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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – FEBRUARY 28, 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 February 21, 2020

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Citizens' Bond Oversight Committee –
February 20, 2020 Meeting

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Ambra O'Connor Student Attendance Review Board and
Attendance Support
SL-2 Jeremy Ward Career Technical Education Facilities
Program Application Scores
SL-3 Jeremy Ward Career Skills Challenge 2020
SL-4 Raine Bumatay 2020 Cesar Chavez Day of Service and Learning
SL-5 Katie Russell Out-of-State Field Trips

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 28, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at the Principals Meeting
- Held Media Availability for Measure M
- Recorded Podcast with *Two Guys Talkin' Fresno* regarding Measure M
- Attended Bullard Community Meeting
- Attended Coffee Hour at Edison High School
- Attended ACSA event Burgers with Bob
- Attended the Orchestra Festival at Fresno High School
- Gave interview with Christina Musson, KMJ, regarding Measure M
- Met with the Latino Educational Roundtable Group
- Participated in Read Across America at McCardle Elementary School

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/28/2020

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 28, 2020

Prepared by: Kim Kelstrom, Executive Officer

Phone Number: 457-3907

Cabinet Approval:

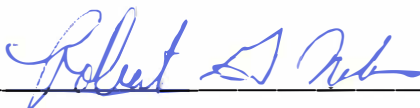
Regarding: School Services Weekly Update Report for February 21, 2020

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 February 21, 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.



Date:

2/28/2020



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

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www.sscal.com

DATE: February 21, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Bill Introduction Deadline

The last day for legislators to introduce any bills for the final year of the 2019–20 Legislative Session is today, Friday, February 21, 2020. Like previous sessions, the majority of bills were introduced during the last week of the deadline and cannot be heard in policy committee for at least thirty days, meaning any bills introduced this past week are not permitted to be heard in policy committee until late March.

Many of the bills that have been introduced are spot bills, which are essentially placeholders that allow legislators to meet the bill introduction deadline without having to provide substantive language to those measures. This gives legislators more time to work with sponsors of the bill and other stakeholders before the measure is heard in policy committee.

Some of the more significant education bills introduced since last week's *Sacramento Update* include:

- Assembly Bill (AB) 2022 (McCarty, D-Sacramento) would establish the Advanced Placement Test Fee Reimbursement Program, which would cover the costs of advanced placement examination fees for eligible low-income and foster youth high school pupils
- AB 2291 (Medina, D-Riverside) would equalize AB 602 funding to the 95th percentile, provide funding through AB 602 for preschoolers with disabilities, provide additional resources for students with moderate to severe disabilities, and address Special Education Local Plan Areas with declining enrollment
- AB 2500 (McCarty) would delete the provision that prohibits a student admitted to a transitional kindergarten (TK) program that has his or her birthday after December 2 from generating average daily attendance or being included in the unduplicated pupil count
- AB 2527 (Nazarian, D-Van Nuys) is a spot bill that would look to establish a pathway for eligible non-school aged children to obtain free school breakfast

- Senate Bill 1075 (Gonzalez, D-Long Beach) would authorize a school district or charter school to admit a child into TK program who will have his or her fifth birthday on any day from July 1 to August 31 of the following school year

Once the bill introduction deadline has passed, the next step in the process is for bills to be heard in policy committee, meaning that policy committee agendas will begin ramping up over the next few weeks.

Governor Newsom Delivers the State of the State

On Wednesday, February 19, Governor Gavin Newsom delivered his annual State of the State address to a joint session of the State Assembly and State Senate. Traditionally, when Governors deliver their State of the State speech, they touch on a wide range of issues reform and highlight some proposals to address those issues. However, Governor Newsom tossed convention aside in his second State of the State address by dedicating almost the entirety of his speech on the issue of homelessness.

Newsom began his address with the usual remarks about California being the fifth largest economy in the world, enjoying 118 consecutive months of job growth, and averaging 3.8% gross domestic product over five years. He also gave a short laundry list of successes that the state has enjoyed since his inauguration including the expansion of health care to young undocumented adults, investing heavily in wildfire programs, doubling the state's Earned Income Tax Credit, extending the California College Promise Program for an additional year, and signing a bill into law that prohibits California universities from penalizing athletes for paid endorsement deals. He also touched briefly on the importance of Proposition 13 (2020), the \$15 billion K-16 school facilities bond that voters are considering on the March 3, 2020 primary.

