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Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – NOVEMBER 08, 2019

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

SUPERINTENDENT – Robert G. Nelson, Ed.D.

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

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

AS-1 Kim Kelstrom School Services Weekly Update Report
for November 01, 2019

AS-2 Ruth F. Quinto Joint Health Management Board
Financial Updates

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

EA-1 Kristi Imberi-Olivares The National Assessment of Educational
Progress Results from 2019

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Secondary Community Survey –
Revised Presentation

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1 Phil Neufeld Purchase of High School Wide Area
Network Services

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: November 08, 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 Holland, Hoover, Manchester GATE and Pyle
- Attended Downtown Fresno Rotary
- Attended Ticket to the Future/School Choice Expo
- Gave interview with Nancy Price, GV Wire, regarding iReady results
- Attended Trailblazers Awards Luncheon
- Held press conference regarding Thai Chili Sauce
- Spoke at the Education Resource Strategies California CFO Network Conference
- Met with Hope, Effort, Appropriate and Thriving (H.E.A.T.) and community members to discuss the Southwest Fresno Specific Plan


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/8/19

Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: November 08, 2019

Phone Number: 457-3907

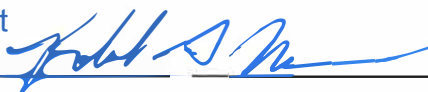
Regarding: School Services Weekly Update Report for November 01, 2019

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 November 01, 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.



Date:

11/8/19



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

DATE: November 1, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

What to Know About the New Late School Start Time Mandate

Perhaps the biggest education policy question of the year was whether Governor Gavin Newsom would buck former Governor Jerry Brown's subsidiarity principle and sign Senate Bill (SB) 328 (Chapter 868/2019) into law. Governor Newsom delivered local control advocates a big blow by officially signing the measure into law on the last day for the Governor to consider legislation sent to him by the Legislature.

SB 328 requires the school day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively. Schools must implement the new law by July 1, 2022, or the date in which a district's collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later. The bill exempts rural school districts from the start time restrictions.

While local educational agencies (LEAs) will have a couple of years to prepare for the implementation of this measure, there are several things that school agencies should know about the new mandate now that it's in statute.

The State Board of Education (SBE) cannot grant waivers for the new start time restrictions. While the SBE has some power to grant waivers to school agencies for a number of Education Code sections, this new law is not one of them. In fact, the California Department of Education (CDE) explicitly states on their website that since this statute is not waivable by the SBE, the CDE will return any requests to waive Education Code § 46148 back to the school agency.

Another important thing to consider is how SB 328 defines what a school day is. The measure specifies that "school day" has the same meaning as defined by the school district or charter school for purposes of calculating average daily attendance (ADA) in order to compute any apportionments of state funding. School agencies must maintain the same number of hours for the school day even if it means implementing later bell schedules to comply with the new law.

Perhaps the most lingering question about this measure is how it defines rural school districts. This question is significant because rural school districts are

exempt from the late start time restrictions. However, the bill does not provide a definition for what districts would qualify as rural. To remedy this issue, the author's office has indicated that this definition will likely be resolved via clean-up language during the upcoming 2020 legislative year.

For schools that have a zero period, SB 328 does not prohibit a school from offering classes before the start of the school day to a limited number of pupils that do not generate ADA.

Other unresolved but related considerations now that the bill is law include how the mandate will impact LEA operations and expenses, such as home-to-school transportation, before and after school programs, and extracurricular activities such as athletics. In addition, a change in work hours is covered under "hours of employment" within the scope of collective bargaining, and as such, any change in work hours would affect school agencies' collective bargaining agreements.

The signing of this measure also signals that the Newsom Administration's policies may fundamentally shift the balance between state and local control in public education, as this bill significantly diminishes the autonomy of local school boards to set their schedule according to their agency's needs. While former Governor Brown held steadfast to the principle of local control and emphasized the need for local school boards to make decisions based on their communities' unique context, Governor Newsom's actions this legislative year shows that he does not subscribe to this same principle when it comes to public education.

Leilani Aguinaldo
Robert Miyashiro

Fire and Emergency Related Resources Page Available Online

By SSC Team
School Services of California Inc. 's Fiscal Report
October 31, 2019

Given Governor Gavin Newsom's recent declaration of a state of emergency regarding the fires throughout the state and the continued threat of public safety power shutoffs (PSPS), School Services of California Inc. has compiled a page of useful articles, resources, and other information to assist local educational agencies in managing these events.

The resources are available [here](#).

The articles included on this page are available for all visitors, regardless of client status, so please share this resource with your colleagues in neighboring districts who may be impacted by these events.

Note: The CDE is collecting stakeholder feedback on the new Local Control and Accountability Plan (LCAP) template through November 1, 2019, and intends to present the finalized proposed LCAP Template and instructions to the SBE at its January 2020 meeting for adoption.

Shorter, Clearer (But Maybe Not More Transparent) School Accountability Plan Coming

State revising LCAP to strike a balance between readability and transparency.

By John Fensterwald
EdSource
October 31, 2019

With marching orders from the Legislature to create a parent-friendly document, the California Department of Education is in the final throes of designing another version — its fourth in 6 years — of the form that districts must use to explain how they'll use funding from the Local Control Funding Formula. The formula covers about 80 percent of money they get from the state.

Lawmakers ordered the department to make the Local Control and Accountability Plan, or LCAP, shorter, clearer and easier to read after receiving constant complaints. Parents and members of the public complained that the annual plans had grown in many cases to hundreds of pages in length with dense prose and off-putting acronyms.

District and county office of education administrators complained, too, for a different reason: They said that requirements from the department, the State Board of Education and the Legislature turned the LCAP into a turgid compliance document instead of a useful guide to improvement.

The state board will adopt the [new LCAP template](#) in January for use in 2020-21. Modified after dozens of presentations over the past six months, the final version will be a notable improvement, most everyone agrees. Basic changes, like moving the lengthy instructions out of the LCAP template, grouping yearly updates

together and putting expenditures into readable tables should cut the length by more than half and make for a more logical presentation.

Districts explicitly will be directed to use simple language, particularly in the opening sections, where they must summarize the LCAP, identify achievement gaps among student groups and cite areas of success and those most needing improvement.

Instead of just documenting how and how often districts consulted with the community on the LCAP, districts will be asked to explain specifically how each group — parents in general, English learner parents in particular, teachers, principals, students and others — influenced the development of the LCAP.

Districts will have the option of concentrating on “focus goals” deserving the most attention and resources, instead of a lengthy list of goals responding to the nearly two dozen metrics the Legislature requires districts to track. The latter approach created the impression that every goal was equally important, resulting in a scattershot approach to improvement.

“The direction is positive. Most everything is an improvement,” said Joshua Schultz, deputy superintendent of the Napa County Office of Education and a member of an advisory committee on the new design. “Having expenditure tables will reduce the length and make it easier to find information.”

Where opinions diverge is whether a shorter, more readable LCAP will also be more transparent — specifically whether the public will find it easier to track the additional money that the funding formula provides for high-needs students — low-income students, English learners and homeless and foster youths.

Accounting for this money, called supplemental and concentration funding, is a primary requirement of the LCAP. But how to monitor it has been a continuing source of contention and frustration for parents and student advocacy groups.

The latest LCAP format won’t end the debate and probably won’t end the complaints and lawsuits that organizations like the ACLU and the nonprofit law firm Public Advocates have filed. It will ask districts to more explicitly justify and describe how they will spend supplemental and concentration money.

But, as in the past, the new LCAP will stop short of demanding that districts give an itemized accounting of supplemental and concentration spending. That’s because the Legislature and the state board have been intentionally ambiguous on this point, dating back to the passage of the funding formula in 2013.

A shift from “categorical” funding

The Local Control Funding Formula statute says that districts must increase or improve programs and services in proportion to the extra supplemental and concentration dollars they receive. Under the formula, for example, a district in which low-income children and the other designated high-needs groups make up 70 percent of enrollment will get 22 percent more funding. How they spend the funding — hiring extra counselors, social workers, tutors and classroom aides or adding instructional time each day or summer programs — is up to them. But the extra programs and services must be tied to a measurable goal and then used for high-needs student groups.

The rationale for not requiring a detailed list of supplemental and concentration spending is that the LCAP is intended to be a strategic plan, not a budget document, and the focus should be on the process and strategies for improvement, not on dollars. Supplemental and concentration dollars technically are not a “categorical

fund” with strict regulations and separate accounting. Give districts latitude to spend state, federal and local dollars, longtime state board member Sue Burr said during a board meeting in September and “let’s not put kids in little boxes” based on where the money came from.

The problem with isolating supplemental and concentration money, Schultz added, is that districts would treat it as if it were categorical funding, with an inflexible mindset that says, “once money becomes locked in, it cannot be changed.”

A few districts, like Berkeley Unified, assign their own accounting code to supplemental and concentration expenditures to ensure transparency, but the state has declined to do so, preventing reviewers from easily determining statewide spending patterns and making district comparisons.

Since the funding formula was enacted, supplemental and concentration funding has grown from \$1.5 billion to \$9 billion, said Rob Manwaring, a consultant to the nonprofit research and advocacy organization Children Now. “So what’s being done with the extra \$7.5 billion? We don’t know.”

Compounding the challenge is that districts where high-needs children make up more than 55 percent of students can use supplemental and concentration funding for districtwide purposes — whether for teacher training, more staffing or programs to reduce absenteeism. However, districts must verify that the funding still will be “principally directed” to the high-needs students and will be an effective use of the funding. Critics say many districts either don’t cite a justification or are vague. Advocacy groups in recent letters are calling on the department and the state board to demand fuller and more precise explanations (see [here](#) for Children Now and here for the Equity Coalition).

Under 2015 guidance from then-Superintendent of Public Instruction Tom Torlakson, districts facing teacher shortages and large staff turnover because of uncompetitive pay scales can use supplemental and concentration funding for across-the-board raises — *if* they can make a case for it – something that is rarely if ever done.

With districts experiencing large mandated increases in staff pension costs and special education expenses, advocacy groups have speculated that districts have been diverting supplemental and concentration dollars to cover basic expenditures.

“Clearly there is encroachment and if you forced districts to show that, they’d be in a bind” with evidence that they are “doing something illegal,” said Carrie Hahnel, an education consultant and former co-director of the Education Trust-West.

Even with its shortcomings, longtime observer Michael Fullan, a Canadian authority on school reform, concluded in a recent report — and educators he spoke with agreed — that the Local Control Funding Formula continues to hold great promise. Of the LCAP, he wrote, “The template has been modified over the past few years to simplify it, yet it is still far from being simple, agile and usable as a strategic plan.”

Schultz said he hopes that the revised version could make a difference, that “those who grumbled that the LCAP has been just a compliance exercise will see this as less of a burden and an opportunity to implement good practices for what is best for kids.”

Then, tempering expectations, he said, “Sometimes at the policy level, there is an unrealistic expectation changing a form will magically change practice.”

A new form alone, he said, “will never be the answer.”

Note: The initiative that Uber, Lyft, and DoorDash are looking to place on the November 2020 ballot is not a referendum of Assembly Bill (AB) 5 but rather would exempt app-based drivers from the provisions, meaning if voters did approve the measure, LEAs would still have to abide by the three -part ABC test for independent contractors codified by AB 5.

Uber, Lyft, DoorDash Begin Their Campaign But Leave Room for Negotiations

By John Myers
Los Angeles Times
October 29, 2019

Launching what could become one of the most expensive issue campaigns in California history, a trio of Silicon Valley gig-economy companies on Tuesday unveiled a ballot measure to exclude many of those they pay for work from being considered benefits-earning employees.

The proposal, which Uber, Lyft and DoorDash intend to qualify for the statewide ballot next November, states that an “app-based driver is an independent contractor” as long as a series of conditions are met by a company. If approved by voters, the initiative would also enshrine in state law a number of perks for those workers, including a minimum amount of pay as well as insurance to cover work-related injuries and auto accidents. And it lays out details for healthcare subsidies, protections against on-the-job harassment or discrimination and a system to enforce some workplace rights.

“Work choice is a critical component to our state’s economic success and growth,” said David Nelson, public policy director of the California Asian Chamber of Commerce, who said that many Asian restaurants now have access to new customers through app-based deliveries. “Forcing ride-share and delivery drivers to become employees would significantly limit the availability and affordability of these services to exist.”

Many of the initiative’s promised benefits reflect criticisms leveled against the companies by supporters of Assembly Bill 5, the new law taking effect in January that will apply a series of rigorous new tests a company must meet before excluding workers from being designated as an employee. How to properly determine a worker’s job status was the key finding in a far-reaching ruling by the California Supreme Court in 2018 that significantly reduced the number of situations in which a person can be considered an independent contractor. Lawmakers spent months deciding whether to limit the ruling’s impact on some businesses and to what extent.

Signed into law by Gov. Gavin Newsom last month, AB 5 was at the center of an intense state Capitol battle between organized labor and business groups. Companies representing a wide swath of the state’s economy — physicians, accountants and investment advisors, among many others — were carved out of the new law, insisting their operations would suffer or cease to exist if they were forced to provide benefits and extend rigorous workplace rules to more people currently paid as independent contractors. Many other industries were not exempted, and lawmakers have promised to consider additional changes when they return to Sacramento in January.

Assemblywoman Lorena Gonzalez (D-San Diego), the author of AB 5, accused Uber, Lyft and DoorDash of focusing solely on corporate profits, regardless of the impact on individual workers.

“They’ve never moved from their position of giving workers half of what they deserve,” Gonzalez said Tuesday. “It’s massive income inequality.”

The spring and summer debate also marked the political debut of California’s app-based companies, whose business model dominated much of the discussion over the law’s impact. In August, the three companies said they would ultimately submit a proposal for next November’s statewide ballot, convinced they would fail to get their demanded protections through legislative negotiations. Ride-hailing services Uber and Lyft said they would commit a combined \$60 million to fund the statewide initiative, with food delivery service DoorDash later announcing it would spend \$30 million.

But exactly what the companies would ask California voters to enact wasn’t clear until the 17-page proposal was submitted to the state attorney general for review on Tuesday.

In many ways, the initiative seeks to offer remedies to some of the biggest complaints lodged by drivers and labor activists. The ballot measure states, for example, that all tips paid by customers will go to drivers and will not result in a driver being paid less money — while also establishing a minimum pay of 120% of California’s minimum wage, scheduled to rise statewide to \$13 an hour for most businesses next year.

Drivers would also be paid a 30-cents-per-mile fee for expenses such as gas and vehicle maintenance, an amount to be adjusted annually for inflation. And it promises driver protections that will exist even if a person chooses to work with more than one company. A driver could receive a healthcare stipend from multiple app-based companies. Supporters said that the initiative would create a system where drivers who work 25 hours a week or more would receive a stipend large enough to cover 82% of the cost of the least expensive insurance plan offered under the Covered California exchange.

Criticisms have hounded the companies over driver and passenger safety. The initiative requires criminal-background checks and bans on drivers convicted of certain felonies and of driving under the influence of alcohol or drugs. It also requires companies to provide safety training and gives those drivers until July 1, 2021, to complete the courses provided.

But Gonzalez said the provisions appear to offer the gig-economy drivers less in overall rights and wages than they will receive under the 2018 court ruling or AB 5 when the law takes effect. In particular, she questioned the details of how the minimum wage guarantees would work and the apparent lack of worker compensation benefits and unemployment insurance. And she rejected the claims of the companies that they will be held to rigid rules under her legislation.

“There’s nothing in AB 5 that doesn’t allow for flexibility,” she said.

Labor groups vowed to fight the ballot measure.

“These CEOs are attempting a big-money veto to undo labor protections the bipartisan California Supreme Court, the California Legislature and the governor all agree on,” said Art Pulaski, executive secretary-treasurer of the California Labor Federation. “No corporation should be above the law, no matter how much they spend on political campaigns to rig the rules in their favor.”


The proposal is a latecomer to the 2020 ballot measure process. Most supporters of likely measures had their initiatives vetted by state officials weeks or months ago and are already collecting voter signatures. The relatively late start for the tech companies means they will likely have to pay more to circulate petitions, with the ultimate goal of gathering more than 623,000 valid voter signatures by spring of next year.

Brandon Castillo, a spokesman for the initiative campaign, said other app-based companies are expected to join the effort between now and next November.

“We’re going to spend what it takes to win,” he said.

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: November 08, 2019

Phone Number: 457-6226

Regarding: Joint Health Management Board Financial Updates

The purpose of this communication is to provide the Board the Joint Health Management Board's (JHMB) financial updates reported at the October 17, 2019 JHMB meeting.

The Quarterly Health Fund Report for the 2018/19 fiscal year provides a review of actual and projected income and expenditures compared to the budget for the 2018/19 fiscal year. Per the language in each of the district's collective bargaining agreements, the attached is provided by the health plan consultant.

