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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – DECEMBER 06, 2019 DELIVERED DECEMBER 09, 2019

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

AFRICAN AMERICAN ACADEMIC ACCELERATION – Wendy McCulley, Executive Director

AA-1 Wendy McCulley The Office of African American Academic
Acceleration - College Mentoring Program

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

AS-1 Kim Kelstrom School Services Weekly Update Report
for November 22, 2019
AS-2 Kim Kelstrom Bullard High School-Connected Organizations

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

HR-1 Paul Idsvoog Revised Job Description – Paraprofessional
Child Development

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple School-Based Health Centers Update
OS-2 Karin Temple Probation Officers on High School Campuses

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Brian Beck Special Education Information
SL-2 Catherine Aujero Arts Investments and Opportunities
SL-3 Catherine Aujero Common Arts Experiences in Third through
Fifth Grade

Fresno Unified School District
Board Communication

BC Number AA-1

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

Date: December 06, 2019

Phone Number: 457-3749

Regarding: The Office of African American Academic Acceleration-College Mentoring Program

The purpose of this communication is to provide the Board an update on the Office of African American Academic Acceleration's (A4), College Mentoring program. Building on the college admission success of the College and Career Readiness department, the program was established to increase African American (AA) student enrollment (matriculation) in college and completion of their studies. Students will receive support over a three-year span, beginning in the 11th grade and through their first year of college.

The 2016/17 Summer Melt Data provided by the National Student Clearinghouse identified that African American students are not matriculating into post-secondary education at the same rate as comparable demographic groups. In partnership with community members, the A4 office launched the first ever college mentoring program focused on AA students in grades 11 and 12. The A4 Office identified Alt Ed, Comprehensive and Specialty school sites to participate in the pilot.

The data below identifies the college enrollment rates of AA students in 2016/17 for the school sites identified for participation:

- Hoover 58%
- McLane 55%
- Design Science 50%
- DeWolf 50%
- Duncan Polytechnical 50%
- JE Young 36%

The A4 Office will track and analyze the enrollment and matriculation of current students being mentored in the program. Currently, 30 students and mentors have been paired. The College Mentoring Program will support students with admissions and determining their major. Students will receive support with college readiness including applications, FAFSA and scholarships. Students will learn and develop their Top 5 Strengths using the Gallup Clifton Strengths Finder. All interactions will take place on campus or via E-Mentoring and Skype Sessions.

A Mentoring Kick-Off was held at Hoover on Tuesday, November 21. Mentor recruitment and orientations will continue and will be communicated through the Communications Office, press releases, social media and public service announcements. A4 is working closely with the Mentoring and Alliance Office to grow and sustain the pilot.

Talking Points:

1. Students will receive mentoring and support over a three-year span, beginning in the grade 11 and through their first year of college.
2. The College Mentoring Program will:
 - Assist students with college admissions, FAFSA, scholarships and determining a major
 - Students will learn and develop their Top 5 Strengths using the Gallup Clifton Strengths Finder
 - Meetings will take place on campus or via E-Mentoring and/ or Skype sessions

If you have questions or require additional information, please contact Wendy McCulley at (559) 457-3749.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/06/19

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
Cabinet Approval:

Date: December 06, 2019

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for November 22, 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 22, 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: 12/06/19



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

DATE: November 22, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

PPIC Survey Shows Education Initiatives Face Uphill Battle in 2020

The Public Policy Institute of California (PPIC) released its [November 2019 statewide survey](#) this week, which provides insight to how California voters view the three education-related ballot initiatives that may appear before them during the 2020 primary and general elections.

Proposition 13: State Bond for Education Facilities

On March 3, 2020, voters will decide the fate of Proposition 13 (2020), which is the \$15 billion K–16 school construction bond that was placed on the ballot through the legislative process. According to the PPIC survey, support for the bond has dipped to 48% among likely voters, which is six percentage points lower than the September survey (54% support among likely voters) and nine percentage points worse than the April survey (57% among likely voters).

The nearly ten point drop in support should concern bond proponents especially since support has dipped below the required majority threshold for the bond to pass. Proponents will need to reach the 16% of likely voters who said that they are unsure of how they would vote if the election were held today. Bond proponents would also get a boost if there is a high Democratic turnout at the March primary as 71% of Democrats indicate that they support the measure. The Democratic turnout for March could be historically high if there are still multiple front-runner presidential candidates. As a reminder, California will be a part of the Super Tuesday states for the first time since 2008 after former Governor Jerry Brown signed a law to move the state's primary from June to March.

