BOARD COMMUNICATIONS – MARCH 27, 2020

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

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1   Robert G. Nelson, Ed.D.   Superintendent Calendar Highlights

AFRICAN AMERICAN ACADEMIC ACCELERATION – Wendy McCulley, Executive

AA-2   Wendy McCulley   The Office of African American Academic
                               Acceleration Task Force Recommendations

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

AS-1   Kim Kelstrom   School Services Weekly Update Report
                               for March 06,13 and 20, 2020
AS-2   Kim Kelstrom   March Legislative Committee Meeting
AS-3   Kim Kelstrom   Credit Card Bill Pay Program Update
AS-4   Ruth F. Quinto   Important Update from the Department of Finance
AS-5   Santino Danisi   Local Control and Accountability Plan Engagement
                               and Feedback
AS-6   Santino Danisi   Transfer Revocation Process
AS-7   Kim Kelstrom   Charter Schools 2019/20 Second Interim Financial
                               Reports
AS-8   Kim Kelstrom   Special Education Student Population by Region
AS-9   Kim Kelstrom   2019/20 Administrative Ratio and Classroom Expense
                               Allocation

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

HR-1   Paul Idsvoog   Description for Manager – Project, Maintenance &
                               Operations

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple   Proposed Safety/Security Initiative –
Visitor Management System for Schools

OS-2 Karin Temple   Energy Conservation and Cost Initiatives –
Solar Energy and Electricity Direct Access

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Ryan Coe   Professional Learning Initiative Expansion

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1   Ed Collins   Bid #E23001, Central Ring for Wide Area Network
Services

T-2   Phil Neufeld   Student Wi-fi Access on School Buses

BC Number S-1

From the Office of the Superintendent

Date: March 27, 2020

To the Members of the Board of Education

Prepared by: Robert G. Nelson, Superintendent

Phone Number: 457-3884

Cabinet Approval:

Regarding: Superintendent Calendar Highlights

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

- Attended the Wallace Foundation Principal Professional Learning Community Virtual Meeting
- Held principals meeting regarding COVID-19
- Participated in phone calls with county superintendents regarding the COVID-19 virus
- Attended the CART Annual Joint Board Meeting
- Held principal interviews
- Attended Rebuild CART Foundation Meeting
- Participated in call with County Department of Health regarding COVID-19 virus
- Held joint press conference with county superintendents regarding COVID-19
- Held Labor Management Meeting with district leadership and Fresno Teachers Association leadership
- Held press conference regarding closing of schools due to COVID-19
- Held daily meetings with Executive Cabinet and District COVID-19 Response Team
- Participated in call with State Superintendent Thurmond to discuss COVID-19
- Participated in weekly calls with the Council of the Great City Schools regarding COVID-19
- Participated in the Council of the Great City Schools Board of Directors Meeting
- Gave interview with KSEE 24 regarding response to COVID-19
- Gave interview with John Fensterwald, EdSource, regarding COVID-19 response
- Gave interview with KMJ, Broeske & Musson regarding COVID-19 response
- Gave interview with Jim Franklin, KNZR, regarding COVID-19 response
- Participated in call with CORE District Superintendents regarding COVID-19

Approved by Superintendent
Robert G. Nelson Ed.D.

Date: 03/27/2020

BC Number AA-2

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Wendy McCulley, Executive Director   Phone Number: 457-3728
Cabinet Approval: *Wendy McCulley*

Regarding: The Office of African American Academic Acceleration Task Force Recommendations

The purpose of this communication is to provide the Board an abbreviated progress summary of implementation processes and actions for the Board approved (March 06, 2019) African American Academic Acceleration (A4) Task Force recommendations. Implementation phases of the recommendations started in April 2019, to date and are ongoing.

The Task Force is a collection of stakeholders from Fresno Unified School District and the surrounding community who worked to reach consensus and direction for programmatic, policy and practice solutions to accelerate African American (AA) youth academically in Fresno Unified. Following the unanimous Board adoption of the Task Force recommendations, the goals for the next phase of work include the following priorities:

- Develop a structure and implementation planning process that reflected shared responsibility and accountability for implementation of the Task Force recommendations
- Develop a Theory of Action for the Task Force recommendations that would serve to contextualize the recommendations in the larger systemic work of the district and aligned to the work of the A4 Office
- Provide a framework for communicating to internal and external stakeholders about the implementation of the Task Force recommendations

Planning and Preparation for Implementation of Task Force Recommendations
Highlights from key implementation planning meetings and actions are below:

- In the course of planning this phase of work, it became evident that a discussion in the Superintendent's Cabinet about the implementation of the Task Force recommendations would enable the Core Leadership Team (CLT): Superintendent, Chief Academic Officer and A4 Executive Director to better understand the readiness and capacity of the Superintendent's Cabinet members to lead the implementation work and illuminate barriers or challenges that might inhibit progress. In the debrief discussions with the CLT, the group agreed that the Superintendent's Cabinet needs to hold quarterly discussions of progress on the implementation of the Task Force recommendations.
- The Superintendent's Cabinet explored how to utilize a systemic and shared leadership approach to implementing the African American Academic Acceleration (A4) Task Force recommendations. The meeting objectives were to: increase familiarity with African American Academic Acceleration (A4) Task Force recommendations; collectively determine individual and collective capacity to implement A4 Task Force recommendations; define and deepen commitment to shared responsibility for implementing A4 Task Force recommendations; establish Cabinet-level actions and timeline.

- The A4 Executive Director and her team designed an accountability structure for the implementation of the Task Force recommendations. Through virtual and in-person work sessions, a Theory of Action for each Task Force recommendation was developed and is embedded in the A4 Accountability Matrix. An overarching Theory of Action and priorities of the A4 Office were also

created, see below:

The Office of A4 works in two areas:
1.) Provide direct services to AA students
2.) Address systemic barriers to AA academic achievement

Theory of Action
If AA students experience rigorous instruction and respectful, culturally responsive and supportive cultures and climates in their classrooms, schools and all Fresno Unified School District activities, then AA students will feel respected and valued and their overall academic engagement and achievement will increase.

If the Office of A4 provides structural direct support and addresses and mitigates systemic barriers to academic achievement for African American students, then AA students will have more access to accelerated academic learning opportunities.

Implementation of Task Force Recommendations
Collaborative implementation structure and systemic capacity progress are defined below:

➤ A4 Leadership Team: Bi-Weekly Meetings and Work Sessions
➤ Core Leadership Team: Monthly Meetings and Work Sessions
➤ Superintendent's Cabinet: Quarterly Meetings and Work Sessions
➤ Task Force: Quarterly Meetings and Work Sessions

Evidence of increased systemic capacity in the following areas:

- The Office of A4 is leading innovative and transformative systemic change
- The Core Leadership Team members are building shared responsibility and effective structures for implementation of the Task Force recommendations across roles and departments
- Superintendent's Cabinet and district staff have a greater sense of shared purpose for strengthening outcomes for AA students
- District staff are sharing responsibility for developing an implementation plan and monitoring implementation of policies and programs that accelerate academic achievement of AA students
- Stakeholders in the community, including families of AA students, have increased their knowledge of current district data and programs that will facilitate their engagement with educators to support academic acceleration of AA students
- Implementation "bright spots" within Fresno Unified School District that show success in improving outcomes for AA students are more visible and have greater potential to be replicated across the district

If you have questions or require additional information, please contact Wendy McCulley at 559-457-3728.

Approved by Superintendent
Robert G. Nelson Ed.D. _____*Robert S Nel*_____   Date:___03/27/2020___

A4 TASKFORCE

ACCOUNTABILITY MATRIX

African American Academic Acceleration (A4) – Fresno Unified

TaskForce Recommendations					
Attitudes, Beliefs & Mindsets of FUSD Employees	**Access to African American Teachers**	**Rigorous Instruction and High Expectations**	**Early Learning**	**Family Engagement**	**Pride in & Respect for African American Cultural Heritage**
1. Revise board policies to ensure they address attitudes, beliefs and mindsets of all FUSD employees towards African American students and African American employees: a. Diversity, equity and inclusion b. Core beliefs and commitments c. Accountability and professional learning d. Grading and examination policies 2. Engage a. AA students, AA parents and families, AA FUSD employees and AA community members in reviewing district policies with an equity lens. 3. Develop a. Administrative regulations (AR) which include specific actions to include AA students and staff.	1.Provide financial incentives to increase the hiring, recruitment, and retention of African American employees in Fresno Unified School District, including credentialed, certificated, and classified staff. 2. Develop a system of support for African Americans employees that promotes professional growth and learning.	1. Require annual, districtwide professional learning on culturally responsive pedagogy, methods and social emotional learning (nurture and confidence). 2. Strengthen the articulation and sequential pathway for AA students into GATE and AP course across district sites K-12. 3. Increase access and preparation of AA students in elementary schools to participate in GATE courses. 4. Assess and revise the discipline policy to require restorative practices and/or other interventions prior to removing students from the classroom to maximize instructional time for AA students.	1. Increase access to and enrollment in early learning opportunities for African American students. 2. Build language, math and social-emotional skills of Pre-K African American students in a culturally responsive manner to prepare students for Kindergarten.	1. Engage African American students, families and community at least twice a year to be a part of the district's communications and strategic planning 2. Extend the parent recruitment efforts of the Parent University into African American communities to repair the relationship and build trust between African American families, the African American community and school staff. 3. Create a "parent navigator" program and recruit African American parents into leadership roles at school sites 4. Strengthen partnerships/engagement between African American family members, teachers, staff and administrators at school sites.	1. Increase knowledge and understanding of African American culture among all Fresno Unified School District teachers, staff, and students. 2. Require training for all employees on implicit bias, cultural competence, and using an asset-based approach to working with African American students and African American families. 3. Engage diverse stakeholders on at least an annual basis to support efforts to tell positive stories and share positive images about African American youth and families

Blueprint for Change: 2019-20 Accountability Matrix
Updated: 2/5/2020

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Revise board policies to ensure they address attitudes, beliefs and mindsets of all FUSD employees towards African American students and African American employees: Diversity, equity and inclusion
Theory of Action	If FUSD policies and regulations address attitudes, beliefs and mindsets of employees towards AA students, families and employees, then FUSD employees will create a culture of respect and belonging for all AA students, AA families, and AA employees.

Champion: Lindsay Sanders-E&A	Implementor: Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A

Goal: Research for existing board policies focused on African American students and employees as well as working with Fresno County on recommendations from their taskforce (African American Student Excellence)

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	**Objectives should be difficult but not impossible to achieve.** Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** Outcomes/Evidence of Progress (incl. baseline)	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal.** (use color grid below)
Frequency of discussions will be quarterly.	Develop a BP/AR specifically focused on addressing attitudes, beliefs and mindsets towards African American students and employees.	Gather taskforce recommendations on February 4th, 2020 and bring to the table examples of other board policies focused on African American students and employees by February 29th, 2020.	Yes	Its aligned with our recommendation focused on supporting the mindsets, beliefs and attitudes towards African American students and employees.		**Draft**

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Revise board policies to ensure they address attitudes, beliefs and mindsets of all FUSD employees towards African American students and African American employees: Core beliefs and commitments
Theory of Action	If FUSD policies and regulations address attitudes, beliefs and mindsets of employees towards AA students, families and employees, then FUSD employees will create a culture of respect and belonging for all AA students, AA families, and AA employees.

Champion: David Chavez – Superintendent's Office Teresa Plascencia-Constituent Serv.	Implementor: TBD by Overseeing Department

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion **Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.**	**Objectives should be difficult but not impossible to achieve.** **Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.**	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** **Outcomes/Evidence of Progress (incl. baseline)**	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal. (use color grid below)**

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Revise board policies to ensure they address attitudes, beliefs and mindsets of all FUSD employees towards African American students and African American employees: Accountability and professional learning
Theory of Action	If FUSD policies and regulations address attitudes, beliefs and mindsets of employees towards AA students, families and employees, then FUSD employees will create a culture of respect and belonging for all AA students, AA families, and AA employees.

Champion: David Chavez-Superintendent's Office Teresa Plascencia-Constituent Serv.	Implementor: TBD by Overseeing Department

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Revise board policies to ensure they address attitudes, beliefs and mindsets of all FUSD employees towards African American students and African American employees: Grading and examination policies
Theory of Action	If FUSD policies and regulations address attitudes, beliefs and mindsets of employees towards AA students, families and employees, then FUSD employees will create a culture of respect and belonging for all AA students, AA families, and AA employees.

Champion: Lindsay Sanders (lead)-E&A Kim Mecum/Carlos Castillo -CIPL				Implementor: Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A Ryan Coe/Samuel Martinez/Tiffany Hill-CIPL	

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

Completed   In Progress   Needs Attention   Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Engage: AA students, AA parents and families, AA FUSD employees and AA community members in reviewing district policies with an equity lens.
Theory of Action	If FUSD policies and regulations address attitudes, beliefs and mindsets of employees towards AA students, families and employees, then FUSD employees will create a culture of respect and belonging for all AA students, AA families, and AA employees.

Champion:	Implementor:
Lindsay Sanders-E&A	Nikki Henry – Communications
Paul Idsvoog-HR	Paul Idsvoog/Kim Collins-HR
Kim Mecum/Carlos Castillo-CIPL	Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A
Nikki Henry (lead)-Communications	Kim Mecum/Karen Walker-CIPL

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Develop: Administrative regulations (AR) which include specific actions to include AA students and staff.
Theory of Action	If FUSD policies and regulations address attitudes, beliefs and mindsets of employees towards AA students, families and employees, then FUSD employees will create a culture of respect and belonging for all AA students, AA families, and AA employees.

Champion: David Chavez – Superintendent's Office Teresa Plascencia-Constituent Serv. Kurt Madden-IT	Implementor: TBD by Overseeing Department

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
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● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Provide financial incentives to increase the hiring, recruitment, and retention of African American employees in Fresno Unified School District, including credentialed, certificated, and classified staff.
Theory of Action	If FUSD increases the number of AA credentialed, certificated and classified staff, then AA students will have access to role models and leaders committed to their success, resulting overall in improved academic achievement of AA students.

Champion: Paul Idsvoog/Kim Collins-HR Ruth Quinto-Fiscal Services	Implementor: Paul Idsvoog/Kim Collins-HR

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY				
Frequency of discussion **Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.**	**Objectives should be difficult but not impossible to achieve.** **Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.**	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** **Outcomes/Evidence of Progress (incl. baseline)**	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal. (use color grid below)**

Build relationships and network with community groups and educational institutions to increase our AA pipeline of employees.
 	
Examples:
 	
State Center Community College
 	
HBCU
 	
Sororities/Fraternities
 	
Churches
 	
Alumni Associations
 	
Social Services
 	
Local non-profits
	1. Develop a cross functional team to determine the outreach steps and marketing to address this goal (Communications, HR, Teacher Development and A4, community partners)
	  a. Communicate the need for AA employees and the opportunities in Fresno Unified
	  b. b. "Why Fresno?" and what are the benefits of the relationship
		By March 2020 develop and convene the first meeting with the cross functional team.
		
		Send a group of HR/leaders to attend African American specific community, state and National organizational conferences and networking events.
			Designed for AA students and employees	Determined by Cross-functional team	Facilitator: Teresa and Kim in collaboration with A4
					Determined by Cross-functional team	

African American Academic Acceleration (A4) – Fresno Unified

Build capacity/Grow our own employees within Fresno Unified	1. Gather feedback from black employee about how they are feeling about their work experience and what suggestions would they make to recruit more AA employees. (reach out based on the question "would you agree to providing feedback on your 2. Recruit high school students in cohorts as tutors and mentors for summer school with the intention of paying them and sharing the pathways to teaching. 3. Develop administrator, teacher and classified cohorts. 4. All new hires are assigned an AA mentor to support for a minimum of one year. Intentional placement of new teachers in cohorts so they have a colleague at their work site.	By Fall a cohort will be established and meet at least quarterly for Administrators, teachers and classified employees. The goal is to build capacity and grow our own employees.	Designed for AA students and employees		• Facilitator Human Resources, Kim Collins • Teacher Development, Teresa Morales • Leadership Development, Julie Severns • Classified Development Tamara Neely	
Launch an HBCU satellite program (Clark Atlanta)	Develop a partnership with State Center community college and an HBCU (Clark Atlanta) to incentivize getting an advanced degree through dual enrollment to hire employees for FUSD teachers and Fresno businesses.	By March of 2020 Bob Nelson will meet with Clark Atlanta to open the conversation By fall of 2020 will identify a strong group of HBCUs to work with the state community college	Designed for AA Candidates		Bob Nelson and Paul Idsvoog	

Blueprint for Change: 2019-20 Accountability Matrix
Updated: 2/5/2020

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Develop a system of support for African Americans employees that promotes professional growth and learning.
Theory of Action	If FUSD increases the number of AA credentialed, certificated and classified staff, then AA students will have access to role models and leaders committed to their success, resulting overall in improved academic achievement of AA students.

Champion: Kim Mecum/Carlos Castillo -CIPL	Implementor: Carlos Castillo/Katie Russell/Teresa Morales- CIPL

Goal: Develop a teaching Pipeline that includes increasing the number of African American teachers and supports for all teachers to include professional learning recognizing and interrupting inequitable patterns and practices for African American students

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion **Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.**	**Objectives should be difficult but not impossible to achieve.** **Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.**	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** **Outcomes/Evidence of Progress (incl. baseline)**	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal. (use color grid below)**
The team reviews data each week, looking at individual pipeline programs. • What recruitment activities are coming up? • Who should attend? • What materials are needed? • What is being done to recruit African American teachers? • What supports are in place for African American teachers? What supports are in place for preservice to in-service teachers to support African American students?	Attend ongoing recruitment events for teacher Pipeline in 2017-2018; specifically for African American teachers: 1. UC Merced Career & Internship Fair 2. Fresno State Health & Human Service Fair 3. CSU DH STEM & Heath Science Career Fair 4. United Sorority & Fraternity Council Board Meeting 5. Fresno Black Chamber of Commerce 6. CSU East Bay Science & Tech Career Fest 7. Fresno State Professional & Business Services Fair 8. CSU Fullerton STEM Internship & Career Expo 9. UBSUC Conference for AA students	The teacher pipeline will maintain 65% diversity and increase the number of African American teachers to reflect the student population Data: • The percentage of African Americans : ○ students- 8.7% ○ teachers- 4.27% ○ pipeline- 8.88% Current pipeline program data for African Americans: • Teacher Academy- 1.79% • Para Academy- 4.17% • Grow to Teach- 13.64% • Transition to Teaching- 17.69% • Fresno Teacher Residency Program- 5.58%	Yes- teachers and students	Recruitment of Fresno Unified, African American students Recruitment of African American teachers to reflect current population of African American students Training for all Pipeline teachers on Cultural Proficiency to support African American students	**Resources** Recruitment flyers FAQ handouts for each pipeline programs Infographic- National Conferences Tablecloths Banners Incentives (such as: pencils, pens, water bottles, lanyards, etc.) Stipends for each program	**2017-2018** 1. UC Merced Career & Internship Fair 2. Fresno State Health & Human Service Fair 3. CSU DH STEM & Heath Science Career Fair 4. United Sorority & Fraternity Council Board Meeting 5. Fresno Black Chamber of Commerce 6. CSU East Bay Science & Tech Career Fest 7. Fresno State Professional & Business Services Fair

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

10. St. Rest Church- Guest speaker from Teacher Development 11. Sisters Corner- Recruitment of AA females 12. Fresno Junteeth Celebration Attend ongoing recruitment events for teacher Pipeline in 2018-2019: 1. Fresno Black Chamber of Commerce 2. Super Saturday- Fresno State 3. Fresno State Career Fair 4. St. Rest Church- Guest speaker from Teacher Development 5. AA Church Visitations 6. Aspiring Expo- Fresno Unified 7. Fresno Unified BSUs Attend ongoing recruitment events for teacher Pipeline in 2019-2020: 1. Fresno Black Chamber of Commerce 2. Edison & Hoover Homecoming 3. Super Saturday- Fresno State 4. Classified Professional Development Conference 5. Aspiring Expo 6. AA Fraternities & Sororities invited to Aspiring Expo 7. Career Fairs- All High Schools 8. Bullard BSU 9. All High School BSU presentations 10. UBSUC Central Region Conference 11. African American Student Leadership Conference 12. Black Family Day	PL Column Course -advancement courses for eligible certificated employees on Column IV of the pay scale. Participant Data (past and current) Each course is 45 hours: 2015-2016 • Courageous Conversations About Race- 3 • Understanding Culture and Race-1 2016-2017 • Becoming a Culturally Responsive Teacher- 4 • Best Practices for Teaching African American Boys- 4 2017-2018 • Best Practices for Teaching African American Boys-5 • Relationally Responsive Classroom Management- 2 • Becoming a Culturally Responsive Teacher-4 2018-2019 • Best Practices for Teaching African American Boys-6 • Becoming a Culturally Responsive Teacher- 12 • Courageous Conversations About Race-2 • Relationally Responsive Classroom Management-10 2019-2020			Culturally Responsive Teaching and the Brain Epoch materials Role play scenario cards Busses Cultural Proficiency Manual for School Leaders Ted Talk Videos **Staff and Partners** Director of Teacher Development Managers in Teacher Development TSAs over pipeline programs Board members Site leaders A4 Office Human Resources	8. CSU Fullerton ⬤ STEM Internship & Career Expo 9. UBSUC Conference ⬤ for AA students 10. St. Rest Church- ⬤ Guest speaker from Teacher Development 11. Sisters Corner- ⬤ Recruitment of AA females 12. Fresno Junteeth ⬤ Celebration **2018-2019** 1. Fresno Black ⬤ Chamber of Commerce 2. Super Saturday- ⬤ Fresno State 3. Fresno State ⬤ Career Fair 4. St. Rest Church- ⬤ Guest speaker from Teacher Development 5. AA Church ⬤ Visitations 6. Aspiring Expo- ⬤ Fresno Unified 7. Fresno Unified ⬤ BSUs **2019-2020**

⬤ Completed   ⬤ In Progress   ⬤ Needs Attention   ⬤ Behind Schedule

	13. Alpha Phi Alpha Fraternity Conference 14. Church Recruitment 15. Networking- Zeta Phi Beta Sorority Attend ongoing collaborations with support departments: 1. Networking and collaboration meetings- Tonisha Hargrove from A4 2. Networking and collaboration meetings- Lisa Nichols from Goal 2 3. Networking and collaboration meetings- Kim Collins from Human Resources Create and implement professional learning that focuses on strategies to improve instruction for African American students (Culturally Responsive Pedagogy) 1. Hold University partnership meetings & walks with a focus on cultural proficiency 2. Provide common learning based on CRT and the Brain with university faculty at curriculum meetings 3. Co-develop course syllabi with university faculty with a focus on cultural proficiency 4. Attend Zaretta Hammond's conference on CRT & the Brain 5. Provide New Teacher Support coaches equity training, including: optimal learning environments, standards-based instruction, &	• Best Practices for Teaching African American Boys- 1 • Becoming a Culturally Responsive Teacher- 2 • Courageous Conversations About Race- 2 • Relationally Responsive Classroom Management- 1 Teacher Development/Human Resources to review student achievement of teachers in each course. Survey information will be collected on interest due to low numbers. Cultural Proficiency Keynote Session at New Teacher Conference (400 participants) Cohort of new teachers received access to presentation and materials on virtual collaboration space. Implicit Bias Session at New Teacher Conference: (30 participants) "How would you rate the overall effectiveness of this session?" Teacher Rating 4.875			University Faculty Instructional Coaches Transportation Staff Consultants **Structures** University Leadership Meetings BSUs at Sites Saturday, Pipeline Induction Support Teacher Academy Para Academy Grow to Teach Transition to Teaching Fresno Teacher Residency PL Column Instructional Coaching and TSA Support	1. Fresno Black Chamber of Commerce 🔵 2. Edison & Hoover Homecoming 🔵 3. Super Saturday- Fresno State 🔵 4. Classified Professional Development Conference 🔵 5. Aspiring Expo 🟢 6. AA Fraternities & Sororities invited to Aspiring Expo 🟢 7. Career Fairs- All High Schools 🟡 8. Bullard BSU 🟢 9. All High School BSU presentations 🟡 10. UBSUC Central Region Conference 🟢 11. African American Student Leadership Conference 🟡 12. Black Family Day 🟡 13. Alpha Phi Alpha Fraternity Conference 🟡 14. Church Recruitment 🟢 15. Networking- Zeta Phi Beta Sorority 🟢

🔵 Completed 🟢 In Progress 🟡 Needs Attention 🔴 Behind Schedule

analyzing work student by student to determine needs

6. Provide PL Column courses that address disproportionality and strategies to teach African American students

Create and implement professional learning to recognize and interrupt inequitable patterns and practices for African American students (Social Justice Education)

1. Provide 4 days of Implicit Bias training for Instructional Coaches and department leaders through Epoch Education
2. Provide a keynote speaker focusing on inclusivity, bias, and teacher impact
3. Provide implicit bias session at New Teacher Conference
4. Provide cultural proficiency & implicit bias sessions at Saturday, Pipeline for aspiring & new teachers
5. Sent 6 department members to Trainer of Trainers Certification on Cultural Proficiency

Create and implement experiences that celebrate diversity and create positive interactions across difference that include highlighting students of color (Multicultural Education)

1. Provide cultural experiences to frame asset -based conversations, including visiting African American churches & organizations

Attend ongoing collaborations with support departments:

1. Networking and collaboration meetings- Tonisha Hargrove from A4
2. Networking and collaboration meetings- Lisa Nichols from Goal 2
3. Networking and collaboration meetings- Kim Collins from Human Resources

Culturally Responsive Pedagogy

1. Hold University partnership meetings & walks with a focus on cultural proficiency
2. Provide common learning based on CRT and the Brain with university faculty at curriculum meetings
3. Co-develop course syllabi with university faculty with a focus on cultural proficiency

Completed   In Progress   Needs Attention   Behind Schedule

| | | Provide a bus tour that includes visiting community resources | | | | | 4. Attend Zaretta 🔵 Hammond's conference on CRT & the Brain
5. Provide New 🟢 Teacher Support coaches equity training, including: optimal learning environments, standards-based instruction, & analyzing work student by student to determine needs
6. Provide PL Column 🟢 courses that addresses disproportionality and strategies to teach African American student

Social Justice Education
1. Provide 4 days of 🔵 Implicit Bias training for Instructional Coaches and department leaders through Epoch Education
2. Provide a keynote 🔵 speaker focusing on inclusivity, bias, and teacher impact |

🔵 Completed 🟢 In Progress 🟡 Needs Attention 🔴 Behind Schedule

						3. 🔵 Provide implicit bias session at New Teacher Conference
						4. 🟢 Provide cultural proficiency & implicit bias sessions at Saturday, Pipeline for aspiring & new teachers
						5. 🟢 Sent 6 department members to Trainer of Trainers Certification on Cultural Proficiency
						Multicultural Education
						1. 🟢 Provide cultural experiences to frame asset -based conversations, including visiting African American churches & organizations
						2. 🟢 Provide a bus tour that includes visiting community resources

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Require annual, districtwide professional learning on culturally responsive pedagogy, methods and social emotional learning (nurture and confidence).		
Theory of Action	If FUSD educators implement rigorous, culturally responsive instruction with high expectations for AA students, then AA students will be meaningfully engaged and will experience high expectations for their success resulting in increased academic performance.		

Champion: Lindsay Sanders (lead)-E&A Kim Mecum/Carlos Castillo -CIPL			Implementor: Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A Carlos Castillo/Tiffany Hill/Sandra Toscano/Karen Walker-CIPL	
Goal:				

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion **Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.**	**Objectives should be difficult but not impossible to achieve.** **Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.**	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** **Outcomes/Evidence of Progress (incl. baseline)**	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal. (use color grid below)**

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Strengthen the articulation and sequential pathway for AA students into GATE and AP courses across district sites K-12.		
Theory of Action	If FUSD educators implement rigorous, culturally responsive instruction with high expectations for AA students, then AA students will be meaningfully engaged and will experience high expectations for their success resulting in increased academic performance.		
Champion: Kim Mecum/Carlos Castillo -CIPL		**Implementor:** Tiffany Hill/Ryan Coe/Chantea McIntyre/Susana Montañez-CIPL	
Goal: Increase number of African American students enrolled, retained, and passing accelerated courses.			

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	**Objectives should be difficult but not impossible to achieve.** Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** **Outcomes/Evidence of Progress (incl. baseline)**	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal. (use color grid below)**

Meetings with APICs (Advanced Placement Instructional Coordinators) at each high school: Every two weeks
 	
Data reflection & analysis and action steps with site teams: Quarterly
 	
District CIPL collaboration: Monthly
 	
District Level collaboration: Quarterly
• Instructional Leadership Team
• Supervisors of Schools
• CIPL
	Create targeted supports for African American student enrollment and retention in AP courses.
	13. Tutoring hours available at all sites with AP courses at least once a week for each course
	14. Mentoring for current AP students and potential AP students: At least once per quarter
	15. Listening groups with students: Hold twice per year--once in the fall and once in the spring
	16. Parent information meetings: Hold twice per year--once in the fall and once in the spring
	17. Vertical articulation—visit to MS to talk to potential students—once per year
	18. African American students from MS visited the HS to meet the teacher and encourage pre-registration in AP HUG.
	19. D/F Monitoring
		Data:
		• The percentage of African American students earning an A,B, or C in an AP course increased:
		  o 17/18: 65.2%
		  o 18/19: 71.3%
		  o 19/20: Q1: 81.8%
		• Enrollment of *unique* African American students in AP courses (Q1): Increased from last year to this year.
		  o 18/19: 198
		  o 19/20: 205
			Yes	Data monitored is for AA students specifically
				
				Actions listed are specific to AA students
					Support Staff/Structures
					• Advanced Placement Instructional Coordinators (APICs)
					• AP Student Ambassadors
					• Counselors
					• Parents
					• AP/IB Manager
					• Principal
					• Site VP over AP
					• VPSA from Goal 2
					
					Materials/Resources:
					• Tutoring hours
					• Incentives (such as: t-shirts, phone holders, stickers, backpacks, medals, recognition/ recruitment/fellowship lunches, etc)
					• Online College Board Student Resources
					• Khan Academy
						Status of Goal:
						🟢
						Status of each action listed by number:
						7. Tutoring: All sites with tutoring available at least once a week
						🟢
						8. Mentoring: 1 site weekly; 1 site quarterly, 5 sites in semester
						🟡
						9. Listening Groups: 3 sites twice per year; 5 sites once per year
						🟡
						10. Parent meetings: 2 sites twice per year; 6

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

	o Counselors to provide formative AP course D/F data to APICs o APICs meet with students with AP course D/Fs every 3 weeks to provide tutorial info and expectations o Quarterly data chats with AP Manager, APIC, site admin to review data plan for student support o Parent contact—5 times per year for students receiving D/Fs in AP courses 20. Broaden focus of data monitoring and student access to include pathway courses and dual enrollment				• Field trips for African American students at selected sites (e.g. college campus, businesses, field study) • Power Bi for data tracking/monitoring	sites once per year 🟡 11. Vertical articulation: 7 of 8 sites 🟢 12. MS student visits to HS: 3 out of 8 sites 🟡 13. D/F Monitoring: APICs are not able to pull timely D/F data— counselors are providing but it is not yet formative. APICs are not yet meeting with D/F students for tutorial info and expectations. Parents are not being contacted with frequency regarding D/Fs 🔴 14. Broader data monitoring 🔴

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Increase access and preparation of AA students in elementary schools to participate in GATE courses.
Theory of Action	If FUSD educators implement rigorous, culturally responsive instruction with high expectations for AA students, then AA students will be meaningfully engaged and will experience high expectations for their success resulting in increased academic performance.