Attached is the Quarterly Health Fund Report for the Fourth Quarter Fiscal Year Ended June 30, 2019 approved at the October 17, 2019 JHMB meeting. As noted in the report, the year ended with \$2.17 million operating revenues in excess of expenditures with \$27 million in unencumbered reserves.

On November 20, 2019 the JHMB co-chairs from labor and management will present an update to the Board of Education on the recent activities of the JHMB. As you may know, for the past 15 years, the district's valued labor partners have worked with management in an unprecedented collaboration and with a proactive approach toward promoting health and wellness for our employees, retirees and their dependents. At the next Board meeting, the Board will hear about outcomes of the most recent cost saving initiatives. For example, the JHMB has outperformed the state's average growth in medical spending resulting in savings of more than \$134 million annually. Additionally, and as the Board is aware, the JHMB has successfully administered RFP's or renegotiated contracts with major vendors such as Halcyon Behavioral Administrators, Claremont Behavioral Services and Envision Rx.

Regarding prescription drugs, the JHMB has saved a total of \$10 million in the past three plan years. The Board presentation will describe in detail the successes of the continual performance review of the prescription drug vendor and contractual guarantees, but also the realities of the challenges experienced with the management of prescription drug costs.

Additionally, labor and management will discuss recent successes of the WellPath program initially established in 2012 in order to foster a healthy work environment and engage employees to participate in the management of their health and well-being.

Looking forward, the JHMB continues to focus on enhancing member access to appropriate mental health and substance abuse services, and implementation of a dedicated Rx customer service line, along with the continual review of high cost medical claims to ensure the long-term sustainability of the health plan.

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

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



Date: 11/8/19

MEMORANDUM

TO: Joint Health Management Board – Employee Unit Representatives
FROM: Giovanni Pacheco, Consultant
DATE: October 17, 2019
RE: Quarterly Health Fund Report for July 1, 2018 through June 30, 2019

Attached is the Quarterly Health Fund Report for the 2018/19 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2018/19 fiscal year. The Plan is managed by the Joint Health Management Board. We continue to modify and update the format as we work through all the aspects of managing the coverage and funding the Plan.

The 2018/19 fiscal year is showing a surplus of \$2.169 million, compared to the revised budget surplus of \$1.795 million. Plan income ended the fiscal year 0.30% below the per capita budgeted amount, with plan expenses 6.24% above budget on a per capita basis at the end of the year. The attached exhibit provides detailed information and is summarized in the table below.

Please note that the figures contained in this report are based on data available to the JHMB. Audited figures may differ from those set forth in this report.

	<u>Fourth Quarter of 2018/19 Fiscal Year (Actual)</u>	<u>Budget (Projected Period)</u>
	<u>July 1, 2018 – June, 2019</u>	<u>July 1, 2018 – June 30, 2019</u>
Income	\$176,590,251	\$176,216,737
Expenditures	\$174,420,750	\$174,420,750
Surplus / (Deficit)	\$2,169,501	\$1,795,987
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	\$2,169,501	\$1,795,987
Encumbered Reserves	\$67,943,151	\$61,308,143
Unencumbered Reserves	\$27,023,130	\$26,649,616
Total Reserves	\$94,966,281	\$87,957,759

Please note that expenses shown in the vendor reports can differ slightly from the paid amounts shown in the District’s Monthly Financial Report, as adjustments, credits, and delayed postings on the vendor side result in differences in the monthly costs compared to the amounts shown as paid by the District. The annual costs shown in this report have been adjusted to account for these differences and match the audited year-end financial report prepared by the District.

Definitions

Encumbered Reserves: A part of the Total Reserves amount that includes money held to cover the Incurred But Not Reported (IBNR) liability as well as assets held in the OPEB Irrevocable Trust.

Unencumbered Reserves: A part of the Total Reserves amount and is money that is available to pay claims in excess of Encumbered Reserves. This reserve covers the claim fluctuation and unexpected contingencies and is available to cover future cost increases to the Plan.

Total Reserves: represents the combination of Encumbered and Unencumbered Reserves. This is the amount that represents the Plan's ability to meet future contingencies and obligations.

Encls.

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 Imberi-Olivares, Director
Cabinet Approval:

Date: November 08, 2019

Phone Number: 457-3896

Regarding: The National Assessment of Educational Progress Results from 2019

The purpose of this communication is to provide the Board information regarding the change from Fresno Unified School District's first year of reporting in 2009 and then every other year (2009, 2011, 2013, 2015, 2017, and 2019) to the most recently published 2019 results of the National Assessment of Educational Progress (NAEP). NAEP is given to a representative sample of students across the country in grades 4, 8, and 12. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. National results are available for all subjects assessed by NAEP.

State and selected urban district results are available for mathematics, reading, and (in some assessment years) science and writing. NAEP results are reported for the nation, states, and for selected urban districts that participate in the 27 Trial Urban District Assessment (TUDA). National results are released for students in grades 4, 8, and 12 in reading and mathematics every year. TUDA district results are only reported for grades 4 and 8 due to sampling sizes every other year; results for grade 12 are only reported at the national level. Results are reported as scores and as percentages of students reaching NAEP achievement levels—Basic, Proficient, and Advanced. NAEP does not provide results at the school- or student-level.

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:

11/8/19



Fresno Unified School District

NATIONAL ASSESSMENT EDUCATIONAL PROGRESS (NAEP) RANKINGS

NOVEMBER 8, 2019

PREPARED BY EQUITY AND ACCESS



WHAT ARE NAEP AND TUDA?

- NAEP (National Assessment of Educational Progress)
 - The only assessment that measures what U.S. students know and can do in various subjects across the nation.
 - NAEP results are released as “The Nation’s Report Card”
 - www.nationsreportcard.gov
- TUDA (Trial Urban District Assessment)
 - District-level NAEP assessment
 - Began in 2002 with six urban districts
 - FUSD joined in 2009 with 17 other districts
 - Twenty-seven districts participated in 2019
 - 4th and 8th grade reading and math results are reported
 - Data is reported out every-other-year



National Assessment of Educational Progress



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



Overall student performance for key demographic groups



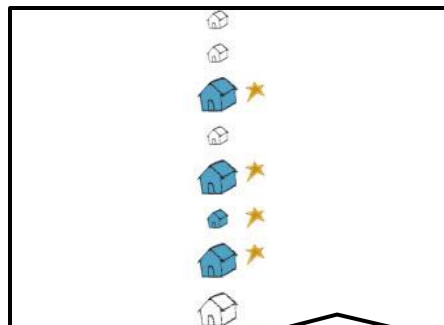
Change over time



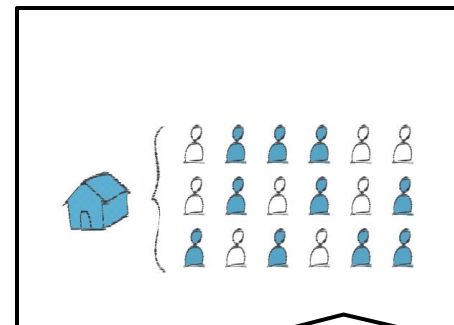
Differences between the nation, states, and urban districts



1. Identify all eligible schools



2. Sample schools



3. Sample students

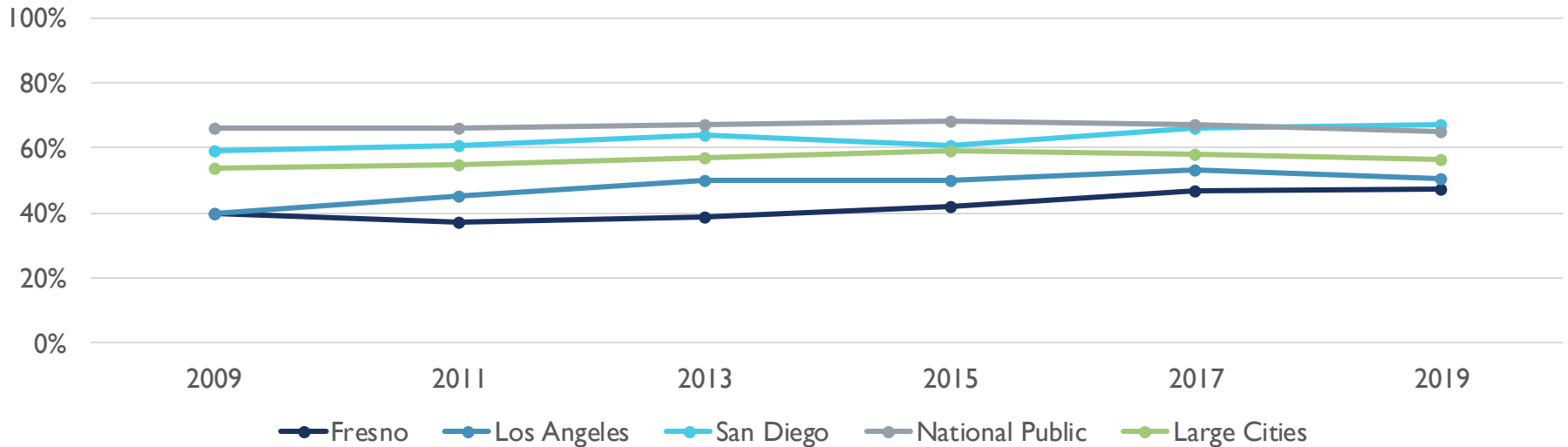


FUSD NAEP READING RESULTS

4TH AND 8TH GRADE STUDENTS

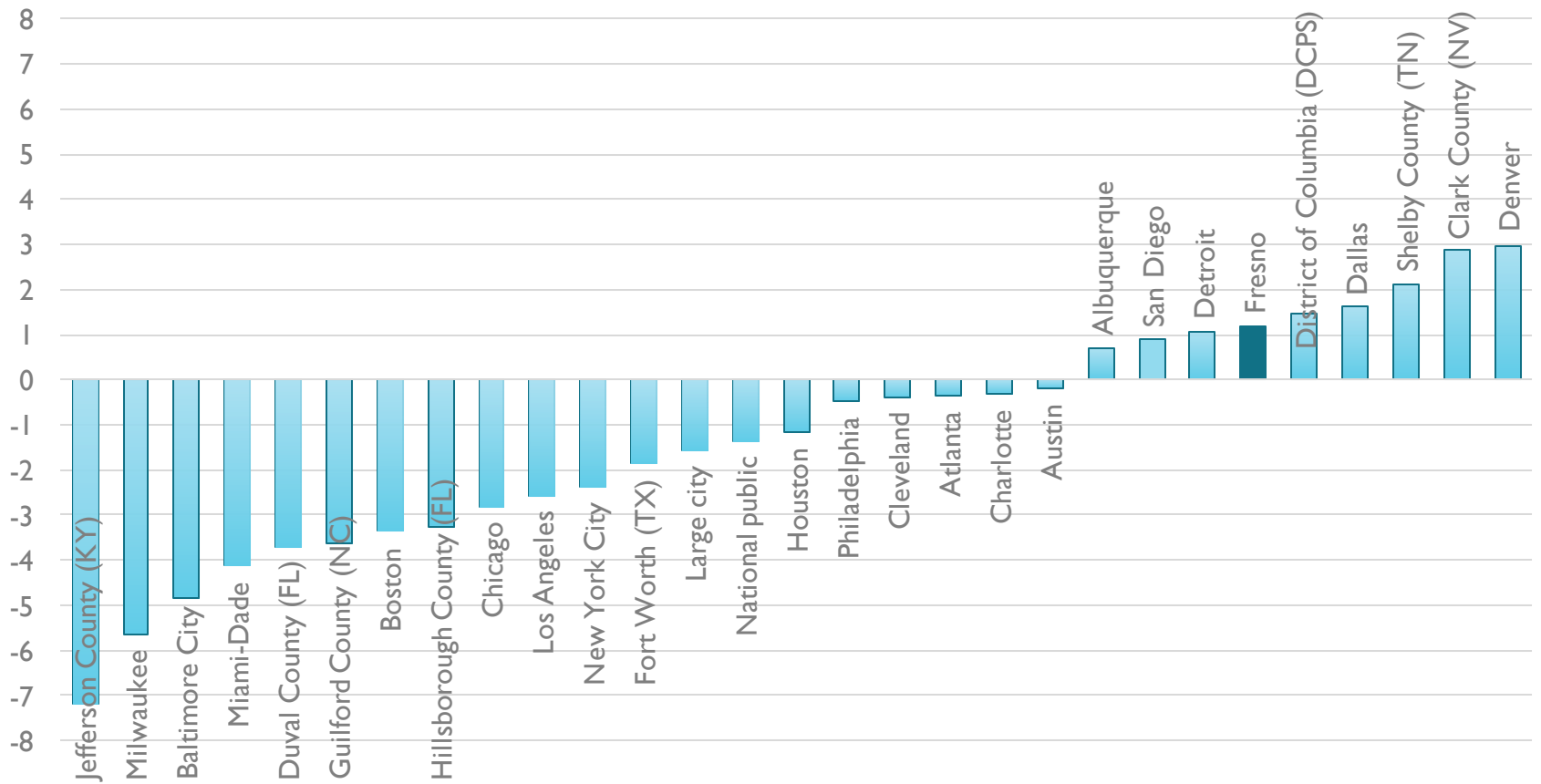


PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL IN READING: 4TH GRADE, 2019

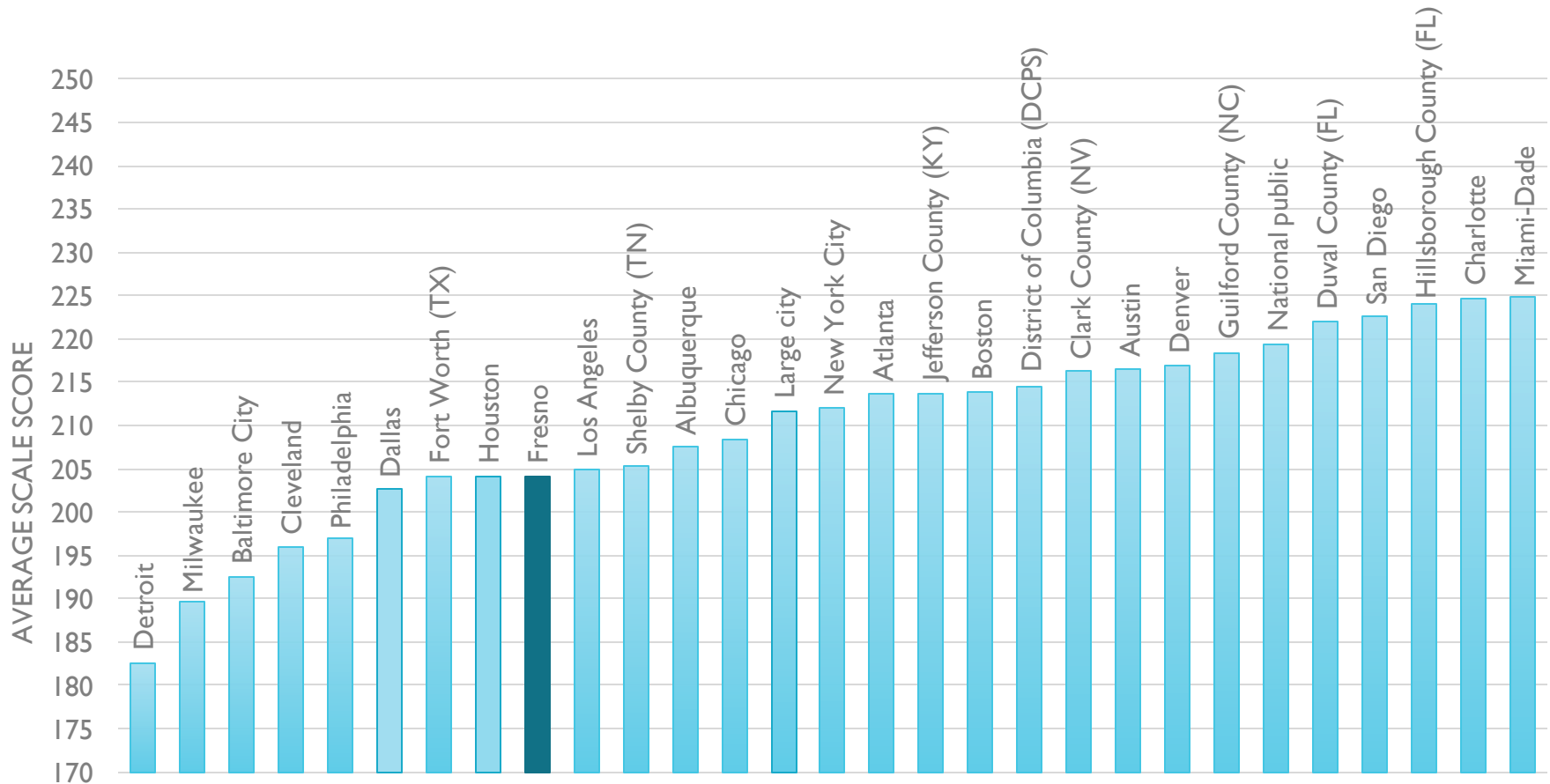


	2009	2011	2013	2015	2017	2019
Fresno	40%	37%	39%	42%	47%	47%
Los Angeles	40%	45%	50%	50%	53%	51%
San Diego	59%	61%	64%	61%	66%	67%
National Public	66%	66%	67%	68%	67%	65%
Large Cities	54%	55%	57%	59%	58%	57%

FUSD PERFORMANCE IN READING: 2-YEAR CHANGE IN AVERAGE SCALE SCORE FOR 4TH GRADE 2017-2019



FUSD PERFORMANCE IN READING: 4TH GRADE AVERAGE SCALE SCORE, 2019



4TH GRADE READING: RANK FROM BOTTOM OF THE REPORTING DISTRICTS BY YEAR

Year	Rank	TUDA Districts Reporting	TUDA Percentile
2009	14	18	22nd
2011	19	21	9th
2013	19	21	9th
2015	19	21	9th
2017	21	27	22nd
2019	19	27	29th

4TH GRADE PARTICIPATION RATES AND AVERAGE SCALE SCORE BY ETHNICITY FOR READING, 2015-2019

Reporting Group	% of Students			Average Score		
	2015	2017	2019	2015	2017	2019
White	10%	10%	8%	220	224	223
African American/Black	7%	9%	8%	186	191	193
Hispanic	69%	68%	70%	196	200	202
Asian	10%	11%	11%	207	209	208
American Indian/Alaskan Native	1%	1%	#	‡	‡	‡
Pacific Islander	1%	#	#	‡	‡	‡
Two or more races	3%	1%	2%	‡	‡	‡
Male	51%	52%	50%	198	199	201
Female	49%	48%	50%	200	207	207

Rounds to zero.

