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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – JANUARY 24, 2020

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

AFRICAN AMERICAN ACADEMIC ACCELERATION – Wendy McCulley, Executive

AA-1 Wendy McCulley The Office of African American Academic
Acceleration – EF+Math Program Grant

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

AS-1 Kim Kelstrom School Services Weekly Update Report
For January 17, 2020

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

EA-1 Kristi Imberi-Olivares Differentiated Assistance and Comprehensive
Support and Improvement Progress Update
EA-2 Deanna Mathies Early Learning Developmental Screeners Update

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Full-Day Kindergarten Facilities Grant Program
OS-2 Karin Temple Recommended Security Camera Assessment
Consultant – Selection Process
OS-3 Karin Temple Citizens' Bond Oversight Committee Appointment
Opportunities
OS-4 Karin Temple School-Based Health Centers – Items on January
29, 2020 Board Meeting Agenda

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Brian Beck Approve Independent Contractor Services Agreement
with Family Foundations
SL-2 Lisa Nichols Black History Month Celebrations and Events
SL-3 Janie De La Cerda Fresno Unified School District 2020
Elementary Spelling Bee

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: January 24, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at the Southeast Asian Family Education Conference
- Attended the Martin Luther King Community March and Commemoration Ceremony
- Spoke at the kick-off meeting for Leadership Cohort XV
- Attended meeting hosted by Jim Yovino, Fresno County Superintendent of Schools, regarding strategies to address homelessness in Fresno County
- Gave interview with Monica Velez, Fresno Bee, regarding update on Fresno Unified
- Held Labor Management Community Schools Team Meeting
- Participated in CSBA Equity Network Meeting

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 1/24/2020

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: January 24, 2020

Phone Number: 457-3728

Regarding: The Office of African American Academic Acceleration - EF+Math Program Grant

The purpose of this communication is to provide the Board information about the EF+Math program grant. The EF+Math Program is a new initiative to fund bold approaches to dramatically increase math outcomes for students in grades 3 - 8 by building executive functions, with a focus on historically underserved students. The program is funded by NewSchools Venture Fund, the Bill & Melinda Gates Foundation and Chan Zuckerberg Initiative, supporting teams to co-design and develop new math approaches with the focus on executive functions. Executive functions are the skills that allow students to have agency over their attention, emotions and behavior to achieve their goals.

An initial \$90,000 grant has been awarded and will be followed by additional grants throughout the program. The Office of African American Academic Acceleration (A4) shall utilize the grant funds to:

- 1) Assemble leadership, principal, and teacher team(s) to review EF+Math concept proposals to co-design with a dedicated New Schools Research and Development Team. EF+Math will work with the schools on a model unique to and supportive of the assets, resources, and needs of Fresno Unified.
- 2) Cover travel expenses for professional development.

The need: 2018/19 SBAC math proficiency results for our African American (AA) students was 17.3%, 12.6% percentage points below the overall district's 29.9% math proficiency results. Further data reveals AA students' SBAC math average distance from proficiency at an alarming -98.5 points, the greatest in the district. The Office of African American Academic Acceleration (A4) will maintain focus on AA students, in grades 3-6. In conjunction with the Assistant Superintendents of Schools, our goal is to identify three elementary sites, one principal and two teachers per site to be EF+Math District Co-Design partners. Currently, four teachers at two elementary sites volunteered to seek out professional development and participate in the co-design phases.

The EF+Math District Co-Design Phases are as follows:

- Phase 1 – Concepts Development (January – March 2020)
- Phase 2 - Onboarding and Co-Planning (Spring - Summer 2020)
- Phases 3 & 4 - Implementation, Iteration and Improvement (2020/ 21 SY and 2021/22 SY)

For further information or questions, please contact Wendy McCulley at 559-457-3728.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 1/24/2020

Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: January 24, 2020

Prepared by: Kim Kelstrom, Executive Officer *Kim Kelstrom*
Cabinet Approval: *[Signature]*

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for January 17, 2020

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 January 17, 2020 is attached.

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

Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: *1/24/2020*



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DATE: January 17, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Unveils His 2020–21 Budget Proposal

Last Friday, January 10, 2020, Governor Gavin Newsom released his proposal for the 2020–21 State Budget, his second budget proposal as California’s chief executive. The Governor is proposing significant changes and additional investments in several education areas including special education, educator recruitment and professional development, increased transparency for the Local Control Funding Formula (LCFF), and additional funding and opportunities for community schools and low-performing schools.

Proposition 98

The proposed 2020–21 State Budget includes Proposition 98 funding of \$84 billion for 2020–21, which Governor Newsom notes is an “all-time high.” The Proposition 98 funding levels for the current budget year (2019–20) and last year (2018–19) have been revised upwards to \$81.6 billion and \$78.4 billion, respectively.

While gains experienced over the last several years continue with the 2020–21 State Budget proposal, these gains represent the minimum required by law. This means that the Administration continues the trend of funding K–14 education at the minimum guarantee level, thereby using the Proposition 98 minimum guarantee as a ceiling rather than a floor.

LCFF

Governor Newsom proposes a \$1.2 billion increase for the LCFF, which reflects the 2.29% statutory cost-of-living adjustment (COLA), and brings total LCFF funding to \$64.2 billion. While there was some hope that Governor Newsom would provide flexible funding above the statutory COLA by proposing an augmented COLA for the LCFF or providing local educational agencies (LEAs) with discretionary funding as former Governor Jerry Brown used to do, the Newsom Administration instead decided to invest in new and existing one-time categorical programs.

Special Education

Governor Newsom's 2020–21 Budget proposes to use all of the \$645 million from the 2019–20 State Budget Act that equalized Assembly Bill 602 rates (\$152 million) and provided one-time flexible funding to school districts based on their preschoolers with disabilities (\$493 million) to fund special education base grant increases and to use a three-year rolling average of LEA average daily attendance, while still allocating funds through Special Education Local Plan Areas (SELPA). All but one hundred LEAs will receive an increase in base funding through this funding and those LEAs will be held harmless.

Additionally, Governor Newsom proposes \$250 million in one-time funding to school districts based on the number of preschoolers ages three to five years old with exceptional needs served. It remains to be seen what flexibility districts will have, if any, in the use of these funds. The Budget also proposes \$4 million in one-time funds for dyslexia research, training, and a statewide conference.

Long term, the 2020–21 State Budget calls for a multiyear approach and one-time funding to study the current SELPA governance and accountability structure and improved accountability for special education service delivery and student outcomes. Going forward, the Administration plans to create a new funding formula to support equity, more inclusive practices, and early intervention; explore changes to governance and accountability; pursue reforms related to family and student engagement; and incorporate recommendations from the Master Plan for Early Learning and Care.

Educator Recruitment and Professional Development

The State Budget proposes approximately \$900 million in one-time funding for teacher recruitment and preparedness. Of that \$900 million:

- \$350 million is for Educator Workforce Investment Grants to support professional learning opportunities in high-need areas
- \$193 million is for the Workforce Development Grant Programs
- \$175 million is to expand the Teacher Residency Program
- \$100 million is for the California Teacher Credential Award Program
- \$64.1 million is to expand the California Classified School Employees Credentialing Program

Community Schools

The 2020–21 State Budget proposes to invest \$300 million in one-time funds to establish Community School grants accessible by LEAs that employ the community school model. The plan is for these funds to be competitive-based grants.

Opportunity Grants

The 2020–21 State Budget proposal provides a one-time \$300 million investment to establish Opportunity Grants and expand the capacity of the California Collaborative for Educational Excellence. The grants will go out on a formula basis to the lowest-performing schools and school districts.

School Nutrition

The Governor proposes an increase of \$60 million in ongoing funding for school nutrition, \$10 million to provide training for school food service workers, and \$10 million one-time and \$1.5 million ongoing in non-Proposition 98 funding to establish a Farm-to-School Grant Program.

Early Childhood Education

The Governor proposes to establish a Department of Early Childhood Development under the Health and Human Services Agency, and shift all but the California State Preschool Program from the California Department of Education into the new department, beginning in July, 2021. As it relates to programs affecting public agency providers, the Governor's State Budget proposals include \$75 million to expand the Inclusive Early Education Expansion program and provide the statutory 2.29% COLA to increase the provider reimbursement rates for General Child Care and State Preschool.

Pension Relief

The enacted 2019–20 State Budget Act included a \$3.15 billion one-time (non-Proposition 98) investment to provide short and long-term pension relief for the employers' contribution of the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS).

Because of last year's investment, there was some cautious optimism that Governor Newsom would use a portion of the state's surplus on another round of pension relief funding on behalf of LEAs. However, the Administration decided to invest the surplus funds in other priority areas such as green technology, homelessness, and housing.

While there is currently no proposal to provide additional pension relief funding for K-14 schools, a number of legislators, including Assembly Speaker Anthony Rendon (D-Lakewood), have indicated that they will be looking to build upon last year's investment. However, it is still unknown if the Legislature will look to make additional investments within Proposition 98 or outside of Proposition 98 like last year's funding.

Next Steps

The release of last week's 2020-21 State Budget proposal kicks off the months-long State Budget process. The first legislative hearings on the State Budget—which will inevitably be a very high-level overview—are scheduled for January 22, 2020, in the Assembly and January 23, 2020, in the Senate. State Budget trailer bills, which provide the details and mechanics of the Budget proposals, are generally not available until early February.