Champion: Lindsay Sanders-E&A Kim Mecum/Carlos Castillo -CIPL	Implementor: Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A Susana Montañez/Karen Walker-CIPL Sandra Toscano-EL Services Misty Her-School Leadership

Goal: 1. Increase the number of African- American GATE certified students participating in GATE programs. 1b. Increase the number of African- American students identified as GATE.

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion **Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.**	**Objectives should be difficult but not impossible to achieve.** **Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.**	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** **Outcomes/Evidence of Progress (incl. baseline)**	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal. (use color grid below)**

This goal will frame discussions:
 	
1. Review the GATE assessment for Alignment and Reliability- (Ongoing)
2. Monitoring results data when developing next steps (fall semester for gr. 2-5 and spring semester for gr. 1)
3. Monitoring retention of African American students in GATE Programs (annually).
 	
Meet weekly--GATE Manager and GATE TSA
	Create targeted supports for African American student enrollment and retention in GATE programs.
	
	1. Review the GATE assessment for Alignment and Reliability after every administration of the assessment.
	2. Monitor identification data to strategically deploy outreach to identified students.
	3. Recruit identified students through a multi- prong outreach plan.
	   a. Phone banking
	   b. Information Nights
	   c. Recruitment packets
	4. Identify reasons for attrition of African American students from GATE programs
		Data:
		Enrollment of African American students in GATE programs at Manchester GATE and Yokomi GATE
		
		• 18/19: 4% (33 of 820 enrolled)
		• 19/20: 3.4% (28 of 810 enrolled)
		   As of 11-12-19
		
		African American students identified as Gifted NOT participating in GATE programs (baseline)
		
		• 19/20: 2% (8 of 366 GATE identified students not enrolled at Manchester or Yokomi)
		Percentage of African American students identified as Gifted:
			Yes	• The analysis of identification data will allow our systems to determine next steps.
				• Professional learning for teachers highlighting best practices and strategies for students of color is essential for the academic acceleration of all students regardless of GATE status.
					Personnel:
					• CIPL Director
					• GATE Manager
					• GATE TSA
					• Site Admin. (of GATE programs)
					• Advisory Committee teachers
					• Parents
					Materials:
					• Parent information Modules for:
					  o Parent University
					  o Young Scholars Summer
						Targeted Supports:
						
						1. 🟡
						
						2. 🟡
						
						3. 🟢
						
						4. 🟡

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

	a. Develop participation surveys to capture reasons.
	5. Provide professional learning through the GATE Certification Cohort on best practices and strategies to serve students of color regardless of GATE status or program participation.
	   a. Recruit teachers from all regions and grade levels.
	6. Recruit African American students that were identified by the Universal Screener (NNAT3) but NOT identified as GATE to participate in Young Scholars Accelerated Summer School Program.
	   a. Deploy outreach plan
	     i. Info Nights
	     ii. Phone banking
	     iii. Recruitment invitations
	7. Screen all first graders for GATE assessment
	8. Ensure all qualified students take the GATE assessment
	9. Analyze data on the number of AA students who meet screener guidelines, qualified for GATE, and actually enroll in a GATE program
	10. Recruit, inform, and help parents navigate through the GATE process and all
		• 17/18: 4% (16 of 409 total number of students identified)
		• 18/19: 3.9% (18 of 464 total number of students identified)
		• 19/20: TBD
					School Program
					• Teacher GATE Certification Modules Addressing strategies and best practices for students of color

5. 🟢

6. 🟡

7. 🔵

8. 🟢

9. 🟡

10. 🟡

🔵 Completed 🟢 In Progress 🟡 Needs Attention 🔴 Behind Schedule

○	available options for programs 11. Personal outreach to parents/guardians of AA students who meet qualifications to encourage them to apply for a GATE program 12. Ensure AA students who enroll in a GATE program have proper supports to be successful 13. Training and professional learning for teachers on culturally responsive teaching				11. ● 12. ● 13. ○

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Assess and revise the discipline policy to require restorative practices and/or other interventions prior to removing students from the classroom to maximize instructional time for AA students.
Theory of Action	If FUSD educators implement rigorous, culturally responsive instruction with high expectations for AA students, then AA students will be meaningfully engaged and will experience high expectations for their success resulting in increased academic performance.

Champion: Kim Mecum/Carlos Castillo -CIPL Ambra O'Connor -DPI	Implementor: Ambra O'Connor/Rita Baharian-DPI Misty Her-SL

Goal: By June 2020, reduce the use of out-of-school suspensions for African American students by 5% at sites by utilizing alternative responses outlined in the District Discipline Guidelines and Behavior Response Matrix.

FREQUENCY	AMBITIOUS	SPECIFIC		TRANSPARENCY		
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)
Climate & Culture Office: Weekly Monthly: Virtual Session In Person w/ Leaders: Twice in Fall	**District Discipline Guidelines:** 1. Develop District Discipline Guidelines 2. Develop communication and implementation plan for rollout 3. Soft Launch of Discipline Guidelines at five school sites (includes implementation support and PL) 4. Continue to expand Implementation of Discipline Guidelines Fall of 2019 at Phase II Sites (14) 5. Provide PL to site administrators on utilizing the guidelines and implementing interventions & strategies	**CA Dashboard Data** 17/18 Suspension Rate: 17.1% for AA students 18/19 Suspension Rate: 16.4% for AA students 1 Year Change: -0.7% **19/20 Power BI Data Suspension Incident Data (EOM February 2020 vs. Feb 2019)** -776 (-11%) All Students -532 (-10%) AA Students Discipline Guidelines Sites (18) -544 (-27%) All Students -183 (-35%) AA students Next Virtual PL Session: 3/23	YES	Establishment of equitable discipline system and aligned and developed culturally responsive discipline practices specifically to address disproportionality. Prioritized response for AA students by DPI support staff Frequent monitoring to reduce the disparities for AA students related to student discipline	Discipline Guidelines Committee Site Administrators DPI Director and Managers Equity and Access and DPI Program Manager SOS	🔵 🔵 🟢 🟢

Blueprint for Change: 2019-20 Accountability Matrix
Updated: 2/5/2020

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

Monthly Data Review-ILT Meeting	**Behavior Response Matrix** 1. Establish Behavior Response Matrix 2. Deliver Professional Learning to all principals Support staff will prioritize responses for AA stu w/2 or more ODRs and/or 1 or more SUS Professional Learning: embed PBIS, SEL, RP & Trauma Informed practice into PL content Design Data Report to support monitoring fidelity of implementation of Matrix & Discipline Guidelines.	# of AA students with ODR which received an intervention in response to misbehavior ATLAS team will release screen changes after Spring Break allowing us to pull admin response into two columns (disciplinary actions and interventions) March: Audit of Misbehavior entry for defiance disruption incidents to determine the percentage of incidents for which suspension has been used (K-8) for AA students April: Audit use of 5 day suspension to determine the percentage of which are not connected to an expulsion referral, as required by the matrix for AA students.				

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Increase access to and enrollment in early learning opportunities for African American students.		
Theory of Action	If FUSD increases access to culturally responsive and rigorous early learning opportunities for AA students, then AA students will be better prepared for Kindergarten and will read with a level of proficiency at grade level by third grade.		

Champion:		Implementor:	
Lindsay Sanders/Deanna Mathies-Early Learning		Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A	

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. **Outcomes/Evidence of Progress (incl. baseline)**	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

Blueprint for Change: 2019-20 Accountability Matrix
Updated: 2/5/2020

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Build language, math and social-emotional skills of Pre-K African American students in a culturally responsive manner to prepare students for Kindergarten.						
Theory of Action	If FUSD increases access to culturally responsive and rigorous early learning opportunities for AA students, then AA students will be better prepared for Kindergarten and will read with a level of proficiency at grade level by third grade.						

Champion:				Implementor:			
Lindsay Sanders/Deanna Mathies-Early Learning				Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A			

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. **Outcomes/Evidence of Progress (incl. baseline)**	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

● Completed ● In Progress ● Needs Attention ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Engage African American students, families and community at least twice a year to be a part of the district's communications and strategic planning
Theory of Action	If FUSD establishes, builds and nurtures authentic, respectful and trusting relationships with AA families while promoting AA parent/family leadership, then AA families will be able to partner with educators to support their children's education and AA students' academic achievement will improve.

Champion: Nikki Henry/Amy Idsvoog-Communications				Implementor: Nikki Henry - Communications		

Goal: Establish an AA Student Advisory Communications Committee and an AA Community Advisory Communications Committee to engage twice per year re: communications plans

FREQUENCY	AMBITIOUS	SPECIFIC		TRANSPARENCY		
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)
Plans will be created and discussed in quarterly team goal-setting meetings with the Communications team. CIO will continue conversations at least monthly with leadership regarding adding capacity to the Communications team to focus on engagement of audiences to better evaluate effectiveness of communication mediums.	• Work with A4 and C&I to identify students to participate in advisory committee. • Work with A4 and Parent University to identify families and community members to participate in advisory committee. • Schedule two student advisory committee meetings and two community advisory committee meetings for the next year. • Work with communications team to create agenda for all committee meetings. • Work with communications team to strategically plan for the 20/21 school year. • Work with district leadership to increase capacity and resources to make audience engagement and evaluation a	Spring 2020: • Work with A4, C&I and PU to identify potential committee members • Work with teams to create the structure for committee • Complete outreach to potential committee members Summer 2020: • Strategic planning with communications team for 20/21 school year • Schedule Fall 2020 advisory committee meetings (2) Fall 2020: • Work with communications team to complete agenda and plan facilitation of advisory committee meetings (2) • Complete (1) student advisory committee meeting • Complete (1) community advisory committee meeting	Yes.	These advisory committees will specifically be made up of AA identifying students and families and community members to specifically work together to better represent our AA youth, staff and families through our district communications.	The communications team will lead this work but needs additional capacity and resources to make engagement, strategic planning, and evaluation a more robust priority within the department.	●

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

	priority in the communications department. Start advisory committees in the 20/21 school year.	• Schedule Spring 2020 advisory committee meetings (2) Spring 2020: • Work with communications team to complete agenda and plan facilitation of advisory committee meetings (2) • Complete (1) student advisory committee meeting Complete (1) community advisory committee meeting				

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Extend the parent recruitment efforts of the Parent University into African American communities to repair the relationship and build trust between African American families, the African American community and school staff.
Theory of Action	If FUSD establishes, builds and nurtures authentic, respectful and trusting relationships with AA families while promoting AA parent/family leadership, then AA families will be able to partner with educators to support their children's education and AA students' academic achievement will improve.

Champion: Nikki Henry-Communications Zuleica Murillo- PU	Implementor: Nikki Henry - Communications

Goal: Maintain partnership with Street Saints (Community Based Organization) to increase the number of African American parents who attend parent learning workshops.

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

Pilot Spring 2017, Fall 2017 and on-going:	1. Continue partnership with Street Saints; purposely recruit African American families all year around.
	2. Provide parent learning sessions year-round.
	Increase the number of workshops offered for African American families.
		1. We currently provide parent learning workshops that are specific to African American families at the following sites:
		  a. King Elementary
		  b. Columbia Elementary
		  c. Sunset Elementary
		  d. Addams Elementary (recently added)
			No	The workshops are facilitated by African American staff.	Opening Doors – Part 1 and Part 2 centered on the cultural values, strengths, and experiences; Let's Go to College – 5-week sessions centered on planning for college	1. Partnership with Street Saints – provide learning sessions
						
						2019/20
						🟢
						
						2. Increase number of parent learning sessions facilitated by African American staff.
						
						2020-ongoing
						🟢

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Create a "parent navigator" program and recruit African American parents into leadership roles at school sites		
Theory of Action	If FUSD establishes, builds and nurtures authentic, respectful and trusting relationships with AA families while promoting AA parent/family leadership, then AA families will be able to partner with educators to support their children's education and AA students' academic achievement will improve.		

Champion: Nikki Henry-Communications Zuleica Murillo- PU		Implementor: Nikki Henry - Communications	

Goal: Create and provide a Voices Leadership Council targeting African American parents and community members in each Region (7).

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)
Fall 2019 and ongoing: Managers meet monthly to discuss this goal. We also have a team devoted to support this goal. After pilot, we will determine next steps.	1. Pilot a Voices Leadership Council in region. 2. Determine focus: All meeting sessions will focus on learning about district/school policies, procedures, and practices for all students and specifically how these policies, practices, and procedures support African American students. 3. Collaborate with Street Saints (Pilot) African American Parent Advisory council (Voices Leadership Council). 4. Use the Parent University's Parent Leadership Academy as the model. Parents will also be able to provide input as to what they want to learn and need.	2016/17 – 47 2017/18 – 33 2018/19 – 47	Yes	Low African American parent participation in the Parent University learning sessions.	Parent University Parent Modules; input from parents and community as to what they want to learn.	1. Currently piloting 6-session meetings with the Street Saints *(Voices Leadership Council)* 2019/20 🟢 2. Continue collaboration with Voices Leadership Council to develop and sustain region councils.

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

						2020 - ongoing 🟢

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Strengthen partnerships/engagement between African American family members, teachers, staff and administrators at school sites.						
Theory of Action	If FUSD establishes, builds and nurtures authentic, respectful and trusting relationships with AA families while promoting AA parent/family leadership, then AA families will be able to partner with educators to support their children's education and AA students' academic achievement will improve.						

Champion: Nikki Henry-Communications Zuleica Murillo- PU				Implementor: Nikki Henry - Communications			

Goal: Maintain partnership with Street Saints (Community Based Organization) to provide mentorship for African American students to help build positive relationships between school staff and families.

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY				
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)	
Fall 2018 and on-going:	1. Continue partnership with Street Saints; purposely recruit African American mentors. 2. Provide training for mentors (CHAMPS, Restorative Justice, Culturally Responsive strategies). Increase the number of mentors at each site to support African American students.	We currently provide mentorship for students at the following sites: • Gaston • Scandinavian • Edison • Roosevelt Tehipite (recently added)	Yes	The workshops are facilitated by African American staff.	Choice and Accountability; Character Building; 12 Ways to be a Good Communicator; Mental & Emotional Health; Self-Discipline; Understanding Compassion, Charity, Sensitivity, and Concern; Fairness, Equality, & Justice;	1. Partnership with Street Saints – provide mentors. 2019/20 🟢 2. Increase number of mentors provided at each site. 2020-ongoing 🟢	

🔵 Completed 🟢 In Progress 🟡 Needs Attention 🔴 Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Increase knowledge and understanding of African American culture among all Fresno Unified School District teachers, staff, and students.		
Theory of Action	If FUSD teachers, staff and students increase their knowledge and understanding of AA culture and embrace an asset-based approach to learning about and working with AA students and families, then AA students will feel heard, respected and valued and their overall academic engagement and achievement will increase.		
Champion: Kim Mecum/Carlos Castillo -CIPL Paul Idsvoog-HR		**Implementor:** Carlos Castillo/Tiffany Hill/Stephen Ruiz/Karen Walker/Ryan Coe Lisa Nichols-G2	

Goal: Provide high quality instructional materials and experiences that emphasize African Americans' unique historical and cultural experiences and contributions

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	**Objectives should be difficult but not impossible to achieve.** Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	**Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.** Outcomes/Evidence of Progress (incl. baseline)	**Is this designed for & focused on AA Students?**	**Please explain in what ways.**	**Support Structures/Resources**	**Assess the status of this goal. (use color grid below)**
CIPL: • Monthly team meetings • History Advisory team quarterly meetings	Provide resources to teachers K-12 to support instruction with information on the unique historical contributions of African Americans throughout history. Significantly increase the number of experiences in which every Fresno Unified student engages in learning the unique historical and cultural experiences of Africans and African Americans that have led to historical and modern-day advancements in science, technology, medicine, education, and arts/humanities. 1. Engage diverse stakeholders in defining, reviewing and implementing a. Diversify recruitment of teachers for History Advisory Team to	Recruitment of AA History Social Science teachers for Advisory Team: currently 1/6 of the team is African American (4/23) Advisory team has met in Q1 and Q2 Initial stage of researching resources for K-6(Resources/OERs vetted by June 2020) Sample historical timeline was purchased—HSS Manager and CIPL Director currently reviewing it next to the secondary curriculum for alignment and opportunities for supplementing lessons (Timeline for lessons January 2021) Gaston MS and Edison HS offer African American Studies Sunnyside offers Ethnic Studies	Yes	See actions listed in the *Ambitious* column	Support Staff/ Structures: H/SS Manager CIPL Director H/SS Advisory team & Department chairs Site Leaders Local Fresno African American leaders Materials/Resources: H/SS Scope and Sequence *Impact* Textbooks Fresno Unified digital resources	Status of Goal: 🟢 Status of each action/sub-action listed: Engage diverse stakeholders a. 🟢 b. 🟢 c. 🟡 d. 🟡 Analyze and update current district resources

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

a. 🟢	include voices from teachers of color
	
	b. History Advisory Team to review and provide feedback to plan for ongoing implementation
	
	c. Bring consultants to provide feedback/guidance on the action steps and process
	
	d. Build connection with local African American leaders as resources for student achievement
	
	2. Analyze and update current district resources that highlight the vast contributions of Africans and African Americans throughout history and modern-day
	
	    a. For K-6 teachers, identify and review available resources from multiple sources to share with teachers to enhance their current curriculum to include framework content and information on contributions of African Americans throughout history (aligned to grade level content)
	
	    b. History Advisory Team analyzes H/SS curriculum to surface opportunities for
		Race and Social Justice classes offered at Bullard, Cambridge, Edison, Fresno, Hoover, McLane, Roosevelt, and Sunnyside.			OERs	a. 🟢
						
						b. 🟡
						
						c. 🟡
						
						Establish elective course offerings
						
						a. 🟡
						
						b. 🟡

Note in the first column: b. 🟡, c. 🟡, a. 🟡, d. 🟡 markers appear alongside the action steps.

🔵 Completed   🟢 In Progress   🟡 Needs Attention   🔴 Behind Schedule

	perspective and relevancy
	c. Provide rich, historical timelines with paired lessons to every secondary site and make available for purchase for every elementary school that honor the history and contributions from people of African descent
	3. Establish elective course offerings to ensure access at all secondary sites
	    a. All high schools will offer Race and Social Justice classes
	    b. All high schools will offer an Ethnic Studies class, or an African American Studies course based on site needs				

African American Academic Acceleration (A4) – Fresno Unified

Recommendation	Require training for all employees on implicit bias, cultural competence, and using an asset-based approach to working with African American students and African American families.
Theory of Action	If FUSD teachers, staff and students increase their knowledge and understanding of AA culture and embrace an asset-based approach to learning about and working with AA students and families, then AA students will feel heard, respected and valued and their overall academic engagement and achievement will increase.

Champion:	Implementor:
Lindsay Sanders (lead)-E&A	Paul Idsvoog/Kim Collins-HR
Kim Mecum/Carlos Castillo -CIPL	Andrew Scherrer/Teresa Zamora/Edgar Pelayo-E&A
Paul Idsvoog-HR	Further discussion needed-name of Implementor to follow-CIPL

Goal:

FREQUENCY	AMBITIOUS	SPECIFIC	TRANSPARENCY			
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4) – Fresno Unified

Blueprint for Change: 2019-20 Accountability Matrix
Updated: 2/5/2020

● Completed   ● In Progress   ● Needs Attention   ● Behind Schedule

African American Academic Acceleration (A4)

Task Force – Implementation
February 5, 2020

"WHAT IS THE QUALITY OF YOUR INTENT?"

- Thurgood Marshall

Fresno Unified
School District

Impact Report

FRESNO UNIFIED SCHOOL DISTRICT

AFRICAN AMERICAN
ACADEMIC ACCELERATION INITIATIVE

Fresno Unified School District

"INCLUSIVE PRACTICES AND EMPOWERING THE COMMUNITY TO BE A TRUE PARTNER IN THE WORK IS VITAL AND NECESSARY TO CHANGE THE DIRECTION OF HISTORICAL TRENDS AND INSTITUTIONAL APATHY. OUR STUDENTS ARE MORE ACTIVE AND BRING URGENCY TO THIS WORK THROUGH THEIR OWN AWARENESS THAT IT MUST BE DONE; THEIR VOICES AND INVOLVEMENT GIVE ME HOPE AND JOY."

– KRISTIE LEYBA, TEACHER AT EDISON HIGH SCHOOL
AND A4 TASK FORCE MEMBER

After School Reading Program

K-6th Grades

9 ELEMENTARY SCHOOL SITES

Easterby	Kirk	Lincoln
Pyle	Roeding	Thomas
Turner	Vinland	Williams
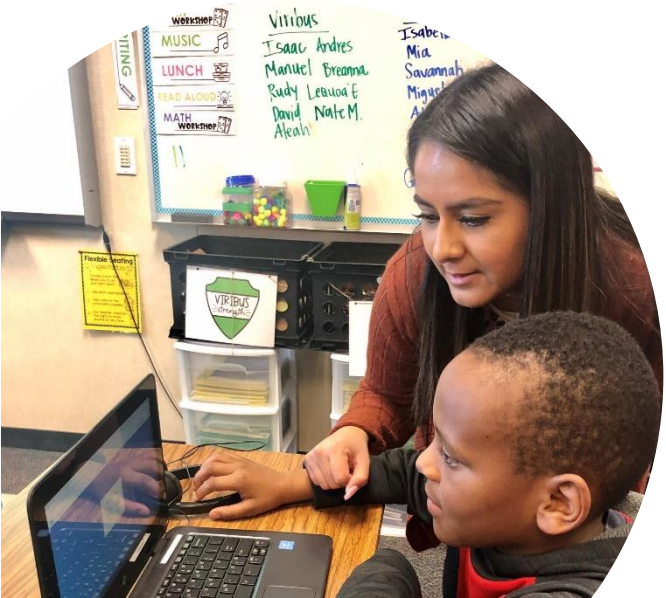
SERVING 319 SCHOLARS

Academic Center for Suspended Students

- ☐ **259** instructional hours served (thus far)

- ☐ **1** day – **21** days length of stay

Note: An instructional day is defined as 5.5 hours of instruction

Academic Center for Suspended Students

☐ Work in progress

# of Unique Students Suspended at Schools Targeted	# of Unique Students Referred to Academic Center	# of Unique Students Served
139	13	9

Data Source: ATLAS & A4 as of 2/4/2020

Note: Suspension data representative of respective school's start date

College Mentoring

KICKOFF: November 19, 2019 (Hoover HS)

Purpose:

- To provide high school juniors and seniors with skills to become college and career ready upon graduating high school.

- To increase the matriculation rate among African American students.

- To improve the retention among African American students in college.

- To help students stay in college past their freshman year.

Fresno Unified
School District
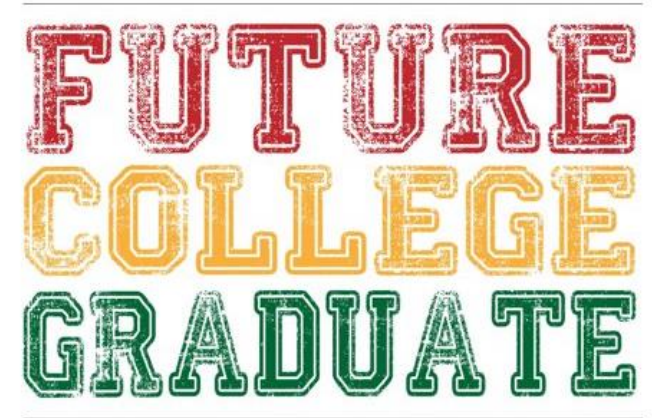
FAST vs SMART GOALS

FAST	SMART

The FAST Method ensures successful strategy execution that traditional approach to goal setting has failed to achieve

FAST Method

Goals should be **AMBITIOUS** in scope.

Goals should be **TRANSPARENT** for everyone in the organization to see.

F A S T

Goals should be embedded in **FREQUENT** discussions.

Goals should be measured by **SPECIFIC** metrics and milestones.
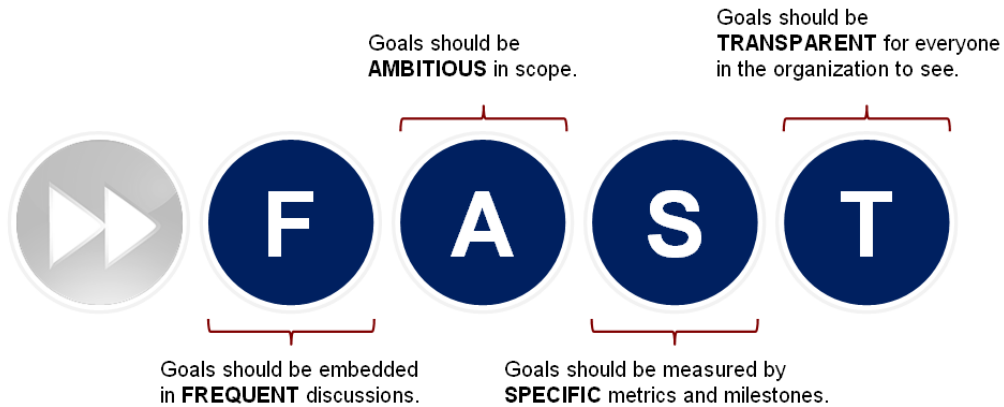
SMART Goals

Specific	What *exactly* will you do?
Measurable	How will you know if you *meet* your goal?
Achievable	What *steps* are you going to take to reach your goal?
Relevant	What about your goal makes it *important* to you?
Timely	*When* do you want to complete your goal?

Fresno Unified
School District

Our FAST Matrix

Recommendation	Develop a system of support for African Americans employees that promotes professional growth and learning.					
Theory of Action	If FUSD increases the number of AA credentialed, certificated and classified staff, then AA students will have access to role models and leaders committed to their success, resulting overall in improved academic achievement of AA students.					
Champion:				Implementor:		
Goal:						
FREQUENCY	AMBITIOUS	SPECIFIC		TRANSPARENCY		
Frequency of discussion Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	Objectives should be difficult but not impossible to achieve. Are your actions steps ambitious? Consider increasing hours, number of students, decreasing duration to achieve goal.	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress. Outcomes/Evidence of Progress (incl. baseline)	Is this designed for & focused on AA Students?	Please explain in what ways.	Support Structures/Resources	Assess the status of this goal. (use color grid below)

Fresno Unified
School District

Areas of Task Force Recommendations

Implementation Structure: Actions, Updates and Collaborative Q & A

☐ Present **implementation status** and **progress highlights** of work and actions to date

☐ Through collaboration, **deepen understanding** and commitment to shared responsibility for implementing A4 Task Force Recommendations

☐ Gain insight into **shared responsibilities** across district departments and implementation progress

☐ **Deepen collaboration** among all stakeholders to implement recommendations

Fresno Unified
School District

Areas of Task Force Recommendations

- **A4 Leadership**
  - **Team Approach**
  - **Culturally Responsive Engagements**
  - **Thought Partners and Knowledge Leaders, Disrupters**

- **Leadership "TRIO**
  - **Systemic Approach**
  - **Distributive Leadership Model**
  - **Adaptive Strategies**

Fresno Unified
School District

Areas of Task Force Recommendations

- **Executive Cabinet: Champions and Champion Implementer**
  - Structural Capacity
  - Job-Embedded Roles and Functions
  - Integrative Approach

- **Task Force**
  - Diverse Leadership
  - Membership Continuity
  - Unified Efforts and Action

Fresno Unified
School District

Quote

"Have enough courage to trust love one more time and always one more time."

- Maya Angelou

Fresno Unified
School District

AFRICAN AMERICAN ACADEMIC ACCELERATION   **NAME** _____
FUSD CABINET MEETING: December 17, 2019
IMPLEMENTATION OF TASK FORCE RECOMMENDATIONS
CAPACITY REFLECTION and NEEDS ASSESSMENT FORM*

Please **reflect** on each of the dimensions below, **recall** your response from the August 20 Cabinet Meeting and **define** the knowledge, skill and will that you will need to implement the FUSD Task Force Recommendations for accelerating the academic achievement of African American Learners:

◄───►

I need knowledge   I can demonstrate knowledge

◄───►

I need skills   I can demonstrate skills

◄───►

I need greater will (motivation)   I can demonstrate will (motivation)

*Adapted using concepts from R. E. Clark and F. Estes, *"Turning research into results: A guide to selecting the right performance solutions"* (2008).

AFRICAN AMERICAN ACADEMIC ACCELERATION
FUSD CABINET MEETING: December 17, 2019
IMPLEMENTATION OF TASK FORCE RECOMMENDATIONS
Reflective Feedback Form: A4 and Disproportionality

Please describe your understanding of the Office of African American Academic Acceleration:

Please describe your understanding of how disproportionality affects African American Learners in Fresno Unified School District:

With Goals, FAST Beats SMART

To execute strategy, leaders must set ambitious targets, translate them into specific metrics and milestones, make them transparent throughout the organization, and discuss progress frequently.

Donald Sull
Charles Sull

With Goals, FAST Beats SMART

DONALD SULL AND CHARLES SULL

To execute strategy, leaders must set ambitious targets, translate them into specific metrics and milestones, make them transparent throughout the organization, and discuss progress frequently.

The Strategic Agility Project

This article is part of an *MIT SMR* series that explores how organizations can achieve their strategic objectives.

Learn more about this series »

When it comes to setting goals, most managers follow a well-established set of practices. They hold one-on-one meetings with their subordinates to set goals, and then they review performance against those objectives at year end and link their appraisal to promotion and bonus decisions. [3] These same managers aspire to make their goals SMART, by ensuring they are specific, measurable, achievable, realistic, and time-bound. [4]

The conventional wisdom of goal setting is so deeply ingrained that managers rarely stop to ask a fundamental question — does it work? The traditional approach to goals — the annual cycle, privately set and reviewed goals, and a strong linkage to incentives — can actually *undermine* the alignment, coordination, and agility that's needed for a company to execute its strategy. Expecting employees to hit 100% of their targets to earn their bonus, for example, creates strong motivation for them to "sandbag" by setting conservative targets they are sure to achieve. And when goals are kept private, employees don't know what colleagues in other teams are working on.

In 1954, management guru Peter Drucker introduced "management by objectives," an approach where employees would agree with their boss on a set of goals and work toward achieving those objectives throughout the year. [1] Not even a visionary like Drucker, however, could have predicted how thoroughly goals would come to dominate the modern workplace. In 95% of organizations, according to a recent survey, employees set goals for themselves or their teams. [2]

Goals *can* drive strategy execution but only when they are aligned with strategic priorities, account for critical interdependencies across silos, and enable course corrections as circumstances change. If these conditions aren't met, every employee could achieve their individual goals, but the organization as a whole could still fail to execute its strategy.

If the traditional approach to goals cannot ensure successful strategy execution, what's the alternative? Over the past few decades, a handful of leading companies including Google, Intel, and Anheuser-Busch InBev have pioneered and refined an alternative approach to harness the power of goals to drive and align action. To understand how this new approach works, we studied these companies and others, analyzed a proprietary data set of more than half a million goals, and reviewed the academic literature on goal setting.

We found that four core principles underpin effective goal systems, and we summarize these elements with the acronym FAST. (See "Make Goals FAST, Not SMART.") Goals should be embedded in **frequent** discussions; **ambitious** in scope; measured by **specific** metrics and milestones; and **transparent** for everyone in the organization to see.

Make Goals FAST, Not SMART

According to conventional wisdom, goals should be specific, measurable, achievable, realistic, and time-bound. But SMART goals undervalue ambition, focus narrowly on individual performance, and ignore the importance of discussing goals throughout the year. To drive strategy execution, leaders should instead set goals

that are FAST — frequently discussed, ambitious, specific, and transparent.