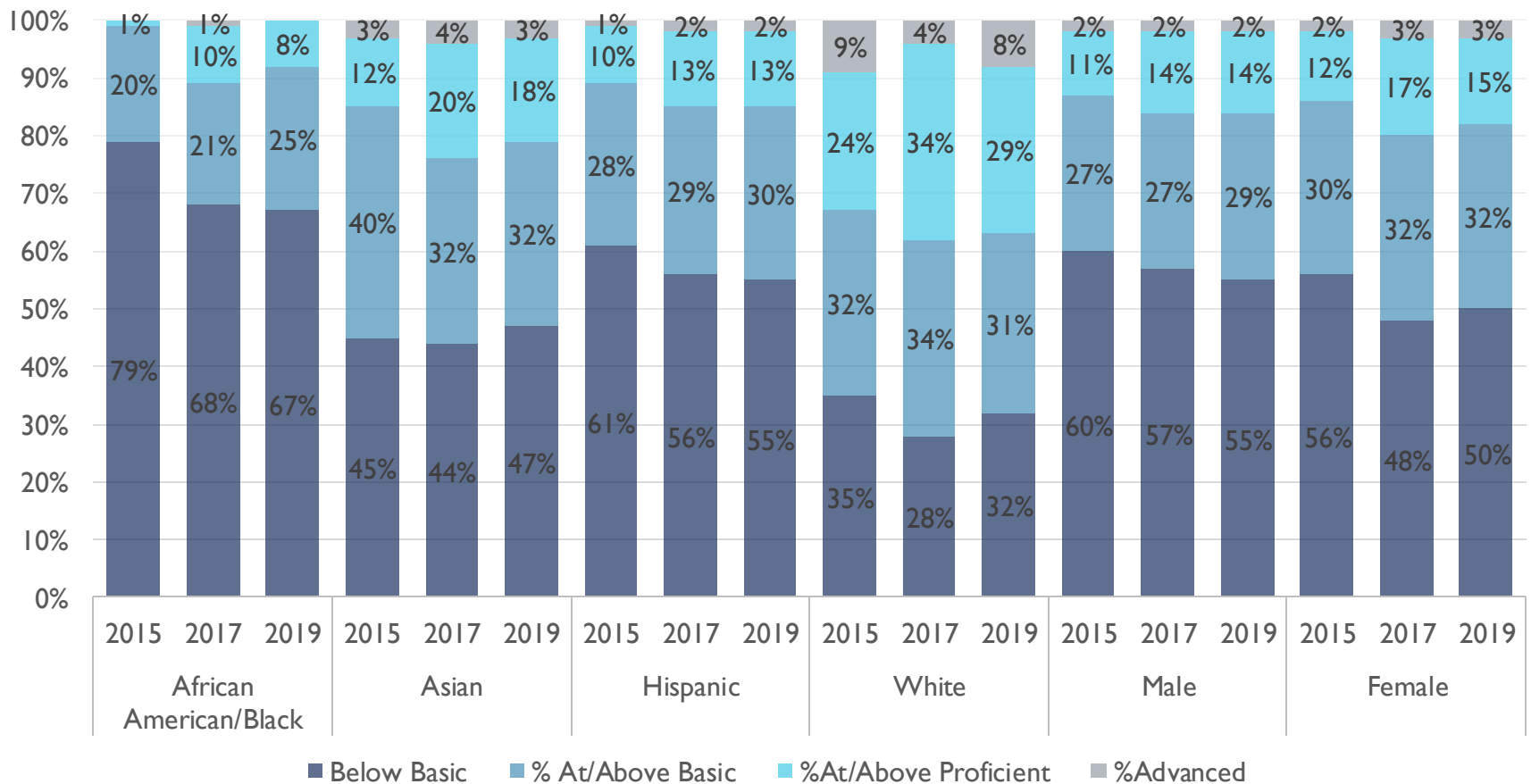
‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

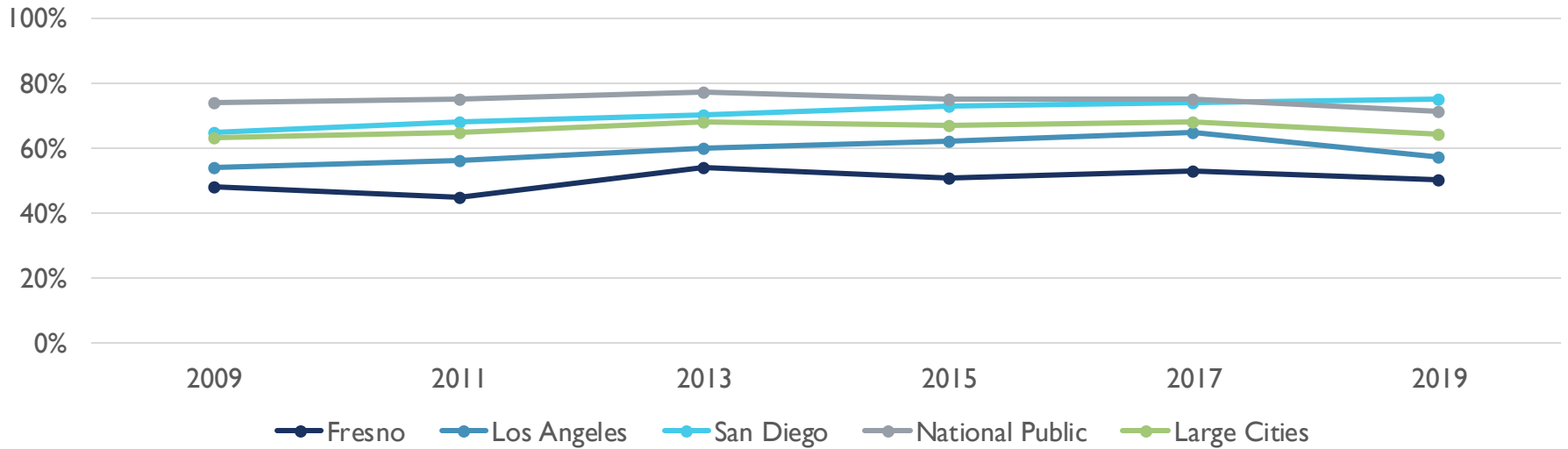
The minimum score required for 4th grade students at basic level for reading is 208 and the minimum score required for proficient is 238.

Title: NAEP Rankings Prepared by: Equity and Access Data Source: www.nationsreportcard.gov

4TH GRADE PERFORMANCE BY POPULATION GROUP FOR READING, 2015-2019

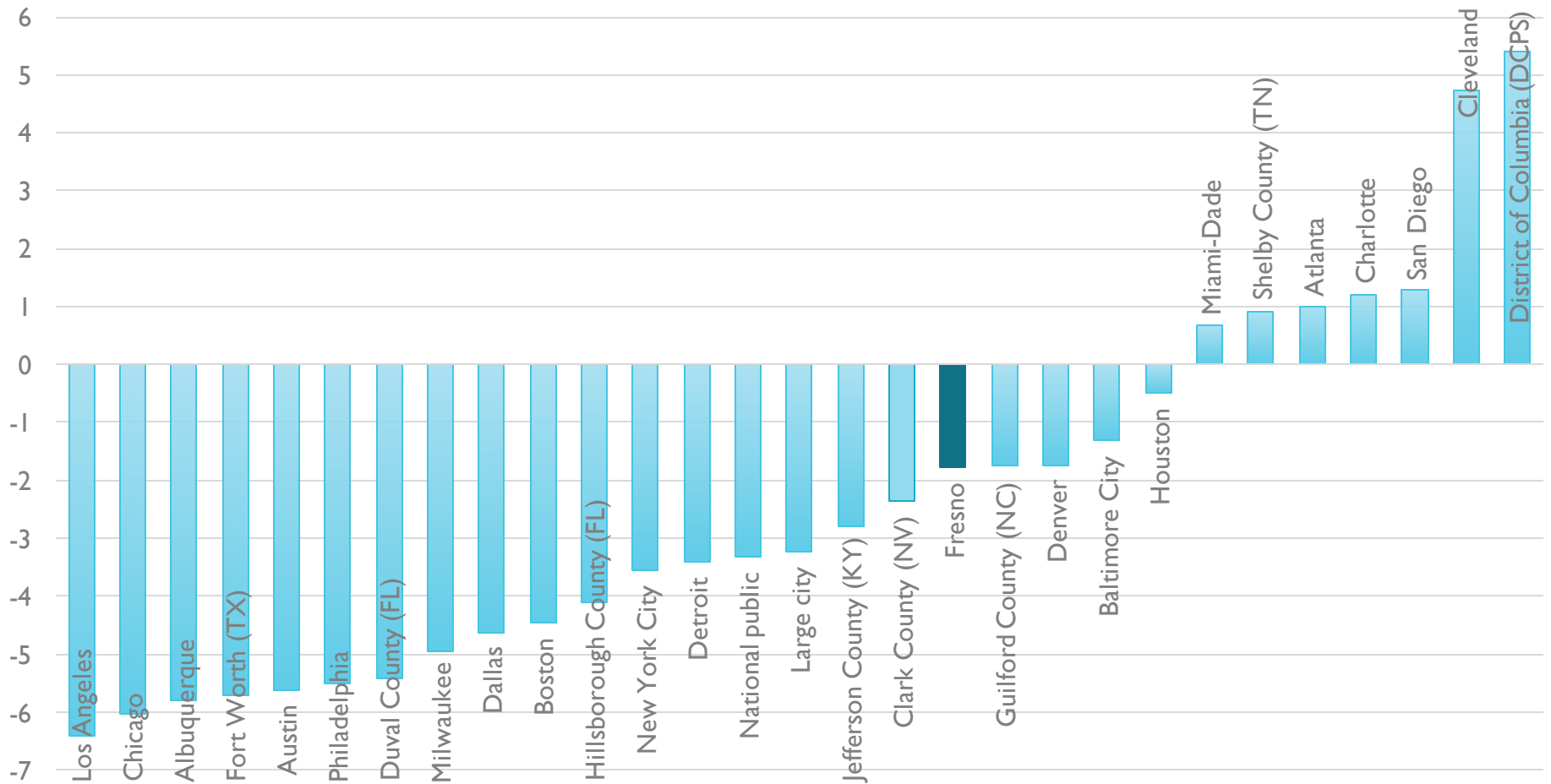


PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL IN READING: 8TH GRADE, 2019

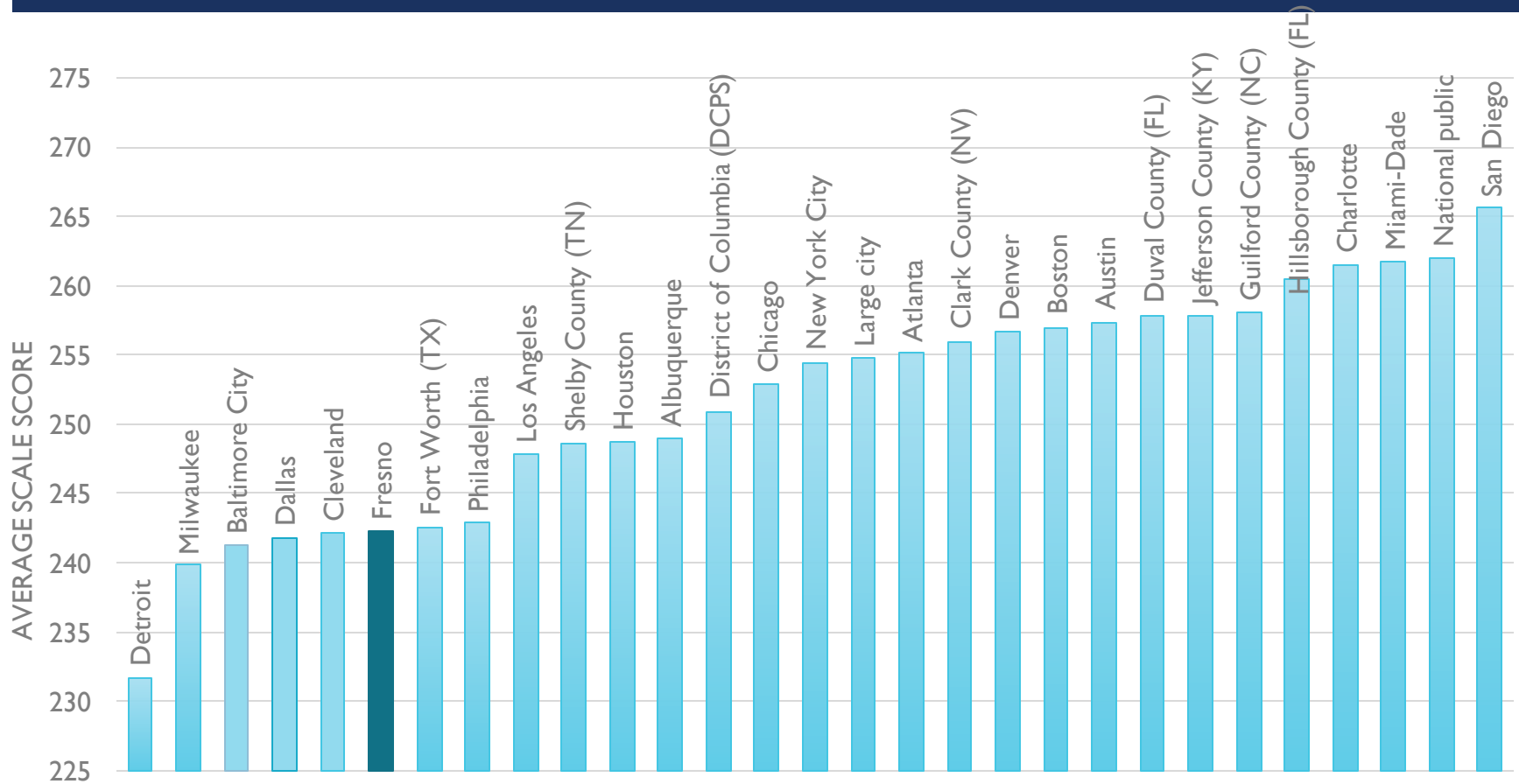


	2009	2011	2013	2015	2017	2019
Fresno	48%	45%	54%	51%	53%	50%
Los Angeles	54%	56%	50%	62%	65%	58%
San Diego	65%	68%	70%	73%	74%	75%
National Public	74%	75%	77%	75%	75%	72%
Large Cities	63%	65%	68%	67%	68%	64%

FUSD PERFORMANCE IN READING: 2-YEAR CHANGE IN AVERAGE SCALE SCORE FOR 8TH GRADE 2017-2019



FUSD PERFORMANCE IN READING: 8TH GRADE AVERAGE SCALE SCORE, 2019



8TH GRADE READING: RANK FROM BOTTOM OF THE REPORTING DISTRICTS BY YEAR

Year	Rank	TUDA Districts Reporting	TUDA Percentile
2009	17	18	6th
2011	19	21	9th
2013	18	21	14th
2015	19	21	9th
2017	24	27	11th
2019	22	27	18th

8TH GRADE PARTICIPATION RATES AND AVERAGE SCALE SCORE BY ETHNICITY FOR READING, 2015-2019

Reporting Group	% of Students			Average Score		
	2015	2017	2019	2015	2017	2019
White	10%	10%	9%	256	264	253
African American/Black	8%	8%	8%	238	232	231
Hispanic	67%	68%	68%	238	241	240
Asian	11%	11%	11%	249	255	255
American Indian/Alaskan Native	1%	1%	#	‡	‡	‡
Pacific Islander	1%	#	#	‡	‡	‡
Two or more races	2%	1%	3%	‡	‡	‡
Male	51%	52%	51%	237	239	238
Female	49%	48%	49%	247	249	246

Rounds to zero.