Over the next several months, the Legislature will delve into the proposal and discuss their own funding priorities. Generally, minor policy and funding decisions are made prior to the May Revision, at which time the Governor revises his proposals based on stakeholder feedback and new economic projections. Governor Newsom will negotiate with members of the Legislature, and we will likely see many changes to the 2020–21 State Budget before the June 15 constitutional deadline for the Legislature to pass the Budget.

Leilani Aguinaldo
Robert Miyashiro

Note: Senate Bill 673 (Morrell, R-Rancho Cucamonga), which would have required a parental “opt-in” process for sexual health and HIV prevention education, was defeated on a 5–2 partisan vote by the Senate Education Committee.

No Permission Slips Needed for Sex Ed in California Schools, Despite GOP Effort

By Hannah Wiley
The Sacramento Bee
January 15, 2020

California Democrats blocked a contentious bill on Wednesday that would have required parents to sign permission slips for their younger kids to attend sex education classes in school.

Today, sex education instruction is required “at least once” for middle and high school students. School districts are also allowed to teach sex education for younger students in kindergarten through 6th grade.

But parents can opt their younger kids out of the sex education and HIV-prevention curriculum offered in California public schools under the California Healthy Youth Act. Students attend those classes unless their parents intervene.

State Sen. Mike Morrell, R-Rancho Cucamonga, wrote a bill that would reverse current practice by requiring parents give schools permission before students attend a sex ed program.

Morrell said his office has received thousands of letters from concerned parents frustrated over a lack of transparency and certain elements of the curriculum taught to kids kindergarten through 6th grade.

“You go on a field trip, you need a permission slip,” Morrell said. “(Parents) should have an active way of signing their kids up just like they do on a field trip.”

The bill would also have required local education agencies to provide written and audio curriculum materials for parents to review, a provision that was generally supported by committee members and the opposition as a way to increase transparency and parental involvement.

Dozens of people attended a Senate committee hearing, where Morrell’s bill died on a 4-2 vote. No Democrats supported it.

Committee chairwoman Connie Leyva, D-Chino, said parents “should be involved in their children’s education,” but noted the curriculum does not violate age-appropriate standards.

“Part of the problem is parents are afraid to talk to their children about sex,” Leyva said, to boos and audience cries of “liar.”

The current law was written to provide middle and high school students with informational resources on sexual and reproductive health, protection from HIV and other sexually transmitted infections and unintended pregnancy. It touches on gender identity, body image, sexual orientation, relationships, marriage and family, according to the Department of Education.

Legal language requires objective “age-appropriate” and “medically accurate” information, and also instructs abstinence from sex and drug use as part of the curriculum.

Equality California, an advocacy group for gay, bisexual and transgender Californians, opposed Morrell’s bill, saying that the measure would strip students of the “public education that they deserve.”

“Nothing in (the law) removes parents from the equation. Parents have the full authority to opt their children out of this instruction,” said Tami Martin, the group’s legislative manager. But, she added “They don’t have the right to opt other parents’ kids out of that education.”

Data from the California Department of Public Health also show that adolescent birth rates dropped by more than 70 percent between 2000 and 2017. More students are waiting to have sex and are using contraception as well.

But the curriculum has had steady opposition since its implementation, with many religious groups and conservative organizations raising concern that the curriculum isn’t appropriate and violates parental control over what their pre-teen and younger children are taught in school.

Dozens of parents and religious leaders lined up during the Senate Education Committee hearing to support the legislation. The ACLU, NARAL Pro-Choice California and members of the state Parent Teacher Association also showed up to oppose SB 673.

At times, the hearing became a tense reflection of bipartisan values and religious frustration. One Democratic senator said the current law was an issue of public health, while a Republican said the policy infringes on parental consent.

“If you’re not sure what is going on in this building, we are having our own private version of Animal Farm,” said Sen. Scott Wilk, R-Santa Clarita. “Policymakers in this building want to raise your children.”

Note: Governor Newsom’s 2020–21 State Budget proposals set a progressive agenda including investments in homelessness/housing, climate action, and healthcare expansion.

What Gavin Newsom’s \$222 Billion Budget Says About California’s Priorities

By CalMatters Staff
CalMatters
January 10, 2020

Stoked with liberal ideas, flush with another surplus, California in the Newsom era is getting the agenda America might have had, had America not elected President Donald Trump. As Gov. Gavin Newsom on Friday unveiled his initial \$222.2 billion budget proposal for next year, the priorities read like an extension of yet another Barack Obama — or maybe a first Hillary Clinton — administration: Public schools. Homelessness. Climate action. Consumer protection. School lunches. Affordable health care, even for undocumented people. Newsom even talked about maybe closing a prison soon.

Pitching state legislators, who determine appropriations, the Democratic governor did some paddling to the right, as Jerry Brown would have put it: There was a tax cut idea for small business owners. And proposals

to pay down debt and pension obligations and build budget reserves got positive reviews even from the handful of Republican lawmakers left in the Capitol. And he paddled to the anti-Trump left, lashing out at Trump's California heckling: "He's tweeting, we're doing something," Newsom said.

This first budget ask is just the start of a long negotiation. And a number of potentially contentious issues — tax hikes, for example — were pointedly not on it. But these presentations do serve as a guide to what matters in an administration. Here are this one's key takeaways:

We're over "California derangement syndrome"

Enough with the dark national stories about California being a mess, said Newsom, who started his presentation with a sunny reality check: record low unemployment of 3.9%, 117 months of consecutive job growth, an average of 3.8% economic growth over the last five years, a \$19 billion rainy day fund with millions more tucked away in other pots of savings. The governor and lawmakers will be able to fund homeless, health care and education initiatives through a \$5.6 billion surplus.

The governor held up the state in direct contrast to Trump, who criticizes Newsom's response to California's homeless crisis. Why dignify "California derangement syndrome," as Newsom calls it, or rise to Trump's Twitter bait?

"If I'm not willing to stand up to a bully," Newsom said, "if I'm not willing to stand up to someone who is attacking immigrant communities and refugees and attacking people working very hard every single day to feed their families, then I don't belong here."

Homelessness is a defining issue

Calling homelessness "the issue that defines our times," Newsom asked for \$1.4 billion for homeless services with a focus on getting money out fast for emergency rental assistance and board-and-care facilities for the mentally ill.

He also directed state agencies to review public property that can be converted to emergency housing, and to deploy 100 camp trailers from the state fleet to use as temporary shelters. The proposals come on top of \$1 billion allocated last year to keep people off the streets.

The governor also stood by his decision not to name a homelessness czar. "You want to know who's the homeless czar is? I'm the homeless czar," Newsom said.

He declined to say whether the state should guarantee a "right to housing," a policy being pushed by some Democrats as a tool for hastening action. Assemblywoman Autumn Burke has introduced a "right to housing bill" for homeless families.

What about building more homes?

The Newsom administration says the state has secured \$4.5 billion in commitments — including loans and land — from tech companies Google, Apple and Facebook to support affordable housing.

But the budget offered few new policy changes to make it easier for developers to build, except to say the administration is exploring the creation of a new agency on housing and homelessness. During his gubernatorial campaign, Newsom set a goal for the building of 3.5 million new homes.

We need teachers in low-income schools

The governor is pitching a \$100 million grant program to offer \$20,000 stipends to teachers who agree to work in low-income schools for at least four years. The effort, Newsom says, addresses this sobering statistic: California schools with high concentrations of students in poverty have three times as many underprepared teachers.

Calling the state of special education in California “a crisis,” the governor proposed \$895 million in services for students with disabilities, with an emphasis on early intervention and screening for preschoolers. An additional \$4 million would go toward dyslexia research – a soft spot for a governor who, himself, grew up dyslexic.

Newsom’s \$84 billion K-12 budget also steers \$900 million toward teacher recruitment and retention in low-income schools that chronically have difficulty in hiring and keeping qualified educators.

School lunches? Tasty but healthy

About those cafeteria frozen pizzas and burritos: The state would direct \$70 million toward improving nutrition in school meals – a proposal lobbied by First Partner Jen Siebel Newsom. Siebel Newsom, who worked on the proposal with Kat Steyer, took a page out of the playbook of former First Lady Michelle Obama, who put her stamp on the White House focusing on school nutrition.

Newsom lamented “those damn headlines coming from Betsy DeVos and the Trump administration rolling back the good work” of the Obamas. “Rather than complaining about it, we’re going to do something about,” he said.

Preschool for all? A work in progress

Newsom made early childhood education a priority in his inaugural budget. His sophomore proposal builds on a goal of preschool for all. He wants \$8.5 million to seed a new state office — the Department of Early Childhood Development — to simplify California’s complex system of childcare funding.

The budget also calls for nearly \$32 million to fund an additional 10,000 in the state’s subsidized preschool program for low-income families. Issues of pay for child care workers and preschool teachers were left out for a second year.

We’re worried about a skilled work force

Newsom’s higher education proposals focus on workforce training, with \$83 million to fund apprenticeships and \$17 million for a pilot project to help Central Valley residents earn degrees in fields with local shortages such as accounting, teaching, and nursing. “If we can prove it works in Fresno, then we go to the Central Coast, Inland California and...the North Coast,” the governor said.

