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**Superintendent**  
Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – SEPTEMBER 13, 2019**

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

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

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights  
S-2 Robert G. Nelson, Ed.D. Response to Request for Information from Board Member

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

AS-1 Kim Kelstrom School Services Weekly Update Report  
AS-2 Kim Kelstrom September Legislative Committee Meeting  
AS-3 Tammy Townsend State Pre-School and Kindergarten Facility Funds  
AS-4 Kim Kelstrom 2018/19 Charter School Unaudited Actual Financial Reports Update  
AS-5 Kim Kelstrom Sale of 2019 General Obligation Refunding (Refinancing) Bonds

### **COMMUNICATIONS – Nikki Henry, Chief Information Officer**

C-1 Zuleica Murillo Parent Resource Center Open House

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

EA-1 Kristi Imber-Olivares Climate and Culture Performance: Suspension Codes

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

OS-1 Karin Temple Community Survey Regarding School Facility Investment  
OS-2 Karin Temple Proposed Herrera Elementary School Construction Timeline

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

SL-1 Carlos Castillo Juan Felipe Herrera Elementary School Update  
SL-2 Julie Severns 2019/20 Professional Learning and Support for Site Leaders  
SL-3 Carlos Castillo Comprehensive Sexual Health Education Parent Letter Attachment

Fresno Unified School District  
Board Communication

**BC Number S-1**

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

Date: September 13, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits at Computech, Edison and King
- Attended the Equity and Access Manager Meeting
- Attended the Californians for Civil Learning Meeting
- Attended the CART Board Meeting
- Spoke at the Librarian Launch event
- Spoke to 5<sup>th</sup> grade students at Manchester GATE as part of their Human Element Project
- Met with Yammi Rodriguez regarding partnership with Youth Leadership Institute
- Spoke at Steve's Scholars Kick-Off
- Gave interview with Bullard students regarding social media usage for the Charger
- Attended CORE Board Meeting

Approved by Superintendent

Robert G. Nelson Ed.D.


  
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Date:

  
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Fresno Unified School District  
Board Communication

**BC Number S-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Patrick Jensen, Administrative Analyst  
Cabinet Approval: 

Date: September 13, 2019

Phone Number: 457-3657

Regarding: Response to Request for Information by Board Member

The purpose of this communication is to provide the full Board information recently requested by individual board members.

Attached for your reference are the following:

- Item 1: An analysis of classroom paraprofessional costs by length of duty day and year.
- Item 2: The dollar value of contracts between the City of Fresno and Fresno Unified for the FY 18-19 school year.
- Item 3: A summary of the current waitlist for our three primary after school programs: The ACES Grant funded program, the fee-based program and the Greenshack program.

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



Date: 9/12/19



City of Fresno Contract amounts for FY 2018-19 with major components listed.

1. Contracted Services                      \$2,585,099
  - After School Youth Job Prep-program
  - Fresno Police Dept. Officer SRO and SNRO Programs
  - After School Physical Fitness Program
  
2. PO Issued Services                      \$2,994,640
  - Water and Sewer Services
  - FAX student bus passes
  
3. Contract Dollars Paid to FUSD      \$80,448
  - Green Space Lease Agreement

ASES Grant Funded Waitlist			
Site	FCSS Count	FUSD Count	TOTAL
Addams	19		19
Anthony		29	29
Ayer	22		22
Ayneswortl	4		4
Bakman		131	131
Birney	102		102
Burroughs	69		69
Calwa	51		51
Centennial	131		131
Columbia		25	25
Del Mar		30	30
Easterby		76	76
Ericson		79	79
Ewing		153	153
Fremont		10	10
Greenberg		18	18
Hamilton		38	38
Heaton	20		20
Holland		12	12
Homan		87	87
Jefferson		23	23
King	84		84
Kirk		8	8
Kratt		48	48
Lane	21		21
Lawless		52	52
Leavenworth		122	122
Lincoln	229		229
Lowell	85		85
McCardle		25	25
Norseman		52	52
Olmos	79		79
Powers-Ginsburg		41	41
Pyle		97	97
Robinson		25	25
Roeding		104	104
Rowell	115		115
Slater	27		27
Storey	297		297
Sunset	73		73
Thomas		153	153
Turner	23		23
Vang Pao		115	115
Viking		94	94
Vinland		63	63
Wawona K	20		20
Webster		38	38
Williams	64		64
Wilson	6		6
Winchell	25		25
Wishon	87		87
Wolters	115		115
Yokomi		155	155
<b>TOTAL</b>	<b>1768</b>	<b>1903</b>	<b>3671</b>

Fee Based Program Waitlist	
Site	Count
Bullard Talent	53
Eaton	5
Figarden	19
Forkner	8
Gibson	26
Leavenworth	9
Malloch	8
Manchester Gat	6
Starr	27
<b>Grand Total</b>	<b>161</b>

Green Shack Waitlist	
Site	Count
Eaton	26
Forkner	28
Fornker	1
Malloch	31
Manchester GA	41
Starr	37
<b>Grand Total</b>	<b>164</b>

**Notes:**

The After School Education and Safety (ASES) After School Program is grant funded from the CDE. FUSD is the grantee for 29 elementary sites and 2 middle school sites. FCSS is the grantee for 28 elementary sites and 11 middle school sites.

The ASSETS/21<sup>st</sup> Century After School Program is grant funded from the federal government. FUSD is the grantee for 4 high school sites. FCSS is the grantee for 1 high school site.

The Extended Day Enrichment Program (EDEP) is a fee based after school program. This program was put in place to provide sites that are not eligible for the ASES grant to have a form of an after school program. Parents pay a monthly tuition fee.

The Green Shack Program is district funded and was put in place to provide a recreation program for kids.

Fresno Unified School District  
Board Communication

**BC Number AS-1**

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

Date: September 13, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for September 06, 2019

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

The following SSC Weekly Update for September 06, 2019 is attached.

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

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

*[Signature]*

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

*9/12/19*



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

DATE: September 6, 2019

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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### **Legislature Races to Meet Key Deadlines Before the End of Session**

The Legislature has one week left to wrap up its business on bills for the first year of the 2019–20 Legislative Session. Last Friday, August 30, 2019, the Appropriations Committees in both the Senate and the Assembly took up their suspense files and disposed of nearly 700 bills. Many of the measures that made it out of the fiscal committees were amended to reduce costs or make the bill more palatable for stakeholders and lawmakers. The bills that did not make it out of the committee will, absent rule waivers, be considered inactive for the rest of 2019.

Some of the key education bills that cleared the fiscal committees last week include:

- Assembly Bill (AB) 39 (Muratsuchi, D-Torrance) would set new, aspirational Local Control Funding Formula (LCFF) base grant targets beginning in fiscal year 2020–21
- AB 197 (Weber, D-San Diego) would, commencing with the 2022–23 school year, require schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement at least one full-day kindergarten program
- AB 218 (Gonzalez, D-San Diego) would extend the time for commencement of actions for childhood sexual assault to forty years of age or five years from discovery of the injury, would provide enhanced damages for a cover up, and would provide a three-year window in which expired claims are revived
- AB 500 (Gonzalez) would require school districts, charter schools, and community colleges to provide at least six weeks of full pay for pregnancy-related leaves of absence taken by certificated, academic, and classified employees



- AB 751 (O'Donnell, D-Long Beach) would require the State Superintendent of Public Instruction to approve a nationally recognized high school assessment, such as the SAT or ACT, that school districts and charter schools can administer, commencing with the 2021–22 school year, in lieu of the consortium summative assessment in English language arts and mathematics for grade 11
- AB 967 (Smith, D-Santa Clarita) would require a charter school to submit its Local Control and Accountability Plan (LCAP) to their charter authorizer for review and approval and would require charter schools to comply with various other LCAP requirements that currently apply to school districts and county offices of education
- AB 1505 (O'Donnell) would make significant changes to the petition, renewal, and revocation process for charter schools
- AB 1507 (Smith) would eliminate the authorization for a charter school to be located outside the boundaries of their authorizer
- Senate Bill 328 (Portantino, D-La Cañada Flintridge) would, with the exception of rural school districts, prohibit middle schools and high schools (including charter schools) from beginning their school day earlier than 8:00 a.m. and 8:30 a.m., respectively

These bills joined the scores of bills already being heard on the house floors this past week and will continue to be heard until next Friday, September 13, 2019, which is the last day for bills to be sent to Governor Gavin Newsom for his consideration.

There are two other critical deadlines that the Legislature needs to consider before September 13. By its own rules, Friday, September 6, 2019, is the last day for the Legislature to amend bills on the floor. However, the Legislature has the power to suspend its own rules and many things can happen in the final days, notwithstanding the passage of certain deadlines in the legislative calendar. The Legislature does not have the power to waive, however, the provisions in Proposition 54, which was passed by voters in 2016. This law requires that a bill be published in print and online in its “final form” at least seventy-two hours before each house of the Legislature can vote on it. This means that, pursuant to Proposition 54, Tuesday, September 10, 2019, is the absolute last day for the Legislature to amend any bills in the waning days of the 2019 legislative session.

*Leilani Aguinaldo*  
*Robert Miyashiro*

*Note: Governor Newsom surprised many lawmakers when he expressed that he would like to make some last-minute changes to SB 276; however, Senator Pan said that after already working with the Governor on the bill that he would not consider changes until next year.*

## **Newsom's California Vaccine Bill Changes Surprise Backers**

By Don Thompson and Kathleen Ronayne  
*The Associated Press*  
September 4, 2019

Medical groups and a lawmaker behind California legislation to crack down on vaccine exemptions said Wednesday they were surprised by Gov. Gavin Newsom's last-minute call for changes to the bill, a move that inserted fresh uncertainty into one of the year's most contentious issues.

It was the second time the Democratic governor sought to change the measure aimed at doctors who sell fraudulent medical exemptions for students, a proposal vehemently opposed by anti-vaccine activists. After expressing hesitancy with the bill and winning substantial changes to the measure in June, Newsom had committed to signing it.

After it passed out of the Senate on Wednesday, advocates said they still expect him to sign it, even as opponents target Newsom and his wife, Jennifer Siebel Newsom, urging a veto.

Leaders of Vaccinate California and the American Academy of Pediatrics, California, both sponsors of the bill, said Newsom's office hadn't communicated with them about the changes, which he announced in a tweet Tuesday and is likely to seek through a second piece of legislation.

"I don't think any of them, from the bullets I saw, are needed. I'm puzzled why the governor says he has broad support for them when I literally saw them for the first time in a tweet last night, and I'm one of the sponsors," said Leah Russin, Vaccinate California's executive director, who added Newsom's office hadn't responded to her request for a meeting.

The California Medical Association, the third major sponsor, also likes the bill without Newsom's last minute proposed amendments but hadn't seen any details beyond his tweet, said spokesman Anthony York.

Newsom's office did not respond to requests about whether he'd veto it.

"We're very much looking forward to the governor keeping his word and signing it" as is, said Kris Calvin, chief executive of the American Academy of Pediatrics, California.

The bill by state Sen. Richard Pan, a Sacramento Democrat, would allow state public health officials to investigate doctors who grant more than five medical exemptions in a year and schools with vaccination rates of less than 95%. He said lower vaccination rates erode the "community immunity" that limits measles outbreaks like those that reached their highest level in decades this year and that intent of his bill is to "keep children safe."

Newsom's newly proposed amendments would say enforcement will start next year, meaning doctors who previously granted a high number of medical exemptions won't face scrutiny. They would also remove a

requirement that doctors swear under penalty of perjury that they are not charging fees to fill out medical exemption forms or conducting related medical examinations.

They would insure that an expert panel reviewing appeals of exemption denials could consider additional information from the doctor beyond the exemption form. And they would exempt the individual medical forms from being made public.

Opportunities for additional changes are limited, as lawmakers must wrap business for the year by Sept. 13. As of Wednesday, Newsom's changes had not been written in bill form.

State senators appeared confused by the developments as they voted to send the legislation to Newsom's desk.

Democratic state Sen. Ben Allen of Santa Monica said he woke up to media accounts of "a whole slew of amendments that the governor had put forward."

"I just wanted to get an understanding what's going on here in regards to these proposed amendments," he told Pan.

Pan said that while there was some discussion of possible amendments last week, he'd had no contact with Newsom's office since the bill cleared its last legislative committee and advanced to final votes in the Assembly and Senate.

