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BOARD COMMUNICATIONS – OCTOBER 11, 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
AS-2 Kim Kelstrom October Legislative Committee Meeting
AS-3 Kim Kelstrom 2018/19 External Annual Financial Audit Report Update
AS-4 Kim Kelstrom Every Student Succeeds Act Per-Pupil Spending Requirement
AS-5 Kim Kelstrom 2018/19 Other Post-Employment Benefits Liability Update
AS-6 Santino Danisi Student Local Control and Accountability Plan Committee
AS-7 Ruth F. Quinto Investigative Services

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access Officer

EA-1 Lindsay Sanders Board Communication Timeline Revision

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Updated School Facility Investment Data

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Jeremy Ward Career Technical Education Facilities Program
SL-2 Carlos Castillo 2019 PSAT/SAT Assessment and Khan Academy Support
SL-3 Jeremy Ward 4th Annual Job Shadow Days

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: October 11, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended "Breakfast Burritos with Bob" hosted by ACSA
- Met with Fresno Housing Authorities to discuss potential partnership in Southwest Fresno
- Gave interview with Nancy Price, GV Wire, regarding Bullard WASC accreditation status
- Attended CART Board Meeting
- Held quarterly meeting with Mayor Lee Brand
- Participated in site visits with Helsinki Educators at Scandinavian and Easterby
- Attended Central Unified School District State of the District
- Met with Keith Bergthold, Fresno Metro Ministry; Ashley Swarengin, Central Valley Community Foundation, and Boeing Corp to discuss potential student aviation career prep program in our schools
- Met with Manuel Bonilla, FTA President
- Held quarterly meeting with ACSA
- Participated in webinar with district staff regarding the Principal Pipeline Learning Community work being done with the Wallace Foundation
- Participated in press conference at Chukchansi Park regarding the new Community GARDen
- Held Labor Management Meeting with District and FTA leadership

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/11/19

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 Kelst*
Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services
Cabinet Approval: *Quint*

Date: October 11, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for October 04, 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 October 04, 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*
Robert G. Nelson Ed.D. _____

Date: 10/11/19



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DATE: October 4, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Signs AB 1505 and AB 1507 into Law

In a signing ceremony at the State Capitol on Thursday, Governor Gavin Newsom officially signed Assembly Bill (AB) 1505 (O'Donnell, D-Long Beach) into law.

AB 1505 makes the most sweeping reforms to the state's charter school laws since the passage of the Charter Schools Act of 1992. The bill makes significant changes to the authorization, renewal, and appeal processes for charter schools; clarifies the teacher credentialing requirements of charter school teachers; and places a two-year moratorium on the establishment of nonclassroom-based charter schools.

After a deal was announced between the Governor and legislative leadership in late August, there was little doubt that Governor Newsom would sign AB 1505 once it cleared the Legislature. He was joined at the signing ceremony by the bill's author (Assemblymember O'Donnell), Superintendent of Public Instruction Tony Thurmond, California Teachers' Association President Toby Boyd, and California Charter Schools' Association (CCSA) President and CEO Myrna Castrejón.

Governor Newsom also signed AB 1507 by Assemblymember Christy Smith (D-Santa Clarita) on Thursday morning. AB 1507 repeals the authority for a charter school to be located outside the boundaries of its authorizer and limits the establishment of resource centers.

Notably absent from Thursday's bill signings, however, was AB 967 also by Assemblymember Smith. AB 967 is the bill that would apply the same development, adoption, and transparency requirements for Local Control and Accountability Plans (LCAPs) to charter schools that currently apply to traditional school districts. The bill would also require a charter school to submit its LCAP to their charter authorizer for review and approval.

While we are not speculating on what the Governor will do with AB 967, it is interesting that he did not take action on that bill the same day he signed

AB 1505 and AB 1507 into law. As of early September, the CCSA still had an official opposed position on AB 967, which may have something to do with the Governor delaying action on this bill.

We will know the fate of AB 967 and other outstanding education bills soon as the Governor only has until Sunday, October 13, 2019, to take action on bills.

PPIC Survey Asks Californians About 2020 Education Ballot Measures

In its September 2019 survey, the Public Policy Institute of California (PPIC) asked Californians if they supported two significant education measures that will likely appear before voters on the March 2020 Primary Election and November 2020 General Election ballots.

We've talked in previous updates about AB 48 (O'Donnell), which is the legislative vehicle that would place a \$15 billion K-16 school construction bond on the 2020 Primary Election ballot. Before AB 48 cleared the Legislature, the author, legislative leadership, and the Newsom Administration struck a deal that all but guarantees that the bond proposal will be placed before voters in March 2020.

While almost two-thirds of adults (66%) indicated support for the school construction bond in the PPIC survey, that support drops by a dozen points (54%) when the survey polls only likely voters. Additionally, that support from likely voters has dropped three percentage points from the PPIC's April survey, which found that 57% supported a school construction bond.

The bond proponents are hoping that the March election will be a strong Democratic turnout as the survey found that nearly 80% of Democrats support the bond. The Democratic turnout for March could be historically high if there are still multiple presidential candidates on the ballot. As a reminder, California will be a part of the Super Tuesday states for the first time since 2008 after former Governor Jerry Brown signed a law two years ago to move the state's primary from June to March.

The September survey found an even larger dip in support for the November ballot measure that would amend Proposition 13 to require more frequent property tax assessments for commercial and industrial properties with the additional property tax revenues going to local governments and K-14 education. While the April survey showed that 54% of likely voters supported the split roll measure, the September survey found that support has dropped below the majority threshold to 47% with 8% undecided.

These numbers should be concerning to the proponents of the measure considering that the business community has not begun an ad campaign against the initiative. However, the November election is still more than a year away and a lot can happen in that time.

Leilani Aguinaldo
Robert Miyashiro

Note: On Thursday, Governor Newsom warned that California's economic growth is slowing, which could lead to a more sobering budget blueprint in January.

California Boom Is Ending, Gavin Newsom Warns as 2020 Budget Writing Begins

By Sophia Bollag
The Sacramento Bee
October 3, 2019

California's longest-ever period of economic growth is slowing, Gov. Gavin Newsom said Thursday, warning that next year's budget may not be as flush as this year's.

"You're already seeing the plane land in terms of the the slowdown," Newsom told reporters. "I think it's going to reflect in a more sober look at next year's budget."

His 2020 budget blueprint is due in January.

This year, he rolled out his budget plans in an exuberant press conference where he pledged to spend more on many of his top priorities. Much of that came to fruition in the final \$215 billion budget he signed in June.

This year's budget built up California's reserves to more than \$19 billion in anticipation of the next recession. Record surpluses allowed the governor to boost health care, housing and education spending and grant asks from many lawmakers, such as making the first two years of community college tuition-free for California students.

He also used the surplus to pay down debt, including making billions of dollars in extra payments to state pension funds to reduce long-term debts at CalPERS and CalSTRS.

On Thursday, he says he's seeing a slowdown as revenues come in closer to projections after months of coming in well over. He mentioned several of the state's revenue streams — the personal income taxes, sales taxes and corporate taxes — and said some are coming in a little higher, some lower and others basically on target. Overall, that means a recession is likely on the horizon.

The national economy has been growing since June 2009.

"Folks, we're about to begin our descent," Newsom said, mimicking a airplane pilot addressing passengers over a loudspeaker. "We're still at 36,000 feet, but we're about to begin our descent."

Note: There are still a number of outstanding education bills that the Governor will need to take action on by Sunday, October 13, 2019.

With New CA Charter School Rules Official, Here's the Latest on Incoming K-12 Laws

By Ricardo Cano
Cal Matters
October 3, 2019

The most significant set of revisions to the state's charter-school law in more than two decades was signed Thursday by Gov. Gavin Newsom, putting new curbs on a segment of public schools that has grown over time, particularly in cities, to enroll more than 600,000 California kids.

Negotiated over months among lawmakers, charter school advocates and organized labor, the new laws are expected to make it easier both for local school boards to deny new charters and for high-performing charter schools to stay open. Charter schools will have to operate within the boundaries of their authorizing districts, and charter school teachers will also have new credentialing requirements.

The legislation followed a high-dollar election in which charter schools were a flashpoint between school reformers and unions anxious to slow the growth of the largely non-unionized educational sector. But it also addresses school quality and oversight issues that have cropped up as the number of California charter schools has burgeoned to some 1,300.

The new laws were celebrated as progress by Newsom and state Superintendent of Public Instruction Tony Thurmond, who both beat back rivals heavily backed by wealthy pro-charter donors, and portrayed as a compromise by the California Charter Schools Association President and CEO Myrna Castrejón. More restrictive charter proposals – including a cap on charters in California – stalled early in the session. “I’m lovin’ this,” Newsom said as he signed the bill, but he added that he was “not naive,” and does not assume the charter debate is over.

Though the high-profile charter school clash got most of the attention, hundreds of proposals were introduced this year with potential impact on K-12 education. Only a fraction made it to Newsom’s desk, as with most legislation. High-profile bills to lower local parcel tax thresholds and prohibit schools from hiring teachers through third-party programs such as Teach For America, for instance, fell short of passage.

A number of measures that cleared the Legislature remain to be signed or vetoed by Newsom, who has until Oct. 13 to make a decision. Big proposals that have yet to be decided would push back school start times for California middle and high schools, put a \$15 billion state bond for education on the March 2020 ballot, and enhance paid maternity leave protections for teachers.

More bills, however, have been signed and enacted already. Here are some of the most notable new California education laws affecting the state’s K-12 and early childhood pupils and educators.

Check back at CalMatters.org for updates on our running tally leading up to the Oct. 13 deadline.

California's charter school overhaul

The laws: Assembly Bill 1505 by Assemblyman Patrick O'Donnell, Democrat from Long Beach, Assembly Bill 1507 by Assemblywoman Christy Smith, a Democrat from Santa Clarita, and Senate Bill 126 by Sen. Connie Leyva, Democrat from Chino.

After months of negotiations and heated debate, new rules are coming for California's sector of publicly-funded, independently-operated charter schools. All charter teachers will be required to hold a state teaching credential, and local school boards have broader discretion in approving or denying charters, though charters can still appeal to counties and the state.

Charter schools also will be required to follow the same open-meeting laws as school districts under a proposal that was among the first bills Newsom signed as governor. And a loophole will close that had allowed so-called "far-flung charters" to operate far from the often-tiny school districts that had authorized — and were being paid to oversee — them.

No more willful defiance suspensions

The law: SB 419 by Sen. Nancy Skinner, Democrat from Berkeley.

Largely cheered by civil rights groups, SB 419 permanently bans California public schools from suspending students in first through fifth grades for willful defiance – a justification for suspension and expulsion that advocates for the bill characterize as too subjective and one that is disproportionately imposed on black students and LGBTQ youth.

Once implemented in the 2020-21 school year, the ban on willful defiance suspensions will be temporarily extended to students in sixth through eighth grade through 2025. The initial version of the bill had called for including high-school students in the temporary ban on willful defiance suspensions, but was amended before Newsom signed the bill.

Some large California districts, including Los Angeles, San Francisco and Oakland, already prohibit willful defiance suspensions to some degree. And suspension rates for California schools have gone down significantly over the past decade as the state began to implement suspension curbs in 2015.

Limiting contact in youth football

The law: AB 1 by Assemblyman Jim Cooper, Democrat from Elk Grove.