The Governor then devoted the rest of his speech to the issue of homelessness and the state's housing crisis. The Governor made it clear that this issue will be his Administration's top priority for 2020. He called it a disgrace that the richest state in the wealthiest country is failing on this issue. He discussed how homelessness impacts every single person in the state, but not equally.

Governor Newsom discussed some of the actions being taken by the state including an Executive Order that he signed last month that deploys emergency housing trailers and services for homeless families and seniors. He said that trailers have already been deployed to Oakland and Los Angeles County and are also headed to the counties of Santa Clara, Riverside, Contra Costa, and Sonoma, as well as the city of Stockton.

The Governor also announced that his Administration is making 286 state properties (vacant lots, fairground, armories, etc.) available for local governments to use for free to help address the homeless crisis. He emphasized the importance of two bills that he signed last year that streamlined the permitting process for navigation centers statewide and exempted all shelters and homeless housing from environmental review in Los Angeles. He expressed his hope to extend that exemption to all homeless shelters across the state this year.

The Governor called cities and counties critical allies in addressing this emergency and continually called on them to improve their efforts in sheltering their homeless populations. He concluded his speech by saying that he knows that homelessness is an issue that can be solved.

Note: The Policy Analysis for California Education released a package of reports this week that concluded that special education in California should be overhauled to focus on the individual needs of students, with better training for teachers, more streamlined services and improved screening for the youngest children.

Special Education in California in Need of Overhaul, Researchers Say

Better training for teachers and improved screening are among the recommendations.

By Carolyn Jones
EdSource
February 18, 2020

Special education in California should be overhauled to focus on the individual needs of students, with better training for teachers, more streamlined services and improved screening for the youngest children, according to a compilation of reports released today.

Those were some of the recommendations proposed in “[Special Education: Organizing Schools to Serve Students with Disabilities in California](#),” a package of 13 reports and a summary produced by Policy Analysis for California Education, a nonpartisan research and policy organization led by faculty from UC Berkeley, UCLA, University of Southern California and Stanford University.

“By almost every indicator you look at, special education in California is in dire need of improvement,” said Heather Hough, PACE’s executive director. “We need to rethink the way we organize schools, so students with disabilities are at the center and not at the fringes.”

The research papers looked at dozens of ways to improve special education, including how to recruit and train teachers, better ways for schools and other agencies to coordinate services for disabled young people and how schools can help special education students with career and college planning.

Funding shortfalls are a major concern in special education, especially as the number of students in special education increases, but the report did not look closely at financial matters because that topic was partly addressed in a recent PACE report called Getting Down to Facts, Hough said. In addition, West Ed, a consulting firm, is working on a separate report on special education funding in California, she said.

Researchers praised districts such as Sanger Unified in the Central Valley and the Orange County Office of Education that are already taking steps to improve special education services and can serve as models for the rest of the state.

Their recommendations come after years of concern about the state of special education in California, which currently serves more than 725,000 children with a range of physical and intellectual impairments, including autism and specific learning disabilities like dyslexia.

In his proposed budget last month, Gov. Gavin Newsom described the state’s special education system as “a crisis.”

“I try not to use that word or overuse that word, but it’s a crisis and it’s a real shame,” he said.

Newsom is proposing a “three-phase, multi-year process to improve special education finance, services and student outcomes.” This includes a new formula for allocating special education funds and increasing funding for special education by \$250 million on top of last year’s increase million of \$645 million.

Last year, almost 1 in 8 California students in K-12 schools were in special education, an increase of almost 14 percent from 2014-15. Much of the increase is due to more diagnoses of autism, although the majority of students overall in special education have learning disabilities.

Some parents are not happy with the state of special education, either. California’s rate of parent complaints to the U.S. Department of Education, for a school’s alleged violation of the Individuals with Disabilities Education Act, is triple the national average, according to federal research cited in the report.

Although many parents say individual teachers are dedicated, compassionate and hard-working, the system itself is confusing and uneven, especially for families who are low-income or whose first language is not English.

According to the report, in general the state should do more to integrate special education with K-12 education for non-disabled students, which researchers refer to as “general education.”

The academic and social-emotional needs of special education students should be weighed equally with those of non-disabled students. And all students benefit when schools address students’ individual talents and challenges, regardless of their physical or cognitive abilities, Hough said.