Protesters yelled from the Senate gallery during and after the lengthy debate, forcing the Senate to recess while order was restored. They then turned their attention to Newsom, gathering outside his office with banners, including one that read, "This is the new civil rights." Daniel Zingale, a top Newsom adviser, met privately with some protesters.

"The most important Democrat, the only one left now, is Gavin Newsom," anti-vaccine activist Heidi Munoz Gleisner told a crowd of activists standing outside Newsom's office Wednesday after the state Senate sent the bill to his desk. Opponents have criticized the bill as infringing on the child-parent and doctor-patient relationships.

Gleisner, a mom of two from the San Francisco Bay Area, urged people to keep up the pressure on Newsom by posting on social media that the bill is not creating a "#CaliforniaForAll," the slogan Newsom's office has used to promote his policies, and to send similar messages to Siebel Newsom, the governor's wife.

Anti-vaccine activists have been flooding Siebel Newsom's Instagram account with comments opposing the bill and Gleisner said they see her as a potential ally. Spokespeople in Newsom's office did not respond to requests for comment about Siebel Newsom's position on the bill and whether she had expressed concern.

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*Note: In the deal struck for AB 1505 (O'Donnell), California charter school teachers will have to get the same background checks and the same credentials, certificates, or permits as teachers in regular public schools.*

## **Gov. Newsom, Legislative Leaders Agree on Certification for All Charter School Teachers**

*Teachers would also need background check in form "Certificate of Clearance" by next July.*

By Diana Lambert  
*EdSource*  
September 4, 2019

As a result of an agreement reached last week between Gov. Gavin Newsom and legislative leaders, California charter school teachers will have to get the same background checks and the same credentials, certificates or permits as teachers in regular public schools.

The agreement, which addresses a major point of contention in the push to reform California's nearly three decades-old charter school law, would eliminate at least one of the many disparities in how charter schools and regular public schools operate, with ramifications for the over 600,000 students attending charter schools in California. These students comprise just over 10 percent of California's public school enrollment of 6.2 million students.

But if Assembly Bill 1505 is approved by the full Legislature, the changes will happen in phases. By July 1, 2020, all teachers in charter schools, whether credentialed or not, would have to obtain a "Certificate of Clearance" from the state before they would be allowed to teach.

Currently, all California public school teachers, whether in charter schools or regular public schools, are required to undergo a background check. But only those with a teaching credential or permit issued by the California Commission on Teacher Credentialing have to get a formal "Certificate of Clearance" from the state. The certificate ensures they have been fingerprinted, given federal background checks and added to a statewide database.

Matters are complicated by the fact that, under current law, in charter schools only teachers of core subjects, such as math, English or science, are required to have a credential or permit issued by the state. Those teaching "non-core" subjects like music, art and dance are not.

The agreement seeks to eliminate these disparities. After July 1, 2020 all newly hired teachers in charter schools would need a credential, whether they are teaching core or non-core classes. All current charter school teachers who do not have a credential would have five years — until July 1, 2025 — to get one.

The bill, which was approved by the Senate Appropriations Committee on Friday, will be voted on by the full Senate before Sept. 13, the deadline for legislative action before it goes to Gov. Newsom for his signature or veto.

"This is good policy," said Assemblyman Patrick O'Donnell, chairman of the Assembly Education Committee and author of the bill on Tuesday. "This is good for kids. Every student should have the advantage of having a credentialed teacher in their classroom."

The goal of the bill was achieving parity between charter schools and other public schools, O'Donnell said. "Separate is not equal," he said. "We can't have two systems that operate under two sets of rules."

O'Donnell, a former middle and high school teacher, said teachers need to be trained to deliver content to students in a manner they understand. "You can't go in there green," he said. "They will eat you alive."

The agreement on credentialing was only part of a package of reforms that were hammered out in discussions with various factions.

In a statement, the California Charter Schools Association pointed to the agreement on a "five-year transition for existing non-core charter school teachers to secure certification" as one of the reasons that it would no longer oppose AB 1505, but instead would remain neutral on the bill.

"Far too many of our most vulnerable students have been underserved by our current public school system, which is exactly why we've engaged in thoughtful conversations and shown a willingness to compromise on this important legislation," said Myrna Castrejón, the organization's executive director

Currently, 1,118 California charter school teachers do not have any type of teaching credential or permit, including a Certificate of Clearance, according to the California Department of Education. These teachers were identified through the state education data system CALPADs, which includes information about teachers who have never applied for a credential, permit or a certificate of clearance.

Non-credentialed charter school teachers may well have gotten background checks through their charter schools, as required by law. But there is no way for the state to know if they did, because they didn't get a formal "Certificate of Clearance," which is issued when teachers initially apply for a credential or special permit or certificate to teach.

A small number of teachers, generally credentialed teachers from other states who apply for a California teaching credential, are not issued a Certificate of Clearance. The teachers go through the same background checks and are added to the statewide database, but the clearance becomes part of their credential instead of a separate certificate.

When a report of an arrest or conviction is reported to the credentialing commission by the California Department of Justice, FBI or any court or police department, it is stored in the publicly searchable database.

The bill leaves open the possibility of reforming what credentials teachers of non-core classes will need, recognizing that a music or dance teacher, for example, may need some training, but not the same kind of training as a teacher of a core academic subject.

To that end, the bill approved by the Senate Appropriations Committee last week calls for the Commission on Teacher Credentialing to study whether existing teaching permits and certificates reflect the experience needed to teach non-core courses in all public schools, including charter schools, and to report back to the Legislature by 2022.

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## **Significant Education Bills Pause for 2019**

By Kyle Hyland  
*School Services of California Inc.'s Fiscal Report*  
September 5, 2019

Last Friday, August 30, 2019, the Appropriations Committees in both the Senate and the Assembly took up their suspense files and quickly disposed of nearly 700 measures.

The bills released at last week's hearings were sent to the house floors for consideration and will have until Friday, September 13, 2019, to get to Governor Gavin Newsom's desk. Last week we detailed some of the significant education measures that were approved by the Appropriations Committees (see "[Appropriations Committees Release Hundreds of Bills to the House Floors](#)" in the current *Fiscal Report*); however, several other prominent bills were not approved by the committees, effectively making the bills inactive for the rest of 2019. However, since we are in the first year of the 2019–20 Legislative Session, the bills that did not move out of committee can potentially be revived next year.

Below is a summary of a few of the key education bills that were held in the Appropriations Committees and will not be moving forward in the legislative process this year, absent rule waivers:

**Assembly Bill (AB) 331 (Medina, D-Riverside)—Pupil Instruction: High School Graduation Requirements: Ethnic Studies.** This bill would have added the completion of a one-semester course in ethnic studies to the high school graduation requirements commencing with the 2024–25 school year. The added course would be based on the model curriculum in ethnic studies developed by the Instructional Quality Commission.

**SSC Comment:** The first draft of the Ethnic Studies Model Curriculum was recently released with numerous advocacy organizations and legislators voicing their opposition to the draft content, including Assemblymember Medina. Amid this criticism, State Superintendent of Public Instruction Tony Thurmond and leaders from the State Board of Education announced that they intend to revise the curriculum and asked the Legislature to extend the March 31, 2020, deadline that is stipulated in statute. In response to this request, there is currently language in the education omnibus budget trailer bill ([AB 114](#)) that would extend the deadlines for the Instructional Quality Commission to submit and the State Board of Education to adopt the curriculum to December 2020 and March 2021, respectively. Assemblymember Medina put out a [press release](#) stating that while he will shelve AB 331 for the rest of 2019 and make it a two-year bill, he fully intends to bring the measure back in 2020.

**AB 428 (Medina)—Special Education Funding.** This bill would have included funding for special education preschool programs, equalized special education funding rates to the 95<sup>th</sup> percentile, and provided a supplemental grant to support students with greater needs.

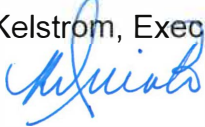
**SSC Comment:** This bill was held in the Senate Appropriations Committee primarily because the 2019–20 Budget Act includes an investment \$152.6 million to equalize Special Education Local Plan Areas up to the "statewide base target rate" and \$492.7 million for Special Education Early Intervention Preschool Grant Program that will provide grants to school districts for each three-, four-, and five-year-old in preschool (not transitional kindergarten or kindergarten) with Individualized Education Programs. The 2019–20 State Budget also notes that the continuation of these funds is dependent upon changes next year in special education law and funding to improve outcomes for students with disabilities.

**AB 907 (Grayson, D-Concord)—Threats: Schools and Places of Worship.** This bill would have made it an alternate felony-misdemeanor to willfully threaten to commit a crime against a school or a place of worship.

**SSC Comment:** This bill met the fate of past legislation that attempted to make it a crime to threaten a school. Former Governor Jerry Brown vetoed two bills in 2015 that would have created felony-misdemeanors for threats against schools. A third bill, similar to AB 907 was also held in the Senate Appropriations Committee last year.

Fresno Unified School District  
Board Communication

**BC Number AS-2**

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

Date: September 13, 2019

Phone Number: 457-3907

Regarding: September Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the September 05, 2019 Legislative Committee Meeting.

**Budget Update** – Robert Miyashiro provided an update on the economic outlook. Previous updates from UCLA included information indicating a slowdown in the economy starting in 2018 and likely continuing through 2020. The most recent UCLA forecast revealed the slowdown is in line with earlier predictions. In 2018, the growth was 3% as anticipated; in 2019, the 3<sup>rd</sup> quarter anticipates 1.6% to 1.8% (earlier forecast was 2%). The trade war and tariffs on China continue to impact the economy. Overall, the unemployment rate has been good, however housing sales and permits are slowing down. The inverted yield curve continues to be a topic of discussion and a warning of a possible recession.

The Legislative Analyst's Office (LAO) provides a fiscal health index on ten factors. Although the fiscal health index is at a 25-year high, seven of the ten indicators have declined over the last three months.

July revenues exceeded projections by \$533 million and would translate to an increase of Proposition 98 funding if revenues continue to trend above estimates.

**Legislative Update** – Leilani Aguinaldo provided an update on legislation. All bills must be passed in their final form by September 13, 2019 to be considered for the fiscal year. The following bills were discussed:

- AB 1505 (O'Donnell) Charter School Petitions – (Support) – This bill would make 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, and clarifies teacher credential requirements. The Governor has participated in the negotiations and most anticipate his approval
- AB 967 (Smith) Charter Schools Local Control and Accountability Plans (LCAP) – (Watch) – This bill would require charter schools to follow the same LCAP requirements that apply to school districts
- AB 1507 (Smith) Charter Boundaries – (Support) – This bill would eliminate the authorization for a charter to be located outside the boundaries of its authorizer
- AB 500 (Gonzalez) Paid Maternity Leave – This bill requires at least six weeks of paid maternity leave in addition to annual sick and vacation allocations. For Fresno Unified, the estimated cost is \$1.1 million annually
- AB 48 (O'Donnell) Facilities Bond Act – (Support) – This bill would authorize two bond measures to be placed on the ballot in 2020 and 2022 to construct and modernize education facilities if approved by the voters. This bill has been amended to modify the current match for the state,



change the priority of approving facility grants based on the districts assessed valuation, and alter the process to no longer approve based on a first come first serve application process

- SB 328 (Portantino) School Start Times – (Support) – This bill prohibits middle and high schools from starting earlier than 8:30 a.m. This bill was amended to prohibit middle schools from starting earlier than 8:00 a.m.
- SB 419 (Skinner) Suspensions and Expulsions: Willful Defiance – This bill would expand 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 1, 2025 for willful defiance
- AB 1303 (O'Donnell) Civic Center Act – (Support) – This bill was amended to continue to authorize the Civic Center Act through January 1, 2025 and allows a school district to charge a fee for use of school's facilities or grounds

The following bill is no longer active for the fiscal year:

- AB 331 (Medina) Ethnic Studies – (Support) – This bill would have added one semester of an ethnic studies course as a state high school graduation requirement commencing with 2024/25. This bill is on hold as curriculum needs to be developed

The Legislative Committee September 2019 report is attached and includes several significant fiscal report articles published this past month. The next meeting is scheduled for October 03, 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: 9/12/19

Fresno Unified School District  
Legislative Committee Meeting  
September 5, 2019



# Fresno Unified School District

Legislative Committee Meeting  
September 5, 2019

*Presented By*

**Robert D. Miyashiro**  
Vice President

**Leilani Aguinaldo**  
Director, Governmental Relations







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## Presentation Overview

1

© 2019 School Services of California Inc.

