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**Superintendent**  
Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – FEBRUARY 21, 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 14, 2020

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

EA-1 Kristi Imberi-Olivares Collaborative Strategic Planning to Develop,  
District Vision, Mission, and Goals  
EA-2 Kristi Imberi-Olivares California District and School Accountability  
Follow-up

### **OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer**

OS-1 Karin Temple Project Labor Agreement for Juan Felipe Herrera  
Elementary School Project  
OS-2 Karin Temple Reduction of Lead in School Drinking Water

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 21, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the Council of the Great City Schools Chief Human Resource Officers and Personnel Directors Meeting and presented a session called *A Step Toward A New Culture: Labor Disputes and Resolutions* with District Leadership and Fresno Teachers Association Leadership
- Attended the Labor Management Initiative Central Convening with District Leadership and Fresno Teachers Association

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/21/20

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 21, 2020

Prepared by: Kim Kelstrom, Executive Officer

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Report for February 14, 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 14, 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: 02/21/20



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[www.sscal.com](http://www.sscal.com)

DATE: February 14, 2020

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

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Next Friday, February 21, 2020, is the deadline for legislators to introduce any measures to be considered in the final year of the 2019–20 legislative session. As of this writing, there have been 661 bills introduced, 440 in the Assembly and 221 in the Senate. This is less than a third of the approximately 2,000 measures that we expect to be introduced during the 2020 legislative year, so expect to see a flurry of activity next week as legislators scramble to meet the deadline. Some of the more significant education bills that have been introduced so far this year include:

- Assembly Bill (AB) 1834 (Weber, D-San Diego) would require the California Department of Education (CDE) to develop a tracking mechanism for local educational agencies (LEAs) to report how they are spending their supplemental and concentration dollars on services for the targeted student populations that generate those funds.
- AB 1835 (Weber) would require LEAs to identify their unspent supplemental and concentration dollars by annually reconciling and reporting to the CDE their estimated and actual spending of those dollars and would require the LEAs to use those unspent funds to provide services to their unduplicated pupil population in the following year.

*Note: AB 1834 and AB 1835 were introduced in direct response to the Local Control Funding Formula audit findings released by the State Auditor last fall.*

- AB 1837 (Smith, D-Santa Clarita); current law requires specified calculations for purposes of state apportionment for LEAs affected by the Governor's emergency declarations in October and November 2017. This bill would instead make the requirements for calculations of average daily attendance (ADA) applicable to all states of emergency declared by the Governor that meet specified conditions.

*Note: This bill is attempting to make it easier for LEAs that are affected by a qualifying emergency (e.g., wildfires) to be held harmless for any lost ADA because of that emergency.*

- AB 1856 (Frazier, D-Discovery Bay) would require the Individualized Education Program (IEP) for a pupil with exceptional needs to include a description of the procedures in place to ensure the pupil's safety in an emergency, including any necessary accommodations.
- AB 1914 (O'Donnell, D-Long Beach) expands successful strategies for promoting inclusion, and would address barriers that prevent students with disabilities from learning alongside their peers.
- AB 1937 (L. Rivas, D-Arleta) would require an LEA to ensure that each school site identifies all homeless children and youths enrolled at the school, require the LEA to create a housing questionnaire for purposes of identifying homeless students, and annually provide the questionnaire to all parents/guardians of pupils.

*Note: AB 1937 was introduced in direct response to the State Auditor's findings in their report on the efforts of LEAs and the CDE to identify and support the system's homeless students.*

- AB 1956 (Quirk-Silva, D-Fullerton) would prohibit LEAs, including charter schools, from beginning the academic instruction for the fall semester or quarter until after Labor Day. It also prohibits a childcare and development program, or a before or after school program, from beginning instruction until after Labor Day.
- Senate Bill (SB) 795 (Beall, D-San Jose) would establish the Affordable Housing and Community Development Investment Program, which would allow local agencies to reduce contributions of local property tax revenue to schools, called the Educational Revenue Augmentation Funds, to build affordable housing and related infrastructure.