The report also emphasizes the importance of teaching, especially the need to train general education teachers in how to address the needs of disabled students. This issue is increasingly important as more disabled students are included in regular classrooms.

“We don’t have enough adults in schools generally, and the adults we do have aren’t always adequately trained to address students with special needs,” Hough said. “If inclusion is the goal, that means general education teachers need to know how to teach students with disabilities.”

Several of the reports focus on the importance of early childhood screening for disabilities, which can help children’s development and long-term outcomes, according to the research.

Most of the PACE recommendations hinge on funding, a major obstacle for schools trying to improve their services for disabled students. Districts’ costs are rising as the number of disabled students increases, along with the number of students with severe disabilities, according to the research.

“The costs for districts are escalating, while revenues are not,” Hough said. “Districts are forced to make some really tough decisions.”



Note: Seventy-five California elementary schools where students have the lowest average reading scores will share \$50 million in state grants to improve reading and writing instruction, according to a settlement announced on Thursday.

California Will Pay Millions To Settle Suit Claiming it Violated Children's Rights By Not Teaching Them To Read

By Ricardo Cano
CalMatters
February 20, 2020

The state of California today agreed to settle a years-long, high-profile lawsuit that accused the state of depriving low-income students of color of their constitutional right to a basic education — by failing to teach them reading skills.

Under an agreement reached with plaintiffs in the complaint, *Ella T. v. State of California*, the state will provide \$50 million specifically to improve literacy in the 75 California elementary schools with the highest concentration of third-graders scoring in the bottom tier of the state's standardized reading exam.

The agreement, part of which needs the Legislature's approval, also requires the state to advise public schools how to reduce disparities in discipline of students of color, according to an outline of the agreement provided by Public Counsel, the pro-bono firm representing the suit's plaintiffs.

Public Counsel celebrated Judge Rupert Byrdsong's approval of the settlement, calling it "a historic first step forward towards affirming the (right to literacy) for all children in California."

"We brought this case because achievement of literacy for all children remains the single most urgent crisis in California today," Mark Rosenbaum, Public Counsel's lead attorney in the lawsuit, said in prepared remarks. "This settlement is a milestone in that struggle. It is not the endpoint, nor was it ever intended to be. No one — and I'm sure Governor (Gavin) Newsom, State Board of Education President (Linda) Darling-Hammond, and (State) Superintendent (Tony) Thurmond agree — should take this as the last word, or anything close."

Vicky Waters, a press secretary for the governor, said in a statement: "California is committed to closing opportunity gaps by directing extra support and resources to school districts and schools that serve students who need extra help." She noted that California rejiggered its school funding formula in 2013 to target additional money to schools with a greater share of disadvantaged students, and added that Newsom's 2020-21 budget would steer \$600 million in "opportunity grants" to low-performing, high-poverty schools.

"Today's announced settlement builds further on these proposed investments and focuses on strengthening early literacy programs, which are critical to a child's later success in school," Waters said.

But California's attempts at reform have led to mixed results: While some gaps in achievement have narrowed, the gap between black students and their white and Asian peers has remained mostly stagnant. The slow improvement in results has fueled growing calls from some legislators and civil rights advocates to strengthen oversight of how school districts spend extra money intended for students who are low-income, English learners and in foster care.

Introduced in Los Angeles County Superior Court in December 2017, the lawsuit listed the California Department of Education and State Board of Education as defendants. Plaintiffs claimed it was the “first in the nation” to seek to establish access to literacy as a constitutional right.

The plaintiffs included current and former students of three California elementary schools with some of the lowest reading proficiency marks in California: La Salle Avenue Elementary in Los Angeles Unified School District, Van Buren Elementary in Stockton Unified, and the Inglewood charter school Children of Promise Preparatory Academy. The suit sought to hold the state responsible for the students’ poor literacy, noting that 11 of the country’s 26 lowest-performing large school districts were based in California.

Ella T., a 7-year-old black student at La Salle Elementary when the complaint was introduced, did not receive the “intensive support” and interventions she needed by the time she left first grade reading below kindergarten level, according to the suit.

Several other students of color represented in the complaint also were several grade levels behind in reading literacy. One black student who attended La Salle, identified in the suit as 11-year-old Russell W., did a book report for his fifth-grade class on “Cat in the Hat,” a book meant for kindergarten readers.

