



Board of Education
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Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – FEBRUARY 07, 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

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

AS-1 Kim Kelstrom School Services Weekly Update Report
for January 31, 2020
AS-2 Kim Kelstrom Legal Services by Category
AS-3 Kim Kelstrom General Fund Charts
AS-4 Kim Kelstrom Every Student Succeeds Act Per-Pupil
Expenditure Requirements
AS-5 Ruth F. Quinto Budget Briefing Meetings
AS-6 Santino Danisi Student Local Control and Accountability
Plan Committee
AS-7 Santino Danisi Federal Program Monitoring

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

EA-1 Kristi Imberi-Olivares California District and School Accountability
Updates for 2020
EA-2 Deanna Mathies Language Learning Project

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

HR-1 Paul Idsvoog Recommendation to Approve Provisional
Internship Permits

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

| | | |
|------|--------------|---|
| OS-1 | Karin Temple | Good Food Purchasing Program |
| OS-2 | Karin Temple | Assessment of Elementary School Parking Areas |
| OS-3 | Karin Temple | Annual Enrollment Projections Process |
| OS-4 | Karin Temple | Eliminating Use of Straws in Schools |

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

| | | |
|------|----------------------|--|
| SL-1 | Debra Odom | Report of Factual Findings regarding the Endeavor Charter School Petition |
| SL-2 | Catherine Aujero | Spring 2020 Theater Productions |
| SL-3 | Teresa Morales-Young | The Fresno Teacher Residency Program |

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: February 07, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Gave interview with Alexan Balekian, KSEE 24, regarding Measure M
- Attended Gaston's 6th Annual Back History Month Program
- Attended African American Student Excellence Community Convening and Student Leadership Conference
- Attended Excellence in Education
- Gave interview with Fresno Bee Editorial Board regarding Measure M
- Attended African American Taskforce Meeting
- Attended Fresno Compact Meeting
- Gave interview with Pao Yang, Hmong TV Network, regarding Measure M

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/7/2020

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: February 07, 2020

Prepared by: Kim Kelstrom, Executive Officer
Cabinet Approval:

Kim Kelstrom

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for January 31, 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 31, 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 Nelson

Date: 2/7/2020



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www.sscal.com

DATE: January 31, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

As the members of the Legislature slowly introduce bills representative of their individual priorities before the February 21, 2020, bill introduction deadline, a few key committees have already begun their business. As we highlighted in last week's update, the legislative budget subcommittees are beginning to hear and analyze portions of the Governor's 2020–21 Budget proposal, which will continue over the coming months as negotiations between the Legislature and Administration intensify.

One topic that is sure to be an issue for the budget is fiscal accountability with respect to the budgeting and use of Local Control Funding Formula (LCFF) supplemental and concentration grant funds to increase or improve services for English learners, foster-youth, or low-income students. This is because Governor Gavin Newsom proposes to enhance accountability by investing \$600,000 to:

- Develop an online Local Control and Accountability Plan (LCAP) portal, collecting information from LCAPs that, with the recent adoption of the revised LCAP template, will include centralized expenditure information on actions that increase or improve services for unduplicated students funded by LCFF resources and disaggregated by personnel and non-personnel expenditures; and
- Improve access to local School Accountability Report Cards (SARCs) and LCAPs by co-locating them online, allowing for easier public comparison

Some interpret the Governor's proposals as a response to LCFF audits, and more specifically supplemental and concentration grants, performed by State Auditor Elaine Howell, of the San Diego Unified School District (USD), the Clovis USD, and the Oakland USD last year. In general, the state audit found that statutes and regulations governing the use and tracking of supplemental and concentration grants to be insufficient and made several policy recommendations to ameliorate the conditions identified.

On January 29, the Joint Legislative Audit Committee that directed the LCFF audit held an oversight hearing during which the State Auditor and her staff presented the audit findings and recommendations. Additionally, Assemblymembers Weber (D-San Diego) and Quirk-Silva (D-Fullerton) were

invited to participate in the hearing and present two pieces of legislation they are jointly authoring to implement two of the State Auditor's recommendations. Assembly Bill (AB) 1834 would require a statewide standard to track the funds. AB 1835 would then require any unspent supplemental and concentration grants to be spent the following year to increase or improve services for unduplicated students.

The committee also heard from two other panels. The first included representatives from the California Association of School Business Officials, Children Now, and Ed Trust West while the second panel was composed of representatives from the California Department of Education (CDE) and the three districts that were audited. In its opening remarks, the CDE informed the committee that the State Superintendent of Public Instruction (SPI) formed an LCFF Work Group to discuss this and other issues focused on ways to improve systems in support of better student learning and achievement. District representatives underscored that their local practices and investment decisions comply with laws and that they are locally tracking their funds. They expressed the need to adequately fund education, particularly in core programs that serve all students and the desire for continued authority to make decisions that tailor to local conditions and needs.

The introduction of AB 1834 and 1835 ensure that discussions on supplemental and concentration grants will be deliberated throughout the legislative year, alongside the more abbreviated budget negotiations. We will keep you apprised of important developments.

Leilani Aguinaldo

State Auditor’s Office Releases Results of LCFF Audit

By Leilani Aguinaldo, Matt Phillips, CPA
School Services of California Inc.’s Fiscal Report
November 6, 2020

The California State Auditor (Auditor) conducted the first ever audit of the tracking and use of funds received by local educational agencies (LEAs) through the Local Control Funding Formula (LCFF). The audit was authorized by the Joint Legislative Audit Committee, and the Auditor was tasked with analyzing the LCFF and Local Control and Accountability Plans (LCAPs) for three school districts—Clovis Unified School District (USD), Oakland USD, and San Diego USD. Specifically, the scope of the Auditor’s review included the following objectives:

Regarding the LCFF:

- Identify and evaluate each school district’s methodology for distributing and spending LCFF funding on its students or at its schools
- For at least three years, examine each school district’s total LCFF funding and expenditures and assess how they have changed
- Determine for each school district and a selection of schools the appropriateness of expenditures for English learners, youth in foster care, and those from households with low incomes

Regarding the LCAP:

- Identify and assess the goals that are aimed at raising student achievement within each school district’s LCAP
- Review and assess each school district’s LCAP and determine if the LCAP complies with applicable legal requirements
- Provide recommendations for improving LCAPs

The Auditor’s findings highlight an area that has been a point of deliberation during the short lifespan of the LCFF and the LCAP: What are allowable uses of supplemental and concentration grant funds, and how should they be tracked in financial systems? The Auditor’s findings highlight the significant flexibility allowed over the use of supplemental and concentration grant funds. The flexibility masked whether targeted funding benefitted intended student groups, and thus led to “likely deferred improvements in performance outcomes for intended student groups.” The Auditor’s finding also noted that the significant length of LCAPs and the construct of the LCAP template has decreased, rather than increased, transparency.

The Auditor provides a number of recommendations to the Legislature, including that state law be amended to require that unspent supplemental and concentration grant funds retain their designation at year end and that LEAs use the unspent funds for intended student groups in subsequent years. The Auditor also provided recommendations to the State Board of Education (SBE) aimed at making LCAPs more transparent and effective.

The SBE anticipates that three out of four of the Auditor’s LCAP recommendations will be addressed by the updated LCAP template and instructions that will be considered by the SBE at its January 2020 meeting. In addition, the SBE responded to the Auditor’s findings by emphasizing that, “One of LCFF’s key innovations was to shift the focus of state accountability from “inputs” to “output.” Through the use of illustrative examples, the SBE cautioned that tracking supplemental and concentration grant funds in the manner recommended by the Auditor, “could pose serious challenges and substantially impact the LEA’s budgeting process.” The SBE also pointed to research that demonstrates that, “LCFF is, in fact, leading to improved outcomes for the students who generate the additional funds.”

The entire audit, along with the response from the SBE and comments by the Auditor, can be found [here](#).

**California Governor Joins Those Wanting To Hold School Districts
More Accountable For Spending**
Proposed budget addresses criticisms by State Auditor Elaine Howle.

By John Fensterwald
EdSource
January 21, 2020

In an audit last fall of three districts’ spending, State Auditor Elaine Howle called on the State Board of Education and the Legislature to hold districts more accountable for how they spend money they receive from the Local Control Funding Formula.

In the state budget that he presented this month, Gov. Gavin Newsom included two proposals that respond to the audit, setting the stage for negotiations with legislators who have introduced bills that mirror two of Howle’s key recommendations.

The audit of San Diego Unified, Clovis Unified and Oakland Unified found that it was often impossible to track the spending for English learners, foster and homeless youth and low-income children. Districts receive extra money under the funding formula for these children, based on their proportions of enrollment, and in return are required to provide them with improved and increased services and programs. Along with a lack of transparency, the audit said that some expenditures appeared to be misspent on all students without clearly benefiting the targeted student groups.

The audit also called for an end of a practice that student advocacy groups have criticized for years and that State Board of Education and county offices of education, which review districts’ compliance with the funding formula, have permitted. Districts that haven’t spent money for the high-priority groups at the end of the year can roll the money into their general fund and use it however they want, including rising pension and health care costs and teacher raises.

Assemblywoman Shirley Weber, D-San Diego, who had requested Howle’s audit, called this a perverse incentive to hold on to money intended for high-priority students. She and Assemblywoman Sharon Quirk-Silva, D-Fullerton, have sponsored Assembly Bill 1835, which would prohibit the practice.

Howle’s recommendations would require changes to the funding formula law and to the requirements that the state board sets for districts when they write their annual Local Control and Accountability Plan, or LCAP, documenting spending and academic priorities.

In [his K-12 budget summary](#), Newsom does not explicitly refer to the state audit or the bill, but in the section on “fiscal transparency” ([see pages 6-7](#)), he said his administration will explore ways to strengthen accountability for spending money for high-priority students, “particularly when actions described in an LCAP are not implemented as planned.” Department of Finance officials confirmed that was a reference to the carry-over practice.

At its meeting this month, the state board substantially revised instructions and the format of the LCAP that address many of the criticisms in the state audit and from others who had called for tighter accountability. The new rules should make the LCAP more readable, shorter and better organized. Each district’s LCAP will include Excel tables that bring together in one place the actions and expenditures for the student groups, enabling parents to total the expenditures and see what was left over from the previous year.

Newsom is proposing to spend \$600,000 next year to create an “LCAP portal” where people would find every district’s LCAP and spending from every school as reported in the annual School Accountability Report Cards. The portal would enable legislators and the public to see how statewide funds from the Local Control Funding Formula are being used, the budget summary said.

Although the details haven’t been worked out, Newsom’s idea may not go as far as Howle recommended and Weber and Quirk are proposing in a second bill, AB 1834. They want to create codes that would track all of the expenditures for the targeted groups. Former Gov. Jerry Brown and the Department of Finance opposed this concept when Weber proposed it three years ago, and she dropped the bill. They argued that standardizing expenses could lead the Legislature to start mandating how districts spend their money, undermining local control.

But some form of standard categories are critical for an understanding of statewide efforts and best practices, said Rob Manwaring, a senior fiscal and policy adviser for Children Now, a national research and advocacy organization based in Oakland. It and Education Trust-West, a research and advocacy organization also based in Oakland, are co-sponsors of the two bills.

In their LCAPs, districts may identify what they’re doing to increase graduation rates by referring to programs like AVID or agencies tutoring foster youths that searches won’t catch or understand. “The challenge will be how to categorize spending in a way that makes sense statewide,” he said.

Weber and the Education Trust-West will serve on a work group on spending accountability that State Superintendent of Public Instruction Tony Thurmond has created. What should be reported in the LCAP portal could be an issue it considers.

Note: The SPI announced the formation of his LCFF work group.

State Superintendent Tony Thurmond Announces LCFF Workgroup to Increase Transparency in Process

California Department of Education News Release
January 7, 2020

State Superintendent of Public Instruction Tony Thurmond today announced that he has convened a group of educational partners to discuss ways in which the Local Control Funding Formula (LCFF) accountability system is providing districts with flexibility to lend support to focus areas that need extra support in order to improve student outcomes. This system was implemented to replace 40 years of categorical programs, which failed to close achievement gaps. The recently released 2019 California School Dashboard shows that LCFF, which recognizes that many factors contribute to improving student outcomes, is working: test scores are up, graduation rate is at an all-time high, and the suspension rate is at a historic low.

The workgroup, which met once in late 2019 and will meet again next week, consists of educational partners from organizations such as the California Association of School Business Officials, Fiscal Crisis and Management Assistance Team, School Services of California, California State Parent Teacher Association, Association of California School Administrators, Public Policy Institute of California, Education Trust West, California School Boards Association, members of the California State Legislature, and school district and county office superintendents. The purpose of the workgroup is to gain insight from key stakeholders on ways to improve the process and to ensure that it is truly serving the students it was intended to provide additional support to by showing improvements in student outcomes in those specific student groups.

The state already recognizes the need to improve the Local Control and Accountability Plan (LCAP) template to make it more transparent and user-friendly. The suggested improvements will be presented to the State Board of Education for consideration later this week. “Through strategic efforts and coordination with key educational partners, we are committed to continuous improvement and have adjusted our policies several times over the years as we’ve learned what works and what doesn’t—and will continue to do so if it’s best for our students. As we move forward, we should find a way to lift up districts where gaps are narrowing and learn how to replicate that success,” said Thurmond.

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: February 07, 2020

Prepared by: Kim Kelstrom, Executive Officer

Phone Number: 457-3907

Cabinet Approval:

Regarding: Legal Services by Category

The purpose of this communication is to provide the Board an update on legal services by category for the 2019/20 fiscal year.

