fifth year seniors, 12 students finishing at Fresno Adult School and three serving in the military with 93% FASFA completion and 97% postsecondary acceptance rates. In 2018/19, social emotional services were provided to foster and homeless students by a team of 11 social workers. Additionally, one social worker was designated to provide targeted services to families residing in shelters and motels. Services provided include collaboration with CPS and other agencies to address the specific needs of the student population. Three Foster Youth Roundtables were held during the year, incorporating student voice in planning and presentation. Additionally, social workers work in partnership with the Goal 2 team to ensure the students have resources to access all activities. Foster Youth Advisory Clubs were launched at four secondary Pivot sites in 2018/19, and all other sites will launch in 2019/20. 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 one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 59% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.
- 58% of students who received individual counseling services demonstrated improvement on the Depression, Anxiety and Stress scale.

A new Clinical Social Worker was hired for the 2019/20 school year and assigned to support expelled students with intensive needs, as well as students transitioning from the Juvenile Justice Center.

Men's & Women's Alliance

Continued strengthening of Alliance course 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 courses. Outcomes are as follows:

- 51% of those that were chronically absent demonstrated an improvement in their attendance.
- 80% of the students with at least one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 58% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.
- Academic indicators are in development in partnership with Equity & Access.

Mentoring

Expansion during the 2018/19 school year included targeted program for English Learner students within each region. At the conclusion of the 2018/19 school year, 1247 students were participating in programs including community based mentoring, one-on-one mentoring, peer mentoring, and mentoring provided by our contracted 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 one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 56% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.

Focus areas for 2019/20 include: fall and winter climate and culture survey administration to Alliance and mentor program students, placing an emphasis on professional learning and training for mentors, implementation of a new Social Emotional Learning centered curriculum for Group and Peer Mentoring, and targeted career and job readiness for all Men's and Women's Alliance students.

Social Work Services (Tier III)

Provided at all High Schools, Middle Schools, Alt Ed Sites. Also provided at Mayfair, Wilson and Hidalgo Elementary. 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 works with 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 professional training for students and staff, 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. During 2018/19, the Prevention & Intervention social work team administered 3096 Intake Assessments, 1236 Psychosocial Assessments, and 551 Suicide Risk Assessments. Over 2500 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 one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 57% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.
- 58% of students who received individual counseling services demonstrated improvement on the Depression, Anxiety and Stress scale.

During September and October of 2019/20, the social work team in collaboration with school psychologists are providing Signs of Suicide training at secondary sites district wide.

Attendance Intervention & Support

In 2018/19, attendance interventions expanded to include optional training sessions for site personnel as well as student and staff focus groups to identify root causes of chronic absenteeism. 319 SARB Hearings were held, resulting in 52 Court Infractions issued, and 39 cases pending or in prosecution. Other projects include a partnership with The Children's Movement to provide Kindergarten Orientation pilot at 9 sites and a partnership with Early Learning and Communications to provide multimedia messaging within the community related to the importance of attendance in the early years. The hiring of a CWA designed specifically to support Homeless and Foster Youth Families is currently in progress. School Social Workers and 13 Child Welfare and Attendance Specialists worked with 2613 students and families. Of those students served:

- 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.
- 81% of the students with at least one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.

- 69% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.

Resource Counseling Assistants (Tier II)

Six RCAs provide the following supports to high need middle schools: case management of students with social and emotional concerns, working with teachers, parents and school staff to support student conflict mediation, check-in/check-out interventions and as-needed supports to meet the emotional wellbeing of students with Tier II needs. Over 600 conflict resolution sessions were held during the 18/19 school year, with 327 students receiving ongoing-targeted support. Of those students:

- 48% of those that were chronically absent demonstrated an improvement in their attendance.
- 60% of the students with at least one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 46% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.

Restorative Practices School Counselors (Tier II/III)

18 Restorative Practices School Counselors and one Restorative TSA, support sites within the Sunnyside, McLane, Edison and Fresno High regions. The team provides support to staff, students and families, and facilitates restorative practices including staff-student conferencing, repair circles, reentry circles and Tier II restorative interventions. The team conducted 395 post suspension re-entry circles. In addition to oversight of California's first UCCI Approved (g) elective course at three high schools, and 44 Restorative Parent Learning Modules, the RP team provided ongoing intensive services to 956 students during 2018/19. Of those students:

- 60% of those that were chronically absent demonstrated an improvement in their attendance.
- 67% of the students with at least one suspension in Spring 2017/18, demonstrated a decrease in suspension incidents in Spring 2018/19.
- 56% of the students showed a decrease in misbehavior incidents from Q3-Q4 during Spring 2018/19.

2019/20 focus areas include expansion of Tier II restorative interventions and the development of additional data tools to support staff in monitoring student progress.

During 2018/19, the Fresno Unified Gender Diversity & LGBTQ+ PL Team comprised of 25 elementary, middle school, high school, cross regional and department staff furthered the professional learning for the district. Over 500 staff were trained through the Introduction to Gender Inclusive Schools and LGBTQ+ Cultural Responsiveness PL. Staff also participated in the Sexual Orientation, Gender Identity, and Gender Expression (SOGIE) training by Recognize Intervene Support (RISE). On June 01, 2019 Fresno Unified was selected as a Grand Marshal for the Fresno Rainbow Pride Parade. Over 120 students and staff marched in support. In 2019/20 action planning is underway for further expansion of professional learning

opportunities including online learning certification as well as campaigns for safe/brave spaces and staff allies through posters, t-shirts, and badges.