*Note: This bill is a reintroduction of last year's SB 5 that was vetoed by Governor Gavin Newsom citing fiscal concerns and the need to be a part of budget deliberations.*

- SB 796 (Leyva, D-Chino) would require a full salary for a school employee who has exhausted all available sick leave and continues to be absent from duties on account of illness or accident, for an additional period of five school months.
- SB 805 (Portantino, D-LaCañada Flintridge) would prohibit a district from requiring an employee to use sick, vacation, or other paid leave if the school is forced to close because of a natural disaster or an evacuation order, or if the employee is unable to report to work because they reside in an area affected by a natural disaster or that is subject to an evacuation order.

We fully expect several hundred more bills that will have varying implications on the K-12 system to be introduced by next Friday's deadline. It is important to note that in order to meet the bill introduction deadline many legislators will introduce spot bills, which are essentially placeholders that do not contain substantive language. This buys legislators' time to finish deciding their legislative agenda for the year. Since there will likely be more than 1,000 additional bills introduced by next Friday, we expect that many of those will fall under the spot bill category.

*Leilani Aguinaldo*

*Note: A recent PACE/USC Rossier poll found that 64% of voters support Proposition 13 (2020), the \$15 billion K–16 school facilities bond that is before voters for the March 3 primary.*

## **College Costs, Teacher Shortage Still Top Concerns in Poll of California Voters**

*Three-quarters said they'd support raising teacher salaries.*

By John Fensterwald  
*EdSource*  
February 11, 2020

Reducing gun violence, making college more affordable and addressing the teacher shortage again are on the minds of California voters, who also said they would support raising teachers' pay and spending more for schools, according to a new PACE/USC Rossier poll.

PACE, an independent research nonprofit affiliated with several California universities, and the USC Rossier School of Education released their annual poll on Friday. The survey of 2,000 registered voters was representative of the state's ethnic makeup, geography and party affiliation; 28 percent of the respondents were parents with children under 18. The poll organization Tulchin Research conducted the survey in early January.

Perhaps reflecting a rise in pessimism about education, fewer voters gave schools high grades this year, and the proportion of people who said they'd encourage young people to become a teacher dropped significantly compared with four years ago.

Among other findings in the poll:

- There was good news for advocates of Proposition 13, a \$15 billion state bond on the March 3 ballot to underwrite the costs of school district, community college and higher education construction projects; 64 percent of voters support it, 25 percent oppose, with the rest saying they don't know.
- When voters who "lean" in favor or against are included, 55 percent of voters said they support, with 36 percent opposing, a "split-roll tax" proposal, called the Schools and Communities First initiative, which could appear on the November ballot, to raise commercial property taxes to fund schools, and city and county governments.
- With half of voters responding to slightly different versions of this question, an average of 59 percent of voters said it was very or somewhat important to increase "the number of teachers of color in California" — a priority of State Superintendent of Public Instruction Tony Thurmond.
- An average of 63 percent of voters said they would support, with 27 saying they would oppose, a plan to require high school students to take an ethnic studies course, dealing with social justice, social change and the impact of race and racism. Ten percent had no opinion. (Half of voters responded to slightly different versions of the question; see [questions 40 and 41 on page 13](#) of the full poll results for the wording.)

- When asked their opinion about a new law enabling districts to deny a charter school based on the potential financial harm on a district, an average of 56 percent supported it and 28 percent opposed it, with 16 percent saying they don't know. (Half of voters responded to slightly different versions of the question; [see questions 24 and 25 on page 8](#) of the full poll results for the wording.)