Split Roll Initiative

The survey also asked voters about two ballot initiatives that may appear before them on the November 3, 2020, general election ballot. The split roll initiative, which would amend Proposition 13 (1978) to tax commercial and industrial properties regularly at their fair market value and raise an estimated \$6 billion to \$10 billion annually, dropped one percentage point since the last PPIC survey to 46% support from likely voters.

With the election less than a year away, the lack of support should concern proponents of the initiative as the business community and the Howard Jarvis Taxpayers Association will likely ramp up its opposition campaign as we get closer to November 2020. As a reminder, a version of this initiative has already qualified for the ballot, but proponents have begun signature gathering on an updated version. If the new version qualifies for November 2020, then the proponents will likely withdraw the earlier version.

Full and Fair Funding Initiative

The November survey also, for the first time, provided insight to how voters feel about the Full and Fair Funding initiative proposed by the California School Boards Association, the Association of California School Administrators, and the Community College League of California. This initiative, which would raise taxes on the wealthiest Californians and corporations to raise \$15 billion annually for K–14 education, debuts on the PPIC statewide survey to 56% support among likely voters.

While the measure is the only one out of the three education initiatives that would pass if the elections were held today, it is also the only one that has not officially qualified for the ballot. The proponents just started the process to qualify the measure last month and will need to collect nearly one million valid signatures from registered voters by spring 2020 to officially place the measure before voters in November 2020.

It will be interesting to see if the sponsors of the Full and Fair Funding initiative and split roll proponents work together. Conventional wisdom says if there are two large tax initiatives on the ballot that support a similar cause, then voters are likely to vote down both. While there is still time for the two sides to pull their support together for one of the initiatives while dropping the other, it may be difficult considering 60% of revenues from the split roll proposal would go to local governments and 40% to K–14 education, while all of the revenues from the Full and Fair Funding initiative would go to K–14 education.

Technically there is also still time for the Legislature and the Governor to work with the sponsors of both initiatives to come up with some kind of hybrid proposal that they could usher through via the legislative process in time to qualify for November 2020; the legislative calendar puts this deadline on June 25, 2020. However, this is unlikely to happen since moderate Democrats and all Republicans will likely avoid being involved with the passage of any tax raising proposal even if it did eventually go before voters for their approval. As a reminder, former Senator Josh Newman (D-Fullerton) was recalled by voters in his north Orange County district in June 2018 primarily for his support of Senate Bill 1 (Chapter 5/2017), which directly increased the gas tax and vehicle fees.

Thanksgiving Break

Due to the Thanksgiving holiday, we will not be providing the *Sacramento Weekly Update* next week unless there is breaking news; we will return to our regular production schedule the week ending December 6.

We at School Services of California Inc. wish you a Happy Thanksgiving!

Leilani Aguinaldo
Robert Miyashiro

Note: The Department of Finance is currently putting together its financial estimates while preparing for the January Budget proposal where we will see how their forecast differs from the Legislative Analyst Office's outlook.

Legislative Analyst Issues Positive But Cautious Outlook

By Patti Herrera
School Services of California Inc.'s Fiscal Report
November 21, 2019

In its annual *Fiscal Outlook* released on November 20, 2019, the Legislative Analyst's Office (LAO) reports that the condition of the California economy and budget are stable, but cautions that the state may face headwinds in the near future.

Consistent with its recent approaches to forecasting California's economy, the LAO looks at the state's outlook through two lenses—a growth lens and a recession lens. Under an economic growth scenario, the LAO estimates state revenues to grow from \$146 billion in 2019–20 to \$167 billion in 2023–24. Conversely, in a recession scenario, the LAO predicts that the state could lose roughly \$50 billion in revenue over the forecast period; due largely to declines in revenue generated by the personal income tax, which yields the lion's share of revenue from the state's "Big Three" taxes. Even in the face of significant revenue losses, the LAO estimates that reduced spending obligations in education and debt payments could save the state roughly \$27 billion. The state could manage the remaining budget deficit and weather a recession by tapping into what is expected to be a \$23 billion state reserve.