	Definition	*Benefits*
Frequently discussed	Goals should be embedded in ongoing discussions to review progress, allocate resources, prioritize initiatives, and provide feedback.	• Provides guidance for key decisions. • Keeps employees focused on what matters most. • Links performance feedback to concrete goals. • Evaluates progress and course corrects.
Ambitious	Objectives should be difficult but not impossible to achieve.	• Boosts performance of individuals and teams. • Minimizes the risk of sandbagging. • Forces broader search for innovative ways to achieve goals.
Specific	Goals are translated into concrete metrics and milestones that force clarity on how to achieve each goal and measure progress.	• Clarifies what employees are expected to deliver. • Helps identify what is not working and quickly course corrects. • Boosts performance of individuals and teams.
Transparent	Goals and current performance should be made public for all employees to see.	• Makes use of peer pressure to perform on goals. • Shows employees how their activities support company goals. • Understands other teams' agendas. • Surfaces activities that are redundant or unaligned with strategy.

FAST goals help organizations improve along multiple dimensions at the same time. By making goals transparent, for example, companies enable employees to align their activities with corporate strategy and to coordinate more effectively across silos. What's more, FAST goals work well across a wide range of industries. Technology companies such as Google, Intuit, and Netflix use an approach called objectives and key results (OKRs) to put these principles into action. FAST goals are also used in companies in more traditional industries, including AB InBev, Burger King, and Kraft Heinz. (Find out if your company's approach to goal setting passes the FAST test by taking our interactive quiz below.)

Make Goals Transparent

When Marcel Telles took the reins at a struggling Brazilian beer-maker named Companhia Cervejaria Brahma, he had no inkling that he would help pioneer a new approach to managing goals. Prior to joining the company as CEO in 1989, Telles had been a trader, and he wanted to bring the transparency of the trading floor to the century-old brewer. He tore down walls and cubicles

and created an open office where managers posted their goals and current performance for all to see. [5]

As it has grown — through a series of mergers and acquisitions — into AB InBev, the largest and most profitable beer-maker in the world, the company has maintained the practice of making employees' goals public. Google follows a similar approach, posting all employees' current and past goals on its internal employee directory right beside their title and contact information.

Some executives assume that transparency is fine for AB InBev or Google but would never mesh with their corporate culture. Our research, however, suggests that employees across a wide range of organizations prefer transparent goals. We have analyzed metadata from more than 600,000 goals from customers of BetterWorks, an enterprise software company in Redwood City, California, that's funded by John Doerr, the chairman of venture capital firm Kleiner Perkins Caufield & Byers and the leading proponent of OKRs. [6] BetterWorks provides a platform for users to set and manage their own goals as well as view or comment on colleagues' objectives. Each time employees create a goal, they have the option of making it visible to all users on the system. Those who are reluctant to make their goals public can keep them private. [7]

Aggregating these individual choices across a range of companies, we found that users made more than 90% of their goals public. The percentage of public goals, moreover, was virtually the same whether an organization was public or private, small or large, a Silicon Valley technology company, or a more traditional enterprise. To be sure, some goals should remain private (particularly

those dealing with sensitive personnel decisions, legal issues, or pending acquisitions). But in the vast majority of cases, users believe the benefits of transparency outweigh the costs.

Making goals public can boost performance by introducing peer pressure, showing employees what level of performance is possible, and helping them locate colleagues in similar situations who can provide advice on how they can do better. When Telles extended public goals from Brahma's headquarters to its individual breweries, for instance, managers of underperforming plants reached out to their counterparts in higher performing facilities for tips on how to improve efficiency.

When employees can see top-level goals, they can align their individual and team objectives with the company's overall direction. Clarity on how their work contributes to the success of the organization as a whole, moreover, is one of the top drivers of employee engagement. [8] Unfortunately, corporate goals are poorly understood in many companies. In a recent study of 124 large organizations, we found that less than one-quarter of middle managers knew their company's strategic priorities. [9] Making the goals public can help. Nearly all of BetterWorks' customers make corporate priorities visible to all employees, and the typical user views them more than twice per quarter.

Sharing company goals publicly cannot guarantee that employees will align their objectives to the company's strategy. But transparent goals do make it easier for employees to check the objectives of their department, function, or business unit against those of the company as a whole. When goals are public, senior executives can

easily review them to spot objectives that are out of line with the company's overall direction. Transparency, in short, can foster strategic alignment without resorting to a time-intensive process of cascading goals down the chain of command.

When goals are kept private, employees are often in the dark about what people on other teams are doing. We have administered a strategy execution survey to more than 400 organizations (mostly large U.S.-based companies) to assess how well they implement their strategic priorities. [10] In our sample, only one-quarter of the managers said that their goals were understood by their counterparts in other divisions, functions, or business units. When employees don't know one another's goals, they are more likely to make unrealistic demands, focus on activities that don't support their colleagues, or duplicate effort.

Yet when goals are made public, our data suggests that employees take advantage of the transparency to view their colleagues' objectives. The BetterWorks platform, for example, allows employees to view, follow, and comment on other users' goals. You might think that employees would use these social features to keep tabs on how their own team is doing. And indeed, the typical user checks in on his or her teammates' goals twice a month. Surprisingly, though, users check in on the goals of colleagues on other teams more than twice as frequently as they check on their own teammates. Employees in larger companies are even more likely to keep tabs on other teams. In companies with more than 10,000 employees, the typical user views the goals of colleagues on other teams more than twice a *week*. (See "Viewing Colleagues' Goals.")

Viewing Colleagues' Goals

In most organizations, goals are private. When goals are made public, employees use the transparency to keep tabs on colleagues on other teams. In large companies, employees viewed the goals of colleagues on other teams four times as often as they checked in on their own team members.

2 — On their own team
9 — On other teams

How many times a month employees checked on their colleagues' goals

Based on a sample of 79 BetterWorks customer companies' activity in the first quarter of 2017. We defined large companies as those with more than 10,000 employees. Views include passive views as well as links and comments on other employees' goals.

Many companies rely on frequent meetings, highly structured processes, or frequent email blasts to make sure employees' goals align with the company's strategic direction and the objectives of other parts of the business. When goals are public, employees can connect the dots for themselves to see how their work supports the strategy and colleagues in other teams.

Make Goals Specific With Metrics and Milestones

In the early 1970s, Intel was making the transition from memory chips to microprocessors. Andrew Grove — then the chipmaker's executive vice president of operations — read about management by objectives and immediately saw the concept's potential to help Intel implement its new strategy. [11] Grove implemented Intel Management by Objectives, which required employees to translate their goals into concrete actions and metrics to

clarify how they would achieve their targets and measure progress along the way.

As an Intel employee, Doerr was deeply impressed by Grove's system. When he joined Kleiner Perkins in 1980, Doerr refined Intel's approach into OKRs, which were tailored to the needs of the firm's portfolio companies. Eventually, Doerr introduced OKRs to companies he backed, including Amazon.com, Intuit, and Google, and the methodology has spread widely throughout Silicon Valley's technology ecosystem.

OKRs consist of two parts. Objectives are short descriptions of what you want to achieve. Each objective should include a handful of key results — typically quantitative metrics or milestones that specify the steps required to achieve the goal and measure progress. Don't get hung up on the terminology of OKRs. Many Silicon Valley companies refer to goals as objectives, while other companies refer to them as targets. (We use the terms *goals*, *objectives*, and *targets* interchangeably.) Likewise, some companies use metrics or key performance indicators (KPIs) instead of key results. Regardless of the terminology, the important thing is that employees translate their goals into clearly defined tasks and concrete measures of progress.

Some companies, particularly those run by engineers, insist that *every* key result be quantifiable. Our experience working with companies, however, suggests that relying exclusively on quantitative measures is neither necessary nor optimal. For a fast-growing startup, for example, the qualitative milestone of hiring a new chief technology officer can be every bit as important as any quantitative KPI. Among BetterWorks users, about half of key results are quantitative.

The power of specific, ambitious goals to improve the performance of individuals and teams is one of the best documented findings in organizational psychology, and has been replicated in more than 500 studies over the past 50 years. Compared to vague exhortations like "Do your best," a handful of specific, ambitious goals increases performance of an average team or individual to the 80th percentile of performance. [12] Adding a set of metrics for each goal and providing frequent feedback on progress can further improve results. A meta-analysis of 83 interventions in organizations including the U.S. Air Force, high-tech manufacturing plants, and hospitals found that setting a handful of objectives, assigning metrics to each goal, and providing regular feedback improved performance enough to move an average team to the 88th percentile of performance. [13]

The discipline of translating goals into metrics and milestones can enhance the performance of individuals or teams in several ways. For big-picture thinkers, breaking goals into concrete tasks and metrics helps them think through the details of how to achieve their objectives. Conversely, more tactically oriented employees can link their activities and KPIs to the outcomes that matter most for the company as a whole. Working through concrete actions and metrics, moreover, helps employees understand exactly what their boss and colleagues expect from them, and decreases the odds that they will agree on broad generalities that each interprets in their own way.

Defining specific metrics and milestones for each goal can also enhance agility. Key results can be treated as hypotheses: "If we do this, then we will accomplish our goal." The more specific the hypotheses are, the easier it is to test them, determine which ones are (or aren't) working, and make midcourse corrections. "Truth," as Sir

Francis Bacon noted, "emerges more readily from error than from confusion." Translating general goals into testable hypotheses surfaces errors more quickly and precisely, which accelerates the pace of learning and adjustment.

Linking goals to key results makes it easier to adjust as circumstances change, without losing sight of the company's must-win battles. The marketing manager of a startup might have a goal to attract 1 million unique visitors per month to the company's website. To support that, however, she might have several key results — for example, "gain 100,000 followers on Twitter" or "restructure website architecture to optimize for search." While the same objective might extend over several quarters, the key results will change as the team accomplishes them or learns that other approaches or metrics are more relevant.

Discuss Goals Frequently

When we ask managers how often they look at their goals, most say twice per year — once when they set their objectives and again when they write up their performance self-appraisal. For many organizations, goal setting is an annual ritual that begins with a one-on-one meeting between an employee and his or her boss to agree on objectives for the year. [14] Employees dutifully enter their goals into a spreadsheet or performance management tool, and largely forget about them until year end. Come December, they revisit their objectives and are often surprised by the tenuous relationship between their stated goals and what they actually did in the meantime.

Even the most finely crafted objectives will have little impact if they are filed away for 363 days of the year. To drive strategy execution, goals should serve as a framework that guides key decisions and activities throughout the year. One way to make goals more relevant is to set them quarterly rather than annually — quadrupling the number of times teams evaluate progress, discuss unexpected challenges, and make real-time adjustments. We have found that companies in dynamic sectors (for example, media and information technology) often use quarterly goals, while companies in more stable industries tend to set annual goals. [15]

Companies in Dynamic Sectors More Likely to Set Quarterly Goals

Setting and reviewing goals on a quarterly basis provides more opportunities to make course corrections throughout the year. In our sample, companies in dynamic sectors such as media, information technology, and financial services were most likely to set quarterly goals. More stable industries favored annual goals.
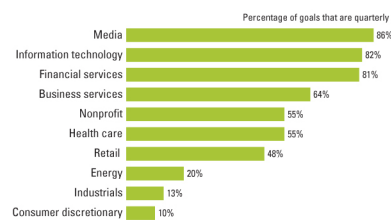
Percentage of goals that are quarterly

Media	86%
Information technology	82%
Financial services	81%
Business services	64%
Nonprofit	55%
Health care	55%
Retail	48%
Energy	20%
Industrials	13%
Consumer discretionary	10%

Based on a sample of 79 BetterWorks customer companies' activity in the first quarter of 2017. Quarterly goals defined as those with a target completion date of 90 days or less when they are set.

Resetting goals on a quarterly basis can be useful. But it is not the only way to embed objectives in ongoing discussions. Employees at AB InBev, for example, set their targets annually, and Google, for its part, recently moved from quarterly to annual goals. [16] What really

matters is not whether goals are set quarterly or annually, but whether they shape the key discussions for getting work done. LinkedIn CEO Jeff Weiner, for example, meets weekly with his executive team to discuss how his team members are doing against their goals and metrics. [17] Goals can also provide the framework for making difficult trade-offs regarding which initiatives to prioritize, how to allocate resources, and how to respond to requests from colleagues in other teams.

Feedback and coaching sessions provide another opportunity for managers and employees to discuss goals on an ongoing basis. Some 70% of the managers we surveyed said they want monthly updates on how they were doing against their goals. Unfortunately, less than half receive monthly feedback. Several high-profile companies, including Microsoft, IBM, and Accenture, have recently transformed their traditional performance appraisal process to incorporate ongoing discussions on how employees are doing against their goals, which keeps these objectives top of mind throughout the year. [18]

Set Ambitious Goals

A core tenet of the SMART framework is that goals should be achievable and realistic. Several recent articles have argued against stretch goals and recommended incremental targets instead. [19] The widespread practice of requiring employees to achieve 100% of their goals to earn a bonus or a positive performance review reinforces employees' tendency to set conservative goals that they are sure to achieve.

The temptation to play it safe when setting goals is understandable but often misguided. Recall that employees pursuing ambitious goals significantly outperform colleagues with less challenging objectives.

The pioneers of FAST goals, moreover, emphasize the critical role of ambition in setting effective goals. In a new book titled *Measure What Matters*, Doerr discusses the value of pursuing order-of-magnitude improvements as opposed to incremental gains, supported by case studies from Google Chrome, YouTube, and the Bill & Melinda Gates Foundation. [20]

Ambitious goals minimize the risk that employees will sandbag by committing to overly conservative goals they are sure to achieve. The typical image of sandbagging is a sales representative setting a goal of $1 million when he is confident he could sell twice that amount. Sandbagging, however, manifests itself in more insidious ways that undermine experimentation and learning. When bonuses are tied to hitting targets, employees may opt for cost-reduction initiatives that are fully under their control, as opposed to growing sales, which depends on the actions of customers, partners, and competitors. Or they might attempt to wring incremental improvements out of existing products or business models rather than pursue a novel technology that offers a higher payoff in the long run. When the gap between the goals being set and current reality is wide, organizations need to search for creative or innovative ways to achieve their ambitious, overall objectives. [21] Insisting that employees achieve 100% of their goals, in contrast, can also deter employees from the trial-and-error experimentation required to innovate. [22]

When it comes to setting goals, more ambition is not always better — at some point, the objectives enter the realm of delusion. Striking the balance between ambition and achievability is a difficult but essential task for leaders at every level in an organization. "My biggest challenge,"

AB InBev's Telles said, "is setting the right targets that are almost impossible but not impossible." [23]

Ambition is fiendishly difficult to measure. You can usually observe only what was achieved not what was possible. We have used multiple measures to estimate organizational ambition, and all point in the same direction — the typical company should focus on setting more ambitious goals. Our survey of more than 400 organizations asked managers what advice they would give a newly hired colleague on setting goals. They could advise new managers to (1) make conservative commitments they are sure to achieve, (2) set ambitious goals even if they are not sure how they'll achieve them, or (3) avoid committing to objectives whenever possible. In the typical organization, nearly two-thirds of managers would advise a new colleague to play it safe.

In the same survey, we asked respondents to choose three factors that most influence promotion decisions (from a randomly ordered list of 10 factors). Past performance, the most commonly cited factor, was selected by 61% of respondents. Setting ambitious goals, at 13%, was second from last, just ahead of innovating (12%). (See "How to Get Promoted.")

How to Get Promoted

In our execution survey, we asked managers to choose the three factors (from a randomized list of 10) that most influenced promotion decisions in their organization. Pursuing ambitious goals came second to last.

Past performance	61%
Political connections	30%
Ability to adapt to changing circumstances	29%
Collaborating with colleagues in other units	26%
Technical expertise	26%
Loyalty to the company	25%
Length of time with the organization	24%
Acting with integrity	14%
Pursuing ambitious goals	13%
Innovating	12%
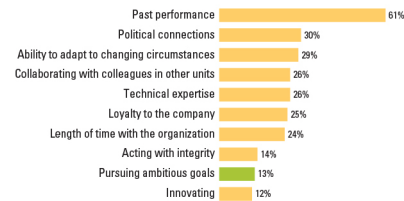
Based on a survey of 8,812 respondents in 363 companies.

How can leaders inspire people to set more ambitious goals? In Silicon Valley many companies encourage employees to set goals that they are unlikely to achieve in full. Google, for example, expects employees to achieve an average of 60% to 70% of their key results. In the eyes of Google executives, asking for more would prevent employees from thinking big enough when setting their objectives.

Google deliberately decouples goal attainment from performance reviews and compensation decisions, which may seem like heresy to managers steeped in traditional performance management philosophy. But it's consistent with research that shows financial rewards are not the only way to boost performance of an individual or team. Indeed, specific, ambitious goals (recall the research we mentioned earlier) spur performance on their own, without the need for financial incentives. A recent meta-analysis found that in motivating people to complete complex tasks that involved creativity, intrinsic motivation was nearly six times more effective than external incentives in motivating people to complete complex tasks that required creativity. [24]

Although Google's approach is common among Silicon Valley technology companies, it is not the only way to foster ambitious goals. At AB InBev, bonuses are tightly linked to targets for reducing costs, improving operations, and optimizing pricing. The brewer injects ambition by

setting challenging objectives for the company as a whole, hiring highly motivated employees, and rapidly promoting those who deliver on their stretch targets. When it comes to injecting ambition, one size does not fit all.

Goals are a powerful tool to drive strategy execution. To harness their potential, leaders must move beyond the conventional wisdom of SMART goals and their entrenched practices. Instead, they need to think in terms of being FAST, by having frequent discussions about goals, setting ambitious targets, translating them into specific metrics and milestones, and making them public for everyone to see.

About the Authors

Donald Sull, who tweets @simple_rules, is a senior lecturer at the MIT Sloan School of Management. Charles Sull is a partner at Charles Thames Strategy Partners LLC.

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3. According to the same Mercer Global survey, 94% of organizations conducted formal, year-end reviews of employees' goals, and 89% of organizations reported that performance on goals influenced an employee's performance appraisal, promotion, or bonus.

4. Various sources associate different attributes of goals with the five letters in SMART. The most common, however, are the ones we've listed. For a review of popular attributes associated with the SMART acronym, see the Wikipedia article on SMART criteria, https://en.wikipedia.org/wiki/SMART_criteria#Current_definitions, accessed March 20, 2018.

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FRESNO UNIFIED SCHOOL DISTRICT

AFRICAN AMERICAN
ACADEMIC ACCELERATION INITIATIVE

Fresno Unified
School District

CONTENTS

> **THIS WORK REQUIRES ALLIES THAT ARE WILLING TO MOVE, TO ACT AND TO PUT TIME AND RESOURCES BEHIND AN EFFORT TO CLOSE A GAP. FOR BLACK STUDENTS, WE'RE NOT MEETING THE BAR. WE NEED TO DECLARE THAT PUBLICLY AND DO BETTER.**

– DR. ROBERT G. NELSON, SUPERINTENDENT, FRESNO UNIFIED SCHOOL DISTRICT

African American Academic Acceleration (A4)
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https://fresnounified.org/dept/a4

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FRESNO UNIFIED SCHOOL DISTRICT

LETTER FROM THE EXECUTIVE DIRECTOR

Beloved community,

I'm writing this letter not only as the Executive Director of the Office of African American Academic Acceleration (A4), but also as a person who sees herself reflected in the group of students at the center of our work. As an African American student who grew up in an under-resourced school district, I'm deeply familiar with the dynamics at play relative to African American students enrolled in Fresno Unified, and I also know the powerful potential of system change to better serve African American children.

The A4 team shares this impact report with two primary goals: first, to share information about the good and vital work we've been up to, and second, to underscore the urgency of continuing and amplifying this work. Over the course of the past two years, we have worked to identify and illuminate the root causes for the gap in academic experiences and outcomes between our African American student population and their peers, and we have also launched efforts and interventions to begin to close this gap by better serving these students and being stronger partners to their families. Thank you to the Board of Education for their continued support. While the need for the work continues, we are proud of the progress made to date.

We hope the content enclosed will be utilized to increase understanding of the ways society has failed to show up for our African American student population and also that it will inspire broader commitment across the Fresno community as it has in Fresno Unified to support our African American students to thrive as we know they can.

WENDY MCCULLEY
EXECUTIVE DIRECTOR, SCHOOL LEADERSHIP
OFFICE OF AFRICAN AMERICAN ACADEMIC ACCELERATION
FRESNO UNIFIED SCHOOL DISTRICT

> " THIS IS VERY PERSONAL FOR ME, BECAUSE I'M ONE OF OUR KIDS. I GREW UP IN ONE OF THE POOREST ZIP CODES, AND BECAUSE OF THE POWER OF EDUCATION, I STAND BEFORE YOU NOW WITH IVY LEAGUE DEGREES, BECAUSE OF WHAT WAS POURED INTO ME BY MY TEACHERS, MY FAMILY AND MY COMMUNITY. "

SYSTEM LEVEL CHANGE CURRENTLY BEING WORKED THROUGH WITHIN FUSD:

Establishing:

- **Trusting partnerships between African American families and the District, including school site staff**

- **Asset-based approaches to working with African American students and families**

- **Robust content in African American history and experience told from an African American perspective**

- **Celebration of the cultural differences and contributions of African American children and staff to the culture and climate of our schools and District**

OUR STORY & WHO WE SERVE

In September 2017, Fresno Unified School District (FUSD) launched the Office of African American Academic Acceleration (A4) in order to identify and address the fundamental causes for the discrepancy in academic outcomes between African American students and other demographic groups.

While experiencing overall increases in student graduation rates, Advanced Placement course enrollment and the number of college and university applications completed, FUSD recognized our African American students—who make up 8.2% of the District's student body—were not experiencing these positive trends at the same rate. Furthermore, African American students represent a disproportionately high number of suspensions which equates to an equally disproportionate number of days missing school. Having made these observations, FUSD identified an underlying need to accelerate its efforts and invest further in an aggressive approach to justly serve kindergarten through 12th grade African American students throughout each school in the District.

> **MY GRADES IMPROVED BECAUSE I KNEW I HAD HELP. SOMETIMES I WOULD FORGET SOME ASSIGNMENTS AND MY ADVISOR WOULD HELP ME. MY ADVISOR TAUGHT ME HOW TO BE RESPONSIBLE.**
>
> – DEAVION FIELDS, 8TH GRADE STUDENT AT TEHIPITE MIDDLE SCHOOL, ACADEMIC ADVISOR PROGRAM

> **THE PROGRAM GOT ME READY FOR HIGH SCHOOL. THE CONFIDENCE AND SUPPORT I GOT FROM COACH ALFA ALLOWED ME TO REALIZE MY WORTH.**
>
> – TA'SHEENA GOODWIN, FORMER STUDENT AT TEHIPITE MIDDLE SCHOOL AND CURRENT FRESHMAN AT FRESNO HIGH SCHOOL, ACADEMIC ADVISOR PROGRAM

DATA & OUTCOMES

As a community and as a District of educators and administrators, it is imperative that we take responsibility for the data and outcomes of all of our students. Our results are a direct reflection of our District's values. When African American students are not positively impacted by District growth trends, we must question the effectiveness of our approach to educating the whole child.

> **AFRICAN-AMERICAN CHILDREN ARE OUR WEALTH, OUR JOY AND OUR FUTURE. THEIR ACADEMIC AND CULTURAL SURVIVAL IS IN OUR HANDS.**
>
> – KEHINDE SOLWAZI, PRESIDENT, UNITED BLACK MEN

OUTCOMES REFLECTIVE OF PERSISTENT OPPORTUNITY GAP – WHY WE ARE HERE

SBAC ELA (ENGLISH LANGUAGE ARTS)
PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL

DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS: 47% (2014-15), 51% (2015-16), 53% (2016-17), 54% (2017-18)

DISTRICT - AFRICAN AMERICAN: 17% (2014-15), 19% (2015-16), 21% (2016-17), 24% (2017-18)

- 🔴 DISTRICT - AFRICAN AMERICAN
- 🟡 DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS
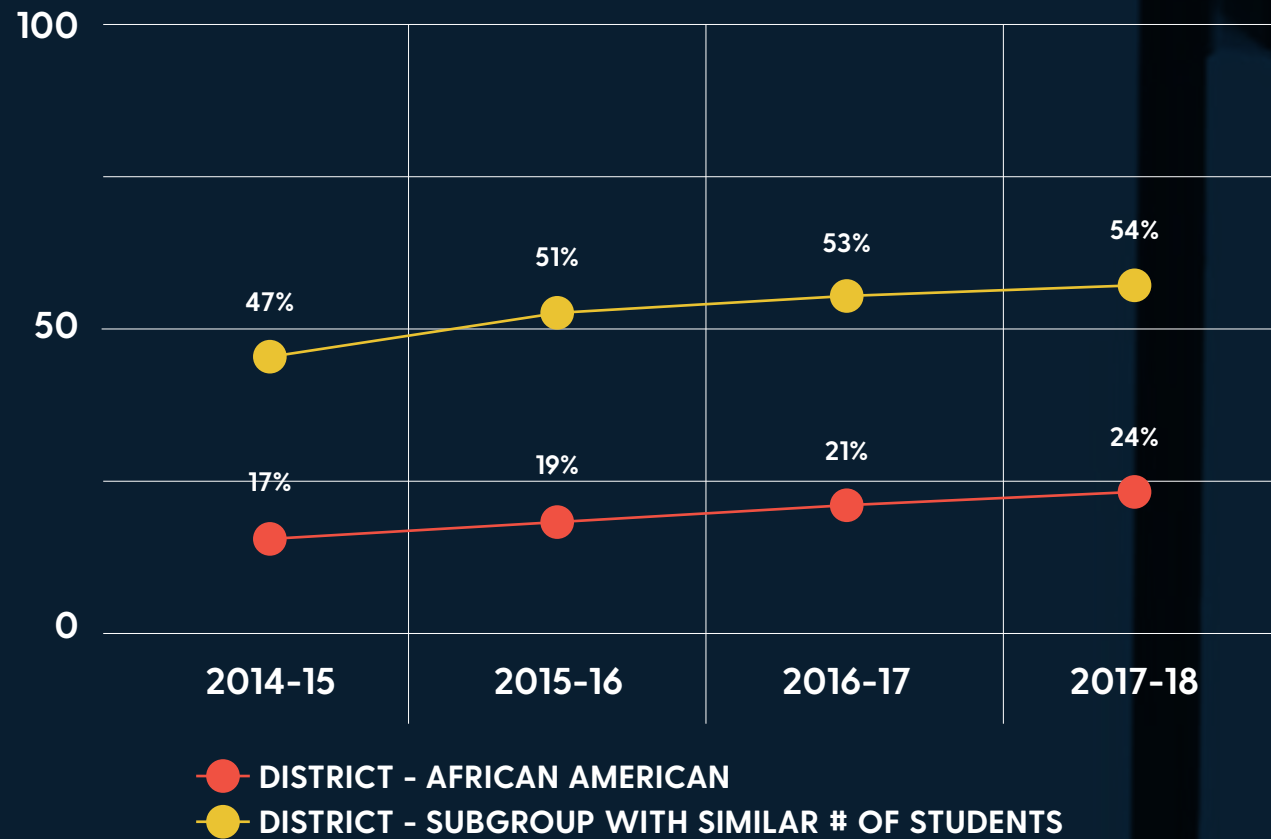
SBAC MATH
PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL

DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS: 36% (2014-15), 42% (2015-16), 42% (2016-17), 44% (2017-18)

DISTRICT - AFRICAN AMERICAN: 9% (2014-15), 12% (2015-16), 14% (2016-17), 15% (2017-18)

- 🔴 DISTRICT - AFRICAN AMERICAN
- 🟡 DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS
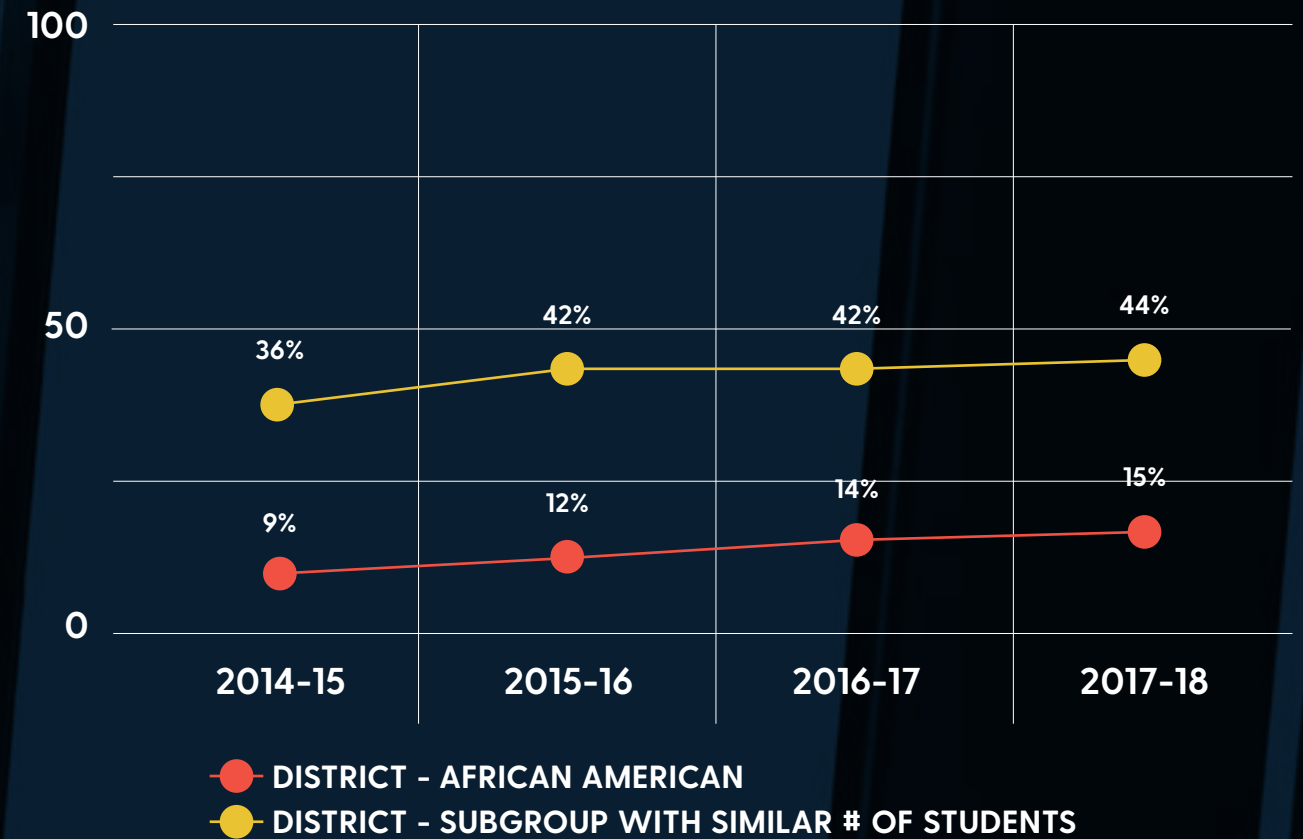
SOURCE: CDE, California Assessment of Student Performance and Progress (CAASPP). Smarter Balanced Assessment Consortium (SBAC) is a public agency that collaborates with thousands of educators to create Common Core State Standards-aligned assessment systems. SBAC tests are designed to provide the most accurate and meaningful information about what students are learning by adapting to each student's ability. White students are used as comparison group due to similar number of white students and African American students enrolled in the District.