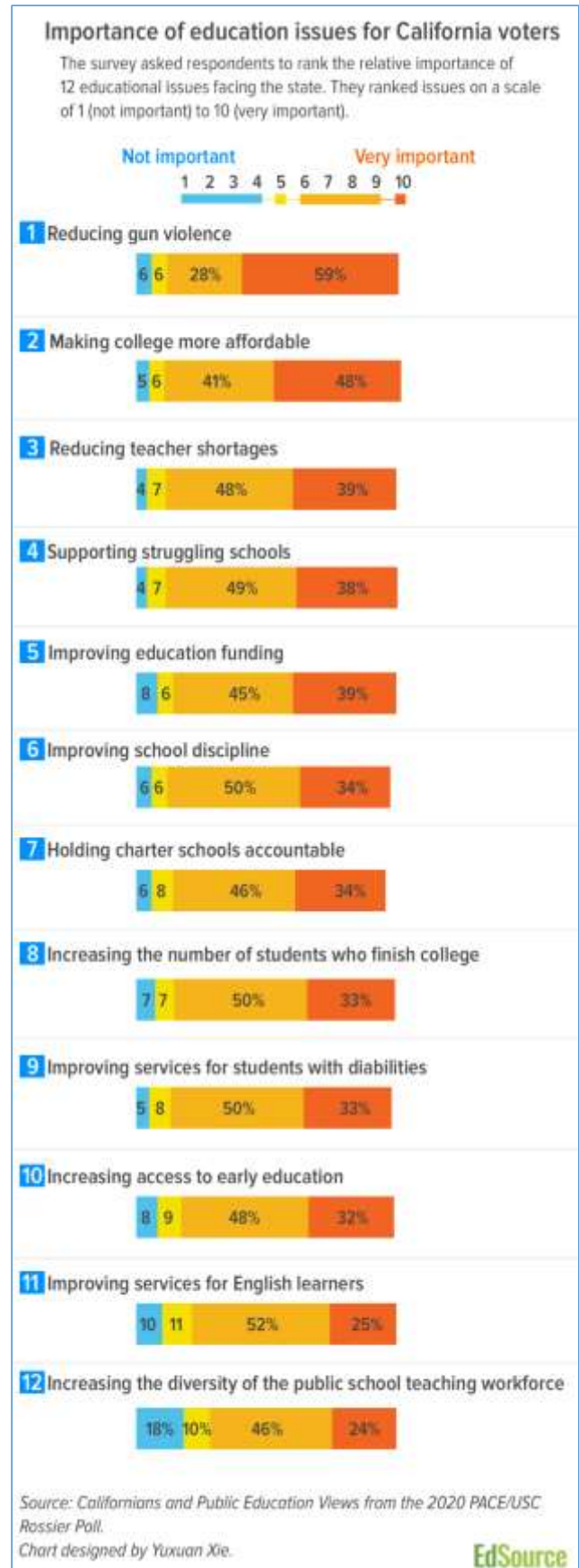
School shootings are extremely rare in California, and school lockdowns as a result of threats of violence are infrequent, but the fatal shooting of two students by a 16-year-old schoolmate at Saugus High in Santa Clarita last November was a shocking reminder of the random possibilities. Given a range of possible options to reduce gun violence in local schools, expanding mental health care services and prohibiting the sale and ownership of assault rifles and other high-capacity firearms received the strongest support — ahead of increasing active shooter drills, installing metal detectors and hiring armed security guards.

The survey listed a dozen issues currently facing California and asked voters to rank them from 10 (very important) to not important (1). Reducing gun violence, making college more affordable and reducing the teacher shortage were the top three priorities, just as last year. This year supporting struggling schools and improving education funding was not far behind. But even the lowest-rated priorities — increasing access to early education, improving services for English learners and increasing the diversity of the teaching workforce — received strong support, as indicated in answers to other questions.

Regarding early education, voters were about evenly split between increasing taxes to expand more access for young children and spending less on other programs to make room for more early ed; 1 in 5 voters said the state should do neither option.

### Views of higher education

Coming in the wake of the college admissions scandal that consumed headlines last year, more voters felt that the admissions process to the state's public universities "is stacked in favor of wealthy students" (40 percent) than view it as a fair process (34 percent), with the rest indicating they were uncertain or no opinion. African-American voters expressed more confidence in the process than whites and Latinos.



Two-thirds of voters said they strongly or somewhat support college admissions preferences for children from rural communities or other underserved areas. Slightly less than two-thirds (63 percent) indicated support for admissions preferences for children from underrepresented populations, such as blacks and Latinos.