Today’s settlement did not establish any precedent over whether students have a constitutional right to access to literacy, plaintiffs’ attorneys said. But they added that the settlement doesn’t ban them from suing the state over the issue again if it doesn’t follow through on improving literacy for disadvantaged students — the complaint’s central issue.

Statewide reading and math proficiency under the Smarter Balanced exam has inched up about an average of 1 percentage point each year since the test debuted in 2015. About 51% of California students read at grade level, but there remain yawning racial and ethnic gaps in reading literacy and student achievement — even more so when student poverty is taken into consideration.

In third-grade reading, for example, about 26% of the state’s economically disadvantaged black students read at grade level in 2019. At the time the complaint was filed, only 3% of third-graders at La Salle were proficient in reading, compared with 7% at Van Buren and 10% at the Children of Promise charter.

2020–21 State Budget Trailer Bill—Special Education Funding Formula

By Michelle McKay Underwood
School Services of California Inc.’s *Fiscal Report*
February 19, 2020

The much-anticipated proposed new special education funding formula language was released on Friday, February 14, 2020. As summarized by the Administration on January 10, the proposal would create a new special education funding formula based on a three-year rolling average of average daily attendance (ADA) at the local educational agency (LEA) level, while continuing the distribution method of sending special education funds through Special Education Local Plan Areas (SELPAs).

The proposed trailer bill:

1. Sunsets the Education Code sections often referred to as Assembly Bill (AB) 602, ending its operation on July 1, 2020
2. Replaces it with a new two-prong calculation similar to this year’s calculation that equalized two-thirds of SELPAs to the statewide target rate

Each LEA’s (district, charter, and/or county office of education) funding per ADA will be applied at the higher of the two scenarios:

1. \$660 per second principal apportionment ADA average of the current and past two years
2. Per-ADA amount in the 2019–20 fiscal year based on the LEA’s SELPA AB 602 rate, plus the cost-of-living adjustment (COLA)
 - For those LEAs that would be funded at the proposed \$660 rate, a COLA would be applied in future years
 - For those LEAs that are funded at their historic, “hold harmless” rate, no COLA is provided—a “hold harmless” LEA leaves its current SELPA, it defaults to the \$660 rate

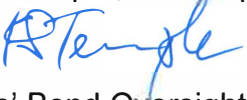
As under current law, SELPA Funding Allocation Plans vary widely and will determine the use of the additional funds as agreed upon by the local SELPA governance councils.

The proposal is able to significantly raise the per-ADA special education funding rate due to the repurposing of this year’s two pots of funds: \$152 million in AB 602 equalization and \$493 million to districts based on preschoolers with disabilities counts.

As a reminder, the Administration also proposes to provide a second year of one-time funding to districts based on preschoolers with disabilities, which is at a total of \$250 million statewide this year. Additional details on that, as well as other special education proposals, can be found [here](#).

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 28, 2020

Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee – February 20, 2020 Meeting


The purpose of this communication is to provide the Board an update on the Citizens' Bond Oversight Committee (CBOC). Materials from the February 20, 2020 CBOC meeting are available online at: <https://www.fresnounified.org/dept/operations/CBOC/Pages/Committee-Meetings.aspx>

The purpose of the CBOC is to inform the public regarding the expenditure of bond revenues. The Committee meets on the third Thursday of February, May, August and November, at noon (lunch provided) at the Brawley Service Center. CBOC members are required to live within Fresno Unified boundaries; be at least 18 years old; and not be a vendor, contractor, consultant, employee or official of the district. Each Board member has two appointments, and the Superintendent appoints the Chair.


Current CBOC members are Brian Andritch, Venancio Gaona, Inez Hill, Clint Howitz, Michael Kelly, Arthur Koster, Michael Lopez, Jose Mejia, Jim Nau, Bruce O'Neal, Dominic Papagni, and Barbara Steck (chair). CBOC vacancies are available to be filled by Trustees Islas, Slatik and Thomas (in nomination process). A chart showing member attendance, 2016-2020, is attached.