DATA & OUTCOMES (CONTINUED)

> " TRANSPARENCY NECESSITATES THAT WE CALL OUT SOME OF OUR SHORTCOMINGS IN ADDITION TO OUR GREAT WINS... WE'D BE WELL SERVED TO ACKNOWLEDGE THAT OUR OUTCOMES FOR AFRICAN AMERICAN YOUTH HAVE ALWAYS BEEN HIGHLY DISPROPORTIONAL AND TO SOME DEGREE WE HAVE NORMALIZED THAT...IT HAS BEEN EXPECTED OR EVEN ACCEPTED, UNCOMFORTABLY SO, AND THAT IS THE CULTURE THAT [WE ARE] ATTEMPTING TO CHANGE. "

– DR. ROBERT G. NELSON, SUPERINTENDENT, FRESNO UNIFIED SCHOOL DISTRICT

RESULTS FOR AFRICAN AMERICAN STUDENTS WITHIN CURRENT EDUCATIONAL CONDITIONS

AA ACADEMIC STATS

PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL (ELA)
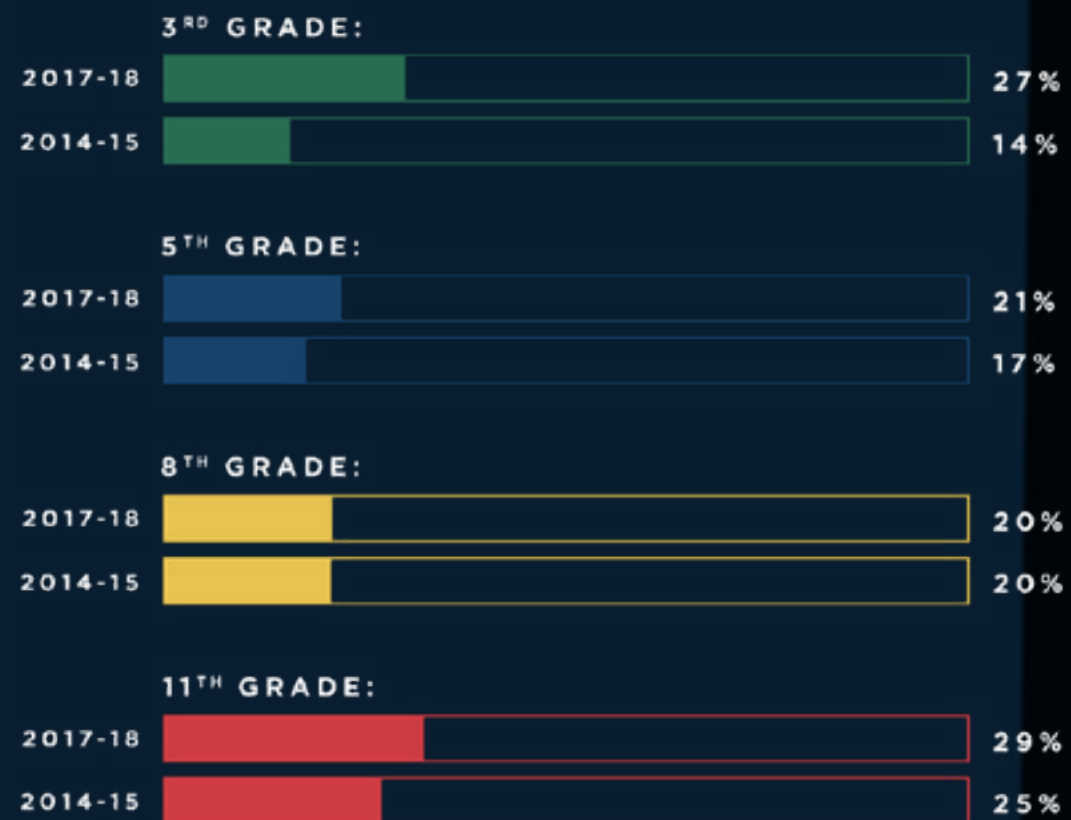
3RD GRADE:
2017-18	27%
2014-15	14%

5TH GRADE:
2017-18	21%
2014-15	17%

8TH GRADE:
2017-18	20%
2014-15	20%

11TH GRADE:
2017-18	29%
2014-15	25%

PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL (MATH)

3RD GRADE:
2017-18	23%
2014-15	13%

5TH GRADE:
2017-18	12%
2014-15	7%

8TH GRADE:
2017-18	11%
2014-15	7%

11TH GRADE:
2017-18	9%
2014-15	5%
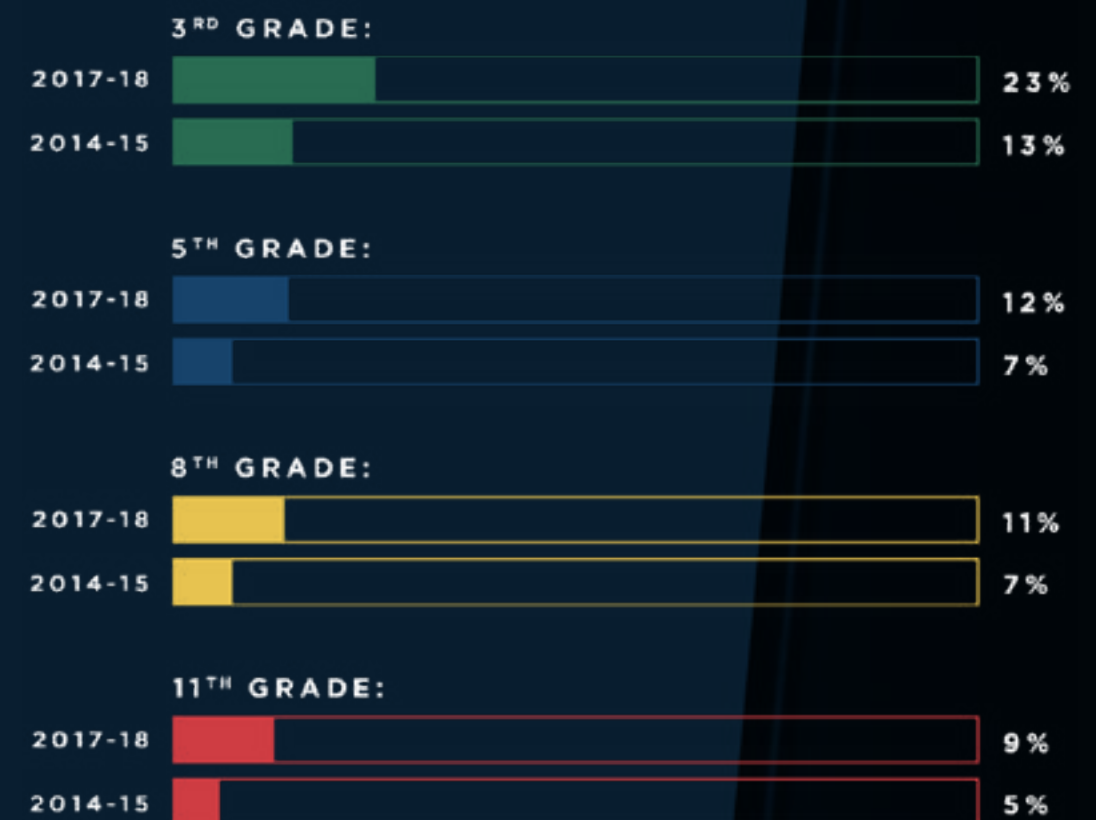
SOURCE: CDE, California Assessment of Student Performance and Progress (CAASPP)

DATA & OUTCOMES (CONTINUED)

GRADUATION RATE

YEAR: 2017-18

DISTRICT	86%
AA	83%
AA MALE	79%
AA FEMALE	87%

SUSPENSION RATE

YEAR: 2017-18
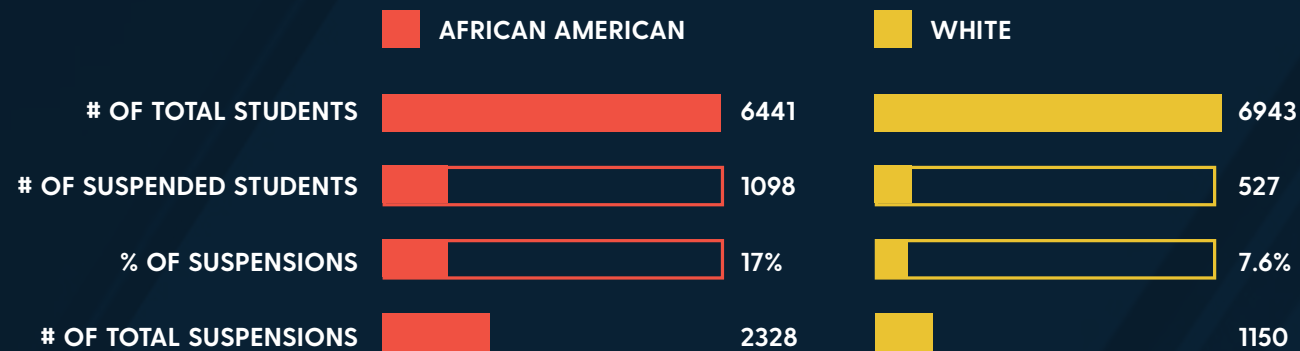
■ AFRICAN AMERICAN   ■ WHITE

	AFRICAN AMERICAN	WHITE
# OF TOTAL STUDENTS	6441	6943
# OF SUSPENDED STUDENTS	1098	527
% OF SUSPENSIONS	17%	7.6%
# OF TOTAL SUSPENSIONS	2328	1150

White students are used as comparison group due to similar number of white students and African American students enrolled in the District. SOURCE: California Dept. of Education (CDE)

> **INCLUSIVE PRACTICES AND EMPOWERING THE COMMUNITY TO BE A TRUE PARTNER IN THE WORK IS VITAL AND NECESSARY TO CHANGE THE DIRECTION OF HISTORICAL TRENDS AND INSTITUTIONAL APATHY. OUR STUDENTS ARE MORE ACTIVE AND BRING URGENCY TO THIS WORK THROUGH THEIR OWN AWARENESS THAT IT MUST BE DONE; THEIR VOICES AND INVOLVEMENT GIVE ME HOPE AND JOY.**

– KRISTIE LEYBA, TEACHER AT EDISON HIGH SCHOOL AND A4 TASK FORCE MEMBER

GOALS

Through coordinated and collaborative efforts grounded in well-researched and District-adaptive **best** emergent practices, we are committed to providing a rigorous and responsive academic learning environment focused on educating the whole student. We believe such an environment will help achieve the following outcomes:

- All students reading at or above grade level

- Rise in student performance on math and science examinations

- Increased high school graduation rates and post-secondary and career readiness

African American students, parents, community members and employees shared input with the task force that highlighted the urgency of the following qualitative goals:

- Strengthen relationships between the District and the African American community

- Build trusting partnerships between educators and African American families at school sites

- Train educators in cultural responsiveness and implicit bias to encourage an asset-based approach and increase understanding of African American families' experiences in Fresno Unified

- Instill institutional pride in and respect for African Americans and our cultural heritage

- Increase the number of African American teachers and provide targeted support to retain them

For a complete list of Task Force recommendations, visit http://fresnounified.org/dept/A4.

"I AM HOPEFUL BECAUSE FUSD IS SUPPORTING THE RECOMMENDATIONS FROM THE [A4] TASKFORCE. I AM ALSO HOPEFUL BECAUSE WE HAVE LEADERSHIP IN PLACE THAT IS WILLING TO HAVE THE HARD AND UNCOMFORTABLE CONVERSATIONS WITH ALL STAKEHOLDERS INVOLVED. THE ABILITY TO BE VERY CANDID ABOUT THE STATE OF THE BLACK COMMUNITY IS A NECESSITY TO BRING ABOUT ANY WORTHWHILE CHANGE."

– TEACHER AT FRESNO UNIFIED HIGH SCHOOL AND A4 TASKFORCE MEMBER

PROGRAMS

Our current and past programming targeted at improving experiences and outcomes for African American students

ELEMENTARY PROGRAMS

The Office of African American Academic Acceleration believes that literacy – the ability to read, write and comprehend – is a civil right of every student and is the gateway to a successful academic future, career and livelihood. We recognize literacy is a fundamental building block of learning and academic growth so we ensure it is an integral part of each of our programs. A4 has been at the forefront of providing literacy programs with proven results to close the academic achievement gap for African American students within Fresno Unified School District. Three of our programs for elementary students are the Summer Literacy Program, the Afterschool Literacy Program and a Saturday Academy focused on literacy.

Summer Literacy Program
In partnership with Springboard Collaborative, A4 implemented an intense five-week literacy program for elementary students for the past two years focused on accelerating those who are below their reading grade level to proficiency and beyond. The Summer Literacy Program was comprised of daily reading instruction and workshops to coach parents on how to teach reading at home.

Saturday Academy
In collaboration with Baird Middle School, A4 administered a six-week "Saturday Academy" literacy program for students who attended the 2018 Summer Literacy Program. Saturday Academy provided continuous literacy instruction and acceleration.

Afterschool 2020
In the 2020 school year, the Afterschool Literacy Program, a 10-week long extension of the Summer Literacy Program, will be implemented in 10 elementary schools. This program consists of similar aspects of the Summer Literacy Program including one-on-one literacy mentoring.

> **"I HAVE SEEN STUDENTS ACCELERATE THEIR READING BY ONE OR MORE GRADE LEVELS DURING THE SPRINGBOARD COLLABORATIVE PROGRAM."**
>
> – BETHANY MERTENS, TEACHER AT MCCARDLE ELEMENTARY SCHOOL AND A4 SUMMER LITERACY PROGRAM

SECONDARY PROGRAMS

African American Achievement for Males
African American Achievement for Males was established in 2018 at Terronez Middle School as a course to help close the academic gap between African American male students and their peers. The purpose of this course is to advance our students' ability to handle a rigorous academic career. A4 also piloted a combined boys and girls course in its first year.

Academic Center for Suspended Students
The Academic Center for Suspended Students will offer academic support for students who are suspended from school for non-mandatory expulsion offenses. It aims at preventing an academic slide for these students and assists in accelerating them to grade level. In addition to core curriculum, the Center will have an academic focus on African American history and literature. This program will be located at the West Fresno Family Resource Center.

Academic Advisors
A4 Academic Advisors provide more in depth, consistent and rigorous monitoring of academics for African American middle and high school students who would benefit and excel even more with heightened support. Academic advisors are available at participating middle and high schools.

Summer Literacy Program
Over the past two summers, we conducted a three-week Summer Literacy Program for middle school students. In addition to reading acceleration workshops and lessons, this program also included activities focusing on STEM (Science, Technology, Engineering, Math).

College Mentoring Program
In partnership with community members, the College Mentoring Program provides high school students with mentoring from their junior year of high school through their first year of college. Building on the success of Fresno Unified's College and Career Readiness Department, this program was established to increase African American student enrollment (matriculation) in college and completion of their studies.

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i-Ready
i-Ready is an assessment piloted for all African American students to better identify English and Math academic gaps.

Father's Day
The A4 Father's Day event was designed to increase the visibility of African American parents and guardians at school sites and their involvement with their students academically, with the intent of changing the erroneous narrative that black males are not deeply involved in their childrens' schooling. During the 2018-19 school years, over 1,000 fathers of all ethnicities attended at 18 elementary and 10 middle schools.

Historically Black Colleges and Universities (HBCU) Expo
The A4 Office organized a HBCU Expo for high school juniors and seniors at Fresno High School during the 2017/18 school year. Twenty-five HBCU colleges and universities were showcased to the 400 plus students who attended, leading to over 200 on-site admission offers and over one million dollars in scholarships awarded.

SUMMER LITERACY PROGRAM

A4 understands literacy is the foundational building block for student success in the educational system and beyond, which is why the Summer Literacy Program in partnership with Springboard Collaborative has been a signature program for our African American students for the past two summers. This intense five-week program for elementary school students was established to replace the typical three-month reading loss during the summer months and accelerate our students that are below grade level. The program consisted of daily reading instruction and activities; workshops that coached parents on how to teach reading at home; an incentive structure that rewarded students who experienced reading gains; and a rigorous coaching cycle for teachers so they were fully equipped to facilitate fast track literacy advancement.

Our results since the start of the program in 2018 have surpassed the national average growth and expectations for Springboard school districts. In the first year, Fresno Unified students experienced an average of 4.9 months of reading growth in only five weeks. Our students in the program ranked #1 in the nation with literacy growth, outpacing districts in New York, Baltimore, D.C., Oakland, amongst others. Parents and guardians supported their children's success throughout the program showing a participation rate of 87% – the highest in parent engagement throughout all participating districts.

In addition to the literacy program for elementary students, we innovated a three-week middle school program for the past two summers. This program included reading acceleration workshops and lessons, and activities focusing on STEM (Science, Technology, Engineering, Math). During the 2019 program, 83% of students exceeded their academic goals and 80% of parents participated in the school workshops.

Over this two year period, we served approximately 1,000 elementary and middle school students and their families. From the incentive program, students received educational items for meeting and exceeding their reading goals. Our elementary and middle school students were awarded 6,464 books, 318 backpacks with school supplies and 535 tablets.

A4 continues to research methods to close the literacy achievement gap and expects to grow these programs to reach more African American students. One example is our Afterschool Literacy Program, a 10-week long extension of the Summer Literacy Program being implemented at 10 elementary schools in the 2020 academic year.

Visit http://fresnounified.org/dept/A4 for summer 2019 results.
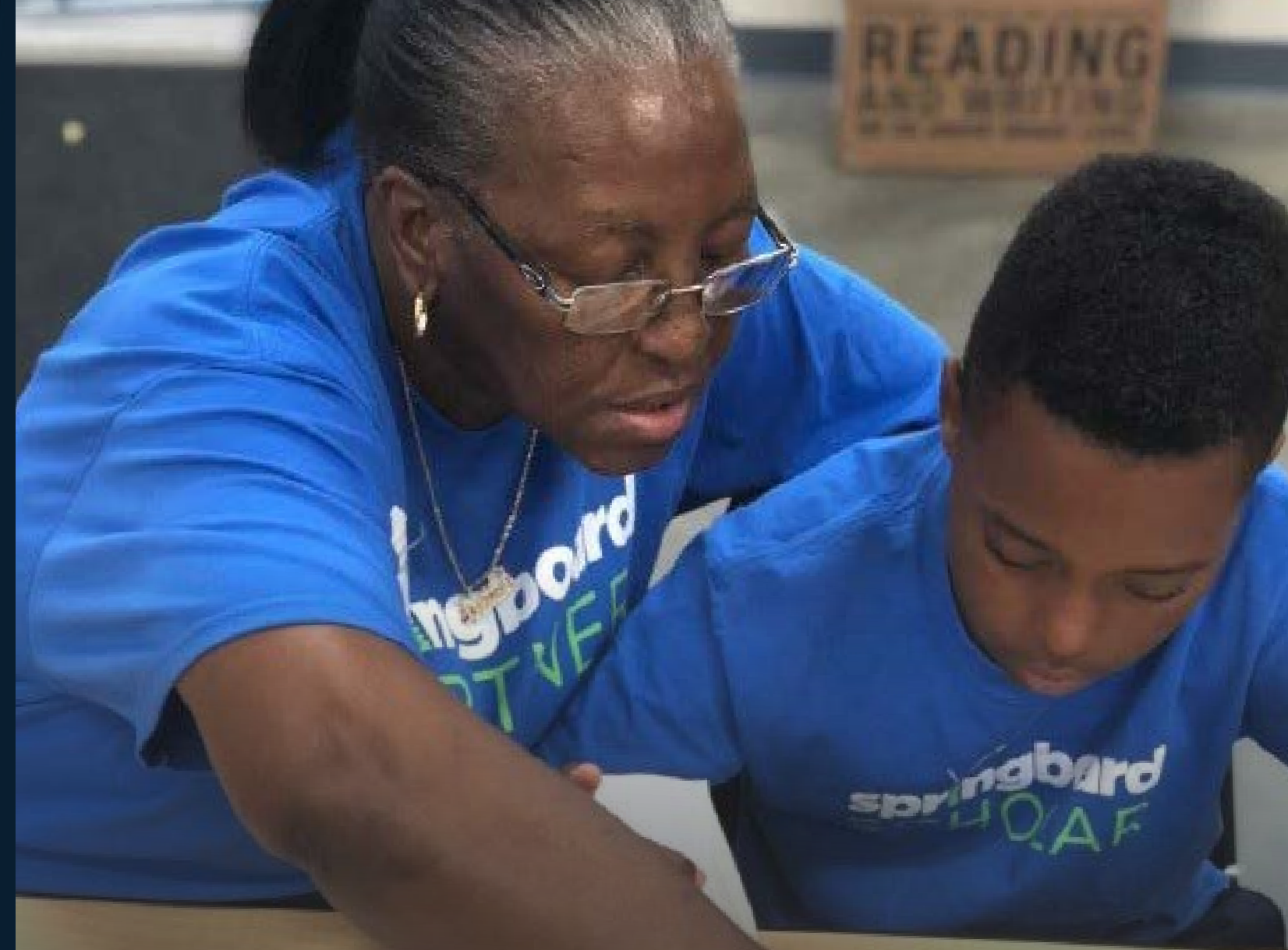
> **" ONLY TWO WEEKS INTO THE SUMMER LITERACY PROGRAM AND UTILIZING THE TIPS FROM THE FAMILY WORKSHOPS, OUR CHILD HAD A NOTICEABLE INCREASE IN COMPREHENSION, EXPRESSION OF SPEECH AND CONFIDENCE IN READING. THIS PROGRAM HAS ALREADY HELPED US MORE THAN WHAT WE EXPECTED. "**

– SANDRINA, PARENT OF PRE-K STUDENT

i-READY

Fresno Unified School District has long seen academic indicators that we are not meeting the needs of many of our students, and African Americans have been the most impacted group. As A4 began its work, it became clear that data would be needed in order to identify specific barriers to success. The A4 team advocated for and was awarded funding to assess all African American students. Our goal is to provide data-driven academic interventions and programming that will lead to improved outcomes for African American students.

"YOU CAN'T CLOSE A GAP THAT YOU CANNOT MEASURE."

– WENDY MCCULLEY, EXECUTIVE DIRECTOR, SCHOOL LEADERSHIP,
OFFICE OF AFRICAN AMERICAN ACADEMIC ACCELERATION,
FRESNO UNIFIED SCHOOL DISTRICT

WHAT IS i-READY? IN A SINGLE PROGRAM, i-READY:

- Integrates powerful assessment and rich insight with effective and engaging instruction in reading and mathematics, in order to provide information that can help address students' individual needs

- Empowers teachers to make more informed instructional decisions on a daily basis

- Motivates students by engaging them in the design of their own personalized path to growth

FOR STUDENTS

i-Ready supports a student's academic acceleration at home and in school. By identifying individual strengths and specific areas that require more support, the tool illuminates the information needed for individualized instruction. Content that is tailored specifically for each student provides an appropriate level of challenge and ensures that learning happens in an encouraging and engaging way.

FOR PARENTS

i-Ready is designed to help determine a student's strengths and areas for growth, personalize their learning and monitor their progress throughout the school year. i-Ready allows teachers to meet students at their academic ability level and provides the data to inform instruction. Interactive lesson plans are tailored specifically for each student, providing strategic support to keep them engaged as they learn. i-Ready offers resources to encourage family involvement.

DISTRICTWIDE IMPACT

Following A4's innovative approach, FUSD adopted the i-Ready diagnostic tool across the District, ultimately solving a systemwide challenge. As a result of the dedication and emergent work of A4, i-Ready is now the assessment choice for FUSD.

"I-READY IS AMAZING! MY DAUGHTER BOOSTED HER READING LEVEL THREE GRADES IN ONE SUMMER. THE PROGRAM LET ME KNOW HER STRENGTHS AND WEAKNESSES, AND EXACTLY WHAT SHE NEEDED TO LEARN."

– SASHA MCINTRYE, PARENT

> **" [THIS CLASS] MAKES ME FEEL LIKE I WON'T GIVE UP. I HAVE THE WISDOM, LEADERSHIP AND KNOWLEDGE. IT MAKES ME FEEL LIKE I WILL SUCCEED. MR. SMITH IS A HERO TO SOME KIDS, EVEN ME. HE HELPS US. IT'S LIKE THROWING HOPE AND POWER AND KNOWLEDGE IN THE SAME POT. "**
>
> – EMORION H., FORMER STUDENT AT TERRONEZ MIDDLE SCHOOL AND CURRENT FRESHMAN AT SUNNYSIDE HIGH SCHOOL, AFRICAN AMERICAN ACHIEVEMENT FOR MALES

AFRICAN AMERICAN ACHIEVEMENT FOR MALES

A4 piloted the African American Achievement for Males course in August of 2018 at Terronez Middle School to remove the academic disparity between African American male students and their peers. The goal of this course was to advance our students' ability to handle a rigorous academic career while at the same time increasing their understanding of what it means and what it has meant to be an African American male in American society. This course implemented curriculum with proven results used by schools in Oakland, San Francisco, Seattle, Bakersfield and a number of other districts.

POLICY: TASK FORCE

The A4 Task Force is made up of stakeholders from FUSD and the surrounding community who are working to come to a consensus and establish direction for programmatic, policy and practice solutions to accelerate academic improvements for African American students. The Task Force agreed on a set of recommendations to present to FUSD in order to achieve the vision of academic excellence for African American youth in Fresno Unified.

BASED ON ITS FINDINGS FROM SIX MONTHS OF WORK TOGETHER, THE A4 TASK FORCE DECLARED:

- A State of Emergency
- An Urgent Call to Action
- That Community and District Collaboration is Essential
- Targeted Priority Areas: Board Recommendations

TASK FORCE RECOMMENDATION AREAS:

- Attitudes, Beliefs and Mindsets of FUSD Employees
- Access to African American Teachers
- Rigorous Instruction and High Expectations
- Early Learning
- Family Engagement
- Pride In and Respect for AA Cultural Heritage

> **" WE'VE BEEN STUDYING THE ACHIEVEMENT GAP FOR 40 YEARS AND FINALLY SOMEONE IS SERIOUS ABOUT CLOSING IT. WENDY HAS CONVINCED THE TASKFORCE THAT OUR WORK WILL NOT BE IN VAIN AND COMPREHENSIVE STEPS WILL BE TAKEN TO ADDRESS THE STUBBORN PROBLEM. SHE HAS ALSO PUT TOGETHER A COALITION OF ALL PARTNERS TO MAKE IT HAPPEN. "**
> – ANONYMOUS

For a complete list of Task Force recommendations, visit http://fresnounified.org/dept/A4.

> **I AM HOPEFUL BECAUSE OF WHAT THE A4 DEPARTMENT HAS BEEN ABLE TO ACCOMPLISH IN THIS SHORT AMOUNT OF TIME. THE SUMMER LITERACY PROGRAM SHOWED GROWTH THAT HAS NEVER BEEN SEEN BEFORE.**
>
> – CAL JOHNSON, FORMER FRESNO UNIFIED SCHOOL BOARD TRUSTEE AND A4 TASK FORCE MEMBER

ACCOMPLISHMENTS

ACADEMIC ADVISORS
Served over 1,000 6th- through 12th-grade African American students

ACADEMIC CENTER FOR SUSPENDED STUDENTS
First center dedicated to assisting suspended students academically in the Central Valley. An academic focus will be African American history and literature

AFRICAN AMERICAN ACADEMIC ACHIEVEMENT COURSE FOR MALES
93% attendance rate and a 50% decrease in suspensions from the 29 students who participated in the course with notable increase in overall student GPA

COLLEGE MENTORING PROGRAM
First ever college mentoring program focused on African American student college enrollment and persistence for 11th and 12th grade students. 95% of mentors are African American

EARLY LEARNING 1ST GRADE TRANSITION PROGRAM
First ever program centered on assisting African American first graders with a smooth transition into their new school year. Emphasis on literacy and school readiness

FATHER'S DAY
1,000 fathers of all ethnicities in attendance at 18 elementary and 10 middle schools

HBCU EXPO
Over 200 offers of admission and nearly $1 million in scholarships awarded at Fresno Unified's Black College Expo

I-READY
A4's emergent work with the i-Ready tool for African American students laid the groundwork for a District wide adoption initiative

SATURDAY ACADEMY
Extending the success of the Summer Literacy Program, the first Saturday Academy to focus on literacy instruction for African American students

SUMMER LITERACY PROGRAM
Ranked #1 in the nation out of all districts participating in the program with students experiencing an average of 4.9 months of reading growth in five weeks

CONTINUED ASSESSMENT AND REFINEMENT

With plans for expansion, we are continuing to implement and support the further development of personalized academic programming and staffing resources that are needed for African American students to flourish.

Into the future, we clearly see a school system that values all students and families—a system where African American children, specifically, are engaged in learning.

> "I AM HOPEFUL THAT THE A4 DEPARTMENT WILL GROW AND CONTINUE TO MOVE OUR AFRICAN AMERICAN STUDENTS TO AND ABOVE GRADE LEVEL. WE MUST CLOSE THE EQUITY GAPS THAT BLACK STUDENTS ARE FACING EACH DAY."

– KEVIN TATUM, JR., GUIDANCE LEARNING ADVISOR AT TENAYA MIDDLE SCHOOL AND TEACHER, A4 SUMMER LITERACY PROGRAM

CALL TO ACTION

• Join the Parent's Council at your child's school

• Become a college mentor for our African American students

• Participate in Fresno Unified School District Board meetings

• Contact the Office of African American Academic Acceleration to become a supporter of our program and students.

> "WENDY MCCULLEY IS WORKING EXTREMELY HARD TO ACHIEVE WHAT OTHERS HAVE NOT EVEN ATTEMPTED TO DO. I KNOW IF WE GIVE IT OUR BEST EFFORT TO WORK TOGETHER AND TRUST EACH OTHER'S EXPERTISE AND IDEAS, WE ARE STRONGER TOGETHER AS A TEAM THAN WORKING ALONE. I AM HOPEFUL THAT WE CAN WORK TOGETHER AS PARTNERS BECAUSE IT IS NECESSARY RIGHT NOW AND TIME IS RUNNING OUT."

– MONA TATUM, TEACHER AT KING ELEMENTARY SCHOOL AND A4 SUMMER LITERACY PROGRAM

COMMUNITY PARTNERS

West Fresno Christian Coalition

West Fresno Family Resource Center

WestEd

United Black Men

PJS Consultants, LLC

Springboard Collaborative

Dr. Tameka McGlawn

Margit Birge

Lucca Petrucci

Alisha Wilson

Alysa Palma

Thank you to our key and critical District partners, principals and teachers who have innovated with us.

We have successfully enlisted both locally-based and nationally-recognized instruction and curriculum experts, service providers and community stakeholders, each with a unique perspective and subject matter expertise, to inform our strategies for improving student and parent engagement and program participation.

FRESNO UNIFIED SCHOOL DISTRICT

AFRICAN AMERICAN ACADEMIC ACCELERATION (A4)
2309 TULARE - FRESNO, CALIFORNIA - 93721
PHONE: (559) 457-3728
HTTPS://FRESNOUNIFIED.ORG/DEPT/A4

BC Number AS-1

From the Office of the Superintendent

Date: March 27, 2020

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Executive Officer

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for March 06, 13 and 20, 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 SSC Weekly Updates for March 06, 13 and 20, 2020 are 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: 03/27/2020

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www.sscal.com

DATE: March 6, 2020

TO: Robert G. Nelson
          Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

$15 Billion School Bond Looks Headed for Defeat

California held its primary election this past Tuesday, March 3, 2020, and it looks as though the ballot's lone statewide initiative, the $15 billion K–16 school facilities bond, is headed for defeat. As of this morning, the approval percentage was at 44.6%, lagging nearly 600,000 votes behind the "no" votes. However, there is still a slight chance that the bond could pass as California has 30 days to count all of its mail-in ballots and provisional ballots, meaning the state has more of a voter month than a voter day. The Secretary of State's Office reported on Thursday that there were still approximately 3.3 million votes that needed to be counted, giving the proponents a semblance of hope that the bond could still pass.