Noting that much of the risks to the state economy and budget are outside the control of state lawmakers, the LAO urges the Legislature to make judicious spending choices in the coming year. Though Analyst Gabriel Petek (Analyst) predicts that the state will enjoy a \$7 billion surplus going into fiscal year 2020–21, he cautions lawmakers against committing more than \$1 billion of the surplus to expanding programs or services and instead using it for one-time purposes.

Proposition 98: The Education Outlook

The LAO projects that the Proposition 98 minimum guarantee for 2020–21 will grow by \$3.4 billion (nearly \$2 billion from the General Fund and \$1.4 billion from local property taxes) for a total of \$84.3 billion. The Analyst also predicts that an additional \$206 million will be available due to the expiration of one-time funded activities. Moreover, the LAO's revised estimates for fiscal year 2018–19 and the current year show that the state's obligated spending levels are \$511 below the minimum guarantee, requiring a Proposition 98 settle-up payment that can be used for one-time spending purposes. After accounting for ongoing obligations between the K–12 and community college systems, like the cost-of-living adjustment (COLA) discussed later and a \$350 million required deposit into the Proposition 98 rainy day fund, there will be approximately \$2.1 billion for lawmakers to spend.

Budget Year 2020–21

While this may seem plentiful, the LAO notes that its revised estimate for the statutory COLA of 1.79% for 2020–21 is relatively low compared to the growing cost pressures districts face. Just over five months ago, the statutory COLA for 2020–21 was predicted to be 3.00%. A 1.79% COLA would yield \$123 less on a per average daily attendance basis under the Local Control Funding Formula (LCFF) than a 3% COLA would

have. This significant change in a key component of multi-year budgeting can have magnitudinous local impacts. Consequently, the LAO suggests that the Legislature may want to consider funding a higher COLA than is statutorily required, stating that a 0.5% increase to the COLA will cost the state \$300 million for the LCFF and \$38 million for community college apportionments. Other, more targeted investments that help districts defray costs to their general funds is another way to help districts manage their growing cost pressures such as paying down pension obligations that yield long-term returns or increasing special education funding for historically low-funded regions. Finally, the LAO advises the Legislature that investing in one-time activities provides latitude and helps to avoid future spending cuts in the event of an economic down turn.

Beyond the Budget Year

Like its broader report, the LAO forecasts Proposition 98 under a growth and recession scenario. As was alluded to previously, if the state were to fall into a recession, its education spending obligations would diminish significantly under Proposition 98. The LAO predicts that the minimum guarantee could fall by as much as \$20 billion over the forecast period. Chillingly, the LAO warns that “the state not only would be unable to provide the COLA in 2021–22 and 2022–23, it would need to reduce spending, assuming it funds at the lower minimum guarantee.” Furthermore, the Analyst further suggests that the state could open its old recession toolbox and that the “Legislature could [reduce spending] by making reductions to ongoing programs, deferring school and college payments, or exploring possible fund swaps.”

For those of us who lived in the trenches of the Great Recession, terms like “deferrals” and program “reductions” are enough to have us running for the hills. Thus, we would hope that lawmakers would consider using other tools to mitigate the impacts of an economic downturn on our students, including using a portion of the state’s reserve to avoid such draconian reductions to education spending.

Governor Gavin Newsom will issue his 2020–21 proposed State Budget on or by January 10, 2020. We look forward to seeing all of you at our [Governor’s Budget Workshops!](#)

Note: Perhaps signaling a potential bill for 2020, the California Democratic Party has included language in its platform declaring that charter schools should be overseen by publicly elected boards.

California Democratic Party Says Charter Schools Should Have Publicly Elected Boards

By Louis Freedberg
EdSource
November 20, 2019

Taking aim at the majority of charter schools in the state, the California Democratic Party has included language in its platform declaring that these schools should be overseen by publicly elected boards, in contrast to the self-appointed boards that run most of them.

The new language, adopted at the state party’s annual convention in Long Beach over the weekend, was promoted by the 120,000-member California Federation of Teachers and strengthens an already strongly worded section of the California Democratic Party’s platform on charter schools.

It is especially significant because it comes from a state with by far the largest number of charter schools in the nation, enrolling just over 10 percent of all the state's public school students. It also underscored the ongoing divisions within the party over charter schools, which have become about one of the most contentious issues on the nation's education reform agenda.