Youth football programs in California now are now limited to two full-contact practices per week amid an ongoing public debate over football safety and mounting concerns that have helped lead to significant dips in participation at the high-school level.

After successfully lobbying against a previous proposal that youth football advocates deemed too extreme because it would have outright banned tackle football at the youth level, a coalition of coaches and parents went on the offensive and mobilized behind AB 1.

Unionizing childcare workers

The law: AB 378 by Assemblywoman Monique Limón, Democrat from Santa Barbara.

Providers for children who receive state-subsidized care will now have the right to organize a union and bargain with the state. Advocates cheered the move because they believe it will help improve pay and working conditions for a profession that largely employs women of color.

Advocates point to this oft-cited research point as reason for more investments in preschool teachers and childcare providers: More than half of California’s early childhood workforce relies on public assistance.

Resources on domestic violence, sexual harassment

The laws: SB 316 by Sen. Susan Rubio, Democrat from West Covina, and AB 543 by Assemblywoman Christy Smith, Democrat from Santa Clarita.

Starting in October 2020, California high schools will be required to print the phone number for the national domestic violence hotline under SB 316. This follows another new law implemented this year that requires schools to print the number for a suicide prevention hotline on the student IDs for pupils in grades 7 through 12.

A separate new law, AB 543, will also require public high schools in the state to “prominently and conspicuously display” a poster of a district’s sexual harassment policy – including steps for reporting sexual harassment accusations – in every restroom and locker room at a school site.

Stability for migrant students

The law: AB 1319 by Assemblyman Joaquin Arambula, Democrat from Fresno.

California’s 100,000-plus migrant students will now be allowed to keep attending their “school of origin” as opposed to having to enroll in a new school in the event that their families move to a different residence during the school year.

Though school districts aren’t obligated to provide transportation under AB 1319, supporters of the new law say the provision is needed to help bring stability to a student demographic that research shows is more susceptible to mobility and its ensuing academic hardships.

More time for ethnic studies plan

The law: AB 114, a clean-up budget trailer bill for education

Less a new law than a technical change to an existing one, AB 114 is nonetheless significant because it effectively pushes back the state’s timeline for adopting a model curriculum for ethnic studies by one year.

The deadline for the State Board of Education to adopt an ethnic studies curriculum under a 2016 law had been this spring. But state leaders, including the governor, supported the move to solicit more feedback following a wave of public criticism that a draft of the curriculum was anti-Semitic and too politically correct.

Clamping down on students’ smartphone use

The law: AB 272 by Assemblyman Al Muratsuchi, Democrat from Torrance.

Local school boards will now be allowed to ban or limit students' use of smartphones while at school except under emergencies or specific circumstances, such as medical reasons. Though educators and experts note that smartphone use can be disruptive to classroom instruction, most of the state's districts already have policies that address smartphones, according to the California School Boards Association.

Note: AB 1004 (McCarty, D-Sacramento) requires doctors to screen children enrolled in Medi-Cal for developmental delays using surveys recommended by the American Academy of Pediatrics and at three specific times—9 months, 18 months, and 30 months.

Identifying Developmental Delays Is Target of New California Law

By Zaidee Stavelly
EdSource
October 2, 2019

More young children will be screened for developmental delays under a new law signed by Gov. Gavin Newsom.

The new law, Assembly Bill 1004, requires doctors to screen children enrolled in Medi-Cal for developmental delays using surveys recommended by the American Academy of Pediatrics and at three specific times — 9 months, 18 months and 30 months.

The screenings are designed to help a doctor determine if the child is developing normally or has some delays that need attention. Young children might need speech or language therapy, for example, or occupational therapy to work on motor skills.

Currently, many doctors use their own questions or observations to screen children for delays rather than using the surveys and timeline recommended by the American Academy of Pediatrics. According to data from the California Department of Health Care Services, only about a third of children under 3 years old enrolled in Medi-Cal were reported to have received developmental screenings at the recommended times in 2015, though that may be because doctors did not all report the screenings in the same way.

One survey for parents of children around 2½ years old includes the following questions, among others:

- When your two-and-a-half year-old is looking in a mirror and you ask “Who is in the mirror?,” do they say either “me” or their own name?
- Can your child string small items such as beads or macaroni onto a string or shoelace?
- Does your child make sentences that are three or four words long?

Newsom has made “cradle-to-career” support of children a priority of his governorship. The 2019-20 state budget includes about \$54 million to reimburse doctors for developmental screenings, in addition to about \$45 million for screenings for traumatic experiences, such as abuse or being separated from a parent. Newsom, who was diagnosed in 5th grade with dyslexia, has said that his own late screening caused him to fall behind in school.

“It’s very personal for me,” Newsom told the L.A. Times in January. “If you get those screens early, you can not only change a person’s life, you can save taxpayers a lot in the process.”

Three children’s advocacy organizations — First 5 Association of California, Children Now and First 5 L.A. — co-sponsored the bill.

“The earlier we identify developmental delays in California’s children, the sooner we can make sure they are referred and receive interventions,” said Moira Kenney, executive director of First 5 Association of California, a nonprofit organization that works with counties to serve children under 5 years old.

Kenney said the best time to work with children who have developmental delays is during their first five years of life, because their brains are growing the fastest at that time. If interventions are delayed until elementary school, she said, they take longer to have an effect and children often have to miss classes.

A similar bill passed the Legislature in 2018, but former Gov. Jerry Brown vetoed it, arguing that Medi-Cal already required the screenings and the legislation was not necessary.

The American Academy of Pediatrics — California, which represents over 5,000 pediatricians in the state, supported AB 1004. The California Medical Association did not have a position on the bill.

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: October 11, 2019

Phone Number: 457-3907

Regarding: October Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the October 03, 2019 Legislative Committee Meeting.

Budget Update – Robert Miyashiro provided an update on the economic outlook. With the longest economic recovery on record (over 10 years) and low unemployment rates, there are still signs of a potential recession approaching. Other indicators include an economic slowdown, the federal reserve lowering interest rates, the trade wars with China, and the general volatility of the stock market.

As stated in previous communications, July revenues exceeded projections by \$533 million. August revenue showed a slight weakness; however, year-to-date revenue projections are up by \$186 million for 2019/20.

Sales tax projections were short by 3% and may indicate a decrease in consumer spending. Housing has not been strong in the recovering economy. Manufacturing is slowing and could be a contributor to the stock market decline. Historically before a recession, growth will slow and then flatten out.

Legislative Update – Robert Miyashiro also provided an update on legislation. Governor Newsom has until October 13, 2019 to sign, veto, or allow bills to become law.

The following bills were discussed by the committee:

- SB 328 (Portantino) School Start Time – (Support) – This bill prohibits middle schools from starting earlier than 8:00 a.m. and high schools starting earlier than 8:30 a.m.
- AB 500 (Gonzalez) Paid Maternity Leave – This bill requires at least six weeks of paid maternity leave in addition to annual sick and vacation allocations and is likely to be signed by Governor Newsom. For Fresno Unified, the estimated cost is \$1.1 million annually
- AB 751 (O'Donnell) Pathways to College Act – (Watch) – This bill allows the SAT to be considered instead of the SBAC for grade 11 and is likely to be vetoed by Governor Newsom
- AB 1233 (Smith) – Advanced Placement (AP) Examination Fees – (Support) – This bill provides grants to reduce the AP exam fee to \$5 for low-income high school students. Currently there is no appropriation, however, Governor Newsom may include in the January Governor's Budget Proposal
- AB 48 (O'Donnell) Facilities Bond Act – (Support) – This bill would authorize a \$15 billion bond measure to be placed on the ballot in 2020 to construct and modernize education facilities if approved by the voters. This bill increases the bonding capacity and modifies the current match for the state from 50% to 55% for new construction and 60% to 65% for modernization. In addition, the bill alters the process to no longer approve based on a first come first serve

application process and instead applications will be processed within the following priority order for either new construction projects or modernization projects:

	<u>New Construction Projects</u>	<u>Modernization Projects</u>
1 st Priority	Health and Safety	Health and Safety
2 nd Priority	Financial Hardship	Financial Hardship
3 rd Priority	Applications skipped in the immediate two cycles	Lead testing/remediation
4 th Priority	Severe overcrowding	Applications skipped in the immediate two cycles
5 th Priority	Applications based on a point scale system	Severe overcrowding
6 th Priority		Applications based on a point scale system

On October 07, 2019 (subsequent to the Legislative Committee Meeting) Governor Newsom signed AB48.

- AB 197 (Weber) Full-Day Kindergarten – (Support) – This bill requires districts to transition kindergarten from a partial day to a full-day offering. The Department of Finance may caution Governor Newsom to sign as this may add cost pressures to districts to implement when there may be a downturn in the economy in 2022/23
- AB 218 (Gonzalez) Childhood Sexual Assault Statute of Limitations – (Watch) – This bill extends the statute of limitations to 40 years of age or five years from discovery of injury and would also allow a three-year window for revival of expired claims

The following bills were signed by Governor Newsom:

- AB 1505 (O'Donnell) Charter School Petitions – (Support) – This bill makes significant changes to the authorization and renewal process for charters. The changes include the following; allows school districts to deny a petition if the district is unable to absorb the fiscal impact; allows appeals to the County Office of Education without material revisions to the petition; clarifies teacher credential requirements; and, places a moratorium on non-classroom based charters
- SB 419 (Skinner) Suspensions and Expulsions: Willful Defiance – This bill expands existing law to prohibit suspension or expulsions for willful defiance for disrupting school activities or otherwise willfully defying the valid authority of school officials for grades 4-8. This bill also prohibits the suspension of a student in grades 9-12 through January 01, 2025 for willful defiance

The Legislative Committee October 2019 report is attached and includes several significant articles published this past month. The next meeting is scheduled for November 07, 2019.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/11/19

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING
OCTOBER 3, 2019

2019-20 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations

Robert Miyashiro
Vice President



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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October 3, 2019

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Key Charter School Bills Still on Governor’s Desk

As the deadline approaches for Governor Gavin Newsom to act on the bills on his desk, a few critical bills that deal with charter schools remain. Chief among them is Assembly Bill (AB) 1505 (O’Donnell, D-Long Beach), which the Governor and legislative leadership negotiated with key stakeholders, including the California Charter Schools Association and the California Teachers Association (see “Lawmakers and Governor Reach Deal on Charter School Reform Legislation” in the September 6, 2019, *Fiscal Report*). AB 1507 (Smith, D-Santa Clarita) and AB 967 (Smith) are two other bills that would significantly impact the operation of many charter schools.

Changes to the charter initial petition and renewal process proposed by AB 1505 are many and include the following, which would be operative July 1, 2020:

- Requires petitions to describe how the charter school will achieve a balance of students with disabilities and English learners that is reflective of the school district’s student population.
- Allows school districts to deny a petition to establish, or material revision to expand, a charter school if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate, including consideration of the fiscal impact of the proposed charter school. This consideration would also include an analysis of the impact on a school district’s existing services and academic offerings and whether a proposal duplicates a program already offered within the school district.
- Allows for denial of a charter petition if the county superintendent, in consultation with the Fiscal Crisis and Management Assistance Team, certifies that approval of a petition would push a district from qualified certification into negative certification. Districts with a negative certification or under state receivership also would be able to more easily deny a charter petition.
- Authorizes a full appeal to the county board of education, but prohibits material changes to the petition submitted to the county board on appeal.
- Establishes a limited appeal process to the State Board of Education (SBE), also prohibiting material changes to the petition submitted to the SBE, which will hear appeals for a charter school that can show the district or county abused its discretion.