There seems to be a number of reasons behind the statewide bond's impending defeat, but the most glaring may be the unfortunate initiative number that was assigned to the measure, Proposition 13. While the opponents of the bond, the Howard Jarvis Taxpayers Association, only spent approximately $250,000 on radio ads (as compared to the $10 million on the proponents side), the confusion and perhaps intentional misinformation on social media that this measure would affect the way property taxes are assessed under the Proposition 13 initiative from 1978, likely contributed the bond's defeat.

In fact, the author of the legislation that put the $15 billion bond on the ballot announced yesterday that he has introduced legislation to retire the use of number 13 on future ballot measures. In the press release, Assemblymember O'Donnell (D-Long Beach), the bill's author and Assembly Education Committee Chair, said that "despite this number having no relation to the content of the school facilities bond, many voters mistakenly believed the ballot measure made changes to the 'Proposition 13' originally passed in 1978 which dealt with property taxes."

While the number assigned to the statewide bond seemed to have an effect on its passage, it does not explain why the majority of other local bonds also appear headed toward defeat. Historically, voters have supported school and community college districts by passing a majority of state and local bonds and parcel taxes; however, there seems to be a growing sense of bond and tax fatigue

that led to the demise of many of these local measures. As of March 4, less than one-third (31%) of the 111 Proposition 39 General Obligation bonds seemed destined to pass, while a little more than a third (36%) of the 28 parcel taxes put before voters appear headed for passage.

If voters are starting to feel bond and tax fatigue and perhaps a heightened sense of economic uncertainty with the volatility of the stock market, then it does not bode well for school and community college districts that have historically been able to rely on their local communities to fund their school facilities.

Leilani Aguinaldo

Note: Since it takes several weeks for California to count all of its ballots, we may not know the final results of state and local measures and races until the end of the month.

Embrace the Uncertainty: Waiting for Results During California's "Election Month"

By Ben Christopher
CalMatters
March 4, 2020

As you read this article, Proposition 13, the $15 billion school construction bond either failed by a historically wide margin, or it didn't.

Likewise, Bernie Sanders bulldozed the competition, beating out California's second place Democratic finisher, Joe Biden, by hundreds of thousands of votes. Or he didn't.

And turnout might have been historically high — who knows?

Like Schrodinger's Cat, the ambiguously fated feline in the physicist's thought experiment who is both alive and dead simultaneously, California election results currently exist in a kind of quantum state of uncertainty. Hundreds of thousands — or is it millions? — of ballots remain to be counted.

"California has election month, not election day," said Mike Young, political director at the California League of Conservation Voters. So strap in.

Why the delay? California's votes now arrive and get tallied in slow motion. That's largely by design. (Not intentional: that thousands of voters more were apparently stymied by long lines and administrative gridlock across Los Angeles County's new vote centers). The state opts to make it very easy for Californians to vote, allowing them to register to vote or change their party registration on Election Day. And it permits any voter for any reason to mail in a ballot postmarked as late as Election Day, and have it counted so long as it arrives within three days.

We're now in that window, where an untold number of mail ballots are enroute to county registrars.

So, no, we really don't know what most of the results are.

We don't even know how many ballots still have to be counted, which would at least allow us to say how little we know about what the results are.

"This is not like Iowa, where there was pandemonium," said Young, referring to the bug-ridden reporting process after the Iowa caucuses. "That's a lot of room for improvement on the vote centers, there's no doubt about that. But the election results are going to take time and that's California's process."

The California process is a particular source of anxiety for political reporters who in the days immediately following election night invariably run out of ways to say "it's too soon to say for sure" and "we'll just have to wait and see."

An example: Today, about 24 hours after the polls closed, the Prop. 13 school bond is down 56% to 41% — a 593,013 vote deficit.

To be clear, that's a big gap. Could the remaining votes close it? We have no idea, in part because we don't know how many ballots remain uncounted.

We may know at least that much soon.

Counties are required to begin publishing their estimates of "unprocessed ballots" tomorrow at the end of day. The estimates are rough (some county offices use scales to measure the stacks of paper ballots) and even then, many more votes that were postmarked at the last minute will continue to pour in.

After the first uncounted ballot estimates were published after 2016 and 2018 primaries, roughly 35% remained to be tallied. This year, with so many voters casting their ballots by mail and registering to vote on Election Day, the share could be significantly higher, said Paul Mitchell of Political Data Inc.

With an emphasis on "could be."

What we can say about these yet-to-be-counted ballots, said Mitchell, is that they tend to come from younger, lower income, non-white voters, which almost certaintly means more Democrats. Thus, a good rule of thumb: in a clear Democrat versus Republican race, expect the results between their current estimates and their certification in mid-April to move reliably into the Democratic column.

It's a pattern we saw in the aftermath of the 2018 midterms when a number of contested congressional races initially seemed to favor the Republican candidate only to creep steadily leftward as more results came in.

That isn't a conspiracy; it's just late voters having their ballots counted.

"An older, Republican homeowner who has been voting in every election for decades doesn't have to go to a same-day registration or mail their ballot in at the last minute," said Mitchell. "So if in a race, the top two spots are taken by Democrats now, we shouldn't say, 'we can't call that race yet because the Republican might come back.' No, the Republican isn't going to come back."

Another unique dynamic this year: Moderate voters in the Democratic presidential primary may have gone down to the wire before deciding which presidential candidate to support. That surge of ballots may still be on the way.

With an emphasis on "may be."

And while there is some evidence that participation rates were high, it's still far too early for confident assertions about turnout in California.

That's the point that Chief Deputy Secretary of State James Schwab was perhaps trying to make when he published this tweet earlier today:

Which is yet another way to say, "We'll just have to wait and see."

Note: Despite the latest Public Policy Institute of California poll showing that 51% of likely voters supported Proposition 13 (2020), the bond looks as though it will be on the wrong end of the majority once all the votes are counted.

Prop. 13 School Bond Measure Appears Headed For Defeat. How Did That Happen?

By Nina Agrawal, Sonali Kohli
Los Angeles Times
March 5, 2020

A combination of confusing messages and an unfortunate name contributed to what appears to be the first failure of a state school bond measure in a quarter of a century, education and public policy experts said Wednesday.

Proposition 13 would have raised $15 billion from general obligation bonds for preschools, K-12 schools, community colleges and state universities. Although ballots were still being counted in Los Angeles County and the statewide tally is not complete, the "no" vote led, 56% to 44%, with virtually all precincts reporting at least partial numbers, according to the California secretary of state.

"It's certainly one of the big surprises of last night that a state bond on a ballot in ... the Democratic presidential primary with Bernie Sanders leading all the other candidates failed to reach majority support," Mark Baldassare, president of the Public Policy Institute of California, said Wednesday.

Baldassare said that high Democratic turnout and a good economy were expected to help the measure, and that historically voters have supported funding for schools. The last time a school bond failed was in 1994.

"The first question that I have ... is, is the fact that the bond measure failed some indication of nervousness that voters are having about the economy?" he said.

The measure — which had no relation to the landmark 1978 Proposition 13 that capped property tax increases — would have funded safety repairs, lead testing and remediation, and construction of new classrooms, among other school projects. Nine billion dollars would have gone to preschool through K-12 schools, with priority given to districts that were unable to raise money locally and served high shares of low-income students, English-language learners, and foster youth. The remaining $6 billion would have been split evenly among community colleges and the Cal State and University of California systems.

In the weeks leading up to the vote, a statewide survey by the Public Policy Institute of California showed that only a slim majority, 51%, of likely voters supported Proposition 13. Of those, fewer than half said the outcome was "very important" to them, which Baldassare said may have indicated a lack of urgency around the measure.

Others said that the name of the measure and confusion about its effect on property taxes led to its demise.

"There's no other proposition number in the history of California that resonates in voters' minds like 1978's Proposition 13. It's notorious and infamous," said Jeff Vincent, a director at the Center for Cities and Schools at UC Berkeley.

Compounding the confusion is a measure that appears headed for the November ballot that would modify the original Proposition 13 by making it easier to raise commercial property taxes to fund schools and other local services.

"So you have various mailers and messaging talking about Prop. 13 ... but they're different Prop. 13s," Vincent said. "Confusion is the friend of the 'no' vote."

On Wednesday, Assemblymember Patrick O'Donnell (D-Long Beach), who co-authored the bill that put the bond on the ballot, announced that he will introduce legislation to retire the use of the number 13 on future ballot measures "to ensure voters are not misled."

Opponents of the school bond measure attacked it by focusing on the possibility that it could pave the way for local property taxes to go up, capitalizing on California residents' worries over housing costs and property taxes in an already expensive state.

A provision in the measure would have increased the amount school districts could borrow through local bonds, which require voter approval and are repaid by property owners. The $15 billion in general obligation bonds, however, would have been paid back, with interest, out of the state's general fund over 35 years, without adding a new tax on voters.

The Howard Jarvis Taxpayers Assn., named for the man behind the original Proposition 13, was the only registered opposition to the bond and seized on the possibility of increased local bonds in its messaging.

"In social media this was blasted all over the place," said Jeff Freitas, president of the California Federation of Teachers, which endorsed the measure. "There's a lot of misinformation out there, and that's what the opponents wanted."

The measure may also have suffered from a lack of key support, observers said. Los Angeles Unified School District — the largest district in the state, located in the most populous county — did not campaign in favor of the measure, which may have offered only limited aid to the district while reducing some of the revenue it takes in from developer fees paid to the district when new multi-family housing is built.

"Was there an effort to convince L.A. voters?" Baldassare asked. "You need those trusted voices."

Note: San Diego County is one of many in the state that saw a number of their local school bond measures fail at the ballot box on Tuesday.

Voters Veto School Bond Measures Across San Diego
Five out of six districts find themselves struggling to fix aging campuses

By Deborah Sullivan Brennan
The San Diego Union-Tribune
March 4, 2020

A suite of school bond measures in San Diego County were failing, according to unofficial election results that showed voters ambivalent about raising taxes to fix aging school sites.

Bond measures proposed by Chula Vista, Cajon Valley, Lakeside, Poway and Escondido Union School Districts did not get enough votes to pass, according to preliminary ballot returns posted Wednesday by the San Diego County Registrar of Voters. In two of those cases, Chula Vista and Escondido, the proposed bond measures drew more than 50 percent approval, but fell short of the 55 percent supermajority needed to pass.

Only Measures T and U, both proposed by San Ysidro School District, passed muster with voters. Those measures, however, were designed to supplant unspent money from a previous 1997 bond measure, and did not allocate new funds.

The bond measures were proposed to update many schools built a half-century ago to replace portables, fix leaking roofs, install security fences and cameras, wire classrooms for online instruction, and modernize schools to meet contemporary standards for science, technology and skilled trades.

The tepid response to bond measures countywide indicated a regional reluctance to commit more money for those purposes. It was unclear, however, whether the results represented a pushback against tax increases, confusion over how school construction is funded, concern about recent market instability or other factors.

"It was interesting to see that almost all of the school bond measures in San Diego County did not pass, except for San Ysidro," said Christine Paik, communications director for Poway Unified. "So that was a surprise, because I think our communities are traditionally very supportive of schools. We're not sure if that's related to (voter) turnout or uncertainty in the market. Who knows?"

Chula Vista's $300 million Measure M had a solid five-point lead of 52.55 percent in favor to 47.45 percent against, but still did not reach the 55 percent threshold. Escondido voters favored the $205 million Measure Q by a narrower margin of 50.87 percent to 49.13 percent. Those results were based on numbers that the Registrar of Voters released Wednesday, with just over a half-million votes counted, and 350,000 still outstanding.

In Escondido, Assistant Superintendent Michael Taylor said officials are still hopeful that the numbers will turn around as the final returns come in.

"I'm still optimistic that it will pass," Taylor said. "We're obviously quite a bit short of the 55 percent, but on the webpage, they're saying that there are still 350,000 ballots to be counted. This election is not over until those ballots are counted."

In the other districts, however, the bond measures did not reach even a simple majority. Lakeside School District's $33 million Measure R received just 39.77 percent of the vote, with 60.23 percent of voters weighing in against it. Cajon Valley voters opposed the $220 million Measure L by 55.65 percent to 44.35. And Poway Unified's $448 million Measure P was failing with 47.38 percent in favor of the measure to 52.62 against.

Escondido officials had carefully weighed voters' mood with polling on potential bond measures, and then staged what Taylor called a "bond road show" of local community service clubs, political organizations and homeowners associations. They informed voters about facilities needs at the district's schools, work done under the previous bond measure, and the fiscal protections contained in the bond language.

Poway school officials also tried to communicate the dire condition of their campuses, warning that many schools urgently needed repairs to meet current safety and academic standards, and will be rated in "poor condition" if improvements aren't made by 2023. However, the district had an uphill battle persuading voters who were wary of approving new school funding after a $105 million "capital appreciation bond" deal struck by school officials in 2011 left taxpayers on the hook for nearly $1 billion.

"Trying to rebuild that trust definitely was challenging and was a factor," Paik said.

However, she said there are also misconceptions among the public about how school construction is funded. Although the state allocates education money for day-to-day operations and salaries, it does not provide significant dollars to build or modernize campuses. Any bond money the state does offer for facilities generally requires matching funds from local bond measures. So if a district doesn't approve its own bond spending, it can't qualify for state dollars.

"I think there's still a very prevalent misconception of how school facilities are funded," Paik said. "We got a lot of statements like, 'Why can't you just pay for it out of your general fund?' People just don't realize that the state doesn't give school districts money for facilities needs."

Lakeside Unified School Board member Andrew Hayes, the only trustee for that district to oppose Measure R, said districts should be able manage their budgets to cover maintenance, and said many residents have reached their threshold for taxes.

"I think the voters are feeling just like most Californians are," he said. "We're overtaxed, and we're tired of our leaders telling us that the default solution is always to increase taxes. The cost of living is too high, housing is already too expensive, and young people are moving out of state because they can't afford to live here. And a bond measure is another property tax."

He acknowledged that most school district budgets are tight, but attributed that to rising pension costs, and said school officials should ask Sacramento leaders, not voters, to chip in more. With pension costs covered, districts could plan for deferred maintenance and keep their schools in good shape, he said.

"The state pension costs are so high that it cuts into our reserves," Hayes said. "We have to keep covering more and more, so we have less and less to rehab facilities."

Cajon Valley Superintendent David Miyashiro, however, said that he thinks the bond failed because of lower turnout in a primary election. He said the district has high bond ratings and prestigious endorsements for its

proposal, and will try again in the next election. He encouraged other districts to renew their bond measures in November, as well.

"Because we did all the legwork, our board is in a position to run again in the 2020 election, when participation is much higher," he said. "We're confident that if we would go out in 2020, we would have the support we need to make our schools the best place to go."

DATE: March 13, 2020

TO: Robert G. Nelson
           Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Coronavirus (COVID-19) Effect on the Economy

The most trending hot topic right now is how the coronavirus (COVID-19) continues to unfold across the globe and the implications that the crisis continues to have on our health and the global economy.

With more than 126,000 cases and over 4,600 deaths, the World Health Organization officially declared the coronavirus outbreak a pandemic on Wednesday. Additionally, President Donald Trump announced that beginning Friday at midnight, the United States would temporarily suspend most travel from Europe in an effort to contain the spread of the virus. The travel restriction comes as states across the nation—including California—declare states of emergencies, local jurisdictions look to limit the number of people attending nonessential gatherings, and a number of schools and colleges have shut down due to health concerns.

The pandemic has had a drastic effect on the U.S. and global economies. The U.S. stock market has dropped several thousand points over the last couple of weeks, and there has been a dramatic drop in oil prices, which is another mark of economic instability. These factors have created a heightened sense of economic uncertainty as economists fear that this crisis could lead us into another recession, which could have severe implications for state and federal revenues. If the economy continues to falter, Governor Gavin Newsom may be forced to make some difficult decisions when it comes time to release his revised 2020–21 State Budget proposal in May. These decisions could include whether it will be necessary for the state to tap into the more than $21 billion in reserves to maintain programs within the state's General Fund.

Assembly Education Committee Preview

While many other forums have been shut down due to the coronavirus pandemic, the California State Legislature continues to conduct its business. Next Wednesday March 18, 2020, the Assembly Education Committee, chaired by Assemblymember Patrick O'Donnell (D-Long Beach) will meet to consider

nearly 30 bills, including the following measures that could affect the K–12 system:

- Assembly Bill (AB) 773 (Gonzalez, D-San Diego) would require the Secretary of State, in coordination with the State Superintendent of Public Instruction, to develop educational programming for pupils in grade 12 on voting registration and participation, and would require each high school to implement the educational programming for students in grade 12 during a presentation or assembly at the school campus

- AB 1995 (Rivas, D-Arleta) would require a school district to provide meals free of charge to any student that qualifies for a reduced price meal

- AB 2022 (McCarty, D-Sacramento) would establish the Advanced Placement Reimbursement Program, which would cover the costs of advanced placement examination fees for eligible low-income and foster youth high school pupils

- AB 2211 (Rubio, D-Baldwin Park) would require time spent by students consuming breakfast provided through a school breakfast program at a local educational agency to be considered instructional minutes that generate average daily attendance if educational services are provided to the student while they consume the breakfast in the classroom

- 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

Leilani Aguinaldo

Note: Barring an unlikely surge in support in late voter counts, the $15 billion K–16 school bond has been rejected by voters.

All But Final: California Voters Reject $15 Billion State School Bond

Proposition 13 remains behind 46 to 54 percent a week after the election

By John Fensterwald
EdSource
March 11, 2020

Proposition 13, the $15 billion school construction bond that went before voters last week, will be defeated, barring an unlikely surge of support in late vote counts.

As of Wednesday the measure trailed 46 percent to 54 percent, with less than a quarter of the votes remaining to be counted. Although the gap has narrowed since election night, the odds were remote that difference could be made up. EdSource calculated that backers of the bond would need to pick more than two-thirds of the remaining votes to win.

LATEST VOTING RESULTS

EdSource will continue to post the presidential primary and Prop. 13 results, by county, as they come in, using our automated tracker. As of March 11, Prop.13 is behind 46.0 to 54.0 percent, with a gap of 619,120, votes to make up with 1.7 million votes left to be counted.

"We are profoundly disappointed that Prop. 13 failed. We think this result was not an indication of changing voter sentiment regarding school bonds or investment in education generally," Troy Flint, spokesman for the California School Boards Association, a strong supporter of the bond, said Wednesday. "Rather it indicates some of the specific circumstances surrounding this particular bond as well as the unfortunate coincidence of the bond having the same number as the iconic, original Proposition 13."

For months, analysts have predicted that voters would confuse the bond with the 1978 Proposition 13 that severely limited increases in property taxes. The number for this year's Prop. 13 was coincidental: the selection followed the numbering sequence for propositions that repeats every decade — restarting in 2018 in this case. Acknowledging the confusion, the sponsor of the bill behind Prop. 13, Assemblyman Patrick O'Donnell, D-Long Beach, introduced legislation last week to retire "13" from future bond cycles.

However, Jon Coupal, president of the Howard Jarvis Taxpayers Association, which led the opposition to the latest Prop. 13, interpreted the defeat differently. The general message, he said, was that "voters have seen little improvement with higher taxes and more debt and are not happy." Regardless of whatever confusion there was with the 1978 Prop. 13, it is clear that voters don't want higher property taxes, he said.

The $15 billion measure, the largest education bond in state history, would not have raised property taxes. The state would have repaid the principal and estimated $11 billion in interest over 35 years though the state's General Fund. However, those districts that subsequently passed their own local construction bonds and sought matching state help from Prop.13 could have seen their property taxes increase.

When negotiators were working on the language of the bond measure, they added a provision that would have raised the cap on how much districts could raise through property taxes. That clause, a change in state

law that would have taken effect if the bond measure had passed, enabled Coupal and others to argue that this Prop. 13 *was* about raising property taxes.

The bond would have provided $9 billion in matching money to K-12 districts for new construction and renovations for schools in disrepair, including $500 million set aside for charter schools and $500 million for career-technical facilities.

Higher education systems would have received $6 billion in facilities support: $2 billion each for community colleges, California State University and the University of California.

Flint acknowledged that giving districts the ability to increase the amount of bond money they could raise through property taxes was among the problematic features of Prop. 13 that "depressed" support. Another was increasing the size of the bond to include money for higher education, which added to the "sticker shock." And another would have reduced developer fees for multi-family housing, part of Gov. Gavin Newsom's strategy to encourage high-density housing, especially near transit stops. The impact would have shifted taxes to other property owners.

"Individually each provision was justifiable and perhaps even admirable but together they made the measure much more complicated and harder to explain to voters," Flint said.

Flint said it is too early to say if supporters might pursue a different bond measure for the November ballot. "The opportunity is still there, and others are reading too much into one specific result to reach an overly broad conclusion," he said. But he said supporters would do a postmortem to determine what bond would be acceptable to voters.

He also acknowledged that opposition to Prop. 13 may have created a drag on local school bonds and parcel taxes. A record proportion of those appear headed for defeat as well.

Coupal said the defeat of the bond signals that voters wouldn't support any change to the property tax restrictions in the Prop. 13 passed in 1978. A proposed initiative, Schools and Communities First, would raise an estimated $12 billion in property taxes only for commercial and industrial properties by requiring frequent property reassessments. Residential properties would be unaffected. Based on the vote, supporters of the initiative "shouldn't even bring it forward," Coupal said.

The apparent defeat of Prop. 13 surprised backers, who included Newsom and most state legislators, school and parent organizations, and key business associations. Voters had not rejected a state bond for school construction since 1994, and supporters had raised $10 million for their campaign — 40 times the funding for opponents. Backers placed the bond on the March primary, anticipating a large turnout for the Democratic presidential primary would assure victory.

After a week of processing many of the remaining mail-in ballots, it's clear that will not happen.

Note: Governor Newsom and school officials are weighing the possibility of an extended spring break.

Extended Spring Break? California School Leaders, Newsom Mull Coronavirus Options

By Katy Murphy
Politico
March 9, 2020

Gov. Gavin Newsom met with county superintendents across the state Monday afternoon to discuss measures to contain the spread of coronavirus, including one option that hits especially close to home: school closures.

Newsom told a group of big-city mayors Monday morning that he and school officials would weigh the possibility of an extended spring break, said Los Angeles Mayor Eric Garcetti in an interview at the state Capitol. Many large California districts are scheduled to have a weeklong spring break in early April.

"He's meeting with all of the superintendents this afternoon in the state or as many of them as possible about whether spring break, which is soon upon us, might be bracketed by an extra week, or an earlier week," Garcetti said after a news conference coordinated by the mayors about funding for homelessness.

The discussion follows the surprise decision by Elk Grove Unified School District, the fifth largest in the state, to cancel classes this week. A handful of schools elsewhere have followed suit.

On Thursday, the top public health official in the Bay Area's largest county, Santa Clara, recommended canceling mass gatherings as the number of confirmed cases rose. But the official, Dr. Sara Cody, stopped short of calling on schools to close.

San Jose Mayor Sam Liccardo said that the coronavirus is "particularly problematic" because it can be transmitted without causing symptoms. "There's a lot of kids out there that have the virus, they're passing it onto others. They don't have symptoms. ... But when they're going home to grandma, there's a real risk."

San Jose Unified, a district in Santa Clara County with about 31,000 students, has so far avoided coronavirus-related closures, said district spokesperson Lili Smith. But Liccardo said he expected some closures this week and probably entire districts "soon enough."

Liccardo later said he didn't mean to refer to any school district in particular when he predicted district-wide closures in San Jose.

Smith said there are no plans yet for San Jose Unified to close all schools.

"We're remaining open unless we hear something from the public health department that tells us to do otherwise," Smith said Monday.

The district has, however, canceled all gatherings and events where a large number of adults would be "in arm's length of one another."

Liccardo said the city was considering ways to ease the economic hardship for families caused by school closures and other cancellations, such as a proposal to freeze tenant evictions for late rent.

"We know it's going to mean a lot of parents are going to have to be at home with their kids and they're not going to be earning wages, and that's going to put a lot of families in peril," Liccardo said. "And the one way to make this crisis worse is by pushing a lot of families out on the street."

Garcetti said a longer spring break also was a possibility for Los Angeles public schools, but that "it's a day-to-day thing. I'm not saying we won't. But I'm definitely saying we are not going to move forward with that today."

Mackenzie Mays contributed to this report.

CLARIFICATION: San Jose Mayor Sam Liccardo later specified that he was not referring to any particular district shutting down due to the coronavirus.

Coronavirus and Considerations for Instructional Minutes and ADA

By SSC Team
School Services of California Inc.'s *Fiscal Report*
March 5, 2020

Local educational agencies (LEAs) across the state are preparing for the prospect of closing schools or reduced student attendance due to the novel coronavirus (COVID-19). Since average daily attendance (ADA) generates the primary source of funding for LEAs, the loss of ADA can have a significant negative impact on the LEA budget.

School districts in declining enrollment have a one-year reprieve from an ADA loss by using the greater of the current-year or prior-year ADA. Charter schools do not have that same flexibility and will be impacted in the current school year. The one year of flexibility for school districts may help to alleviate the ADA loss for the current year, but the 2020–21 school year may be severely impacted. LEAs experiencing ADA growth, rather than decline, may also be negatively impacted in the current year.

Waiver Process

The state provides a waiver process so that LEAs are not penalized for the ADA losses due to an epidemic. When a local school is closed or when there is a material decrease in ADA due to any emergency, which includes an epidemic, the LEA should prepare a Form J-13A, Request for Allowance of Attendance Because of Emergency Conditions (reference Education Code Sections 41422 and 46390 et seq., and California Code of Regulations, Title 5, Section 428). School districts and charter schools should file the form with the county office of education (COE), and COEs with ADA losses should file the form with the California Department of Education. The form and its instructions can be found here.

If the loss in ADA is "material," or there are instructional minutes lost due to school closures, the loss of apportionment may be recovered through this emergency day waiver process. A letter from the local department of health stating that an epidemic has occurred is required with your waiver request.

Approval of the waiver allows the LEA to receive credit for the lost ADA for the day(s) of the closures, as well as for the missed instructional time, and/or for a material decrease in student attendance resulting from the epidemic. Form J-13A is a multipage form, and not all pages are necessarily required—the instructions

provide guidance on which pages need to be completed for your LEA's situation. Note that Form J-13A does not need to be submitted immediately—you can wait until the current situation is over and the overall impact can be assessed.

Impact on Employees

The decision to close a school is not negotiable. However, changes to employee working conditions are subject to bargaining. While it is the employer's responsibility to engage in the bargaining process to address changes, it is a best practice to partner with your labor unions to address school closures to ensure a collaborative and coordinated response to these challenges as they arise. Working conditions that may be impacted by a school closure are listed below:

1. Work day and work year

2. Employee leave

3. Employee compensation and benefits, including retirement

LEAs should work closely with their legal counsel in determining the status of employees impacted by a closure given the potential fiscal, compliance, and retirement credit implications.

DATE: March 20, 2020

TO: Robert G. Nelson
           Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

COVID-19 (Coronavirus) Update

It is hard to believe that early last week only one school district in the State of California had shut down due to the COVID-19 pandemic. Fast forward to today and nearly every single school district in the state has closed its doors with the rest likely to follow. In fact, Governor Gavin Newsom, during one of his several press conferences this week, conceded that there is a good chance that students will not return to their schools for the rest of the academic year.

A lot has happened over this past week and we thought it would be helpful to use this week's update to provide a brief recap and timeline of some of the most significant events that have happened at the state level.

Friday, March 13

- Governor Newsom issued Executive Order N-26-20 to assist local educational agencies (LEAs) that close during the COVID-19 crisis and ensure that LEAs continue to receive state funding during closures

Monday, March 16

- The Legislature approved two emergency bills (Senate Bill [SB] 89 and SB 117) to provide up to $1 billion for any purpose related to the COVID-19 state of emergency and institute necessary statutory changes to assist LEAs and ensure that they remain fully funded during the pandemic

- The Legislature approved a resolution that will leave them in joint recess until Monday, April 13, 2020, which will allow them to follow the state and federal public health directives related to the coronavirus

  o This action effectively cancels all budget and committee hearings until the Legislature returns from recess

Tuesday, March 17

- Governor Newsom signed emergency legislation (SB 89 and SB 117)

    o   As budget bills they went into effect immediately upon the Governor's signature

- The California Department of Education (CDE) and the California Health and Human Services Agency (CHHS) issued [guidance](#) (as directed by Executive Order N-26-20) on distance learning, school meals, child care, and student supervision

    o   CDE and CHHS will update the guidance every Friday and will provide additional guidance as the need arises

Wednesday, March 18

- State Superintendent of Public Instruction Tony Thurmond hosted a webinar on the CDE and CHHS guidance with more than 6,000 participants

- Governor Newsom issued [Executive Order N-30-20](#) to suspend all statewide testing for the 2019–20 academic year pending federal approval

Thursday, March 19

- Governor Newsom issued a "stay at home order" ([Executive Order N-33-20](#)) ordering all Californians to stay at their place of residence, except to attain essential services such as food, gas, pharmacies, banks, and laundry

    o   Other exceptions include individuals needed to maintain continuity of operation of the federal critical infrastructure sectors, critical government services, schools, childcare, and construction, including housing construction

Friday, March 20

- The Trump Administration announced that the federal government will grant a waiver of standardized testing to any state that is unable to assess its students due to the ongoing national emergency—providing relief from federally mandated testing requirements for this school year

This timeline is not an exhaustive list of all of the state and federal directives, but does show how fast everything has moved since last week and the significant measures being taken by the state to slow the spread of COVID-19.

We at School Services of California Inc. would like to extend our thoughts to all of you as we all try and manage in this difficult time. We hope that you are staying safe and healthy and we want you to know that we are here for you!

Leilani Aguinaldo

Emergency Family and Medical Leave Act Revisions and Emergency Paid Sick Leave

By Danyel Conolley and Debbie Fry
School Services of California Inc.'s *Fiscal Report*
March 20, 2020

In response to the COVID-19 pandemic, the U.S. Senate and the House approved expansion language to the Family Medical Leave Act (FMLA), named the Families First Coronavirus Response Act as well as the Emergency Paid Sick Leave Act which was signed into law by President Donald Trump on March 18, 2020. Effective April 2, 2020, through December 31, 2020, this law makes significant augmentations to FMLA involving qualifying reasons and duration of employment for eligibility purposes, as well as additional paid leave provisions. More information regarding the Families First Coronavirus Response Act can be found here.

Emergency Family and Medical Leave Act

The new law will require public sector employers and private employers with fewer than 500 employees to provide up to 12 weeks of job-protected FMLA leave for a qualifying need related to a public health emergency. (Employers can exclude employees who are health care providers or emergency responders from this emergency FMLA entitlement). Included in the qualifying need is the absence of an employee due to a need to care for a minor child if the child's school or child-care is unavailable due to a public health emergency. In order to meet the public health emergency qualification, employees must have been on the payroll for 30 calendar days. Recall that FMLA leave can be paid or unpaid leave.