Asked how much debt is reasonable for a college student to obtain a 4-year bachelor's degree, 63 percent said \$20,000, with 20 percent saying students shouldn't have to take out any loans. The average debt across the nation for a college grad is \$29,000, according to the survey.

## **Grading schools**

Starting in 2013, when more post-recession revenue flowed to K-12 schools, voters' perceptions of schools improved and peaked in 2016, when 45 percent of voters gave their local schools an A or B grade. That dipped to 36 percent this year. Heather Hough, PACE's executive director, speculated that messages to the public, that schools are underfunded, college is unaffordable and teachers are underpaid and mistreated — a theme of teacher strikes in 2019 — left more people feeling more pessimistic. Parents gave better grades, however: 48 percent graded their local schools A or B and 25 percent said their schools had gotten better over the past few years, compared with 15 percent of overall voters.

Still, 56 percent of voters — down from 65 percent in 2018 — believe the state should be spending more on education. And this year, that includes 68 percent of Democrats, 66 percent of parents and 39 percent of Republicans.

Three-quarters of voters said they were strongly or somewhat in favor of raising teacher salaries — for all teachers, new teachers and teachers in subjects facing shortages. Low pay was the primary reason fewer voters said they would definitely or probably encourage young people to become teachers. The number fell from 71 percent in 2016 to 56 percent this year.

Of those who would definitely or probably discourage young people from becoming a teacher, 47 percent cited not enough pay while 24 percent cited undisciplined and out-of-control students.

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## **CalSTRS to Address Paid Administrative Leave Service Credit Issue**

By Michelle McKay Underwood  
School Services of California Inc.'s *Fiscal Report*  
February 7, 2020

Late last month, the California State Teachers' Retirement System (CalSTRS) released Employer Information Circular (Circular) Volume 36 Issue 2 addressing leaves of absence. The Circular sought to clarify and provide further guidance for employers regarding what does, and does not, meet the definition of "leave of absence" in the Teachers' Retirement Law.

Currently, there are numerous types of paid leaves of absence—leave explicitly authorized by the education code, like pregnancy leave, and leave that falls generally under the local board's authority, such as paid administrative leave pending the outcome of a workplace investigation. The common understanding is that both types of leave do not affect a CalSTRS member's creditable service and therefore, their retirement.



The CalSTRS Circular caused significant concern by stating that leaves that are not explicitly authorized do not count towards a CalSTRS member's creditable service. Causing concern on both sides of such leaves, management and employee groups both swiftly engaged with CalSTRS. Hearing the concerns of the field, CalSTRS has come to the decision to pull the Circular and pursue a retroactive legislative fix this year. We applaud the rapid response by CalSTRS and look forward to the issue being further resolved through legislation.

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 21, 2020

Phone Number: 457-3896

Regarding: Collaborative Strategic Planning to Develop District Vision, Mission, and Goals

The purpose of this communication is to provide the Board information on the collaborative work to develop a collective vision, mission, and district goals. In recognition of our district's need to develop a collective vision embedded in a student-centered learning environment, a cross-departmental team was developed to engage in a process to gather input from our Board, students, parents, staff, and community members. The overall process will involve development, evaluation, implementation, and a plan to sustain a new collective vision, mission, and goals for our district.

During the spring, the primary focus is to gather stakeholder voice. Prevention and Intervention, Communications, Equity and Access, FTA President, and Goal 2 have partnered to plan a multi-layered approach to gathering student voice. Additional questions were included in the Climate and Culture survey provided to all students grades four through twelve. In addition to the survey, a total of thirty-five focus groups have been planned across the eight regions within our district. These focus groups will be conducted during the last two weeks of March with students in grades four through twelve. Thirteen focus groups will be conducted with the following student groups: English language learners, foster youth, homeless, LGBTQ, students with disabilities, African American, Asian, Filipino, Hispanic, Native American, Pacific Islander, Two or More Races, and White. The remaining twelve focus groups will be heterogenous groups representative of the various grade levels and schools across the regions. Additionally, eight focus groups will be conducted in April with students participating in the Black Student Unions at each high school. A final layer to the gathering student voice is to create a polling plan with the Student Advisory Board.