"We need to keep certain services public, and education is one of them," said California Federation of Teachers President Jeff Freitas.

He said that according to the California education code, charter schools are public schools and therefore "should reflect the communities where we work and serve." "One of the best ways to reflect the community and be accountable to the community is to be elected by the community," he said.

Freitas did not go so far as to call for closing down charter schools that do not have publicly elected boards. Rather, he said, the new language "does tell candidates (for public office) that if they want the endorsement of the California Democratic Party these are beliefs that they should live by."

The new language also calls for charter schools to adopt "fair labor practices" and respect labor "neutrality." That means that if charter school teachers and staff want to join a union, school administrators should stay "neutral" and refrain from either supporting or opposing the unionizing effort.

As a result of a bill signed by Gov. Jerry Brown a year ago, California has already banned for-profit charter schools,

The California Charter Schools Association, which represents most charter schools in the state and supported the for-profit ban, pushed back against the tougher language in the Democratic Party platform.

"The resolution passed at the California Democratic Party convention seems to be a solution in search of a problem," said Emily Bertelli, a spokesperson for the association. She said independent charter schools are "authorized by elected school boards," even if they are not run by them. "They share the same mission to do better for kids by offering a free, quality public education to all students regardless of their income, where they live or their race," she said.

As for bargaining rights, she said charter school staff are "free to pursue union representation and as a result, a number of them are represented by unions."

However, Freitas said some charter management organizations have spent substantial sums to discourage employees from organizing, effectively "silencing their voice." Sometimes they feel threatened, he said. "There have been charter schools where they wanted representation, but when they reach out to us, they ask us not to use their name." He declined to name the charter organization he had in mind.

The California Teachers Association, the state's largest teachers' union, did not respond to a request for comment on the state party platform.

Who runs a charter school has been a flash point in the battles over charter schools in California and nationally. Most charter schools are nonprofit organizations run by a board of unpaid members. Typically, board members select who they want on their boards and who will succeed them.

Several prominent charter school supporters — notably Reed Hastings, the billionaire founder of Netflix — believe that self-appointed boards are among the strongest attributes of charter schools. They argue elected

school boards, by contrast, is a key reason why performance of students in many public schools is so poor. Hastings in particular has argued that elected boards are prone to instability and frequent change, risking educational progress in the pursuit of short-term political agendas.

If only charter schools with publicly elected boards were allowed to operate in California, that would wipe out over 1,000 of the just over 1,300 charter schools in the state.

In California, 316 charter schools are actually operated by school districts and overseen by elected school boards. Known as “dependent,” “semi-autonomous” or “affiliated” charter schools, they typically have fewer freedoms than regular charter schools do. Los Angeles Unified, the state’s largest school district, operates 53 affiliated charter schools, out of the district’s 277 charter schools. These schools have governing councils made up of teachers and parents acting in an advisory capacity. But they ultimately are under the control of the district’s elected school board.

These schools are presumably the ones that would pass muster under the California Democratic Party’s newly revised platform.

But coming just weeks after the California Legislature approved major legislation endorsed by Gov. Gavin Newsom revising the state’s 25-year-old charter school law, it’s unlikely that there’s much appetite in Sacramento for making further major changes, at least in the near term.

At the same time, the stronger state party platform signals that the charter wars in California are not over, notwithstanding the recent reforms and an apparent truce between charter advocates and teachers’ unions.

The party’s action also comes at a time when opposition to charter schools appears to be growing on the Democratic presidential campaign trail. Both Sen. Elizabeth Warren and Sen. Bernie Sanders, for example, have called for an end of federal funding for charter school expansion, among other restrictions on charter growth. Former Vice President Joe Biden recently charged that charter schools “siphon off money for our public schools, which are already in enough trouble.”

Other candidates are less critical. Pete Buttigieg has said that charter schools “have a place” as “a laboratory for techniques that can be replicated,” and Netflix’s Hastings has hosted a fundraiser for him. This week in an op-ed piece in the New York Times Sen. Cory Booker, D-N.J., a strong backer of charter schools when he was mayor of Newark, made the case for what he called “high-achieving public charter schools.”

“We must be the party of real solutions, not one that threatens schools that work for millions of families who previously lacked good educational options,” Booker wrote.