General Fund Legal Services by Category
July 01, 2019 – December 31, 2019

Departments

| | |
|----------------------------------|-------------------|
| Board of Education | \$ 116,022 |
| Charter School | 2,281 |
| Facilities Management & Planning | 56,933 |
| General Legal Services | 33,890 |
| Human Resources/Labor Relations | 147,425 |
| Prevention & Intervention | 1,672 |
| Special Education | <u>44,308</u> |
| Total | \$ 402,531 |

Other Funds Legal Services by Category
July 01, 2019 – December 31, 2019

| | |
|-----------------------|-------------------|
| Fund | |
| Liability | \$ 252,943 |
| Workers' Compensation | <u>323,535</u> |
| Total | \$ 576,478 |

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:



Fresno Unified School District
Board Communication

BC Number AS-3

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

Date: February 07, 2020

Phone Number: 457-3907

[Handwritten signature]
[Handwritten signature: Kim Kelstrom]

Regarding: General Fund Charts

The purpose of this communication is to provide the Board information in response to an inquiry at the January 29, 2020 Board meeting regarding additional information for Goal 2 and Safety.

Attached is the chart presented at the January 29, 2020 Board meeting that includes Goal 2 and Safety. Below is detailed information as requested.

Goal 2 investments totaling \$17.2 million include the following:

- High School Extracurricular & Co-curricular – \$6.7 million
- Middle School Extracurricular & Co-curricular – \$3.2 million
- Elementary Extracurricular & Co-curricular – \$2.5 million
- Field Trips – \$3.0 million
- Student Activity Support and Innovative Clubs – \$1.8 million

Safety investments totaling \$11.0 million include the following:

- Safety Personnel – 105.45 FTE totaling \$7.4 million
- Safety Contracts – Totaling \$3.6 million mainly include the following:
 - Fresno Police Department – \$2.7 million
 - Shot Spotters – \$0.3 million
 - County of Fresno – \$0.3 million
 - Sheriff's Department – \$0.1 million
 - Police Chaplaincy – \$0.1 million
 - Safe 2 School (Crossing Guards) – \$0.1 million

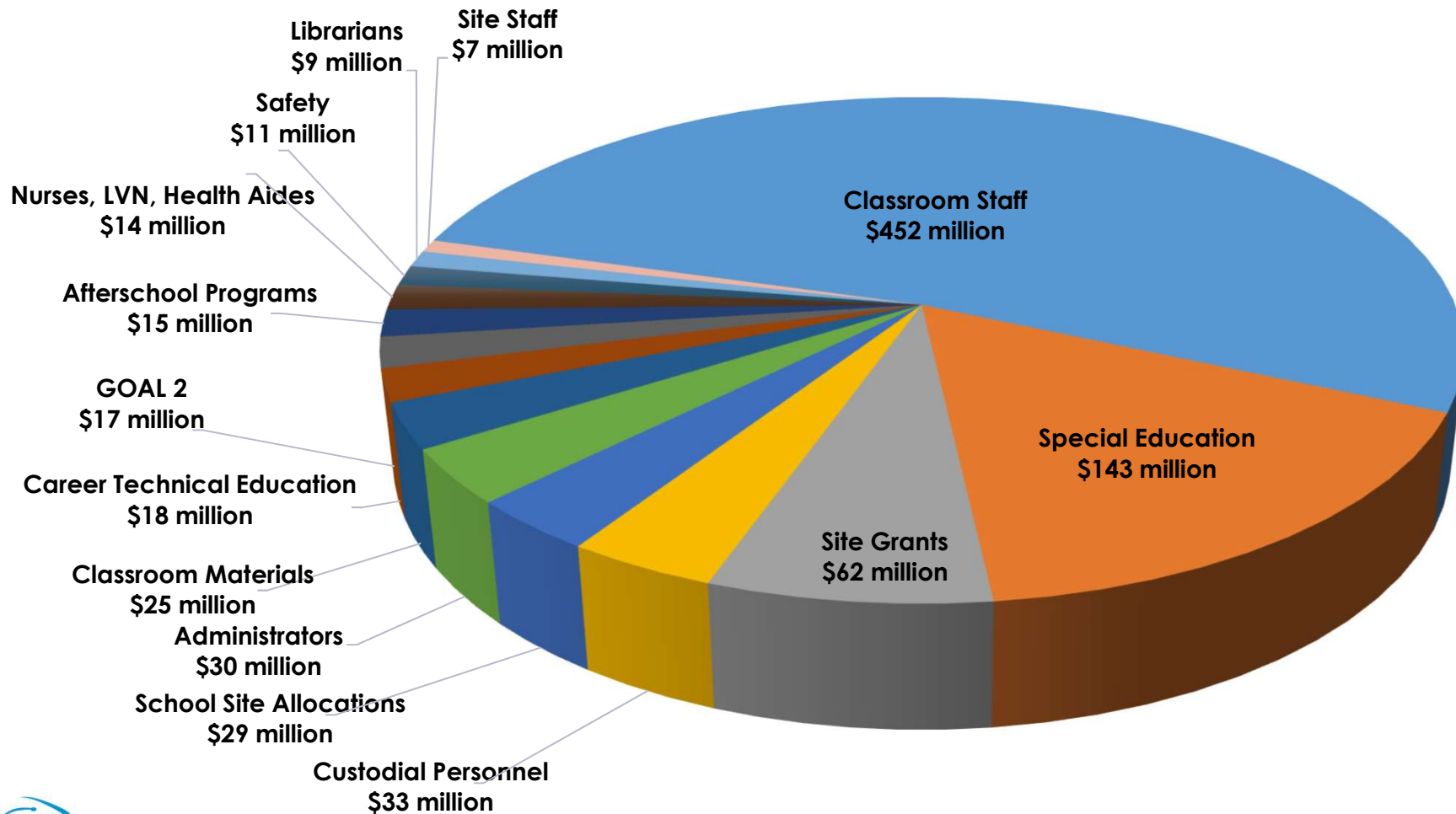
If you have any questions or require further information, please contact Kim Kelstrom at 457-3907. Thank you.

Approved by Superintendent
Robert G. Nelson Ed.D.

[Handwritten signature: Robert G. Nelson]

Date: 2/7/2020

2019/20 School Sites – \$865 million



Fresno Unified School District
Board Communication

BC Number AS-4

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

Date: February 07, 2020

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

Phone Number: 457-3907

Regarding: Every Student Succeeds Act Per-Pupil Expenditure Requirements

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

As reported in February 08, 2019 and October 11, 2019 board communications, the new PPE federal reporting requirements are a result of Every Student Succeeds Act (ESSA), which replaced the Elementary and Secondary Education Act of 1965. ESSA requires states to prepare and publish annual report cards that contain specified data elements, including district and school level PPE. Although California school districts collect and report on most of the required report card data elements, including district level expenditures, districts have not been reporting school level expenditures to the state.

The PPE report includes expenditures directly supporting students from the General Fund and the Cafeteria Fund based on ESSA requirements from the California Department of Education (CDE), as well as recommendations from School Services of California and Fresno County Superintendent of Schools. For the report, the CDE populates student enrollment data extracted from the October census. The district provides school site expenditures, which includes expenditures directly charged to school sites and support to school sites which were prorated to each school based on student enrollment.

Staff examined site by site variables in order to further understand site per-pupil expenditure results. Staff also utilized regression analysis to assist in estimating the relationships between variables. Two distinct and significant factors contributed to the funding differences by school: Special Education services and teachers' years of service.

The Per-Pupil Expenditure ranges are as follows:

| | Low | High | Average |
|-------------------|----------|----------|----------|
| Elementary | \$10,834 | \$16,516 | \$13,053 |
| Middle | \$11,836 | \$15,271 | \$13,568 |
| High | \$12,344 | \$14,854 | \$13,485 |
| Specialty Schools | \$12,061 | \$92,001 | \$40,860 |

Excludes: Central Administration, Adult Education, Preschool, capital outlay, community services, debt service, transfers, county services to districts per CDE guidance

The district report is due to the CDE February 28, 2020. Prior to submission, the results will be discussed at the February 26, 2020 Board of Education meeting. Staff plans to offer mini workshops to Board members to further discuss the report. Email invitations have been sent with the following dates:

February 18, 2020 – 5pm to 6pm
February 19, 2020 – 12pm to 1pm

Once submitted, the CDE will publish the data to the Local Educational Agency Accountability Report Card (LARC) website.

If you have any questions or require further information, please contact Ruthie Quinto at 457-6225 or Kim Kelstrom at 457-3907.

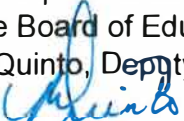
Approved by Superintendent
Robert G. Nelson Ed.D.

A handwritten signature in blue ink, appearing to read "Robert G. Nelson", written over a horizontal line.

Date: 2/7/2020

Fresno Unified School District
Board Communication

BC Number AS-5

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

Date: February 07, 2020

Phone Number: 457-6226

Regarding: Budget Briefing Meetings

The purpose of this communication is to provide the Board information regarding upcoming budget briefing meetings with staff per the request of Trustee Jonasson Rosas.

Beginning with the February 26, 2020 Board meeting and concluding with the June 17, 2020 Board meeting, staff would like to offer the opportunity for Trustees to meet to discuss the upcoming budget presentations. For consistency and planning, staff is recommending the following schedule prior to each Board meeting:

Monday at 12pm – lunch provided
Monday at 4pm – snack provided
Tuesday at 5pm – dinner provided
Wednesday at 12pm – lunch provided

For instance, for the February 26 and March Board meetings, the dates and times available are:

| Board Meeting | Board Briefing Dates | | | |
|---------------|----------------------|-------------|--------------|-----------------|
| | Monday, 12pm | Monday, 4pm | Tuesday, 5pm | Wednesday, 12pm |
| February 26 | 02/24/2020 | 02/24/2020 | 02/25/2020 | 02/26/2020 |
| March 4 | 03/02/2020 | 03/02/2020 | 03/03/2020 | 03/04/2020 |
| March 18 | 03/16/2020 | 03/16/2020 | 03/17/2020 | 03/18/2020 |

An email will go out each Friday prior to the meetings to serve as a reminder. Please respond with your preferred option. All meetings will be held in Kim Kelstrom's office, room 109. For your convenience, a calendar is attached with these dates.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/7/2020

FEBRUARY 2020

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|----------|--------|
| Jan 27 | 28 | 29 | 30 | 31 |
| Feb 3 | 4 | 5 | 6 | 7 |
| 10 President Lincoln's Holiday | 11 | 12 Board Meeting | 13 | 14 |
| 17 President's Day Holiday | 18 | 19 | 20 | 21 |
| 24 12:00 – 1:00: Budget Briefing for Feb 26 Board Meeting @ Kim Kelstrom's office 4:00 – 5:00: Budget Briefing for Feb 26 Board Meeting @ Kim Kelstrom's office | 25 5:00 – 6:00: Budget Briefing for Feb 26 Board Meeting @ Kim Kelstrom's office | 26 12:00 – 1:00: Budget Briefing for Feb 26 Board Meeting @ Kim Kelstrom's office Board Meeting | 27 | 28 |

MARCH 2020

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|--|----------|--------|
| Mar 2 12:00 – 1:00: Budget Briefing for Mar 4 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for Mar 4 Board Meeting @ Kim Kelstrom’s office | 3 5:00 – 6:00: Budget Briefing for Mar 4 Board Meeting @ Kim Kelstrom’s office | 4 12:00 – 1:00: Budget Briefing for Mar 4 Board Meeting @ Kim Kelstrom’s office Board Meeting | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 12:00 – 1:00: Budget Briefing for Mar 18 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for Mar 18 Board Meeting @ Kim Kelstrom’s office | 17 5:00 – 6:00: Budget Briefing for Mar 18 Board Meeting @ Kim Kelstrom’s office | 18 12:00 – 1:00: Budget Briefing for Mar 18 Board Meeting @ Kim Kelstrom’s office Board Meeting | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 12:00 – 1:00: Budget Briefing for Apr 1 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for Apr 1 Board Meeting @ Kim Kelstrom’s office | 31 5:00 – 6:00: Budget Briefing for Apr 1 Board Meeting @ Kim Kelstrom’s office | | | |

APRIL 2020

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|----------|-------------------------------|
| Mar 30 | 31 | Apr 1 12:00 – 1:00: Budget Briefing for Apr 1 Board Meeting @ Kim Kelstrom’s office Board Meeting | 2 | 3 |
| 6 NSBA Conf Apr 4-6 | 7 | 8 | 9 | 10 Good Friday Holiday |
| 13 12:00 – 1:00: Budget Briefing for Apr 15 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for Apr 15 Board Meeting @ Kim Kelstrom’s office | 14 5:00 – 6:00: Budget Briefing for Apr 15 Board Meeting @ Kim Kelstrom’s office | 15 12:00 – 1:00: Budget Briefing for Apr 15 Board Meeting @ Kim Kelstrom’s office Board Meeting | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | May 1 |

MAY 2020

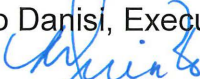
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|--|----------|--------------|
| Apr 27 | 28 | 29 | 30 | May 1 |
| 4 12:00 – 1:00: Budget Briefing for May 6 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for May 6 Board Meeting @ Kim Kelstrom’s office | 5 5:00 – 6:00: Budget Briefing for May 6 Board Meeting @ Kim Kelstrom’s office | 6 12:00 – 1:00: Budget Briefing for May 6 Board Meeting @ Kim Kelstrom’s office Board Meeting | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 12:00 – 1:00: Budget Briefing for May 20 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for May 20 Board Meeting @ Kim Kelstrom’s office | 19 5:00 – 6:00: Budget Briefing for May 20 Board Meeting @ Kim Kelstrom’s office | 20 12:00 – 1:00: Budget Briefing for May 20 Board Meeting @ Kim Kelstrom’s office Board Meeting | 21 | 22 |
| 25 Memorial Day Holiday | 26 | 27 | 28 | 29 |

JUNE 2020

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|---|--------------------------------|--------|
| June 1 | 2 | 3 | 4 Last Day of School | 5 |
| Graduation Week | | | | |
| 8 12:00 – 1:00: Budget Briefing for June 10 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for June 10 Board Meeting @ Kim Kelstrom’s office | 9 5:00 – 6:00: Budget Briefing for June 10 Board Meeting @ Kim Kelstrom’s office | 10 12:00 – 1:00: Budget Briefing for June 10 Board Meeting @ Kim Kelstrom’s office Board Meeting | 11 | 12 |
| 15 12:00 – 1:00: Budget Briefing for June 17 Board Meeting @ Kim Kelstrom’s office 4:00 – 5:00: Budget Briefing for June 17 Board Meeting @ Kim Kelstrom’s office | 16 5:00 – 6:00: Budget Briefing for June 17 Board Meeting @ Kim Kelstrom’s office | 17 12:00 – 1:00: Budget Briefing for June 17 Board Meeting @ Kim Kelstrom’s office Board Meeting | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

Fresno Unified School District
Board Communication

BC Number AS-6

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

Date: February 07, 2020

Phone Number: 457-3661

Regarding: Student Local Control and Accountability Plan Committee

The purpose of this communication is to provide the Board an update to the October 11, 2020 board communication regarding the 2019/20 Local Control and Accountability Plan (LCAP) Student Advisory Committee work facilitated by the Office of State and Federal Programs.