In addition to student focus groups, the Chief Academic Officer and Chief Information Officer met with principals during their mid-year meetings to gather input from site leaders on how to develop a multi-layered approach to gathering parent and staff voice. Like the students, additional questions have been added to the parent and staff Climate and Culture Survey as a baseline. The Communications Department will be providing future communication outlining the multilayered plan to gather input from staff, parents, and community members.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/21/20

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: Kristi Imber-Olivares, Director  
Cabinet Approval:

Date: February 21, 2020

Phone Number: 457-3896

Regarding: California District and School Accountability Follow-Up

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 that is red in two or more priority areas on the state indicators. The priority areas are: Student Achievement (English Language Arts, Mathematics, English Learner Progress), Student Engagement (Graduation Rate, Chronic Absenteeism) School Climate (Suspension Rate), and Outcomes in a Broad Course of Study (College/Career Indicator). County offices of education must offer differentiated assistance to a school district to meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.
- 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. The district must partner with the sites identified to locally develop and implement a plan to improve student outcomes.
- 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. Schools must partner with stakeholders to develop and implement a school level-plan to improve student outcomes.

This information is in response to a Board Member request during the February 12, 2020 Board Meeting.

The attached reports showcase the categories of support as well as the identified schools and their associated areas of need for 2020.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/21/20

**District Accountability: Differentiated Assistance 2018-2020**

<b>Student Group</b>	<b>2018</b>	<b>CA Dashboard Indicator(s)</b>	<b>2019</b>	<b>CA Dashboard Indicator(s)</b>	<b>2020</b>	<b>CA Dashboard Indicator(s)</b>
African American	Yes	ELA, Suspension	No		No	
American Indian or Alaskan Native	No		No		No	
Asian	No		No		No	
English Learner	No		No		No	
Filipino	No		No		No	
Foster Youth	yes	ELA, Suspension	Yes	College/Career, Graduation	Yes	ELA, Math, Graduation
Hispanic or Latino	No		No		No	
Homeless	No		Yes	Chronic Absenteeism, Suspension	Yes	Chronic Absenteeism, Suspension
Socioeconomically Disadvantaged	No		No		No	
Students with Disabilities	Yes	ELA, Graduation, Suspension	Yes	College/Career, Graduation	Yes	College/Career, Graduation
Pacific Islander	No		No		No	
Two or More Races	No		No		No	
White	No		No		No	

**School Accountability: Comprehensive Support and Improvement (CSI) and Additional Support and Improvement (ATSI) 2018-2020**

School	2019	Student Group(s)	2020	Student Group(s)
Yokomi Elementary	No	-	No	-
Design Science	No	-	No	-
Patino	No	-	No	-
Wawona	No	-	No	-
Duncan	No	-	No	-
Rata	No	-	No	-
Edison High	No	-	No	-
McLane High	No	-	No	-
Roosevelt High	No	-	No	-
Aynsworth Elementary	No	-	No	-
Baird Middle	No	-	No	-
Bullard Talent	No	-	No	-
Burroughs Elementary	No	-	No	-
Ericson Elementary	No	-	No	-
Fremont Elementary	No	-	No	-
Gibson Elementary	No	-	No	-
Jefferson Elementary	No	-	No	-
Kirk Elementary	No	-	No	-
Lane Elementary	No	-	No	-
Malloch Elementary	No	-	No	-
Mayfair Elementary	No	-	No	-
Norseman Elementary	No	-	No	-
Powers-Ginsburg Elementary	No	-	No	-
Thomas Elementary	No	-	No	-
Winchell Elementary	No	-	No	-
Wishon Elementary	No	-	No	-
Wolters Elementary	No	-	No	-
Cooper Middle	No	-	No	-
Eaton Elementary	No	-	No	-
McCardle Elementary	No	-	No	-
Starr Elementary	No	-	No	-
Sunset Elementary	No	-	No	-
Forkner Elementary	No	-	No	-
Lawless Elementary	No	-	No	-
Manchester Gate	No	-	No	-
Computech	No	-	No	-
Balderas Elementary	No	-	No	-
Storey Elementary	No	-	No	-
Leavenworth Elementary	No	-	No	-
Fulton	No	-	No	-
Greenberg Elementary	No	-	No	-
Calwa Elementary	No	-	Yes	SWD
Centennial Elementary	No	-	Yes	African American, Homeless, White
Del Mar Elementary	No	-	Yes	SWD
Ewing Elementary	No	-	Yes	African American