-  State and National Economic Update
-  2019–20 Budget Act
-  Proposition 98 and General Fund Revenues
-  Split Roll Property Tax Initiative



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Fresno Unified School District  
Legislative Committee Meeting  
September 5, 2019



## UCLA's Economic Forecast

2

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- Over the past year, UCLA has held to their “3-2-1” forecast—U.S. economic growth as measured by gross domestic product at 3% in 2018, 2% in 2019, and 1% in 2020
  - With a slowing economy, the risk of recession rises
  - 2018 economic growth did indeed reach 3%, in large part due to the federal tax cuts enacted in December 2017 which stimulated the economy
- First quarter growth for 2019 came in at 3.1%, stronger than UCLA expected
  - They explained, however, that much of this growth was related to one-time factors such as inventory build up and import/export changes
- Second quarter growth for 2019 came in at 2%, with many of these one-time factors reversing the first quarter performance



## Labor Market Remains Strong

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- The job market is a “lagging indicator” of the health of the economy
  - It is not a good gauge of where the economy is headed
- Nevertheless, the U.S. and California job markets remain strong
  - California added 19,600 jobs in July 2019 and 41,300 jobs in June 2019, significantly more than the amount needed to absorb population-related growth (0.8% annually or about 11,700 jobs/month)
  - The California unemployment rate in July 2019 was 4.1%, tying the record low rate for the state
  - The U.S. unemployment rate was 3.7% in July 2019

Fresno Unified School District  
Legislative Committee Meeting  
September 5, 2019



## Housing Is Slowing

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- The housing market has traditionally been a good measure of the health of the economy
  - Housing sales are usually accompanied by sales for other consumer durables—appliances, furniture, home furnishings, etc.
- While home prices are up, sales volume and permits for new construction are down
  - The median home price in California hit a new high in June 2019 of \$611,420
  - However, sales volume for the first half of 2019 is down 5.9% from the same period one year ago; permits for new home construction were down 16% for the same period

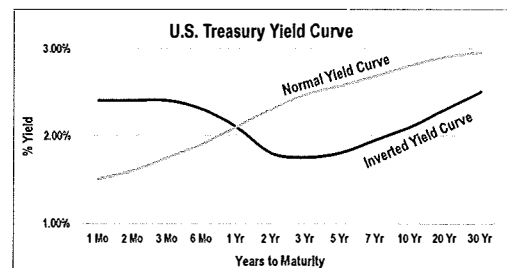


## Inversion of the Yield Curve

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- Recent attention has been focused on the “yield curve” as a signal of an impending recession
  - Q. What is the yield curve?
    - A. This is a measure of investment returns on debt as the time to maturity lengthens. Under normal circumstances the yield curve rises, reflecting higher interest rates paid for longer term debt.
  - Q. What has happened?
    - A. In March 2019, the yield on ten-year bonds fell below three-month T-bills for the first time since 2007; on August 14, 2019, the ten-year bond fell below the two-year T-bill. In other words, the yield curve is inverting.
- This could signal a more pessimistic outlook for the economy in the future



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## The Yield Curve's Track Record

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- The inversion of the yield curve has preceded all seven of the last recessions since the 1960s, according to professor Campbell Harvey of Duke University
- However, even with this track record there is a limit to the yield curve's utility
  - Timing—there is no precise measure as to when the recession will begin
    - The yield curve inverted two years prior to the onset of the Great Recession
  - Duration—there is no way to know how long the recession will last
  - Severity—there is no way to know how severe the downturn will be
- Nevertheless, this economic indicator could be signaling tough times ahead



## Legislative Analyst's Office New Index

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- The Legislative Analyst's Office (LAO) has developed a new measure to assess the health of the state's economy—the State Fiscal Health Index
- The index is a composite of ten factors, such as home sales, unemployment claims, new car sales, and the S&P 500, measured over the last twenty-five years
- Based on this new index, the LAO offers a positive assessment of the California economy, with the index near an all-time high
  - However, seven components of the index have declined over the last three months, signaling that a slowdown is on the horizon



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## The 2019–20 Budget Act

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- The 2019–20 Budget Act was enacted on time and with few significant changes from the Governor’s proposed May Revision
- General Fund revenues and transfers are projected to grow to \$143.8 billion or 4.2% (\$5.8 billion) in 2019–20
  - The state’s “Rainy Day Fund” reaches \$16.5 billion, up more than \$2 billion from the prior year
- Proposition 98 funding reaches \$81.1 billion, a 3.7% increase (\$2.9 billion)
  - Funding is based on Test 1—approximately 38% of General Fund revenues, plus local property taxes
  - Because of declining enrollment, funding will no longer be based on Test 2 or Test 3



## State General Fund Revenues Up

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- State General Fund revenues closed out 2018–19 more than \$1 billion above the May Revision forecast
  - May was up about \$600 million and June was up about \$400 million
- In addition, July, the first month of the new fiscal year, came in \$533 million above the forecast, thus placing total state revenues up \$1.5 billion higher than the May Revision forecast
- If this trend continues through December, the January Governor’s Budget will have to recognize a significant upward revision to the revenue forecast
- This would have significant implications for K–12 education funding under Proposition 98



# Fresno Unified School District Legislative Committee Meeting September 5, 2019

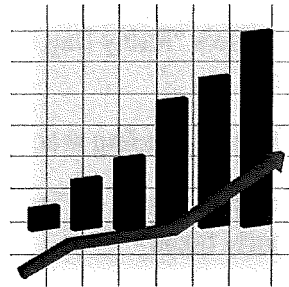


## Implications for Proposition 98

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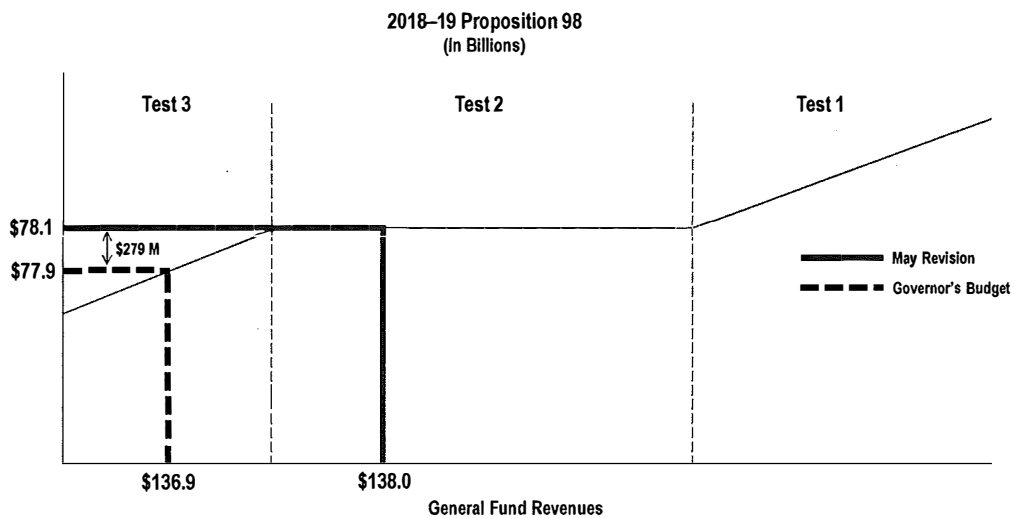
- Last year, the Proposition 98 minimum guarantee was based on Test 2, that is the change in K–12 average daily attendance (ADA) and per capita personal income
  - Unfortunately, the boost in General Fund revenues from May and June (about \$1 billion) will not increase the 2018–19 Proposition 98 guarantee
  - In other words, Proposition 98 is insensitive to changes in state revenues under Test 2
    - However, a stronger state economy will increase the minimum guarantee



## Proposition 98 and State Revenues—2018–19

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 Legislative Committee Meeting  
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Implications for Proposition 98

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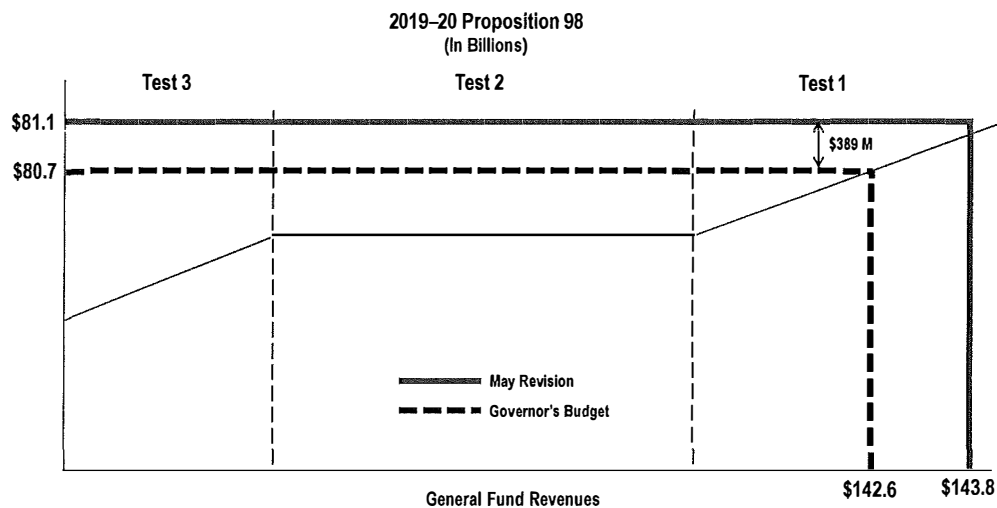
- Increases in General Fund revenues in the current year, however, will increase the Proposition 98 minimum guarantee because funding is based on Test 1
  - Funding increases about \$380 million for each \$1 billion increase in General Fund revenues
  - Also, the minimum guarantee will increase if local property taxes exceed the forecast
- Because of declining enrollment, Proposition 98 will likely be based on Test 1 for several years
- Test 1 funding, however, could boost funding on a per-ADA basis, thus allowing Local Control Funding Formula (LCFF) funding to potentially reach higher aspirational targets



Proposition 98 and State Revenues—2019–20

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**Fresno Unified School District  
Legislative Committee Meeting  
September 5, 2019**



## New Proposition 13 Split Roll Initiative

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- On October 15, 2018, the “California Schools and Local Communities Funding Act,” otherwise know as the split roll, qualified for the November 2020 ballot
  - The initiative was originally written for the 2018 General Election ballot, but did not qualify in time
- Proponents tout the new initiative as an improvement on the original version
  - Calibrates the implementation dates to adjust for November 2020 vs. 2018 ballot
  - Strengthens small business tax relief and clarifies the definition of small business
  - Tightens the education finance language to ensure every school district receives funding in an equitable way
  - Strengthens the zoning language to ensure large corporations cannot avoid reassessment