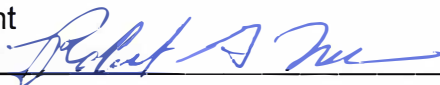
Throughout the school year student committees have been meeting and working towards a better understanding of the LCAP, district initiatives, and outcomes. There are 13 student committees from each high school. Meetings occur during the lunch period and lunch is provided.

On Friday, February 14, 2020, 8:30 a.m. to 11:30 a.m., student representatives from each committee will participate in a working session at Bitwise Industries. This is an opportunity for students to present to peers and staff their ideas for improving outcomes for English learners, foster youth and students living in disadvantaged circumstances.

Understanding more from students about their educational experience is a crucial component when considering investment priorities for the 2020/21 school year. A summary from this session will be provided to the Board in a future board communication.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/7/2020

Fresno Unified School District
Board Communication

BC Number AS-7

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

Date: February 07, 2020

Phone Number: 457-3661

Regarding: Federal Program Monitoring

The purpose of this communication is to update the Board on the results of the Federal Program Monitoring (FPM) review. As previously communicated to the Board on January 10, 2020, the California Department of Education (CDE) facilitates the review to ensure school districts are in compliance with federal funding regulations. Fresno Unified is reviewed every two years for this purpose, rotating between an online and onsite review. This year CDE conducted an onsite review for the district.

Over the course of the two-week onsite visit, seven schools and ten different program areas were reviewed, with 319 evidence requests requiring over 950 artifacts be provided. The visit resulted in zero school site findings and only nine program area findings. This compares to ten findings from the last onsite review in 2015/16 and six findings from the 2017/18 online review. At the exit meeting concluding the review, the lead reviewer commented that the quality of work provided by the district team resulting in, "one of the best reviews completed during his 19 years of service".

Additionally, the district received no findings in the Compensatory Education program area. This is highly unusual for a district the size of Fresno Unified. This program review focuses on school planning efforts through the School Plan for Student Achievement (SPSA) as well as the work of School Site Councils (SSC). Reviewers conduct numerous interviews with parents, students and staff who participate in each school's site council and English Language Advisory Committee (ELAC). This is done to ensure activities are being conducted in accordance with the law.

For all findings reported, the district has 45 days from the conclusion of the review to provide the CDE with evidence affirming the resolution of each item. If a resolution is not reached within that timeframe, the district can enter into an agreement with CDE outlining how the finding will be resolved in the future. A copy of the final Notification of Findings report is attached.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/7/2020



California Department of Education Federal Program Monitoring 2019-20 Notification of Findings

February 07, 2020

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

Local Educational Agency: Fresno Unified (1062166000000)

Review Date(s): 01/27/2020 - 02/07/2020

Regional Team Leader(s): Ramiro Nava, 916-319-0300

FPM Coordinator(s): Ashlee Chiarito, 559-457-3663

| Program Reviewed | Program Reviewer | Total Findings |
|--|---------------------------------------|----------------|
| Adjusted Cohort Graduation Rate (ACGR) | Stacy Savoca, Wendy Jenkins | 0 |
| Adult Education (AE) | Cliff Moss | 0 |
| Compensatory Education (CE) | Linda Moscatelli, Hamed Razawi | 0 |
| Career Technical Education (CTE) | Bryan Baker | 2 |
| Education Equity (EE) | Francina Dickson | 0 |
| English Learner (EL) | Stephanie Woo | 3 |
| Early Learning and Care (ELC) | Monica Grimes-Burger, Christina Toney | 3 |
| Expanded Learning Programs (EXLP) | Erin Koepke | 0 |
| Fiscal Monitoring (FM) | Mariann Bjorkman, Kristy Montoya | 0 |
| Uniform Complaint Procedure (UCP) | Sally Lewis, John Widdifield | 1 |

The LEA is required to resolve each Federal Program Monitoring (FPM) finding within 45 calendar days which ends on 03/23/2020. Corrective actions made to resolve findings must be implemented at all sites in the LEA and the new procedures must be used in the future.

When a FPM finding cannot be resolved within this 45 calendar day period, the LEA submits a resolution agreement request using the "Resolution Agreement" process via CMT. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)



Federal Program Monitoring 2019-20
Notification of Findings
Fresno Unified (10621660000000)

| Sites Reviewed | Programs Reviewed |
|---|------------------------------|
| Center for Advanced Research & Technology (CART) Joint Powers Agency (10765540000000) | CTE |
| Dewolf Continuation High (10621661031632) | CTE |
| Edison Computech (10621666103840) | CTE |
| Erma Duncan Polytechnical High (10621661030295) | CTE |
| Fresno Adult (10621661032309) | AE, CTE |
| Heaton Child Dev Ctr (6216) | ELC |
| Herbert Hoover High (10621661032911) | CTE |
| Homan Preschool (6216) | ELC |
| Jefferson Elementary (10621666006316) | EXLP |
| Kings Canyon Middle (10621666057327) | EL, CE |
| Lane Elementary (10621666006357) | EL, CE |
| Lincoln Elementary (6216) | ELC |
| Martin Luther King Ch Dev Ctr (6216) | ELC |
| McLane High (10621661034214) | CTE, EL, ACGR, CE |
| Miguel Hidalgo Elementary (10621666105746) | EL, CE |
| Morris E. Dailey Charter Elementary (10621660121533) | UCP |
| Phillip J Patino School of Entrepreneurship (10621660132134) | CTE |
| Roosevelt High (10621661035831) | CTE, EL, ACGR, CE |
| Scandinavian Middle (10621666006480) | CTE, EL, UCP, CE |
| Sunnyside High (10621661030675) | EXLP, CTE, EL, UCP, ACGR, CE |
| Wawona K-8 (10621660136150) | CTE |

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2019-20
Notification of Findings
Fresno Unified (10621660000000)

Monitoring Results by Program

Adjusted Cohort Graduation Rate

No program findings resulted from this monitoring review. No further action is required.

Adult Education

No program findings resulted from this monitoring review. No further action is required.

Compensatory Education

No program findings resulted from this monitoring review. No further action is required.

Career Technical Education

1. CTE 02: Fiscal Requirements: Supplement Not Supplant, Allowable, Consortiums

Perkins awardees in a consortium are required to allocate funds to members of the consortium in a way that is mutually beneficial to all members of the consortium, rather than splitting the allocation based on each member's perceived contribution to the total.

Fresno Adult is in a consortium but has been splitting the allocation among members based on each members' perceived contribution to the total.

To clear this finding, the LEA, Fresno Adult, must upload to CMT (1) a plan for how it and its consortium members will allocate funds in a way that is mutually beneficial to members for all future annual allocations, then (2) evidence that the plan has been executed; for example, the agenda and minutes of the next annual consortium meeting, or an email summary of a more informal meeting between member leaders. Additionally, execution of the plan could be shown sooner through an upload of PDFs of this year's unspent allocation re-allocated via a Programs Grant Management System (PGMS) budget revision.

2. CTE 03: Programmatic Requirements: High Quality CTE Program

The California State Plan for Career Technical Education (CTE) requires high quality CTE pathways to offer a coherent sequence of courses of not less than 300hrs. For secondary programs, this hours requirement is equated to the awarding of 20 credits. Each pathway must (a) cover all of the CTE Model Curriculum Standards of its industry sector's pathway, and (b) each course in a sequence must spend at least 50% of its time on the CTE Model Curriculum Standards of that pathway.

Some pathways at the Center for Advanced Research and Technology (CART) do not offer the

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2019-20

Notification of Findings

Fresno Unified (10621660000000)

full 300hrs/20credits. The pathways that do not meet the minimum length requirement have a 10 credit per year course named for the industry sector and pathway and are accompanied by a 10 credit per year "Technology" course. However, the technology course cannot be counted as contributing to the required 300hrs of the pathways because it is mathematically impossible for one course to spend at least 50% of its time on the CTE Model Curriculum Standards of more than one pathway.

To clear this finding, the LEA, Fresno Unified, must upload to CMT (1) a plan outlining how they will make every pathway at CART meet the 300hrs/20credit length requirement while (a) covering all of the CTE Model Curriculum Standards of the pathway and (b) each course in the sequence spending at least 50% of its time on the CTE Model Curriculum Standards of that pathway, and (2) evidence that this plan has been executed through the submission of standards-aligned course outlines and CART's 2020-21 Master Schedule.

Education Equity

No program findings resulted from this monitoring review. No further action is required.

English Learner

1. EL 03: EL Identification and Assessment

Each LEA must properly identify and assess all students who have a home language other than English. Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Each LEA must annually assess the English language proficiency and academic progress of each EL.

A review of Fresno Unified School District EL enrollment data for selected school sites revealed that more than two hundred English learners do not have English language proficiency (ELP) scores or have not been assessed for appropriate identification and placement purposes.

The LEA must submit evidence into the CDE Monitoring Tool of having official procedures in place regarding ELP testing. These procedures must include details of steps to be taken and personnel responsible for completing initial testing at school sites, to determine language acquisition status of students enrolling for the first time in a California public school. To address the identification of EL students who do not have current ELP results, and to obtain timely results for placement and services, the LEA must also submit evidence of official procedures in place to verify that all students requiring testing have been tested within the mandated time frame.

2. EL 07: Supplement, Not Supplant with Title III

Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2019-20

Notification of Findings

Fresno Unified (10621660000000)

for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

The LEA did not provide sufficient documentation to substantiate selected expenditures charged to the Title III program. Specifically, the LEA did not provide documentation to support selected 2018–19 and 2019–20 employee time charged to Title III EL program totaling \$154,843.

The LEA must submit evidence into the CDE Monitoring Tool the expenditure backup documents for review. If the LEA fails to provide the requested documentation for review, or if the documentation does not meet federal requirements, the LEA may be required to reimburse \$154,843 to their Title III accounts.

3. EL 14: ELD

As part of the core program provided through general funds, all identified EL must receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively as possible, consistent with state priorities.

A review of and class schedules and discussion with LEA staff, including teachers, revealed that the LEA does not have a core English language development (ELD) program for all English learners. The LEA submitted evidence showing that not all EL students at all ELP levels are provided a supplemental language intervention program.

The LEA must submit evidence into the CDE Monitoring Tool a thorough description of the core ELD program for English learners at all proficiency levels. This description must include evidence such as course descriptions, materials, lesson plans, professional development, master schedules and student placement criteria. The submission must include a description of who will provide language acquisition instruction as well as how and when it will be delivered to all students across all language and grade levels.

Early Learning and Care

1. ELC 02: Family Eligibility Requirements

The LEA must ensure that the families with children enrolled in the program have met the eligibility requirements of that contract, and the required documentation is complete. A family data file has been established for each family, including a complete application for services and supporting documentation. Except as otherwise specified in EC Section 8263(h), the eligibility duration is for no less than 12 months for the initial certification and recertification. For part-day CSPP, eligibility determined once per contract period (EC sections 8201[a], 8208[i][ad][ai][aj], 8231, 8235, 8236, 8237, 8239, 8246[a], 8250, 8263, 8263.1, 8263.4, 8353, 8354; 5 CCR sections 18078, 18081–18085, 18089, 18090, 18093, 18096, 18100, 18103, 18107, 18131, 18133, 18191, 18211, 18212, 18221, 18222, 18405-18408, and 18420-18423)

The LEA has added an additional requirement that is not stated in law that children be toilet trained before the family is eligible for the CCTR/CSPP services.

The LEA must submit evidence into the CDE Monitoring Tool that addresses their new action

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2019-20

Notification of Findings

Fresno Unified (10621660000000)

going forward, to enroll children who are not toilet trained into the program. The LEA will need to provide evidence of their plan, training for staff, agendas and sign in sheets for trainings to support staff in this change.