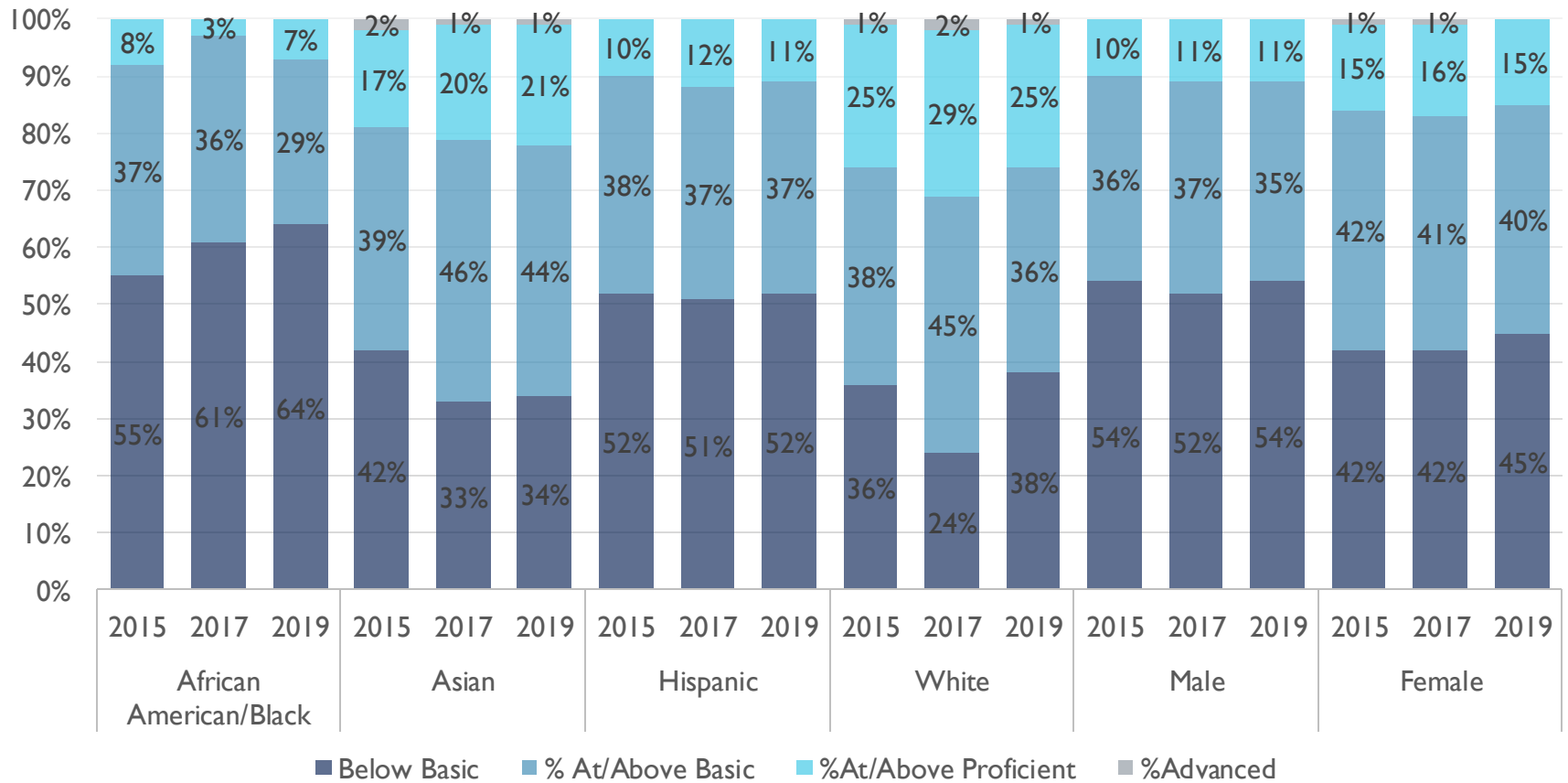
‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

The minimum score required for 8th grade students at basic level for reading is 243 and the minimum score required for proficient is 281.

Title: NAEP Rankings Prepared by: Equity and Access Data Source: www.nationsreportcard.gov

8TH GRADE PERFORMANCE BY POPULATION GROUP FOR READING, 2015-2019



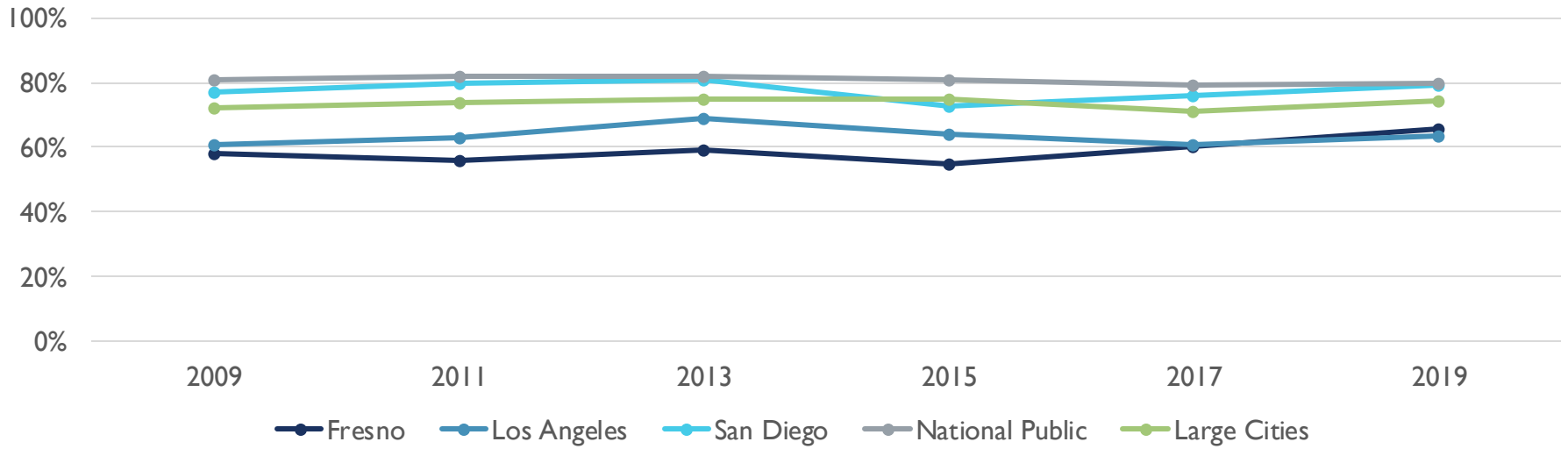


FUSD NAEP MATH RESULTS

4TH AND 8TH GRADE STUDENTS

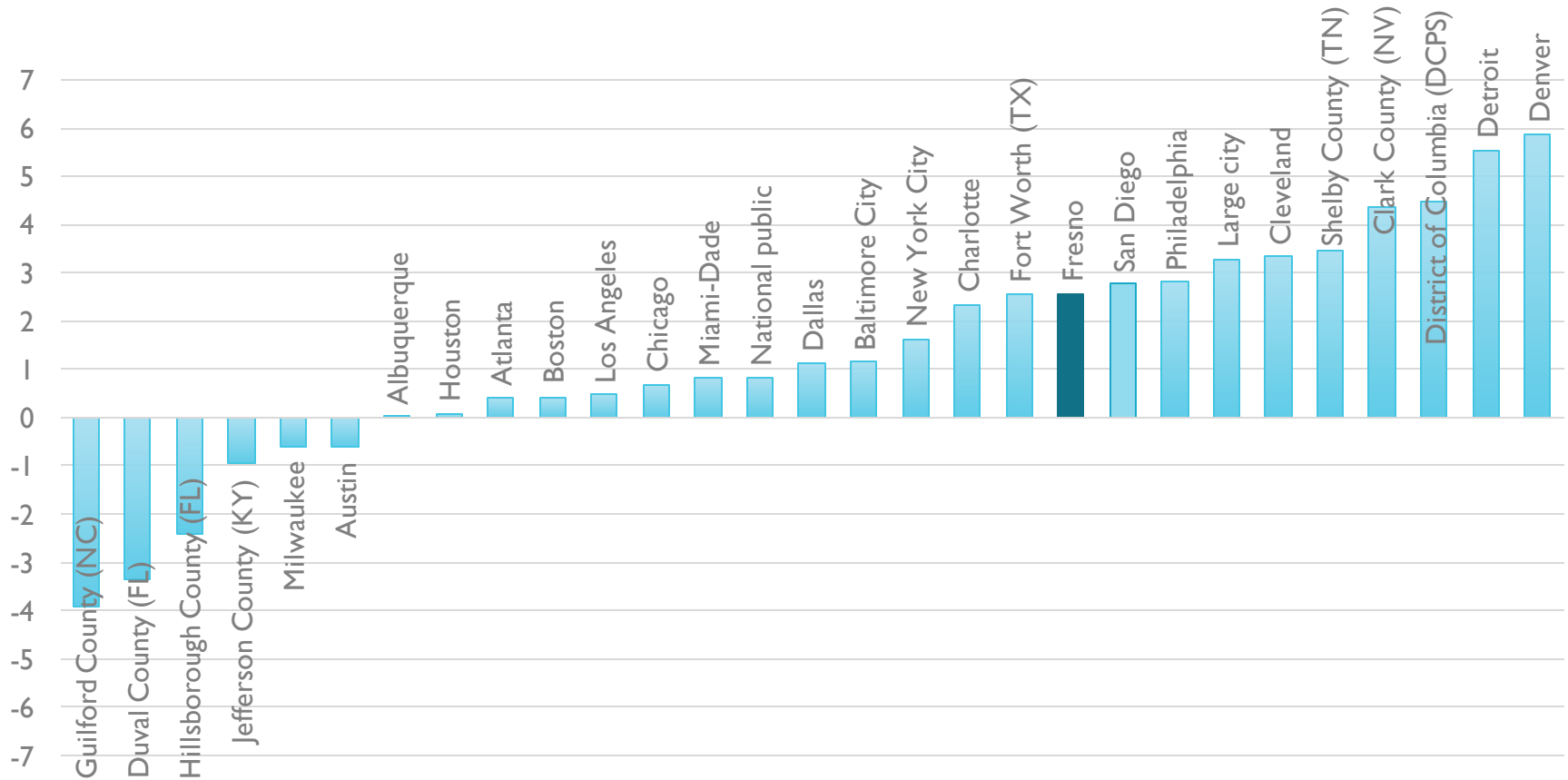


PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL: 4TH GRADE, 2019

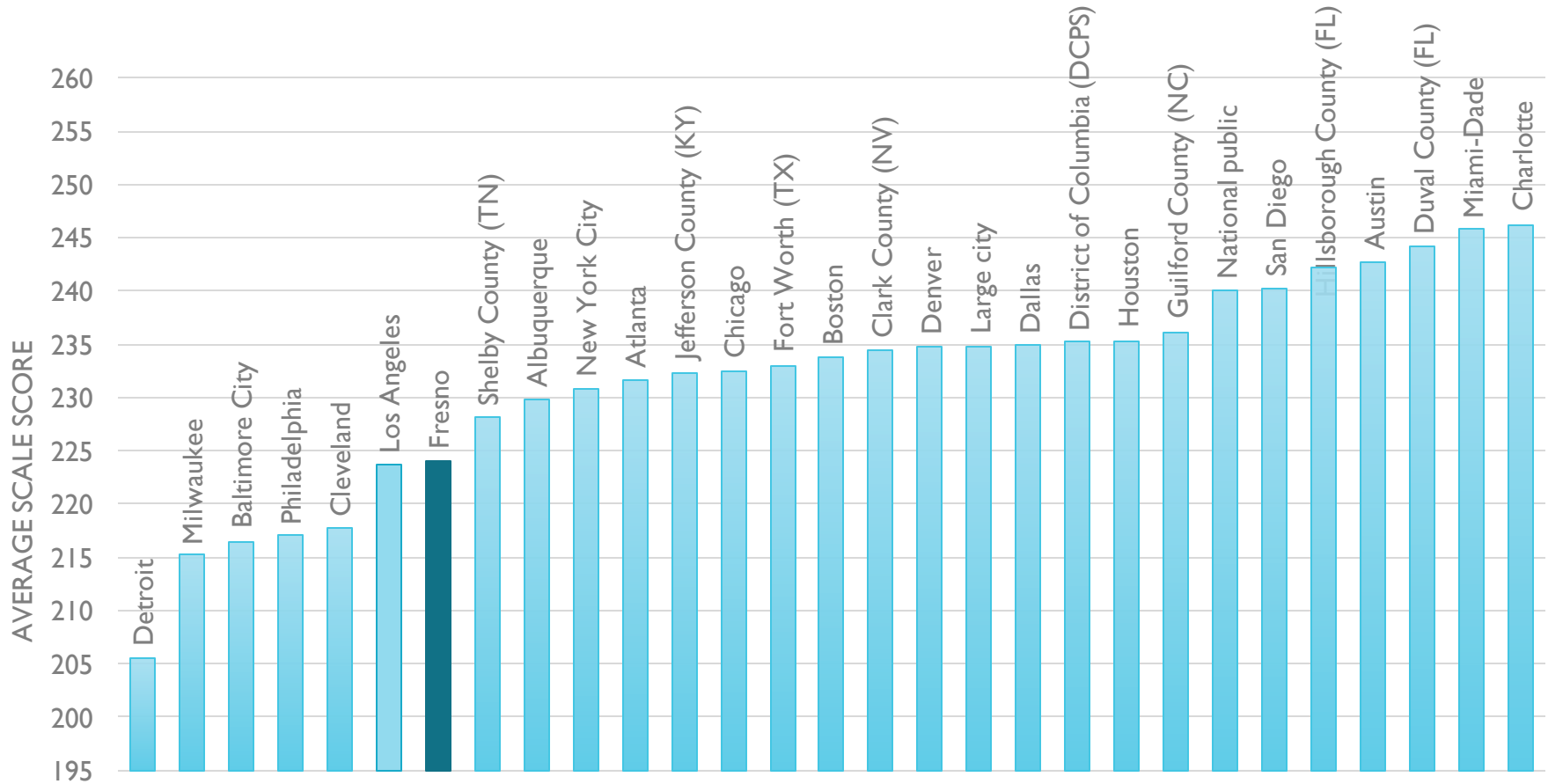


	2009	2011	2013	2015	2017	2019
Fresno	58%	56%	59%	55%	60%	65%
Los Angeles	61%	63%	69%	64%	61%	63%
San Diego	77%	80%	81%	73%	76%	79%
National Public	81%	82%	82%	81%	79%	80%
Large Cities	72%	74%	75%	75%	71%	74%

FUSD PERFORMANCE IN MATH: 2-YEAR CHANGE IN AVERAGE SCALE SCORE FOR 4TH GRADE 2017-2019



FUSD PERFORMANCE IN MATH: 4TH GRADE AVERAGE SCALE SCORE, 2019



4TH GRADE MATH: RANK FROM BOTTOM OF THE REPORTING DISTRICTS BY YEAR

Year	Rank	TUDA Districts Reporting	TUDA Percentile
2009	16	18	11th
2011	19	21	9th
2013	19	21	9th
2015	18	21	14th
2017	22	27	18th
2019	21	27	22nd

4TH GRADE PARTICIPATION RATES AND AVERAGE SCALE SCORE BY ETHNICITY FOR MATH, 2015-2019

Reporting Group	% of Students			Average Score		
	2015	2017	2019	2015	2017	2019
White	10%	10%	8%	235	238	235
African American/Black	8%	9%	8%	213	215	213
Hispanic	70%	68%	70%	214	219	223
Asian	9%	11%	11%	226	225	229
American Indian/Alaskan Native	#	#	#	‡	‡	‡
Pacific Islander	#	#	#	‡	‡	‡
Two or more races	3%	1%	3%	‡	‡	‡
Male	51%	51%	50%	219	222	225
Female	49%	49%	50%	216	221	223

Rounds to zero.