Emergency Paid Sick Leave

In addition to FMLA leave, local educational agencies (LEAs) may allow employees to use leave for purposes related to COVID-19 for the first ten days (two weeks) of leave which includes emergency paid sick leave (defined below). This includes employees who are unable to work due a federal, state, or local quarantine order; employees who have been advised to self-quarantine by a health care provider due to COVID-19; employees experiencing symptoms of COVID-19; or employees caring for a family member who has COVID-19, or a family member who is experiencing symptoms related to the virus. The remaining ten weeks of leave are paid at 2/3 of the employee's regular rate, for the number of hours the employee would otherwise be scheduled to work with a maximum of $200 per day and $10,000 total. This emergency leave is also job-protected which means employees can return to the same or equivalent position when they return to work (with some exceptions).

Under the provisions of the Emergency Paid Sick Leave Act, public employers are required to provide 80 hours paid sick leave (for full-time employees) (rate of pay is 2/3 of the employee's regular rate) to employees who are unable to work or telework due to the following reasons:

- Employee is caring for an individual who is subject to or advised to quarantine or isolate

- Employee is caring for a child whose school or day care is closed or unavailable due to COVID-19 precautions

- Employee is experiencing symptoms of COVID-19 similar to those defined by the Secretary of Health and Human Services

For part-time employees, the number of hours worked on average over a two-week period is the basis for the leave. Paid leave is limited to $511 per day ($5,110 in total) when employees are using sick leave for their own illness or quarantine for the following reasons:

- Local quarantine or isolation order related to COVID-19

- Employee advised by health care provider to self-quarantine because of COVID-19

- Employee is experiencing symptoms of COVID-19

Paid sick leave under these provisions is to be used prior to any accrued leave the employee has earned. Employers cannot require that the accrued sick leave be used first. Hours granted prior to this law through generosity of employers may not be used against this leave. At the sunset date of December 31, 2020, this leave will not carryover.

Both laws are subject to anti-retaliation protections and subject to penalties for failure to pay. Due to the evolving situation involving the COVID-19 pandemic, the reasons for an employee's absence from work can change on a day-to-day basis. As we know, many school employees are currently on paid leave due to school closures, (see "*Ask SSC*…How Do We Document Employee Absences During School Closures?" in the March 2020 *Fiscal Report*). Now, more than ever, it is critical that LEAs practice strong documentation procedures regarding employee attendance to accurately reflect leave and ensure legal compliance. It is also important for employers to communicate with their employees regarding leave entitlements to ensure they are informed of their rights.

Note: The UCLA Anderson Forecast issued an update this week that says we are in a recession that they forecast will continue through the end of September 2020, but full recovery will not be experienced until 2022.

Recession Due to Coronavirus Could Hit California Harder Than Rest of U.S.

By David Lightman
The Sacramento Bee
March 16, 2020

Note: The Sacramento Bee and McClatchy News Sites are offering full coverage of the COVID-19 coronavirus to all, with no payment required. We want to ensure our readers can make critical decisions for themselves and their families. To continue supporting vital reporting like this, please consider a digital subscription. For more coverage, subscribe to our daily coronavirus newsletter.

The U.S. economy has entered its first recession in 11 years, and it's likely to be slightly more severe in California than the rest of the nation, a new forecast from the UCLA Anderson School of Management said Monday.

By the first quarter of 2021, California is expected to lose more than 280,000 payroll jobs, the report said. More than one-third of those jobs would be in leisure and hospitality and transportation and warehousing.

"For California, a state with a larger proportion of economic activity in tourism and trans-Pacific transportation, the economic downturn will be slightly more severe," the report said.

It predicted employment would drop by 0.7% in 2020, with the second and third quarters contracting at an annual rate of 2.6%.

The unemployment rate should go up to 6.3% by the end of this year and is expected to continue to increase into 2021 with an average next year of 6.6%.

The new forecast, though, had a footnote: "If the pandemic is much worse than assumed, this forecast will be too optimistic. If the pandemic abates quickly because of the extraordinary measures being put into place to address it, an outcome that the medical community thinks unlikely but possible, then the forecast is too pessimistic and economic growth in the third and fourth quarters of the year will be higher."

The forecast revised an outlook released just last week. It said the recession could continue through the end of September.

"After a solid start to 2020, the escalating impacts of the coronavirus pandemic in March have reduced the first-quarter 2020 forecast of GDP growth to 0.4%," the report said.

GDP is the Gross Domestic Product, the value of the nation's goods and services. The forecast predicts the GDP second quarter decline at 6.5% and the third quarter drop at 1.9%. Two quarters of declining GDP is usually considered a recession.

The forecast does predict more normal activity in the fourth quarter of this year, with GDP growth of 4%.

"For the full 2020 year, it is expected that GDP will have declined by 0.4%," the report said. "In 2021, with the abatement of governmental pandemic expenditures and the continued contraction of residential and commercial construction, the economy is forecast to grow at only 1.5%. The full recovery and return to trend is now expected in 2022."

Note: More than 99% of the state's school districts (939 districts) announced they will close this week due to the coronavirus (as of March 18, 2020).

What California Parents and Students Should Know About the Coronavirus: A Quick Guide

By Theresa Harrington
EdSource
March 19, 2020

This Q & A is being updated to reflect latest developments. It was last updated March 19 at 1:30 pm.

Q: How many districts have closed schools in California?

A: More than 99 percent of the state's school districts (939 districts) announced they will close this week due to the coronavirus as of noon on March 18. Schools will be closed for at least 6,065,337 students in California, about 99 percent of all K-12 students in the state.

Gov. Gavin Newsom said March 17 that schools may remain closed for the rest of the school year.

Q: What does it mean that Bay Area residents are under orders to "shelter in place"? Will school children still be able to pick up school meals?

A: On March 16, the public health directors of seven Bay Area counties — Alameda, Contra Costa, Marin, San Mateo, San Francisco, Santa Clara and Santa Cruz — ordered all residents to shelter in place beginning at 12:01 a.m. March 17 except for those that are conducting essential business. The order, which was issued to slow the spread of coronavirus throughout the Bay Area region, lasts for three weeks through April 7. Sonoma County joined the other counties in issuing a similar order that takes effect at midnight March 18 and Sacramento County is also asking most residents to stay home indefinitely, except for those conducting essential business.

Schools are considered essential businesses, according to the orders, and are allowed to continue distance learning and to provide meals on a pick-up and go basis. Residents may travel by foot, bike, car or public transit to pick up school meals, but must adhere to social distancing requirements by keeping at least 6 feet apart, including those standing in lines or on public transit. Some districts, such as Oakland Unified, are allowing families to pick up meals for more than one day so they don't have to return daily, to help comply with social distancing requirements. Check the website of your school district to get the latest information, since not all schools are distributing meals.

Q: Who makes the decision to close schools?

A: Closing schools due to coronavirus concerns is a decision that local school districts and schools make on their own in consultation with their county public health departments. Unlike several other states, as of March 16, California has not issued a statewide order for all schools to close. By March 18, most schools in the state had closed.

Gov. Gavin Newsom said on March 12 that schools do not fall under his executive order to cancel non-essential gatherings of more than 250 people until at least the end of March. He said schools are considered "essential" and local officials should consult guidance sent out March 7 before deciding whether to close. Check your district's website to see what your school district is doing and advising.

The California Department of Education has created a web page with resources and guidance for schools and districts here.

Q: When they do decide to close — even temporarily — are districts required to provide instruction online to all K-12 students?

A: On March 13, Gov. Gavin Newsom issued an executive order that waived the minimum state requirement of 175 instructional days each year for schools and districts that close due to concerns about the coronavirus. To continue receiving state funding, the order requires districts to offer "high quality education opportunities" such as online learning, take-home materials or independent study "to the extent feasible."

The state Legislature passed a bill on March 16 that guarantees the state funding promised by Newsom for schools and districts that close. Newsom's administration expects to provide more details on March 17 about its expectations for instruction during school closures.

Districts that still want to meet the state's minimum instructional requirements may have more flexibility in how they do that, based on new legislation promised on March 16 by Patrick O'Donnell, D-Long Beach, who chairs the Assembly Education Committee. Although the bill would not provide additional funding, it would allow districts to extend the school day after classes resume and count the extra instructional minutes toward the minimum instructional year. Districts would likely need to negotiate terms and compensation for this with school unions.

The state issued new guidance on March 17 intended to help school districts understand how to provide distance learning, school meals and childcare to students during closures.

Q: If school is closed, can I still have playdates for my children, or have groups of children together to do homework?

A. Limiting social interactions for children is tough, but in counties ordered to "shelter in place," they are prohibited, and many public health experts are saying playdates are not a good idea in general right now. The symptoms of the coronavirus can take days to show up, and people can be contagious even if they do not yet have symptoms. Also, each additional child has other circles of contacts — their family and the people their family is in touch with. "Even if you choose only one friend to have over, you are creating new links and possibilities for the type of transmission that all of our school/work/public event closures are trying to prevent," writes Dr. Asaf Bitton, a primary care physician and public health expert, in an opinion published on Medium.

In lieu of in-person playdates, some families are setting up video playdates for their kids, and encouraging them to write letters or emails to other family members or friends.

If you live in a county that has not been ordered to "shelter in place," and you do decide to have visits or playdates, experts say to keep them small, ideally with only one other family that is not seeing any other people either, and hold them outside where children can move around with more space.

Q: Have any public colleges or universities completed closed their residential halls or dormitories?

A: Although all of the state's public universities and colleges have shifted most of their classes online, none have forced students to completely leave campus housing. However, some campuses are encouraging students, if they are able, to leave campus for their permanent home.

"Each campus leadership team has been taking their unique student populations into account to ensure that students are not negatively impacted," said Toni Molle, director of public affairs for the California State University System. "These populations include foster youth, international students and students who do not have another place to go."

At UCLA, for example, campus buildings including university housing, the student health center and campus dining facilities continue to provide services. On-campus dining facilities and university housing also remain open to students at UC Merced.

"We serve many students who may find this the best place to be with WiFi, healthy food options, a health center, and our chancellor is cognizant of that," said Elizabeth Arakelian, senior public information officer for UC Merced.

Q: How has the coronavirus affected the operation of California community colleges?

A: Most of California's 114 community colleges have made plans to move classes online for the next several weeks. However, that is likely to be only the beginning of the changes to those colleges' operations.

Eloy Oakley, the chancellor of California's community college system, said colleges should expect disruptions to continue until June "at the very least" and possibly into next academic year. Oakley said colleges will need to move most or all classes online during that period and added that graduation ceremonies will need to either be postponed, canceled or moved to remote settings, as will conferences and other large events.

"We're telling our colleges that we should plan for a second peak sometime around August or September. … So that's why we're telling our colleges to really think through not just this academic year, but next academic year as well and how that might impact instruction," Oakley said.

The Board of Governors also voted unanimously to give extra emergency powers to Oakley allowing him to take "all appropriate actions" to ensure that students at the colleges can continue their education as the virus spreads.

Q: Have any California school children or teachers been diagnosed with the coronavirus ?

A: Yes. As of March 16, two K-12 students and one substitute teacher have been publicly identified as testing positive for the virus. The students attend an elementary school in Elk Grove Unified — which was the first large district to close all of its schools — and a private Catholic school operated by the San Francisco Archdiocese, which also closed all of its schools. The substitute teacher, who died Sunday, worked in Sacramento Unified.

Of the 598 confirmed coronavirus cases in the state as of 6 p.m. March 17, 13 were children ages 0-17, 392 were adults between the ages of 18 and 64, 188 were adults 65 or older and five were people whose ages were not known. Thirteen people have died due to the virus.

CALIFORNIA SCHOOL CLOSURES AND OTHER UPDATES

- For the latest updates on actions taken in response to the coronavirus go <u>here</u>.

- To see a list of California schools closed, go <u>here</u>.

Q: What are the symptoms of the coronavirus and what should parents or guardians do if their child develops them?

A: The symptoms of the coronavirus are similar in children and adults and can be mild or severe. Those symptoms include fever, cough and shortness of breath.

According to the CDC, children do not seem to be at higher risk of getting the coronavirus although some children and infants have been sick with the disease. Older adults and people with severe chronic medical conditions like lung disease, diabetes or suppressed immune systems are at risk of contracting the virus.

The CDC recommends contacting a healthcare provider for medical advice if you think you or your children have been exposed and have any of the symptoms.

Q: Especially now that most schools are closed indefinitely, what should I tell my child about the virus?

A: "Be honest and say there is a cold virus that is showing up in different countries," said Yvonne Maldonado, director of Infection Control at Stanford Children's Hospital. "It makes some people very sick, but most people — especially children — seem not to get very sick with it. But because we want to protect the people who might get very sick, everyone is being careful about not spreading coughs and colds."

The Centers for Disease Control has a number of recommendations. These include:

- Remain calm and reassuring.

- Make yourself available to listen and to talk.

- Avoid language that might blame others and lead to stigma.

- Pay attention to what children see or hear on television, radio or online.

- Provide information that is honest and accurate.

- Teach children everyday actions to reduce the spread of germs.

The National Association of School Psychologists has also issued helpful hints for parents similar to those from the CDC. Among them: Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.

In addition, National Public Radio has created a comic to help parents talk to their children about the virus. And the independent national nonprofit The Child Mind Institute, which focuses on children's mental health, has posted an article titled: "Talking to kids about the coronavirus: Kids worry more when they're kept in the dark."

Q: Have any college students been exposed to the virus?

A: Ten students at CSU Long Beach were under a 14-day quarantine as of March 9 because they attended a conference in Washington, D.C., where three other attendees ended up testing positive for the virus. The students did not display any symptoms, but were in isolation "out of an abundance of caution," the university said.

Staff writers Patrick Hoge, Larry Gordon, Diana Lambert, Michael Burke, John Fensterwald and Louis Freedberg contributed to this report.

BC Number AS-2

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer   Phone Number: 457-3907
Cabinet Approval:

Regarding: March Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the March 05, 2020 Legislative Committee Meeting.

Budget Update – Ms. Leilani Aguinaldo provided an update on the March election results, the State's economic outlook, and Legislative Analyst Office (LAO) recommendations.

The March election results showed a significant decrease in bond measure support. Fresno Unified was one of the few districts whose voters approved a bond measure. Since 2000, when the bond pass rate changed from two-thirds to 55% approval, the average approval rating was approximately 85%. However, the March 2020 election indicated an approval rate of 31%.

State revenues continue to project above the forecast and could equate to an increase of $1.0 billion to Proposition 98. The markets have been significantly impacted by the Coronavirus but the hope is that the projected increase in revenues holds until June 2020.

The LAO agrees with Governor Newsom's consideration of one-time and ongoing revenues; however one-time support does not provide fiscal relief. The LAO recommends the one-time funds would be better served to reduce pension liabilities that would assist districts with some longer-term fiscal relief. In addition, Special Education one-time funding for preschoolers with disabilities should be ongoing rather than one-time. At this time, the preschoolers with disabilities proposal is intent language, therefore Ms. Aguinaldo stated this gives districts discretion to utilize the funds to support the Special Education contribution.

Legislative Update – Ms. Aguinaldo reported 2,300 legislative bills were introduced prior to the February 21, 2020 deadline. The following legislative bills were discussed:

- AB 2022 (McCarty) Advanced Placement (AP) Fee Reimbursement – (Support) – Reimburses districts for providing the AP tests to low-income students at no cost
- AB 2472 (Jones-Sawyer) County Superintendents of Schools Williams Act Oversight – (Watch) – Revises the requirement to use the schools identified for comprehensive support and improvement and additional targeted support and improvement instead of the Academic Performance Index which no longer exists
- AB 2052 (O'Donnell) Career Technical Education (CTE) Match Funds – Changes the match requirement for CTE match funds from 2:1 to 1:1 starting in 2020/21

- AB 2682 (Medina) Certificated Probationary Employees – Changes the classification as a permanent employee for certain certificated employees including: 1) probationary employees working less than full time for 75% of the assignment; 2) Adult Education employees working 75% of the hours of a full-time equivalent; and 3) Service by an instructor at regional occupational centers or programs are included in computing permanent employee status
- SB 796 (Leyva) Employees Absences Due to Illness or Accident – Ends differential pay and provides full salary on the account of illness or accident for five months
- SB 805 (Portantino) Leave of Absence for Natural Disasters and Evacuation Orders – Prohibits a district from requiring employees to use sick or vacation leave if the school is forced to close due to a natural disaster or evacuation order
- AB 2184 (O'Donnell) Design-Build Contracts – Authorizes a district, as an alternative price of the project, to instead weigh as a factor the proposing design cost, general conditions, overhead and profit as a component of the project price
- AB 2709 (Weber) Full-Day Kindergarten – (Watch) – Requires districts to implement at least one full-day kindergarten program at the same number of instructional minutes offered in first grade
- AB 3292 (Dahle, Megan) Cultural Ceremonies or Events Excused Absences – (Support) – Adds participation in a cultural ceremony or event as an excused absence
- AB 1153 (Rubio) Kindergarten Requirement – (Support) – Requires students to attend kindergarten
- AB 2093 (Gloria) Electronic Mail Retention – Requires retention for emails of at least two years
- AB 1834 (Weber) Local Control Funding Formula (LCFF) Tracking Mechanism – Requires the California Department of Education to develop a tracking mechanism to report services funded by the supplemental and concentration funds
- AB 1835 (Weber) Local Control Funding Formula (LCFF) Unspent Funds – Requires the identification of unspent supplemental and concentration funds and to utilize those unspent funds to increase and improve services for unduplicated students
- AB 1837 (Smith) Emergency Average Daily Attendance – (Support) – Holds districts harmless for all states of emergency declared by the Governor and allows districts to file a waiver to claim lost attendance
- AB 2291 (Medina) Special Education Funding – (Support) – Establishes a funding mechanism for preschoolers with disabilities
- AB 2500 (McCarty) Transitional Kindergarten Attendance – (Support) – Provides average daily attendance (ADA) for students who turn five years old during the school year, not just when they turn five
- AB 2626 (Bauer-Kahn) Sales and Use Tax Exemption – (Support) – Exempts districts and county offices of education from paying state sales and use taxes
- AB 2646 (Levine) Supplemental Education Funding – Provides supplemental funding using enrollment minus what the district received under LCFF using ADA
- AB 2685 (Weber) Lowest Performing Pupil Subgroup(s) – (Support) – Adds the lowest student groups to the LCFF formula
- AB 3179 (McCarty) Educational Employment Relations Act – Allows the county superintendent of schools to override any action of the board that is determined to be inconsistent with the ability of the district to meet its obligations
- SB 884 (Dodd) Public Safety Power Shutoffs – (Support) – Adds public safety power shutoffs to the list of emergency conditions in which a district can seek a waiver for lost ADA

- AB 1937 (Rivas, Luz) Homeless Children and Youth Reporting – (Support) – Requires personnel to receive annual training about the homeless education program and post on its website a list of liaisons for homeless youth in its district
- AB 1995 (Rivas, Luz) Reduced-Price Meals – (Support) – Requires districts to provide meals for free to students eligible to receive a reduced-price meal
- AB 2116 (Levine) Seizure Disorders – Requires schools with a student enrolled who has a seizure disorder the following: 1) At least one employee that has received training on seizure recognition, treatment, and response; 2) provide training to personnel with direct contact and supervision of students on recognizing the signs and symptoms of seizures and the appropriate steps for seizure first aid; 3) Authorizes a school nurse who has received training on seizures to administer related medication; 4) Requires schools to collaborate with the parents of a student diagnosed with a seizure disorder to create a seizure action plan; 5) Requires schools to provide all students an age-appropriate seizure education program
- AB 3006 (Berman) Free or Reduced-Price Meals – (Support) – Reimburses school districts providing reimbursable meals to pupils for non-reimbursed expenses
- AB 3218 (Quirk-Silva) Homeless Children and Youth Home School – (Modified Support) Establishes a homeless education program policy
- SB 793 (Hill) Flavored Tobacco Products – (Support) – Prohibits the sale of flavored tobacco products

The School Services Legislative Committee March 2020 report is attached and includes several significant articles published in the past month. The next Legislative Committee meeting is scheduled for April 02, 2020.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Ruthie Quinto at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date: 03/27/2020

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING
MARCH 5, 2020

2020–21 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations

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Legislative and Economic Update

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Legislative and Economic Update

State Revenues Above Forecast, for Now

By Robert McEntire, Ed.D.
March 2, 2020

Citing strong personal income tax revenues, the Department of Finance's February *Finance Bulletin* shows that General Fund revenues through January exceeded Governor Gavin Newsom's 2020–21 State Budget projections by $1.066 billion, or 1.3%. Overcoming weak recent performance by corporate tax (CT) and sales and use tax (SUT), personal income tax (PIT) exceeded expectations by $1.176 billion for the month of January, while SUT and CT fell behind estimates by $59 million and $5 million, respectively. All other revenues also underperformed, falling behind estimates by $253 million for the first seven months of the fiscal year.

While unemployment claims remained flat at 3.9%, the lack of new home construction and inventories pushed home prices upward. Employers in California added 12,600 nonfarm jobs in December—bringing the 12-month average to 25,900, and also bringing unemployment to its lowest level since August 1989. On the housing front, California recorded 118,000 housing permits in December, putting 2019 ahead of 2018 by 0.8% year-over-year. Home sales for 2019 fell 1.2% when compared to 2018, while the statewide average home price increased by 10.3% in 2019.

Year-to-date "Big Three" revenues have tracked closer to estimates than in prior years, in which we witnessed strong growth far exceeding estimates. This past week, the coronavirus outbreak has put global supply chains and production in jeopardy, causing the fastest market correction (change of 10% or more) in recent history. Absent a swift market rebound, recognition of market losses could affect personal income and corporate gains in the coming year, and may signal the start of challenging times ahead.

LAO Analyzes Governor's Education Proposals

By Patti F. Herrera, Ed.D.
February 28, 2020

On February 24, 2020, the Legislative Analyst's Office (LAO) released its annual report that evaluates Governor Gavin Newsom's major education spending proposals. Generally, the LAO supports Governor Newsom's overall approach to the education budget— that is, it appreciates how he balances ongoing spending with one-time investments. This approach, the LAO suggests, cushions lawmakers from having to make future cuts in the event that the estimated Proposition 98 minimum guarantee does not materialize, which is particularly sensitive given the risks to the state and national economies—the most recent of which is the effect of the global pandemic of the coronavirus and its impact on production and trade.

LAO Recommends Using One-Time Investments to Relieve Local Fiscal Pressures

Although the LAO applauds the Governor's overall spending approach, it recognizes that many of his proposals for one-time spending (approximately $1.7 billion) are for programs that offer no relief to the pressures that local educational agencies (LEAs) continue to face. These pressures include increased employer contribution rates for employee retirement programs, demands for higher compensation, and increased costs associated with serving students with disabilities.

In lieu of using new resources to fund workforce programs, special models that integrate academic and non-academic student support programs, and programs aimed at addressing the achievement gap, the LAO recommends that the Legislature use the funds to provide immediate or long-term relief to local general funds. Most notably, the LAO suggests that a supplemental payment to the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System unfunded liabilities on behalf of LEAs could have long-term financial benefits. They estimate that a $1 billion supplement payment could result in savings ranging from $1 billion to $3.3 billion in the long run. The LAO also offers that lawmakers could also consider buying down planned increases to employer contribution rates for the budget year, including a special buy down for CalSTRS to help smooth out rate increases through 2021–22.

LAO Supports Governor's Increase to LCFF

With respect to the Local Control Funding Formula (LCFF), the LAO notes that the Governor's 2.29% cost-of-living-adjustment (COLA) is modestly higher than its estimated COLA of 2.14%.

Though LEAs used a 3.0% estimated COLA to begin planning their budgets for 2020–21 last summer, the LAO does not recommend using new Proposition 98 funding to increase the LCFF to achieve a 3% investment, or even to reflect the overall growth in Proposition 98, approximately 2.9%.

The LAO reminds the Legislature that the 2019–20 Budget Act contained a provision allowing the state to reduce the LCFF COLA "to fit within the guarantee" in years that the Proposition 98 minimum guarantee is insufficient to fund the full statutory COLA. Essentially, this automatic reduction in the LCFF COLA allows the state to reduce K–12 education's largest funding stream without creating a "deficit factor," which the field used to track what the state would have otherwise owed when the state wasn't funding full COLA and reducing revenue limits during the Great Recession.

LAO Makes Mixed Recommendations on Special Education

As you know, the Governor proposes a multiyear approach to reforming how the state resources and serves students with disabilities, beginning with increasing and changing the base rate formula in 2020–21. Additionally, the Governor proposes using $250 million to provide one-time funding to LEAs serving preschoolers with disabilities with the requirement to increase or improve services to them. This proposal is similar to last year's $493 million investment.

The LAO recommends adopting the Governor's base funding formula that would increase the per-student base rate to $660 for most Special Education Local Plan Areas with those above the new rate being held harmless, including using a three-year rolling average daily attendance to reduce funding volatility as LEAs experience historic declines in enrollment.

In addition, the LAO recommends making funding to support preschoolers with disabilities ongoing as an augmentation to the new base formula. To account for the lack of preschool attendance data, the LAO suggests double counting kindergarten attendance as a proxy. Although LEAs have raised issues with the disproportionately high costs associated with students with moderate to severe disabilities or those who require multiple therapies/services, neither the Governor nor the LAO recommend a proposal to provide funding to address it.

The legislative budget committees responsible for the education budget are slated to begin hearing the Governor's K–12 proposals next week. Budget discussions and negotiations will continue through late spring.

The full LAO report can be found at https://lao.ca.gov/reports/2020/4174/prop98-ed-analysis-022420.pdf.

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PPIC Report on Declining Enrollment

By Sheila G. Vickers
February 24, 2020

Declining student enrollment has been experienced by many school districts in the state for many years. And, just recently, overall the state of California has begun declining in K–12 student enrollment. The Department of Finance (DOF) projects a continued statewide decline in enrollment for the next decade.

With this in mind, the Public Policy Institute of California (PPIC) recently issued a report, "Declining Enrollment in California Schools—Fiscal Challenges and Opportunities in the Coming Decade." We at School Services of California Inc. (SSC) contributed information for this report, as did our colleagues from the California Association of School Business Officials, the Fiscal Crisis and Management Assistance Team (FCMAT), and other organizations.

The PPIC report acknowledges that roughly half of all districts have been declining in enrollment since 2007, while other districts continue to grow. Declining enrollment affects districts of all sizes, including the very large and very small. In the next decade, K–12 enrollment is projected to decline in 53% of counties, which currently serve 75% of the state's students.

Impact on Local School Districts

We know from experience that, even though a local school district declining in enrollment is held harmless for one year of the decline in revenues, slightly less than half of the revenue loss—when it does occur the following year—can be offset by reducing related expenses. The PPIC provides a sample calculation that coincides with this concept, and acknowledges that this is a "best case scenario", assuming that student enrollment declines in neat classroom-sized groups by grade level. In reality, student enrollment declines sporadically across grade levels within a school, and across schools within a district. In order to balance its budget, a district in declining enrollment must cut other expenditures—meaning other programs and staff—not related to the decline in student population. This is the harsh reality faced by school districts across California.

As school districts in declining enrollment reduce expenditures to offset the revenue losses, the remaining staff members—particularly teachers—are more senior, more experienced, and also have higher compensation. The PPIC reports that, even with reductions in expenditures and staff,

school districts typically retain the same staffing ratios that were in place before enrollment began to decline. With more senior teachers, this means that the cost of maintaining the same staffing ratios is much higher than before.

The report also discussed that, most of the time, schools that are declining in enrollment are downsized rather than closed. The actual cost savings from closing schools are less than what one would normally expect, and this has to be balanced against the fact that school closures are very contentious issues for the local community.

Impact on the State

State funding for the one-year hold harmless on the revenue decline for local school districts has increased significantly in recent years as more districts are declining and those declines are more significant. This is one-time funding provided to each of the districts in decline each year, and the one-time infusion of state funds has increased by 53% from 2014–15 to 2018–19, when the amount of the one-time adjustment reached approximately $925 million. The DOF's enrollment projections for the next decade indicate that these state expenditures will continue to increase.

The PPIC also acknowledges that, of the three tests within Proposition 98 that determine the minimum funding level for K–14 education each year, Tests 2 and 3 factor in K–12 average daily attendance (ADA). However, given the statewide decline in enrollment and ADA, Test 1—which is based primarily on General Fund revenues—is anticipated to be operative for the foreseeable future. Therefore, the outlook is for modest increases or, in the case of a recession, potential downward adjustments in the Proposition 98 minimum guarantee.

Moving Forward

The report acknowledges that the significant increases in funding provided to K–12 education in recent years has softened the financial impact of student enrollment declines on local school districts. Given that increases in funding have slowed down and are anticipated to continue to be modest, at best, local school districts will be more challenged to balance their budgets. With this backdrop, the PPIC recommends that state policy makers consider the following:

1. Provide additional technical assistance to school districts on best practices for managing student enrollment declines and the financial impact. One of the specific suggestions is for FCMAT to provide training on this topic, which has already begun with the "Declining Enrollment: Strategies for Success During Challenging Times" workshop that has been developed through a partnership between FCMAT and our SSC team.

2. Rather than extending in some manner the one-year hold harmless revenue adjustment provided by the state, which is one-time in nature, the PPIC recommends that the increases in Proposition 98 funding available for education be used to increase the Local Control Funding Formula base grant for all school districts. The PPIC also recommends that greater protections be provided when enrollment declines are precipitous, and that the one-year declining enrollment protection be provided to charter schools as it is for school districts.

Conclusion

So far most districts have been able to cope with declining enrollment, but it will become more difficult as enrollment declines faster in the coming years, coupled with slower state revenue growth. State policy makers are urged to monitor the impact of declining enrollment on local school districts and ensure that struggling districts receive the attention and support needed to maintain and/or restore fiscal health.

To read the full PPIC report, go to https://www.ppic.org/publication/declining-enrollment-in-california-schools-fiscal-challenges-and-opportunities-in-the-coming-decade/.

In addition, the PPIC is sponsoring an event in Sacramento on February 27, 2020, "Fiscal Challenges of Declining Enrollment in California Schools," and you can register for the event itself or the webcast at https://www.ppic.org/event/fiscal-challenges-of-declining-enrollment-in-california-schools/.

February 2020

Trailer Bill Language Details the $900 Million Educator Recruitment and Professional Development Proposals

By Kyle Hyland and Leilani Aguinaldo
February 19, 2020

In his 2020–21 State Budget blueprint released on January 10, 2020, Governor Gavin Newsom proposed to invest over $900 million in one-time Proposition 98 funds for several initiatives aimed at addressing the state's persistent teacher shortage. With the release of budget trailer bill language from the Department of Finance, we now know the specifics of how the Newsom Administration is proposing to implement these initiatives, which we detail below.

Educator Workforce Investment Grant ($350 Million)

The enacted 2019–20 State Budget included a $37.1 million one-time non-Proposition 98 investment to establish the Educator Workforce Investment Grant to support professional learning opportunities for teachers and paraprofessionals. However, these grants were only available to institutions of higher education and nonprofit organizations, meaning that local educational agencies (LEAs) are not permitted to apply directly for these funds during the 2019–20 fiscal year.

The $350 million one-time, Proposition 98 funds proposed for the Educator Workforce Investment Grant program in the 2020–21 State Budget, however, would be available exclusively to LEAs via a competitive grant process established by the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE). The language stipulates that the $350 million would go out via five strands and that the recipients would need to collaborate with specified entities to ensure consistent and coherent delivery of the dollars. The five strands and their pot of funds would be:

1. Literacy: $75 million

2. Mental health supports and school climate: $75 million

3. Supports for students with disabilities: $50 million

4. English learners: $50 million

5. Science, technology, engineering, and mathematics (STEM); and computer science: $100 million

Priority would be given to applicants that qualify for differentiated assistance based on their California School Dashboard results as well as applicant schools that have been identified for comprehensive support and improvement under the Every Student Succeeds Act.