2. ELC 15: Compliance with Due Process

The LEA shall comply with the program's due process requirements, including (1) providing parents with written information regarding their responsibility to comply with program rules; (2) issuing a notice of action where appropriate; and (3) establishing procedures for parental appeal of any contractor's decision contained in the notice of action. (EC Section 8263; 5 CCR sections 18094, 18095, 18118-18122, 18400[k] and [l], 18418, 18419, 18433, 18434)

The LEA decision to dis-enroll families does not align to the Fresno County Pilot of 24 months for subsidized child development services.

The LEA must submit evidence into the CDE Monitoring Tool that will forecast daily how they will monitor the number of slots they have available district wide. The LEA will include in their plan how they will track children aging out and transitioning from one program to the next upon enrollment.

3. ELC 18: Environment Rating Scale

The LEA shall complete an Environment Rating Scale to measure program quality for the appropriate age group and setting and shall achieve a rating of "Good" defined as scoring at least an average of 5.0 on each sub-scale of the environmental rating scale. (EC 8203, 8203.5 (a), 8245, 8246 (d) and (f); 5CCR 18281.)

As a result of classroom observation, the program did not achieve an average minimum score of five for the sub-scale items: Martin Luther King CDC (Personal Care Routine-ITERS 4.33 and Personal Care Routine-ECERS 3.50).

The LEA must submit evidence into the CDE Monitoring Tool a corrective action plan for the sub-scale item which includes goals, tasks, persons responsible for the tasks, and timelines. Specifically, the plan must address action steps, materials, staff trainings, etc. The CDE Consultant will return to the LEA classroom at a later date to confirm resolution.

Expanded Learning Programs

No program findings resulted from this monitoring review. No further action is required.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2019-20
Notification of Findings
Fresno Unified (10621660000000)

Fiscal Monitoring

No program findings resulted from this monitoring review. No further action is required.

Uniform Complaint Procedure

1. UCP 01: Policies and Procedures

The LEA adopts Board Policies and Procedures regarding UCP with all language and components of required elements for applicable state and federal laws and regulations.

Upon review of the UCP 1 documents, "1312-3-BP-Uniform-Complai...PM Changes (1-17-20).docx," the LEA does not meet requirements for UCP-01 because, even though the UCP policies and procedures contain all language of required elements according to the 2019–2020 UCP Instrument, the documents still must be reviewed and adopted by the LEA's local governing board.

The LEA must upload onto the CMT evidence that staff submitted the completed UCP policies and procedures to the local governing board for review and adoption. Evidence includes the agenda and final minutes of the meeting in which the document was adopted and the final product with the adoption date clearly indicated.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

Fresno Unified School District
Board Communication

BC Number EA-1

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

Date: February 07, 2020

Phone Number: 457-3896

Regarding: California District and School Accountability Updates for 2020

The purpose of this communication is to provide the Board information regarding which school sites have been identified by the State of California for additional levels of support as identified by state indicators on the California Dashboard. There are three levels of support:

- Differentiated Assistance (DA)--District level identification of support for any student group is red in two or more priority areas
- Comprehensive Support and Improvement (CSI)--Site level identification for high schools with graduation rates lower than 67 percent and the lowest performing 5 percent of Title I schools
- Additional Targeted Support and Improvement (ATSI)--Site level identification for schools with one or more student groups for two consecutive years that meet the same criteria to identify the lowest five percent as CSI

In 2019 three student groups were identified for DA: Foster Youth, Homeless, and Students with Disabilities. The three student groups remain a focus for 2020 as identified by the state; however, the foster youth student group focus areas have changed from Graduation Rate and College/Career to Graduation Rate, English Language Arts Performance and Math Performance.

In 2019 nine schools were identified for CSI. Four of the nine schools identified have exited out of CSI: Hidalgo, Fort Miller, J.E. Young, and Tioga. Fifteen schools have been identified for CSI for 2020.

Additionally, in 2019 twenty-nine schools were identified for ATSI. Eight of the twenty-nine schools have exited out of ATSI: Ayer, Easterby, Figarden, Fresno, Kings Canyon, Olmos, Rowell, and Sunnyside. Thirty-two schools have been identified for ATSI for 2020.

The attached slide deck showcases each of those categories of support, definitions, as well as the identified schools and their associated areas of need for 2020.

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

Approved by Superintendent
Robert G. Nelson Ed.D.

Date: 2/7/2020



Fresno Unified School District

CALIFORNIA DISTRICT AND SCHOOL ACCOUNTABILITY UPDATES 2020

FEBRUARY 7, 2020

PREPARED BY EQUITY AND ACCESS



DIFFERENTIATED ASSISTANCE

| Current 2020 | | | |
|---------------------------|---|----------------------------|--|
| Differentiated Assistance | A school district or COE is eligible for differentiated assistance if any student group is red (red or orange on Priority 4) in two or more priority areas indicated in the dashboard. | Student Group | Areas of Focus |
| | | Foster Youth | <ul style="list-style-type: none"> • Graduation Rate • ELA Performance • Math Performance |
| | | Homeless | <ul style="list-style-type: none"> • Chronic Absenteeism • Suspension Rate |
| | | Students with Disabilities | <ul style="list-style-type: none"> • Graduation Rate • College/Career |

SCHOOL ACCOUNTABILITY: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)


| School Eligibility | Description | Schools Identified as CSI (Updated 1/31/20) |
|---|--|---|
| Comprehensive Support and Improvement (CSI) | <ul style="list-style-type: none"> All high schools with graduation rates below 67 percent Lowest performing 5 percent of Title I Schools <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> CSI Schools for Graduation (below 67%) (some of these schools also have other areas to address too) <ul style="list-style-type: none"> Cambridge HS* Dewolf HS* CSI Schools for the lowest 5% of state Title I Schools <ul style="list-style-type: none"> Addicott (for Chronic Absenteeism)* Ahwahnee MS* Heaton ES King ES Lowell ES Phoenix ES Phoenix Secondary Scandinavian MS Tehipite MS Tenaya MS Terronez MS* Webster ES Yosemite MS |

SCHOOL ACCOUNTABILITY: TARGETED/ ADDITIONAL SUPPORT AND IMPROVEMENT (TSI/ATSI)

| School Eligibility | Description | Schools Identified as TSI/ATSI (Updated 1/31/20) and their Associated Student Groups | | |
|--|--|--|--|--|
| Targeted Support and Improvement (TSI) | <ul style="list-style-type: none"> Schools with one or more student groups, for two consecutive years that meet the same criteria to identify the lowest five percent as CSI <p><i>Schools identified as CSI will not be identified for TSI</i></p> | Students with Disabilities (SWD) | <ul style="list-style-type: none"> Gaston MS Hoover HS Calwa ES Del Mar ES | <ul style="list-style-type: none"> Homan ES Jackson ES Kratt ES Turner ES |
| | | African American (AA) | <ul style="list-style-type: none"> Bakman ES Vang Pao ES Ewing ES | <ul style="list-style-type: none"> Lincoln ES Robinson ES Vinland ES |
| | | White (W) | <ul style="list-style-type: none"> Slater ES | |
| | | Multiple | <ul style="list-style-type: none"> Addams ES (Homeless, SWD, W) Anthony ES (AA, SWD) Birney ES (SWD, W) Bullard HS (AA, SED, SWD) Centennial ES (AA, Homeless, W) Columbia ES (Homeless, SWD) Fort Miller MS (AA, EL, W) Hamilton ES (Homeless, SWD) | <ul style="list-style-type: none"> Hidalgo (AA, SWD) Holland (AA, W) Muir ES (AA, Homeless, White) Pyle ES (Homeless, SWD) Roeding ES (AA, SWD, W) Sequoia MS (AA, Homeless) Viking ES (AA, SWD) Wilson ES (Homeless, W) Williams ES (Homeless, SWD, W) |

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, Early Learning
Cabinet Approval: 

Date: February 07, 2020

Phone Number: 457-3687

Regarding: Language Learning Project

The purpose of this communication is to provide the Board an update on the progress of the Language Learning Project, funded by the California Department of Education (CDE), Early Learning and Care Division from the Child Care and Development Fund.

The goal of the Language Learning Project is to improve professional development and training for early learning educators to better support the needs of young Dual Language Learners (DLLs).

To date, we have supported Kern County and Tulare County in hosting five Saturday Professional Development Trainings, with a total of 128 participants. These trainings include teachers, teacher assistants, coaches, and administrators.

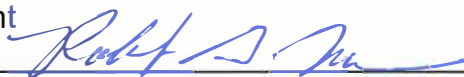
There are four Leadership Orientation trainings scheduled for Spring 2020 across the State of California, with 240 administrators and coaches expected to participate in the orientations. The intention of the Leadership Orientations is to disseminate the Dual Language Learner Toolkit to agencies and communities across California providing guidance on serving young Dual Language Learners and their families.

The Language Learning Project Professional Development sessions and Language Learning Leadership Orientations are based on the innovative practices— including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support learning in all environments for children ages birth to five. The toolkit was developed by early childhood experts, including Dr. Linda Espinosa, Dr. Sue Bredekamp, Dr. Carola Oliva -Olson, Elizabeth Magruder, Whitcomb Hayslip and the Early Learning Department in FUSD.

Results of the project evaluation led by CDE is to be delivered June 2020.

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

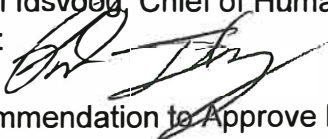
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/7/2020

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: February 07, 2020

Phone Number: 457-3548

Regarding: Recommendation to Approve Provisional Internship Permits

The purpose of this communication is to provide the Board information regarding the recommendation to approve the Provisional Internship Permits.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill immediate staffing needs by rehiring a candidate who is enrolled in a credentialed program. The candidate will receive staff development targeted to the needs of our students and will be required to make progress in becoming fully credentialed.

Requirements for Initial Issuance and Renewals (Title 5 California Code Regulations, Section 20021.1)

- Initial issuance requirements require possession of a baccalaureate degree or higher from a regional accredited college or university, verification of passage of CBEST, and successful completion of course work for the permit type requested
- One-time renewal issuance requirement allows employing agency to request a one-time renewal of the PIP if the holder has taken all appropriate subject matter examinations (CSET) as determined by the college or university

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: 2/7/2020

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: February 07, 2020

Phone Number: 457-3134

Regarding: Good Food Purchasing Program

The purpose of this communication is to provide the Board information regarding Fresno Unified's participation in the Good Food Purchasing Program (GFPP) through the Center for Good Food Purchasing. The GFPP provides a metric based framework to assess the district's purchasing practices with the objective of informing future procurement decision-making around the five interconnected values of local economies, environmental sustainability, valued workforce, animal welfare and nutrition. The GFPP first evaluates current standards and vendors, and then provides technical assistance to develop a customized plan with recommended strategies and actions for values-based standards for food procurement to meet desired targets.

The first phase of the GFPP, measuring the procurement baseline, is underway. Food Services vendors have been requested to complete a questionnaire with information for each food item provided to the district, to determine the current level of alignment with GFPP standards in the five value categories. To date, over half the 37 vendors have submitted the requested data. Once all vendor data is received it will be sent to GFPP for analysis. GFPP targets providing a draft baseline assessment report to the district by early summer.

Implementation of strategies and actions identified by the GFPP will likely impact the menu planning and procurement processes as they consider and reflect the five values. Examples of considerations to potentially be incorporated into modified food standards include more focus on purchasing local, sustainably sourced foods; requiring establishment of supply chain traceability and accountability; and inclusion of standards and reporting requirements into the solicitation and contracting processes. The possible additional cost related to utilizing value-based standards for food purchasing strategies will be evaluated and considered as a factor in implementation.

More information and the draft baseline assessment report will be provided to the Board when available. Food Services is committed to advancing the GFPP values and continuing to expand nutritious, appetizing menu options for students.

If you have questions or need additional information, please contact Karin Temple at 457-3134 or Jose Alvarado at 457-6278.

Approved by Superintendent

Robert G. Nelson Ed.D.




Date:

2/7/2020

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: February 07, 2020

Phone Number: 457-3134

Regarding: Assessment of Elementary School Parking Areas

The purpose of this communication is to provide the Board information regarding assessment of elementary school parking lots, street parking, and student drop-off/pick-up zones, as briefly outlined at the January 29, 2020 Board meeting. Facilities and Maintenance are increasingly receiving requests from schools to assist with improvements to 1) increase student safety; and 2) expand parking capacity. Funding for these types of projects are identified in Measure M (March 3, 2020 ballot).

The assessment will consider the number of parking spaces as compared to staff members; vehicle access including drop-off/pick-up areas, bus zones, and staff parking; traffic congestion and related safety concerns; quality of parking lot surfaces; and adjacent infrastructure such as sidewalks and flood control mitigations. The objective of the assessment is to identify site-specific opportunities for potential improvements and estimated costs. Priority of potential projects will be established and recommended based on schools with the greatest need. Assessment work is underway with preliminary results targeted for April 2020.

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

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



Date: 2/7/2020

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: February 07, 2020

Phone Number: 457-3134



Regarding: Annual Enrollment Projections Process

The purpose of this communication is to provide the Board information regarding the process and methodology for projecting student enrollment, by school and grade, for the coming school year. Annual enrollment projections inform financial, staffing and facilities planning and recommendations.

The enrollment projections process for the next school year begins in October, with identification of the district's official enrollment for the current school year. That data, referred to as CBEDS, is the formal school-by-school, grade-by-grade enrollment reporting to the California Basic Educational Data System. In 2019, the CBEDS Information Day (the date of the "snapshot" official count) was October 2, with the data due to the State October 31. Those figures, combined with previous years' data, are the basis for modeling enrollment projections for the upcoming (2020/21) school year.