Note: PG&E estimates that its public safety power shutoffs may become a regular occurrence over the next decade, meaning schools will have to form plans for these shutoffs for a number of years.

It's Very Disruptive.' Parents, Schools Frustrated By PG&E Outage That Didn't Happen

By Michael McGough and Ryan Sabalow
The Sacramento Bee
November 20, 2019

Thousands of parents across Northern California rearranged their lives early Wednesday morning in anticipation of yet another round of canceled classes because of a massive intentional PG&E power outage.

They scrambled to find child care. They stayed home from work to care for their children.

Yet the lights stayed on in most of the north state, as PG&E significantly dialed back power outages Wednesday.

In anticipation of gusty winds and dry conditions that could spark another devastating fire, PG&E announced earlier this week it was planning its the fourth major power shut down since October. The utility originally estimated more than 300,000 customers would be without power, before deciding on a final projection of about 150,000 customers across 18 Northern California counties.

But, by mid-Wednesday, the utility said weather conditions proved safer than originally feared, and only 48,000 customers from parts of 10 California counties had their power shut off.

PARENTS FRUSTRATED BY SCHOOL CLOSURES

Many parents in the foothills were frustrated at keeping their children home for a power outage that never happened.

When Troy Steinbach woke up Wednesday morning, his Grass Valley street was wet from rain showers, yet he nonetheless had to stay home with his 12-year-old son, Aiden, whose classes at Lyman Gilmore Middle School were canceled.

The Grass Valley, Nevada City and Nevada Joint Union High school districts each canceled classes at all campuses Wednesday, citing a power shutoff that was anticipated to start around 7 a.m. The power stayed on.

Steinbach said his son already has lost more than a week of class time due to the various other power PG&E outages, and he's worried he and other students are going to lag behind in their studies.

Meanwhile, his wife, Heather Haley, is out hundreds of dollars in recent weeks because she can't work at her home-cleaning business when the power's out, he said.

"Ultimately, PG&E is putting the responsibility for their infrastructure on their customers," Steinbach said. "It's like, 'What are you guys doing?'"

PG&E spokeswoman Brandi Merlo said the utility “certainly understand the frustration of our customers and appreciates their feedback” but the utility has an obligation to keep them safe from wildfires.

PG&E relies on a complex system of real-time weather forecasts, on-the-ground sensors and other factors to decide whether to shut the power off, she said, noting this is the second driest start to the rainy season in 100 years.

FIRE WEATHER AND SNOW FLURRIES

Winds did gust as high as 50 mph in parts of Northern California’s coastal mountain range and in the Sierra foothills, including along the area known as Jarbo Gap near Paradise, said Brendon Rubin-Oster, a meteorologist with the National Weather Service in Sacramento.

The so-called “Jarbo winds” spread last year’s devastating Camp Fire that killed 85 people and destroyed the town of Paradise. PG&E power equipment sparked California’s deadliest wildfire. The utility to begin shutting off power this year in response to similar dangerously windy conditions. The largest outage so far began Oct. 26, effecting 973,153 customers in more than 35 counties.

Wednesday’s outage came even as rain and snow fell in some areas.

A band of precipitation blowing from east to west was over the Tahoe area before 8 a.m., radar images showed. The National Weather Service reported around 10 a.m. that the “abundant cloud cover” continued to flow westward. Parts of the Sierra south of Highway 50 saw snow.

Rubin-Oster said there wouldn’t likely be any more rain in the foothills Wednesday afternoon, though portions of the Sierra could see snow flurries. The wind advisory remained in effect through 10 p.m. Wednesday.

STUDENTS’ STUDIES SUFFER

In Pollock Pines, Wednesday marked the eighth day of school cancellations because of the PG&E outages, though the power wasn’t shut off this time around, said Pat Atkins, superintendent of the Pollock Pines Elementary School District, which has two schools serving 680 children.

He said the school district only builds in six “make-up days” into its schedule in anticipation of closures, typically from snow. Because of the outages, the district’s already burned through all of those before a single snowflake fell.

The district will apply for waivers to ensure it stays fully funded through California’s school financing system that pays districts based on the numbers of students who attend classes each day, but Atkins said the teachers and children are struggling to keep up with their studies from all the missing class time.

“It’s very disruptive to our education and just teaching and learning in general” Atkins said. “The kids get into a rhythm with learning, and any time that rhythm is disrupted due to closing school, it makes it very difficult.”