The University of California and California State University would each get a 5% spending boost to enroll and graduate more students. Community colleges would receive an additional \$409 million, including money to improve faculty diversity, reduce textbook costs, build food pantries, provide legal services to immigrant students and expand programs that allow students to earn a high school diploma and associate’s degree at the same time.

Newsom would also add \$21.6 million to an initiative he championed last year that provides student parents with more financial aid for living expenses, and set up a \$5 million task force to brainstorm ways to help Californians struggling with student debt.

For undocumented, health care but not tax credits

Newsom is still resisting a proposal to extend the state's earned income tax credit to undocumented workers who file taxes. That idea that was quietly dropped during final budget negotiations last spring. But he is willing to extend health coverage to an estimated 27,000 undocumented seniors over the age of 65 at a cost of \$64.2 million a year through the state's Medicaid program, known as Medi-Cal.

The expansion pushes California toward universal coverage. Gov. Jerry Brown first extended Medi-Cal to children regardless of immigration status and the state has since expanded coverage to undocumented young adults. But Newsom signaled restraint, saying offering Medi-Cal to all undocumented residents would be too pricey at this point.

Talk of a mystery state park

The budget calls out \$20 million for a new, unidentified, park. Speculation has focused on an 80-square-mile swath of land known as N3 Ranch that spans parts of Alameda, Santa Clara, San Joaquin and Stanislaus counties.

Newsom declined to name the exact location saying that identifying it would drive up the price to obtain the property. The governor is asking for \$65 million for the Parks for All initiative, which aims to expand the state parks system.

No climate change rollback

Newsom continued to leverage California's pocketbook against climate change, asking for \$12.5 billion over five years to boost climate resilience, curb greenhouse gas pollution, and tackle the state's wildfire crisis. That includes \$1 billion over four years for a new program called the Climate Catalyst Fund, which would provide low-interest loans for emerging technologies and projects aimed at greening parts of California's economy — especially agriculture, recycling, and transportation.

The governor proposes to help communities address the daunting, complex, and highly expensive task of girding for sea level rise, flooding and wildfires via a \$4.75 billion climate resilience bond on the November ballot. His budget continues California's fight against the Trump administration — specifically calling out federal rollbacks to clean air and greenhouse gas standards. Newsom proposes setting aside \$2.7 million for an Air Resources Board special fund that would increase regulations curbing air toxins from heavy industry and businesses.

Wildfires and firefighters matter

Addressing the state's wildfire crisis, the budget earmarks builds on the nearly \$1 billion earmarked last year, adding more sophisticated fire prediction and monitoring, continued fire prevention efforts and spending to create statewide guidelines for emergency fire response.

Newsom wants about \$90 million to harness technology in wildfire response, a high priority for CalFire, the state's firefighting agency, which will receive funding for 677 new positions in the next five years. Newsom also is asking for money to fund research into the health impacts of firefighting on first responders.

Governor Dad is still pushing a 'parents agenda'

The parents of four young children, Newsom and his wife Jennifer Siebel Newsom frequently say they're pushing a "parents' agenda" to make life easier on California families. This budget would extend a tax break on diapers and tampons until July 2023, and support a law allowing more workers to take paid family leave by guaranteeing they can come back to their jobs.

Many workers don't take leave to care for a new baby or a sick family member because they can't afford to get by on partial salary, or could lose their jobs if they do. Currently, the program replaces 60% to 70% of a workers' wages. Companies that have fewer than 20 employees do not have to guarantee workers they'll have a job after a leave.

Democratic Sen. Hannah-Beth Jackson has been trying for years to pass a job protection law, but has been thwarted by the California Chamber of Commerce, which has lobbied against the idea as a "job killer" that could create more litigation against businesses.

Bold moves to lower health care costs

California could become the first state to establish its own generic drug label, leveraging the state's massive market to increase competition and lower generic drug prices. Generic drug makers counter that drug costs are being driven up by brand name drugs.

Newsom's budget also would continue to push to establish a single market for drug pricing, direct the state to ask for more rebates from drug manufacturers, and open a new Office of Health Care Affordability in the spring to improve price transparency and look for ways to reduce health costs.

Time for a tax on vaping?

Calling it a "long overdue" tax on vape cartridges, Newsom is proposing a \$2 levy on each 40 milligrams of nicotine. It's the same idea behind a new bill from Sen. Jerry Hill intended to ban flavored tobacco.

Proponents say taxing flavored tobacco is another step in trying to stop the sale of vaping products, especially to kids. Between 2017 and 2018, the Centers for Disease Control and Prevention found that the use of any tobacco product increased 38.3% among high school students.

Last year several bills intended to tame tobacco sales, especially those aimed at kids, were stalled or gutted with lobbying from tobacco and vaping companies, such as JUUL.

How we treat mentally ill people could be changing

While offering no specifics, Newsom vowed to re-examine the 1967 Lanterman-Petris-Short Act, which limits the authority of government officials to detain mentally ill people. Civil libertarians have fought any changes, contending people should not be detained unless they are clearly a danger to themselves or others. "The act was conceived when I was conceived," Newsom said. "The world has changed."

The governor mused that while there might be a need to construct more facilities to care for such people, treatment should be done at the community level. And he's promising to get tough on health plans to provide equal treatment on mental and health needs.

We're ready to discuss closing a state prison

Newsom's budget says that if the inmate population continues to decline, he will close a state-operated prison within the next five years, a sharp turnaround from the 1980s and 1990s when California went on a prison building spree.

Prison population has fallen by 50,000 inmates to 124,000 from its height of 174,000. But even with population decreases, Newsom's proposes to increase spending on corrections to \$13.4 billion from \$12.7 billion in the current year.

Small business relief, consumer protection

Newsom is proposing to exempt small businesses from an \$800 minimum franchise tax in their first year. Currently, corporations enjoy a first-year exemption. The change is expected to provide limited liability companies, limited partnerships and limited liability partnerships around \$100 million a year in tax relief.

The state is also creating its own version of the federal Consumer Financial Protection Bureau, which has been rolled back under the Trump administration. Newsom will rename the state's Department of Business Oversight to the Department of Financial Protection and Innovation and provide consumer protection to unfair practices.

California wants to become a 'no kill' state in 5 years, a goal that could save countless pets. Newsom proposes giving \$50 million to the UC Davis Koret Shelter Medicine Program to train 100 animal shelters on alternatives to euthanization. Newsom says it's an issue close to his family.

No letup on long-term liabilities

Despite surplus and rainy day funds, California faces massive long-term liabilities. The state faces \$250 billion in pension and retirement health liabilities for teachers and state workers. Newsom's budget would continue chipping away.

This report was written by Judy Lin and compiled by the CalMatters staff.

SBE Officially Adopts New LCAP Template

By Kyle Hyland
School Services of California Inc.'s Fiscal Report
January 14, 2020

At its January 8, 2020, meeting, the State Board of Education (SBE) officially adopted the revised Local Control and Accountability Plan (LCAP) template for local educational agencies (LEAs) to use for the 2020–21 through 2022–23 LCAP cycle.

While some board members and equity-focused stakeholders provided a few sharp critiques of the proposed template, the SBE had to adopt the revised version at their January meeting in order to meet the January 31, 2020, deadline stipulated in statute by Assembly Bill 1840 (Chapter 246/2018).

The principal goal for the new template is to increase fiscal transparency by streamlining the LCAP content and format to make the document more accessible and understandable to parents and stakeholders. The law requires the template to consolidate expenditures in summary tables that are broken out by fund source as well as personnel and non-personnel expenditures, in order for stakeholders to “see the full picture.”

During the presentation, California Department of Education (CDE) staff described the extensive stakeholder outreach they conducted to craft a document that reflects information in a way that is understandable to parents while at the same time providing instructions that ensure LEAs are completing the template properly and pursuant to the law. CDE staff also reported that the new template should reduce the length of district LCAPs by up to half, which was received positively by the SBE as reducing the LCAP length was another goal for the new template design.

Seeming to echo some of the critiques of the LCAP from the Local Control Funding Formula audit report released last November (see “[State Auditor’s Office Releases Results of LCFF Audit](#)” in the November 15, 2019, *Fiscal Report*), the SBE had a robust discussion in which they scrutinized how prescriptive the template language should be for LEAs. Rather than making additional edits to the proposed template; however, the SBE agreed instead to look at providing additional guidance to county offices of education to help them gauge whether the actions described in a district’s LCAP are actually working to meet stated goals and to ensure actions are prescribed for English learner students as required by law.

While the new LCAP template has been officially approved by the SBE, an updated version of the adopted template will not be available for a few weeks. However, the template that was presented to the SBE can be accessed via item number two of the SBE January agenda [here](#).

The next SBE meeting will take place on March 10–11, 2020.

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: January 24, 2020

Phone Number: 457-3896

Regarding: Differentiated Assistance and Comprehensive Support and Improvement Progress Update

The purpose of this communication is to provide the Board updated information regarding the district's ongoing work with foster youth, homeless students, and students with disabilities, the student groups identified for differentiated assistance, as well as supports for schools identified as Comprehensive Support and Improvement (CSI) sites.