The program funds would be available for encumbrance through June 30, 2025.

Workforce Development Grant Program ($193 Million)

The Governor proposes to invest $193 million in one-time Proposition 98 funds to establish the Workforce Development Grant Program, which aims to increase K–12 staff who provide student services such as counseling, speech therapy, mental and physical health services, clinical and rehabilitative services, social services, and librarian media services.

A competitive grant process would be used to identify a county office of education (COE) to serve as the lead agency to administer the program. This COE would receive nearly $3 million for the sole responsibility of developing requests for proposals (RFPs) and the criteria for selecting grant recipients.

Up to $20 million of the funds are designated for planning grants for at least one hundred LEAs while $170 million would be available for implementation grants. LEAs selected for the planning grants would become eligible for the implementation phase only after they are able to demonstrate that they are prepared to begin their programs. More specifically, applicants would need to demonstrate a local need for student services personnel, present a plan that proposes solutions to address those needs, and be prepared to provide reports and data to the lead agency as a condition of funding.

The lead agency would be responsible for issuing the RFPs for the grants, reviewing the proposals for feasibility in addressing identified workforce shortages, determining the number and amount of awards to be distributed, and deciding who the grantees would be. Priority would be given to applicants that partner as a consortium of LEAs and applicants that propose to provide financial support to cover the tuition, fees, and books of the enrolled candidates. Additionally, applicants would be required to partner with at least one institution of higher education for both the planning and implementation phases of the program. LEAs that are eligible to apply for grants are school districts, COEs, charter schools, and state special schools.

The program funds would be available for encumbrance through June 30, 2025.

Teacher Residency Program ($175 Million)

In order to recruit, prepare, and retain educators in high-need subject areas and high-need communities, Governor Newsom proposes $175 million in one-time Proposition 98 funds to expand the Teacher Residency Program, which was established in the enacted 2018–19 State Budget.

The Commission on Teacher Credentialing (CTC) would provide grants via a competitive process for LEAs to establish new or expand existing teacher residency programs in designated shortage areas (special education, bilingual education, STEM, and computer science). The CTC would determine the number of grants and the total amount awarded to each applicant. Grant recipients

would be required to work with at least one commission-accredited teacher preparation program and would be permitted to partner with other community partners or nonprofit organizations in order to develop and implement their programs. The CTC would give priority consideration to LEAs that demonstrate a commitment to increasing diversity in the teaching workforce and that also have schools in which at least 50% of the students qualify for free or reduced-price meals (FRPM) or that are located in rural or densely populated regions.

Grants allocated would amount to up to $20,000 for each teacher candidate in the residency program, with a required dollar-for-dollar match from the LEA. Acceptable uses of the funding include, but are not limited to: teacher preparation costs, stipends for mentor teachers, stipends for teacher candidates, recruitment costs, residency program staff, and mentoring and beginning teacher induction costs. Grant recipients may use up to 5% of the award for administrative costs and the award does not preclude teacher residents from receiving other forms of federal, state, or local financial assistance.

Teacher residents selected by the LEAs that receive funding through this program would be required to work at their designated school for at least four years after earning a preliminary teaching credential, or be required to repay at least part of the grant funding they received.

The language also permits the CTC to allocate $5 million of the appropriation to provide competitive capacity grants to LEAs that partner with regionally-accredited institutions of higher education in order to expand or create teacher residency programs that lead to more credentialed teachers in the specified high-need subject areas. The CTC would determine the number of capacity grants to be awarded and the amount of those grants, which are not to exceed $150,000 per grant recipient.

The program funds would be available for encumbrance through June 30, 2025.

Teacher Credential Award Program ($100 Million)

The Governor is also looking to provide the CTC with $100 million one-time Proposition 98 funds to establish the Teacher Credential Award Program, which would provide $20,000 stipends to teachers with preliminary credentials who teach a high-need subject at a high-need school. The CTC would approve all applications submitted by LEAs that have teachers who meet the criteria for this program.

Teachers who meet the criteria would receive a $20,000 stipend paid out at $5,000 annually over four years. The first annual payment would be made to qualifying teachers upon completion of an academic year of qualifying service and upon certification of a CTC-developed application.

For the purposes of the program, a qualifying teacher is defined as an educator who has attained a preliminary credential in a high-need subject area (special education, bilingual instruction, STEM, or computer science) on or after July 1, 2019. The qualifying service of a teacher is defined as the completion of one year of instructional service (completed after July 1, 2020) in a high-need subject at a high-need school. High-need schools are defined as schools that exhibit at least one of the following criteria: at least 50% of students qualify for FRPM; at least 5% of teachers are

misassigned (as determined by the CTC) or working on a short-term staffing permit, a provisional intern permit, or a waiver; a school located in either a rural or densely populated region; or a school with a cumulative voluntary attrition rate that exceeds 20% over the three preceding school years.

The program funds would be available for encumbrance through June 30, 2025.

Classified School Employee Teacher Credentialing Program ($64.1 Million)

Governor Newsom is also proposing to invest an additional $64.1 million in one-time Proposition 98 dollars for another round of funding for the Classified School Employee Teacher Credentialing Program. A total of $45 million was previously allocated for this program during fiscal years 2016–17 and 2017–18. The purpose of the program is to provide funding to LEAs to recruit classified school employees for teaching careers by supporting their undergraduate education, preparation, and certification to become credentialed teachers.

The $64.1 million would be appropriated to the CTC to provide grants to LEAs of no more than $20,000 per candidate. This new round of funding would provide grants for at least 3,200 teacher candidates, and priority would be given to LEAs that did not receive funding in previous years of the program.

The program funds would be available for encumbrance through June 30, 2025.

County Outreach Funding ($18 Million)

In an attempt to bolster awareness of the available services and supports for LEAs and to strengthen the capacity of LEAs to improve student outcomes, the Governor also proposes to provide $18 million in one-time Proposition 98 funds to the CCEE.

Based on a methodology established by the CCEE—and subject to approval by the Executive Director of the State Board of Education—the CCEE would provide grants to COEs to improve coordination efforts with county and municipal service providers to ensure that high-need pupil populations have access to wraparound services. Under this grant, the COEs that receive this funding are expected to coordinate their activities with the activities of LEAs in their jurisdiction that receive Community Schools Partnership Grants and Opportunity Grants (see articles "Framework for California Community School Partnership Grants Proposed" and "Opportunity Grant Program Proposed to Aid Low Performing LEAs", respectively, in the current *Fiscal Report*).

The program funds would be available for encumbrance through June 30, 2025.

February 2020

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

By Michelle McKay Underwood and Dave Heckler
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 at https://www.sscal.com/publications/fiscal-reports/some-special-education-trailer-bill-language-released.

Framework for California Community School
Partnership Grants Proposed

By Leilani Aguinaldo
February 12, 2020

Governor Gavin Newsom's proposed State Budget for 2020–21 includes $300 million to establish a California Community Schools Partnership Program. According to the draft trailer bill language, the State Superintendent of Public Instruction (SSPI) is responsible for developing the application process and administration plan for the selection of grant recipients, with the approval of the executive director of the State Board of Education. The SSPI has until January 31, 2021, to finalize the plan, but the trailer bill language gives priority for grant funding to the following:

- Applicants serving students in high-poverty schools in which 90% of students are eligible for the free or reduced-price meals program

- Applicants with a demonstrated need for expanded access to integrated services

- Applicants that propose to partner in a consortium with other schools or county agencies

If signed into law, the trailer bill will define a community school for the first time in the Education Code. As proposed, a community school includes the following:

- Integrated support services—including the coordination of health, mental health, and social services that ensure support with county and district resources, as well as early screening and intervention for learning and other needs

- Family and community engagement—which may include home visits, home-school collaboration, community partnership, and school climate surveys

- Collaborative leadership and practices for educators and administrators—including professional development to support mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas

- Extended learning time and opportunities, including before and after school care

Districts, county offices of education, and charter schools—including nonclassroom-based charter schools—would be eligible for funding. The California Community Schools Partnership Program grants will be awarded on a competitive basis, and recipients will have until June 30, 2025, to encumber or spend funds.

February 2020

Opportunity Grant Program Proposed to Aid Low Performing LEAs

By Leilani Aguinaldo
February 7, 2020

Released last week, Governor Gavin Newsom's proposed education omnibus trailer bill provides a framework for the opportunity grants that were unveiled as part of the Governor's proposed State Budget for 2020–21. The Opportunity Grant Program (Program) is intended to provide "grant funds and state technical assistance to the state's highest poverty and lowest performing schools, school districts, county offices of education, and charter schools." The proposed state budget invests $300 million, one time, for this new Program.

The California Collaborative for Educational Excellence (CCEE) is tasked with collaborating with the California Department of Education to develop several details of the Program, such as the grant selection process, the low-performance school criteria to be used in the selection process, and how grant amounts will be determined. These details will be part of an administration plan that the CCEE is required to complete by November 30, 2020, with approval by the Executive Director of the State Board of Education (SBE).

Entities eligible to receive funds shall include a single school or a consortia of schools within a district; a school district with numerous high-poverty schools; a charter school, in consultation with its charter school authorizer; and a county office of education with one or more high-poverty schools in its jurisdiction. Additionally, at least 90% of a grant recipient's student population must be eligible for free or reduced-price meals. Grant amounts shall be determined by the CCEE and approved by the SBE Executive Director by March 30, 2021, and will consider the number of students in the recipient school and the size and scope of other awards and grants the recipient has already received.

Grantees will have until 2024–25 to spend or encumber funds which may be used for the following:

- Staffing improvements, including recruiting and retaining teachers and mentors

- Integrated student supports such as mental health and before and after school care

- Extended learning time

- English learner development programs

- High-quality curriculum and training, including technology supports and social-emotional learning and restorative justice

- School redesign that enables more personalized, effective instruction such as teaching teams that share students, or small learning communities that are known to dramatically reduce dropouts and improve graduation rates

The Program also includes funding for the CCEE and county offices of education to provide support to grant recipients. Up to $30 million of the total $300 million allocated for the program may be used for the following purposes:

- Establish CCEE capacity to better support award recipients

- Provide award recipients with direct supports and services

- Create a school quality diagnostic review and planning process and/or tool to assist schools and districts in determining areas of improvement and informing a plan for continuous improvement

- Establish a team of distinguished educators who can support award recipients directly and assist other struggling local educational agencies (LEAs)

- Develop training modules and engage in training leadership teams from recipient schools and other high-need LEAs

As proposed, the criteria for determining grant recipients will not be available until the CCEE develops the administration plan for the Program. But this proposal marks the first time that state funds have been proposed by the Governor for LEAs identified as low performing.

2020–21 State Budget Trailer Bill—Computer Science Incentive Grant

By Michelle McKay Underwood
February 6, 2020

In order to help credentialed teachers prepare for and earn their supplementary authorization in computer science, Governor Gavin Newsom's Administration is proposing a one-time $15 million Computer Science Supplementary Authorization Incentive Grant program.

Local educational agencies (LEAs)—defined as a school district, a county office of education, superintendent of schools, or a state-operated education program—may apply for a grant of up to $1,500 per participating teacher. When applying, LEAs will need to identify the educators who will be participating; the number of coursework credits needed by each educator; and an estimated cost for the required coursework, books, fees, tuition, and release time. The awards would not be subject to LEA indirect costs.

Grants would be used for the purpose of paying the teacher costs of coursework, books, fees, and tuition. LEAs would be required to provide a 100% match in the form of either an in-kind match of release time or substitute teacher costs for the participating teacher, or a dollar-for-dollar match to be used for the required coursework, books, fees, tuition, and release time.

The Commission on Teacher Credentialing would request proposals from LEAs and accept applications until all funds are expended. If the bill passes, the funding will be available until June 30, 2025.

2020–21 Trailer Bill Language—Child Nutrition Proposals

By Michelle McKay Underwood
February 5, 2020

In the 2020–21 State Budget proposal, Governor Gavin Newsom proposed two new pots of funds for child nutrition—one for additional meal reimbursements and another for food service employee training.

Child Nutrition Meal Rate and Reporting Requirement

The 2020–21 State Budget proposal includes an additional $60 million ongoing for child nutrition, which according to the Department of Finance, would increase the reimbursement rate from $0.250 to $0.335 per meal. But the funds are not simply a reimbursement rate increase—they are intended to improve the quality of subsidized school meals and encourage participation in federal and state subsidized school meal programs. In order to receive these funds, a local educational agency (LEA) must report by June 30, 2021, how it used the funding for this purpose, and can include activities such as:

- Implementing a subsidized school meal program

- Adopting a universal meal provision and serving additional fresh fruits and vegetables, including California-grown food

- Expanding meal options or meal opportunities such as Breakfast After the Bell programs

- Serving alternative meal options such as plant-based food products

- Implementing operational improvements to facilitate more efficient delivery of meals or improved meal quality

While funding would not be recouped from the LEA if such activities did not take place in 2020–21, in order to continue receiving the funds in the future, LEAs will need to certify that they are continuing to use the funds consistent with these goals. If an LEA does not comply, they will lose this funding in future years.

Classified Food Service Employee Training

Also proposed is a one-time $10 million appropriation allocated to LEAs based on the number of classified (full-time or part-time) school employees employed by the LEA in 2019–20. The funds would be for food service staff to receive training on promoting nutritious food—which may include training on food preparation, healthy food marketing, and changing the school lunchroom environment. If the bill passes, LEAs (which include school districts, charter schools, and county offices of education) will receive at least $1,000 for this purpose.

February 2020

Some Special Education Trailer Bill Language Released

By Michelle McKay Underwood
February 5, 2020

As the next major step in the 2020–21 State Budget process, the Department of Finance (Finance) released trailer bill language needed to implement the proposals that were summarized on January 10, 2020.

Over the next few days, we will be providing our analysis of the trailer bill language that has been released. As of this writing, one of the most significant proposals, to create a new special education funding formula, has not been made public. Finance anticipates releasing that language in the next few weeks, along with "additional supporting documentation in the coming months to help clarify the Administration's proposals."

In the meantime, there are several special education proposals that were released. The funding based on preschoolers with disabilities mirrors this year's funds except for the addition of legislative intent language describing how the dollars should be used by the districts that receive them based on pupil count of preschoolers with disabilities. The State Budget proposal summary states that districts would need to allocate the dollars for increased or improved services, however, legislative intent language does not have the force of law, so the following are suggested uses of funds:

- Early intervention services, including preschool and supportive services for young children who are not meeting age-appropriate developmental milestones

- One-time programs or resources that are not required in an Individualized Education Program (IEP) or in an individualized family support plan, but which a local educational agency (LEA) believes will have a positive impact on a young child

- Strategies to improve student outcomes identified through the state system of support and other activities to build upon or expand local multi-tiered systems of support, including inclusive educational programming

- Wraparound services for preschool children with exceptional needs not required by federal or state law, but which an LEA believes will have a positive impact on a young child

- New or expanded services for preschool children with exceptional needs as determined by a new or expanded IEP pursuant to the federal Individuals with Disabilities Education Act (IDEA) law

The trailer bill language also proposes to freeze in place several aspects of the current special education funding structure of special education local plan areas (SELPAs) and funding for special education services outside the base AB 602 formula, including:

- Temporarily freezing the ability to create new single-district SELPAs

- Freezing funding for necessary small SELPAs with declining enrollment

- Freezing extraordinary cost pool funding

- Freezing funding for low-incidence pupils

- Freezing program specialists/regionalized services funding

- Continuing the existing formula an additional year for out-of-home care funding

Additionally, the Administration proposes to expand the use of educationally related mental health services funding and freeze the current-year allocation. Starting in 2020–21, educationally related mental health services funds could be used for all mental health related services, including out-of-home residential services for emotionally disturbed pupils; counseling and guidance services, including counseling, career counseling, personal counseling, and parent counseling and training; psychological services; social work services; behavioral interventions; and other mental health related services not necessarily required by the federal IDEA.

Finally, as previewed in the State Budget proposal summary, three studies would be funded as follows:

- $4 million for allocation to a designated county office of education for the California Dyslexia Initiative

- A $500,000 contract for a study with a California postsecondary educational institution or a nongovernmental research institution that will examine special education governance and accountability

- A $250,000 contract with an LEA to convene a workgroup that will examine and propose alternative pathways to a high school diploma for students with disabilities

- A $350,000 contract with an LEA to convene a workgroup that will design a state standardized IEP template

Though the trailer bill language regarding a new special education funding formula is not yet in print, it will be in the coming weeks. Once introduced, the language will become part of the larger budget discussions. We will provide additional details on existing and future trailer bill language over the coming days and weeks.

Draft
Legislative Platform

Fresno Unified School District

2014 LEGISLATIVE PLATFORM

CORE BELIEFS	COMMITMENTS

CORE BELIEFS

Student Learning
Every student can and must learn at grade level and beyond

High-Quality Instruction
Teachers must demonstrate the ability and desire to educate each child at a high level

Leadership
Leaders must perform courageously and ethically to accomplish stated goals

Safety
A safe learning and working environment is crucial to student learning

Culture
Fresno Unified is a place where:
- Diversity is valued
- Educational excellence and equity are expected
- Individual responsibility and participation is required by all
- Collaborative adult relationships are essential
- Parents, students, and the community as a whole are vital partners

COMMITMENTS

Student Learning
- We will provide all students with access to high-quality options and a variety of activities
- We will implement, continue, or expand practices proven to raise student achievement; and eliminate practices that do not

High-Quality Instruction
- We expect all students to achieve their personal best; differences in achievement among socioeconomic and ethnic groups are not acceptable
- We expect effective teacher performance toward desired results

Leadership
- We will require the timely delivery of high-quality services to every site
- We will sustain and monitor a financial plan that ensures the viability of the district
- We will provide clear expectations and regularly support professional growth

Safety
- We will provide a safe, clean, and orderly learning and working environment

Culture
- We will establish collaborative relationships with staff, parents, students, and the community
- We strongly encourage and welcome the valuable contributions of our families
- We expect and depend upon individual responsibility

PROTECTION OF PROPOSITION 98 AND SUCCESSFUL IMPLEMENTATION OF THE LOCAL CONTROL FUNDING FORMULA

Proposition 98 was established in the State Constitution by voters to set a minimum funding level for California's public schools. Fresno Unified School District (District) supports full funding obligated under Proposition 98, and continues to be concerned about possible manipulations of the minimum guarantee that result in reduced funding for schools, including proposals to shift programs and costs into Proposition 98 that have historically been paid for from the state General Fund.

The District's top priority in the State Budget is to support the transition to and successful implementation of the Local Control Funding Formula, which makes progress on both the restoration of the deficit factor, as well as the additional funds for students in poverty and English learners. The District also supports the preservation of Proposition 98 funding, including opposing manipulations that falsely reduce K-12 funding.

ADDITIONAL LEGISLATIVE AND BUDGET ISSUES OF IMPORTANCE

School District Autonomy
The District opposes legislation that would impair or infringe upon the authority of the locally elected Board or interfere with the ability of District staff to carry out the objectives established by the Board. Under current law, dismissal provisions create a process that fails to empower local school boards to make a final decision in a teacher's dismissal, undermines a school board's ability to act decisively, and is costly in terms of time and resources. The District supports legislation that would expedite the dismissal process, especially in the most egregious cases, while protecting the due process rights of our employees.

Funding
The District opposes legislation that would limit local control in making spending decisions that are best for the unique circumstances of our community and the ability to direct funding toward students who require additional support to increase academic performance. The District urges full funding for prior-year mandate claims, reform of the mandate audit process, and avoidance of deferred payments.

One-Time Funding for Implementation of the "Common Core" and Adaptive Assessments
State adoption of the federal "common core" standards and participation in the Smarter Balanced Assessment Consortium will require the purchase of new textbooks, software, and possibly computer hardware for school districts to implement the new state requirements. As additional resources become available, the Legislature and Governor Jerry Brown are urged to set aside funds for allocation to school districts specifically for these one-time implementation costs, as well as any future costs of implementation.

Cost-of-Living Adjustments
The District supports legislation and Budget proposals that provide the same cost-of-living adjustment (COLA) for all education programs, regardless of whether the COLA is specified in statute. Local collective bargaining agreements do not distinguish between staff funded from base grant funds or categorical programs; all programs are entitled to the same COLA.

Special Education
The District supports legislation and budgetary proposals that provide full funding for special education, recognizing the importance of both state and federal funding providing an appropriate and adequate share of support for special education programs. This chronically underfunded federal mandate continues to put a strain on the District's General Fund, exacerbated by federal sequestration cuts to the program. We support the state backfilling the loss of federal dollars due to sequestration in 2014-15 and future years.

Declining Enrollment
The District supports legislation and budgetary proposals to assist districts in maintaining their fiscal solvency while student enrollment declines, either through fiscal relief or through additional time to make the necessary adjustments to account for the decrease in state revenue received.

School Facilities
The District supports legislation or Budget proposals that would provide funding for deferred maintenance for existing facilities and would support statewide school facilities bond proposals that would provide funding for new construction and modernization of existing facilities. The District opposes any proposal to reduce the state's match for facilities funding and supports a statewide facilities bond.

Health Care
The District supports legislation that would promote the efficient and cost effective delivery of health care services, while maintaining the District's authority to negotiate all aspects of health care benefits with its employee representatives.

Drop-Out Prevention
The District supports legislation that would provide financial assistance and/or policy changes that would assist local educational agencies to promote student attendance, reduce the drop-out rate, and increase graduation rates.

Online Education
Our schools and students now have capabilities that allow them to benefit from a wider range of instructional strategies that take advantage of technology to support technology-based learning opportunities. But state law has not kept pace and now acts as a restriction on instructional practices that could accelerate academic achievement for many students. The District supports changes in law that will broaden options to use online delivery of instructional content to K-12 students and members of our educational community while maintaining the integrity of the learning experience and student outcomes.

2020 Legislative Calendar

2020 TENTATIVE LEGISLATIVE CALENDAR

COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE

Revised 10-18-19

JANUARY

	S	M	T	W	TH	F	S
				1	2	3	4
Wk. 1	5	6	7	8	9	10	11
Wk. 2	12	13	14	15	16	17	18
Wk. 3	19	20	21	22	23	24	25
Wk. 4	26	27	28	29	30	31	

FEBRUARY

	S	M	T	W	TH	F	S
Wk. 4							1
Wk. 1	2	3	4	5	6	7	8
Wk. 2	9	10	11	12	13	14	15
Wk. 3	16	17	18	19	20	21	22
Wk. 4	23	24	25	26	27	28	29

MARCH

	S	M	T	W	TH	F	S
Wk. 1	1	2	3	4	5	6	7
Wk. 2	8	9	10	11	12	13	14
Wk. 3	15	16	17	18	19	20	21
Wk. 4	22	23	24	25	26	27	28
Wk. 1	29	30	31				

APRIL

	S	M	T	W	TH	F	S
Wk. 1				1	2	3	4
Spring Recess	5	6	7	8	9	10	11
Wk. 2	12	13	14	15	16	17	18
Wk. 3	19	20	21	22	23	24	25
Wk. 4	26	27	28	29	30		

MAY

	S	M	T	W	TH	F	S
Wk. 4						1	2
Wk. 1	3	4	5	6	7	8	9
Wk. 2	10	11	12	13	14	15	16
Wk. 3	17	18	19	20	21	22	23
No Hrgs.	24	25	26	27	28	29	30
Wk. 4	31						

*Holiday schedule subject to final approval by Rules Committee.

DEADLINES

Jan. 1 Statutes take effect (Art. IV, Sec. 8(c)).

Jan. 6 Legislature reconvenes (J.R. 51(a)(4)).

Jan. 10 Budget must be submitted by Governor (Art. IV, Sec. 12(a)).

Jan. 17 Last day for **policy committees** to hear and report to **fiscal committees** fiscal bills introduced in their house in the odd-numbered year (J.R. 61(b)(1)).

Jan. 20 Martin Luther King, Jr. Day.

Jan. 24 Last day for any committee to hear and report to the **floor** bills introduced in that house in the odd-numbered year. (J.R. 61(b)(2)). Last day to submit **bill requests** to the Office of Legislative Counsel.

Jan. 31 Last day for each house to pass bills introduced in that house in the odd-numbered year (J.R. 61(b)(3)) (Art. IV, Sec. 10(c)).

Feb. 17 Presidents' Day.

Feb. 21 Last day for bills to be **introduced** (J.R. 61(b)(4), J.R. 54(a)).

Mar. 27 Cesar Chavez Day observed.

Apr. 2 **Spring Recess** begins upon adjournment (J.R. 51(b)(1)).

Apr. 13 Legislature reconvenes from Spring Recess (J.R. 51(b)(1)).

Apr. 24 Last day for **policy committees** to hear and report to fiscal committees **fiscal bills** introduced in their house (J.R. 61(b)(5)).

May 1 Last day for **policy committees** to hear and report to the floor **nonfiscal** bills introduced in their house (J.R. 61(b)(6)).

May 8 Last day for **policy committees** to meet prior to June 1 (J.R. 61(b)(7)).

May 15 Last day for **fiscal committees** to hear and report to the **floor** bills introduced in their house (J.R. 61 (b)(8)). Last day for **fiscal committees** to meet prior to June 1 (J.R. 61 (b)(9)).

May 25 Memorial Day.

May 26-29 **Floor session only**. No committee may meet for any purpose except for Rules Committee, bills referred pursuant to Assembly Rule 77.2, and Conference Committees (J.R. 61(b)(10)).

May 29 Last day for each house to pass bills introduced in that house (J.R. 61(b)(11)).

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OVER

JUNE

	S	M	T	W	TH	F	S
Wk. 4		1	2	3	4	5	6
Wk. 1	7	8	9	10	11	12	13
Wk. 2	14	15	16	17	18	19	20
Wk. 3	21	22	23	24	25	26	27
Wk. 4	28	29	30				

June 1   Committee meetings may resume (J.R. 61(b)(12)).

June 15   Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)).

June 25   Last day for a legislative measure to qualify for the Nov. 3 General Election ballot (Elections Code Sec. 9040).

June 26   Last day for **policy committees** to hear and report **fiscal bills** to fiscal committees (J.R. 61(b)(13).

JULY

	S	M	T	W	TH	F	S
Wk. 4				1	2	3	4
Summer Recess	5	6	7	8	9	10	11
Summer Recess	12	13	14	15	16	17	18
Summer Recess	19	20	21	22	23	24	25
Summer Recess	26	27	28	29	30	31	

July 2   Last day for **policy committees** to meet and report bills (J.R. 61(b)(14)).

        Summer Recess begins upon adjournment, provided Budget Bill has been passed (J.R. 51(b)(2)).

July 3   Independence Day observed.

AUGUST

	S	M	T	W	TH	F	S
Summer Recess							1
Wk. 1	2	3	4	5	6	7	8
Wk. 2	9	10	11	12	13	14	15
No Hrgs.	16	17	18	19	20	21	22
No Hrgs.	23	24	25	26	27	28	29
No Hrgs	30	31					

Aug. 3   Legislature reconvenes from **Summer Recess** (J.R. 51(b)(2)).

Aug. 14   Last day for **fiscal committees** to meet and report bills (J.R. 61(b)(15)).

Aug. 17 – 31   **Floor session only**. No committee may meet for any purpose except Rules Committee, bills referred pursuant to Assembly Rule 77.2, and Conference Committees (J.R. 61(b)(16)).

Aug. 21   Last day to **amend** bills on the floor (J.R. 61(b)(17)).

Aug. 31   Last day for each house to pass bills (Art. IV, Sec 10(c), J.R. 61(b)(18)). **Final Recess** begins upon adjournment (J.R. 51(b)(3)).

IMPORTANT DATES OCCURRING DURING FINAL RECESS

2020

Sept. 30   Last day for Governor to sign or veto bills passed by the Legislature before Sept. 1 and in the Governor's possession on or after Sept. 1 (Art. IV, Sec. 10(b)(2)).

Oct. 1   Bills enacted on or before this date take effect January 1, 2021. (Art. IV, Sec. 8(c)).

Nov. 3   General Election.

Nov. 30   Adjournment *sine die* at midnight (Art. IV, Sec. 3(a)).

Dec. 7   2021-22 Regular Session convenes for Organizational Session at 12 noon. (Art. IV, Sec. 3(a)).

2021

Jan. 1   Statutes take effect (Art. IV, Sec. 8(c)).

*Holiday schedule subject to final approval by Rules Committee.

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Bill Update

Legislative Report Prepared for:
Fresno Unified School District
Status as of: March 4, 2020

Bill No./ Author	Title	Position	Current Status	Page
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AB 1512 Carrillo	Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination	Support	Senate Rules Committee	31
*AB 2022 McCarty	Advanced Placement Test Fee Reimbursement Program		Assembly Education Committee	31
*AB 2472 Jones-Sawyer	Public Schools: Accountability: County Superintendents of Schools		Assembly Education Committee	31
College & Career				
*AB 2052 O'Donnell	California Career Technical Education Incentive Grant Program: Local Matching Funds		Assembly Education Committee	31
Early Childhood Education				
AB 123 McCarty	Early Childhood Education: State Preschool Program: Access: Standards		Senate Education Committee	32
AB 125 McCarty	Early Childhood Education: Reimbursement Rates		Senate Appropriations Committee	32
SB 174 Leyva	Early Childhood Education: Reimbursement Rates		Assembly Appropriations Committee	32
Employees				
AB 843 Rodriguez	Student Financial Aid: Assumption Program of Loans for Education	Support	Senate Education Committee	33

Newly introduced

AB 1623 Rivas, Robert	Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program	Support	Senate Education Committee	33
*AB 2682 Medina	Certificated School Employees: Probationary Employees		Assembly Desk	33
*SB 796 Leyva	School and Community College Employees: Absences Due To Illness or Accident		Senate Education Committee	34
*SB 805 Portantino	School Employees: Leaves of Absence: Natural Disasters and Evacuation Orders		Senate Education Committee	34
Facilities				
*AB 2184 O'Donnell	School Facilities: Design-Build Contracts		Assembly Education Committee	34
Instruction				
AB 331 Medina	Pupil Instruction: High School Graduation Requirements: Ethnic Studies	Support	Senate Appropriations Committee—Suspense File	34
*AB 2709 Weber	Full-Day Kindergarten		Assembly Education Committee	35
*AB 3292 Dahle, Megan	Pupil Attendance: Excused Absences: Cultural Ceremonies or Events		Assembly Desk	35
*SB 1153 Rubio	Elementary Education: Kindergarten		Senate Rules Committee	35
Mental Health				
AB 8 Chu	Pupil Health: Mental Health Professionals	Watch	Senate Health Committee	35
Miscellaneous				
*AB 2093 Gloria	Public Records: Writing Transmitted by Electronic Mail: Retention		Assembly Judiciary Committee	36

School Services of California INC.