- Establishes new charter renewal criteria based on the performance of the charter school on the state and local indicators in the California School Dashboard.
- Allows renewals for “high performing” charter schools to be for a period of between five and seven years; allows renewal for “low performing” charter schools if certain written factual findings are made, but only for a period of two years; and requires renewals of all other charter schools to be for a period of five years.
- Extends the timeline, by thirty days, to approve or deny a charter school petition and defines the date a petition is deemed to be received.
- Prohibits the approval of a petition for new nonclassroom-based charter schools from January 1, 2020, to January 1, 2022.
- Clarifies teacher credential requirements and requires all teachers in charter schools to be credentialed by July 1, 2020.
- Makes county offices of education responsible for providing technical assistance to charter schools identified for differentiated assistance. However, if a charter school is authorized by a county, then technical assistance will be provided by the geographical lead agency.

While much of the focus this year has been on AB 1505, there are school districts around the state that have been following AB 1507 as they have charter schools operating within their boundaries that have been authorized by neighboring school districts. AB 1507 would delete the authority for a charter school to be located outside the boundaries of its authorizer and limit the establishment of resource centers. It does provide for existing charter schools located outside their authorizer boundaries to remain if approval is obtained from the school district or county, as applicable, where the non-compliant site is located.

Finally, AB 967 applies to charter schools the same development, adoption, and transparency requirements for Local Control and Accountability Plans (LCAPs) that currently apply to school districts. This includes presenting the LCAP for review and comment to the parent advisory committee, holding a public hearing to solicit comments from the public, and adopting at a public meeting—just to name a few. More importantly, charter school LCAPs would be subject to review for the first time as AB 967 requires charter authorizers to approve LCAPs for charter schools under their authority.

Many of the changes proposed by these bills have been attempted by the Legislature for years and vetoed by former Governor Jerry Brown if they passed the Legislature. Governor Newsom has until October 13 to issue his verdict on these latest incarnations.

[Posted to the Internet 9/30/19]

—*Leilani Aguinaldo and Brianna Garcia*

The FISCAL REPORT an informational update

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No. 20

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CDC Reports a Significant Increase in Developmental Disabilities

The Centers for Disease Control and Prevention (CDC) reported a study from the Pediatrics journal of how often developmental disabilities were diagnosed among children ages three to seventeen years old in the United States. The data was for the period 2009-2017 and included 88,530 children in the study.

For the period 2015-2017, parents reported that 17.8% (about one in six) children were diagnosed by a doctor or other healthcare provider as having a developmental disability, which is an increase from 16.2% in 2009–2011. Specifically, the most significant increases were in the following developmental disabilities:

Diagnosis	2009-2011	2015-2017
Attention-deficit/hyperactivity disorder	8.5%	9.5%
Autism spectrum disorder	1.1%	2.5%
Intellectual disabilities	0.9%	1.2%

The CDC notes that past research has shown improved awareness, screening, diagnosis, and service accessibility may be contributing factors to the increases seen in the study. In addition, boys, non-Hispanic white children, non-Hispanic black children, children living in rural areas, and children with public health insurance, were more likely to have been diagnosed with a developmental disability than others.

Providing cost-effective and high-quality special educational programs will continue to be challenging for local educational agencies as increases in the number of students with disabilities here in California, similar to the increases reported by the CDC, continue to rise. To read the CDC’s report, go to <https://www.cdc.gov/ncbddd/developmentaldisabilities/features/increase-in-developmental-disabilities.html>.

[Posted to the Internet 9/27/19]

—Jamie Metcalf

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UCLA Lead Economists Highlight Warnings Signs

On September 25, 2019, economists at the UCLA Anderson School of Management released their quarterly *Anderson Forecast* (Forecast), which analyzes past economic trends, including gross domestic product (GDP) growth, unemployment rates, demographics in the job force, and inflation. The confluence of these factors are used to generate a forecast for the next few years on both the national and state levels.

The Year of Living Dangerously was the theme of David Shulman’s presentation. Senior Economist of the UCLA Anderson Forecast (Forecast). Shulman, Senior Economist of the UCLA Forecast, stated that modeling forecasts based on the current economic factors and global tensions is akin to testing ten new drugs on only ten patients—the results are limited and the reliability of those results is uncertain at best.

Shulman mentioned that 2019 includes a number of competing factors, including trade wars, and inverted yield curves offset by low unemployment and low inflation. The trade wars, highlighted by tariffs between the United States and China, require the Forecast to contemplate a scenario that has not been experienced since the 1930s. The trade war from the 1930s was widely believed to have escalated the impact of the Great Depression due to the number and extent of tariffs that were applied to goods imported into the United States.

The inverted yield curve, which compares ten-year and three-month treasury yields, has been a precursor to the previous three recessions going back to 1991. Shulman explained that although an inversion in the yield curve does not guarantee a recession is imminent, it has a very strong predictive correlation. The high demand of the ten-year treasury and the low demand for a three-month treasury are signals from the market that a slowdown is on the horizon. (For more information on the yield curve, see “More on the Yield Curve” in the August 9, 2019, *Fiscal Report*.)

Jerry Nickelsburg, director of the Forecast, reaffirmed the message from Shulman but also noted that the remaining economic markers watched closely by the Forecast are performing quite well, notwithstanding the trade wars and the inverted yield curve. The United States and California are both experiencing unemployment levels that are historically low and the Federal Reserve continues to maintain the low cost of borrowing for banks, which drives commercial and business loans to spur economic growth. Until the inflation rate begins to increase, the Federal Reserve has signaled that the rate to borrow money will remain low. Nickelsburg also highlighted that the average sales price of existing single-family homes declined in 2018, and much of the decline is attributed to the

limit of deductions for state and local taxes implemented by the Federal Tax Cuts and Jobs Act of 2017.

Shulman concluded that the recession risk remains high for the second half of 2020. He believes that growth in the GDP will wane so long as the tariffs continue, which has a ripple effect through the economy.

At School Services of California Inc., we remain vigilant about our economic environment. We are currently in the longest economic recovery since World War II and have entered into a cost-of-living adjustment-only period for growth in Local Control Funding Formula revenues. The current economic environment is unpredictable at best and we all know that what goes up must eventually come down.

[Posted to the Internet 9/27/19]

—*Matt Phillips, CPA and Robert Miyashiro*

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Senate Unveils Federal Spending Priorities for 2020

In a budget process that mirrors California's in some ways and diverges in others, the Republican-controlled United States Senate Committee on Appropriations released on September 18, 2019, the Subcommittee on Labor, Health and Human Services, and Education plan for fiscal year 2020 education funding. As a reminder, the overall federal funding levels for fiscal year 2020 have been agreed upon, but the details of how the money is to be appropriated is still up for debate.

While the Democratically-controlled House has proposed \$1 billion increases for both Title I and special education funding, the Senate plan leaves both of these flat funded along with several other education programs:

- \$15.9 billion for Title I Grants
- \$12.4 billion for Individuals with Disabilities Education Act
- \$2.1 billion for Title II
- \$1.2 billion for 21st Century Community Learning Centers
- \$60 million in dedicated science, technology, engineering, and mathematics education funding within the Education Innovation and Research program

The Senate does propose increases in the following areas:

- \$1.2 billion for Title IV Student Support and Academic Enrichment Grants, a \$50 million increase
- \$1.5 billion for Impact Aid, an increase of \$25 million
- \$460 million for the Charter Schools Program, an increase of \$20 million
- \$105 million for Safe Schools National Activities, an increase of \$10 million

Like California's process, the Senate and House will need to negotiate final spending levels, but this is unlikely to finish before the current federal fiscal year concludes on September 30. Unlike in California, where legislators are personally financially motivated *not* to miss the annual budget

deadline, Congress seems to have no such qualms and is likely to pass a short-term funding resolution to keep the lights on for a few more weeks or months while negotiations continue. Stay tuned.

[Posted to the Internet 9/20/19]

—*Michelle McKay Underwood*

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SBE Discusses the Draft LCAP Template at September Meeting

At its September 11, 2019 meeting, the State Board of Education (SBE) provided feedback to California Department of Education (CDE) staff on the draft Local Control and Accountability Plan (LCAP) template that was released in early September (see “CDE Provides Proposed Prototype of the Revised LCAP Template” in the September 6, 2019 *Fiscal Report*).

As a reminder, Assembly Bill 1840 (Chapter 246/2018) requires the SBE to adopt a new template for the LCAP and Annual Update by January 31, 2020, with the revised LCAP template going into effect with the next three-year LCAP cycle, 2020–21 through 2022–23. The goal is for the SBE to make changes that increase fiscal transparency by streamlining the content and format to make the leap more accessible to parents and stakeholders. The law requires the new template to consolidate expenditures in summary tables so that stakeholders can “see the full picture.”

CDE staff explained that while the statutory deadline for adoption of the new LCAP template is January 2020, they suggest that the SBE approve the prototype at its November 2019 meeting to give local educational agencies (LEAs) more time to transition from the current template to the redesigned one, become familiar with the new requirements, begin working with stakeholders using the new format, and ensure that the CDE can provide comprehensive guidance and support during the transition.

A handful of board members echoed the concerns expressed by several equity-focused organizations during the public comment period, particularly around stakeholder engagement and ensuring that the template provides increased transparency around how supplemental and concentration dollars are spent on the students who generate those funds. There appeared to be consensus among the SBE that LEAs should treat the LCAP as a strategic plan rather than as a compliance document; however, they also acknowledged that is a difficult task considering the LCAP also serves as a legislative mandate. To try and respond to the concerns around stakeholder engagement, Board Member Sue Burr recommended CDE staff work with the California Collaborative for Educational Excellence since both agencies are currently co-leading the statewide Community Engagement Initiative with the San Bernardino County Superintendent of Schools.

In addition to the robust discussion regarding the LCAP template prototype, the SBE also took action on several items at the meeting, including:

- Adopting a new methodology for incorporating the California Alternate Assessment into the Academic Indicator
- Approving updated English language arts and mathematics status cut scores for schools with Dashboard Alternative School Status
- Adopting a new threshold for the graduation rate for schools to be identified for comprehensive support and improvement under the Every Student Succeeds Act

The SBE was also expected to adopt the criteria for the State Seal of Civic Engagement. However, after the discussion with CDE staff, the SBE decided to push adoption of this criteria to the next meeting, giving the CDE more time to incorporate changes based on their discussion.

You can find the other topics discussed by the SBE at the September meeting at <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201909.asp> and a video of the entire meeting at <https://www.youtube.com/watch?list=PLgIRGe0-q7Safim1TwdTNlcV7auIbigPr&v=Ks8HdIIa2E>. The next SBE meeting will be November 6–7, 2019 when the SBE is expected to officially adopt the new LCAP template.

[Posted to the Internet 9/19/19]

—*Kyle Hyland*

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August State Revenues Fall Short of Forecast

State General Fund revenues for 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 up by \$186 million, or 1.1%.

The Department of Finance (DOF) *Finance Bulletin* 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* explains that for the PIT, withholding fell short \$250 million, which could indicate some softness in payroll employment. Other receipts and refunds were roughly on target.