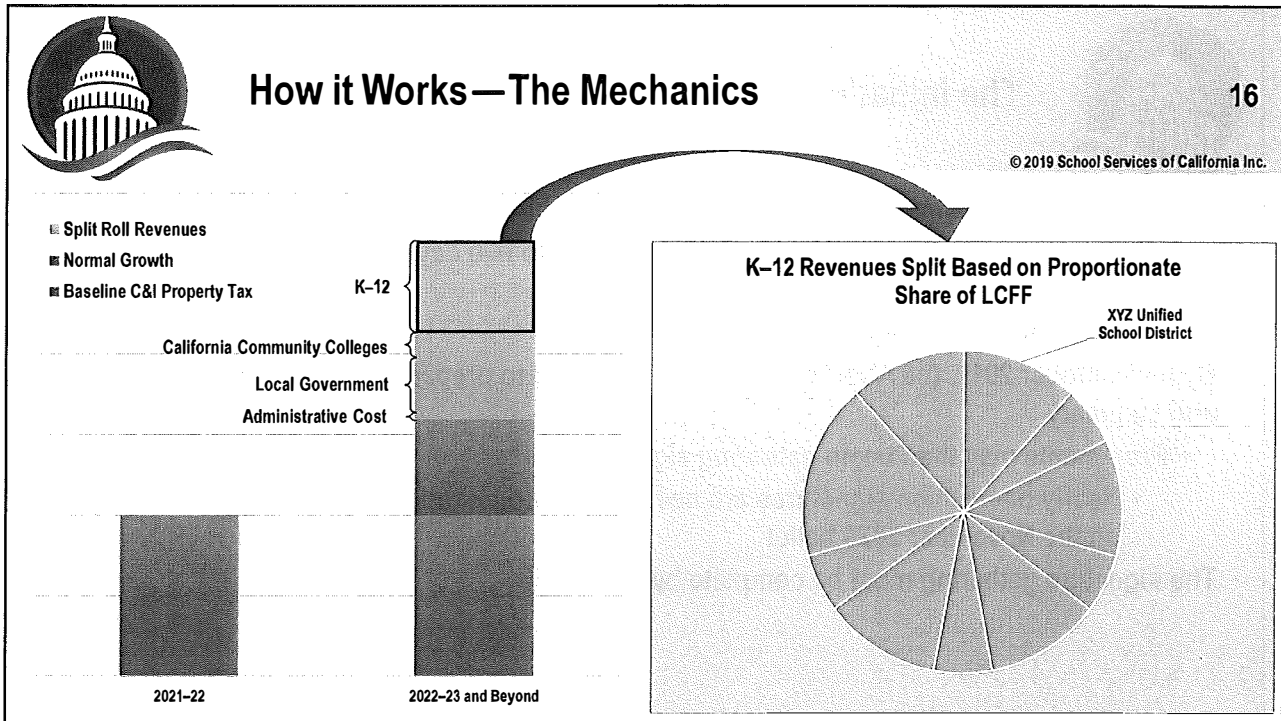
## How it Works—The Basics

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- The main concepts remain the same:
  - Reassess commercial and industrial (C&I) properties regularly based on fair market value, not just with ownership changes
  - Resulting revenues are provided to local governments (cities, counties, etc.) based on the current local split of property taxes, which will account for about 60% of the total
  - Revenues that would normally be sent to school and community college districts are pooled into the Local School and Community College Property Tax Fund, which will account for about 40% of the total
    - K–12 education receives 89% of those revenues—outside of Proposition 98—based on their current proportionate share of the LCFF entitlement (this is new)
      - For example, Los Angeles Unified School District currently accounts for 9% of the statewide LCFF entitlement, so it would receive 9% of the K–12 portion of the new revenues

# Fresno Unified School District Legislative Committee Meeting September 5, 2019



**How it Works—The Fine Print** 17

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- The new education funds shall supplement and not supplant other education funding and are not counted towards the Proposition 98 guarantee
- All entities receiving funds under the initiative will be required to publicly disclose, for each fiscal year in their annual budgets, the amount of revenues received from the initiative and how those revenues were spent
  - The disclosure shall be made widely available to the public and “written so as to be easily understood”

**SCHOOL BUDGET**

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## The Initiative Process

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- Once a draft initiative has been submitted, there is a thirty-day public comment window
  - Proponents may make changes to an initiative up to five days after the close of the public comment period
    - After that, no changes can be made
- By mid-October 2019, the Attorney General is expected to prepare and issue the circulating title and summary
  - Proponents may then begin gathering signatures
    - Nearly one million signatures are needed for a constitutional amendment to be included on the November 2020 ballot
- The signature gathering must be complete by April 2020



## November 2020 Election

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- If all goes well with the signature-gathering process, proponents will pull their original initiative from the November 2020 ballot next summer and the new initiative will go before the voters instead
- Current polling on the split roll concept hovers around 50% and is affected by how the question is asked
  - Polling from the Public Policy Institute of California in January 2019 indicated that 49% of likely voters favor a split roll property tax system, a decrease from 60% in 2012
    - However, when the benefit to K–12 schools was mentioned in an April 2019 poll, support for the proposal increased to 54% among likely voters
- A strong opposition campaign from the business and anti-tax community will likely erode this support as the General Election draws nearer

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Legislative Committee Meeting  
September 5, 2019



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**Thank you**

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# FRESNO UNIFIED SCHOOL DISTRICT

LEGISLATIVE COMMITTEE MEETING  
SEPTEMBER 5, 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*

SCHOOL SERVICES OF CALIFORNIA, INC.



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# ***Legislative and Economic Update***



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## **CDE Provides Proposed Prototype of the Revised LCAP Template**

As part of the agenda for the September 11, 2019, State Board of Education (SBE) meeting, the California Department of Education (CDE) staff is providing the SBE a proposed prototype of the revised Local Control and Accountability Plan (LCAP) template for review and comment.

Assembly Bill 1808 (Chapter 32/2018) required changes to the LCAP and Annual Update. Lawmakers' intent was to:

- Streamline the content and format of the template to make it more accessible to parents and stakeholders
- Provide information on those actions and services that contribute to increased or improved services for unduplicated pupils

The second point is to ensure that information is presented in a manner that more clearly shows whether these actions or services are being targeted to specific school sites or being provided on a district-wide, county-wide, or charter-wide basis.

The proposed prototype—both in look and intent—is a departure from the existing LCAP template and is intended to shift the focus from dollars and a compliance mindset to a focus on services to students and continuous improvement efforts. The proposed prototype asks local educational agencies (LEAs) to focus on those goals that will support the areas of greatest need, as identified by the California School Dashboard, and to more clearly describe and track those actions and services that will improve and/or increase services for unduplicated pupils. For some, this will be a significant change that will necessitate a new way of approaching the LCAP process.

For a copy of the agenda item including the proposed prototype, go to <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201909.asp> and scroll down to Item 02. School Services of California Inc.'s LCAP Workshop—Continuity and Change will include a detailed discussion of the proposed prototype and the changes LEAs will need to undertake to meet both the spirit and requirements of the law. We hope to see you there.

[Posted to the Internet 9/4/19]

—*Brianna García and Suzanne Speck*

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## **Lawmakers and Governor Reach Deal on Charter School Reform Legislation**

On Wednesday evening, August 28, 2019, Governor Gavin Newsom and legislative leadership announced that they had come to an agreement on Assembly Bill (AB) 1505 (O'Donnell, D-Long Beach), which would make significant changes relating to the charter school authorization, oversight, appeal, and renewal processes.

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

However, after months of debate in the Legislature that included public testimony from stakeholders who are impacted by California's charter school law, including San Diego Unified School District and Oakland Unified School District, the final negotiations between the Governor's Office, lawmakers, and union leaders neutralize the CCSA, who will lift its opposition to AB 1505 once the latest round of amendments are inserted.

While the language will not be made available until early next week, our preliminary understanding of the new version of the bill includes the following significant changes to the Charter Schools Act, beginning July 1, 2020:

- Allow school districts to consider fiscal impact when considering new charter petitions or expansion of existing charter schools
- Allow school districts that are in fiscal distress to deny a new charter
- Ask the charter operator to justify the basis of a new school, especially if a similar program already exists
- Continue to allow charter schools to appeal a denial to the county office of education, but would limit an appeal to the State Board of Education to only when a county or district "abused its discretion"

- Create a tiered system for charter school renewals based on California School Dashboard performance, including a longer renewal period for “high-performing” charter schools and non-renewal or shorter renewal periods for “low-performing” charter schools
- Clarify credential requirements for charter school teachers
- Place a two-year moratorium on online charter schools
- Increase the 60-day review and approval period
- Increase the 72-hour notification on final recommendation

With the announced agreement by the Governor’s Office and legislative leadership, we expect that the bill will make it through the legislative process and be signed into law. We will be able to officially confirm these amendments when they are made public, which is expected sometime next week. Stay tuned!

[Posted to the Internet 8/29/19]

—*Kyle Hyland and Leilani Aguinaldo*

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### **No Rest for the Weary—the Next Three-Year LCAP Awaits!**

With your 2019–20 Local Control and Accountability Plan (LCAP) adoption in the rearview mirror, you might be thinking that it is time to take a deep breath and a well-deserved break. A deep breath is always a good idea and you definitely deserve a break, but there is no rest for the weary—it is time to give the third and final year of the current three-year LCAP all you’ve got while setting your sights on development of your next three-year LCAP (2020–21 through 2022–23). Remember that the life cycle of the LCAP is one of continuous reflection, adaptation, and growth—and the cycle of inquiry awaits.

The cycle of inquiry inherent in the LCAP requires the annual review of Dashboard results, an assessment of progress towards LCAP goals, the pinpointing of new or continuing performance gaps, and the identification of possible causes. As local educational agencies engage in these activities and look to the adoption of the next three-year LCAP, the accountability and continuous improvement system stays the course it has traveled since its inception—one of continuous change.

School Services of California Inc.’s 2019 LCAP Workshop—Continuity and Change will examine how the LCAP’s enduring principles of subsidiarity, transparency, and equity are manifest in the changes that lie ahead. This workshop will spend less time on the LCAP basics and more on the motivations for the impending changes to the LCAP template and what they intend to achieve; translating Dashboard results into goals, actions, and services; and using comparative Dashboard data to narrow the list of possible causes for continuing performance gaps between student groups.

The 2019 Dashboard results are just around the corner and so is our workshop! So once you’ve had time to catch your breath, the cycle of inquiry awaits.

[Posted to the Internet 8/23/19]

—*Brianna García and Suzanne Speck*

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**Assembly Speaker Talks Early Childhood Education,  
Charter Schools, and the Split Roll Initiative at PPIC Forum**

On Thursday, August 15, 2019, the Public Policy Institute of California (PPIC) invited Assembly Speaker Anthony Rendon for a conversation about issues facing California and the Legislature's priorities for the last month before the Legislature adjourns for interim recess.

Speaker Rendon highlighted housing affordability and homelessness as a combined key issue that lawmakers are looking to tackle through a package of bills before the session adjourns. He also talked about the "future of workers" and referenced how the Legislature is considering Assembly Bill (AB) 5 (Gonzalez, D-San Diego), which is the controversial measure that would codify the California Supreme Court's decision in *Dynamex Operations West, Inc. v. The Superior Court of Los Angeles County* by requiring employers to prove that their workers should be classified as an independent contractor (see "Constricted Independent Contractor ABC Test Limited to Wage Order Claims" in the November 16, 2018, *Fiscal Report*).

Speaker Rendon, who was executive director of a child development organization before being elected to the Assembly, commended Governor Gavin Newsom for investing more resources into early childhood education (ECE) and believes that it was one of the biggest accomplishments in this year's State Budget. He emphasized the importance of ECE and how these programs look to address issues early on and break the cycle of poverty.

PPIC President and Chief Executive Officer Mark Baldassare prefaced the conversation around charter schools by noting that opinion polling shows that there are mixed reviews of charter schools among the state's public school parents. PPIC's April education survey found that 76% of parents are concerned about charter schools taking away state funding from traditional public schools, but 59% of public school parents also indicated that they support charter schools (see "PPIC Releases Its Annual Education Survey" in the May 3, 2019, *Fiscal Report*).

The Speaker said that while he and the Legislature recognize the role that charter schools play in the public education system there still needs to be local oversight over these schools. He stated that they are attempting to address many of these issues via AB 1505 (O'Donnell, D-Long Beach), which will perhaps be the most contentious education issue over the next couple of weeks.

Without going into much detail Speaker Rendon did indicate that the Legislature is looking to put a couple of bonds for water and education facilities (AB 48 [O'Donnell]) before voters in March 2020. He also confirmed that he has endorsed the split roll initiative that has qualified for the

November 2020 ballot (see “Education Funding Initiative to be Refiled for November 2020 Ballot” in this issue of the *Fiscal Report*). He believes that the state has done a good job in recent years of funding education, but knows that there needs to be more resources invested and this is one way of getting there.

You can find the Speaker’s comments on other issues such as gun violence, immigration, water, wildfires, the PG&E bankruptcy, and the 2020 presidential election in the archived video at [https://www.ppic.org/blog/video-a-conversation-with-assembly-speaker-anthony-rendon/?utm\\_source=ppic&utm\\_medium=email&utm\\_campaign=blog\\_subscriber](https://www.ppic.org/blog/video-a-conversation-with-assembly-speaker-anthony-rendon/?utm_source=ppic&utm_medium=email&utm_campaign=blog_subscriber).

[Posted to the Internet 8/22/19]

—*Kyle Hyland*

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## Department of Finance Reports July Revenues Above 2019-20 State Budget Estimates

Consistent with the State Controller's monthly cash update, the Department of Finance's (DOF) August 2019 *Finance Bulletin* shows that California revenues for fiscal year 2019–20 are off to a good start, with July revenues exceeding budget projections by \$533 million.