Enrollment projection modeling, in Fresno Unified and throughout the state/country, utilizes the cohort survival methodology. The grade progression ratio model uses the historical survival rate (percentage of students who progress from a grade level to the next) of a cohort (a specific grade level at a specific school) as the basis for predicting the size of cohorts as they progress through the system. The previous year's survival rate, along with the prior two years' survival rates, are used to estimate the next year's enrollment. The most recent previous year is given the most weight in the analysis. The mathematical formula yields projected enrollments by school, by grade level.

The enrollment projections process is housed in the Facilities Department with the data provided by an expert demographic consultant. Preliminary projections are typically available in late November for the next school year. The initial data is carefully evaluated by the Facilities team, then thoroughly securitized by the district's Systems Planning Committee, comprised of School Leadership, Human Resources, Fiscal, and Operations leaders. Questions are asked and adjustments made based on this multi-perspective input. Projections data are then presented to the Superintendent's Cabinet for additional feedback and understanding of system-wide impacts, and shared with Principals. Anticipated staffing and classroom needs for the coming school year are driven by the final enrollment projections.

After several years of largely steady enrollment, projections for the 2020/21 school year indicate a dip of approximately 370 students. The decline is primarily due to reduced birth rates in the 2015/2016 period, with fewer children now entering the system as compared to previous years. The birth rate drop reflects a state- and nation-wide trend. For more information, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.




Date:

2/7/2020

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: February 07, 2020

Phone Number: 457-3134

Regarding: Eliminating Use of Straws in Schools

The purpose of this communication is to provide the Board information regarding the Food Services Department's initiative to significantly reduce or eliminate use of plastic straws in school cafeterias. The district's standard utensil kit for school meals includes a spork (spoon/fork), napkin and straw. In response to requests from Edison High students to remove straws from the utensil kit, a new kit was provided at Edison as a pilot. The feedback was positive, and the strawless kits will be the new standard for all schools with implementation starting in March and targeted for completion district-wide in May. This will largely eliminate use of straws in our schools, thereby reducing waste. Straws will continue to be available for students who need them.

In response to Board Members' comments, the Food Services and Purchasing Departments are evaluating specifications for all products used in meal services, before recommending future contract awards to the Board. Two bids recently solicited for disposable food services products/supplies are being held (not recommended for award) pending additional work to develop specifications for these items that reflect eco-friendly practices. The objective is to move toward use of products that are environmentally friendly, meet operational needs, and are cost effective.

If you have questions or need additional information, please contact Karin Temple at 457-3134 or Jose Alvarado at 457-6278.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 2/6/2020

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: Debra Odom, Manager
Cabinet Approval:

Date: February 07, 2020

Phone Number: 457-3923

Regarding: Report of Factual Findings Regarding the Endeavor Charter School Petition

The purpose of this communication is to provide the Board the Report of Factual Findings pertaining to the Endeavor Charter School (Endeavor) petition. The attached report provides detailed findings regarding the District Charter Review Team's analysis of the petition's educational and operational goals.

Based on changes in charter school law, charter schools are no longer authorized to operate resource centers in a county adjacent to the county in which the charter school is authorized. Therefore, Western Sierra Charter Schools is bringing this new charter petition for Endeavor Charter to Fresno Unified, in order to ensure the continued educational program of its students. Endeavor would be a new charter school authorized by the district, in place of the resource center currently utilized by Mountain Home School Charter (MHSC) and Glacier High School Charter (GHSC) at 723 and 777 West Shaw Avenue.

Endeavor is a proposed transitional kindergarten through twelfth grade independent study, personalized learning charter school that would be operated by Western Sierra Charter Schools. The Charter intends to open August 2020 with an approximate enrollment of 254 students in grades transitional kindergarten through twelve.

Staff Review of Current Western Sierra Charter School:

The District Charter Review Team has determined that Western Sierra Charter Schools is a fiscally sound, viable organization that has fulfilled the terms of its charter, is meeting all its legal obligations, and that Mountain Home School and Glacier High School are providing a sound educational program.

Recommendation:

The Review Team determined the Endeavor Charter School Petition meets the Education Code and California Code of Regulations requirements for a charter school petition and recommends that the Fresno Unified Board of Education approve the Endeavor Charter School Petition for a five-year term from July 1, 2020 through June 30, 2025 at the February 12, 2020 meeting.

If you have any questions or require additional information, please contact Debra Odom at 457-3923.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/7/2020

To: Fresno Unified Board of Education

From: District Charter Review Team

Date: January 31, 2020

Subject: Report of Factual Findings regarding the Endeavor Charter School Petition

ACTION REQUESTED: The Fresno Unified School District Charter Review Team (“Review Team”) has reviewed the request by Western Sierra Charter Schools, a California nonprofit public benefit corporation, for the Endeavor Charter School Petition for the charter term of July 1, 2020 through June 30, 2025. The purpose of this Report of Factual Findings is to provide a detailed discussion of the Review Team’s review, concerns, and findings related to the Charter Petition.

This Report of Factual Findings is intended to provide the factual basis for a resulting decision by the Fresno Unified Board of Education. It is not intended to identify every deficiency in the petition or to address all the pertinent items for a new charter petition. All ensuing details are specific to Endeavor Charter School and Western Sierra Charter Schools.

I. BACKGROUND AND RECENT CHANGES TO CHARTER SCHOOL LAW

Mountain Home School Charter (“MHSC”) was established in 1994 as the 63rd charter school authorized in California. Initially, MHSC was a dependent charter school of the Bass Lake School District. In 2002, MHSC fostered the beginning of another charter school, Glacier High School Charter (“GHSC”), authorized as a dependent charter of Yosemite Unified School District. Western Sierra Charter Schools registered as a nonprofit corporation on June 4, 2008. Thereafter, MHSC left the Bass Lake School District; joining GHSC at Yosemite Unified to form an independent charter operation, Western Sierra Charter Schools.

MHSC is a nonclassroom-based independent study program currently authorized by Yosemite Unified School District in Madera County to serve the mountain community of Oakhurst and families looking for an alternative to the traditional K-8 seat-based schools. GHSC is also authorized by Yosemite Unified School District, for the purpose of creating a high school program similar in structure to MHSC’s elementary nonclassroom-based independent study program.

In 2006, a resource center in collaboration with Kingsburg Elementary School District opened to serve students of the K-8 Central Valley Home School. The resource center at that site served, on average, forty 9th-12th grade students from throughout Fresno County each year.

For the 2015-2016 school year, Western Sierra Charter Schools relocated the resource center and opened an “adjacent county” resource center utilized by Mountain Home School Charter and Glacier High School

Charter within the boundaries of Fresno Unified School District (the “District”). The resource center was permitted under existing law at the time the resource center was opened. This previous law allowed a charter school to establish a resource center, meeting space or other satellite location in a county adjacent to the county in which the charter school was authorized under certain circumstances. As such, Western Sierra Charter Schools operated the resource center at 777 and 723 W. Shaw Avenue, Fresno California 93704 serving students in grades K-12.

Based on changes in charter school law, charter schools are no longer authorized to operate resource centers in a county adjacent to the county in which the charter school is authorized. This law was initially called into question in the case of *Anderson Union High School District v. Shasta Secondary Home School* (2016). In the *Anderson* case, the California Court of Appeal ruled that charter schools generally may not operate resource centers outside of their authorizing school district’s boundaries unless they fell within one of the limited exceptions set forth in the Education Code. Following the decision in *Anderson*, there was uncertainty regarding the status of resource centers until new legislation, AB 1507 – Charter Schools: Location: Resource Centers, was approved by the Governor on October 3, 2019 and effective January 1, 2020, which officially closed the loophole that allowed charter schools to operate resource centers outside their authorizer’s boundaries. Specifically, Education Code section 47605.1 now states the following, in relevant part, regarding the location of charter school resource centers:

(c) (1) A charter school may establish one resource center, meeting space, or other satellite facility within the jurisdiction of the school district where the charter school is physically located if the following conditions are met:

(A) The facility is used exclusively for the educational support of pupils who are enrolled in nonclassroom-based independent study of the charter school.

(B) The charter school provides its primary educational services in, and a majority of the pupils it serves are residents of, the county in which the charter school is authorized.

(2) Except as provided in paragraphs (5) to (9), inclusive, a charter school shall not establish a resource center, meeting space, or other satellite facility in any other location than the one authorized in paragraph (1).

(3) A charter school shall notify the charter school’s chartering authority of the name and physical location of any resource center, meeting space, or other satellite facility operated by that charter school.

Therefore, Western Sierra Charter Schools is bringing this new charter petition for Endeavor Charter School in order to ensure the continued educational program of its students. Endeavor Charter School would be a new charter school authorized by the District in place of the resource center utilized by MHSC and GHSC, which was in operation prior to October 1, 2019.

Endeavor Charter School would be a TK-12 nonclassroom-based independent study, personalized learning public charter school established in accordance with new Education Code Section 47612.7(b)(1). Under Education Code section 47612.5(e)(2), “nonclassroom-based instruction” means instruction that does not meet the minimum number of minutes of instruction requirements specified in Education Code section 47612.5(a)(1).

Pursuant to new legislation, AB 1505 – Charter Schools: Petitions and Renewals, approved by the Governor on October 3, 2019 and effective January 1, 2020, approval of a petition for the establishment of a new

charter school offering nonclassroom-based instruction is prohibited from January 1, 2020 to January 1, 2022 unless an exception in Education Code section 47612.7(b) applies. Specifically, Education Code section 47612.7 states the following:

(a) Notwithstanding any other law and except as provided in subdivision (b), from January 1, 2020, to January 1, 2022, inclusive, the approval of a petition for the establishment of a new charter school, as defined in paragraph (2) of subdivision (e) of Section 47612.5, is prohibited.

(b) Subdivision (a) shall not apply to a nonclassroom-based charter school that was granted approval of its petition and providing educational services to pupils before October 1, 2019, under either of the following circumstances:

(1) If Assembly Bill 1507 of the 2019–20 Regular Session amends Section 47605.1 and becomes operative on January 1, 2020, and the charter school is required to submit a petition to the governing board of a school district or county board of education in an adjacent county in which its existing resource center is located in order to comply with Section 47605.1, as amended by Assembly Bill 1507 of the 2019–20 Regular Session, or to retain current program offerings or enrollment.

(2) If a charter school is required to submit a petition to a school district or county board of education in which a resource center is located in order to comply with the court decision in Anderson Union High School District v. Shasta Secondary Home School (2016) 4 Cal.App.5th 262, or other relevant court ruling, and the petition is necessary to retain current program offerings or enrollment.

(3) A charter school authorized by a different chartering authority pursuant to paragraphs (1) and (2) shall be regarded by the department as a continuing charter school for all purposes.

(c) Notwithstanding Section 33050 or any other law, the state board shall not waive the restrictions described in this section.

(d) This section shall remain in effect only until January 1, 2023, and as of that date is repealed.

Endeavor Charter School will utilize the same facility as the resource center at 777 and 723 W. Shaw Avenue in Fresno and continue the current educational program used by MHSC and GHSC. It will provide a unique educational option for students in Fresno and the surrounding Fresno communities. Endeavor Charter School intends to open in August 2020 with approximately 254 students in grade TK-12. The facility has a maximum capacity of 308 students and Endeavor Charter School anticipates reaching that enrollment number by the end of the five-year charter term.

II. MISSION, VISION, FOUNDATIONAL PRINCIPLES AND PROJECTED ENROLLMENT FOR ENDEAVOR CHARTER SCHOOL

Endeavor Charter School’s mission is to provide a valid TK-12 public education alternative via independent study with site-based classes and supports that will help students learn and grow to their potential and become responsible contributing community members. The vision of Endeavor Charter School is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high expectations.

Western Sierra Charter Schools is committed to three foundational principals: (1) parents are to be active leaders in their child’s education; (2) each student’s academic program is personalized to meet the needs of each student; and (3) maintaining high expectations of excellence in both academic rigor and personal conduct for students, parents and faculty.

Endeavor Charter School’s target population will be a diverse array of students in the Fresno area similar to enrollment at Western Sierra Charter Schools’ existing schools. The target population includes students who want to accelerate and deepen their learning beyond what is typically offered in site-based schools, students with special needs who would benefit from a home setting, students who have demands outside of school, such as amateur rodeo, professional acting, music, dance, and family business/support, and students who have not excelled or felt they “belong” in a traditional school setting. Endeavor Charter School will offer broad and personalized curricular and instructional options to meet widely varying individual student needs.

The districts of origin for students enrolled at MHSC and GHSC are the following:

| Total Enrollment | |
|----------------------------------|-------------------------------|
| District of Residence | Percentage of Students |
| Fresno Unified | 35% |
| Clovis Unified | 21% |
| Central Unified | 14% |
| Madera Unified | 7% |
| Kings Canyon Joint Unified | 4% |
| Sanger Unified | 3% |
| Yosemite Unified | 3% |
| Golden Valley | 2% |
| Kerman Unified | 2% |
| Selma Unified | 2% |
| Sierra Unified | 2% |
| Bass Lake Joint Union Elementary | 1% |
| Chawanakee Unified | 1% |
| Fowler Unified | 1% |
| Chowchilla Union High | Less 1% |
| Kingsburg Elementary Charter | Less 1% |
| Kingsburg Joint Union High | Less 1% |

For students whose district of origin is Fresno Unified School District, the schools they would attend are the following: Figarden, Tenaya, Baird, Del Mar, Winchell, Starr, Eaton, Pyle, Malloch, Easterby, Webster, Hamilton and Kratt.