The DOF report also notes that the state's poverty rate decreased slightly from 12.1% in 2017 to 11.9% in 2018. The national poverty rate in 2018 is almost identical to California's at 11.8%.

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.

[Posted to the Internet 9/18/19]

—Robert Miyashiro

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Late Start Time Bill Headed to Governor's Desk

The Legislature concluded its work for the first year of the 2019–20 legislative session in the wee hours of Saturday, September 14, 2019 (see “Legislature Wraps Up the First Year of the 2019–20 Legislative Session” in the current *Fiscal Report*). Just after midnight, Senate Bill (SB) 328 (Portantino, D-La Cañada Flintridge) was officially approved by the Assembly on a 44-20 vote (with 15 abstentions) and was sent to Governor Gavin Newsom for his consideration.

If signed by Governor Newsom, SB 328 would prohibit the school day—for middle schools and high schools, including charter schools—from beginning earlier than 8:00 a.m. and 8:30 a.m., respectively. The provisions of the bill would take effect July 1, 2022, or the date in which a school agency’s collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later. While the bill exempts rural school districts from the start time restrictions, it does not specify what would qualify a district as rural.

While SB 328 is currently under consideration by the Governor, it is still prudent to consider how pushing back the start time for middle and high schools could impact school agencies. A change in school schedules could potentially create a significant impact on operations and expenses, such as home-to-school transportation, before and after school programs, and extra-curricular activities like athletics. In addition, a change in work hours is covered under “hours of employment” within the scope of collective bargaining, and as such, any change in work hours would have an effect on school agencies’ collective bargaining agreements.

This measure could also fundamentally shift the balance between state and local control in public education, as it would significantly diminish the autonomy of local school boards to set their schedule according to their agency’s needs. While former Governor Jerry Brown held steadfast to the principle of local control and emphasized the need for local school boards to make decisions based on their communities’ unique context, including but not limited to, demographics, size, and geography, we still do not know if Governor Newsom subscribes to this same principle when it comes to public education.

SB 328 is opposed by numerous education organizations including the Association of California School Administrators, the California School Boards Association, the California Teachers Association, and the California Association of School Business Officials. The crux of their

opposition is that this measure would have serious implications for school agencies and that a school's bell schedule should be determined at the local level.

As a reminder, a nearly identical bill was vetoed last year by Governor Brown, who argued that these decisions are best handled by local school districts. Governor Newsom will have until Sunday, October 13, 2019, to make his own decision on the matter.

[Posted to the Internet 9/18/19]

—*Kyle Hyland and Danyel Conolley*

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Deal Reached on Statewide School Bond

Late on September 10, 2019, amendments to Assembly Bill (AB) 48 became publicly available, signaling a deal on a statewide bond that would provide \$15 billion to K–12 and community college districts, as well as to the two public university systems in California. AB 48, which requires a two-thirds vote of the legislature to be presented to Governor Gavin Newsom for his signature, would place a proposition on the 2020 primary election ballot for voter approval. If approved, the bond would provide \$9 billion to K–12 local educational agencies and \$2 billion each to the three higher education segments. Below is a summary of key provisions in AB 48 of the K–12 School Facility Program (SFP).

Programs

- \$2.8 billion for New Construction
- \$5.2 billion for Modernization, including a \$150 million set-aside for a new Lead in Water Testing and Remediation program
- \$500 million for the Career Technical Education Facilities Program
- \$500 million for the Charter Schools Facilities Program

Per-Pupil Grants and Use of Grants

AB 48 provides higher state grant amounts for lower-wealth districts based on a point scale that considers district bonding capacity and their Local Control Funding Formula's (LCFF) unduplicated pupil percentage; however, no district receives less than the current state grant amounts for eligible New Construction and Modernization projects. Lowest wealth districts will be eligible to receive a 55% state grant (currently 50%) for New Construction projects and 65% state grant (currently 60%) for Modernization projects.

AB 48 explicitly prohibits the use of New Construction and Modernization grants to purchase portable electronic equipment with a life cycle of less than three years, but expands the eligible use of grants to on-site technology infrastructure needs, school kitchens, and preschool facilities.

Local Bonding Capacity

AB 48 increases local bonding capacity for elementary and high school districts from 1.25% to 2% and unified school districts from 2.5% to 4%. For purposes of determining eligibility to levy Level 2 developer fees, however, the bonding capacity limits of 1.25% and 2.5% will be retained.

Project Application Priorities

In lieu of processing New Construction and Modernization applications in the order in which they are received by the Office of Public School Construction (OPSC), applications will be processed within the following priority order in four annual application cycles:

	New Construction	Modernization
1 st Priority	Health and safety	Health and safety
2 nd Priority	Financial hardship	Financial hardship
3 rd Priority	Applications that were submitted but not processed in the two immediate preceding cycles shall be moved to the top of the application cycle and processed in order of date received	Lead testing/remediation projects
4 th Priority	Severe overcrowding	Applications that were submitted but not processed in the two immediate preceding cycles, based on the order of the projects in the immediately preceding cycle
5 th Priority	Applications based on point scale used to determine state grant amounts	Severe overcrowding
6 th Priority		Applications based on point scale used to determine state grant amounts

Within each of the priorities, projects subject to a project labor agreement will be prioritized. Two or more projects that generate the same priority will be ranked by their unduplicated pupil percentage. Any project not processed within an application cycle will be retained by OPSC and processed according to the established priorities above.

New Construction and Modernization projects submitted *before August 30, 2019*, or submitted before August 30, 2019 that are withdrawn and resubmitted, will be processed in the SFP as it read on August 30, 2019.

Financial Hardship Eligibility and Funding

AB 48 changes the bonding capacity threshold used to determine a district's eligibility for financial hardship assistance from \$5 million to \$15 million and adjusts it annually to reflect changes in the cost of living. Additionally, AB 48 requires that regulations be developed to authorize the review of available local funds that could be used toward the local matching share—starting 12 months *before* the financial hardship request through 12 months *after* receiving an apportionment.

Lead in Water Testing and Remediation

AB 48 contains two provisions to assist districts with lead in water issues. First, the bill establishes a \$150 million stand-alone program within the Modernization program for the testing and remediation of lead in water. Second, the bill provides the authority to increase the Modernization grant by 10% to reflect the cost of remediating water outlets when the presence of lead exceeds 15 parts per billion consistent with federal safety standards.

Small School District Assistance

AB 48 establishes a new Small School District Assistance program with provisions to provide preliminary application and apportionments along with final apportionments to perfect projects, along with a “project and construction management grant” that eligible districts can use to retain project assistance services from other public agencies, including county offices of education, other districts, or state agencies. The new program will be funded by reserving up to 10% each of the New Construction and Modernization programs.

Developer Fees

AB 48 makes significant changes to school developer fees. First, it suspends Level 3 developer fees on the earlier of January 1, 2021, or when the full amount of Proposition 51 New Construction funds is expended or apportioned, and remains suspended until January 1, 2028.

Second, it exempts *multi-family* dwelling units within one-half mile of a major transit stop from developer fees and reduces non-exempt *multi-family* dwelling unit developer fees by 20%, with both provisions sunseting on January 1, 2026.

Conditions of SFP Participation: Five-Year Master Plan, Transparency, and Project Audits

Master Plan

AB 48 establishes new conditions for participation in the SFP, including the development of a five-year master plan that includes the following information:

- An inventory of existing facilities, sites, and property
- Existing classroom capacity
- Projected enrollment
- Capital planning budget
- Financing and funding sources to support the capital program
- Verification of assessed value

- A narrative describing the alignment between the master plan and the goals, actions, and services described in the Local Control and Accountability Plan to meet the facilities requirements within State Priority #1 (basic conditions)

Transparency and Audits

AB 48 requires a performance audit of any project funded in whole or in part with bond funds from the 2020 bond. However, a performance audit required by any other law will be deemed to meet this requirement. Moreover, the bill requires all projects seeking funding from the 2020 bond to be presented during a regularly scheduled and noticed public board meeting to solicit public input. The board meeting can occur at the same public hearing during which the board will take action on any project.

What's Next?

In order to be eligible to be presented to California voters in March 2020, the Legislature must pass AB 48 before they recess for the year on Friday, September 13—just two days from now. Once approved by lawmakers, bond supporters will begin campaigning to secure the approval of voters during next year's primary election. Stay tuned!

[Posted to the Internet 9/11/19]

—*Patti F. Herrera and Brianna García*

Draft
Legislative Platform



2014 LEGISLATIVE PLATFORM

CORE BELIEFS	COMMITMENTS
<p>Student Learning Every student can and must learn at grade level and beyond</p> <p>High-Quality Instruction Teachers must demonstrate the ability and desire to educate each child at a high level</p> <p>Leadership Leaders must perform courageously and ethically to accomplish stated goals</p> <p>Safety A safe learning and working environment is crucial to student learning</p> <p>Culture Fresno Unified is a place where:</p> <ul style="list-style-type: none"> ➤ Diversity is valued ➤ Educational excellence and equity are expected ➤ Individual responsibility and participation is required by all ➤ Collaborative adult relationships are essential ➤ Parents, students, and the community as a whole are vital partners 	<p>Student Learning</p> <ul style="list-style-type: none"> ➤ We will provide all students with access to high-quality options and a variety of activities ➤ We will implement, continue, or expand practices proven to raise student achievement; and eliminate practices that do not <p>High-Quality Instruction</p> <ul style="list-style-type: none"> ➤ We expect all students to achieve their personal best; differences in achievement among socioeconomic and ethnic groups are not acceptable ➤ We expect effective teacher performance toward desired results <p>Leadership</p> <ul style="list-style-type: none"> ➤ We will require the timely delivery of high-quality services to every site ➤ We will sustain and monitor a financial plan that ensures the viability of the district ➤ We will provide clear expectations and regularly support professional growth <p>Safety</p> <ul style="list-style-type: none"> ➤ We will provide a safe, clean, and orderly learning and working environment <p>Culture</p> <ul style="list-style-type: none"> ➤ We will establish collaborative relationships with staff, parents, students, and the community ➤ We strongly encourage and welcome the valuable contributions of our families ➤ We expect and depend upon individual responsibility

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

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

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

ADDITIONAL LEGISLATIVE AND BUDGET ISSUES OF IMPORTANCE

School District Autonomy

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

Funding

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

One-Time Funding for Implementation of the “Common Core” and Adaptive Assessments

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

Cost-of-Living Adjustments

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

Special Education

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

Declining Enrollment

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

School Facilities

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

Health Care

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

Drop-Out Prevention

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

Online Education

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

2019 Legislative Calendar

2019 TENTATIVE LEGISLATIVE CALENDAR

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

DEADLINES

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

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

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

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

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

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

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

- Mar. 29** Cesar Chavez Day observed.

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

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

*Holiday schedule subject to final approval by Rules Committee.

2019 TENTATIVE LEGISLATIVE CALENDAR

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

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

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

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

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

July 4 Independence Day.

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

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

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

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

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

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

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

Sept. 2 Labor Day.

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

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

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

IMPORTANT DATES OCCURRING DURING INTERIM RECESS

2019

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

2020

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

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

*Holiday schedule subject to final approval by Rules Committee.