According to the DOF, the "Big Three" revenue sources outperformed 2019–20 State Budget estimates. Specifically, the personal income and sales and use taxes were, respectively, \$364 million and \$25 million above projections. Cash receipts from corporation tax revenues exceeded projections by \$119 million.

With respect to other economic activity, California's median home prices increased 1.4% over June 2018, hitting a new high for a third straight month—reaching a statewide average of \$611,420. Meanwhile, residential housing activity remains weak with 83,000 permits issued in June, a 17.1% decrease from May, and a 35.6% decrease from June 2018.

[Posted to the Internet 8/16/19]

—*Jamie Metcalf and Robert Miyashiro*

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## PPIC Report Looks at LCFF Spending

The Local Control Funding Formula (LCFF) officially met its funding targets during the 2018-19 fiscal year, the last State Budget of former Governor Jerry Brown's tenure. While there was some angst as to whether Governor Gavin Newsom would support Brown's signature school funding program, the enacted 2019-20 State Budget includes an increase of nearly \$2 billion to the LCFF via a 3.26% cost-of-living adjustment; therefore, signaling that Governor Newsom, at least for now, intends to continue funding the LCFF in future state budgets.

However, with the LCFF officially meeting its funding targets and the California School Dashboard now in place, there will be a much larger emphasis on outputs and accountability for the K-12 system moving forward. Policymakers and stakeholders will become increasingly interested in the LCFF's efficacy and whether the funding is reaching the targeted student populations. This means that there will be numerous more reports—similar to the report that was just released by the Public Policy Institute of California (PPIC) on Wednesday, August 7, 2019—which will analyze how LCFF dollars are being spent and if they are moving the needle on student outcomes.

This particular PPIC report looked at district spending and school staffing data to see how LCFF dollars are being allocated across districts and schools. The report evaluated if district spending could show if the LCFF dollars were going to support high-need students. Some of the report's key findings include:

- Overall, the LCFF has led to more equitable school district spending. Since the implementation of the LCFF in 2013-14, student spending in high-need districts (districts with more than a 55% unduplicated pupil percentage [UPP]) has increased by over \$500 more per pupil than in low-need districts (0-30% UPP). Additionally, the report found that class sizes have also been reduced in high-need districts more than in low-need districts.
- The LCFF imperfectly targets high-need students by allocating funding via district-level UPP. LCFF funding is allocated by district and provides additional dollars according to a district's UPP. The report found, however, that there are many high-need students (low-income, English learners, and foster youth) that reside in districts that do not receive large portions of LCFF funding due to their UPP. However, the report concedes that the LCFF intentionally directs more money to the highest-need districts, over schools, in order to educate high-need students in areas with higher concentrations of unduplicated pupils.



- Districts are spending slightly more on teachers at their highest poverty schools. While this is the case, this pattern of spending was present well before the LCFF as districts tend to provide more teachers at their highest poverty schools but at lower pay than the teachers at their low-need schools.
- High-need schools and districts rely increasingly on less-experienced and lower-paid teachers. While the student-teacher ratio is lower at districts' high-need schools than at their low-need schools, the report found that the high-need schools have much higher concentrations of novice teachers (those with no more than three years of experience) than low-need districts. The report contends that even if districts prefer to hire more experienced teachers at these schools, they are constrained by teacher shortages in some of the key education disciplines and that it will take several years to see novice teachers grow into effective educators in terms of improving academic outcomes.

While the report does not specifically go into how the LCFF has affected student outcomes, it did note that new federal mandates under the Every Student Succeeds Act (ESSA) may provide more transparency into how the funds are affecting the achievement gap, as ESSA requires that state education agencies and local educational agencies report school-level per-pupil expenditures (see “*By the Way . . . CDE Releases Guidance on ESSA’s Per-Pupil Expenditure Reporting Requirement*” in the August 10, 2018, *Fiscal Report*).

In addition to future reports by organizations like the PPIC and the new federal mandates, the State Auditor is conducting an audit of three large, geographically disbursed school districts that have significant numbers of unduplicated pupils to see how LCFF dollars are being spent (see “*State Auditor to Audit LCFF*” in the March 22, 2019, *Fiscal Report*). The State Auditor’s report is expected in November.

We will continue to keep you apprised of the various audits, reports, and analyses on the LCFF as the spending and student outcomes become increasingly scrutinized.

[Posted to the Internet 8/14/19]

—*Kyle Hyland and Michelle McKay Underwood*

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## **Education Funding Initiative to be Refiled for November 2020 Ballot**

Proponents for the split-roll property tax initiative that has already qualified for the November 2020 ballot, (see Split-Roll Property Tax Measure Headed to 2020 Ballot in the October 19, 2018, *Fiscal Report*) have announced their intent to refile the initiative in the coming days.

According to a spokesperson for Schools and Communities First, the campaign sponsoring the initiative, the soon-to-be-filed initiative will correct timeline issues, provide small business tax relief, and ensure every school district receives funding in an equitable way.

The proposal will amend the 1978 Proposition 13 to require more frequent property tax value assessments for certain commercial and industrial properties in order to bring the values for these properties up to current market rates. The additional property tax revenues generated by this proposal would be distributed to local governments and K-14 education.

Originally, the California Schools and Local Communities Funding Act was intended to appear on the November 2018 ballot. However, by the time all the initiative signatures had been validated, the deadline had passed for the 2018 ballot and the initiative became eligible for the November 2020 ballot instead.

Once the refiled initiative receives a ballot title and summary from the Attorney General, proponents will be able to start collecting the more than 997,000 registered voter signatures to qualify for the November 2020 ballot. Assuming signatures are gathered in time, we would expect the original initiative to be pulled from the November 2020 ballot (sponsors can do so by summer 2020) and the sponsors to focus their campaign on this new version.

The split-roll initiative may not be the only K-14 funding initiative up for consideration by the voters in November 2020.

The California School Boards Association (CSBA) and the Association of California School Administrators (ACSA) are exploring their own proposal to increase funding for education.

While the details of the proposal are not yet in print, the CSBA-ACSA initiative would generate upwards of \$15 billion annually for K-14 education through a permanent “millionaire’s” tax.

K-12 funding would go out in a manner similar to the Local Control Funding Formula, the community college portion would focus on existing goals of the system—and all funds would be outside of Proposition 98 and the control of the Legislature.

Stay tuned!

[Posted to the Internet 8/13/19]

—*Dave Heckler and Michelle McKay Underwood*

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**Instructional Materials Public Hearing Requirements  
for the 2019–20 School Year**

As yet another year begins, local educational agencies must plan for the instructional materials hearing prior to the eighth week of school. Although the categorical funds for instructional materials have been swept into the Local Control Funding Formula, Education Code Section (EC §) 60119(d) specifically states that “a school district that receives funds for instructional materials from any state source is subject to the requirements of this section.” The code requires that the governing board of a school district to hold an annual instructional materials public hearing to determine whether the school district has sufficient standards-aligned textbooks and instructional materials. The code is not applicable to charter schools.

Specifically, EC § 60119 requires that each governing board:

- Hold a public hearing on or before the end of the eighth week from the first day pupils attend classes. For multitrack year-round schools, the requirement refers to the end of the eighth week from the first day that pupils attend classes in a track that begins in August or September.
- Post a notice of the hearing at least ten days in advance in at least three public places within the school district. The notice must state the time, place, and purpose of the hearing. The hearing may not be held during or immediately following school hours.
- Encourage participation in the hearing by parents, teachers, members of the community, and bargaining unit leaders.
- Determine at the hearing whether “. . . each pupil in each school in the district has sufficient textbooks or instructional materials or both . . .” This is defined as each pupil, including English learners, having a “standards-aligned textbook or instructional materials, or both, to use in class and to take home.” The language does not require two sets of textbooks or instructional materials for each pupil regardless of whether homework is assigned. The use of “class sets” of instructional materials is insufficient.
  - The requirement for sufficient textbooks may not be satisfied by photocopied sheets from a portion of a textbook or by instructional materials photocopied in response to a shortage.
  - Instructional materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class, and to take home, as all other pupils in the

same class or course in the school district, and has the ability to use and access them at home.

- Determine whether each pupil enrolled in a world language or health course has sufficient standards-aligned textbooks or instructional materials.
- Determine whether laboratory science equipment is available to students in grades 9–12 who are enrolled in science laboratory courses.
- Adopt a resolution stating whether textbooks and instructional materials are sufficient.

If an insufficiency exists, disclose in the board resolution to the public and to classroom teachers (1) the percentage of pupils in each school who lack sufficient standards-aligned materials in each subject area, and (2) the reasons for the insufficiency. The governing board must remedy any insufficiency identified at the hearing within two months of the beginning of the school year.

It is important that all school districts hold their hearings early and not wait until the eighth week of school, because if insufficiencies exist, a school district will have very little time to take corrective action. Compliance with this requirement is monitored through the annual independent audit process. Any discrepancies will result in a finding in the audit report.

[Posted to the Internet 8/21/19]

—*Matt Phillips, CPA; and Debbie Fry*

***Draft  
Legislative Platform***



## 2014 LEGISLATIVE PLATFORM

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### CORE BELIEFS

#### **Student Learning**

Every student can and must learn at grade level and beyond

#### **High-Quality Instruction**

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

#### **Leadership**

Leaders must perform courageously and ethically to accomplish stated goals

#### **Safety**

A safe learning and working environment is crucial to student learning

#### **Culture**

Fresno Unified is a place where:

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

### COMMITMENTS

#### **Student Learning**

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

#### **High-Quality Instruction**

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

#### **Leadership**

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

#### **Safety**

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

#### **Culture**

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

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

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

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

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

### **School District Autonomy**

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

### **Funding**

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

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

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



### **Cost-of-Living Adjustments**

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

### **Special Education**

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

### **Declining Enrollment**

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

### **School Facilities**

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

### **Health Care**

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

### **Drop-Out Prevention**

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

### **Online Education**

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

# ***2019 Legislative Calendar***

**2019 TENTATIVE LEGISLATIVE CALENDAR**  
 COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE  
 Revised 10-31-18

**DEADLINES**

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

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

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

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

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

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

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

- Mar. 29** Cesar Chavez Day observed.

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

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

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

**2019 TENTATIVE LEGISLATIVE CALENDAR**

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

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

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

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

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

**July 4** Independence Day.

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

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

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

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

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

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

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

**Sept. 2** Labor Day.

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

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

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

**IMPORTANT DATES OCCURRING DURING INTERIM RECESS**

**2019**

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

**2020**

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

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

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

***Bill Update***

**SCHOOL SERVICES OF CALIFORNIA, INC.**

**Legislative Report Prepared for:  
Fresno Unified School District  
Status as of: September 4, 2019**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
<b>Accountability and Assessments</b>				
AB 751 O'Donnell	Pupil Assessments: Pathways To College Act	Watch	Senate Floor—Third Reading	24
AB 1097 Holden	Pupil Instruction: Credit Recovery Programs: Report	Watch	Senate Floor—Third Reading	24
AB 1233 Smith	Advanced Placement Examinations: Fees	Support	Senate Floor—Third Reading	24
*AB 1234 Patterson	Standardized Tests	Support	To Enrollment	24
AB 1240 Weber	School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement	Watch	Senate Floor—Third Reading	25
AB 1512 Carrillo	Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination	Support	Assembly Higher Education Committee— Bill Did Not Meet Deadline	25
<b>Career Technical Education, Adult Education, and ROC/P</b>				
AB 1303 O'Donnell	School Facilities: Civic Center Act: Direct Costs	Support	Assembly Education Committee	25
<b>Charter Schools</b>				
AB 967 Smith	Local Control and Accountability Plans	Watch	Senate Floor—Third Reading	25