Home Hospital Instruction

The Fresno Unified Home Hospital Instruction Team serves and maintains a continuity of instruction for students with a temporary disability related to illness, condition or injury; and are unable to leave their home, hospital room or residential health facility. Support is provided to students and parents with their transition into HHI, throughout their stay, and during their successful return to school. In 2018/19, 245 students were served, a 13% increase from the prior year.

- 28% of students served were in Elementary, 25% in Middle, and 47% in High School.
- 36% of students served received Special Education services.

Saturday Academy

Prevention and Intervention oversaw the districtwide launch of the Saturday Academy Attendance Recovery program in 2018/19, with over 80 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 had over 3200 students in attendance. The District recovered over 38000 student absences. Additionally, the program provided a safe space for our students, where they were provided a nutritious meal and an additional opportunity to connect with their teachers and classmates. 85 sites will launch Saturday Academy on September 29, 2019.

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Carlos Castillo, Instructional Superintendent
Cabinet Approval: *Linda Sassano for Kim McCum*

Date: September 27, 2019

Phone Number: 457-3554

Regarding: Secondary Science Adoption

The purpose of this communication is to provide the Board an update on the secondary science adoption (grades 7 - 8, high school biology, chemistry, and physics). The process uses a state-developed resource, the Next Generation Science Standards Toolkit for Instruction Materials (NGSS TIME), developed by multiple organizations to guide California school districts in the selection of new science materials. Teacher teams are vetting instructional materials using five different rubrics to narrow down choices, leading into widespread stakeholder feedback on the highest quality options. Currently, the materials review team is finishing the pre-screen phase of narrowing down all material choices approved by the state to those that are a best fit for Fresno Unified students. A general timeline is included below.

The materials review team consists of secondary classroom science teachers from every region of the district. In addition, there are eight teachers on special assignment from College & Career Readiness, Curriculum, Instruction, and Professional Learning, Prevention & Intervention, English Learner Services, Special Education, and Teacher Development departments. This diverse team represents different grade-levels, subject-matter, years of experience, and backgrounds.

The secondary science adoption process began informally last spring by identifying teachers wanting to engage in this process. This process will progress through five phases:

<u>Phase:</u>	<u>Timeline:</u>	<u>Purpose:</u>
Pre-Screen	July - Sept.	Narrow material choices down to those that meet our baseline requirements for review.
Paper Screen	Sept. - Nov.	Fully vet each material choice to further narrow down to the top choices.
Material Review	Nov. - Feb.	All secondary science teachers will have the opportunity to review the top choices and give input. Hold stakeholder presentations and opportunities to provide feedback (parents, students, teachers, leaders).
Recommendation	March	Present recommendation to the Board.
Begin Implementation	Apr. - Jun.	Pending Board approval, provide training to all impacted science teachers including implementation plan for Fall 2020 and guiding documents for instruction.

The Board will continue to receive updates throughout this process. If you have any questions or require additional information, please contact Leslie Worton, Science Manager at 457-3563.

Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 09/27/19

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Executive Officer
Cabinet Approval: *Jenina Sassano for Kim Meekum*

Date: September 27, 2019

Phone Number: 248-7465

Regarding: STEM 5/Kids Invent! Science and Engineering Elementary Programs

The purpose of this communication is to provide the Board information regarding the hands-on science programs for fifth and sixth grade students in Fresno Unified.

Fresno Unified embarks on its sixth year with Kids Invent! curriculum, an exciting partnership with Fresno State's Lyles Center for Innovation and Entrepreneurship. The district launched the program in 2014/15 and over 5,600 fifth graders engaged in hands-on activities, heightening their understanding of science, engineering, and entrepreneurship. The following year, the program expanded to include sixth graders, reinforcing concepts and giving students the opportunity to take creativity to even greater heights. Over the past five years, over 50,000 fifth and sixth grade students have received inquiry-based activities that encourage creativity, critical thinking, teamwork, and innovation. Each unit includes a pre and post assessment to inform teachers of standards progression as they relate to the California Science Test.

Fifth grade highlights: The program is called STEM 5 and was designed specifically for Fresno Unified students and teachers to encourage hands-on activities aligned to the California Science Framework. Lessons support science instruction to prepare students for the California Science Test. Each STEM 5 activity uses the 5E instructional model aligned to one of the Next Generation Science Standards (NGSS) domains: Life, Physical, and Earth & Space Sciences. All class materials are delivered to each elementary site and teachers will have an opportunity to collaborate via Microsoft Teams to share ideas on best implementation practices.

Sixth grade highlights: Kids Invent! builds upon projects through "Challenges" within the curriculum that highlight cross-curricular applications. Each of the 12 activities is aligned to one of the NGSS domains: Life, Physical, and Earth & Space Sciences. Engineering, making claims, and supporting these claims with reasoning and evidence are emphasized. This school year, a change has been made to the schedule of challenges in response to teacher feedback. Challenges in Robotics will be moved to the 3rd quarter, where previously they were placed in the 4th quarter. These challenges are devoted entirely to robotics and coding and integrate problem-solving, critical thinking, and programming. This change allows teachers and students to engage in digital literacy outside of the mandated testing window. The district's Graduate Profile highlights digital tools and technology as a necessary workplace skill as digital skills empower students and create additional opportunities in the future. Like STEM 5, all class materials are delivered to each elementary site.

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

Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 09/27/19