Bill Update

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of: October 3, 2019**

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Accountability and Assessments

[AB 751 \(O'Donnell\)](#)

Title: Pupil Assessments: Pathways To College Act

Status: To Governor

Position: Watch

Summary:

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

[AB 1097 \(Holden\)](#)

Amended: 6/11/2019

Title: Pupil Instruction: Credit Recovery Programs: Report

Status: To Governor

Position: Watch

Summary:

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

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

[AB 1233 \(Smith\)](#)

Amended: 6/28/2019

Title: Advanced Placement Examinations: Fees

Status: To Governor

Position: Support

Summary:

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

[AB 1234 \(Patterson\)](#)

Amended: 8/15/2019

Title: Standardized Tests

Status: Chapter 288, Statutes of 2019

Position: Support

Summary:

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

[AB 1240 \(Weber\)](#)**Amended:** 9/6/2019**Title:** School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement**Status:** To Governor**Position:** Watch**Summary:**

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

[AB 1512 \(Carrillo\)](#)**Title:** Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination**Status:** Assembly Higher Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

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

Charter Schools

[*AB 967 \(Smith\)](#)**Amended:** 9/5/2019**Title:** Local Control and Accountability Plans**Status:** To Governor**Position:** Watch**Summary:**

This bill requires a charter school to submit its Local Control and Accountability Plan (LCAP) to its charter authorizer for review and approval. It also requires charter schools to comply with various other LCAP requirements that currently apply to school districts and county offices of education (COEs).

[*AB 1505 \(O'Donnell\)](#)**Amended:** 9/5/2019**Title:** Charter Schools: Petitions and Renewals**Status:** To Governor**Position:** Support**Summary:**

This bill makes numerous changes relating to charter schools; specific changes include:

- Requires petitions to describe how the charter school will achieve a balance of students with disabilities and English learners that is reflective of the district student population

- Allows school districts to deny a petition to create or expand a charter school if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate
- Allows school districts to deny a petition to create or expand a charter school if the district is not positioned to absorb the fiscal impact of the proposed charter school
- Authorizes a full appeal to the county board of education, but prohibits material changes to the petition submitted to the county office of education (COE) on appeal
- Establishes a limited appeal process to the State Board, which will hear appeals for a charter school that can show the district or county abused its discretion
- Establishes new charter renewal criteria based on the performance of the charter school on the state and local indicators in the California School Dashboard
- Allows renewals for “high performing” charter schools to be for a period of between five and seven years; allows renewal for “low performing” charter schools to be for a period of two years; and requires renewals of all other charter schools to be for a period of five years
- Extends the timeline to approve or deny a new charter school petition
- Prohibits the approval of a petition for the establishment of a new nonclassroom-based charter school from January 1, 2020, to January 1, 2022
- Clarifies teacher credential requirements
- Makes COEs responsible for providing technical assistance to charters identified for differentiated assistance
- Operative July 1, 2020

[AB 1506 \(McCarty\)](#)

Amended: 5/17/2019

Title: Charter Schools: Statewide Total: Authorization Restrictions

Status: Assembly Floor—Third Reading—Bill Did Not Meet Deadline

Position: Watch

Summary:

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

- Above the number of operating charter schools authorized by the respective entity as of January 1, 2020
- Until after one charter school closes in its respective jurisdiction
- Unless less than 10% of the average daily attendance (ADA) of pupils attending school within the boundaries of the school district or county office of education in which the charter school would be located are enrolled in charter schools and would not result in more than 10% of the ADA enrolled in charter schools

AB 1507 (Smith)**Amended:** 9/5/2019**Title:** Charter Schools: Location: Resource Center**Status:** To Governor**Position:** Support**Summary:**

This bill eliminates the authorization for a charter school to be located outside the boundaries of its authorizer and allows a charter school to establish resource centers within the jurisdiction of the school district where the charter school is located if explicitly approved by the charter authorizer.

Early Childhood Education

AB 123 (McCarty)**Amended:** 4/29/2019**Title:** Early Childhood Education: State Preschool Program: Access: Standards**Status:** Senate Education Committee—Bill Did Not Meet Deadline**Position:****Summary:**

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

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

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

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

[AB 125 \(McCarty\)](#)**Amended:** 6/18/2019**Title:** Early Childhood Education: Reimbursement Rates**Status:** Senate Appropriations Committee—Bill Did Not Meet Deadline**Position:****Summary:**

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

[SB 174 \(Leyva\)](#)**Amended:** 6/13/2019**Title:** Early Childhood Education: Reimbursement Rates**Status:** Assembly Appropriations Committee—Bill Did Not Meet Deadline**Position:****Summary:**

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

Employees

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

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

[AB 221 \(Garcia, Cristina\)](#)**Amended:** 4/12/2019**Title:** Teachers: Third-Party Contracts: Prohibitions**Status:** Assembly Floor—Inactive File—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

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

- To employ teachers who commit to teaching in the organization for fewer than five years

- To employ teachers at a Title I school
- To pay a recruitment fee when hiring teachers, consistent with an employment agency

[AB 249 \(Choi\)](#)

Title: Public Employers: Employee Organizations

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

Position: Watch

Summary:

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

[AB 500 \(Gonzalez\)](#)

Title: School and Community College Employees: Paid Maternity Leave

Status: To Governor

Position:

Summary:

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

[AB 644 \(Committee on Public Employment and Retirement\)](#)

Amended: 3/25/2019

Title: State Teachers' Retirement: Compensation

Status: Chapter 96, Statutes of 2019

Position:

Summary:

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

[AB 843 \(Rodriguez\)](#)

Amended: 5/16/2019

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

Status: Senate Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

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

[AB 1078 \(Weber\)](#)

Title: Certificated School Employees: Permanent Status

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

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

[AB 1353 \(Wicks\)](#)

Amended: 6/20/2019

Title: Classified Employees: Probationary Period

Status: To Governor

Position: Oppose

Summary:

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

[AB 1452 \(O'Donnell\)](#)

Amended: 3/26/2019

Title: State Teachers' Retirement

Status: Chapter 318, Statutes of 2019

Position:

Summary:

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

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

Amended: 5/16/2019

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

Status: Senate Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

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

Facilities

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

Amended: 9/10/2019

Title: Education Finance: School Facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2020

Status: To Governor

Position: Support

Summary:

As amended on September 10, 2019, Assembly Bill (AB) 48 authorizes \$15 billion for the construction and modernization of public preschool, K–12, community college, University of California (UC), and California State University (CSU) facilities to be placed on the March 3, 2020, primary ballot. Bond funds worth \$9 billion are designated for preschool to grade 12, \$2 billion for community colleges, \$2 billion for UC, and \$2 billion for CSU. The bill makes significant changes to the School Facility Program including the following:

- Increases local bonding capacities for elementary and high school districts from 1.25% to 2% and for unified school districts from 2.5% to 4% of the taxable property in the district
- Establishes a new priority system for the processing of applications
- Establishes criteria for determining the state and local share of a school district's project based on the district's gross bonding capacity and the percentage of students that are low income, English learners, or foster youth
- Suspends the provisions establishing level 3 developer fees until January 1, 2028
- Exempts multi-family dwelling units within one-half mile of a major transit stop from developer fees, and reduces nonexempt multi-family dwelling unit developer fees by 20%, with both provisions sunseting on January 1, 2026

[AB 1303 \(O'Donnell\)](#)

Amended: 6/24/2019

Title: School Facilities: Civic Center Act: Direct Costs

Status: To Governor

Position: Support

Summary:

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

Governance and District Operations

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

Title: Election Day Holiday

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

Position: Oppose

Summary:

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

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

Amended: 5/8/2019

Title: Pupil Attendance: School Start Time

Status: To Governor

Position: Support

Summary:

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

Health and Safety

[SB 223 \(Hill\)](#)

Amended: 6/26/2019

Title: Pupil Health: Administration of Medicinal Cannabis: Schoolsites

Status: To Governor

Position: Support

Summary:

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

Instruction

[AB 197 \(Weber\)](#)

Amended: 8/30/2019

Title: Full-Day Kindergarten

Status: To Governor

Position: Support

Summary:

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

[AB 331 \(Medina\)](#)**Amended:** 7/3/2019**Title:** Pupil Instruction: High School Graduation Requirements: Ethnic Studies**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Support**Summary:**

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

[AB 1393 \(Weber\)](#)**Amended:** 8/26/2019**Title:** Pupil Instruction: Model Curriculum: Laotian History and Cultural Studies**Status:** To Governor**Position:** Support**Summary:**

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

Mental Health

[AB 8 \(Chu\)](#)**Amended:** 5/16/2019**Title:** Pupil Health: Mental Health Professionals**Status:** Senate Health Committee—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

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

[AB 895 \(Muratsuchi\)](#)**Amended:** 4/8/2019**Title:** Pupil Mental Health Services Program Act**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:****Summary:**

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

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

Miscellaneous

[AB 272 \(Muratsuchi\)](#)

Amended: 4/11/2019

Title: Pupils: Use of Smartphones

Status: Chapter 42, Statutes of 2019

Position: Watch

Summary:

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

[AB 1319 \(Arambula\)](#)

Amended: 8/26/2019

Title: Migrant Education: Pupil Residency

Status: To Governor

Position: Watch

Summary:

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

[AB 1508 \(Bonta\)](#)

Amended: 4/30/2019

Title: Pupil Nutrition: Breakfast After The Bell Program

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

Position:

Summary:

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

[SB 2 \(Glazer\)](#)

Amended: 5/23/2019

Title: Statewide Longitudinal Student Database

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

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

School Safety and Student Discipline

[AB 218 \(Gonzalez\)](#)

Amended: 8/30/2019

Title: Damages: Childhood Sexual Assault: Statute of Limitations

Status: To Governor

Position: Watch

Summary:

This bill extends 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 503 \(Flora\)](#)

Title: Gun-Free School Zone

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

Position: Oppose

Summary:

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

[SB 419 \(Skinner\)](#)

Amended: 8/12/2019

Title: Pupil Discipline: Suspensions: Willful Defiance

Status: Chapter 279, Statutes of 2019

Position: No Position

Summary:

Current law prohibits the suspension of students in grades K-3 for willful defiance. This bill extends the prohibition for suspensions for willful defiance to grades 4-5. Until January 1, 2025, this bill also prohibits the suspension of a student in grades 6-8 for willful defiance.

Special Education

[AB 428 \(Medina\)](#)

Title: Special Education Funding

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

Position: Support

Summary:

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

- Establishing a funding mechanism to support Special Education preschool programs by adding preschoolers to the Assembly Bill (AB) 602 funding formula

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

[SB 217 \(Portantino\)](#)

Amended: 5/17/2019

Title: Special Education: Individuals With Exceptional Needs

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

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

State Budget, Education Finance, and LCFF

[AB 39 \(Muratsuchi\)](#)

Amended: 8/30/2019

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

Status: Senate Floor—Third Reading—Bill Did Not Meet Deadline

Position: Support

Summary:

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

[AB 575 \(Weber\)](#)

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

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position:

Summary:

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

[AB 760 \(Cooper\)](#)**Amended:** 3/18/2019**Title:** Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

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

[AB 1225 \(Carrillo\)](#)**Amended:** 3/26/2019**Title:** Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

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

[SB 443 \(Rubio\)](#)**Title:** Transitional Kindergarten: Average Daily Attendance**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Support**Summary:**

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

[SB 499 \(McGuire\)](#)**Amended:** 5/17/2019**Title:** School Meals: California-Grown for Healthy Kids Program**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

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

SB 729 (Portantino)**Amended:** 3/27/2019**Title:** Local Control Funding Formula: School Districts and Charter Schools**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

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

SCA 5 (Hill)**Amended:** 4/22/2019**Title:** Taxation: School Districts: Parcel Tax**Status:** Senate Floor—Inactive File**Position:** Support**Summary:**

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

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: October 11, 2019

Phone Number: 457-3907

Regarding: 2018/19 External Annual Financial Audit Report Update

The purpose of this communication is to provide the Board an update on the external annual financial audit report for 2018/19.