If you have questions or need further information, or assistance with nominating a CBOC member, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:



**CITIZENS' BOND OVERSIGHT COMMITTEE
MEETING ATTENDANCE, 2016 - 2020**

| MEMBER | Appointed By | Appt Date | 1/26/2016 | 4/26/2016 | 8/30/2016 | 10/25/2016 | 1/24/2017 | 4/25/2017 | 8/22/2017 | 11/8/2017 | 2/15/2018 | 5/17/2018 | 8/16/2018 | 11/15/2018 | 2/21/2019 | 5/16/2019 | 8/15/2019 | 11/21/2019 | 2/20/2020 |
|-----------------------|-------------------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------|-----------|
| Brian Andritch | Mills | 5/9/2018 | | | | | | | | | | | | | | | | | |
| Venancio Gaona | Davis | 3/20/2019 | | | | | | | | | | | | | | | | | |
| Inez Hill | Thomas (Johnson) | 3/21/2018 | | | | | | | | | | | | | | | | | |
| Clint Horwitz | Mills | 3/20/2018 | | | | | | | | | | | | | | | | | |
| Michael Kelly | Slatic | 5/1/2019 | | | | | | | | | | | | | | | | | |
| Arthur Koster | Jonasson Rosas | 5/9/2018 | | | | | | | | | | | | | | | | | |
| Michael Lopez | Jonasson Rosas (Chavez) | 4/25/2018 | | | | | | | | | | | | | | | | | |
| Jose Mejia | Islas (De La Cerda) | 2/25/2015 | | | | | | | | | | | | | | | | | |
| Jim Nau | Davis | 3/20/2019 | | | | | | | | | | | | | | | | | |
| Bruce O'Neal | Cazares (Ryan) | 9/14/2016 | | | | | | | | | | | | | | | | | |
| Dominic Papagni | Cazares (Ryan) | 12/9/2015 | | | | | | | | | | | | | | | | | |
| Barbara Steck (Chair) | Superintendent | 8/24/2016 | | | | | | | | | | | | | | | | | |

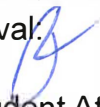
PRESENT
ABSENT
not yet appointed

VACANCIES AS OF MARCH 2020
Islas (1)
Slatic (1)
Thomas (1 - pending)

Members may serve for six years

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: Ambra O'Connor, Executive Director
Cabinet Approval: 

Date: February 28, 2020

Phone Number: 457-3340

Regarding: Student Attendance Review Board and Attendance Support

The purpose of this communication is to provide the Board an update regarding Student Attendance Review Board (SARB) and related attendance services. Attendance services are provided in a tiered framework. Tier I services are preventative and are designed for all students to support regular attendance. Tier II services are targeted interventions for students who are chronically absent (90% or less attendance) or truant (six unexcused absences). Tier III interventions are intensive, designed for students with severe chronic absence and habitual truancy.

Tier I services include:

- Attendance awareness events and quarterly attendance campaigns on such topics as: *Attendance Awareness, How Sick is Too Sick? Bullying and Attendance, and Building a Habit of Good Attendance in the Early Years.*
- The new district attendance mascot, Successful Simon, conducts quarterly visits to all elementary schools to promote attendance awareness.
- Saturday Academy is an attendance recovery option for all students which provides academic and enrichment activities. During the 2018/19 school year, over 39,000 absences were recovered providing more than 150,000 additional hours of student learning.
- The Attendance/SARB Office provides a series of four optional staff learning modules titled *ABCs of Attendance* that focus on strategies to improve site attendance.

Tier II services include:

- Attendance Notification letters when students are declared truant, school site attendance conferences, home visits and family referrals for community-based services, as needed. Child Welfare & Attendance Specialists (CWAS) are assigned to case manage groups of habitually truant students, districtwide.
- Additionally, the district continues to add Tier II Intervention Specialists to provide site-based group intervention to address social emotional and attendance related needs. Currently, Intervention Specialists are serving 32 school sites.

Tier III services include:

- Clinical Social Workers are supporting all comprehensive middle, high and alternative education schools.
- The district provides social work support at three high need elementary sites (Wilson, Mayfair and Hildago).

These social workers often provide mental health counseling to students with social emotional needs which have resulted in chronic absence. Additionally, they work with parents to address and remove barriers to school attendance.

Community SARB panel hearings are conducted biweekly to meet formally with the family to address the strengths and challenges contributing to the student's attendance concerns. The panel consists of school and community members including the District Attendance Coordinator, SARB technician, CWAS, County Child Protective Services Social Worker, a nurse, mentoring advocate, and other community agencies as needed. The panel makes recommendations and referrals for support and may refer the case to court if appropriate. SARB works to surround the student and family with support and is generally the final intervention before a family is cited for truancy.

A parent module is offered to better understand the laws regarding attendance. The one-hour class provides the parent/guardian with skills to support student attendance and become better equipped to set routines and limits at home to support their students' academic success on a daily basis. Parents are also connected to community resources and/or school supports deemed necessary for the family.