He said it also burdens their parents.

“A lot of our families work down the hill, and to provide daycare, they need planning time,” Atkins said. “So it makes it difficult all the way around.”

To help families like those, in Placerville, the Boys & Girls Club of El Dorado County Western Slope opened its doors for parents to drop off students free of charge so they wouldn’t have to miss another day of work, said Sean McCartney, the organization’s CEO.

About 150 children showed up.

McCartney said the program will continue accepting children the next time PG&E announces a shutoff.

“Basically, this looks like it’s going to be an ongoing issue until the rain comes and probably continuing into next year,” he said.

Fresno Unified School District
Board Communication

BC Number AS-2

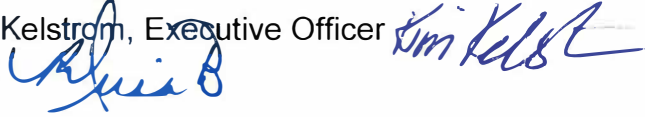
From the Office of the Superintendent
To the Members of the Board of Education

Date: December 06, 2019

Prepared by: Kim Kelstrom, Executive Officer

Phone Number: 457-3907

Cabinet Approval:



Regarding: Bullard High School-Connected Organizations

The purpose of this communication is to provide the Board information regarding comments made by Trustee Major Slatic at the November 20, 2019 Board of Education meeting regarding special account funds and wrestling funds both associated with Bullard High School.

As a reminder, school-connected organizations (SCO's) differ from associated student body (ASB) accounts in that they have their own 501(c)(3) and exist as entities not under the purview of the district.

Regarding the special account funds, a Bullard High School Basketball SCO agreed to pay for additional coaching contracts for the Bullard basketball team in 2017/18 and 2018/19. This practice is common in that schools are allowed to hire additional coaching staff if their school-connected organizations fund the extra pay contracts for the additional coaches. The district's practice is to pay the extra coaches per the collective bargaining agreement, and then to bill the SCO for the amounts paid. The organization at Bullard High has not yet paid \$34,750 currently owed for these basketball contracts.

Due to payroll requirements and in addition to the collective bargaining agreement noted above, compensation for coaching contracts must be processed through the district's payroll system. Bullard High School and the Basketball SCO are aware of the outstanding payments due to Fresno Unified. Leadership of the Basketball SCO has recently changed; the new president for the Basketball SCO is assisting with the outstanding payments and has requested a payment plan to satisfy this obligation.

Regarding the alleged misappropriation of wrestling funds, the district's internal auditors, Price, Paige, and Company monitor the Fresno Unified Fraud Hotline and confirmed receipt of a call regarding the Bullard High Wrestling SCO. The call involved an agreement between an outside vendor and the Wrestling SCO. The call alleged that a vendor had not turned over a portion of merchandise sales as agreed-upon to the Wrestling SCO. The internal auditors will provide an update to the Audit Committee at the December 09, 2019 meeting.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/06/19

Fresno Unified School District
Board Communication

BC Number HR-1

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

Date: December 06, 2019

Phone Number: 457-3548

Regarding: Revised Job Description – Paraprofessional – Child Development

The purpose of this communication is to provide the Board additional information for an agenda item on the December 11, 2019 Board Agenda for the revised job description of Paraprofessional – Child Development.

This revision reflects compliance with the following requirements:

- Updating language referencing the current requirement for Every Student Succeeds Act (ESSA) compliance, formerly No Child Left Behind (NCLB); and
- Compliance with California Health and Safety Code with (a) the completion of six postsecondary semester units or equivalent quarter units in early childhood education or child development; and (b) a current valid Emergency Medical Service Authority (EMSA) Pediatric First Aid/CPR certificate, proof of immunizations or immunity for measles, and pertussis, proof of influenza vaccine or declination to be submitted each year between August 1st, and December 1st of each year, and proof of Current Mandated Reporter Training Certificate for Child Care Providers.

The Paraprofessional – Child Development position is designated Classified, non-exempt and placed on G-19 of the Classified Salary Schedule.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/06/19

Fresno Unified School District
Board Communication

BC Number OS-1

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

Date: December 06, 2019

Phone Number: 457-3134

Regarding: School-Based Health Centers Update

The purpose of this communication is to provide the Board an update on the district's initiative to provide primary health care services to students at school-based health centers on certain school campuses.