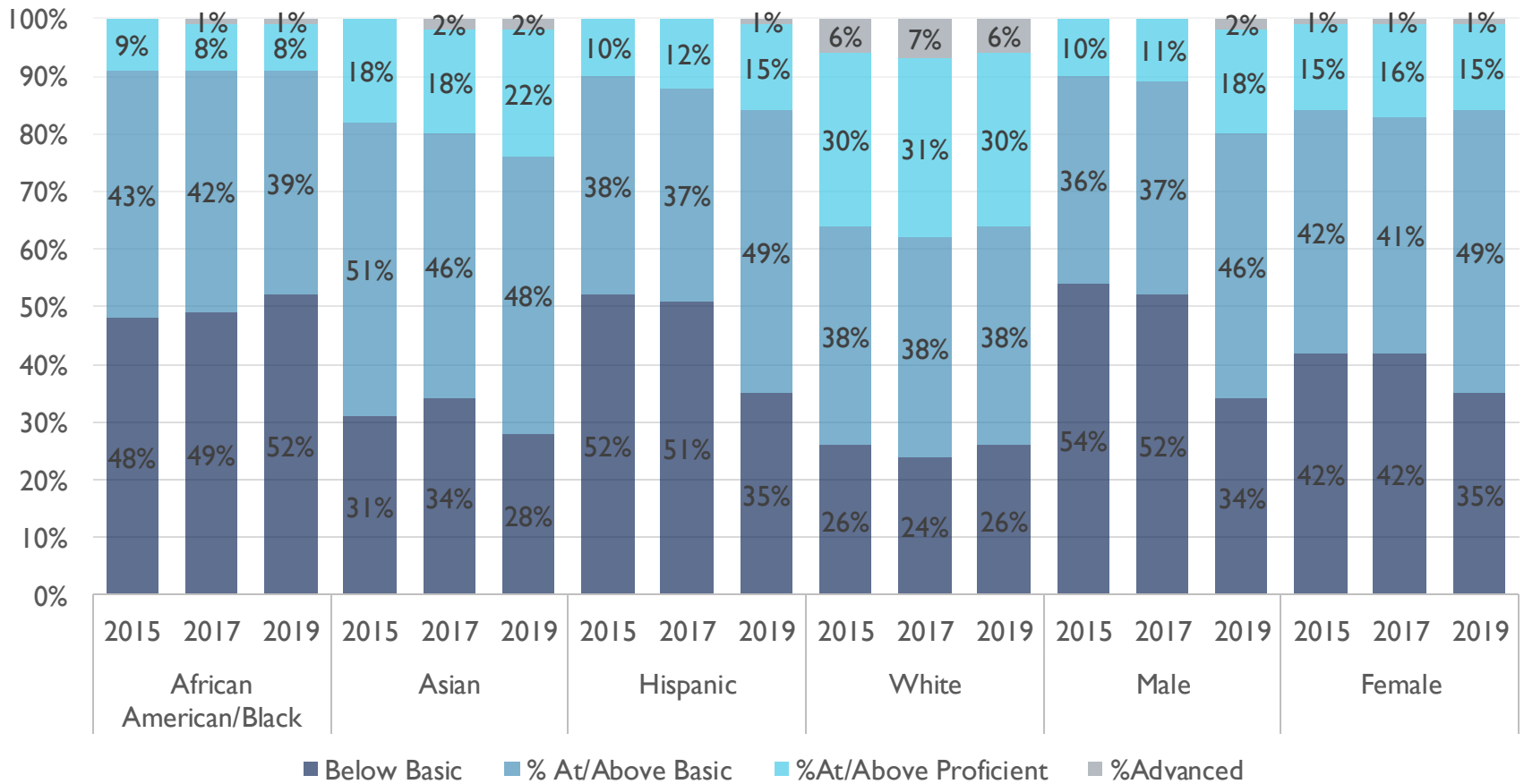
‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

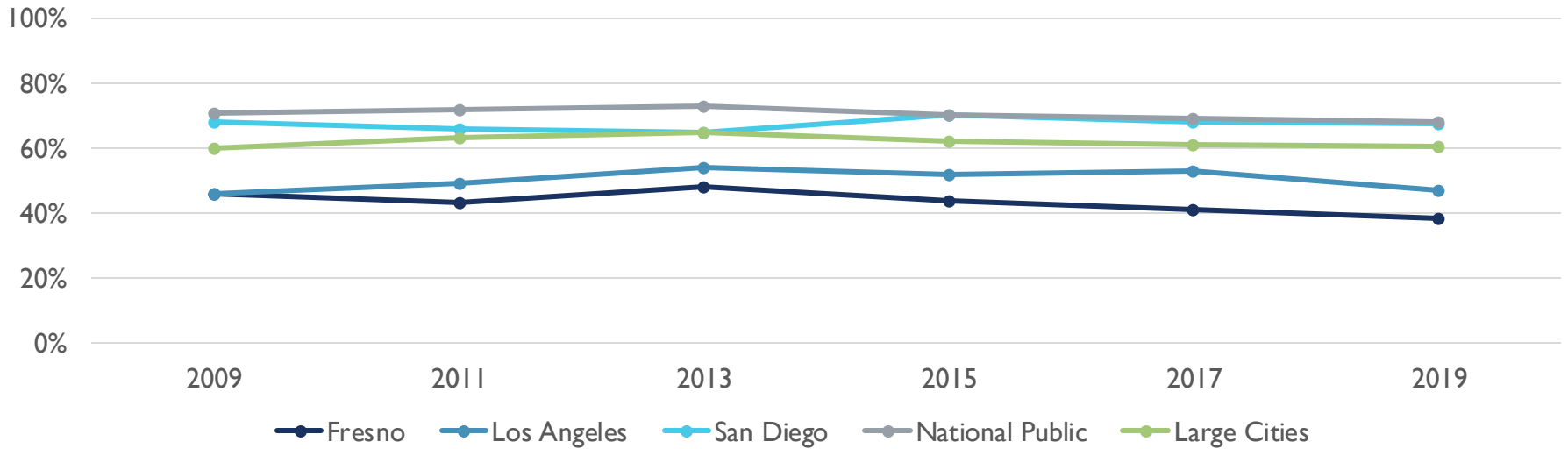
The minimum score required for 4th grade students at basic level for math is 214 and the minimum score required for proficient is 249.

Title: NAEP Rankings Prepared by: Equity and Access Data Source: www.nationsreportcard.gov

4TH GRADE PERFORMANCE BY POPULATION GROUP FOR MATH, 2015-2019

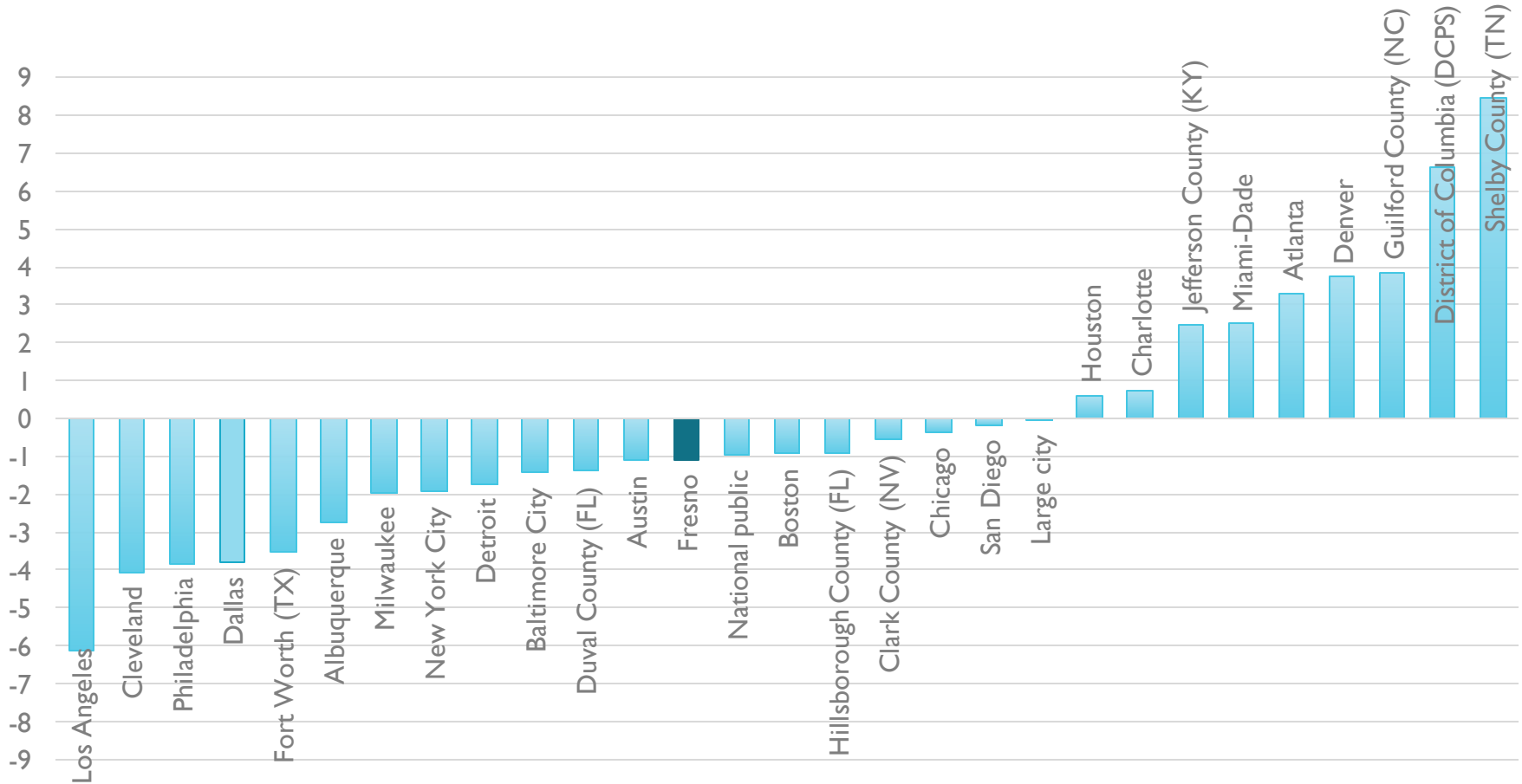


PERCENT OF STUDENTS AT/ABOVE BASIC LEVEL: 8TH GRADE, 2019

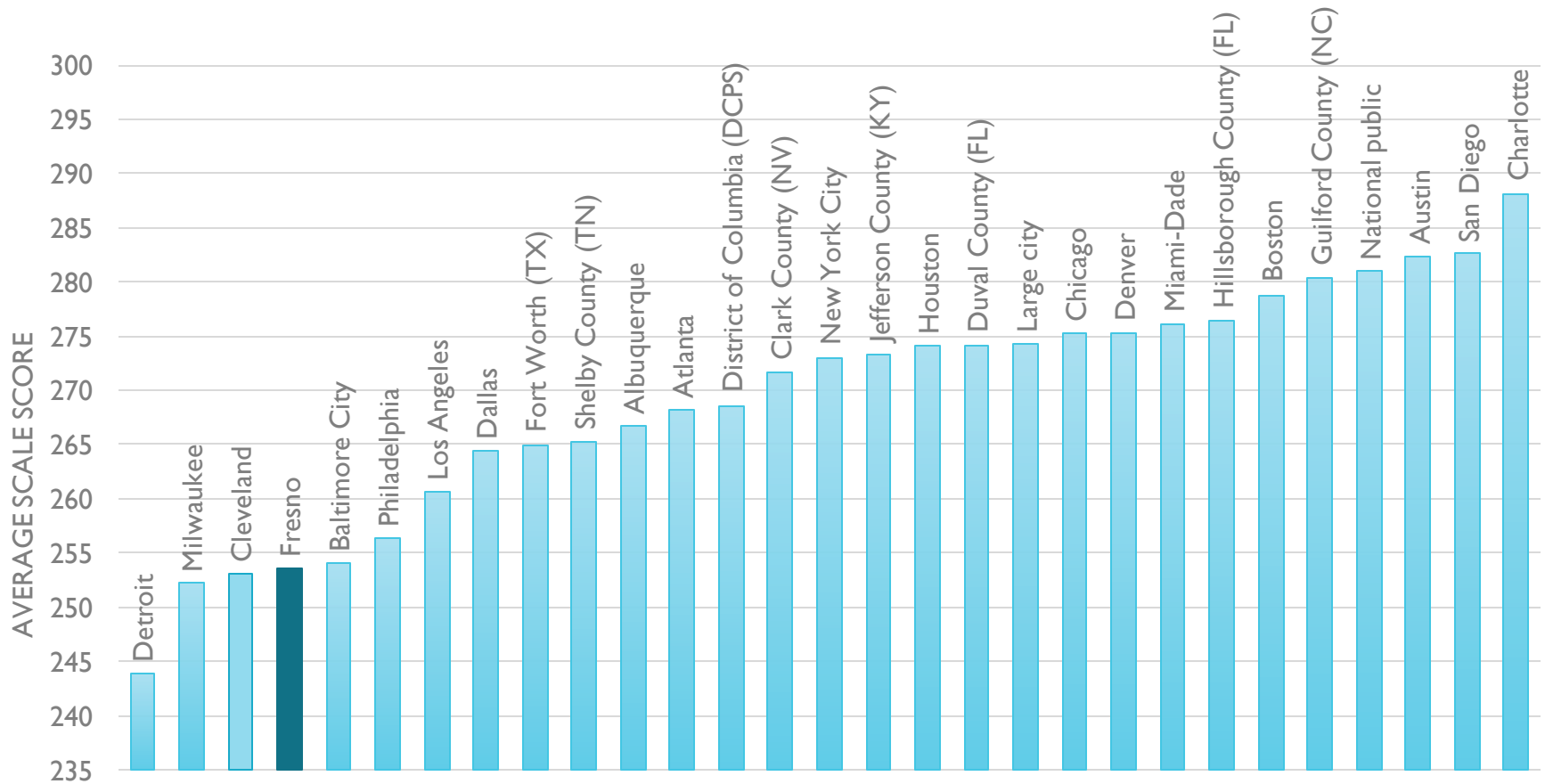


	2009	2011	2013	2015	2017	2019
Fresno	46%	43%	48%	44%	41%	39%
Los Angeles	46%	49%	54%	52%	53%	47%
San Diego	68%	66%	65%	70%	68%	67%
National Public	71%	72%	73%	70%	69%	68%
Large Cities	60%	63%	65%	62%	61%	61%

FUSD PERFORMANCE IN MATH: 2-YEAR CHANGE IN AVERAGE SCALE SCORE FOR 8TH GRADE 2017-2019



FUSD PERFORMANCE IN MATH: 8TH GRADE AVERAGE SCALE SCORE, 2019



8TH GRADE MATH: RANK FROM BOTTOM OF THE REPORTING DISTRICTS BY YEAR

Year	Rank	TUDA Districts Reporting	TUDA Percentile
2009	13	18	28th
2011	17	21	19th
2013	18	21	14th
2015	18	21	14th
2017	25	27	7th
2019	24	27	11th

8TH GRADE PARTICIPATION RATES AND AVERAGE SCALE SCORE BY ETHNICITY FOR MATH, 2015-2019

Reporting Group	% of Students			Average Score		
	2015	2017	2019	2015	2017	2019
White	10%	10%	10%	281	278	276
African American/Black	8%	9%	8%	242	242	243
Hispanic	67%	68%	69%	252	251	249
Asian	12%	11%	10%	270	268	266
American Indian/Alaskan Native	#	#	#	‡	‡	‡
Pacific Islander	#	#	#	‡	‡	‡
Two or more races	2%	1%	3%	‡	‡	‡
Male	51%	52%	51%	256	254	254
Female	49%	48%	49%	258	256	253

Rounds to zero.