Crowe LLP, the district's external auditors, were on-site for the past two weeks performing the review for the district's 2018/19 annual financial audit report, the Joint Health Management Board 2018/19 annual financial audit report, and the Measures Q and X annual financial audit reports, annual performance audit reports, and quarterly agreed upon procedures reports.

Crowe LLP visits the district three separate times during the year. In March for one week visiting school sites for attendance and associated student body compliance review. In May, for one week at the district office reviewing internal controls as well as state and federal compliance. In October the auditors return to the district office for year-end testing.

In addition to the three visits to the district, the auditors request information from district staff throughout the year to complete the remaining audit work.

Crowe LLP will present the district's 2018/19 annual financial audit report to the Fresno Unified Audit Committee on December 09, 2019, and to the Board of Education on December 11, 2019 with submission to the State Controller's Office by December 15, 2019.

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: 10/11/19

Fresno Unified School District
Board Communication

BC Number AS-4

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

Date: October 11, 2019

Phone Number: 457-3907

Regarding: Every Student Succeeds Act Per-Pupil Spending Requirement

The purpose of this communication is to provide the Board follow up information regarding school-level per-pupil expenditure (PPE) reporting requirements.

As reported in a February 08, 2019 Board Communication, the new PPE reporting requirements are a result of Every Student Succeeds Act (ESSA), where districts must report federal and state/local per-pupil expenditures for each school.

The PPE reporting requirements have been recently updated as of September 2019. The California Department of Education (CDE) provided a draft template requiring school districts to report at the school-level and school support of central expenditures by federal and state/local funding sources. Also in September 2019, Fresno County Superintendent of Schools (FCSS) provided guidance to assist districts with the reporting requirement. Furthermore, the district report, which will be based on actual expenditures as of the fiscal year ended June 30, 2019, has an anticipated due date to the CDE of February 2020.

The PPE report includes expenditures directly supporting students from the General Fund and the Cafeteria Fund. Based on ESSA requirements from the CDE and recommendations from School Services of California (SSC) and FCSS, the following expense criteria have been excluded from calculation methodology:

- Central Administration (not in direct support of students)
- Adult Education
- Preschool
- Capital Outlay
- Community Services
- Debt Service
- Transfers
- County Services to Districts

The PPE report will be shared with the Board prior to submission to the CDE along with a plan for communication.

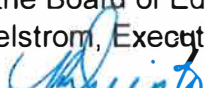
If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D. *[Signature]*

Date: *10/11/19*

Fresno Unified School District
Board Communication

BC Number AS-5

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

Date: October 11, 2019

Phone Number: 457-3907

Regarding: 2018/19 Other Post-Employment Benefits Liability Update

The purpose of this communication is to provide the Board an update on the Other Post-Employment Benefits (OPEB) liability as of June 30, 2019.

The Government Account Standards Board (GASB) No. 75 requires an actuarial valuation of the district's Retiree Health Benefits Plan and full recognition of the net OPEB liability. The total OPEB liability of \$1.068 billion as of June 30, 2019 is offset with the 2018/19 net assets in the district's Irrevocable Trust for OPEB liabilities of \$48.7 million. The net OPEB liability at the end of 2018/19 is \$1.019 billion. In addition, the district transfers \$3.5 million into an irrevocable trust from the General and Health Funds on an annual basis.

Following is the net OPEB liability for June 30, 2018 and June 30, 2019:

(in millions)	June 30, 2018	June 30, 2019	Change
Total OPEB Liability	\$1,024.2	\$1,068.0	\$43.8
Irrevocable Trust	42.1	48.7	6.6
Net OPEB Liability	\$ 982.1	\$1,019.3	\$37.2

The main components of the \$37.2 million increase in 2018/19 are interest and service costs partially offset by benefit payments made and the investments in the irrevocable trust.

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: 10/11/19

Fresno Unified School District
Board Communication

BC Number AS-6

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

Date: October 11, 2019

Phone Number: 457-3661

Regarding: Student Local Control and Accountability Plan Committee

The purpose of this communication is to provide the Board an update and information regarding the 2019/20 Student Local Control and Accountability Plan (LCAP) Committee outreach.

Committee work with students is focused on:

- Building an understanding of the LCAP process
- Reviewing previous investment actions approved by the Board of Education
- Providing updates on district outcomes
- Collecting student input

Last year the District transitioned from a model where student representatives would come together from the different sites for a group meeting, to having individual committees at each school site. The intention of this change was to allow for more student voice and participation by circumventing the challenges faced in transporting students to a common meeting place. This proved successful, as evidenced by a significant increase in student participation. As a result, staff plans to structure the committees similarly for the 2019/20 school year.

Meetings for the current school year have commenced with the creation of a committee at each high school and are held during the lunch period. Lunch and refreshments are provided. Seven meetings will be held on a monthly basis from September through April where students will have opportunities for learning and to lead discussions regarding LCAP work. In February, students will select three to four members from their site committee who are invited to participate in a collective working session held at Bitwise. Here students will present ideas to peers for review and input.

We greatly value engaging with our student stakeholders and gathering their input, which has been helpful for district leaders when recommending investment strategies.

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

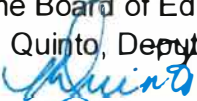
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/11/19

Fresno Unified School District
Board Communication

BC Number AS-7

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

Date: October 11, 2019

Phone Number: 457-6225

Regarding: Investigative Services

The purpose of this communication is to provide the Board information on investigative service providers utilized by the district. The following is a listing of investigators currently on the district's approved list, including the length of service with Fresno Unified:

- Leist and Associates (Clovis) – 1 year
- Nation & Badilla Investigations (Clovis) – 4 years
- Rene Garza & Associates (Sanger) – 9 years
- Haroldsen Investigative Services (Hanford) – 12 years
- James L. Davison and Associates (Fresno) – 13 years
- Oliver, Thomas & Pierce Investigations (Fresno) – 24 years

The district will move forward with a formal Request for Qualifications (RFQ) process for investigative services. Per standard protocol, the process includes public advertisement in the Fresno Bee for 14 days prior to the issuance of the RFQ with the goal of attracting a variety of qualified candidates.

If you have any questions or require further information, please contact Ruthie Quinto at 457-6225.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/11/19

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: Lindsay Sanders, Chief of Equity and Access
Cabinet Approval:

Date: October 11, 2019

Phone Number: 457-3896

Regarding: Board Communication Timeline Revision

The purpose of this communication is to provide the Board an update on the Equity and Access timeline for Board communications. The Academic Progress Board Communication scheduled for October 11, 2019 will be shared next week due to analyzing i-Ready diagnostic 1 data and working through new cut points established by the California Department of Education (CDE) for the English Language Proficiency Assessments for California (ELPAC).

As a reminder, we invite you to attend one of the following mini-workshops for Board Members on i-Ready:

- Tuesday, October 15, 5:00 - 6:00 p.m.
- Wednesday, October 16, 9:00 - 10:00 a.m., 10:30 - 11:30 a.m., 12:00 - 1:00 p.m., 1:30 - 2:30 p.m., or 4:30 - 5:30 p.m.
- Thursday, October 17, 5:00 - 6:00 p.m.
- Friday, October 19, 9:00 - 10:00 a.m., 10:30 - 11:30 a.m., 1:30 - 2:30 p.m., or 4:30 - 5:30 p.m.

If you require additional information or would like to sign-up for one of the i-Ready mini-workshops, please contact Lindsay Sanders at (559) 457-3471.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/11/19

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: October 11, 2019

Phone Number: 457-3134

Regarding: Updated School Facility Investment Data

The purpose of this communication is to provide the Board charts indicating investment in school facility improvements, July 1, 2006 through October 7, 2019. The dollars shown are a combination of Measures A, K, Q and X; deferred maintenance; developer fees; and general fund sources. The charts include:

- Facilities Investment by High School Region and Non-boundaried Schools
- Facilities Investment by Trustee Area
- Facilities Investment by Elementary/Middle/High Schools, including breakdown of projects over \$10,000 at each level

A map showing Trustee areas is provided, along with a list of schools within each Trustee area.

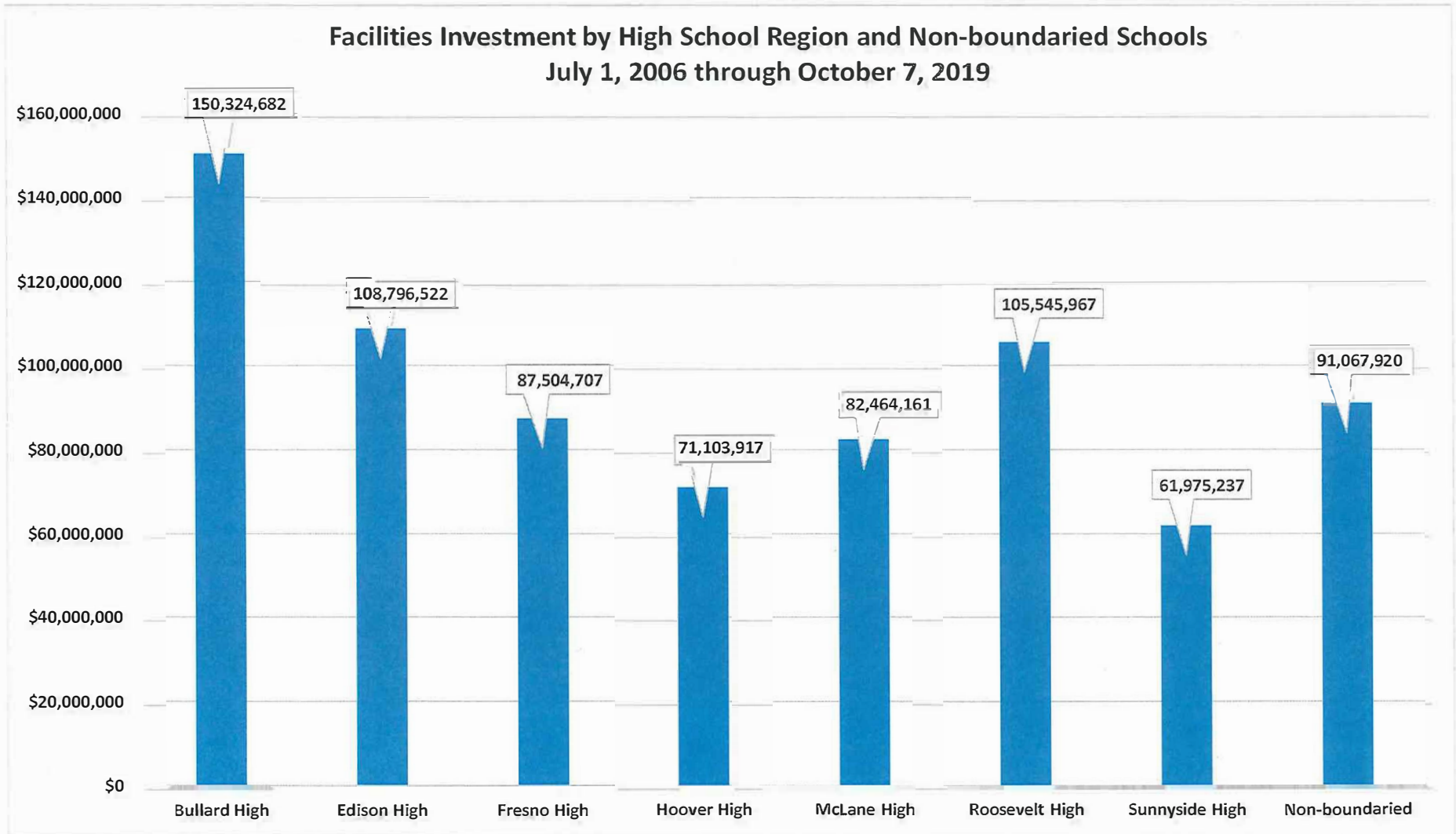
If you have questions or need further information, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.