Students and families who do not demonstrate post-SARB hearing attendance improvement, may be referred to the court system. Parents can incur a fine of \$360 per student if they fail to make attendance improvements.

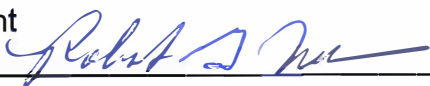
During the 2018/19 school year, 341 SARB Community Hearings were held. Of those participating, 62% had post-SARB attendance improvement. There was a total of 59 court filings during the year, resulting in 48 truancy citations.

During the 2019/20 school year, 100 SARB hearings have been held to date. Fifty-eight percent of participating students have already shown post-SARB attendance improvement, 40 cases have been filed in court, and 32 truancy citations have been issued.

During the spring, team members from the Department of Prevention & Intervention will be attending the Central California Truancy Summit and the California Association of Supervisors of Child Welfare & Attendance Conference, to continue professional development in the area of attendance improvement.

If you have any questions or require additional information, please contact Ambra O'Connor at 457-3340.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/25/20

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: Jeremy Ward, Executive Officer
Cabinet Approval: 

Date: February 28, 2020

Phone Number: 248-7465

Regarding: Career Technical Education Facilities Program Application Scores

The purpose of this communication is to provide the Board an update regarding the Career Technical Education Facilities Program (CTEFP) application scores. The Facilities Bond, Proposition 51, includes \$500 million to construct/modernize Career Technical Education (CTE) facilities on comprehensive high school sites. The State Allocation Board approved \$250 million for Round 6 funding. Round 6 is the final opportunity to access Proposition 51 funds to construct or modernize CTE Facilities.

CTE staff worked with business and post-secondary partners to identify industry-aligned facility and equipment recommendations for the applications. Scoring is conducted by California Department of Education and the Office of Public School Construction staff and scored on the clarity and strength of descriptions of the application's required items. Fresno Unified submitted five applications that require a minimum score of 105 to move forward for funding consideration.

| School Site | Industry Sector | Type of Application | Application Score (out of 141 points) |
|--------------------|--|----------------------------|--|
| Edison High | Engineering and Architecture | New | 128 |
| Edison High | Health Science and Medical Technology | New | 129.5 |
| Edison High | Information and Communication Technology | New | 127 |
| Fresno High | Engineering & Architecture | New | 127.5 |
| Sunnyside High | Health Science & Medical Technology | New | 131 |

The next step is to submit an Application for CTE Facilities Funding (Form SAB 50-10) to the Office of Public School Construction for funding consideration no later than April 6, 2020.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7465.

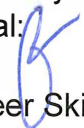
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/28/2020

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: Jeremy Ward, Executive Officer
Cabinet Approval: 

Date: February 28, 2020

Phone Number: 248-7465

Regarding: Career Skills Challenge 2020

The purpose of this communication is to provide the Board information on the 2020 Career Skills Challenge scheduled for Thursday, March 19 from 9:00 a.m. – 12:00 p.m. at Fresno City College. Admission is free to the public.

Sponsored by the Fresno County Superintendent of Schools, Career Skills Challenge provides students from throughout the Central Valley the ability to demonstrate their mastery of various skills within different industries.

More than 1,200 high school students participate in the Career Skills Challenge held on the Fresno City College campus. The Career Skills Challenge event provides recognition and encouragement to high school students for their accomplishments in career-specific technical skills, improves participation in educational programs, and encourages public support of career technical education.

Event competitions include: Auto Technology, Business Mathematics, 3D Computer Aided Design Mechanical, Careers in Education, Child Development, Construction, Cardiopulmonary Resuscitation, Crime Scene Investigation, Firefighting, Graphic Design, Job Seeking, Medical Terminology, Public Speaking, Sports Medicine, and Welding.

Fresno Unified School District provides transportation from each high school campus to and from Fresno City College.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7465.

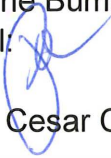
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 2/28/2020

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Raine Bumatay, Principal
Cabinet Approval: 

Date: February 28, 2020

Phone Number: 457-6024

Regarding: 2020 Cesar Chavez Day of Service and Learning

The purpose of this communication is to provide the Board information commemorating the 20th annual observance of the Cesar Chavez Day of Service which occurs on March 26, 2020 from 9:00 AM – 12:00 PM at the Saroyan Theatre.