*AB 1505 O'Donnell	Charter Schools: Petitions and Renewals	Support	Senate Floor—Third Reading	26
AB 1506 McCarty	Charter Schools: Statewide Total: Authorization Restrictions	Watch	Assembly Floor—Third Reading	26
*AB 1507 Smith	Charter Schools: Location: Resource Center	Support	Senate Floor—Third Reading	27
<b>Early Childhood Education</b>				
AB 123 McCarty	Early Childhood Education: State Preschool Program: Access: Standards		Senate Education Committee—Bill Did Not Meet Deadline	27
AB 124 McCarty	Childcare: Local Planning Councils	Watch	Assembly Appropriations Committee— Suspense File—Bill Did Not Meet Deadline	27
AB 125 McCarty	Early Childhood Education: Reimbursement Rates		Senate Appropriations Committee	28
SB 174 Leyva	Early Childhood Education: Reimbursement Rates		Assembly Appropriations Committee	28
<b>Employees</b>				
AB 182 Rivas, Luz	Teacher Credentialing: Computer Science: Workgroup	Watch	Assembly Appropriations Committee— Suspense File—Bill Did Not Meet Deadline	28
AB 221 Garcia, Cristina	Teachers: Third-Party Contracts: Prohibitions	Watch	Assembly Floor—Inactive File—Bill Did Not Meet Deadline	28
AB 249 Choi	Public Employers: Employee Organizations	Watch	Assembly Public Employment and Retirement Committee—Bill Did Not Meet Deadline	29
AB 500 Gonzalez	School and Community College Employees: Paid Maternity Leave		Senate Floor—Third Reading	29

AB 644 Committee on Public Employment and Retirement	State Teachers' Retirement: Compensation		Chapter 96, Statutes of 2019	29
AB 843 Rodriguez	Student Financial Aid: Assumption Program of Loans For Education	Support	Senate Education Committee—Bill Did Not Meet Deadline	29
AB 1078 Weber	Certificated School Employees: Permanent Status	Support	Assembly Education Committee—Bill Did Not Meet Deadline	30
AB 1353 Wicks	Classified Employees: Probationary Period	Oppose	To Enrollment	30
AB 1452 O'Donnell	State Teachers' Retirement		Senate Floor—Third Reading	30
AB 1623 Rivas, R.	Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program	Support	Senate Education Committee—Bill Did Not Meet Deadline	30
<b>Facilities</b>				
AB 48 O'Donnell	Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022	Support	Senate Rules Committee	31
<b>Governance and District Operations</b>				
AB 177 Low	Election Day Holiday	Oppose	Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	31
SB 328 Portantino	Pupil Attendance: School Start Time	Support	Assembly Floor—Third Reading	31
<b>Health/Safety</b>				
SB 223 Hill	Pupil Health: Administration of Medicinal Cannabis: Schoolsites	Support	To Enrollment	32



<b>Instruction</b>				
*AB 197 Weber	Full-Day Kindergarten	Support	Senate Floor—Third Reading	32
AB 331 Medina	Pupil Instruction: High School Graduation Requirements: Ethnic Studies	Support	Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	32
*AB 1393 Weber	Pupil Instruction: Model Curriculum: Laotian History and Cultural Studies	Support	Assembly Floor—Concurrence	32
<b>Mental Health</b>				
AB 8 Chu	Pupil Health: Mental Health Professionals	Watch	Senate Health Committee—Bill Did Not Meet Deadline	33
AB 895 Muratsuchi	Pupil Mental Health Services Program Act		Assembly Education Committee—Bill Did Not Meet Deadline	33
<b>Miscellaneous</b>				
AB 272 Muratsuchi	Pupils: Use of Smartphones	Watch	Chapter 42, Statutes of 2019	33
*AB 1319 Arambula	Migrant Education: Pupil Residency	Watch	Assembly Floor—Concurrence	34
AB 1508 Bonta	Pupil Nutrition: Breakfast After The Bell Program		Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	34
SB 2 Glazer	Statewide Longitudinal Student Database	Watch	Assembly Education Committee—Bill Did Not Meet Deadline	34
<b>School Safety and Student Discipline</b>				
*AB 218 Gonzalez	Damages: Childhood Sexual Assault: Statute of Limitations	Watch	Senate Floor—Third Reading	34
AB 503 Flora	Gun-Free School Zone	Oppose	Assembly Public Safety Committee—Bill Did Not Meet Deadline	35

SB 419 Skinner	Pupil Discipline: Suspensions: Willful Defiance	No Position	To Enrollment	35
<b>Special Education</b>				
AB 428 Medina	Special Education Funding	Support	Senate Appropriations Committee— Suspense File—Bill Did Not Meet Deadline	35
SB 217 Portantino	Special Education: Individuals With Exceptional Needs	Support	Assembly Education Committee—Bill Did Not Meet Deadline	36
<b>State Budget, Education Finance, and LCFF</b>				
*AB 39 Muratsuchi	Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports	Support	Senate Floor—Third Reading	36
AB 575 Weber	Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups		Assembly Education Committee—Bill Did Not Meet Deadline	36
AB 760 Cooper	Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On	Support	Assembly Education Committee—Bill Did Not Meet Deadline	36
AB 1225 Carrillo	Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness	Support	Assembly Education Committee—Bill Did Not Meet Deadline	37
SB 443 Rubio	Transitional Kindergarten: Average Daily Attendance	Support	Senate Appropriations Committee— Suspense File—Bill Did Not Meet Deadline	37
SB 499 McGuire	School Meals: California-Grown for Healthy Kids Program	Watch	Assembly Education Committee—Bill Did Not Meet Deadline	37
SB 729 Portantino	Local Control Funding Formula: School Districts and Charter Schools	Support	Assembly Education Committee—Bill Did Not Meet Deadline	37
SCA 5 Hill	Taxation: School Districts: Parcel Tax	Support	Senate Floor—Inactive File	38

## Accountability and Assessments

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

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

**Status:** Senate Floor—Third Reading

**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.

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

**Amended:** 6/11/2019

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

**Status:** Senate Floor—Third Reading

**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.

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

**Amended:** 6/28/2019

**Title:** Advanced Placement Examinations: Fees

**Status:** Senate Floor—Third Reading

**Position:** Support

#### **Summary:**

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

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

**Amended:** 8/15/2019

**Title:** Standardized Tests

**Status:** To Enrollment

**Position:** Support

#### **Summary:**

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

---

**AB 1240 (Weber)****Amended:** 6/11/2019**Title:** School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement**Status:** Senate Floor—Third Reading**Position:** Watch**Summary:**

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

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

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

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

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**AB 1303 (O'Donnell)****Amended:** 6/24/2019**Title:** School Facilities: Civic Center Act: Direct Costs**Status:** Assembly Education Committee**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.

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**Charter Schools**

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**AB 967 (Smith)****Amended:** 4/2/2019**Title:** Local Control and Accountability Plans**Status:** Senate Floor—Third Reading**Position:** Watch**Summary:**

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

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**\*AB 1505 (O'Donnell)****Amended:** 8/30/2019**Title:** Charter Schools: Petitions and Renewals**Status:** Senate Floor—Third Reading**Position:** Support**Summary:**

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

Extends the timeline to approve or deny a new charter school petition

- 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
- 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 district is not positioned to absorb the fiscal impact of the proposed charter school,
- Eliminates the authority to establish a statewide benefit charter school
- Establishes additional charter renewal criteria based on the performance of the charter school on the state and local indicators included in the state's evaluation rubrics
- Prohibits the approval of a petition for the establishment of a new nonclassroom-based charter school from January 1, 2020, to January 1, 2022, with limited exceptions
- Clarifies teacher credential requirements
- Makes county offices of education responsible for providing technical assistance to charters identified for differentiated assistance
- Operative July 1, 2020

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

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

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

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

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**\*AB 1507 (Smith)**

**Amended:** 8/30/2019

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

**Status:** Senate Floor—Third Reading

**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.

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## Early Childhood Education

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**AB 123 (McCarty)**

**Amended:** 4/29/2019

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

**Status:** Senate Education Committee—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

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**AB 124 (McCarty)**

**Amended:** 4/22/2019

**Title:** Childcare: Local Planning Councils

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

**Position:** Watch

**Summary:**

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

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

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

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**SB 174 (Le yv a )****Amended:** 6/13/2019**Title:** Early Childhood Education: Reimbursement Rates**Status:** Assembly Appropriations Committee**Position:****Summary:**

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

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## Employees

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

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

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**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

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**AB 249 (Choi)**

**Title:** Public Employers: Employee Organizations

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

**Position:** Watch

**Summary:**

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

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**AB 500 (Gonzalez)**

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

**Status:** Senate Floor—Third Reading

**Position:**

**Summary:**

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

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**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.

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**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.



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**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.

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**AB 1353 (Wicks)**

**Amended:** 6/20/2019

**Title:** Classified Employees: Probationary Period

**Status:** To Enrollment

**Position:** Oppose

**Summary:**

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

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**AB 1452 (O'Donnell)**

**Amended:** 3/26/2019

**Title:** State Teachers' Retirement

**Status:** Senate Floor—Third Reading

**Position:**

**Summary:**

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

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**AB 1623 (Rivas, Robert )**

**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

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### **AB 48 (O'Donnell)**

**Amended:** 7/8/2019

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

**Status:** Senate Rules Committee

**Position:** Support

#### **Summary:**

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

## Governance and District Operations

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### **AB 177 (Low)**

**Title:** Election Day Holiday

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

**Position:** Oppose

#### **Summary:**

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

### **SB 328 (Portantino)**

**Amended:** 5/8/2019

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

**Status:** Assembly Floor—Third Reading

**Position:** Support

#### **Summary:**

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

## Health/Safety

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

**Amended:** 6/26/2019

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

**Status:** To Enrollment

**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

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

**Amended:** 8/30/2019

**Title:** Full-Day Kindergarten

**Status:** Senate Floor—Third Reading

**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 studies course. Students may fulfill the ethnic studies requirement by completing either an ethnic studies course, or an ethnic studies course taught as another subject.

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

**Amended:** 8/26/2019

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

**Status:** Assembly Floor—Concurrence

**Position:** Support

#### **Summary:**

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

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**AB 503 (Flora)**

**Title:** Gun-Free School Zone

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

**Position:** Oppose

**Summary:**

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

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**SB 419 (Skinner)**

**Amended:** 8/12/2019

**Title:** Pupil Discipline: Suspensions: Willful Defiance

**Status:** To Enrollment

**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.

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## Special Education

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**AB 428 (Medina)**

**Title:** Special Education Funding

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

**Position:** Support

**Summary:**

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

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

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**SB 217 (Portantino)****Amended:** 5/17/2019**Title:** Special Education: Individuals With Exceptional Needs**Status:** Assembly Education Committee—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.

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

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**\*AB 39 (Muratsuchi)****Amended:** 8/30/2019**Title:** Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports**Status:** Senate Floor—Third Reading**Position:** Support**Summary:**

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

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**AB 575 (Weber)****Title:** Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:****Summary:**

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

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

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

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

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

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

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

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**SB 499 (McGuire)****Amended:** 5/17/2019**Title:** School Meals: California-Grown For Healthy Kids Program**Status:** Assembly Education Committee—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.

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**SB 729 (Portantino)****Amended:** 3/27/2019**Title:** Local Control Funding Formula: School Districts and Charter Schools**Status:** Assembly Education Committee—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.

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**SCA 5 (Hill)**

**Amended:** 4/22/2019

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

**Status:** Senate Floor—Inactive File

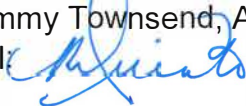
**Position:** Support

**Summary:**

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

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: Tammy Townsend, Administrative Analyst  
Cabinet Approval: 

Date: September 13, 2019

Phone Number: 457-6204

Regarding: State Pre-School and Kindergarten Facility Funds

The purpose of this communication is to provide the Board additional information on state preschool and kindergarten facility grants.

Fresno Unified School District Facilities' staff is currently working, in partnership with the Early Learning team, on applications for future pre-school facility grants which will be submitted to the state in October.

Since January 2019 the state has provided two rounds of grant funding for full-day kindergarten facilities. The first round of applications was due in January 2019. In total, \$37.5 million was made available at that time, and was exclusively awarded to districts that were considered to be in financial hardship. Fresno Unified School District was not awarded in that first round.

A second round of grants was made available in May 2019. At this time, the level of funding (\$60 million) reached non-financial hardship districts. Additional criteria for this round included free and reduced lunch meal counts. Fresno Unified applied for four elementary schools at that time: Addams, Del Mar, Ericson, and Ewing. Only, Ericson Elementary was awarded in this round for \$1.25 million. These funds will offset the cost of an upcoming (but not yet awarded) project at that school.

If you have any questions or require additional information, please call Tammy Townsend at 457-6204.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 9/12/19



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: September 10, 2019

Phone Number: 457-3907

Regarding: 2018/19 Charter School Unaudited Actual Financial Reports Update

The purpose of this communication is to provide the Board additional information regarding 2018/19 Charter School Unaudited Actual Financial Reports.