Enrollment data from the California Department of Education (CDE) Data Quest for MHSC and GHSC for the 2018-2019 school year was the following:

| Mountain Home Charter School (361 Students) | |
|--|-------------------------------|
| Ethnicity/Subgroup | Percentage of Students |
| African American | 2% |
| Asian or Filipino | 2% |
| Hispanic or Latino | 28% |
| White | 58% |

| | |
|---------------------------------|-----|
| Two or More Races | 6% |
| English Learners | 1% |
| Socioeconomically Disadvantaged | 28% |
| Students with Disabilities | 5% |

Glacier High School Charter (126 Students)

| Ethnicity/Subgroup | Percentage of Students |
|---------------------------------|-------------------------------|
| African American | 3% |
| Asian or Filipino | 4% |
| Hispanic or Latino | 21% |
| White | 63% |
| Two or More Races | 6% |
| American Indian | 2% |
| English Learners | 1% |
| Socioeconomically Disadvantaged | 33% |
| Students with Disabilities | 5% |

Endeavor Charter School has projected the following enrollment growth for the five-year charter term according to the petition on page 15:

| | 2020 21 | 2021 22 | 2022 23 | 2023 24 | 2024 25 |
|-----------------------|----------------|----------------|----------------|----------------|----------------|
| TK 3rd Grade | 94.08 | 94.08 | 94.08 | 94.08 | 94.08 |
| 4th 6th Grade | 69.58 | 69.58 | 69.58 | 69.58 | 69.58 |
| 7th 8th Grade | 36.26 | 36.26 | 36.26 | 36.26 | 36.26 |
| 9th 12th Grade | 49 | 49 | 49 | 49 | 49 |
| TOTALS | 248.92 | 248.92 | 248.92 | 248.92 | 248.92 |

According to the petition on page 100, during subsequent school years, Endeavor Charter School will modify its outreach strategies to recruit a student population that is reflective of the racial and ethnic, special education, and English learner balance of the District and to achieve full enrollment.

III. CHARTER PETITION CRITERIA

As set forth above, the District is receiving the Endeavor Charter School Petition due to recent changes in charter school law applicable to Western Sierra Charter Schools’ resource center located within the District. As Western Sierra Charter Schools has operated the now prohibited resource center for a number of years for use by its students attending MHSC and GHSC, the Review Team must not only follow the requirements for a new petition under Education Code section 47605, but also has considered the past performance of the schools’ academics, finances, and operation to evaluate the likelihood of future success for Endeavor Charter School, along with future plans for improvement, if any, as discussed in California Code of Regulations, Title 5, section 11966.4. This is because the current MHSC and GHSC students attending the Fresno resource center will be the same students who will be enrolled in Endeavor Charter School.

Pursuant to Education Code section 47605(a)(1), “...a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met: (A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school

for its first year of operation; or (B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.”

Therefore, in accordance with Education Code section 47605, which establishes the criteria for granting a charter petition, the Review Team reviewed the Endeavor Charter School Petition. The petition was reviewed against the requirements of Education Code section 47605(b).

Education Code section 47605(b), which establishes the criteria for reviewing a charter petition, states:

No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of the following:*
 - (A) (i) The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*
 - (ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision*

(d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(D) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

(E) The qualifications to be met by individuals to be employed by the charter school.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(G) The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within

the territorial jurisdiction of the school district to which the charter petition is submitted.

(H) Admission policies and procedures, consistent with subdivision (d).

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

(N) The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.

(O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

IV. CONSIDERATION OF PAST PERFORMANCE TO EVALUATE LIKELIHOOD OF FUTURE SUCCESS FOR ENDEAVOR CHARTER SCHOOL

Pursuant to California Code of Regulations, Title 5, section 11966.4(b)(1), “[w]hen considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any. As Western Sierra Charter Schools seeks to establish Endeavor Charter School as a continuation of the educational program currently used at the resource center utilized by MHSC and GHSC and the students attending Endeavor Charter School will be the same ones who went to the resource center, the Review Team has considered the past performance of these schools to aid in evaluating the likelihood of future success for Endeavor Charter School.

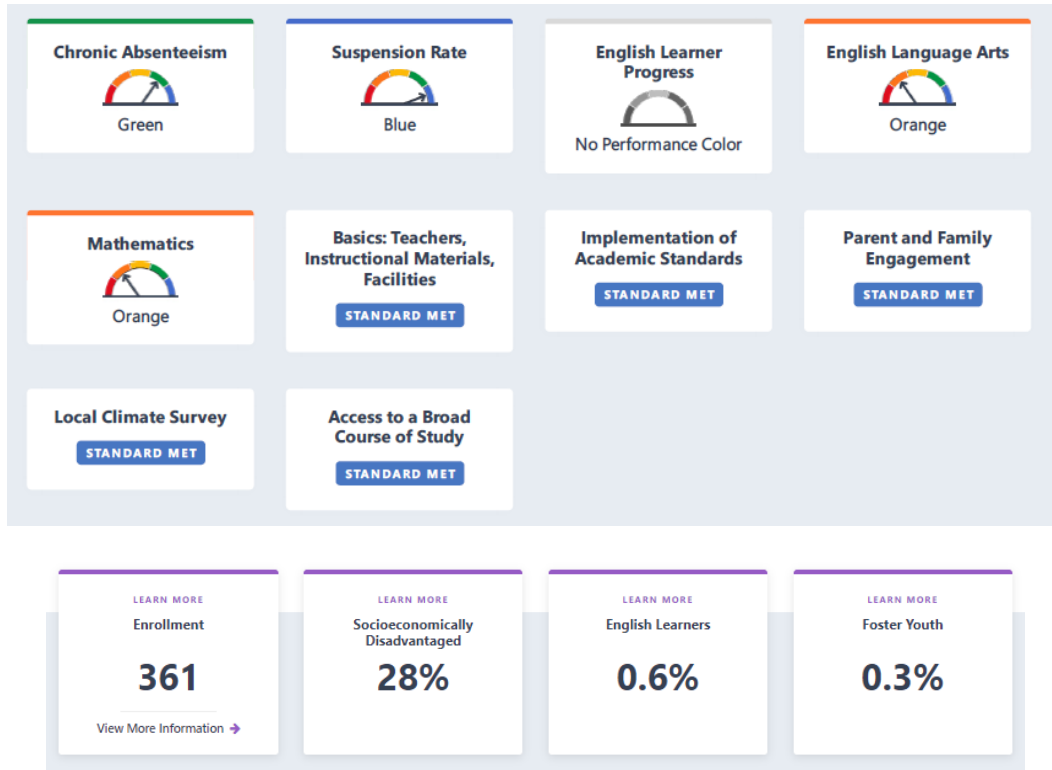
This consideration of past performance is driven by answering the following questions:

- 1. Are Western Sierra Charter Schools’ two existing charter schools an academic success?**
- 2. Is Western Sierra Charter Schools an effective, viable organization?**
- 3. Is Western Sierra Charter Schools fiscally sound?**

Question 1 – Are Western Sierra Charter Schools’ two existing charter schools an academic success?

The following is the academic information for MHSC and GHSC from CDE’s California School Dashboard:

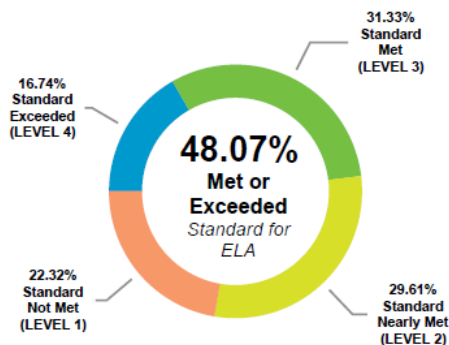
The objective of the District Review Team is to assess the performance in learning of Mountain Home and Glacier High School enrolled students; to be used as an indication of the success of the academic program. Below we provide an overview of Mountain Home School Charter’s performance on California’s Accountability Dashboard. <https://www.caschooldashboard.org/reports/20764146110076/2019>



The school’s performance on the Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics is shown below.

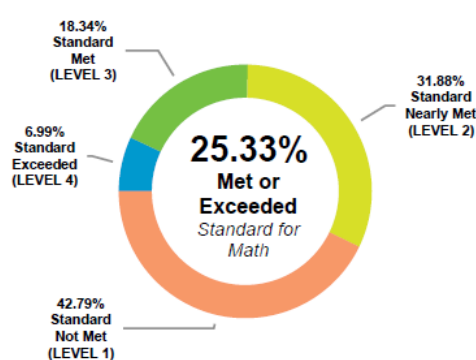
ELA

Percent of students within each achievement level

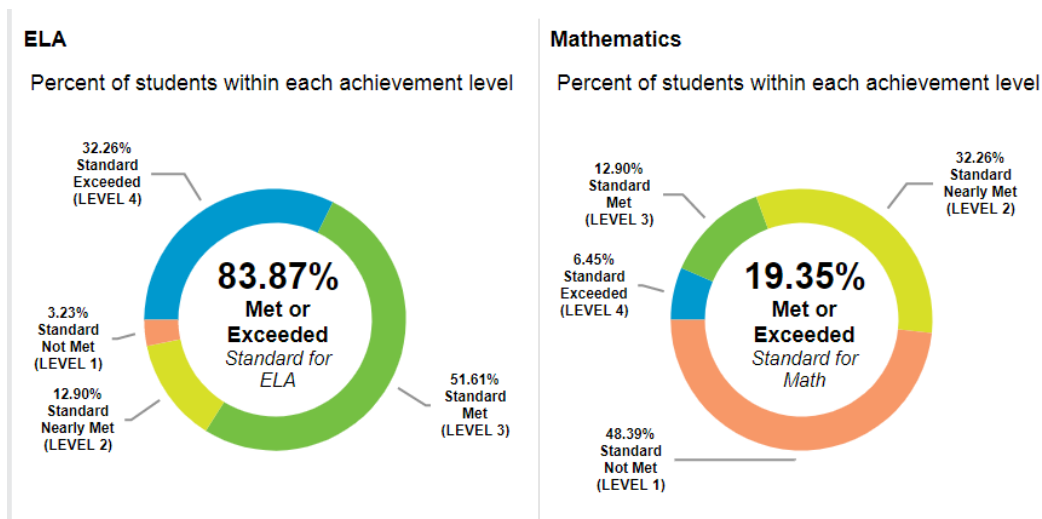
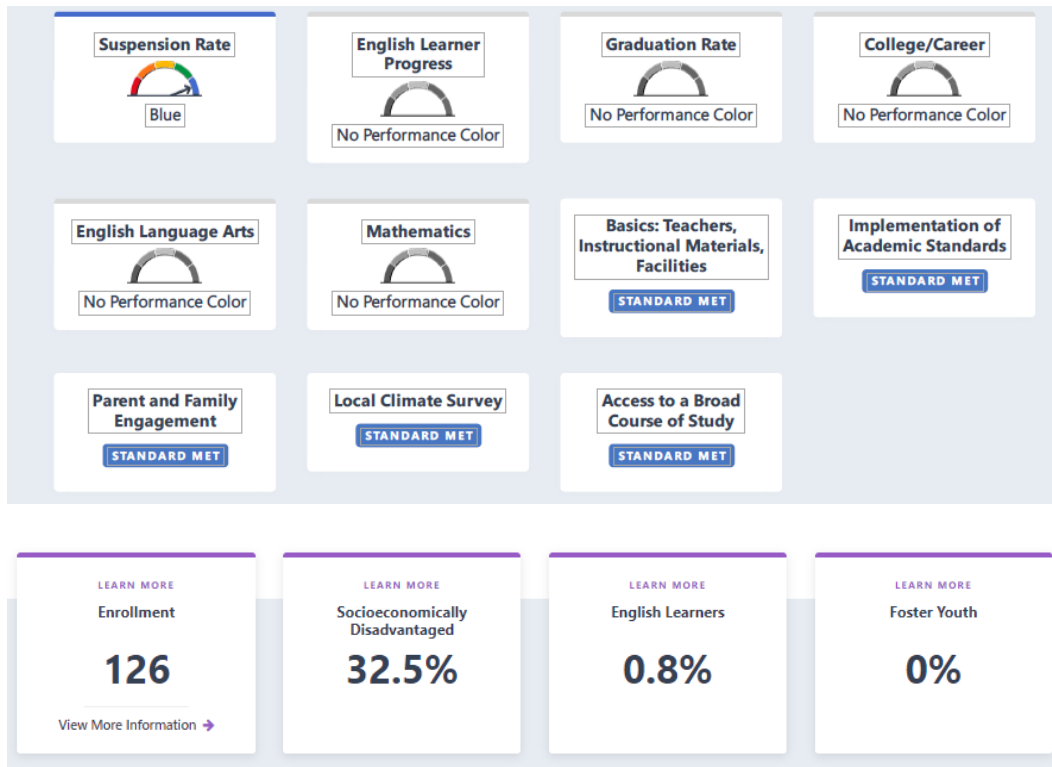


Mathematics

Percent of students within each achievement level



We continue by providing an overview of Glacier High School’s Dashboard performance below.
<https://www.caschooldashboard.org/reports/20764142030237/2019>



The data shown is a snapshot of the 2018-19 performance of Western Sierra Charter Schools. Overall, we can see that students’ ELA performance outpaced their math performance, at both the k-8 and 9-12 grade spans. During our review, the District Charter Review Team can confirm that the Charter has implemented changes in the math curriculum, on-site classes and supports provided to parents and students. As you can see from the demographic information provided on pages 4 and 5, and the California dashboard highlights on pages 10 and 11, Mountain Home School has 3 total student groups: White, Hispanic and socioeconomic

disadvantaged. Glacier High School has none. These subgroups will change as the school's demographics begin to align with those of the District.