The commemoration celebration is the culmination of work by middle, high, and adult school students and staff learning about the history of the farm labor movement (State Bill 984) through readings and service learning projects.

Fresno Adult School collaborates with community advocates and organizations including members of El Concilio de Fresno, The California Highway Patrol, and volunteers to host a celebration honoring the contributions of Cesar E. Chavez.

Board Members are invited to attend the morning celebration and march. The march begins at the Saroyan Theatre at approximately 11:00 A.M. and ends at the Chavez Education Center.

If you have any questions or require additional information, please contact Raine Bumatay at 457-6024.


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



Date: 2/28/2020

Fresno Unified School District
Board Communication

BC Number SL-5

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Katie Russell, Instructional Superintendent
Cabinet Approval: 

Date: February 28, 2020

Phone Number: 457-3753

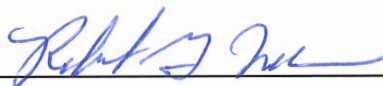
Regarding: Out-of-State Field Trips

The purpose of this communication is to provide the Board information regarding out-of-state field trips involving Fresno Unified students.

Pursuant to Board Policy 6153, "Field trips involving out-of-state travel shall require the prior approval of the Superintendent. The Board will receive notifications of field trips involving out-of-state travel by students. Other field trips shall be approved by the Superintendent or designee in accordance with administrative regulations." Attached is pertinent information regarding the out-of-state field trips.

If you have any questions or require additional information, please contact Katie Russell at 457-3753.

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



Date: 2/28/2020

2020 Out-of-State Field Trip Information

| Trip Date | School | Destination | Purpose: Educational Outcome and standards being addressed | Students and Chaperones | Instructional Time off Site | Cost/Funding |
|----------------|--------------|------------------|---|------------------------------|-----------------------------|--|
| February 20-21 | Hoover | Boulder City, NV | <p>Event: Hoover Dam Group: Eco-Technology Pathway</p> <p>To further study renewable and sustainable energy resources. Through stops at the Edison Education Center, Borax Visitor Center and the Hoover Dam, students will be guided and experience how natural resources power our state.</p> | 50 Students 6 Chaperones | 2 days | <p>Cost: \$7,325</p> <p>Funding: Career Technical Education</p> |
| March 19-22 | Roosevelt | Ashland, OR | <p>Event: Oregon Shakespeare Festival Group: Roosevelt School of the Arts-Drama Department</p> <p>This trip provides artistic perception, creative expression, historical & cultural context, aesthetic valuing, connections, relationships and applications. To expose students to accessible careers in the performing arts world, whether it be as an actor, technician, or theatre professional. To expose students to the West Coast's only National Theatre company that performs their plays in repertoire. To see the professional plays of a National Regional Theatre, to participate in acting workshops, and to tour the facilities of the Oregon Shakespeare Festival.</p> | 36 Students 4 Chaperones | 2 days | <p>Cost: \$15,000</p> <p>Funding: Fundraising, ASB and out of pocket</p> |
| April 14-20 | Duncan | Houston, TX | <p>Event: FIRST FRC Championships Group: Duncan Dynamics Robotics</p> <p>Students must problem-solve, trouble-shoot, and make adjustments to their robot and programming in real-time. Students will also get an opportunity to meet with industry professionals from the robotics, manufacturing and programming fields and collaborate with peers from schools around the world.</p> | 10 Students 4 Chaperones | 5 days | <p>Cost: \$25,658</p> <p>Funding: Goal 2 and College Career Readiness</p> |
| April 16-20 | Bullard High | New York, NY | <p>Event: WorldStrides onstage Group: Choir</p> <p>This trip serves as the culmination of months of learning and growth in music through artistic perception, creative expression, and aesthetic valuing. The students have also learned how to choreograph, block, run sound and lights, design sets, and design costumes. Most of the students involved have never done any type of musical theater performance. This is their first experience, and they are demonstrating tremendous growth in their skills, and in their endurance and work ethic. They will take</p> | 31 Students 10 Chaperones | 3 days | <p>Cost: \$53,416</p> <p>Funding: Bullard Band Backers and Fundraising</p> |