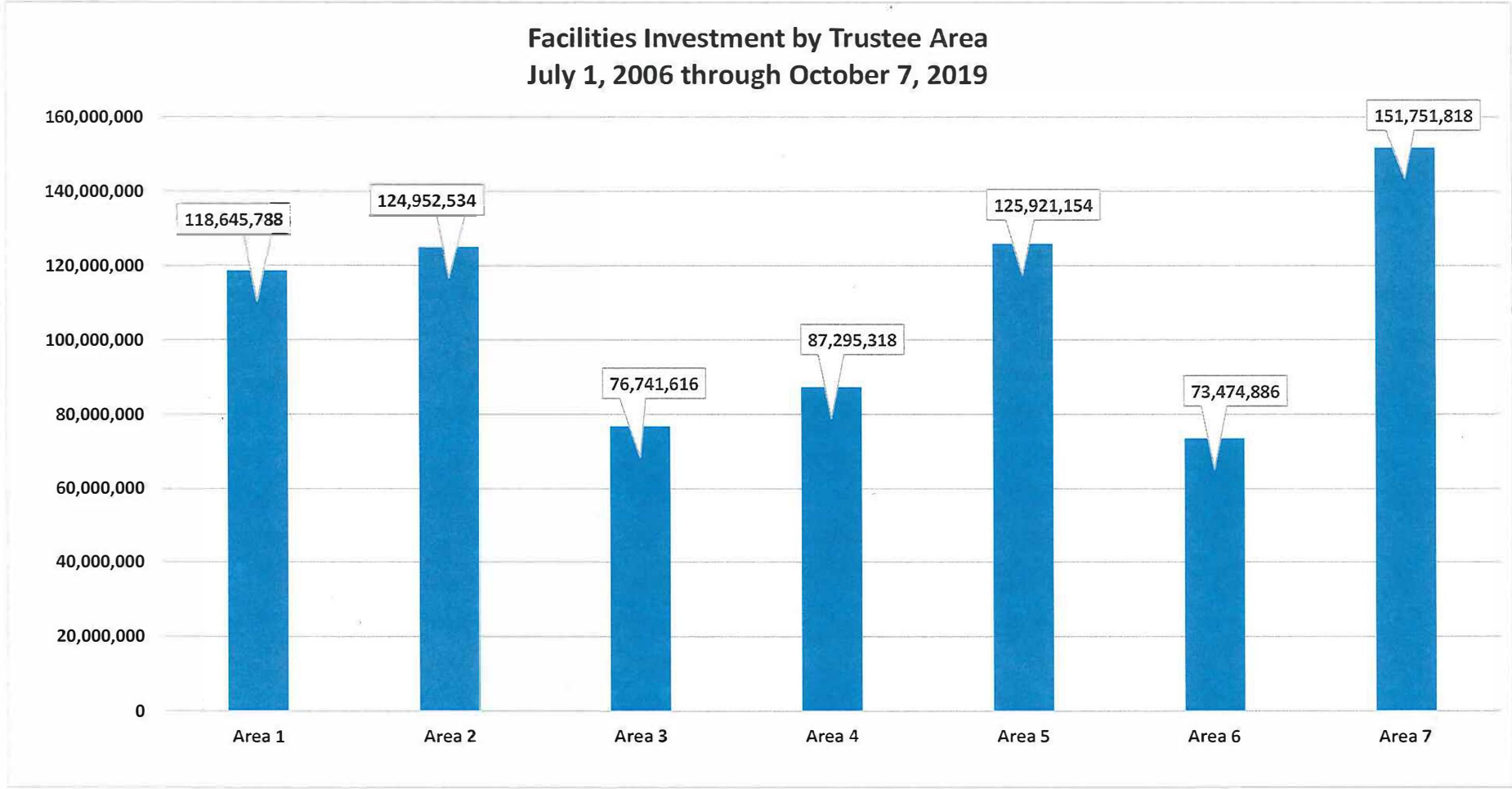


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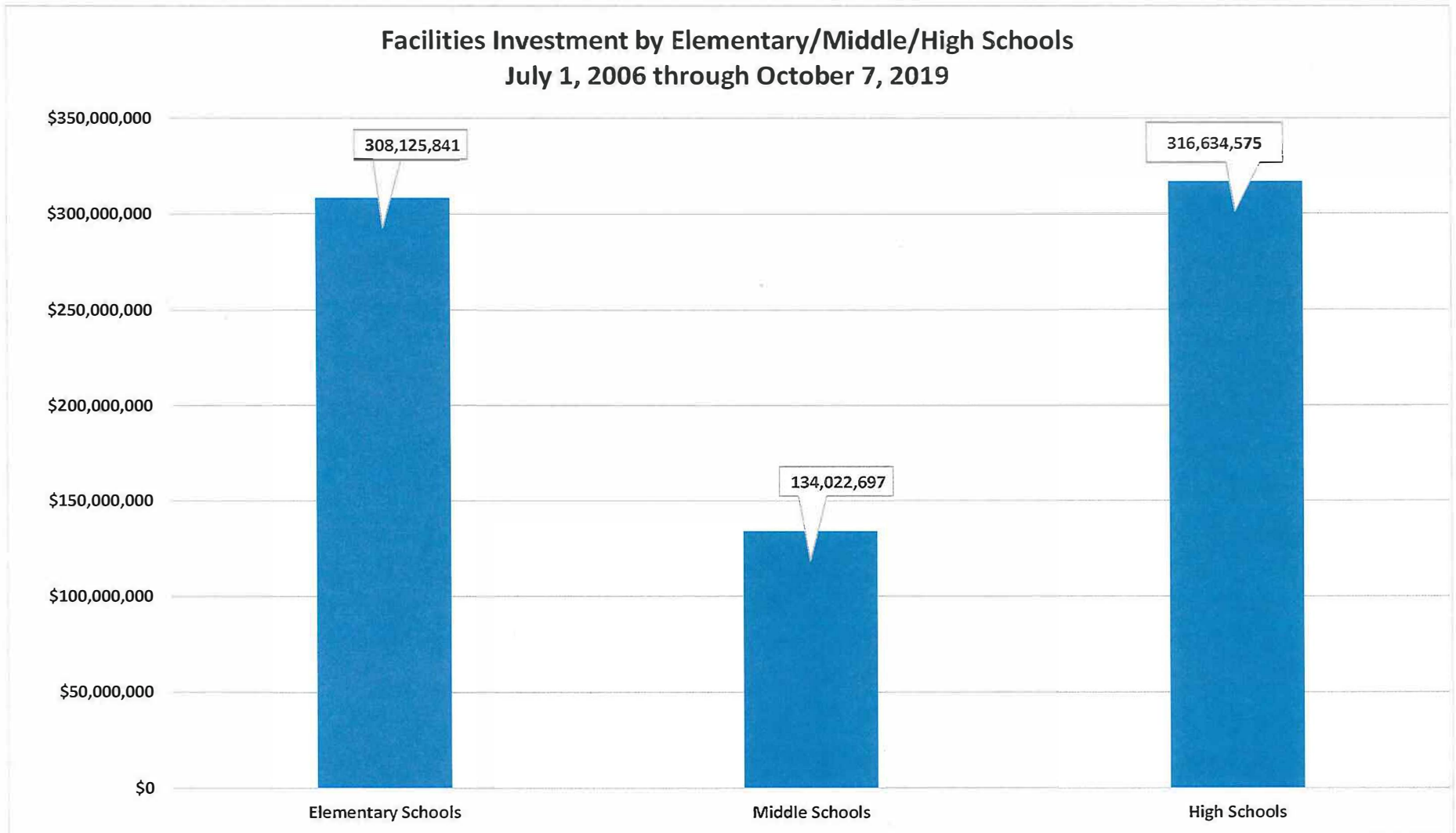
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Funding Sources - Deferred Maintenance, Developer Fees, General Fund, Measure A, Measure K, Measure Q, Measure X



Funding Sources - Deferred Maintenance, Developer Fees, General Fund, Measure A, Measure K, Measure Q, Measure X



Funding Sources - Deferred Maintenance, Developer Fees, General Fund, Measure A, Measure K, Measure Q, Measure X

Facilities Investment by Elementary/Middle/High Schools
July 1, 2006 through October 7, 2019
Projects over \$10 million

Elementary

Olmos - New School	16,606,741
Williams - New School	15,663,499
Vang Pao - New School	27,079,543
Figarden - New Construction	14,068,590
Slater - New Construction	16,550,665