In partnership with Fresno County Superintendent of Schools, the Special Education Department and seven high schools have collaborated to form a Network Improvement Community (NIC) to closely study special education students' low performance as measured by the California School Dashboard indicators for graduation and college and career preparedness. To address differentiated assistance for foster and homeless youth, the Department of Prevention and Intervention has also partnered with the Fresno County Superintendent of Schools, as well as with Equity and Access and College and Career Readiness to apply an improvement science approach centered on continuous inquiry and learning.

CSI site principals presented at the Collaborative Cabinet Consultation (C3) meeting on October 8, 2019. Following the meeting, cabinet members and department leaders assisted principals with the impediments they reported. On October 15, 2019, cabinet members and C3 facilitators met to debrief and discuss next steps. The next C3 meeting is scheduled to occur on March 17, 2020 and will allow sites to share the progress that they have made since October.

CSI sites continue to conduct Guiding Coalition meetings and adapt the structure of the meetings to fit their current status. Sites are using tools and strategies learned from the CSI Guiding Coalition meetings to implement and guide faculty and staff through new procedures and processes. Over the fall semester, CSI Guiding Coalition meetings provided sites and departments the opportunity to learn from each other in order to develop strategies, procedures, and policies that benefit our system. During the spring semester, Equity and Access will collaborate closely with School Leadership to develop tailored professional learning on the topic of differentiated assistance to be provided to principals during their summer institute.

For further information on CSI sites, refer to Board Communication on October 25, 2019.

Included with this communication is a school-level report with relevant metrics.

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:

1/24/2020



Fresno Unified School District

DIFFERENTIATED ASSISTANCE AND COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) PROGRESS UPDATE

JANUARY 24, 2020

PREPARED BY EQUITY AND ACCESS





DIFFERENTIATED ASSISTANCE



DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- The state's priorities for education include:
 - Priority 4: Student Achievement (math and English test scores, English learner progress)
 - Priority 5: Student Engagement (graduation rates, chronic absenteeism)
 - Priority 6: School climate (suspension rates), and
 - Priority 8: Outcomes in a Broad Course of Student (College/Career).

With California's accountability system through the California School Dashboard, districts were identified qualifying for differentiated assistance under the statewide system of support.

County Offices of Education are partnering with local schools or districts to define a high quality and consistent approach to differentiated assistance that will improve student outcomes for our poorest performing students.

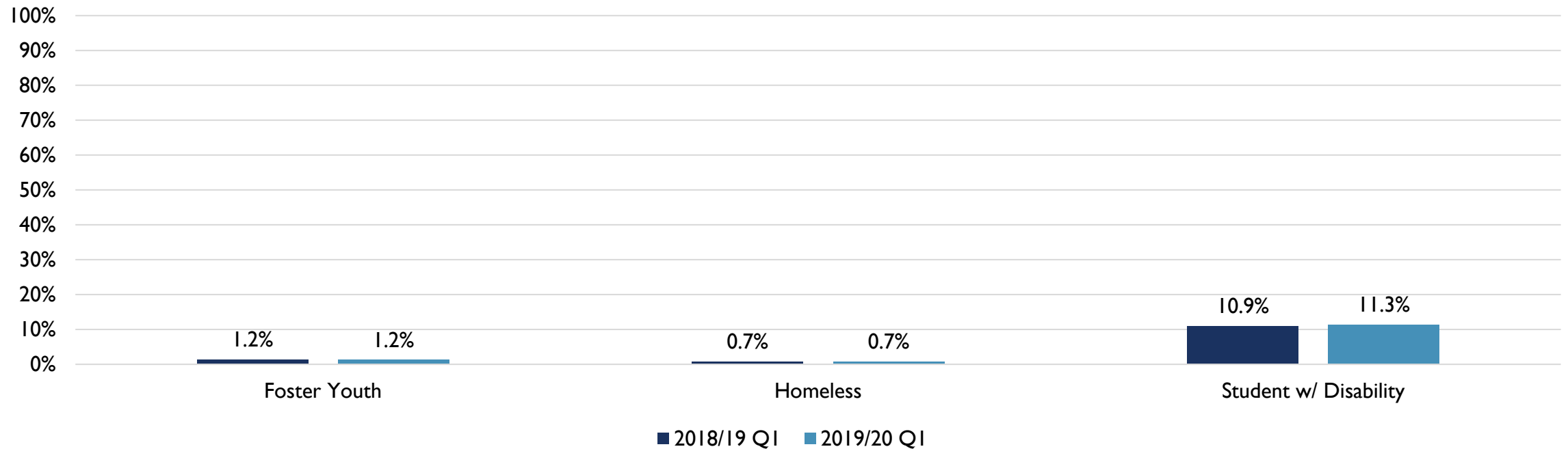
DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- 1 in 4 California school districts must work with county offices of education or with a new state agency to improve the education of at least one of their student groups that were ranked among the worst performers on the California School Dashboard
- In 2/3 of the 228 California school districts, students with disabilities were among student groups identified as performing very poorly.
- In half of the designated districts, students with disabilities were the only student group flagged.
- 12% of the California school districts identified in differentiated assistance, African American students were identified as one of the student groups as performing very poorly.

OUR DISTRICT IN DIFFERENTIATED ASSISTANCE

- Within our district, students with disabilities, foster youth, and homeless youth are the student groups identified as performing very poorly.
- Students with disabilities and foster youth are no longer red in suspension rates and ELA, but they have two red indicators for graduation rates and college and career.
- Homeless students have two red indicators in chronic absenteeism rates and suspension rates.

ENROLLMENT FOR 2018/19 – 2019/20 QUARTER I, BY STUDENT GROUP



Year	Foster Youth	Homeless	Student w/ Disability	Total Enrollment
2018/19 Quarter I	872	544	7989	73625
2019/20 Quarter I	869	518	8409	74169



FOSTER YOUTH AND STUDENTS WITH DISABILITIES

DIFFERENTIATED ASSISTANCE FOR GRADUATION RATE AND COLLEGE AND CAREER INDICATOR

ACTION TAKEN FOR DIFFERENTIATED ASSISTANCE: SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC)

Goal: To improve outcomes for students with disabilities, using improvement theory.


Vision of the NIC: To further develop our knowledge and skills to lead, coach and facilitate improvement outcomes for students with disabilities in our district related to graduation rate and college/career readiness.

Fresno Unified has joined with WestEd and Fresno County to work jointly as collaborative thinking partners by:


- Building capacity,
- Fostering systematic collaboration, and
- Learning together

.....resulting in improved student outcomes leading to sustainable change.

SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC) PROCESS: VIRTUAL MEETINGS



FCSS Differentiated Assistance
FUSD Unified NIC-Virtual Mtg. Plan



Padlet Link: <https://bit.ly/NICFC>

Virtual #1 & #2 8/27/19 9/17/19 8:30 am	Virtual #3 11/21/19 8:30 am	Virtual #4 2/25/19 8:30 am	Virtual #5 4/28/20 8:30 am	Virtual #6 6/15/20 8:30 am
Narrowing our topic for improvement Three Questions of Improvement Our goal for in-person NIC #1 with teams	What worked and what didn't work Next steps How a NIC begins to form Introduction to Consultancy	Review Consultancy Review Investigation of System Set up our drivers	Review of process Team report out what is improving and what is not? Aim or change Tools: Appreciative Inquiry to inform your driver diagram Team Assessment	What did you learn from consultancy? Next steps for your team protocol Introduction to improving team performance PDSA starting over building a fishbone 2.0

Virtual meetings:

- 1 Hour, only NIC Lead
- Virtual meetings will occur between In-person meetings to continue work at each site

In-Person meetings:

The seven comprehensive FUSD high schools have committed to becoming a NIC. The NIC model is a promising way to address complex educational problems. NICs bring diverse expertise to bear on specific problems of practice, and what's learned in one part of the network can be quickly spread to and tested in other contexts.

- Each site has a LEAD and CO-LEAD for their team
- The LEADS and CO-LEADS participate in 6 virtual meetings with our WestED and FCSS partners.

SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC) PROCESS: VIRTUAL MEETING UPDATES

<p>August 27: Virtual Meeting with Leads and Co Leads</p>	<ul style="list-style-type: none"> ❖ NIC ❖ What do you want to accomplish? ❖ Arch of the work and first meeting focus? ❖ Follow Up Work for next virtual meeting: Teams to meet and launch Purpose, Mission, and Vision of NIC. Teams to answer this question: If we could improve one thing that would improve outcomes for student with disabilities as it relates to college/career and graduation readiness at our school, what would it be?
<p>September 17: Virtual Meeting with Leads and Co Leads</p>	<ul style="list-style-type: none"> ❖ What did your team identify for improvement? ❖ Each site discussed their identified area of improvement for students with disabilities and the process used to choose this area of improvement ❖ Site teams offered feedback
<p>November 21: Virtual Meeting with Leads and Co Leads</p>	<ul style="list-style-type: none"> ❖ Work from last convening ❖ Setting up our consultancy protocol for meeting #2. ❖ Discuss Team Question and Answers around improvement

SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC) PROCESS: IN-PERSON MEETINGS



FCSS Differentiated Assistance
FUSD Unified NIC



Padlet Link: <https://bit.ly/NICFC>

Meeting #1: 7/19/19	Meeting #2: 10/15/20	Meeting #3: 1/21/20	Meeting #4: 3/24/20	Meeting #5: 5/14/20
<ul style="list-style-type: none"> • Introduction to improvement • ARC of the Work • Identifying barriers to improvement • Setting up your improvement journey 	<ul style="list-style-type: none"> • Review of mtg. 1 with teams • Narrowing our topic for improvement • Learning to investigate your system <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Empathy Interviews</i> • <i>Force Field Analysis</i> • <i>Affinity P.</i> 	<ul style="list-style-type: none"> • Building your Root Cause • Consultancy • Plan for investigation of the system • Introduction into Driver <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Investigating your system</i> • <i>Cause/Effect Diagram</i> • <i>Consultancy Protocol</i> • <i>Process Map</i> 	<ul style="list-style-type: none"> • Change idea v. change concept • Building Aims, Drivers, Change Ideas • Introduction to PDSA <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Driver Diagram</i> • <i>FEMA</i> 	<ul style="list-style-type: none"> • Review of PDSA Cycle • Using Data to improve <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Appreciative Inquiry</i>

Virtual meetings:

- 1 Hour, only NIC Lead
- Virtual meetings will occur between In-person meetings to continue work at each site

- Each site has a team of 6 various staff members, (GE Teachers, SPED Teachers, School Psychologist, Counselor, etc.) based on site needs.
- Site Teams participate in 5 face to face PL facilitated by FUSD, WestEd, and FCSS

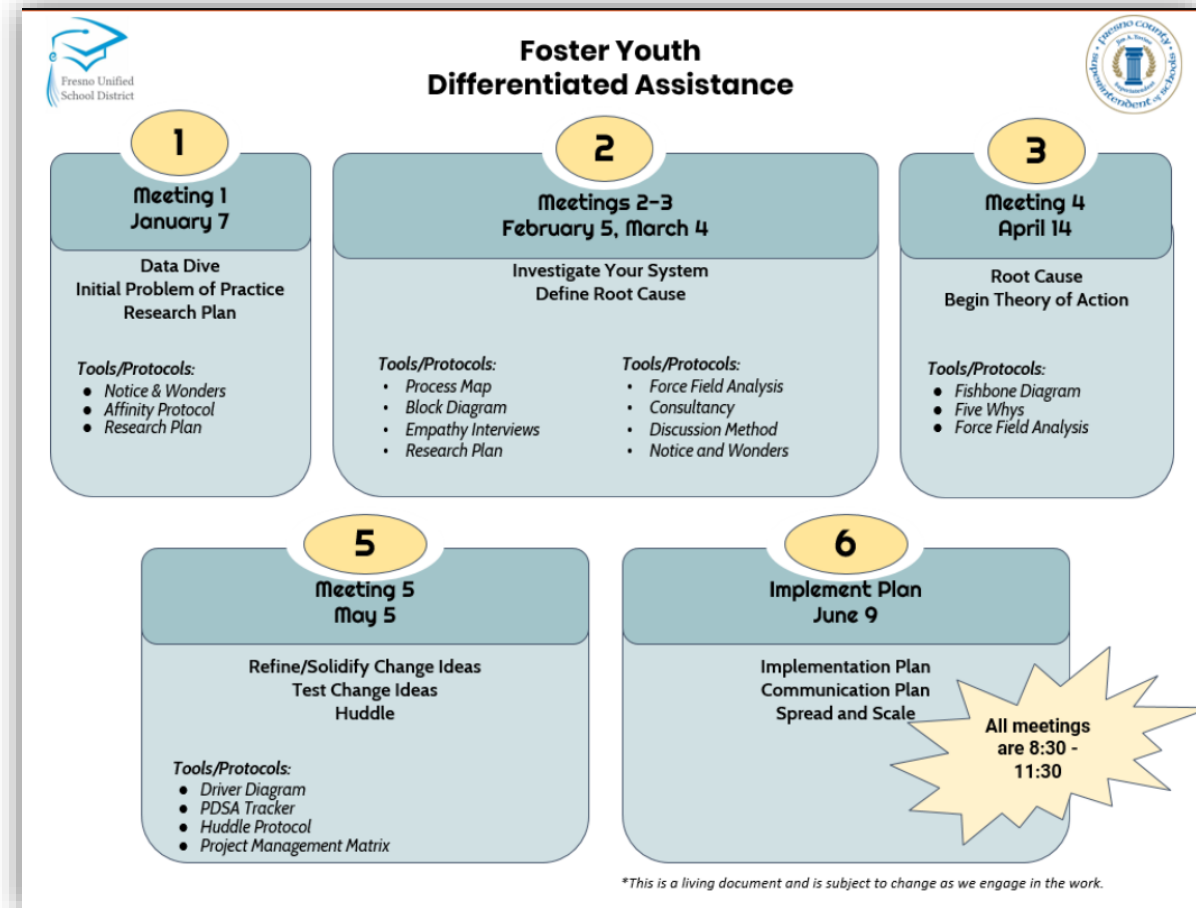
SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC) PROCESS: IN-PERSON MEETINGS UPDATES

October 15: In Person NIC Meeting with site teams

- ❖ What is the arch of this work and why are we going there?
- ❖ What is a NIC?
- ❖ Article on Continuous Improvement and what's our framework
- ❖ Introducing the Theory of Improvement (introducing improvement tools)
- ❖ Introduction of the first tool to set up next meeting investigating your system.
- ❖ Barriers to improving what your team identified.
- ❖ Team follow up:
 - Empathy Interviews
 - Complete any task on the "Investigate Your System" document
- ❖ Next In-Person Meeting January 21, 2020

ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR FOSTER YOUTH

- Cross-functional team made up of representatives from DPI, Equity and Access, College and Career Readiness, Fresno County Superintendent of Schools, a social worker, and academic counselor.
- Meeting 2 will focus on process mapping, identifying gaps in current processes, and developing a research plan



ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR FOSTER YOUTH: DEPARTMENT OF PREVENTION AND INTERVENTION 2019/20

Goal 1: By June 2020, 100% of incoming freshmen foster students will be enrolled in College/Career Readiness courses for the 2020/2021 academic school year.

Goal 2: By June 2020, 90% of 12th grade foster students will graduate from high school with a higher education/career plan.

Completed Actions

- 2 Project ACCESS Academic Counselors provided academic intervention/support to foster students.
- 2018/19 data was analyzed to identify school sites with the largest amount of foster students who are off-track on their A-G requirements.
- Project ACCESS Counselors conducted a presentation for all high school academic counseling teams to inform them of their foster students' College and Career 2018/2019 data.
- Project ACCESS Counselors analyzed all 9-12th grade foster students' transcripts to assess students on their A-G requirements.
- Project ACCESS Counselors and site counselors work collaboratively in reviewing foster students' schedules to ensure they are enrolled in rigorous courses.
- Project ACCESS Counselors utilize ABI 67 credit waivers as a last resource for foster students to graduate by completing minimum state graduation requirements.

Planned Actions

- Project ACCESS Counselors will select 9th grade foster students to participate in college field trips to provide them with an opportunity to view college campuses and learn about support programs. (Spring 2020)
- Project ACCESS Counselors will review all current 8th grade foster students 4th quarter records to ensure they are enrolled in A-G courses for the first semester of their freshmen year. (Spring 2020)
- Project ACCESS Counselors will utilize newly developed tools to help all foster students identify a career path/interest. (Fall 2020)