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| | | | what they have created to New York and compete with schools across the nation. They will also visit historic sites such as the Statue of Liberty, Ellis Island, the Museum of Natural History, and the 9/11 Memorial. | | | |
| April 20-21 | Design Science and Sunnyside | Phoenix, AZ | Event: 2020 Beyond Flexner Alliance Group: CTE Health Services Students and teachers will present their dual enrollment medical terminology, mental health, and athletic training course. They will present with community partners UCSF medical school's and Dr. Renee Kinmen. | 3 Students 3 Chaperones | 2 days | Cost: \$1,250 Funding: UCSF and site funded |
| April 29-May 1 | McLane | Rochester, NY | Event: YEA Saunders Scholar National Competition Group: Business Academy Each student will compete with other schools across the nation and pitch their business plans to achieve the national award. | 2 Students 2 Chaperones | 3 days | Cost: \$2,500 Funding: Fresno State Lyle's Center & McLane's Business Academy |
| May 30-June 2 | Hoover | Denver, CO | Event: KidWind National Contest Group: KidWind Competitors The teams will showcase their knowledge of physics and wind power by presenting their hand-crafted wind turbine design and knowledge of wind energy to a panel of judges and then testing the energy output of their design. | 7 Students 2 Chaperones | 4 days | Cost: \$41,440 Funding: Goal 2 and CTE |
| June 9-12 | Ft Miller | Washington DC | Event: 8 th Grade Club Group: Chicano Latino Student Association Students will take a race and social justice course that will count towards high school credit. | 13 Students 2 Chaperones | 0 days | Cost: \$30,674 Funding: Fresno Unified, fundraising and out of pocket. |
| June 13-20 | Bullard High and Edison High | Albuquerque, NM | Event: Nationals Group: Bullard and Edison Forensics Empower students through competitive speech and debate while competing at the national level | 12 Students 3 Chaperones | 0 days | Cost: \$18,765 Funding: Goal 2 |

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| June 16-20 | Gaston Middle | Albuquerque, NM | <p>Event: Nationals Group: Forensics</p> <p>Empower students through competitive speech and debate while competing at the national level</p> | 10 Students 4 Chaperones | 0 days | <p>Cost: \$9,260</p> <p>Funding: Goal 2</p> |
| June 17-21 | Teacher Development Department | Washington, DC | <p>Event: Educators Rising 2020 National Conference Group: Teacher Academy Program Participants</p> <p>Students will be competing in the STEM competition and will be attending the conference alongside coordinators.</p> | 4 Students 4 Chaperones | 0 days | <p>Cost: \$14,180</p> <p>Funding: Goal 2 will fund students'</p> <p>Teacher Development Dept. will fund chaperones'</p> |
| June 22-27 | Duncan | Louisville, KY | <p>Event: SkillsUSA National Leadership & Skill Group: SkillsUSA Club</p> <p>Students will attend a 5-day event for this SkillsUSA national championship. Students must win their regional competition on 2/22/20 to advance to state. Students must then place first at the State Championship, which is scheduled for 4/16/20-4/19/20 in California. Those winners from each state then compete again in a national competition (possible 50 competitors per event). There will be opening and closing ceremonies, delegate sessions so students could see if they would like to run for regional, stat, or national officers as part of the SkillsUSA organization. Two day of competition this varies depending on their CTE event. SkillsUSA University will be there hosting educational seminars for three days. The SkillsUSA TECHSPO sponsors and vendor exhibits on the floor for teachers and students to see and be apart of various trainings and networking events.</p> | 8 Students 2 Chaperones | 0 days | <p>Cost: \$23,000</p> <p>Funding: Goal 2 and College & Career Readiness</p> |
| June 23-28 | McLane | Houston, TX | <p>Event: 2020 HOSA International Leadership Conference and Competition Group: Medical Education & Research Academy</p> <p>The top 3 finalists will complete with other students around the world in health science, medical terminology, sports medicine, CPR, and public speaking.</p> | 2 Students 2 Chaperones | 0 days | <p>Cost: \$8000</p> <p>Funding: CCR and McLane's Medical Education & Research Academy</p> |

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| July 18-24 | Hoover | Washington DC, Newark, NJ, Philadelphia PA, Boston, MA, New Haven CT | Event: Ivy League Project East Coast Trip Group: Ivy League Project Students will broaden their horizons and college exposure by touring some of the most prestigious universities in the Unites States. | 15 Students 2 Chaperones | 0 days | Cost: \$39,000 Funding: Fundraising and out of pocket |
|------------|--------|--|---|---|---------------|--|