School	2019	Student Group(s)	2020	Student Group(s)
Homan Elementary	No	-	Yes	SWD
Jackson Elementary	No	-	Yes	SWD
Kratt Elementary	No	-	Yes	SWD
Bakman Elementary	No	-	Yes	African American
Muir Elementary	No	-	Yes	African American, Homeless, White
Robinson Elementary	No	-	Yes	African American
Slater Elementary	No	-	Yes	White
Anthony Elementary	No	-	Yes	African American, SWD
Vang Pao Elementary	No	-	Yes	African American
Vinland Elementary	No	-	Yes	African American
Heaton Elementary	No	-	Yes	All students
Lowell Elementary	No	-	Yes	All students
Phoenix Elementary	No	-	Yes	All students
Phoenix Secondary	No	-	Yes	All students
Scandinavian Middle	No	-	Yes	All students
Webster Elementary	No	-	Yes	All students
Olmos Elementary	Yes	SWD	No	-
Sunnyside High	Yes	SWD	No	-
Fresno High	Yes	SWD	No	-
Easterby Elementary	Yes	SWD	No	-
Figarden Elementary	Yes	SWD	No	-
Rowell Elementary	Yes	SWD	No	-
Kings Canyon Middle	Yes	African American	No	-
Ayer Elementary	Yes	SWD	No	-
J. E. Young	Yes	All students	No	-
Tioga Middle	Yes	All students	No	
Addams Elementary	Yes	SWD	Yes	Homeless, SWD, White
Birney Elementary	Yes	SWD	Yes	White
Bullard High	Yes	African American, SED, SWD	Yes	African American, SED, SWD
Columbia Elementary	Yes	African American	Yes	Homeless, SWD
Williams Elementary	Yes	African American, SWD	Yes	Homeless, SWD, White
Hamilton Elementary	Yes	SED, SWD	Yes	Homeless, SWD
Hoover High	Yes	SWD	Yes	SWD
Holland Elementary	Yes	Hispanic	Yes	African American, White
Lincoln Elementary	Yes	SWD	Yes	African American
Pyle Elementary	Yes	African American, SWD	Yes	Homeless, SWD
Roeding Elementary	Yes	SWD	Yes	African American, SWD, White
Gaston Middle	Yes	African American, SWD	Yes	SWD
Sequoia Middle	Yes	SWD	Yes	African American, Homeless
Turner Elementary	Yes	African American, SWD	Yes	SWD
Viking Elementary	Yes	SWD	Yes	African American, SWD
Wilson Elementary	Yes	SWD	Yes	Homeless, White
Fort Miller Middle	Yes	All students	Yes	African American, EL, White
Hidalgo Elementary	Yes	All students	Yes	African American, SWD
Cambridge	Yes	All students	Yes	All students
Dewolf	Yes	All students	Yes	All students

School	2019	Student Group(s)	2020	Student Group(s)
King Elementary	Yes	SWD	Yes	All students
Tehipite Middle	Yes	EL, SWD	Yes	All students
Tenaya Middle	Yes	SWD	Yes	All students
Yosemite Middle	Yes	SWD	Yes	All students
Ahwahnee Middle	Yes	All students	Yes	All students
Terronez Middle	Yes	All students	Yes	All students
Addicott Elementary	Yes	All students	Yes	All students