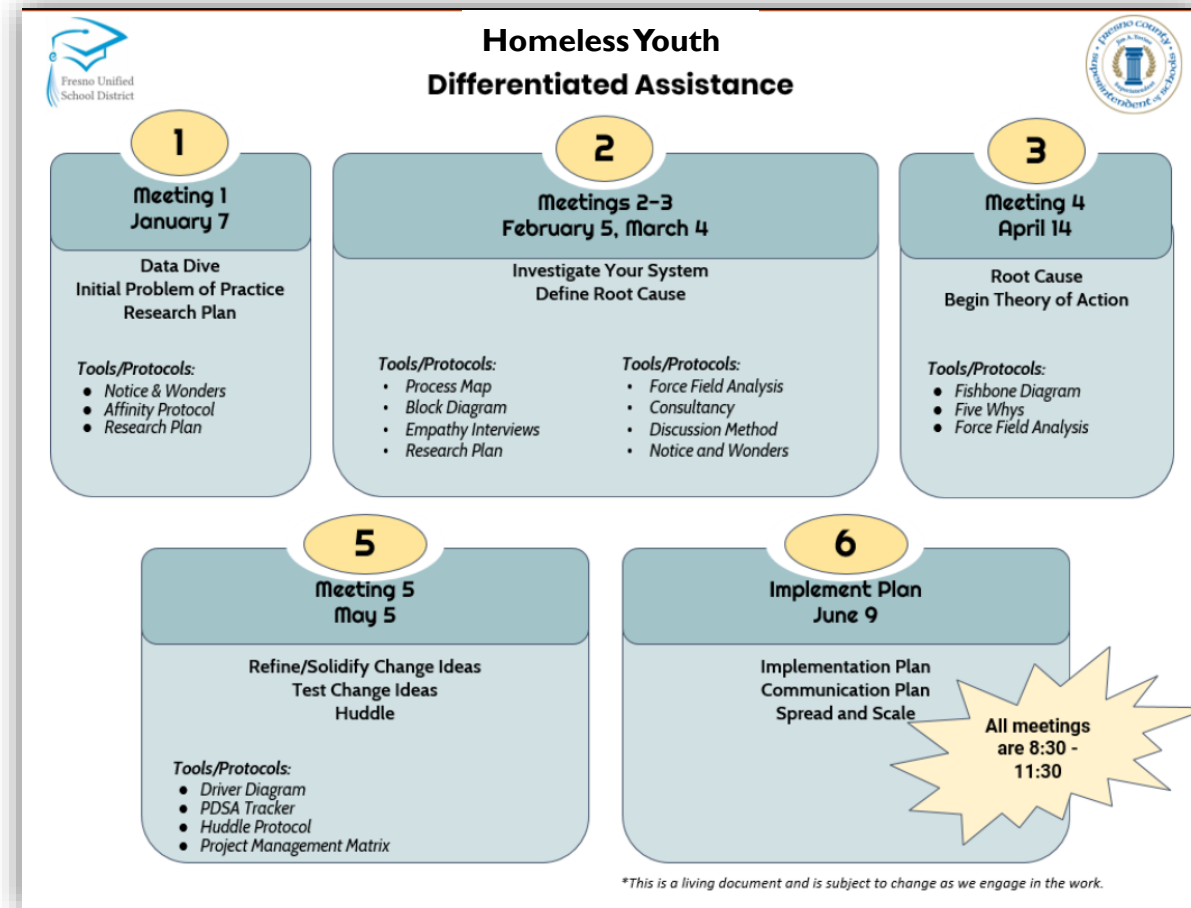


HOMELESS STUDENTS

DIFFERENTIATED ASSISTANCE FOR SUSPENSION RATE AND CHRONIC ABSENTEEISM

ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR HOMELESS YOUTH

- Cross-functional team made up of representatives from DPI, Equity and Access, College and Career Readiness, Fresno County Superintendent of Schools, a social worker, and academic counselor.
- Meeting 2 will focus on process mapping, identifying gaps in current processes, and developing a research plan



ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR HOMELESS: DEPARTMENT OF PREVENTION AND INTERVENTION 2019/20

Goal 1: By June 2020, 100% of homeless students who were chronically absent during the 2018/2019 academic school year will have a targeted assessment completed by a CWA.

Completed Actions

- 2018/2019 district data was analyzed to identify school sites with the highest percent of homeless students, suspension rates and chronic absenteeism.
 - Lowell and Fort Miller were identified for targeted support.
- A meeting was conducted with Lowell's principal to discuss data and potential supports needed to improve attendance and suspension rates for homeless students.
- A Chronic Absenteeism Power BI was developed to help identify students in need of support.
- District Attendance Coordinator was added to Fort Miller's CSI team to help identify barriers to attendance for homeless students.
- A CWA was hired to work specifically with homeless students that are chronically absent. CWAS start date was 12/6/19.

Planned Actions

- Conduct 6 Foster/Homeless Differentiated Assistance Improvement collaborative meetings with the following participants: (Spring 2020)
 - Project ACCESS Academic Counselor, CSSW, Manager and Director
 - College and Career Readiness Manager, Director, and School Site Counselor
 - Equity and Access Manager and Director
 - Fresno County Superintendent of Schools, Foster/Homeless Liaison, Executive Leadership Coach and Director
 - Fresno County DSS Child Welfare Supervisor



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)



CSI IN CALIFORNIA

- In 2018-19, federal changes to the Every Student Succeeds Act (ESSA) mandated a new system of annual differentiation which requires states to use their accountability systems to identify the lowest performing schools.
- For the first time in January 2019, California identified its schools in need of Comprehensive Support and Improvement (CSI).
- Schools qualify for CSI
 - All high schools with graduation rates below 67%; adopted by State Board of Education on September 2019 rates below 68% averaged over two years.
 - Lowest performing 5% of Title I schools:
 - Schools with all red indicators
 - Schools with all red, but one indicator is any other color
 - Schools with all red and orange indicators
 - Schools with five or more indicators where the majority are red

January 24, 2020

FUSD SCHOOLS IDENTIFIED IN CSI

- CSI Schools for Graduation (below 67%) (some of these schools also have other areas to address too)
 - Cambridge HS
 - Dewolf HS
 - J.E.Young HS
- CSI Schools for the lowest 5% of state Title I Schools
 - Hidalgo ES
 - Addicott (for Chronic Absenteeism)
 - Ahwahnee MS
 - Fort Miller MS
 - Terronez MS
 - Tioga MS

ACTIONS TAKEN FOR CSI AT DISTRICT-LEVEL: CSI SUPPORT TIMELINE 2019/20

1

Meeting 1

**Problem of Practice (POP)
& Root Cause**

Tools/Protocols:

- Fishbone Activity
- Root Cause

What root cause, if resolved, would have the greatest impact on our POP?

2

Meeting 2

**Review Theory of Action
& Process Map**

Tools/Protocols:

- Process Map
- Change Idea(s)

3

Meeting 3

**Collaborative Cabinet
Consultation (C3)**

Tools/Protocols:

- Monitor school's instructional and operational needs
- Discuss strengths and opportunities for improvement
- Deploy resources in a timely manner to address critical issues

4

Meeting 4

**Report Findings on
Implementation and
Communication of Change Idea(s)**

Tools/Protocols:

- Review data:
 - Implementation and communication of change idea(s)

5

Meetings 5-7

**Refine/Solidify Change Ideas
Test Change Ideas**

Tools/Protocols:

- Collect data
- Monitor Process & impact
- Study and reflect process

Please note that we are currently on Meeting 5 of our timeline.

ACTIONS TAKEN FOR CSI BY SCHOOL SITE: PROBLEM OF PRACTICE AND ACTIONS, 2019/20

School Sites	Problem of Practice	Action(s)
Addicott	Chronic Absenteeism	Identified gaps in the fever protocol to monitor, measure, and provide
Hidalgo	Tier I instruction	Developed and reviewed rigorous lessons within Accountable Communities
Ahwahnee	Suspensions	Identified gaps and refined targeted intervention to ensure that teachers are aware of and consistently implementing the process
Fort Miller	Chronic Absenteeism	Identified gaps in process to monitor, measure, and provide appropriate interventions in academics, behaviors, & social-emotional
Terronez	ALL teachers don't share in literacy goals	Monitored, reviewed, and provided feedback to teachers regarding the use strategies (RACE when responding to text-dependent questions, grade-level texts, and close-reading strategies)
Tioga	Chronic absenteeism; climate & culture, impact on student connection	Identified gaps and refined interventions to monitor the impact on student connection
Cambridge	Graduation rate	Monitored and reviewed quarterly data chats between staff/students to identify gaps in the intervention process,
DeWolf	Graduation rate	Monitored master schedule based on student needs
J.E.Young	Graduation rate	Reviewed and monitored the new process of student transitions, quarterly, to improve the graduation rate

CSI/TSI/ATSI PLANS FOR 2020 – 2021

Transitioning CSI Site

- Cabinet Debrief Meeting (Not C3)
- Quarterly Meetings
 - March
 - May
- Check-ins by appointment and/or request with CSI Manager

Continuing CSI Site

- SPSA Planning Meeting
- C3 Meeting in March
- Continue Monthly CSI Guiding Coalition Meetings
- Continue weekly check-ins with CSI Manager

New CSI Site

- Kick-Off Meeting
 - Feb. 26, 2020
- SPSA Planning Meeting
- C3 Meeting
- Monthly CSI Guiding Coalition Meetings
- Weekly check-in meetings with CSI Manager

Comprehensive Support and Improvement (CSI) Site Report

School Name	Enrollment		Chronic Absenteeism Rate			Suspension Rate			Graduation Rate		College/Career Readiness	
	2018/19 Q2/S1	2019/20 Q2/S1	2017/18 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2017/18 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2017/18	2018/19	2017/18	2018/19
Addicott School	66	58	70.2%	81.7%	64.0%	0.0%	0.0%	0.0%	N/A	N/A	N/A	N/A
Ahwahnee Middle	857	837	11.8%	14.4%	15.8%	12.2%	8.7%	9.4%	N/A	N/A	N/A	N/A
Cambridge High	624	660	N/A	N/A	N/A	2.5%	7.6%	4.7%	28.0%	38.1%	0.5%	0.0%
Dewolf High	224	200	N/A	N/A	N/A	12.8%	5.1%	13.5%	32.8%	46.7%	0.0%	0.0%
Fort Miller Middle	730	737	25.2%	27.3%	24.9%	10.8%	16.1%	8.8%	N/A	N/A	N/A	N/A
Hidalgo Elementary	743	726	20.8%	17.7%	15.1%	5.0%	2.6%	3.0%	N/A	N/A	N/A	N/A
JE Young Academic High	402	436	N/A	N/A	N/A	4.9%	6.0%	1.9%	66.4%	76.5%	7.4%	9.9%
Terronez Middle	693	680	8.7%	8.8%	9.5%	7.1%	6.2%	8.3%	N/A	N/A	N/A	N/A
Tioga Middle	720	698	15.5%	14.7%	14.1%	5.3%	4.5%	3.2%	N/A	N/A	N/A	N/A

Please note enrollment, chronic absenteeism, and suspension rates are compared quarterly for progress Board communications. This data is collected from ATLAS. Graduation and College/Career is annual data reported by CDE only for high schools. We do not have a 2018/19 Graduation or College/Career rate from CDE yet. Please note that Chronic Absenteeism data includes K-8 students only. The California Dashboard includes only K-8 students in the calculation of the Chronic Absenteeism indicator.