As a new petition, the proposed Endeavor School meets the standard. Staff has no concerns about the design of the educational program nor the Petitioners' ability to implement the program. With regards to the existing charter, we have spoken with the current authorizer and per the Superintendent, Yosemite Unified deem the academic program of both charters a success. Mountain Home was renewed by the Yosemite Unified board on January 14, 2019 and Glacier High on December 12, 2016. As part of their oversight, the authorizer performs an evaluation of the Charter's operations.

If this petition is approved, the Review Team will collect and evaluate data, to monitor the success of the educational program, as part of the oversight process.

Question 2 – Is Western Sierra Charter Schools an effective, viable organization?

The Review Team has reviewed the operations of both MHSC and GHSC and has determined the organization is effective and viable. The Review Team has visited the campuses, spoken with school personnel and communicated with the current authorizer for MHSC and GHSC, Yosemite Unified School District.

Educational Program

The educational program is an independent study, personalized learning program designed for families who wish to homeschool their students. Within the program, parents serve as active leaders in their child's education. Each student's academic program is personalized to meet the student's individual needs.

Western Sierra Charter Schools provides families with the following resources as part of the educational program:

- Guidance and oversight of a student's educational plan by a professional, credentialed and experienced Advising Teacher.
 - Each student and the student's parent/guardian meet regularly with the Advising Teacher to review progress and assessments and plan upcoming curriculum and pacing. When applicable, a Special Education Teacher and/or Section 504 Coordinator is also a part of this educational plan.
- A wide variety of standards-aligned curriculum and learning materials.
 - Credentialed faculty work with each student and the student's parent/guardian to design a standards-aligned educational program that meets the student's individual needs, including A-G approved courses.
 - Western Sierra Charter Schools purchases the appropriate curriculum and collaborates with each student and parent/guardian to develop curriculum pacing plans and expectations for student work.
- Site-based classes, enrichment activities and field trips taught and led by qualified staff and designed around students' needs and interests.

- A forum and meeting place for independent study families to collaborate and exchange “best practices” with the guidance of credentialed, professional teachers and staff.

Western Sierra Charter Schools maintains high expectations of excellence in both academic rigor and personal conduct for students, parents/guardians and faculty. There is ongoing assessments and the curriculum is standards-aligned.

Governance and Financial Management

There is a consistent record of organizational capacity within Western Sierra Charter Schools. The Executive Director, Michael Cox, has 30 years of educational service and leadership experience in all aspects of school operation, including 23 years of school site administrative leadership. For the last 16 years, Mr. Cox has been the Principal and Executive Director of MHSC and GHSC. He also founded GHSC in 2002. The Chief Business Officer (CBO), Jody Jeffers, joined the organization in 2015 and has more than 30 years of accounting experience, including 13 years as a senior fiscal officer in the public sector. The Co-Principals for the Fresno resource center, Nancy Garcia and Eric Hagen, have both been with the organization since 2008.

The Western Sierra Charter Schools Board also appears to be well representative of the communities MHSC, GHSC and the Fresno resource center serve with two Oakhurst parents, two Fresno parents, a Yosemite Unified School District board member, one Fresno staff member, one Oakhurst staff member, and a community member on the current Board. Western Sierra Charter Schools has reported that it has consistently had clean annual audits, is WASC accredited and receives high scores from parents on its family surveys.

The Western Sierra Charter Schools Board appears to be active, knowledgeable and have policies/processes in place. Financial reporting and compliance requirements have been met, as reported by the current authorizer of MHSC and GHSC. The school climate is purported to be conducive to student and staff success and there is clear and helpful, ongoing communication with students and parents.

Question 3 – Is Western Sierra Charter Schools fiscally sound?

Summary

An analysis of the financial statements provided in the Endeavor Charter School petition was completed. The financial statements analyzed include the 5-year revenue and expenditure projection, enrollment assumptions, budget projections, and a 5-year cash flow analysis. Endeavor Charter School will operate under Western Sierra Charter Schools, which currently has two charter schools authorized by Yosemite Unified School District. Although Endeavor Charter School will be a new charter school, it will utilize the same facility that was used by Western Sierra Charter Schools’ two existing charter schools as a resource center. Jody Jeffers, the CBO, projects that 36% of the student population at Endeavor Charter School will be students who reside within the District. Fiscal has confirmed this figure based on enrollment records that have been provided by Western Sierra Charter Schools.

Financial Stability

Endeavor Charter School is anticipated to have deficit spending in the first year of operation. However, the cash flow statements included in the petition project an ending cash balance of \$353,844 at the end of the 2020/2021 school year. It is projected that Endeavor Charter School will maintain an ending cash balance of at least \$300,000 during the first five years of operation. Endeavor Charter School will receive an inter-fund transfer from both MHSC and GHSC in the amounts of \$465,000 and \$135,000, respectively.

These borrowed funds will be paid back in \$200,000 increments beginning in the 2022/2023 school year and ending in the 2024/2025 school year.

It is important to note that any fluctuation in revenues due to lower than anticipated enrollment could have a severe impact on the fiscal health of Endeavor Charter School in its first year of operation. Furthermore, because MHSC and GHSC are not under the District’s purview, the current financial health of these charter schools is difficult to determine. In addition, a large percentage of both charter schools’ enrollment is made up of students attending the Fresno resource center. Endeavor Charter School is projected to make up 47% of all ADA for Western Sierra Charter Schools at the time of its inception. Although Endeavor Charter School anticipates an ending cash fund balance of \$353,844 at the end of the first year, if actual enrollment is 30 students less than projected, Endeavor Charter School will experience a negative cash flow balance in the first operating year. This could potentially put a strain on the financial resources for Western Sierra Charter Schools’ other two charter schools if the entity decides to do another inter-fund transfer.

After voicing these concerns about the financial health of Western Sierra Charter Schools as a whole to the CBO, Mr. Jeffers stated the two existing charter schools have retained sufficient cash reserves to fund the start-up of Endeavor Charter School, as well as to ensure that Western Sierra Charter Schools has the ability to remain sustainable if enrollment/ADA projections fall during the first two years of its operation. As of the 2018/2019 audited financial statements, MHSC had \$1,063,798 (28.67% of annual expenditures) and GHSC had \$709,678 (45.74% of annual expenditures) in cash reserves. Because both charter schools have previously shared the cost of operating a resource center in Fresno, both charter schools’ annual operating costs will be reduced moving forward if Endeavor Charter School becomes its own charter school. As reported by the CBO, Western Sierra Charter Schools owns the Oakhurst property and facilities where MHSC and GHSC are currently located, so there are no lease or mortgage commitments for this location. Furthermore, Western Sierra Charter Schools has committed to continue to monitor the health of the organization as a whole, and will make necessary budget adjustments to its currently operating charter schools in order to ensure the sustainability of Endeavor Charter School.

If Endeavor Charter School has deficit spending in the second operating year, the other two charter schools will be able to contribute additional funds. In addition, Western Sierra Charter Schools will be applying for a Charter School Revolving Loan Program loan, which is not included in the multiyear projections.

Endeavor Charter School anticipates an overall ending balance ranging from -0.67% in the 2020-2021 school year to 25.37% in the 2024-2025 school year. The District recommends that charter schools maintain a minimum ending fund balance of no less than 3%.

| Components of Ending Balance | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|------------------------------|------------|-----------|-----------|-----------|-----------|
| | MYP | MYP | MYP | MYP | MYP |
| Projected Ending Balance | (\$16,908) | \$144,490 | \$296,969 | \$498,546 | \$665,589 |
| Reserve Level as a Percent | -0.67% | 5.72% | 11.60% | 19.25% | 25.37% |

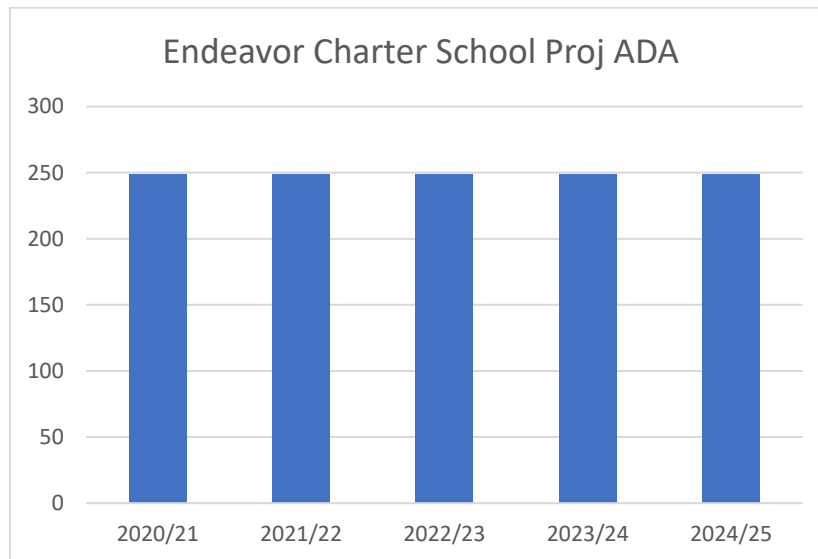
ADA Projection

Endeavor Charter School will offer its services to grades TK-12 in the first year of operation. The petition projects that ADA will remain status-quo at 248.92 in each year during the first five years of operation. Approximately 89.18 of this ADA will come from students residing within the District. The proposed facilities can serve up to 308 students. These projections are based on Western Sierra Charter Schools’

enrollment and waitlist for its Fresno resource center. Western Sierra Charter Schools is projecting a total combined ADA of 530.18 for all three charter schools.

The “Organizational History” section on page 12 of the petition includes 2017/2018 enrollment data that is pulled from www.ed-data.org. After looking at the CDE Data Quest portal, both MHSC and GHSC had slightly higher CBEDS enrollment in the 2018/2019 school year than in the 2017/2018 school year. However, it is important to note that the enrollment figures included in the petition and that can be found in Data Quest include students who were attending the Fresno resource center. Thus, there is a possibility that enrollment at both MHSC and GHSC could decrease if the resource center becomes its own charter school.

Endeavor Charter School’s ADA projection for each of the first five years of operation uses a 98% ADA rate. This rate is higher than the state average, which falls between 94% and 96%. Because Endeavor Charter School will primarily offer independent study-based curriculum, it is likely the school will be claiming a high level of attendance as long as the independent study program stays in compliance with Education Code requirements. These enrollment projections are reasonable if the projected enrollment in year one materializes, and the proposed charter school does not experience a decrease in enrollment in years two through five.



Revenues

Endeavor Charter School is utilizing the latest LCFF calculator to build its revenue estimates and using the same parameters in regards to ADA and COLA. The LCFF revenues are reasonable as long as enrollment and ADA in the 2020/2021 through 2024/2025 school years materializes.

LCFF Revenues

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--|-------------|-------------|-------------|-------------|-------------|
| LCFF Revenues Submitted by Endeavor Charter School | \$2,338,752 | \$2,404,166 | \$2,480,192 | \$2,559,472 | \$2,559,472 |
| LCFF Revenues Calculated by FUSD | \$2,338,752 | \$2,404,166 | \$2,480,192 | \$2,559,472 | \$2,559,472 |
| Difference | \$0 | \$0 | \$0 | \$0 | \$0 |

Revenue projections for Lottery and the Mandate Block Grant are reasonable.

Expenses

Personnel:

Endeavor Charter School projects to have approximately 14.92 FTE for certificated staff during the first five years of operation and this makes up approximately 45% of all annual expenditures. Endeavor Charter School projects to have nine full-time and three part-time teachers totaling 10.9 FTE. In addition, there will be three part-time adjunct teachers totaling .94 FTE. There are two co-principals and one is fully funded out of Endeavor Charter School’s budget and the other is split funded with Western Sierra Charter Schools’ other charter schools. Endeavor Charter School will split fund a SPED Coordinator, Executive Director, and a Counselor with MHSC and GHSC.

Endeavor Charter School anticipates to have a total of 3.36 FTE for classified positions. Endeavor Charter School projects: four part-time teacher assistants, one full-time office administrator, and two part-time office clerks. In addition, Endeavor Charter School will split fund two full-time administrative assistants, one chief business officer, and one part-time information technology support staff. Classified costs will make up approximately 8% of all total annual expenditures.

Endeavor Charter School’s petition projects employee benefits will be approximately 20% of total expenses in the first five years of operation and this includes: STRS, PERS, Social Security, Medicare, Unemployment Insurance, Workers’ Compensation, and group medical insurance for full-time staff.

Instruction:

Endeavor Charter School estimates \$1,241 will be spent per student for instructional materials and supplies in the first year of operation. This figure is projected to decrease slightly between years two and five to an average of \$1,063 per student.

Contracts and Services:

Endeavor Charter School projects \$1,662 will be spent per student for costs related to contracts and services in the first year of operation. This will increase slightly each year until the 2024/2025 school year and the average cost per student in years two through five is projected to be \$1,758.

The following table shows Endeavor Charter School’s total projected revenues and expenditures for the selected fiscal years:

Revenues and Expenses as Submitted

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Revenues | \$2,512,741 | \$2,686,875 | \$2,711,574 | \$2,790,954 | \$2,791,054 |
| Expenses | \$2,529,648 | \$2,525,476 | \$2,559,095 | \$2,589,377 | \$2,624,012 |
| Excess of Revenues over Expenses | (\$16,907) | \$161,399 | \$152,479 | \$201,577 | \$167,042 |

The following table includes the 5-year multi-year projection for Endeavor Charter School:

| | 2020-21 MYP | 2021-22 MYP | 2022-23 MYP | 2023-24 MYP | 2024-25 MYP |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Total Revenue | \$2,512,741 | \$2,686,875 | \$2,711,574 | \$2,790,954 | \$2,791,054 |
| Total Expense | \$2,529,648 | \$2,525,476 | \$2,559,095 | \$2,589,377 | \$2,624,012 |
| Fund Balance | \$0 | (\$16,907) | \$144,492 | \$296,971 | \$498,548 |
| Net Change to Fund Balance | (\$16,907) | \$161,399 | \$152,479 | \$201,577 | \$167,042 |
| Ending Fund Balance | (\$16,907) | \$144,492 | \$296,971 | \$498,548 | \$665,590 |

Financial Reporting

Endeavor Charter School will be required to submit a preliminary budget, interim reports, unaudited actuals and its audit report to the District each year.