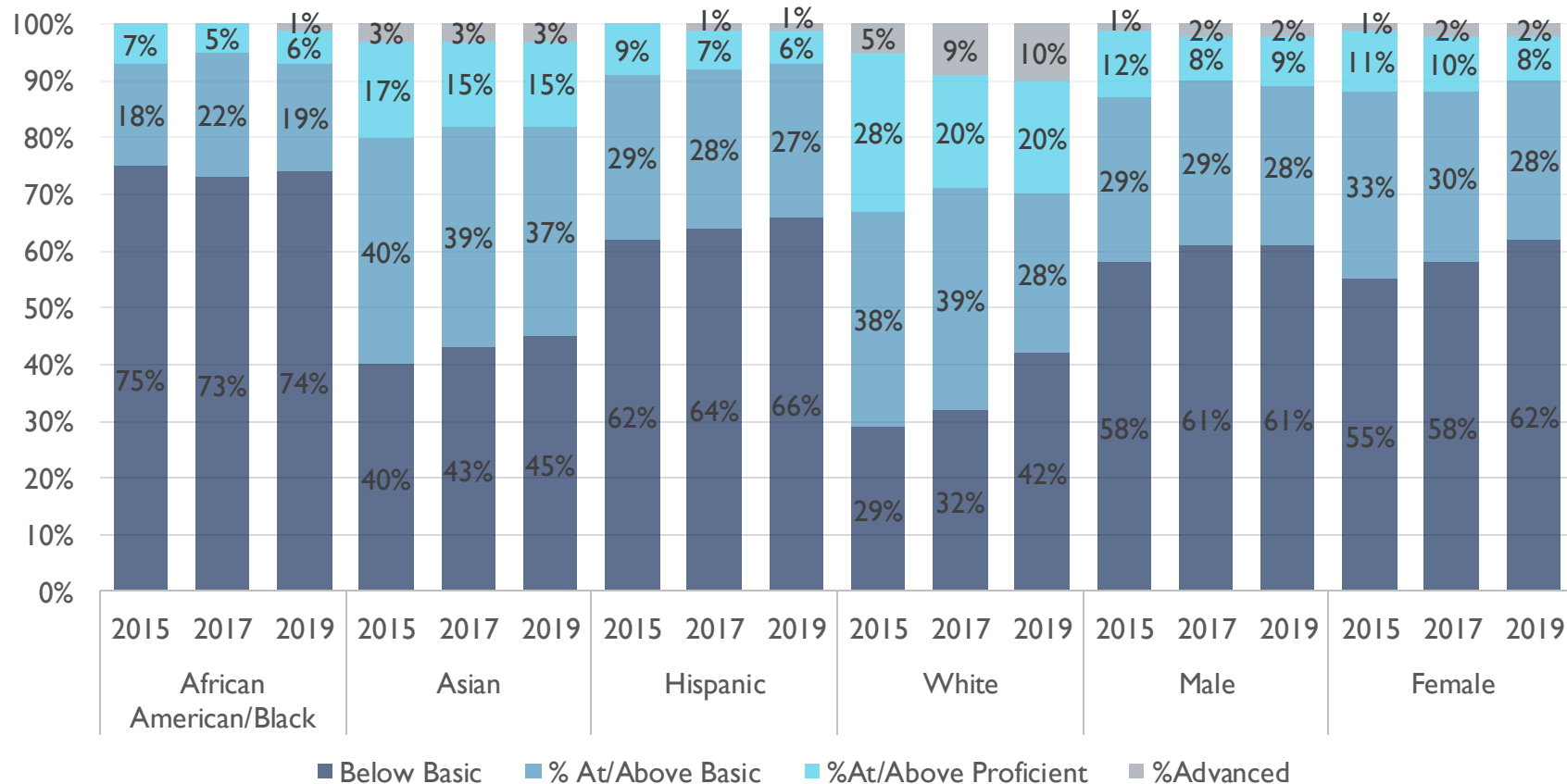
‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

The minimum score required for 8th grade students at basic level for math is 262 and the minimum score required for proficient is 299.


Title: NAEP Rankings Prepared by: Equity and Access Data Source: www.nationsreportcard.gov

8TH GRADE PERFORMANCE BY POPULATION GROUP FOR MATH, 2015-2019



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: November 08, 2019

Phone Number: 457-3134

Regarding: Secondary Community Survey – Revised Presentation

The purpose of this communication is to provide the Board the updated presentation, provided by FM3, of the October 25-30, 2019 community survey to gauge voter interest in a potential 2020 bond measure. Slide 8 was revised to reflect the correct "Total Yes" percentage for a \$325 million bond.

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

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



Date: _____





AGENDA ITEM B-20

Revised on November 7, 2019

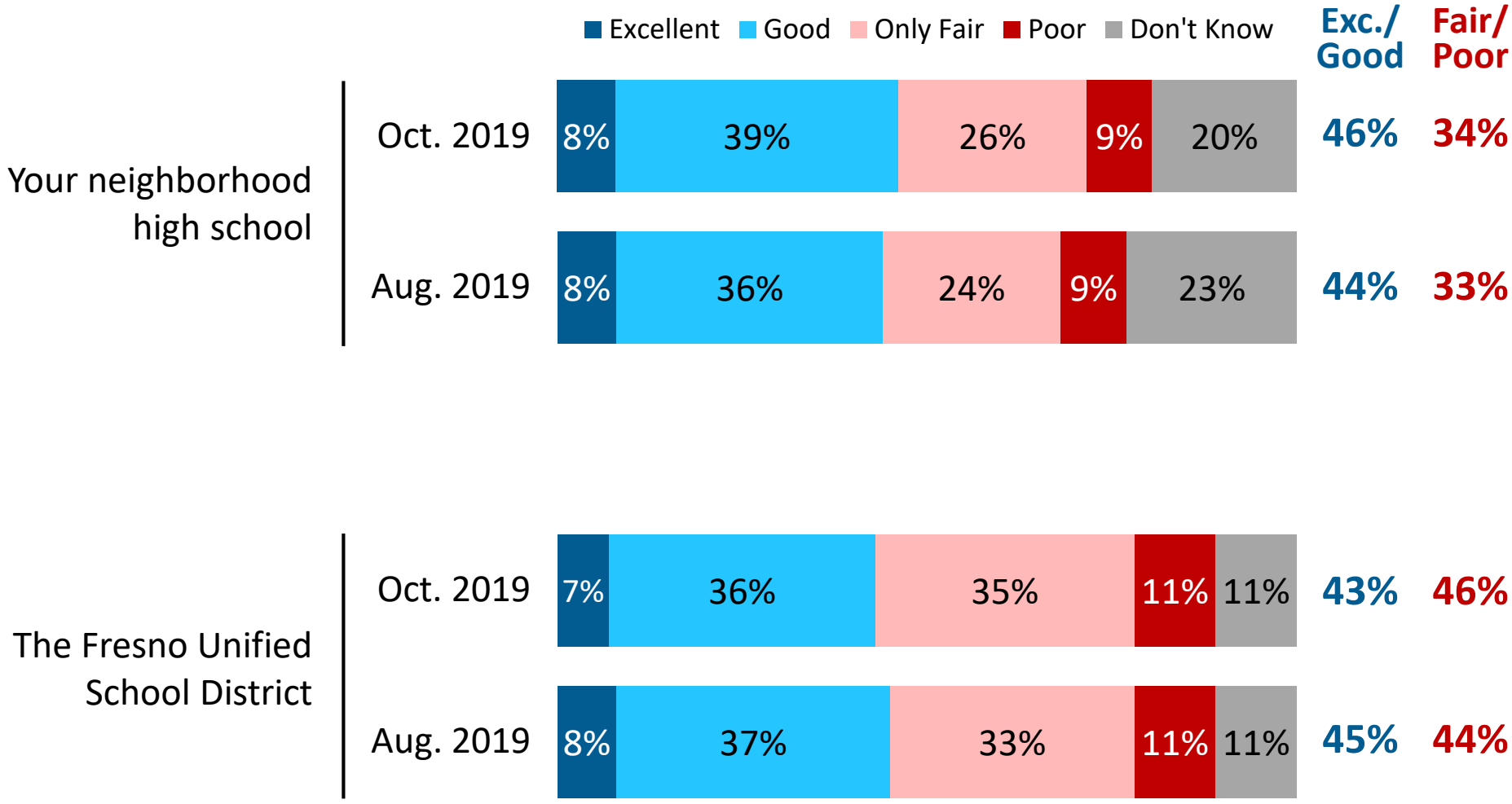
Fresno Unified School District Bond Measure Tracking Survey

***Summary of Findings from a Survey of Likely
March 2020 Voters Conducted October 25-30, 2019***

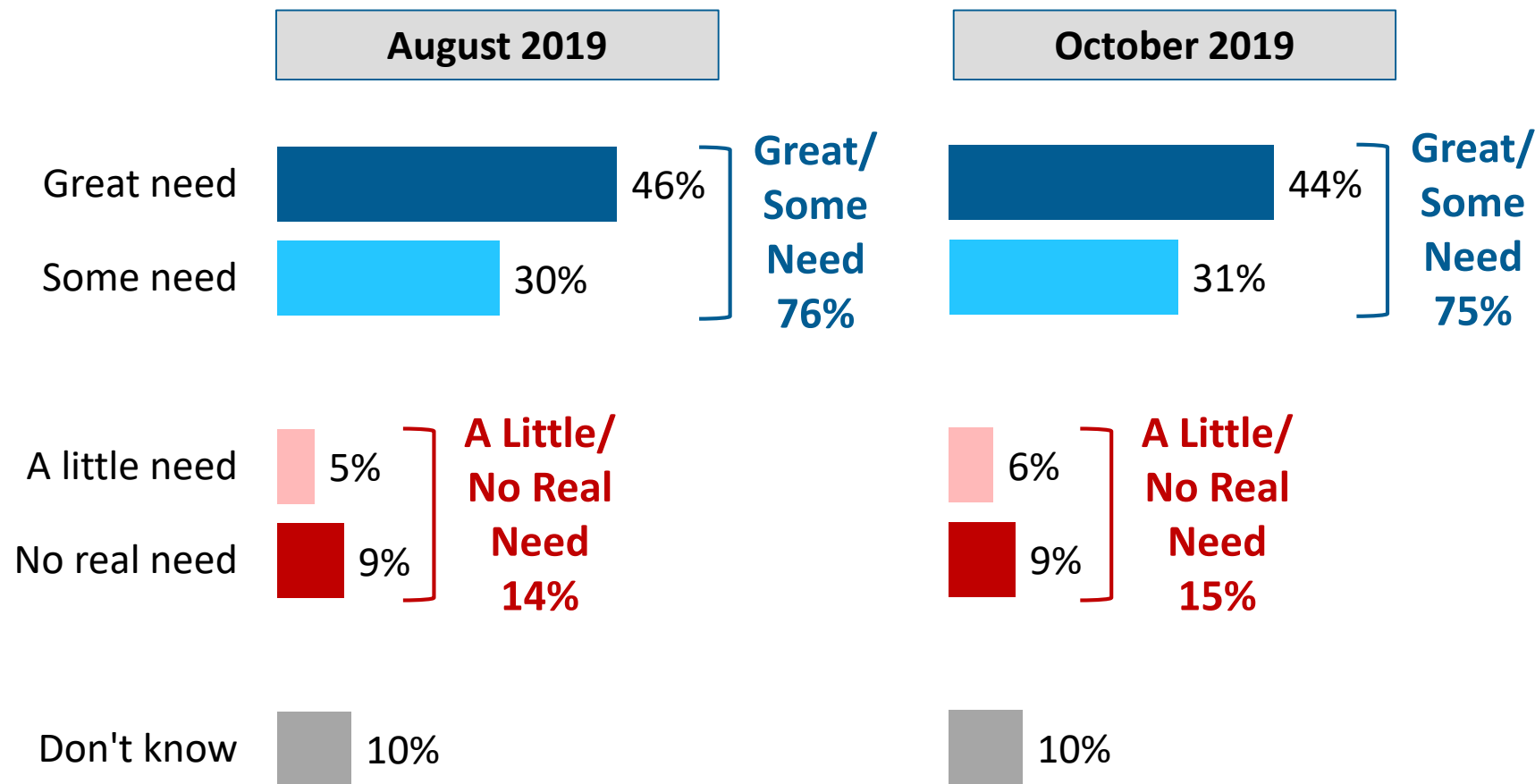


**FAIRBANK, MASLIN,
MAULLIN, METZ
& ASSOCIATES**

A plurality continue to hold a positive opinion of local high schools while voters' impression of Fresno USD remains divided.



Consistent with prior research, three in four voters believe Fresno USD has a significant need for additional funds.

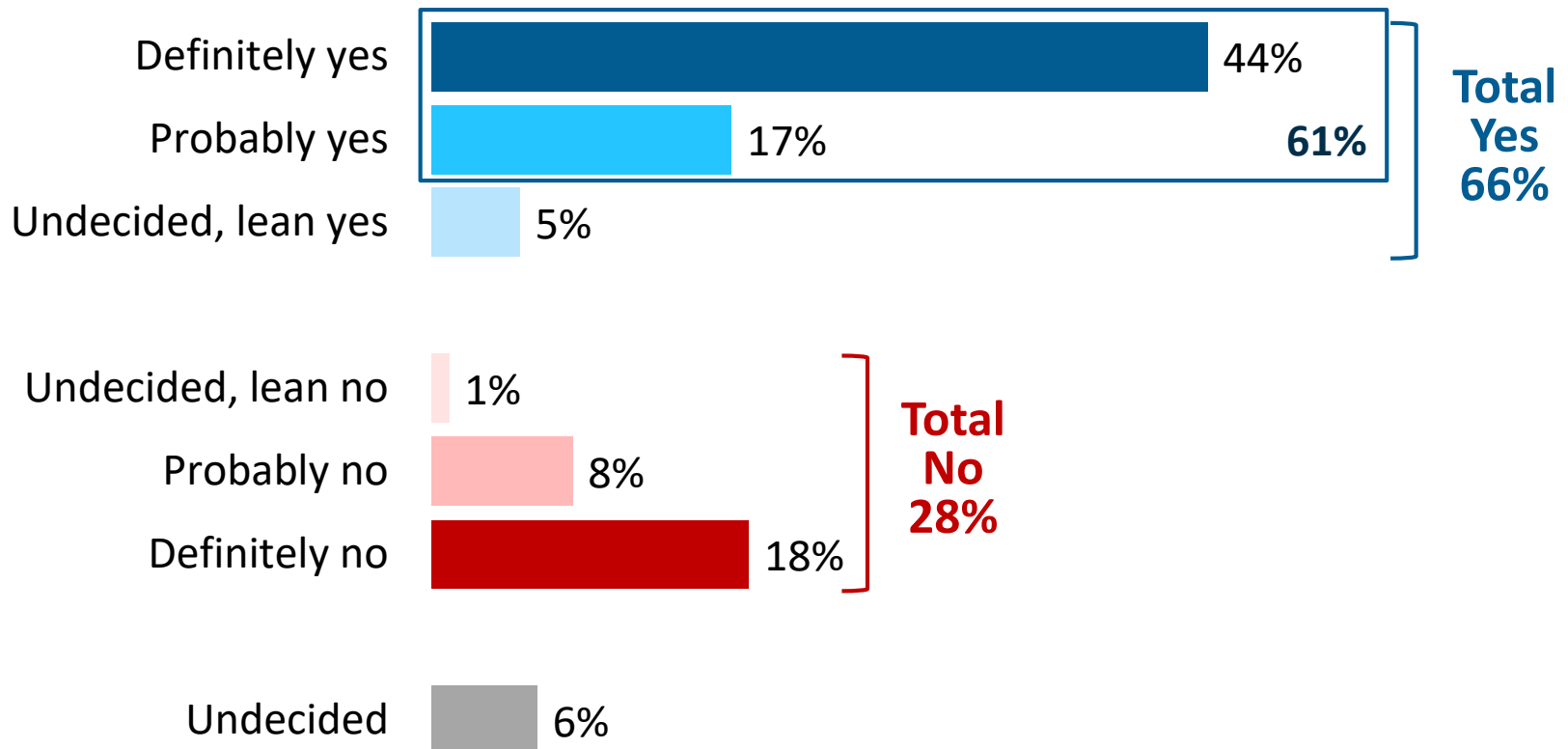


\$15 billion Statewide School Bond Measure *(Simulated Ballot Label Summary Based on 2016 Prop 51)*

Authorizes School Bonds. To Repair and Upgrade Preschool, K-12, Community College and University Facilities. Legislative Statute.

Authorizes \$15 billion in state general obligation bonds to fund new construction and modernization projects: \$9 billion for public preschool, K-12 and charter schools, and vocational education facilities; \$2 billion for community colleges facilities; \$2 billion for California State University facilities, and \$2 billion for University of California facilities. Fiscal Impact: Increased state costs to repay bonds averaging about \$900 million annually over the next 35 years.

Two-thirds of Fresno USD voters support the statewide school bond measure that will appear on the March 2020 ballot.