As the Board may recall, district sponsored charter school ending fund balances are included in the year-end unaudited financial report for Fresno Unified School District annually.

The following observations were made regarding the charter school financial activity and ADA trends and projections that will continue to be monitored by the district:

- Aspen Meadow is projecting an additional increase of 69 ADA, or 29%, in 2019/20 due to adding 5th grade and an additional 3rd grade class.
- SOUL's ADA will continue to be monitored for reasonableness as the charter is projecting an increase of 14 ADA, or 12%, in 2019/20. In 2018/19, SOUL's certified P-2 ADA was 24 less than what was originally budgeted.

The attached charts illustrate information that the charter schools provided to Fresno Unified regarding the respective 2018/19 unaudited financial activity, their average daily attendance (ADA) trends and their 2019/20 ADA projections.

The district continues to work with the charter schools to address changes in financial reporting to ensure financial viability. There were no charter schools with deficit spending in 2018/19. Staff will continue to update the Board as information becomes available.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.

*Robert G. Nelson*

Date:

*9/12/19*

## Charter School Unaudited Actual Financial Reports 2018/19


Charter School	Actual Revenues Fund Balance	Actual Revenues	Actual Expenditures	Actual Ending Fund Balance	Unrestricted Reserve for Economic Uncertainty
Aspen Meadow	\$121,237	\$2,399,609	\$2,368,754	\$152,092	2.79%
Aspen Valley Preparatory	\$1,131,717	\$5,218,494	\$4,881,237	\$1,468,974	21.57%
Carter G. Woodson Public Charter	\$772,714	\$5,380,780	\$4,887,727	\$1,265,767	19.26%
Morris E. Dailey Charter	\$2,877,522	\$3,805,200	\$3,238,746	\$3,443,976	99.81%
School of Unlimited Learning	\$668,032	\$2,298,671	\$2,221,798	\$744,905	20.42%
Sierra Charter	\$2,577,191	\$5,270,793	\$5,029,026	\$2,818,958	55.34%
University High	\$2,900,243	\$5,438,910	\$5,268,414	\$3,070,739	47.06%

## Charter School ADA Trends

Charter School	2017/18 Actual ADA	2018/19 Actual ADA	2019/20 Projected ADA
Aspen Meadow	116.14	166.21	235.50
Aspen Valley Preparatory	372.67	406.23	438.98
Carter G. Woodson Public Charter	320.13	389.05	398.00
Morris E. Dailey Charter	387.36	391.17	390.03
School of Unlimited Learning	151.00	151.38	165.00
Sierra Charter	412.40	412.20	415.00
University High	478.19	475.57	475.57

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: Ruth F. Quinto, Deputy Superintendent/CFO  
Cabinet Approval: 

Date: September 13, 2019

Phone Number: 457-3907

Regarding: Sale of 2019 General Obligation Refunding (Refinancing) Bonds

The purpose of this communication is to provide the Board an update on the sale of the 2019 General Obligation Refunding (Refinancing) Bonds.

On September 12, 2019, Fresno Unified successfully locked in \$81.1 million in taxpayer savings through the sale of its \$103.7 million 2019 General Obligation Refunding Bonds. The bonds were issued to refinance the district's Election of 2001 General Obligation Bonds, Series G from Measure K.

Prior to the sale, the district received an affirmation of its strong 'Aa3' credit rating from Moody's. In its credit report, Moody's makes note of the district's:

- Large and growing tax base
- Settled teacher contracts
- Stable financial position
- Conservative budgeting practices

In addition to the strong internal characteristics of the district and the bonds, the district benefitted externally from a historically low interest rate environment resulting from:

- Slowdown in European economies
- Geopolitical uncertainties surrounding Brexit, Iran and Hong Kong
- Trade war with China
- Fed and other central bank rate cuts/stimulus measures

While interest rates increased in the days leading up to the sale due to sentiment surrounding U.S. and China trade, the bonds attracted significant investor demand. As the Board may recall, the maximum authorized at the September 4, 2019 Board meeting was \$110 million. The favorable results described here resulted in \$103 million in bonds to sell and the district received \$185 million in orders from a broad investor base which included bond funds, insurance companies, banks, separately managed accounts, and individual retail. Given the 1.8x subscription, all bond maturities were sold to investors.

The bonds ultimately achieved a very low all-inclusive interest cost of 3.61%, which replaced the prior bonds' average interest rate of 6.89% (without any extension of the original repayment term). When the bonds were initially approved by the Board on September 4, taxpayer savings were estimated at approximately \$60 million. The final savings achieved of \$81.1 represents a very successful outcome to the benefit of taxpayers.

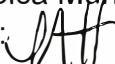
If you have any questions or require additional information, please call Ruthie Quinto at 457-6226.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 9/13/19

Fresno Unified School District  
Board Communication

**BC Number C-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Zuleica Murillo, Executive Director  
Cabinet Approval: 

Date: September 13, 2019

Phone Number: 457-3390

Regarding: Parent Resource Center Open House

The purpose of this communication is to provide the Board information regarding the Parent Resource Center Open House.

The Parent Resource Center Open House is a time for Parent University and those who partner with the Department of Community and Family Services to come together in our shared vision to empower, engage and connect families in support of student achievement.

The annual Trunk or Treat open house will be held at Parent University at 850 N. Blackstone Avenue. on Friday, October 25, 2019.

This year's theme, "Treats and Resources" will highlight district and community partners as they provide helpful parent resources including Halloween safety tips. Families will have the opportunity to engage in activities, games and trick or treat in a safe environment.

Attached you will find a flyer to our event which includes a vendor application if you are interested in participating.

If you have any questions or require additional information, please contact Zuleica Murillo at 457-3390.

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



Date: 9/2/19 \_\_\_\_\_

*You're Invited!*

Parent University's Open House &

**TRUNK OR TREAT**

**The Parent Resource Center**  
**Friday, October 25, 2019**  
**4 p.m. - 6 p.m.**



*Join us for family fun, food, and treats!*  
*Costumes Welcome!*



**For more information contact the  
Parent University office at (559) 457-3390**

**559.457.3390 | 850 N. Blackstone Ave. | Fresno, CA 93701**

# TRUNK OR TREAT

## Vendor Application Form

### ***Sponsor Information***

**Fresno Unified School District, Parent University**

**Date of Event:** Friday, October 25, 2019

**Time:** 4PM - 6PM

**Event Location:** Parent Resource Center

850 N. Blackstone Ave., Fresno, CA 93701

### **Vendors:**

- 1. Expected set up time at 2PM**
- 2. Bring your own vehicle, chairs, and decorated trunk**
- 3. Please bring Candy/ Token Items to be given to kids**
- 4. Event will conclude at 6PM**

**PLEASE SUBMIT ALL FORMS BY OCTOBER 1, 2019**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Description of Agency/Organization: \_\_\_\_\_

Are you contracted with Fresno Unified School District:  Yes  No

Provide a brief description of services and /or items you will be providing: \_\_\_\_\_

Please specify the number of publications to be provided by your booth if any: \_\_\_\_\_




**For more information contact the  
Parent University office at (559) 457-3390**

**559.457.3390 | 850 N. Blackstone Ave. | Fresno, CA 93701**

Fresno Unified School District  
Board Communication

**BC Number EA-1**

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

Date: September 13, 2019

Phone Number: 457-3896

Regarding: Climate and Culture Performance: Suspension Codes

The Purpose of this communication is to provide the Board information regarding previously reported suspension incidents by suspension codes for Fresno Unified. The Climate and Culture Board Communication shared on August 23, 2019 contained suspension codes that were matched incorrectly in a data table and have since been corrected. The backend matching of the query ran for suspension codes was inaccurate. Out of the 26 slides, this was the only one that was incorrect. The correct slide is included as we want to make sure that the Board has the most accurate information in front of them.

As a reminder 2018/19 data is preliminary which means we use internal metrics until final numbers are released from the California Department of Education. The 2018/19 final results will be shared as soon as we receive final results from the California Department of Education.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 9/12/19


# PERCENT OF SUSPENSION INCIDENTS BY SUSPENSION CODE: 2016/17 TO 2018/19 (TOP 10)

Description of Suspension Code	2016/17	2017/18	2018/19
A(1) – Caused, attempted to cause, or threatened to cause physical injury to another person	51.0%	54.2%	60.4%
K – Disrupted school activities or defied the valid authority of school personnel	33.2%	27.6%	26.5%
I – Obscene acts, habitual profanity, and vulgarity	17.1%	17.9%	19.1%
A(2) – Used force or violence	13.6%	16.1%	18.3%
C – Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance	6.3%	8.4%	10.3%
F – Damage to school or private property	4.6%	4.3%	4.4%
4 – Harassed, threatened or intimidated school district personnel or pupils	1.9%	2.6%	2.2%
B – Possession, sale, furnishing a firearm, knife, explosives or dangerous object	2.9%	2.8%	2.2%
J – Possessed, offered, arranged, or negotiated sale of drug paraphernalia	0.7%	1.3%	2.0%
G – Theft of school or private property	2.9%	2.6%	1.9%



Fresno Unified School District  
Board Communication

**BC Number OS-1**

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

Date: September 13, 2019

Phone Number: 457-3134

Regarding: Community Survey Regarding School Facility Investment

The purpose of this communication is to provide the Board information regarding the community survey conducted in late August to gauge interest in a potential 2020 bond measure to support school facility improvements. The June 12, 2019 Board approval of the bundled contracts agenda item (B-35) included an agreement with public opinion research firm Fairbank, Maslin, Maullin, Metz and Associates (FM3) for a survey of likely voters. FM3 also assisted the district with information for Measure Q in 2010 and Measure X in 2016.

A presentation of survey results, for discussion and feedback, will be submitted for inclusion on the October 2, 2019 Board meeting agenda. Key decision points with respect to a potential 2020 bond measure include: 1) which election to target (Primary - March, or General - November); 2) size of the bond; and 3) bond investment priorities.

The survey questions centered on general awareness and opinions about the district and the need for funding, general concerns in the community, priorities for use of potential bond revenue, and reaction to two potential bond amounts:

- \$160 million, which is estimated to maintain the current tax rate of \$188.86 per \$100,000 of assessed value.
- \$240 million, which is estimated to result in a 10% increase in the tax rate; this is the approximate amount of the projects identified on the most recent Measure X Project Tracking Log that are not prioritized for funding currently available.

If the district pursues a bond measure, the Board sets the amount of the bond. The amounts tested in the August survey were to gauge voter interest, and are not binding on the district. There is an opportunity to gather additional opinions through a secondary survey with refined questions based on the initial information received, should the Board be interested in that approach.

A summary of survey feedback is below; details will be presented at the October 2 Board meeting:

- Voters' perception of the district is more positive than in previous surveys (2010 and 2016)
- There is significant awareness of the need for funding for schools
- Voters are supportive of a bond measure to support school facility improvements
- A top priority for investment is retaining and attracting quality teachers
- Voters see value in investing in school repairs/upgrades
- Voters are concerned about school campus security
- There is support for a school bond measure across all Trustee areas

If the Board is interested in a March 2020 bond election, the following timeline would be recommended:

- Conduct a secondary survey with refined ballot language and bond amount – late Oct. 2019
- Opportunity for Board discussion of potential bond investment priorities – Nov. 6, 2019
- Opportunity for Board to approve resolution ordering a bond election – Nov. 20, 2019
- Deadline to file with Elections Office for Presidential Primary Election ballot – Dec. 6, 2019

Discussion of specific bond projects can continue after the filing deadline. The bond resolution that would need to be adopted prior to December 6 would provide ballot language that is intentionally general in nature as to the various types of improvements to be funded by bonds at any district school, not a school-by-school project list.

If the Board is interested in pursuing a bond election in November 2020, the filing deadline would be early August 2020.

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

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 9/12/19

Fresno Unified School District  
Board Communication

**BC Number OS-2**

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

Date: September 13, 2019

Phone Number: 457-3134

Regarding: Proposed Herrera Elementary School – Construction Timeline

The purpose of this communication is to provide the Board information regarding the targeted timeline for the construction and opening of the proposed Herrera Elementary School at 5090 E. Church Avenue., based on the schedule that has been in place throughout the design development and review process. The plan was to advertise the project for bidding on September 11, 2019, with a bid opening date of October 2, 2019. However, the bid advertisements were not published as scheduled in response to Board member inquiries regarding the possibility of exploring the development of a project labor agreement for the project. Information about project labor agreements was provided in a September 6, 2019 Board Communication.