Fresno Unified School District
Board Communication

BC Number EA-2

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

Date: January 24, 2020

Phone Number: 457-3687

Regarding: Early Learning Developmental Screeners Update

The purpose of this communication is to provide the Board an update on the progress of the implementation of developmental screeners for *all* children participating in Fresno Unified School District Early Learning programs. Screening children's development early highlights their developmental progress and, in some cases, areas of potential concern. This provides a window of opportunity to respond to children of concern while supporting children who are developmentally on track.

- During the 2018/19 School Year, 1,107 children were screened for possible developmental delays
- Beginning in the 2019/20 School Year, all classrooms have provided parents an Ages & Stages Questionnaire (ASQ-3) and an Ages & Stages Questionnaire: Social Emotional (ASQ:SE-2) developmental screening, resulting in the completion of 1,905 ASQ-3s & 1,593 ASQ:SE-2s
- All teachers were provided an ASQ Family Access link, that allows parents to complete the screenings online. Hard copies of ASQ screenings were distributed to address individual family needs (no or limited access to internet, comfort of use, adult developmental delay, etc.)
- The information gathered from the developmental screeners will be compiled in the ASQ Online System, which links to a referral platform to ensure that follow-up care coordination for children and families occurs

In summary, the ASQ completion rate has increased by 72%. It is anticipated that the number of total completed screenings will continue to increase into the 2020/21 School Year.

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:

1/24/2020

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: January 24, 2020
Phone Number: 457-3134

Regarding: Full-Day Kindergarten Facilities Grant Program

The purpose of this communication is to provide the Board information regarding the district's applications to the California Department of Education's Full-Day Kindergarten Facilities Grant Program (FDKFGP), which provides funding for retrofit or construction of school facilities to support full-day kindergarten. All Fresno Unified kindergarten classes are considered full-day. The district submitted applications in each of the two rounds of grant funding in 2019, for planned projects at Addams, Del Mar, Ericson and Ewing Elementary Schools. Districts were required to prioritize applications; the Ericson project was prioritized as it was the closest to being ready to bid for construction.

For the first funding round, due in January 2019 and awarded in May 2019, only twelve applications were funded state-wide with the \$37.5 million available and grants were exclusively awarded to "financial hardship" districts that cannot provide all or a portion of their local funding share. Fresno Unified is not a financial hardship district and was not awarded a grant in the first round. For the second funding round, awarded in October 2019, \$60 million was available. The Office of Public School Construction received 349 applications from 98 districts requesting approximately \$432 million. Applications were ranked based on financial hardship status and percentage of district students eligible for free/reduced price meals. Only 34 projects were selected, 14 of which are not in financial hardship districts. Fresno Unified was awarded \$1.25 million for the Ericson Elementary project, which will offset a portion of the cost of the early learning building and infrastructure project awarded by the Board on December 18, 2019. The project is currently in construction.

The third funding round will open in April 2020, however new program requirements make the funding inaccessible to Fresno Unified. As the FDKFGP is intended to incentivize the conversion of part-day kindergarten programs to full-day programs, all future funding will be available exclusively to districts converting from part-day to full-day.

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

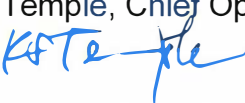
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 1/24/2020

Fresno Unified School District
Board Communication

BC Number OS-2

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

Date: January 24, 2020
Phone Number: 457-3134

Regarding: Recommended Security Camera Assessment Consultant – Selection Process

The purpose of this communication is to provide the Board additional information regarding Request for Qualifications (RFQ) 20-09, for a safety and security consultant to perform an assessment of security cameras on high school campuses that will provide information to help guide district investment in security systems. RFQ award is recommended on the January 29, 2020 Board meeting agenda (item A-15). The security expert will assess camera systems at the high schools to identify areas of critical coverage based on site-specific data, and potential system enhancements and staffing needed to maintain a campus safety/security program.

Statements of Qualification and subsequent interviews of the four highest-ranking respondent firms were evaluated on criteria including experience with school or government facility security, independence in business affiliations (firm must not represent/sell equipment), performance on similar projects, and cost/fees. Respondents were also required to provide a sample assessment report for review. Based on the evaluation, Atriade was selected as the best value consultant for the project, for its understanding of the desired assessment, experience with educational institutions, predictive analytics approach to risk assessment, precise sample assessment report with analytical mapping features, and detail of the hours/resources required. Atriade has 22 years of experience with school security assessments and is an American-owned firm. The not-to-exceed pricing proposed by consultants varied widely, as indicated, and two firms did not submit required pricing:

- | | | |
|----------------------------|-------------------|------------------------|
| • Atriade | (Hoboken, NJ) | \$39,600 |
| • True North Consulting | (Stillwater, NM) | \$44,460 |
| • School Safety Operations | (San Marcos, CA) | \$53,350 |
| • Guidepost | (Oakland, CA) | \$62,680 |
| • Thornton Tomasetti | (Los Angeles, CA) | \$80,500 |
| • American Guard | (Gardena, CA) | \$141,864 |
| • Triad Consulting | (Corona, CA) | Did not submit pricing |
| • TRC | (Fresno, CA) | Did not submit pricing |

Results of the security camera assessment will inform future projects. If you have questions or need further information, please contact Karin Temple at 457-3134.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 1/24/2020

Fresno Unified School District
Board Communication

BC Number OS-3

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

Date: January 24, 2020

Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee – Appointment Opportunities

The purpose of this communication is to provide the Board information regarding opportunities for Board members to nominate members to the Citizens' Bond Oversight Committee (CBOC). The purpose of the CBOC is to inform the public concerning the expenditure of bond revenues, and it provides an additional layer of accountability for the district's bond program.

The CBOC meets quarterly at the Brawley Service Center, 11:45 a.m. to approximately 1:00 p.m., with lunch provided. Meetings are publicly noticed and in 2020 are scheduled for February 20, May 21, August 20 and November 19. Meetings include bond project updates, review of project expenditure reports that detail how bond dollars are spent by school and project, and review of the results of elective quarterly Agreed-Upon Procedures conducted by the district's independent accountant to ensure bond funds are expended and accounted for properly. The May meeting provides a tour of projects around the district, and the November meeting includes review of the independent annual performance and financial audits.

Members of the CBOC are required to live within Fresno Unified boundaries; be at least 18 years old; and not be a vendor, contractor, consultant, employee or official of the district. Each Board member has two appointments, and the Superintendent appoints the Chair. The nomination form is attached and is available on the district's website at

<https://www.fresnou.org/dept/facilities/Documents/Nomination-Form-CBOC-PDF.pdf>

Current CBOC members are Brian Andritch, Venancio Gaona, Inez Hill, Clint Horwitz, Mike Karbassi, Michael Kelly, Arthur Koster, Michael Lopez, Jose Mejia, Jim Nau, Bruce O'Neal and Dominic Papagni. Barbara Steck is the Chair. Vacancies are available to be filled by Trustees Islas (1) and Thomas (1).

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 1/24/2020



**Citizens' Bond Oversight Committee
Nomination Form**

Nominee: _____ **Nominated by:** _____

Home address: _____

Phone: _____ **Email:** _____

The purpose of the Citizens' Bond Oversight Committee is to inform the public concerning the expenditure of bond revenues. The Committee meets quarterly, Feb./May/Aug./Nov., on the third Thursday at 11:45am (lunch included) at the Fresno Unified Service Center on Brawley (south of Shaw). Members serve two-year terms with a three-term limit.

Briefly indicate your involvement in district/school activities/organizations:

Briefly indicate your involvement in community activities/organizations:

Are you a vendor, contractor, consultant, employee, or official of the district? (yes/no)
 _____ **If "yes," please explain:**

Please indicate (yes/no) if you are:

Active in an organization that represents the business community within the Fresno Unified area	
Active in a senior citizens' organization within the Fresno Unified area	
Active in a bona fide taxpayers' organization within the Fresno Unified area	
Parent/guardian of a child enrolled in Fresno Unified	
Parent/guardian of a child enrolled in Fresno Unified <u>and</u> active in a parent-teacher organization	


I hereby confirm the above information: _____
Nominee Signature Date

Please return completed form to Fresno Unified School District, Operational Services, 4600 N. Brawley, Fresno 93722.
 Contact Chief Operations Officer Karin Temple at 457-3134 or karin.temple@fresnounified.org. Fax: 457-3137

Thank you for your interest in the Citizens' Bond Oversight Committee!

Fresno Unified School District
Board Communication

BC Number OS-4

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

Date: January 24, 2020

Phone Number: 457-3134

Regarding: School-Based Health Centers – Items on January 29, 2020 Board Meeting Agenda

The purpose of this communication is to provide the Board additional information regarding two items on the January 29, 2020 Board meeting agenda regarding the establishment of health and wellness centers on district campuses. School-based healthcare is an effective way to provide students with access to primary physical and behavioral healthcare services.