Middle

Gaston - New School	56,719,120
Sequoia - Modernization	10,840,822

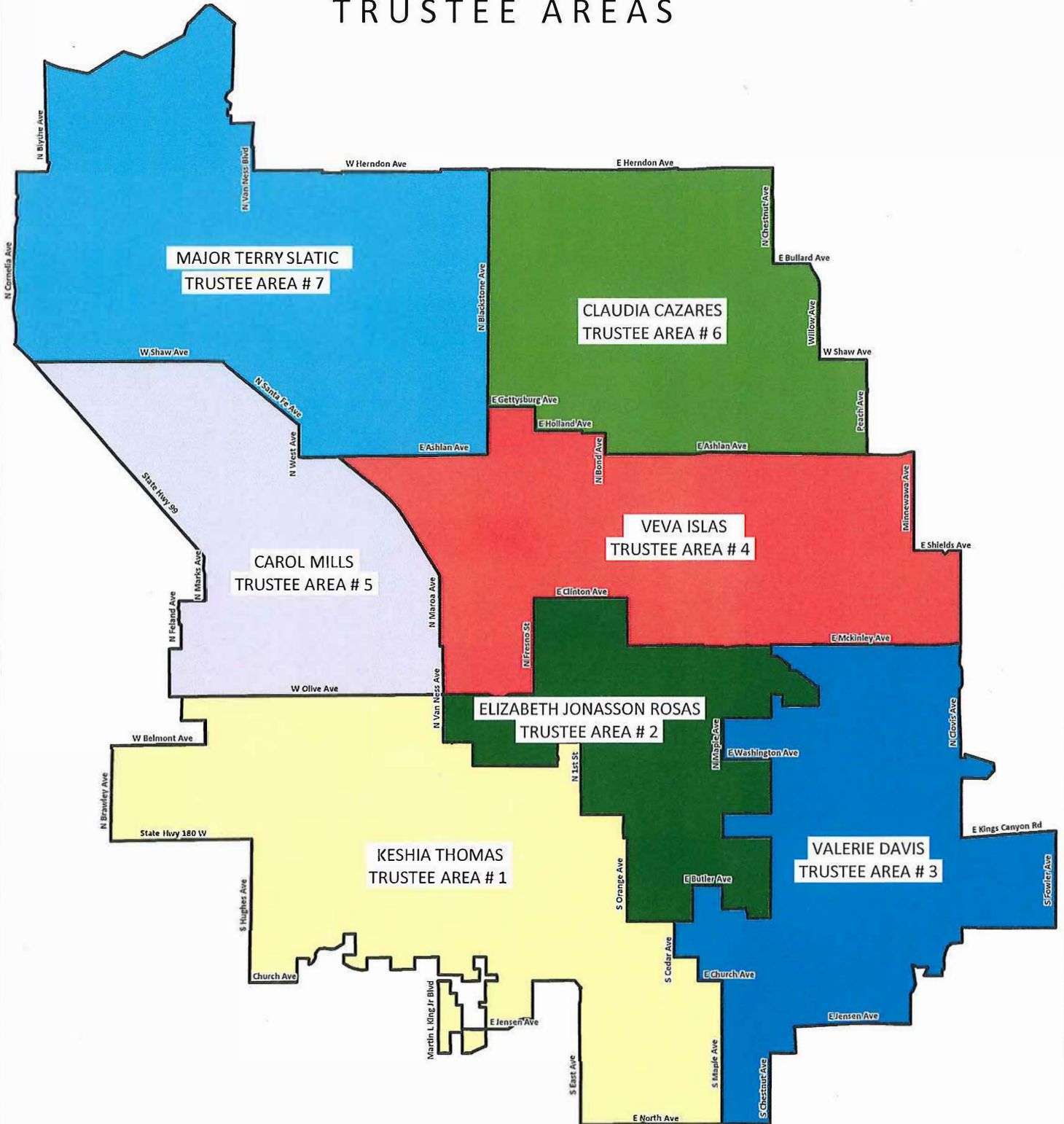
High

Bullard - Modernization	26,714,765
Edison - New Construction	15,366,614
Fresno - New Construction	26,123,346
Hoover - New Construction	10,379,079
McLane - New Construction	13,632,164
Patino - New School	15,820,642
Bullard - New Construction	43,751,336

FRESNO UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

TRUSTEE AREAS




BOARD OF EDUCATION TRUSTEE AREAS

AREA 1	AREA 2	AREA 3	AREA 4	AREA 5	AREA 6	AREA 7
TRUSTEE KESHIA THOMAS	TRUSTEE ELIZABETH JONASSON ROSAS	TRUSTEE VALERIE DAVIS	TRUSTEE VEVA ISLAS	TRUSTEE CAROL MILLS	TRUSTEE CLAUDIA CAZARES	TRUSTEE MAJOR TERRY SLATIC
CALWAELEMENTARY CHAVEZ ADULTSCHOOL COLUMBIA ELEMENTARY COMPUTECH MIDDLE EDISON HIGH GASTON MIDDLE JEFFERSON ELEMENTARY KING ELEMENTARY KIRK ELEMENTARY LINCOLN ELEMENTARY LOWELLELEMENTARY MUIR ELEMENTARY SUNSETELEMENTARY	ANTHONY ELEMENTARY BURROUGHS ELEMENTARY EWING ELEMENTARY HIDALGO ELEMENTARY J.E. YOUNG ACADEMICCENTER JACKSON ELEMENTARY LANE ELEMENTARY LEAVENWORTH ELEMENTARY MAYFAIR ELEMENTARY ROOSEVELT HIGH ROWELL ELEMENTARY SEQUOIA MIDDLE TEHIPITE MIDDLE VANG PAO ELEMENTARY WEBSTER ELEMENTARY WINCHELL ELEMENTARY YOKOMI ELEMENTARY YOSEMITE MIDDLE	AYER ELEMENTARY AYNESWORTH ELEMENTARY BAKMAN ELEMENTARY BALDERASELEMENTARY CAMBRIDGE CONTINUATION EASTERBY ELEMENTARY GREENBERG ELEMENTARY KINGS CANYON MIDDLE OLMOS ELEMENTARY PHOENIX SECONDARY STOREYELEMENTARY SUNNYSIDE HIGH TERRONEZ MIDDLE TURNER ELEMENTARY	ADDICOTT BIRNEY ELEMENTARY CENTENNIAL ELEMENTARY DEL MAR ELEMENTARY DESIGN SCIENCE HIGH DUNCAN POLYTECHNICAL HIGH ERICSON ELEMENTARY FORT MILLER MIDDLE FULTON SCHOOL HEATON ELEMENTARY MANCHESTER GATE MCLANE HIGH NORSEMAN ELEMENTARY PATINO SCHOOL OF ENTREPRENEURSHIP PYLE ELEMENTARY SCANDINAVIAN MIDDLE WISHON ELEMENTARY	ADDAMSELEMENTARY COOPER ACADEMY DEWOLF CONTINUATION FREMONTELEMENTARY FRESNO HIGH HAMILTON K-8 HOMAN ELEMENTARY PHOENIX ACADEMY ROEDING ELEMENTARY SLATERELEMENTARY WILLIAMSELEMENTARY WILSON ELEMENTARY	AHWAHNEE MIDDLE EATONELEMENTARY HOLLAND ELEMENTARY HOOVER HIGH MCCARDLE ELEMENTARY ROBINSON ELEMENTARY THOMAS ELEMENTARY TIOGA MIDDLE VIKING ELEMENTARY VINLAND ELEMENTARY WOLTERS ELEMENTARY	BAIRD MIDDLE BULLARD HIGH BULLARD TALENT K-8 FIGARDEN ELEMENTARY FORKNER ELEMENTARY GIBSON ELEMENTARY KRATT ELEMENTARY LAWLESS ELEMENTARY MALLOCH ELEMENTARY POWERS-GINSBURG ELEMENTARY RATA STARRELEMENTARY TENAYA MIDDLE WAWONA MIDDLE

TRUSTEE AREAS APPROVED AT DECEMBER 14, 2011 BOARD OF EDUCATION MEETING

Fresno Unified School District
Board Communication

BC Number SL-1

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

Date: October 11, 2019

Phone Number: 248-7465

Regarding: Career Technical Education Facilities Program

The purpose of this communication is to provide the Board information regarding the Career Technical Education Facilities Program (CTEFP). Proposition 51 includes \$500 million to construct/modernize Career Technical Education (CTE) facilities on comprehensive high school sites. The State Allocation Board approved \$250 million for the current funding cycle.

The CTEFP funds projects to reconfigure, construct, or modernize CTE facilities, and/or purchase equipment for CTE programs to modernize CTE facilities and/or equipment at comprehensive high schools:

- Up to \$3 million for new construction
- Up to \$1.5 million for modernization of facilities

Projects identified ready to apply for grants currently meet the CTEFP criteria and have enough preliminary engineering assessment and facility designs to compete statewide for funding. These include:

- New CTE facilities for Engineering & Architecture, Health Science & Medical Technology, and Information & Communication Technology sectors at Edison High School; approximate cost of project: \$15,775,000
- New CTE facilities for Engineering & Architecture sector at Fresno High School; approximate cost of project: \$3,776,000
- New CTE facilities for Health Science & Medical Technology sector at Sunnyside High School; approximate cost of project: \$7,740,000

The grant requires a 50% match using non-state funds that will be supported through district bond funds.

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

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




Date: _____

10/11/19

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: Katie Russell, Instructional Superintendent
Carlos Castillo, Instructional Superintendent
Cabinet Approval: 

Date: October 11, 2019
Phone Number: 457-3753
Phone Number: 457-3554

Regarding: 2019/20 PSAT/SAT Assessment and Khan Academy Support

The purpose of this communication is to provide the Board information regarding the PSAT and SAT assessments and the Khan Academy platform students and teachers utilize to increase the number of college ready students. Khan Academy is a free resource for students to access that is personalized based on their academic profile and provides multiple opportunities for students to practice and improve their SAT scores. It is also available to all students in grades one through twelve for supplemental support in math.

On October 16, 2019, every secondary site will administer the PSAT to students in grades eight through twelve. Teachers and students will receive scores on December 9, 2019. These scores will be linked to a Khan Academy account for each student that will create a personalized SAT practice plan.

School sites promote the use of Khan Academy before, during, and after school, reinforcing the importance of utilizing this resource to improve SAT scores for college admissions. Additionally, students in grades one through twelve can access Khan Academy for math content and homework support. All students have a Khan account set up through Fresno Unified and can access Khan Academy for free to explore math videos, practice skills, and build mastery towards math content. Communication to parents is done through site leaders and the Fresno Unified website to promote the use of this resource at home to accelerate learning in SAT knowledge and skills as well as math content.

By focusing on creating and linking College Board accounts with Khan accounts in eighth grade, students have access to an updated personalized plan every year they take the PSAT. All schools provide opportunities for students to access Khan Academy through the extended library hours, after school tutoring, and programs. High schools will focus on motivating juniors to practice for the SAT leading up to the SAT school day administration on March 25, 2020.

Through the partnership with Khan Academy, Fresno Unified continues to provide training for teachers and staff on how to integrate Khan Academy into their classroom instruction. Khan Academy is an effective tool for teachers to utilize as part of their multi-tiered system of support to provide differentiation to their students to achieve grade level mastery.

If you have any questions or require additional information, please contact Katie Russell at 457-3753.

Approved by Superintendent
Robert G. Nelson Ed.D.




Date: _____

10/11/19

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: Jeremy Ward, Executive Officer
Cabinet Approval: 

Date: October 11, 2019

Phone Number: 248-7465

Regarding: 4th Annual Job Shadow Days

The purpose of this communication is to provide the Board information regarding the 4th Annual Job Shadow Days.

Job Shadowing is a motivating educational activity dedicated to giving students an up-close look at the world of work. Throughout the day, students get a "day in the life" perspective through interacting with clients or customers, as well as attending meetings and other appointments with the host.

Through the Career Readiness Department, Fresno Unified is hosting the 4th Annual Job Shadow Days starting in October and running through March. Students from Fresno Unified's Career Technical Education and Pathway programs will be disbursed throughout the Fresno area to experience the world of work in various industry sectors. This year, the format will expand from a Job Shadow Day series throughout the month of February to monthly Job Shadow Days, which will take place over a period of five months, each focusing on different industry sectors. The change in format will increase the number of students who can participate, as well as increase the number of industry partners who will be able to host students.

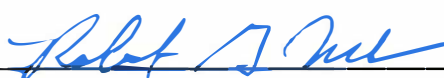
October 30, 2019	Digital Media, Arts & Design; Business & Entrepreneurship
November 14, 2019	Education, Child Development & Public Service
January 22, 2020	Industrial Manufacturing & Technology
February 13, 2020	Health & Human Services
March 24, 2020	Agriculture & Natural Resources

Last year, 242 students and 35 industry partners participated in Job Shadow Days, up from 129 students and 26 industry partners in 2017. Students spent three hours alongside individuals within various industry sectors to experience what their day-to-day work environment looks like. Students received specific department tours and sat alongside employees in various positions and career fields, such as video production, technology, social work, public service, product development, engineering, and many more.

This year, the goal is to have 40 different industry partners host more than 300 total students for the four-hour event. Fresno Unified provides transportation from each high school campus to and from the partnering facilities.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: _____

10/11/19