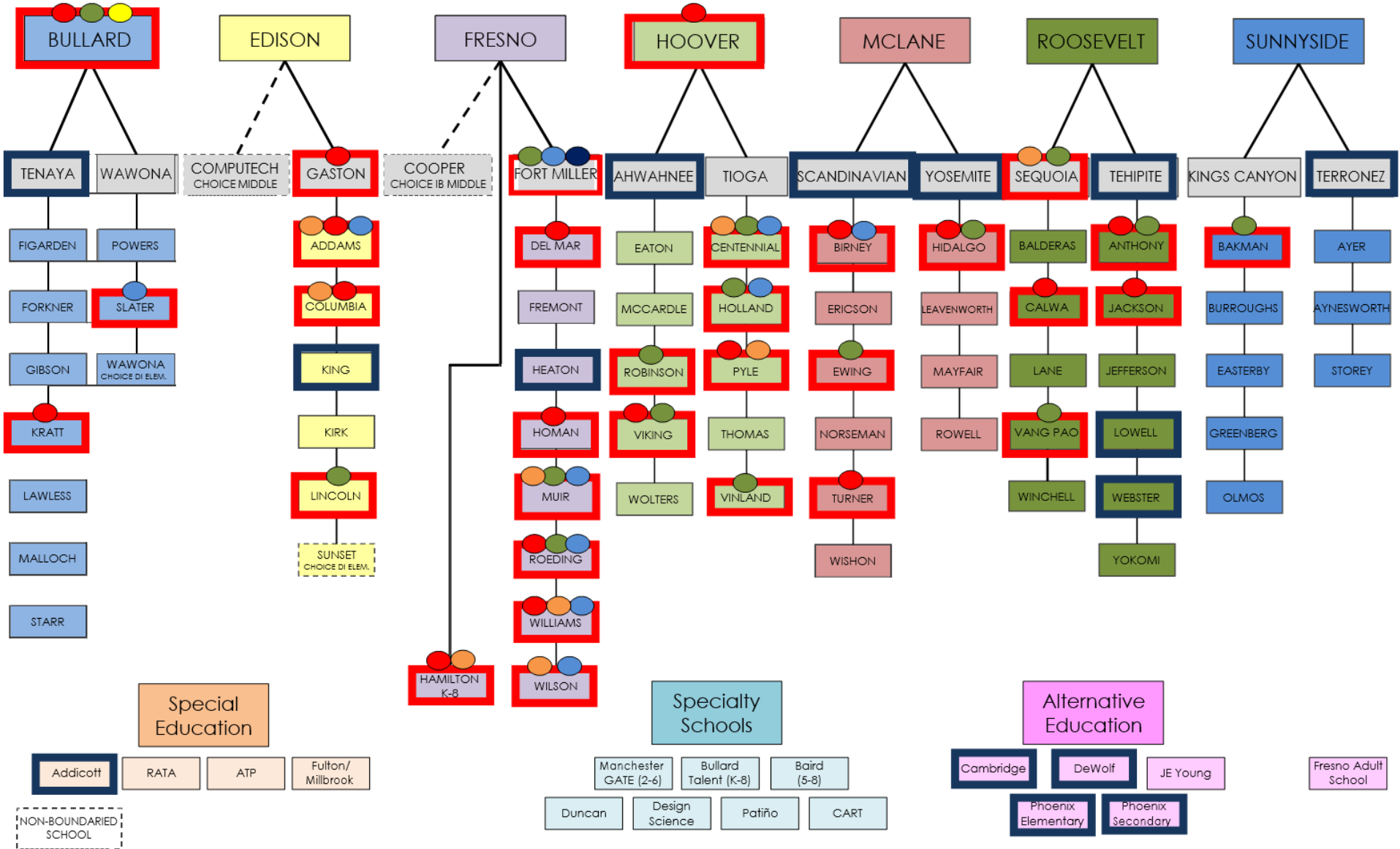
Note: EL = English Learners; SED = Socioeconomically Disadvantaged Students; SWD = Students with Disabilities

Prepared by: Equity and Access

California District and School Accountability

2/19/2020

# 2020-2021 CSI, ATSI Schools



## ATSI Eligible Student Groups

CSI (15 schools)

ATSI (32 schools) \*

\*Not including Charter School Sites

SWD (19 schools)

African-American (16 schools)

EL (1 school)

Homeless (9 schools)


White (10 schools)

SED (1 school)



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 21, 2020

Phone Number: 457-3134

Regarding: Project Labor Agreement for Juan Felipe Herrera Elementary School Project

The purpose of this communication is to provide the Board additional information regarding the project labor agreement (PLA) for construction of Herrera Elementary School, item B-11 on the February 26, 2020 Board meeting agenda. Herrera is proposed to be located at 5090 E. Church to accommodate enrollment in the southeast region. The PLA is the result of negotiations between district staff and legal counsel, and representatives of the Fresno, Madera, Kings and Tulare Counties Building and Construction Trades Council (Trades Council) and the Signatory Craft Councils and Unions (Unions).