The Herrera project schedule is timed to take advantage of favorable off-peak market conditions, and envisions a recommendation to the Board for award of a construction contract on November 6, 2019. This allows for contractor startup activities and procurement of long lead time materials such as structural steel, prior to on-site work commencing in early February 2020 as Phoenix Secondary Academy relocates from the site to its new campus at Church and Orangewood. The schedule plans for substantial project completion in late May 2021 to provide adequate time to furnish and stock the new school for a smooth August 2021 opening to staff and students. This schedule is tight but achievable, if it stays on track.

Delaying the advertisement for bidding, impacts construction completion and diminishes the time needed for preparation of the new facilities for start of school in 2021. Under a scenario resulting in a four week or more delay from the planned September 11 bid advertisement, Herrera's opening would be pushed back a year, to August 2022. As the construction market continues to experience regular cost escalation, delay would also be anticipated to increase the cost of construction.

If you have questions or need further information, please contact Karin Temple at 437-3134.

Approved by Superintendent  
Robert G. Nelson Ed.D.




Date:



Fresno Unified School District  
Board Communication

**BC Number SL-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Carlos Castillo, Instructional Superintendent  
Bryan Wells, Executive Officer  
Cabinet Approval: 

Date: September 13, 2019

Phone Number: 457-3554

Regarding: Juan Felipe Herrera Elementary School Update

The purpose of this communication is to provide the Board an update regarding preliminary actions for planning for the opening of Juan Felipe Herrera Elementary School. Actions include:

- Researching effective instructional programs identified as Science, Technology, Engineering, Arts, and Mathematics (STEAM) themed schools.
- Scheduling visitations to STEAM elementary schools for the end of September 2019. These schools are identified by the California Department of Education as effective STEAM programs.
- Hiring the principal of the school in December 2019.
- Hiring a few teachers in Spring 2020.
- Consulting with Juan Felipe Herrera on the theme of the school (STEAM) and the design of the program.
- Collaborating with Fresno Unified Facilities in the design of the school for integrating learning for STEAM program.
- Learning from current school and staff in Fresno Unified (Yokomi-science emphasis)

If you have any questions or require additional information, please contact Carlos Castillo at 457-3554, or Bryan Wells at 457-6223.

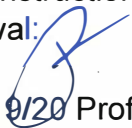
Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: 9/13/19

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: Julie Severns, Ed.D., Administrator  
Katie Russell, Instructional Superintendent  
Cabinet Approval: 

Date: September 13, 2019

Phone Number: 457-3656

Phone Number: 457-3753

Regarding: 2019/20 Professional Learning and Support for Site Leaders

The purpose of this communication is to provide the Board information related to the professional learning content and design for site leaders for the 2019/20 school year. Currently there are five structures to support the learning of our site leaders.

**Principal Meetings:** These meetings are held five times a year with messaging from the Superintendent to build a deeper understanding of the district focus areas - Cultural Proficiency, Multi-Tiered Systems of Support, and department processes and procedures to provide a culture of learning with high expectations.

**Co-Administrator Meetings:** In the same week as the principal meeting, the vice principals and guidance learning advisors can choose from four repeat sessions. Some of the learning is the same to ensure consistency of learning and coherence in the system.

**Regional Sessions:** Following each principal meeting, principals meet in their regional teams as a Professional Learning Community to improve overall leadership skills in a collaborative approach to improve student growth measures in academics and social emotional learning. Each region has specific goals and related actions that involve their administrators and teachers.

**Instructional Practice Walks:** Each site leader participates with a consistent team four times a year where they engage in side by side learning at school sites utilizing the Instructional Practice Guide to improve instruction and the Professional Learning Community to drive the improvement.

**Summer Learning Sessions:** In June and August, leaders participate in professional learning that includes a combination of mandatory and optional sessions. This past summer, principals participated in sessions to close and open the school year with messaging from the Superintendent and the Instructional Division, plus trainings related to the iReady diagnostic assessment and student discipline. In addition to the required learning, principals and co-administrators were provided a summer learning brochure to select from a variety of differentiated sessions designed and delivered by a wide range of departments based on administrator interest. Site principals also delivered sessions of the optional professional learning to their peers.

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: 9/13/19

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: Carlos Castillo, Instructional Superintendent  
Cabinet Approval: 

Date: September 13, 2019

Phone Number: 457-3554

Regarding: Comprehensive Sexual Health Education Parent Letter Attachment

The purpose of this communication is to provide the Board the appropriate attachment meant to accompany the August 9, 2019 Board Communication titled "Comprehensive Sexual Health Education Information Request." The attachment was not included as a result of a clerical error. We deeply apologize for the error.

The attachment is a parent letter in English, Spanish, and Hmong with information for parents regarding upcoming comprehensive sexual health education lessons and direction about what to do if they do not wish for their child to participate.

If you have any questions or require additional information, please contact Michele Pacheco at 457-3554.

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



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

9/13/19



*Preparing Career Ready Graduates*

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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

**Parent Notification Letter**

Dear Parent or Guardian,

On October 1, 2015, Governor Jerry Brown signed into law the California Healthy Youth Act (Ed. Code 51930-51939). The goals of the law are:

1. To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
2. To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development.
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

Subsequently, on October 14, 2015, Fresno Unified Board of Trustees voted to adopt the education curriculum Positive Prevention PLUS. In accordance with the California Healthy Youth Act (AB 329), students in grades 7 thru 12 must receive comprehensive sexual health education and HIV Prevention education at least once in middle school and once in high school.

Fresno Unified will continue to partner with community organization, Fresno Barrios Unidos to provide students with comprehensive sexual health education using Positive Prevention *PLUS*, which is fully aligned to the California Education Code and the CA Healthy Youth Act.

For parents or guardians who are interested in learning more about the curriculum, the materials will be available for review on [Click or tap to enter a date](#) at [Click here to enter text](#). You may request a copy of the California Healthy Youth Act from the school office. If you wish to excuse your child from part or all of this comprehensive sexual health education, you must provide a request in writing to your student's science teacher.

Sincerely,

Site Principal



*Preparing Career Ready Graduates*

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## SUPERINTENDENT

Robert G. Nelson, Ed.D.

### Carta de Notificación de los Padres

Estimado Padre o Tutor,

El 1ro de octubre del 2015, el Gobernador Jerry Brown firmó la ley del Decreto de Jóvenes Saludables de California (Código de Educación 51930-51939). Las metas de la ley son:

1. Proveer a los estudiantes el conocimiento y las habilidades necesarias para proteger su salud sexual y reproductiva del HIV y otras infecciones transmitidas y embarazos no deseados.
2. Proveer a los estudiantes el conocimiento y las habilidades que necesitan para desarrollar actitudes saludables en relación al crecimiento y desarrollo de adolescente, imagen corporal, género, orientación sexual, relaciones, matrimonio y familia.
3. Promover la comprensión de sexualidad como una parte normal del desarrollo humano.
4. Asegurar que los estudiantes reciban instrucción de salud sexual y prevención del HIV integrada, comprensiva, precisa e imparcial y proveer a los educadores con herramientas claras y normas para lograr ese fin.

Posteriormente, el 14 de octubre del 2015, los Miembros de la Mesa Directiva del Distrito Escolar Unificado de Fresno votaron para adoptar el currículo educativo de Prevención Positiva PLUS. De acuerdo con el decreto de Jóvenes Saludables de California (AB 329), los estudiantes en los grados 7 a 12 deben recibir educación integral en salud sexual y educación para la prevención del VIH al menos una vez en la escuela secundaria y una vez en la escuela preparatoria.

El Distrito Escolar Unificado de Fresno seguirá colaborando con organizaciones comunitarias, Barrios Unidos de Fresno para proporcionar a los estudiantes una educación integral en salud sexual usando Prevención Positiva PLUS, que está totalmente alineado con el Código de Educación de California y el decreto de Jóvenes Saludables de California.

Para los padres o tutores que están interesados en aprender más acerca del currículo, los materiales estarán disponible para revisión el haga en [haga clic aquí para entrar texto](#). Usted puede solicitar una copia del Decreto de Jóvenes Saludables de California en la oficina de la escuela. Y, si usted desea excluir a su niño (a) de toda o parte de esta educación de salud sexual comprensiva, debe proveer una petición por escrito al maestro/a de ciencia de su estudiante.

Sinceramente,

Director(a) Escolar





*Preparing Career Ready Graduates*

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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

**Tsab Ntawv Ceeb Toom Niam Txiv**

Nyob Zoo Txog Niam Txiv los yog Neeg Saib Xyuas,

Thaum Kaum Hli Ntuj tim 1, 2015, Thawj Coj Xeev Jerry Brown tau xee npe ua cai lij choj rau California Txoj Cai Tswj Me Nyuam Hluas Kev Nyob Dawb Huv (Cai Kawm Txuj 5193051939). Cov hom phiaj ntawm txoj cai lij choj yog:

1. Los muab rau tub kawm ntawv muaj tej kev paub thiab tej kev txawj tsim nyog muaj los tiv thaiv lawv kev nyob ua poj niam txiv neej thiab tsim tau noob neej dawb huv ntawm HIV thiab lwm yam kab mob sib kis tau nrog kev sib daj sib dee thiab kev xeeb tub tsis tau npaj siab tseg.
2. Los muab rau tub kawm ntawv muaj tej kev paub thiab tej kev txawj lawv yuav tsum muaj los rhawv tawm tej yam ntxwv kev coj dawb huv rau kev loj hlob thiab kev paub ua neeg hluas, xim xoo nrog cev, kev yog poj niam txiv neej, hom neeg nyiam daj dee, kev sib raug zoo, kev sib yuav, thiab tsev neeg.
3. Los txhawb nqa kev nkag siab txog kev xav sib daj sib dee tam li ib feem yeej zoo li ntawd ntawm tib neeg txoj kev loj hlob.
4. Los ua kom tub kawm ntawv tau txais kev qhia sib xyaws, txhij txhua, raug zoo, thiab ncaj ncees txog kev nyob ua poj niam txiv neej dawb huv thiab kev tiv thaiv HIV thiab muab rau cov tub txawg tub ntse muaj tej twj siv thiab lus qhia ua mee pem los ua tiav tog xaus nkaus.

Sib law liag ntawd, thaum Kaum Hli Ntuj tim 14, 2015, Fresno Cheeb Tsam Chaw Kawm Ntawv Pawg Nom Tswj Kev Kawm tau pov suab los txais yuav zaj kev kawm Kev Tiv Thaiv Tau Zoo PLUS. Raws li California Txoj Cai Me Nyuam Hluas Kev Noj Qab Nyob Huv (AB 329), cov tub kawm ntawv hauv qib 7 txog qib 12 yuav tsum tau txais kev qhia txhij txhua txog kev sib daj sib dee dawb huv thiab txuj ci Tiv Thaiv HIV yam tsawg ib zaug nyob rau thaum tsev kawm ntawv them nrab thiab ib zaug thaum nyob rau tsev kawm ntawv them siab.

Fresno Hauv Paus Tsev Kawm Ntawv los koom tes txuas ntxiv nrog koom haum zej zog, Fresno Barrios Unidos los npaj tej tub kawm ntawv nrog kev kawm kev sib daj sib dee dawb huv los ntawm kev siv Kev Tiv Thaiv Zoo PLUS, uas yog dhos puv npo rau California Txoj Cai Kawm Txuj thiab CA Txoj Cai Me Nyuam Hluas Kev Noj Qab Nyob Huv.

Rau cov niam txiv los yog neeg saib xyuas nws muaj kev ntxim siab rau kev kawm ntau ntxiv txog qhov kev kawm, cov ntaub ntawv muaj rau kev ua zoo xyuas rau ntawm Koj muaj peev xwm thov tau ib daim ntawm "California Healthy Youth Act" los ntawm tsev kawm ntawv lub chaw saib hauj lwm. Yog koj xav los zam koj tus me nyuam los ntawm ib feem los yog tag nrho ntawm qhov kev kawm kev sib daj dee dawb huv nov, koj yuav tsum npaj muaj ib qho kev thov sau ua ntaub ntawv rau koj tus tub kawm ntawv tus xib fwb qhia kev tshawb fawb (science).

Sau Npe,  
Thawj Xib Fwb