Fiscal Concerns

The petition states that instruction will be mainly composed of personalized learning through an Independent Study hybrid program. Mr. Jeffers shared the Independent Study Master Agreements from the two currently operating charters with the District’s fiscal staff. Fiscal reviewed the documentation to ensure it meets all of the Education Code requirements and is in compliance with independent study rules and regulations. Both Master Agreements looked fine with the exception of MHSC’s “Acknowledgement of Responsibilities” page as it states students should be “submitting a minimum of 4 original samples of work and discussing that work with my advising teacher.” Students should submit all work completed during the contract period so their apportionment attendance can be evaluated appropriately.

Conclusion

Based on the information included in the petition, Endeavor Charter School presents reasonable revenue projections in the petition if the projected enrollment and ADA materializes in the first five years of operation. If Western Sierra Charter Schools experiences a decrease in enrollment and ADA over the next several years, the entity’s financial health will be negatively impacted. Furthermore, because Endeavor Charter School is projected to make up nearly half of all Western Sierra Charter Schools’ enrollment, any decrease in enrollment and ADA will put a strain on the other two charter schools’ financial health.

V. CHARTER PETITION REVIEW COMMITTEE ANALYSIS

A summary of the Review Team’s analysis related to the criteria listed above is provided in the following table.

| | Criteria | Review Team Comments | Meets Criteria | |
|----|--|--|----------------|----|
| | | | Yes | No |
| 1. | The charter school presents a sound educational program for the pupils to be enrolled in the charter school. | <p>The petition includes a coherent description of the students the charter school expects to serve. Specifically, it expects so serve the children of parents and caregivers who wish to have a more active role in the education of their students.</p> <p>Western Sierra Charter Schools has completed and submitted Local Control Accountability Plans (LCAP) to its authorizer, Yosemite Unified School District. The Review Team has reviewed the LCAP and sees no red flags or issues in the existing documents.</p> <p>While the majority of compliance requirements for addressing the academic needs of English Learners are included in the petition, there are a few areas that the charter school must bolster. An EL coordinator has been hired to fulfill this task.</p> | ✓ | |
| 2. | The petitioners are demonstrably likely to successfully implement the program set forth in the petition. | <p><u>Leadership:</u></p> <p>The Executive Director, Chief Business Officer and Co-Principals have been functioning within their current positions with Western Sierra Charter Schools for many years.</p> <p><u>Fiscal Management:</u></p> <p>The petition includes a five-year budget and a budget narrative in Appendix 12 on pages 189- 212.</p> <p><u>Facilities:</u></p> <p>The petition contains a Facility Plan in Appendix 13 on page 213 that provides a general description of the current facility located at 777 and 723 W. Shaw Avenue, Fresno, California 93704. The facility meets the charter school’s current and anticipated needs. There is approximately 8,000 square feet of classroom/office space and general landscaped open space of approximately 1,500 square feet. Ample parking is available onsite.</p> | ✓ | |

| | Criteria | Review Team Comments | Meets Criteria | |
|----|--|--|----------------|----|
| | | | Yes | No |
| 3. | The petition contains the number of signatures required by subdivision (a). | | ✓ | |
| 4. | The petition contains an affirmation of each of the conditions described in subdivision (d) | The petition contains an affirmation of each of the conditions on pages 7-9. | ✓ | |
| 5. | The petition contains reasonably comprehensive descriptions of all of the following: | | | |
| | <p>A. The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.</p> <p>The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.</p> <p>If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools</p> | <p>The description of the educational program contains the components required in Education Code section 47605(b)(5)(A).</p> <p>According to the petition, Endeavor Charter School will be a TK-12 independent study, personalized learning educational program.</p> <p>See pages 11-66.</p> | ✓ | |

| | Criteria | Review Team Comments | Meets Criteria | |
|--|--|---|----------------|----|
| | | | Yes | No |
| | and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. | | | |
| | B. The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. | Pupil outcomes that are aligned with the state priorities are included in the petition. Copies of the Local Control Accountability Plans for MHSC and GHSC have been provided to the District and are available in the Charter Office for review. <i>See pages 67-78.</i> | ✓ | |
| | C. The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. | The petition identifies the methods by which pupil progress will be measured. This description includes both the assessment tool and frequency of the assessment. The petition also describes the methods Endeavor Charter School will use to review and respond to assessment data in an effort to meet the educational needs of all students for continuous improvement. <i>See pages 67-78.</i> | ✓ | |
| | D. The governance structure of the charter school, including, but not limited to, the process to be | The petition describes the governance structure of the charter operator. The petition describes the organizational | ✓ | |

| | Criteria | Review Team Comments | Meets Criteria | |
|--|--|--|----------------|----|
| | | | Yes | No |
| | followed by the charter school to ensure parental involvement. | <p>structure, leadership structure and duties, governing board composition and selection, governance procedures and operations, parent/guardian involvement, compliance with the state and federal laws regarding conflicts of interest, and all provisions of law generally applicable to public entities, including the Brown Act and the Political Reform Act.</p> <p>Parents are actively involved in the governance of the charter school as indicated by their membership on the Board.</p> <p><i>See pages 79-85 and Appendixes 8, 9, 10 and 11 on pages 166-188.</i></p> | | |
| | E. The qualifications to be met by individuals to be employed by the charter school. | <p>Western Sierra Charter Schools ensures teachers meet the credentialing requirements established by Education Code section 47605. The specific requirements for advising teachers and administration are included in detail in the petition.</p> <p><i>See pages 86-93.</i></p> | ✓ | |
| | F. The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237; (ii) the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282; and (iii) that the school safety plan be reviewed and updated by March 1 of every year by the charter school. | <p>The petition includes detailed procedures for maintaining a safe and healthy environment for pupils and staff.</p> <p>Additionally, the charter school confirms that it has a current, Board-adopted School Safety Plan.</p> <p><i>See pages 94-99.</i></p> | ✓ | |
| | G. The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general | <p>The petition states Endeavor Charter School will modify recruitment strategies, as needed, to recruit a student population that is reflective of the racial and ethnic,</p> | ✓ | |

| | Criteria | Review Team Comments | Meets Criteria | |
|--|---|---|----------------|----|
| | | | Yes | No |
| | population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. | <p>special education and English Learner balance of the District. This will be accomplished by hosting informational sessions, distributing flyers, attending community events, such as annual cultural festivals and local farmer’s markets, and through the use of social and other media.</p> <p>As evidenced by the table above, current demographics for MHSC and GHSC are not reflective of the District and should be addressed in the student recruitment strategy.</p> <p>The petition should clarify that, while Endeavor Charter School’s students may engage in service-learning projects at local middle and elementary schools, such projects should not be used for recruitment of the District’s students.</p> <p><i>See pages 100-101.</i></p> | | |
| | H. Admission policies and procedures, consistent with subdivision (d). | <p>The petition describes Endeavor Charter School’s non-discrimination statutes, open enrollment process, admission and enrollment procedures, and public random lottery process should it become necessary.</p> <p>The paragraph on page 104 referencing the previous version of Education Code section 47605.1 should be stricken from the petition as adjacent county resource centers are now prohibited and Endeavor Charter School will be its own charter school within the District, not a resource center.</p> <p><i>See pages 102-105.</i></p> | ✓ | |
| | I. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. | <p>The petition describes the process for conducting a financial audit annually in compliance with the Education Code and in accordance with generally accepted accounting principles. The petition describes the qualifications of the auditor and the timeline for completing and submitting the audit report to the District and addressing audit deficiencies.</p> <p><i>See pages 106.</i></p> | ✓ | |

| | Criteria | Review Team Comments | Meets Criteria | |
|--|--|--|----------------|----|
| | | | Yes | No |
| | J. The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements. | The petition describes in detail Endeavor Charter School’s suspension and expulsion policy, the grounds for suspension and expulsion, and the procedures by which pupils can be suspended or expelled, including special procedures for students with disabilities. <i>See pages 107-122.</i> | ✓ | |
| | K. The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. | The petition describes the manner by which certificated employees of Endeavor Charter School will be covered by the State Teachers’ Retirement System and all other staff will participate in federal social security and other school-sponsored retirement plans. The petition states on page 123 that Endeavor Charter School will forward required payroll deductions and related data to the Madera County Superintendent of Schools as required by Education Code section 47611.13. This must be revised to reflect this information will be sent to the District and the Fresno County Superintendent of Schools. While the charter school may retain Madera County Office of Education to prepare this information, it must still be sent to the District and the Fresno County Superintendent of Schools to be in compliance with the Education Code. <i>See page 123.</i> | ✓ | |
| | L. The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. | The petition confirms that no student is required to attend Endeavor Charter School and that students who opt not to attend the charter school may attend other District schools or pursue transfers. <i>See page 124.</i> | ✓ | |
| | M. The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of | The petition affirms employees of the District who choose to leave the employment of the District to work at | ✓ | |


| | Criteria | Review Team Comments | Meets Criteria | |
|--------------|---|---|----------------|----------|
| | | | Yes | No |
| | any rights of return to the school district after employment at a charter school. | Endeavor Charter School will have no automatic rights of return to the District. <i>See page 125.</i> | | |
| | N. The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. | The petition describes the procedures to be followed by the charter school and the District to resolve disputes relating to the provisions of the charter. <i>See pages 126-127</i> | ✓ | |
| | O. The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. | The petition includes a description of the procedures to be used if Endeavor Charter School closes. <i>See pages 128-130.</i> | ✓ | |
| 6. | The petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. | The petition includes an affirmation that the charter school shall be deemed the exclusive public school employer of the employees of Endeavor Charter School. <i>See “Affirmations and Declaration” page 7, bullet 2.</i> | ✓ | |
| TOTAL | | | 20 | 0 |

VI. REVIEW TEAM FINDINGS AND RECOMMENDATION

The Review Team has determined that the Endeavor Charter School Petition meets the Education Code and California Code of Regulations requirements for a charter school petition and recommends that the Fresno Unified Board of Education **approve** the Endeavor Charter School Petition for a five-year term from July 1, 2020 through June 30, 2025.

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: February 07, 2020

Phone Number: 248-7172

Regarding: Spring 2020 Theater Productions

The purpose of this communication is to provide the Board information regarding upcoming theater productions in Spring 2020.

The spring semester provides an opportunity to enjoy student talent in the theater programs at each of the seven comprehensive high schools. Students and teachers work for weeks after school and many evenings preparing sets, learning dance steps, songs, lengthy scripts, and rehearsing all of these in order to produce high-caliber productions for students, family, board members, staff, and community members.

Below is a schedule of the various theater performances scheduled for the Spring 2020 semester.

| <u>Student Theatre Performance</u> | <u>School</u> | <u>Dates and Times</u> |
|------------------------------------|-----------------------|--|
| Violet | Bullard High School | February 20-21, 27-28 at 7:30 p.m. February 29 Matinee at 2:00 p.m. |
| Chicago High School Edition | Edison High School | April 23-25 and April 30-May 2 at 7:00 p.m. April 25 Matinee at 2:00 p.m. |
| Into the Woods, Jr. | Fresno High School | April 2-4 at 7:30 p.m. April 4 Matinee at 2:00 p.m. |
| Romeo and Juliet | Hoover High School | March 19-21 at 7:00 p.m. |
| Romeo Loves Rosaline | McLane High School | March 26-28 at 7:00 p.m. |
| Nunsense | Roosevelt High School | February 28-29 at 7:30 p.m. March 6-7 and 13-14 at 7:30 p.m. Understudy show March 5 at 7:00 p.m. March 1, 8, 15 Matinee at 2:00 p.m. |
| Clue | Sunnyside High School | March 11-14 at 7:00 p.m. |

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: 2/7/2020

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: Teresa Morales-Young, Administrator
Cabinet Approval: 

Date: February 07, 2020

Phone Number: 457-6072

Regarding: The Fresno Teacher Residency Program

The purpose of this communication is to provide the Board an update on the Fresno Teacher Residency Program. The residency program was created to improve the quality of prospective and new teachers, enhance the professional learning activities in teacher preparation, and increase student achievement.

In the past nine years, Fresno Unified has been awarded over \$30 million dollars in grant funding that include Federal and State funding to support the Fresno Teacher Residency Program. The program has expanded university partners to include Fresno State University, Fresno Pacific University, and National University.

The Teacher Residency focuses on the implementation of three primary objectives:

- 1) Recruitment and selection of diverse talent into the Fresno Teacher Residency Program
- 2) Fresno Unified staff and university faculty collaboratively reform university curriculum to train highly effective teacher residents
- 3) Induction and retention of highly trained new teachers in Fresno Unified

Fresno Unified is in the seventh year of implementing the Fresno Teacher Residency Program with a focus on preparing teachers in hard to fill credential areas, including: Multiple Subject, Bilingual Authorization, Special Education, and Single Subject in mathematics, science, and English. There are currently 194 residents placed as teachers of record across all regions in grades K-12.

The Fresno Teacher Residency Program is part of a comprehensive teacher pipeline that filled 50% of our teacher openings for the 2019/20 school year.

If you have any questions or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 2/7/2020