Discussions with the Trades Council and Unions included ways the Herrera project and potential future district projects can directly benefit district students with opportunities/experiences in the skilled trades. In addition to terms and conditions in the PLA including that project employees must be hired through the pertinent trade union hall and register with the union (and pay fees/dues), the PLA provides that:

- Graduates of the district's pre-apprenticeship program will be treated as pre-apprentices and will be given preferred and priority access to union apprenticeship programs.
- Contractors will employ district pre-apprenticeship program graduates for at least 15% of apprentice work hours on the project.
- The Trades Council will provide a coordinator to advise students regarding job/career opportunities in the local construction trade industry.
- The Trades Council will fund scholarships for students from disadvantaged circumstances to pay the costs of apprenticeship programs.
- The Trades Council will make efforts to recruit district graduates, Fresno residents, and veterans.

Pending Board approval, the PLA will be incorporated into construction bid documents for the Herrera project, providing notice to prospective bidders that the project general contractor and subcontractors will be bound by PLA's terms and conditions. While the Herrera PLA is applicable only to the Herrera project, the provisions for opportunities for students will continue to future projects through the separate Memorandum of Understanding with the Trades Council and Unions, also recommended on the February 26, 2020 Board meeting agenda (item B-12).

The district appreciates the partnership of the Trades Council and Unions in reaching agreement on the PLA in a timeframe that allows the Herrera project to be advertised for bidding in the coming weeks with a construction contract recommendation to the Board targeted for late May/early June 2020. If the project stays on track, Herrera Elementary School will open for the start of school in August 2022. If you have questions or need further information, please contact Karin Temple at 457-3134.


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/21/20

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 21, 2020

Phone Number: 457-3134

Regarding: Reduction of Lead in School Drinking Water

The purpose of this communication is to provide the Board information regarding previous and future actions and planning related to lead in drinking water at schools. Over the past decade, the district has worked toward replacing lead-containing fixtures at drinking water sources throughout the district. There are places where pipes and fittings with lead still exist, and a plan is in place to evaluate and mitigate their impact on drinking water.

In 2018, five drinking water locations on every school site were tested and analyzed. The 15 parts per billion (ppb) U.S. Environmental Protection Agency "action level," the detected lead level requiring attention, was found at only three of the 500 sampled source points. Maintenance and Operations immediately turned off the three sources, completed repairs/replacements, and retested before putting them back in service.

The district is committed to ongoing lead inspections and mitigations where indicated to ultimately provide school drinking water with lead levels of no more than 5 ppb. (Note that 5 ppb is the level allowable in bottled water.) Maintenance and Operations is developing a district-wide sampling plan, with all testing targeted for completion by June 2020, for all points of consumption not previously tested. If any lead levels above 15 ppb are detected, the point of consumption will be shut down and rectified immediately, and communication to schools provided. To achieve the 5 ppb long-term target will require additional resources.

Testing results will provide a clear understanding of the potential scope of equipment repairs and replacements needed to bring lead levels to 5 ppb or less. Once the testing is complete and mitigations developed on a case-by-case basis for each source point, a cost estimate for reduction to 5 ppb or less will be provided. Mitigations could range from replacement of a spigot or filter to a more complex project to replace piping. Overall, the project could be in the multi-million-dollar range and would likely take years to complete.

Staff will develop a draft resolution for Board consideration that describes the district's intent to, over time, reduce lead levels in drinking water to 5 ppb or less. If you have questions or need further information, please contact Karin Temple at 457-3134 or Jason Duke at 457-3260.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/21/20