At the Board's direction, staff has been working with Clinica Sierra Vista (CSV) on a new agreement, to address CSV operating only the Gaston Middle School and Addams Elementary School health centers rather than the six sites identified in the February 2017 agreement. The new agreement is targeted for recommendation to the Board on January 29, 2020, along with termination of the existing agreement.

A new Request for Qualifications (RFQ) process is underway to identify multiple potential Federally Qualified Health Center providers to build/lease and operate school-based health centers to serve Fresno Unified students. RFQ responses are due December 05, 2019 and will be evaluated by a multi-department panel to identify qualified potential providers. A recommendation to the Board is anticipated to be presented on January 29, 2020.

Construction of the Addams school-based health center facility funded by CSV is nearing completion, with work progressing on the energy management and fire/life safety systems and fencing/gates. CSV is in the licensing process for the facility and staff is working with site administration on promotion of health center services.

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

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



Date: 12/06/19

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: *K Temple*

Date: December 06, 2019

Phone Number: 457-3134

Regarding: Probation Officers on High School Campuses

The purpose of this communication is to provide the Board information in response to questions at the November 06, 2019 Board meeting regarding Probation Officers at high schools. Fresno Unified's partnership with the Probation Department began in 1993-94 to build relationships with students, promote good citizenship and positive behaviors, and allow students on probation to conveniently meet with Probation Officers thereby increasing their chance of success. Probation Officers provide coaching and mentoring to students and are available to assist Student Resource (Police) Officers with support for incidents if needed. Probation also provides Officers to Central Unified and Sanger Unified schools. Currently, 164 students at district comprehensive high schools, Cambridge, DeWolf, and Phoenix are on formal probation.

The Probation Department partners with the Court to support Youth Court, a youth-driven diversionary program at comprehensive high schools and Duncan. It is an alternative to the traditional juvenile justice system providing youth with lower level offenses the option to appear before a jury of their peers, under the supervision of a judge. Youth are also involved in playing roles in the judicial process. In 2018/19, 89 cases were addressed in the Youth Court system at district high schools.

The renewal agreement with the Probation Department is recommended on the December 11, 2019 Board meeting agenda. Chief Probation Officer Kirk Haynes has been invited to attend the meeting.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/06/19

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: Brian Beck, Assistant Superintendent
Cabinet Approval:

Date: December 06, 2019

Phone Number: 457-3226

Regarding: Special Education Information

The purpose of this communication is to provide the Board information related to the Special Education presentation at the November 20, 2019 Board meeting.

In an effort to keep all stakeholders better informed, the Special Education Strategic Master Plan will be shared with the Board and posted on the Fresno Unified website by the end of January. The Strategic Master Plan is aligned to the Council of the Great City Schools (CGCS) recommendations and will help anchor the district's actions, decisions, and investments while also providing clarity and transparency. A series of Board Communications will be provided regularly to keep the Board informed about progress toward addressing the CGCS recommendations and improving services for students with disabilities.

The following information was requested during Board/Superintendent Communications at the November 20, 2019 Board meeting. Information was also requested during the Special Education presentation and will be provided in subsequent Board Communications.

Community Advisory Committee (CAC) Bylaws

The CAC includes parents, staff, and community members and is open for anyone to attend. The current bylaws of the CAC have been in place since 2007 and outline the policies and procedures for conducting business as a group. Last school year, the CAC began reviewing existing bylaws for any potential revisions and formed a subcommittee consisting of parents and staff members to provide recommendations to the CAC as a whole. All articles of the bylaws are being reviewed including Article VI which addresses the number of meetings during the year. The current bylaws state, "The CAC will meet at least one time per month during the year." The CAC has discussed potential changes to this based upon review of bylaws from other districts/Special Education Local Plan Areas (SELPAs). The discussion has leaned more toward meeting monthly or at least ten times per year consistent with the school year. At this point, no revisions have been adopted and the bylaws from 2007 are still in place. Potential revisions continue to be discussed by the CAC and any revisions to the existing bylaws will need to be adopted by the CAC as a whole.