On February 8, 2017, the Board approved a master agreement with Clinica Sierra Vista (CSV) to provide health and wellness center facilities and services at six schools. The agreement envisioned a partnership between CSV and Valley Children's Healthcare (VCH), with VCH providing funding for construction of the facilities. However, a CSV-VCH partnership did not come to fruition, and CSV does not have resources to build school health center facilities beyond the one at Addams Elementary School. The Addams health center is planned to open in February 2020, pending certain approvals. In addition, CSV has been operating the Gaston Middle School health center since it opened in 2014. Multiple Board Communications over the past two years provided information regarding the status of planned health centers. On August 21 and September 18, 2019, the Board received verbal briefings specific to CSV's inability to fulfill the terms of the 2017 agreement. That agreement is set to terminate.

Consistent with Board direction, two actions have been taken to allow the district to move forward with school-based health centers: 1) new agreement with CSV for operation of only the Addams and Gaston health centers; and 2) new competitive process to identify providers to build/lease and operate future school health and wellness centers. The results of this work are recommended on the upcoming Board meeting agenda, items A-9 (agreement with CSV) and A-10 (Request for Qualifications 20-08).


Below is a summary of the qualifications of the three recommended healthcare providers for future school-based health centers, which offer a variety of potential services.

- Adventist Health (AH): AH is a non-profit integrated health system serving over 80 communities on the West Coast and Hawaii in hospitals, clinics, home care agencies, hospice agencies and joint-venture retirement centers. It operates hospitals in Tulare, Hanford, Reedley and Selma, and 36 rural health clinics in 21 communities focusing on low-income populations (largest rural health care clinic network in the country). AH operates a school-based health center in Kings Canyon Unified and seeks to expand into Fresno's southeast region. It has funding for facilities, and experience with telemedicine and mobile health.

- Premium Urgent Care (PUC): PUC proposes to be a secondary location (not on a school campus) for Fresno Unified students for services not provided at a school-based health center such as X-ray, suturing, drug testing, and advanced splinting and casting. This would fill a gap between school health centers and emergency rooms. PUC would also provide pediatric health and wellness education on campuses. PUC has a presence in Fresno at several locations and seeks to expand services to students.
- Valley Children's Healthcare (VCH): To fulfill its mission to continuously improve the health and well-being of children, VCH seeks to partner with Fresno Unified. It has a trusted long-term local presence and the ability to fund facilities and services. VCH proposes a continuity of care for primary, specialty and mental health services. VCH currently partners with Adventist Health for operation of a Fowler health center.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 1/24/2020

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: January 24, 2020

Phone Number: 457-3226

Regarding: Approve Independent Contractor Services Agreement with Family Foundations

The purpose of this communication is to provide the Board information regarding a request to approve an agreement with Family Foundations in the amount of \$53,900. The agreement is for Educationally Related Mental Health Services (ERMHS) provided to students with significant social, emotional, and/or behavioral needs according to their Individualized Educational Program (IEP). This agreement is necessary to supplement an existing agreement with another provider that is only able to partially fulfill their agreement for the remainder of the school year.

Family Foundations will provide services fulltime at Kings Canyon Middle School for students in the program for Emotional Disturbance and any other students requiring services according to their IEP. In addition, Family Foundations will provide services at various sites across the district to supplement existing services as students are referred for the remainder of the year.

The agreement will be presented to the Board for approval at the January 29, 2020, meeting. The term of this agreement will commence on January 30, 2020, and end June 30, 2020. Funds will be shifted from an existing agreement with another provider with no additional funds required.

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: 1/24/2020

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: Lisa Nichols, Vice Principal on Special Assignment
Cabinet Approval: 

Date: January 24, 2020

Phone Number: 457-3526

Regarding: Black History Month Celebrations and Events

The purpose of this communication is to provide the Board information on Black History Month Celebrations and events happening during the month of February 2020.

Gaston Middle School will be hosting their 6th Annual Black History Month Program on Monday, February 3. There will be two daytime showings (9:00 a.m. and 10:00 a.m.) as well as an evening show from 6:00 p.m. to 7:00 p.m. at the Warnors Theater. The evening show will be open to the community, parents, and district leaders. Gaston has collaborated with the entire Edison Region and various community partners, including stand-up comedian, Andre Covington, and radio station Q97.1. Tickets for the event are \$2.00 for adults, and \$1.00 for students with student identification. All proceeds will support the Black Student Union (BSU) to fund college and career exploration activities. Several other schools throughout the district will be providing a variety of Black History activities/events during the month of February. Please see attachment for a full list of schools celebrating Black History Month.

The Fresno County Superintendent of Schools is hosting the High School African American Student Leadership Conference at the Fresno Convention Center on Tuesday, February 4 from 8:30 a.m. to 1:30 p.m. This year's theme is: *20/20 Vision for Excellence - We See Each Other*. Approximately 520 students will attend the workshop and participate in the Black College Expo. They will have the opportunity to gain information and learn of scholarship opportunities. All comprehensive and specialty schools are invited to attend the conference. Transportation to and from the conference will be provided for each site.

Schools are also in the process of reserving the Mobile Museum displays (attached). These displays highlight prominent African Americans and their contributions in academia, sports, politics, science, and entertainment. Students can also scan embedded Quick Reference (QR) codes to gain additional information about the individuals on display. The schools reserving the displays will be using them as a display in a central location on campus or for gallery walks with their students. The reservation process will be ongoing throughout the school year.

If you have any questions or require additional information, please contact Lisa Nichols at 457-3526.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

1/24/2020

School Name	Black History Month Activities/Celebrations
Balderas Elementary	Black History Month Celebration Program on February 20 th from 4:00 p.m.-6:00 p.m.
Thomas Elementary	Black History Program on February 18th. There will be 2 assemblies 8:30 am and 9:50am.
Kings Canyon Middle	Will be celebrating all month with decorations and historical figures displayed around campus. On February 28 th , student club members from Black Student Union (BSU) will perform a stomp in the cafeteria at lunch.
Roosevelt High	<p>In celebration of Black History Month, the Campus Culture Director is having the Leadership class create Life-size silhouettes of Historical Black figures and place them throughout the entire campus to spark meaningful conversations among students. An inspiring quote will be attached to each silhouette. Music created/sung by Black artists will intentionally be played throughout the passing period. A recording of various Black RHS students sharing historical events during daily announcements. Below, you'll find a list of events planned for the month of February.</p> <p>3rd- BSU hosts games/music at the Stables during lunch 4th- African American Student Leadership Conference 11th- "Finish the Lyric" at the Stables during Lunch 12th- BSU Stomp Performance 13th- Spoken Word at the Stables 14th- Soul Food Friday 24th-Jersey Day 25th-Natural Hair Day 26th- Dashiki Day 27th-Throwback Thursday 28th- Tribe Day Sequoia/Balderas visit: TBA</p>
Sunnyside High	<p>Friday, Feb 7th 3-6pm Cafeteria - Film & Discussion (Black Panther)</p> <p>Friday, Feb 14th 3-6pm Cafeteria - Film & Discussion (TBD)</p> <p>Friday, Feb 21st 3-6pm Cafeteria - Film & Discussion (Selma)</p> <p>Thursday Feb 27 & Friday Feb 28, Hall of Legends Black History Months Display for Soc. Studies classes - all periods 8 - 2:30 (Cafeteria)</p> <p>Friday, Feb 28th, 5-7pm - Cafeteria BSU Showcase Black History Month Program. The school's cafeteria will function as a museum space for the day and have every social studies class will bring their students through the exhibit. Students will be provided a worksheet and BSU officers will serve as docents for the day. Civil Rights movement leaders such as (Malcom X, Little Rock, Ruby Bridges etc.), WW1 (Garret Morgan = gas mask), WW2 (Tuskegee Airmen, Bessie Owens), Vietnam (Muhammad Ali), Cold War / Space race (Mae Jemison), Westward expansion (Mathew Henson), Harlem Renaissance / Prohibition (Langston Hughes, James Weldon Johnson) other authors: Maya Angelou, Nikki Giovanni, etc. will be showcase. Student have even created a few of their own as posters, Black Panthers, Buffalo Soldiers, etc.</p>


Tehipite Middle	<p>Every week will focus on a “Theme” around Black History. Starting with VOTING. There will be a community service week, and a guest speaker week:</p> <p>Week # 1 (2/3-2/7) Unification Project Week. Week # 2 (2/10-2/14) Student Engagement Week. Week # 3 (2/17-2/21) Performance Week Week # 4 (2/24-2/28) Conclusion Week.</p> <p>The month will end with a student writing competition.</p>
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MOBILE MUSEUM DISPLAYS



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: Janie De La Cerda, Manager II
Cabinet Approval: 

Date: January 24, 2020

Phone Number: 457-3496

Regarding: Fresno Unified School District 2020 Elementary Spelling Bee

The purpose of this communication is to provide the Board information regarding the Fresno Unified School District Spelling Bee for elementary students.

All elementary schools have been invited to participate and it is open to students in grades four through six. Each school is responsible for determining their first and second place winners who will represent their school at the District Spelling Bee.

Event Details:

- Fresno High School - Royce Hall
- Wednesday, February 5, 2020
- 8:00 a.m. – 12:00 p.m.

Board members are cordially invited to attend the event.

If you have any questions or require additional information, please contact Janie De La Cerda at 457-3679.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 1/24/2020