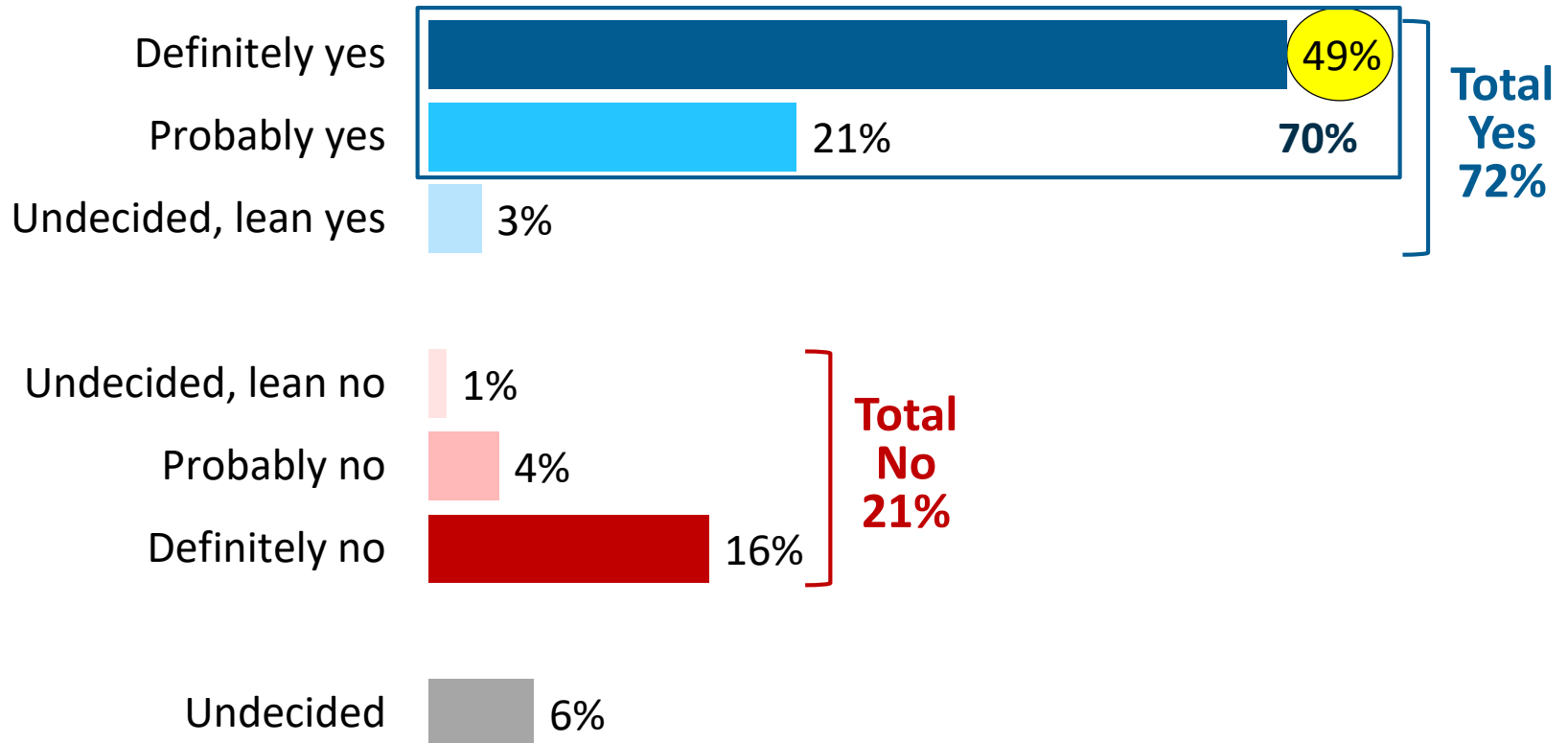


Fresno USD Bond Measure Ballot Summary

Fresno Unified School District Classroom Improvement, Student Safety, and Career Education Measure.

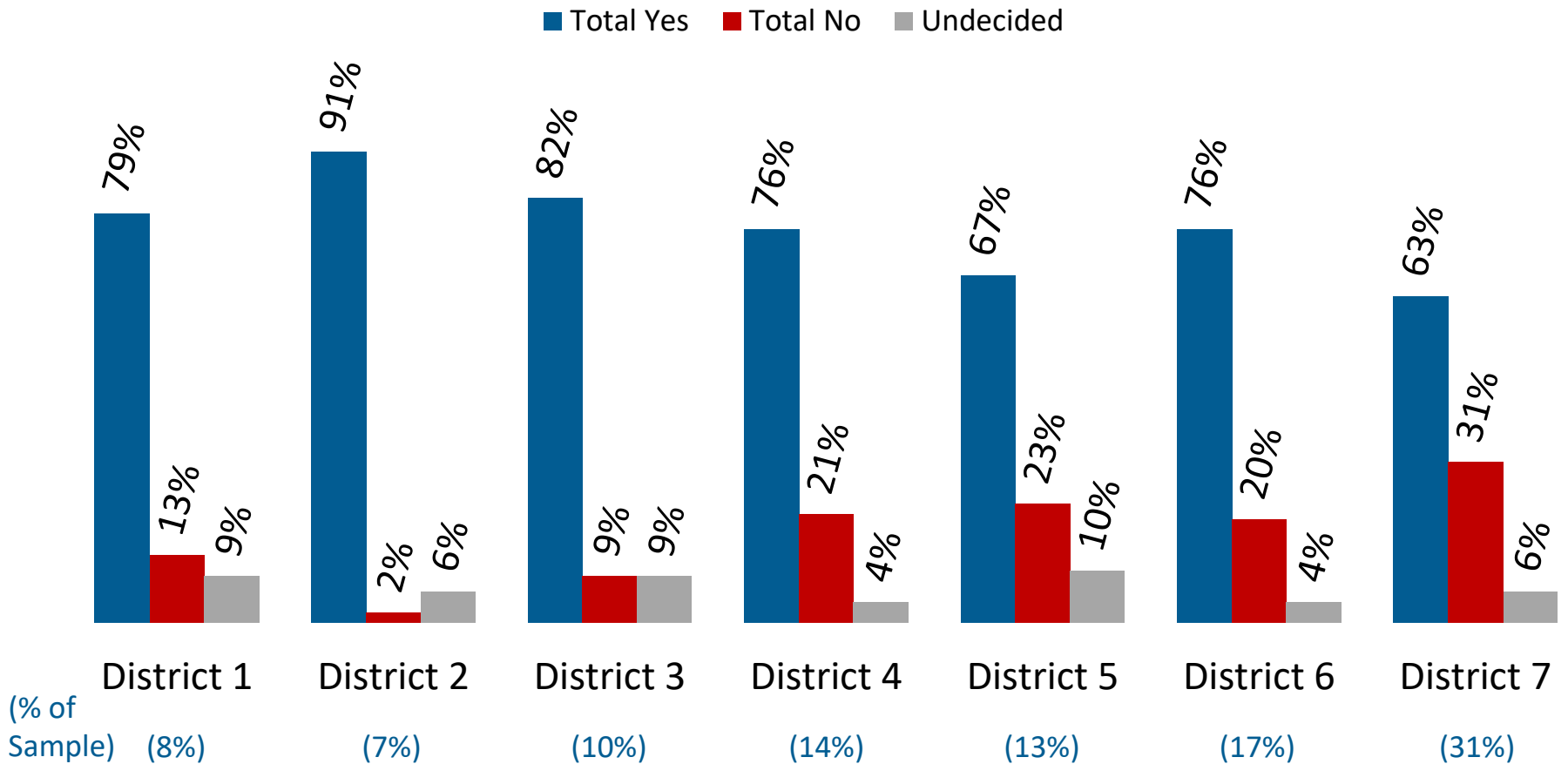
To provide quality neighborhood schools by retaining/attracting teachers; upgrading vocational, career education, science, math classrooms/labs, campus security/fire safety systems; shall Fresno Unified School District issue \$500 million in bonds at legal rates, levy \$60 per \$100,000 of assessed valuation, \$29.1 million annually while bonds are outstanding be adopted, requiring audits, citizens oversight, all funds for local schools to meet earthquake safety/handicapped accessibility standards; remove lead paint/asbestos; and repairing/constructing/acquiring facilities/equipment?

Seven in ten vote in favor of a \$500 million Fresno USD bond measure, with half saying they would vote “definitely” yes if the election were today.

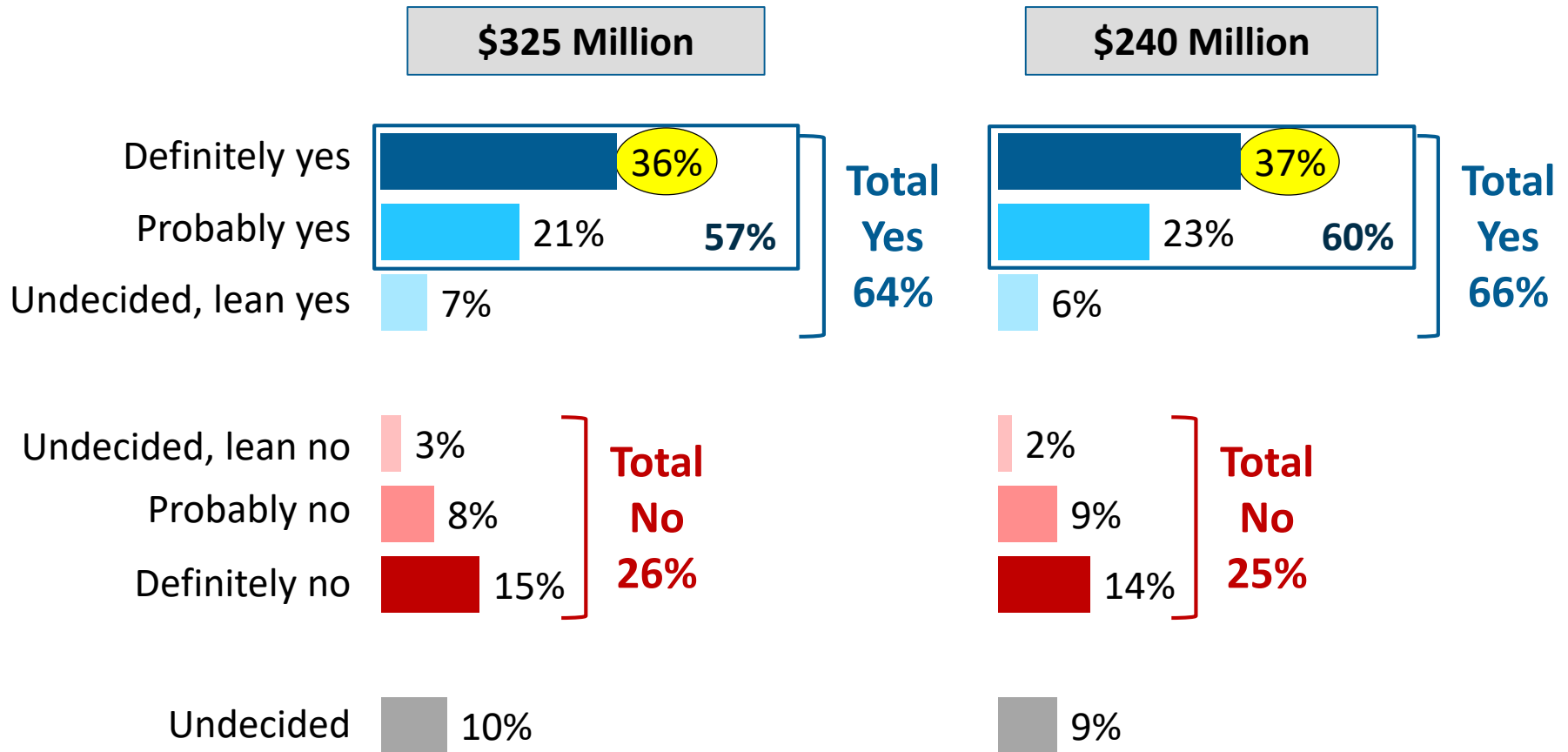


Voters across all Fresno USD Board Member districts express solid support for a local school bond measure.

Initial Vote by School Board Member District



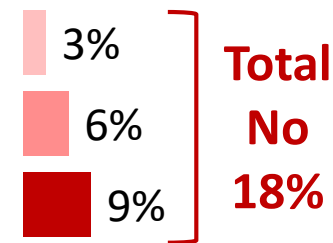
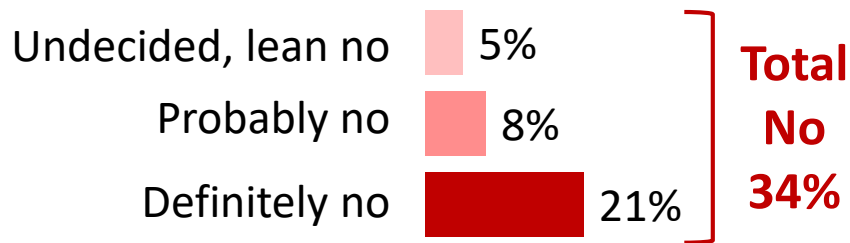
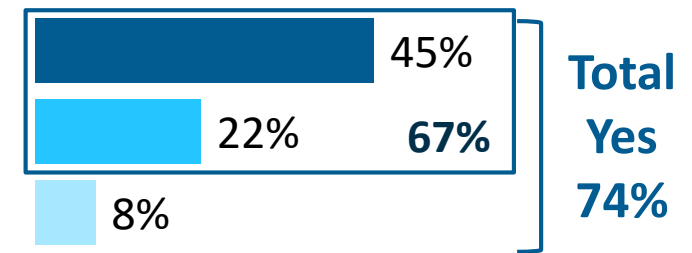
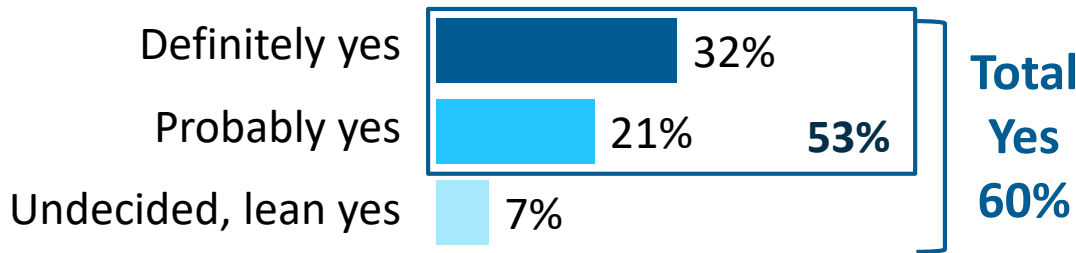
Fresno USD voters also vote yes to approve school bond measures at lower dollar amounts, though total support is less certain.



It is to be expected that identifying a tax rate increase would result in less support, but six in ten still vote in favor.