Physical Therapist Staffing

For the 2019/20 fiscal year, two full-time physical therapists were contracted through a vendor as was approved during the budget adoption process. There was Board discussion during the budget adoption process of adding a third physical therapist. As part of the 2020/21 budget adoption process, the need for additional physical therapists will be analyzed and considered for proposal. In addition, we are in the process of creating physical therapist positions within Fresno Unified for the Board to approve rather than contracting for this service.

Orthopedically Impaired (OI) Staffing

For the 2019/20 fiscal year, two additional teachers of OI were added through the budget adoption process. As with physical therapists and other positions, the need for additional OI positions will be considered for proposal during the 2020/21 budget adoption process.

Program Manager Positions

As part of the budget adopted for fiscal year 2019/20, two program manager positions were added to the Special Education Department. In addition, an existing program manager resigned which created a total of three vacancies. Four rounds of interviews have been conducted for these three vacancies, and one of the vacancies has been filled. Efforts will continue to recruit and interview for the vacant positions until the right fit is found to complement the existing team and meet the needs of students, staff, and families.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.


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



Date: 12/06/19

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: Catherine Aujero, Manager III
Cabinet Approval: 

Date: December 06, 2019

Phone Number: 248-7172

Regarding: Arts Investments and Opportunities

The purpose of this communication is to provide the Board an overview of the district's investment in the arts.

While there has been a significant investment in music due to the cost of instruments and the expansion of elementary music instruction, additional arts education and opportunities for further engagements are provided in Fresno Unified.

Listed below are some of the significant investments in support of arts education in the district:

- 633 arts courses are taught at the middle school and high school levels by 154 teachers
- The Relevant Engagement in Arts and Literacy (R.E.A.L.) Art Collaborative showcases a variety of student artwork during the art exhibition at ArtHop each month
- Professional theatre production "Founding Fathers and Mothers" for all fifth grade students
- Fresno Art Museum "Art of the Word" for all third grade students
- Professional development in arts integration teaching strategies
- Art materials and supplies
- Fresno Arts Council Teaching Artists

In addition to the visual and performing arts (VAPA) department funding, school site budgets provide supplemental funding for arts materials and additional arts opportunities.

On December 11, the VAPA Department will provide a more detailed overview of current arts initiatives in a presentation to the Board of Education.

If you have any questions or require additional information, please contact Catherine Aujero at 248-7172.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/06/19

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: Catherine Aujero, Manager III
Cabinet Approval: 

Date: December 06, 2019

Phone Number: 248-7172

Regarding: Common Arts Experiences in Third through Fifth Grade

The purpose of this communication is to provide the Board an update of the common professional arts experiences in third through fifth grade for 2019/20.

Art of the Word: Throughout the 2019/20 school year, all third grade classes will visit the Fresno Art Museum, the only accredited museum in Fresno County. Students work with teaching artists at the museum to learn about elements of art, artists, and illustration. The students visit galleries, exhibits, and actively create visual art during their time at the museum. Upon returning to their classrooms, teachers continue the learning with a visual art project where students write a story and complete an illustration. The student artwork is submitted to the museum, then curated and displayed at the museum at receptions held twice each school year.

Link-Up: In May 2020, for the seventh year, all fourth grade students will participate in the Link-Up experience. The opportunity meets a goal of the Any Given Child initiative to provide professional arts experiences for Fresno Unified students. Students join the Fresno Philharmonic Orchestra in this highly participatory program, in which they learn to sing and play their recorder in the classroom and perform with a professional orchestra from their seats at a culminating concert at the Saroyan Theatre. Orchestras across the country and around the world are also taking part in Link-Up. Program materials provided by Carnegie Hall are utilized, which include teacher guides, student materials, concert scripts, and concert visuals.

Fifth Grade on Broadway: For the fourth year, the Good Company Players' original production of "Founding Fathers...and Mothers" will be performed at Roosevelt School of the Arts. This is an original production that was written, directed, and cast by Laurie Pessano. All fifth grade students (nearly 6,000) will attend one of eight performances about U.S. History. Fifth grade teachers are provided a lesson in theater standards to prepare the students for this experience, as well as follow-up activities in Content Based Readers Theater. The content of the production is the founding of the United States and the events leading to the Declaration of Independence and the writing of the Constitution, the primary focus of the fifth grade social studies standards. This script brings U.S. History to life through professional acting, costuming, set, and lighting design.

If you have any questions or require additional information, please contact Catherine Aujero at 248-7172.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/06/19