Increases the neighborhood school property assessment fee \$60

Maintains the neighborhood school property assessment fee with NO increase

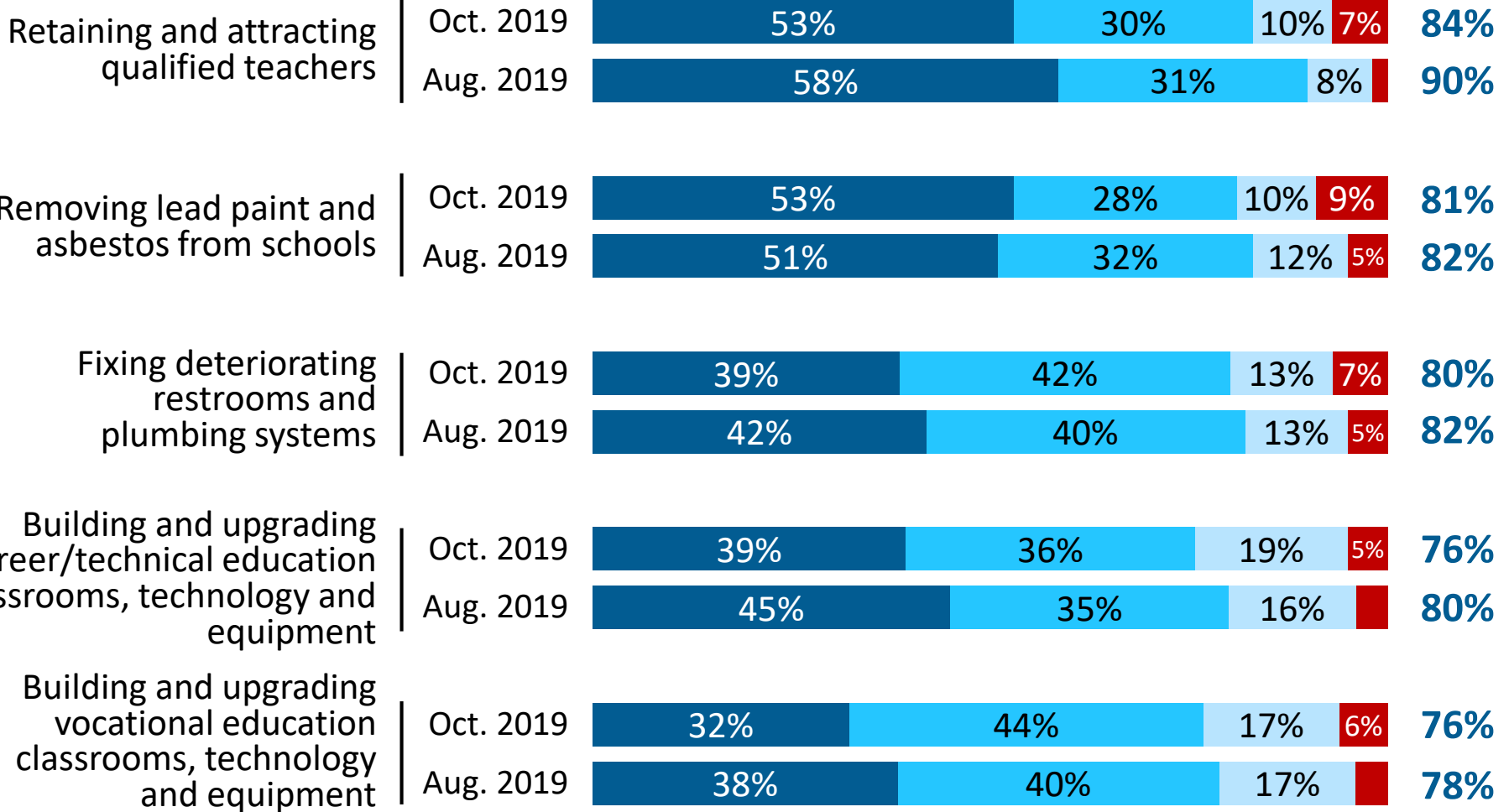


Undecided 6%

Undecided 7%

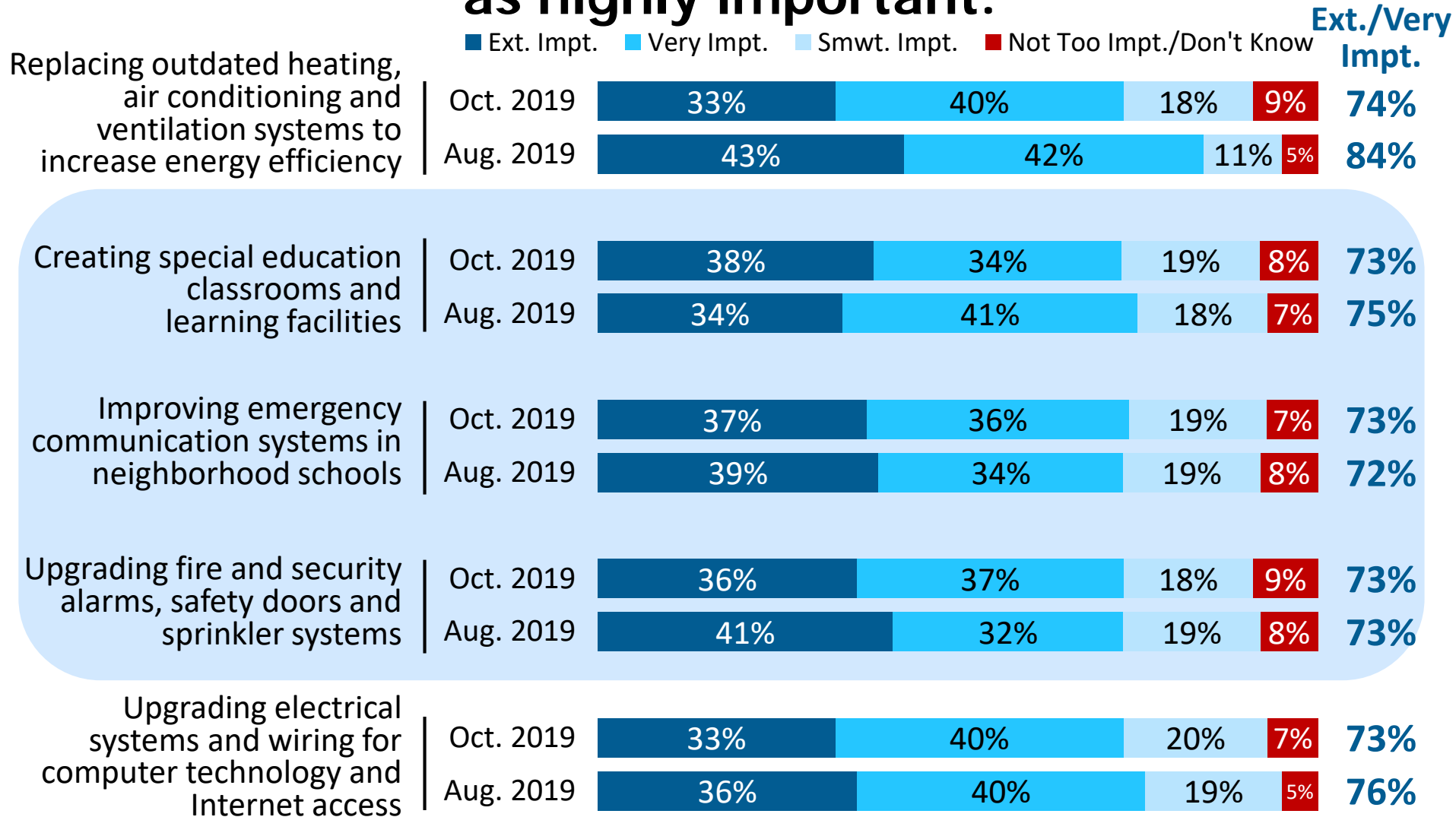
Teacher retention, making health and safety repairs and improving career education programs remain top priorities for bond measure funds.

■ Ext. Impt. ■ Very Impt. ■ Smwt. Impt. ■ Not Too Impt./Don't Know **Ext./Very Impt.**



Q7. I am going to read you some of the projects, improvements and provisions that might be included in Fresno Unified school bond measure. Please tell me how important it is to you that each project, improvement and provision be included: extremely important, very important, somewhat important, or not too important. Split Sample

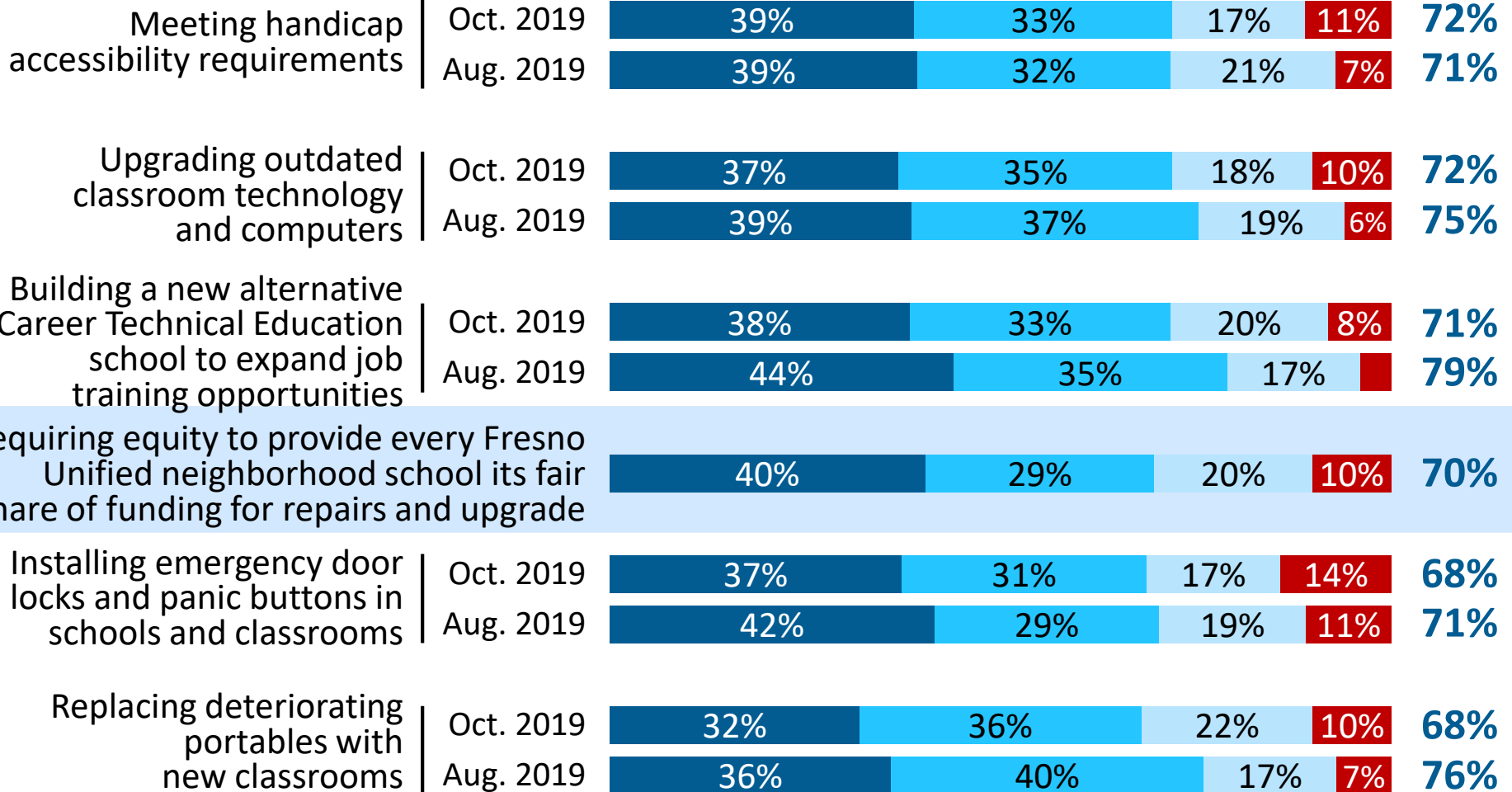
Voters also identify improving special education and making schools and classrooms safe as highly important.



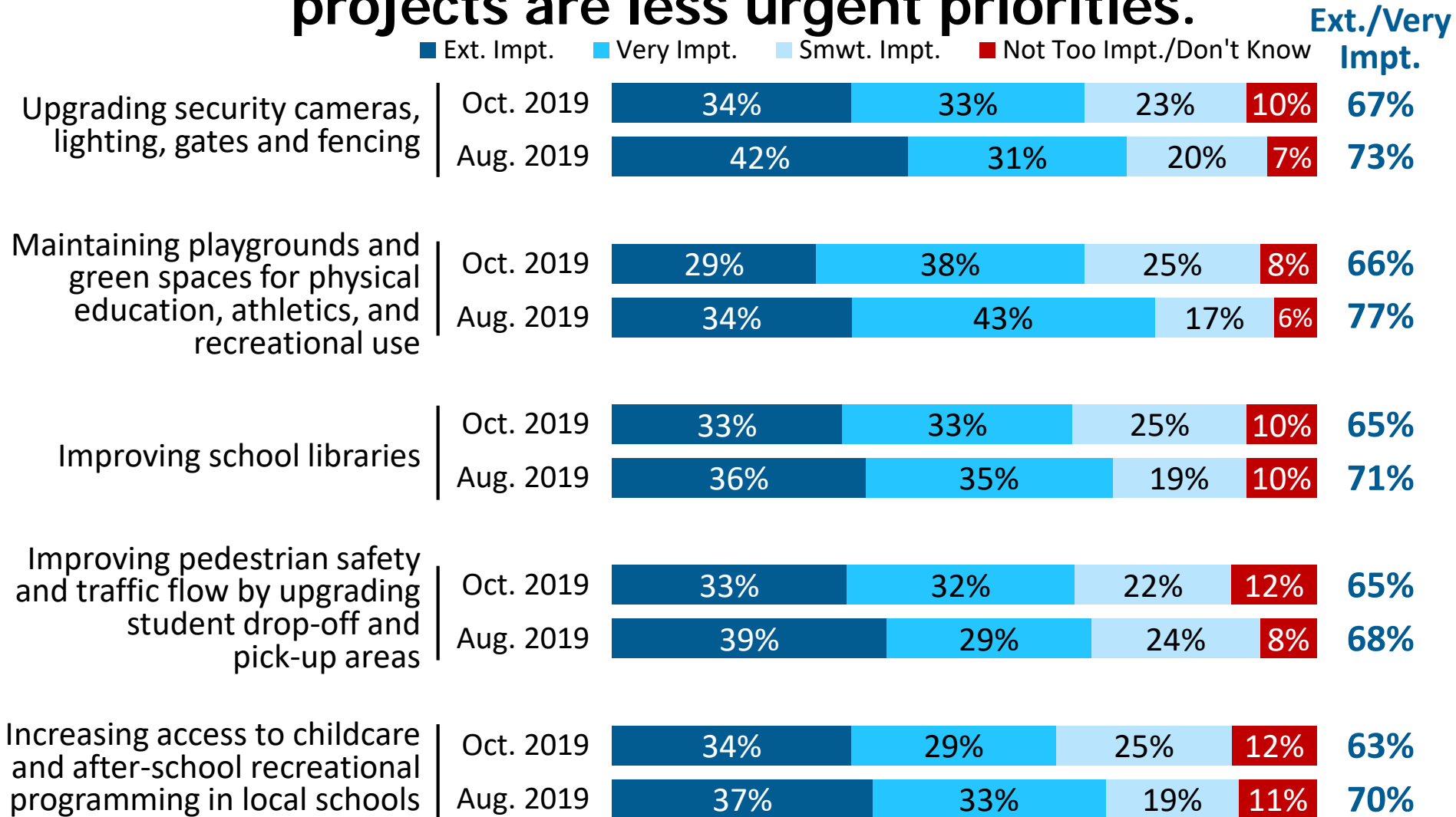
Q7. I am going to read you some of the projects, improvements and provisions that might be included in Fresno Unified school bond measure. Please tell me how important it is to you that each project, improvement and provision be included: extremely important, very important, somewhat important, or not too important. Split Sample

Ensuring equitable distribution of funds is an important component of the bond to seven in ten Fresno USD voters.

■ Ext. Impt. ■ Very Impt. ■ Smwt. Impt. ■ Not Too Impt./Don't Know **Ext./Very Impt.**



Directing funds toward improving playgrounds, libraries and drop-off is important, but these projects are less urgent priorities.





Fresno Unified School District Bond Measure Tracking Survey

***Summary of Findings from a Survey of Likely
March 2020 Voters Conducted October 25-30, 2019***



FAIRBANK, MASLIN,
MAULLIN, METZ
& ASSOCIATES

Fresno Unified School District
Board Communication

BC Number T-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Phil Neufeld, Executive Officer
Cabinet Approval: Kurt Madden, Chief Technology Officer

Date: November 08, 2019

Phone Number: 457-3868

Regarding: Purchase of High School Wide-Area Network Services

The purpose of this communication is to provide the Board information regarding the procurement of leased fiber services to improve our network bandwidth and link our large high schools and two district sites together.

The existing fiber optic network to our high schools is nearing its capacity, where the demand for digital resources continues to grow at a rapid pace. The district's current fiber infrastructure will soon lack the capacity required by the district's growing use of fiber for learning, safety, operations, and communications. The bid will provide for connecting, via fiber, 11 sites in a small ring including the seven Comprehensive High Schools, Duncan Polytechnical High School, the Ed Center, Brawley Service Center, and Center for Advanced Research and Technology (CART). Leased Fiber Services will be solicited using a hard-bid method of delivery allowing for award to the lowest responsive, responsible bidder and include a proforma contract to be executed as part of the bid requirements.

The Purchasing and Information Technology Departments are working closely with Lang, Richert & Patch and CSM Consulting, the district's E-Rate consultant, to develop the terms, conditions, and performance specifications (performa contract) to ensure applicable regulations and laws are addressed in the bid. Lang, Richert & Patch's legal team included Cynthia Schultz, an attorney who provided policy guidance for the Federal Communication Commission (FCC) Universal Service Administrative Company (USAC) E-Rate program and led the federal Broadband Technology Opportunities Program (BTOP). Bid provisions in support of contract compliance include a performance bond, prevailing wage for special construction, liquidated damages for activation delay, and credits issued where services don't meet service level commitments.

Projected timeline: Purchasing will advertise the bid in November 2019. The E-Rate application will be submitted during the E-Rate window in February 2020. The services shall be made available to the 11 sites within 180 days after E-Rate funding application approval is received from USAC in mid-to-late 2020.

If you have questions or need further information, please contact Kurt Madden at 457-3868.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

11/8/19