Newly introduced

SB 2 Glazer	Statewide Longitudinal Student Database	Watch	Assembly Education Committee	36
Special Education				
AB 428 Medina	Special Education Funding	Support	Senate Appropriations Committee— Suspense File	36
SB 217 Portantino	Special Education: Individuals With Exceptional Needs	Support	Assembly Education Committee	37
State Budget, Education Finance, and LCFF				
AB 39 Muratsuchi	Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports	Support	Senate Floor—Inactive File	37
*AB 1834 Weber	Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants		Assembly Education Committee	37
*AB 1835 Weber	Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants		Assembly Education Committee	37
*AB 1837 Smith	Education Finance: Emergency Average Daily Attendance		Assembly Education Committee	38
*AB 2291 Medina	Special Education Funding		Assembly Education Committee	38
*AB 2500 McCarty	Transitional Kindergarten: Average Daily Attendance		Assembly Education Committee	38
*AB 2626 Bauer- Kahan	Sales and Use Taxes: Exemption: Local Educational Agency		Assembly Revenue and Taxation Committee	38
*AB 2646 Levine	Education Finance: Supplemental Education Funding		Assembly Education Committee	38
*AB 2685 Weber	Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups		Assembly Education Committee	39

Newly introduced

*AB 3179 McCarty	Education Finance: School District Finances: Educational Employment Relations Act		Assembly Desk	39
SB 499 McGuire	School Meals: California-Grown for Healthy Kids Program	Watch	Assembly Education Committee	39
SB 729 Portantino	Local Control Funding Formula: School Districts and Charter Schools	Support	Assembly Education Committee	39
*SB 884 Dodd	Education Finance: Emergencies: Public Safety Power Shutoffs		Senate Education Committee	40
SCA 5 Hill	Taxation: School Districts: Parcel Tax	Support	5/21/2019-S. INACTIVE FILE	40
Student Health and Nutrition				
*AB 1937 Rivas, Luz	Homeless Children and Youths: Reporting		Assembly Education Committee	40
*AB 1995 Rivas, Luz	Pupil Nutrition: Reduced-Price Meals		Assembly Education Committee	40
*AB 2116 Levine	Pupil Health: Seizure Disorders		Assembly Education Committee	41
*AB 3006 Berman	School Meals: Free or Reduced-Price Meals		Assembly Desk	41
*AB 3218 Quirk-Silva	Homeless Children and Youths: Reporting		Assembly Desk	41
*SB 793 Hill	Flavored Tobacco Products		Senate Health Committee	41

*Newly introduced

Accountability and Assessments

AB 1512 (Carrillo)
Amended: 1/6/2020
Title: Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination
Status: Senate Rules Committee
Position: Support

Summary:

Requires community colleges to award academic credit for students who pass an International Baccalaureate subject exam.

*AB 2022 (McCarty)
Title: Advanced Placement Test Fee Reimbursement Program
Status: Assembly Education Committee
Position:

Summary:

Establishes the Advanced Placement Test Fee Reimbursement Program to reimburse local educational agencies for providing Advanced Placement tests to low-income students for free.

*AB 2472 (Jones-Sawyer)
Title: Public Schools: Accountability: County Superintendents of Schools
Status: Assembly Education Committee
Position:

Summary:

Certain provisions of the *Williams* settlement legislation, such as annual county superintendent visits and reviews, apply to schools ranked in deciles 1–3 as determined every three years by the base Academic Performance Index (API). Instead of using the API, this bill seeks to identify schools subject to county superintendent monitoring by referring to schools identified for federal comprehensive support and improvement and additional targeted support and improvement.

College & Career

*AB 2052 (O'Donnell)
Title: California Career Technical Education Incentive Grant Program: Local Matching Funds
Status: Assembly Education Committee
Position:

Summary:

Reduces the Career Technical Education Incentive Grant program match to $1:$1 starting in 2021–22.

Newly introduced

Early Childhood Education

AB 123 (McCarty)
Amended: 4/29/2019
Title: Early Childhood Education: State Preschool Program: Access: Standards
Status: Senate Education Committee
Position:

Summary:

This bill aims to expand access to high-quality state preschool programs and provide additional adult support in transitional kindergarten classrooms by doing the following:

- Expand access to state preschool programs for four years olds that live in designated low-income neighborhoods

- Cap state preschool classrooms at 24 students

- By July 1, 2028, require state preschool teachers to have a bachelor's degree, 24 early childhood education units, and any other alternative certificates determined by the Commission on Teacher Credentialing.

- Establish scholarship program for individuals committed to meeting the new preschool teacher requirements by July 1, 2028

- Increase full day state preschool reimbursement rates to approximately $14,000 but requires at least 65% of the rate increase to be used to increase wages of preschool classroom staff

AB 125 (McCarty)
Amended: 6/18/2019
Title: Early Childhood Education: Reimbursement Rates
Status: Senate Appropriations Committee
Position:

Summary:

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

SB 174 (Leyva)
Amended: 6/13/2019
Title: Early Childhood Education: Reimbursement Rates
Status: Assembly Appropriations Committee
Position:

Summary:

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

Employees

AB 843 (Rodriguez)
Amended: 5/16/2019
Title: Student Financial Aid: Assumption Program of Loans for Education
Status: Senate Education Committee
Position: Support

Summary:

As amended, this bill authorizes the California Student Aid Commission (CSAC) to award 7,200 new warrants for the Assumption Program of Loans for Education (APLE). Additional loan assumption benefits of an unspecified amount also would be provided to a person who teaches, mathematics, science, Special Education, bilingual education, or career technical education in a school district that is determined to be in need of differentiated assistance.

AB 1623 (Rivas, Robert)
Amended: 5/16/2019
Title: Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program
Status: Senate Education Committee
Position: Support

Summary:

This bill establishes the Golden State Teacher Grant Program to provide grants to students enrolled in a teacher credentialing program who commit to teaching bilingual education, math, STEM, science, or Special Education.

***AB 2682** (Medina)
Title: Certificated School Employees: Probationary Employees
Status: Assembly Desk
Position:

Summary:

Changes classification as a permanent employee for certain certificated employees, including:

- A probationary employee employed in an assignment that is less than full time and who, in any one school year, has served for at least 75% of the number of days required of the <u>assignment</u> in which the employee is employed is deemed to have served a complete school year

- A probationary employee of an adult education program is deemed to have served a complete school year if the employee serves for at least 75% of the hours constituting a full-time equivalent position for adult education programs in the school district

- Service by an instructor at regional occupational centers or programs are included in computing the service required for classification as a permanent employee

Newly introduced

Amended: 2/19/2020
Title: School and Community College Employees: Absences Due to Illness or Accident
Status: Senate Education Committee
Position:

Summary:

This bill would require a certificated or classified school employee who exhausts all available sick leave and continues to be absent from duties on account of illness or accident for an additional period of five months to receive the employee's full salary during those five months.

*SB 805 (Portantino)
Title: School Employees: Leaves of Absence: Natural Disasters and Evacuation Orders
Status: Senate Education Committee
Position:

Summary:

Prohibits school districts 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 evacuation order.

Facilities

*AB 2184 (O'Donnell)
Title: School Facilities: Design-Build Contracts
Status: Assembly Education Committee
Position:

Summary:

Authorizes a school district, as an alternative to price of the project, to instead weigh as a factor the proposing design-build entity's design cost, general conditions, overhead, and profit as a component of the project price. If this alternative is used, the contract is required to be subject to further negotiations and requirements.

Instruction

AB 331 (Medina)
Amended: 7/3/2019
Title: Pupil Instruction: High School Graduation Requirements: Ethnic Studies
Status: Senate Appropriations Committee—Suspense File
Position: Support

Summary:

This bill adds a one-semester ethnic studies course as a state high school graduation requirement commencing with 2024-25, but authorizes local educational agencies to require a full-year ethnic students course. Students may fulfill the ethnic studies requirement by completing either an ethnic studies course, or an ethnic studies course taught as another subject.

*[AB 2709](#) (Weber)
Title: Full-Day Kindergarten
Status: Assembly Education Committee
Position:

Summary:

Requires school districts offering kindergarten to implement at least one full-day kindergarten program, commencing with 2023–23. A minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in first grade.

*[AB 3292](#) (Dahle, Megan)
Title: Pupil Attendance: Excused Absences: Cultural Ceremonies or Events
Status: Assembly Desk
Position:

Summary:

Adds participation in a cultural ceremony or event to the list of excused school absences.

*[SB 1153](#) (Rubio)
Title: Elementary Education: Kindergarten
Status: Senate Rules Committee
Position:

Summary:

Requires students to complete kindergarten before starting first grade.

Mental Health

[AB 8](#) (Chu)
Amended: 5/16/2019
Title: Pupil Health: Mental Health Professionals
Status: Senate Health Committee
Position: Watch

Summary:

This bill requires schools to have at least one mental health professional for every 600 pupils on or before December 31, 2024.

Newly introduced

Miscellaneous

*[AB 2093](#) (Gloria)
Title: Public Records: Writing Transmitted by Electronic Mail: Retention
Status: Assembly Judiciary Committee
Position:

Summary:

Requires all public agencies, for purposes of the California Public Records Act, to retain and preserve for at least two years every public record that is transmitted by electronic mail.

[SB 2](#) (Glazer)
Amended: 5/23/2019
Title: Statewide Longitudinal Student Database
Status: Assembly Education Committee
Position: Watch

Summary:

This bill would require the Office of Higher Education Coordination, Accountability, and Performance (Office), as proposed to be established by Senate Bill 3 (Allen), to assume the responsibilities previously assigned to the now defunct California Postsecondary Education Commission and to convene a review committee to advise the Office regarding the creation of a statewide longitudinal student database. The bill would require that every education segment (early childhood education, California Department of Education, California Community Colleges, California State University, and University of California) include a representative on the review committee.

Special Education

[AB 428](#) (Medina)
Title: Special Education Funding
Senate Senate Appropriations Committee—Suspense File
Position: Support

Summary:

This bill would implement several of the recommendations from the California Special Education Task Force and provide support to California's students with special needs by:

- Establishing a funding mechanism to support Special Education preschool programs by adding preschoolers to the Assembly Bill (AB) 602 funding formula

- Addressing long-standing inequities by equalizing Special Education funding rates to the 95th percentile over a five-year period

- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled

- Amending the current AB 602 calculation to allow the greater of the current or prior school year average daily attendance (ADA) for each district in a multiple district Special Education Local Plan Area (SELPA) to be used in determining total SELPA ADA

SB 217 (Portantino)
Amended: 5/17/2019
Title: Special Education: Individuals With Exceptional Needs
Status: Assembly Education Committee
Position: Support

Summary:

Senate Bill (SB) 217 creates the Special Education Early Intervention Grant Program, which provides school districts with $4,000 per child to increase inclusive access to early education programs for children with exceptional needs. SB 217 also expands eligibility for transitional kindergarten to include children with exceptional needs turning five years old at any time during the school year.

State Budget, Education Finance, and LCFF

AB 39 (Muratsuchi)
Amended: 8/30/2019
Title: Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports
Status: Senate Floor—Inactive File
Position: Support

Summary:

This bill would specify new, higher Local Control Funding Formula (LCFF) base grant amounts beginning with the 2020–21 fiscal year, which would also increase the supplemental and concentration grant amounts and result in various other changes to funding calculations for purposes of the LCFF.

*AB 1834 (Weber)
Title: Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants
Status: Assembly Education Committee
Position:

Summary:

Requires the California Department of Education to develop a tracking mechanism for local educational agencies to report the types of services on which they spend their supplemental and concentration grant funds.

*AB 1835 (Weber)
Title: Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants
Status: Assembly Education Committee
Position:

Summary:

Requires local educational agencies to identify unspent supplemental and concentration grant funds and requires those funds to continue to be expended to increase and improve services for unduplicated students.

*Newly introduced

*[AB 1837](#) (Smith)
Title: Education Finance: Emergency Average Daily Attendance
Status: Assembly Education Committee
Position:

Summary:

Existing law calculates a hold harmless for state apportionments based on average daily attendance for local educational agencies affected by certain states of emergency declared the Governor. This bill requires this hold harmless for all states of emergency declared by the Governor that meet certain conditions.

*[AB 2291](#) (Medina)
Title: Special Education Funding
Status: Assembly Education Committee
Position:

Summary:

This bill is a reintroduction of Assembly Bill 428 (2019). This bill:

- Establishes a funding mechanism for preschoolers with disabilities

- Equalizes special education funding rates to the 95th percentile

- Provides a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled

*[AB 2500](#) (McCarty)
Title: Transitional Kindergarten: Average Daily Attendance
Status: Assembly Education Committee
Position:

Summary:

Provides for average daily attendance for all TK students who turn five years old during the school year.

*[AB 2626](#) (Bauer-Kahan)
Title: Sales and Use Taxes: Exemption: Local Educational Agency
Status: Assembly Revenue and Taxation Committee
Position:

Summary:

Exempts school districts and county offices of education from paying state sales and use taxes.

*[AB 2646](#) (Levine)
Title: Education Finance: Supplemental Education Funding
Status: Assembly Education Committee
Position:

Summary:

Provides supplemental funding for school districts and county offices of education based on the Local Control Funding Formula (LCFF) using enrollment minus what the district received under LCFF using average daily attendance.

Newly introduced

*AB 2685 (Weber)

Title: Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups
Status: Assembly Education Committee
Position:

Summary:

Adds the lowest performing subgroup of students as "unduplicated pupils" under the Local Control Funding Formula. The Superintendent of Public Instruction shall annually identify the lowest performing subgroup using the most recent math and English language arts California Assessment of Student Performance and Progress results.

*AB 3179 (McCarty)

Title: Education Finance: School District Finances: Educational Employment Relations Act
Status: Assembly Desk
Position:

Summary:

This bill, if a county superintendent of schools disapproves a school district's budget for a subsequent year, would continue the authority of the county superintendent of schools to stay or rescind any action of the school district governing board that is determined to be inconsistent with the ability of the school district to meet its obligations for the current or subsequent fiscal year, without interruption, until the next subsequent year's budget is approved by the county superintendent of schools.

SB 499 (McGuire)

Amended: 5/17/2019
Title: School Meals: California-Grown for Healthy Kids Program
Status: Assembly Education Committee
Position: Watch

Summary:

Existing law authorizes schools participating in certain federal school meals programs to establish a base year for purposes of calculating the number of pupils at the school who are eligible for free or reduced price meals by determining each pupil's eligibility status in that base year and using that number to report eligibility for up to each of the following three school years. This bill would additionally allow schools participating in those federal school meals programs to establish a base year by carrying over the number of pupils at the school who were eligible for free or reduced price meals from the school year in which the school applied to use a federal universal school meal provision.

SB 729 (Portantino)

Amended: 3/27/2019
Title: Local Control Funding Formula: School Districts and Charter Schools
Status: Assembly Education Committee
Position: Support

Summary:

As amended March 27, 2019, this bill adjusts the LCFF base grant for the 2019-20 fiscal year with a 5.16% cost-of-living-adjustment.

*[SB 884](#) (Dodd)
Title: Education Finance: Emergencies: Public Safety Power Shutoffs
Status: Senate Education Committee
Position:

Summary:

Adds public safety power shutoffs to the list of emergency conditions for which an LEA can seek a waiver to offset a loss in ADA.

[SCA 5](#) (Hill)
Amended: 4/22/2019
Title: Taxation: School Districts: Parcel Tax
Status: Senate Floor—Inactive File
Position: Support

Summary:

This bill would place a proposition on the ballot that would lower the parcel tax threshold for school and community college districts from two-thirds to 55%.

Student Health and Nutrition

*[AB 1937](#) (Rivas, Luz)
Title: Homeless Children and Youths: Reporting
Status: Assembly Education Committee
Position:

Summary:

Requires schools to identify all homeless students using a housing questionnaire that is provided to all parents or guardians. Requires a local educational agency (LEA) to ensure that personnel who provide services to homeless youth receive annual training about the homeless education program, and an LEA must post on its website a list of liaisons for homeless youth in that school district or county.

*[AB 1995](#) (Rivas, Luz)
Title: Pupil Nutrition: Reduced-Price Meals
Status: Assembly Education Committee
Position:

Summary:

Requires school districts and county offices of education to provide meals for free to students eligible to receive a reduced-price meal.

Newly introduced

*AB 2116 (Levine)
Title: Pupil Health: Seizure Disorders
Status: Assembly Education Committee
Position:

Summary:

For schools that have a student enrolled who has a seizure disorder, this bill:

- Requires all schools to have at least one employee who has received training on seizure recognition, treatment, and response

- Requires schools to provide training to school personnel with direct contact and supervision of students on recognizing the signs and symptoms of seizures and the appropriate steps for seizure first aid

- Authorizes a school nurse who has received training on seizures to administer seizure-related medication

- Requires schools to collaborate with a parent of a student diagnosed with a seizure disorder to create a seizure action plan

- Requires schools to provide to all students an age-appropriate seizure education program

*AB 3006 (Berman)
Title: School Meals: Free or Reduced-Price Meals
Status: Assembly Desk
Position:

Summary:

Reimburses school districts and county offices of education for nonreimbursed expenses in providing reimbursable meal to pupils.

*AB 3218 (Quirk-Silva)
Title: Homeless Children and Youths: Reporting
Status: Assembly Desk
Position:

Summary:

Requires local educational agencies to establish homeless education program policies that are consistent with specified state laws that apply to homeless students, including attending the school of origin. It also requires training for staff who work with students on the homeless education program policies and recognition of signs that a student is homeless or at risk of becoming homeless.

*SB 793 (Hill)
Title: Flavored Tobacco Products
Status: Senate Health Committee
Position:

Summary:

Prohibits the sale of flavored tobacco products.

Newly introduced

Fresno Unified School District
Board Communication

BC Number AS-3

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer   Phone Number: 457-3907
Cabinet Approval:

Regarding: Credit Card Bill Pay Program Update

The purpose of this communication is to provide the Board an update on the credit card program approved by the Board of Education on April 10, 2013. Fresno Unified School District utilizes Commerce Bank which allows the district to pay vendors electronically and receive rebates.

Since the program began in July 2013, staff has provided an annual board communication updating the Board on how the district continues to work with Commerce Bank enrolling vendors and maximizing rebates. The chart below provides a historical picture of the program, which shows the number of vendors enrolled, the total amount paid, and the total rebates received by calendar year.

Calendar Year	Active Vendors	Accounts Payable Volume (in millions)	Rebates
2013	148	$ 7.1	$ 97,000
2014	349	$15.4	$210,000
2015	512	$17.3	$246,000
2016	710	$19.4	$301,000
2017	821	$25.5	$343,000
2018	832	$28.9	$367,000
2019	882	$26.8	$350,000

The total rebates collected since the inception of this program are $1.914 million.

The district is currently reaching out to vendors to provide them the opportunity to enroll in the district's credit card payment program. Participation provides electronic payment delivery to enrolled vendors rather than having vendor checks processed and mailed.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.
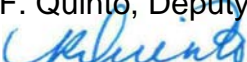
Approved by Superintendent
Robert G. Nelson Ed.D.   Date: 03/27/2020

BC Number AS-4

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Ruth F. Quinto, Deputy Superintendent/CFO   Phone Number: 457-6226
Cabinet Approval:

Regarding: Important Update from the Department of Finance

The purpose of this communication is to provide the Board a March 24, 2020 update from the Department of Finance. It is unusual for the Department of Finance to issue this type of statement and can be attributed to the COVID-19 pandemic and the resulting economic impacts. Two key paragraphs provide some important insight:

"Due to rapidly deteriorating economic conditions resulting from the COVID-19 pandemic, the Department of Finance now anticipates potentially significant corresponding reductions to expected revenues. The impact on revenues could be immediate, affecting the 19-20 fiscal year, and will certainly produce impacts for the upcoming 2020-21 fiscal year and beyond.

As a result, the Department of Finance will now reevaluate all budget changes within the context of a workload budget, based on the merits of each proposal, and ultimately subject to the availability of funding. This includes all Spring Finance Letter requests, all potential adjustments to be included in the May Revision, as well as previously approved adjustments incorporated in the Governor's Budget. Decisions on all of these adjustments will be reflected in the Governor's 2020-21 May Revision."

A new term, "workload budget", was utilized by the Department of Finance. By "workload budgets", the Department of Finance is encouraging school districts to consider viewing budgets in a foundational light. Bob Blattner, the district's Financial Consultant, interpretation is "keep the lights on", meaning that core programs are protected but no bells and whistles, no new programs, and no expansion of current programs. In addition, funding proposed by the Governor in January – Cost-of-Living Adjustment (COLA), teacher retention and training, Opportunity Grant Program, Community School Partnership Grants, even the Special Education funding augmentation are tabled pending developments.

Prior to this new guidance, staff has been working on various potential financial models, including evaluating both short term and long-term impacts to the district.

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:____03/27/2020____

BUDGET **L**ETTER	**NUMBER:**	20-08
SUBJECT: 2020 BUDGET CHANGE LETTERS AND MAY REVISION	**DATE ISSUED:**	March 24, 2020
REFERENCES:	**SUPERSEDES:**	BL 20-04, BL 19-19

TO: Agency Secretaries
        Department Directors
        Departmental Budget and Accounting Officers
        Department of Finance Budget and Accounting Staff

FROM: DEPARTMENT OF FINANCE

This BL informs agencies and departments of revisions to the 2020-21 Budget Change Letter (Spring Finance Letter) process previously established in BL 20-04, as well as budget policy criteria described in BL 19-19.

<u>Background</u>

On March 4, 2020, the Governor declared a state of emergency to help the state prepare and respond to COVID-19. Since then, state departments have been engaged in numerous and various response activities and the Legislature appropriated up to $1.1 billion General Fund to support these and local efforts. Despite the sustained efforts, the virus continues to spread and is impacting nearly all sectors of California's economy. Among these impacts is a severe drop in economic activity, with corresponding negative effects on anticipated revenues. The impact on revenues could be immediate, affecting the 19-20 fiscal year, and will certainly produce impacts for the upcoming 2020-21 fiscal year and beyond.

<u>Evaluation of Spring Finance Letters and May Revision Requests</u>

As a result of the conditions noted above, the Department of Finance will now reevaluate all budget changes within the context of a workload budget, based on the merits of each proposal, and ultimately subject to the availability of funding. This includes all Spring Finance Letter requests, all potential adjustments to be included in the May Revision, as well as previously approved adjustments incorporated in the Governor's Budget. This reevaluation applies to all support and local assistance adjustments, inclusive of Capital Outlay and information technology projects. It also applies to all funds and all departments, including those departments not directly under the Governor's authority.

Government Code Section 13308.05 defines a workload budget as "the budget year cost of currently authorized services, adjusted for changes in enrollment, caseload, or population, or all of these changes and any of the following:

    (a) Statutory cost-of-living adjustments.
    (b) Chaptered legislation.
    (c) One-time expenditures.
    (d) The full-year costs of partial-year programs.
    (e) Costs incurred pursuant to constitutional requirements.

(f) Federal mandates.
(g) Court-ordered mandates.
(h) State employee merit salary adjustments.
(i) State agency operating expense and equipment cost adjustments to reflect price increases."

As indicated above, the Department of Finance will reevaluate both Spring Finance Letter requests and already approved adjustments included in the Governor's Budget within this definition of workload budget. This definition is intended to provide a general framework for evaluating both new and existing proposals and adjustments. Resource constraints may ultimately force a prioritization even within this definition. As a result, agencies and departments should have no expectation of full funding for either new or existing proposals and adjustments. The only exception to this new evaluation criteria will be proposals or adjustments necessary to support the emergency response to COVID-19. New requests which fall outside these parameters will not be reviewed.

BL 20-04 had established a deadline of March 27, 2020, to discuss any proposed May Revision adjustments with your Program Budget Manager. Given the timing of this BL issuance, agencies and departments should work with their Program Budget Manager to establish acceptable alternative timelines for the discussion and submission of May Revision requests.

If you have questions regarding this BL, please contact your Program Budget Manager.

/s/ Keely Bosler

KEELY BOSLER
Director

BC Number AS-5

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Santino Danisi, Executive Officer   Phone Number: 457-3661
Cabinet Approval:

Regarding: Local Control and Accountability Plan Engagement and Feedback

The purpose of this communication is to provide the Board an update regarding input received and engagement opportunities in connection with the Local Control and Accountability Plan (LCAP). The attached presentation provides a full update and highlights will be briefly covered during the April 01, 2020 Board meeting.

As shared previously, engagement opportunities commence in November and run through the end of February. There were many opportunities provided for a variety of stakeholders to engage and provide input. One notable experience was the Community Engagement Workshops. Here a blend of stakeholders had an opportunity to review district data, learn of district initiatives, and provide feedback. Attendance at workshops this year doubled in participation when compared to the prior year. Attached is a categorized summary of the feedback received at the various workshops and other committee gatherings.

The LCAP survey serves as another helpful tool to gather and summarize input. Staff is pleased to report that survey participation continues to increase, with a notable improvement in the number of parents that have completed the survey. Summarized below are the top two investment priorities selected in each area by all participants:

- ➢ Goal 1 – After School Tutoring & Support Beyond the Classroom
- ➢ Goal 2 – Enrichment Trips & College Exposure Trips
- ➢ Goal 3 – Teach Job Search Skills & Career Technical Education
- ➢ Goal 4 – Mental Health Supports & Credit Recovery Opportunities

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: 03/27/2020

Agenda Item B-19

2020/21 Local Control and Accountability Plan Feedback

Board of Education
March 18, 2020

- Local Control and Accountability Plan (LCAP) Annual Cycle

- Stakeholder Engagement

- Stakeholder Feedback

LCAP Annual Cycle

NOVEMBER – FEBRUARY

- Engage community
- Collect feedback
- Compile results
- Inform LCAP plan as part of our strategic budget development process

MARCH – APRIL

- Present feedback received:
  - District Advisory Committee (DAC)
  - District English Learner Advisory Committee (DELAC)
- Create draft LCAP

MAY

- Present draft for review and comment to:
  - District Advisory Committee (DAC)
  - District English Learner Advisory Committee (DELAC)
- Respond in writing
- Invite public comment

JUNE

- Present Local Indicators
- Host public hearing
- Finalize draft after public comment
- Adopt LCAP concurrent with the budget
- Submit to FCSS for approval
- Post on District website

Stakeholder Engagement

Completed Surveys

Bar chart values: 2,112 (2014/15), 2,870 (2015/16), 3,383 (2016/17), 3,693 (2017/18), 14,407 (2018/19), 15,434 (2019/20)

Legend: ■2014/15 ■2015/16 ■2016/17 ■2017/18 ■2018/19 ■2019/20

	2018/19	2019/20	% Chg
Certificated Employees	1,995	2,045	2.5%
Parent	924	2,371	156.6%
Community Member/ Partner	326	145	(55.5%)
Classified Employees	364	407	11.8%
Management or Administrators	197	239	21.3%
Student K-12	9,918	9,343	(5.8%)
Students at Fresno Adult	683	884	29.4%
Total	14,407	15,434	7.1%

Fresno Unified School District

Feedback Goal 1

All Students will Excel in Reading, Writing and Math

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Classroom Instructional Aide support	1,126	279	229	1,178	96	51	1,711
After school tutoring 🟡 ⭐	**1,352**	**364**	**257**	1,132	117	65	**3,691**
Rigorous academic programs	859	174	129	693	94	36	1,692
Increase instructional time	495	160	75	203	59	22	609
Increase library services for students and parents	795	284	124	538	63	47	1,800
Summer/Winter learning opportunities	1,024	337	177	723	106	51	2,063
Increase professional learning for teachers	765	224	108	600	126	34	1,792
Continue reducing student/teacher class size ratio	1,139	195	222	**1,665**	119	42	1,926
Classroom technology 🟡	900	320	131	1,000	111	34	2,714
Dual Language Immersion Programs	1,110	343	153	598	93	60	1,895
Access to technology beyond the classroom 🟡 ⭐	865	325	158	814	105	52	3,646
Training opportunities for FUSD employees	712	229	182	714	116	38	1,175
Support beyond the classroom ⭐	1,311	360	211	1,085	**129**	**66**	3,350

🟡 **Top Priorities – Foster Youth**

⭐ **Top Priorities – English Learners**

Fresno Unified School District

All Students will Participate in Arts, Activities and Athletics

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Funding for school clubs ●	1,213	316	217	1,235	138	73	3,799
Athletic opportunities ● ★	1,382	372	221	1,129	132	59	4,510
Visual or Performing Arts opportunities	1,307	338	235	1,509	153	68	3,824
Outside speakers/assemblies to inspire and inform	836	234	150	870	108	55	2,554
Transportation to increase student participation	857	264	167	785	119	56	2,326
College exposure trips ★	1,213	389	220	1,084	160	67	4,343
Career exposure trips	1,207	386	232	1,205	149	73	4,382
Music opportunities	1,362	346	218	1,353	145	54	3,436
Community volunteer opportunities	899	341	145	718	101	64	2,530
Free enrichment/field trips ● ★	1,495	381	257	1,480	154	86	5,226
Professional learning for teachers	899	265	129	695	89	44	1,329

● Top Priorities – Foster Youth

★ Top Priorities – English Learners

Fresno Unified School District

Feedback Goal 3

All Students will Demonstrate the Character and Competencies for Workplace Success

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Help students navigate college applications ✹	1,064	317	190	948	116	54	3,344
Link instruction and learning to real life job skills	1,044	279	190	1,134	140	53	2,788
Community and business involvement at schools	825	275	145	845	113	48	2,258
Fresno Adult School programs	870	**599**	126	484	76	36	1,571
Adult mentors for students ⬤	967	295	174	988	125	51	2,721
Professional behavior and etiquette for students	1,083	272	217	1,258	139	57	2,351
Teach job search skills ⬤ ✹	**1,399**	478	**264**	**1,419**	148	**84**	**4,266**
Nurture cultural sensitivity	963	239	113	663	100	42	1,512
Internships and Apprenticeship opportunities	895	256	188	1,151	128	57	2,429
Career Technical Education (CTE) ⬤ ✹	1,143	364	200	1,116	**149**	65	2,816
Dual enrollment	972	229	184	926	115	52	2,659
Project based or hands on learning opportunities	1,125	317	224	1,192	136	52	3,062
Civic Engagement Service-Learning Opportunities	1,000	297	154	946	132	48	1,866
Technology related skills	1,013	303	153	948	110	47	2,491

⬤ **Top Priorities – Foster Youth**
✹ **Top Priorities – English Learners**

Fresno Unified School District

Feedback Goal 4

All Students will Stay in School on Target to Graduate

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Academic Counselor support ●	1,253	380	208	1,074	127	58	3,388
Training in conflict prevention and resolution skills	938	256	181	899	137	52	2,105
Culturally responsive discipline practices	787	231	140	775	120	51	1,330
Highlight positive student behaviors ● ★	1,331	**438**	245	1,298	138	57	4,061
Increase partnerships with community organizations	920	297	145	800	94	55	2,113
Peer mentoring opportunities	1,186	340	239	1,130	120	60	2,824
Campus safety supports ● ★	1,226	361	203	1,115	128	49	3,362
Social Emotional/Mental health supports	1,269	366	**250**	**1,426**	**168**	59	3,263
Credit recovery ★	**1,379**	422	219	786	116	**65**	**4,365**
Investments to improve student attendance	930	332	167	877	128	53	2,754
Bilingual school site staff	1,170	378	175	814	103	60	2,149
Relationship centered schools	754	231	145	917	139	58	2,424
Opportunities for parent involvement	1,026	289	194	904	129	43	1,675

● Top Priorities – Foster Youth
★ Top Priorities – English Learners

Top Write-in Feedback

Answers written in by stakeholders

Answer Options	Responses
Academic Supports	860
Student Supports	331
Clubs & Activities	269
Improve Curriculum	222
Student Accountability	220
Athletics	212
Invest in Arts	209
Tutoring	199
Instructional Day Adjustments	174
CTE	157

Questions

Fresno Unified
School District

Goal 1 - All Students will Excel in Reading, Writing and Math

Investment Area	Hoover	Patiño	McLane	Edison	Bullard	Fresno	Roosevelt	Sunnyside	CAC / DAC / DELAC	LCAP Student Advisory Committee
Academic Interventions	X	X	X					X		X
Additional School Site Administration								X	X	
African American Student Supports					X					
Afterschool	X		X	X	X		X	X		
Alternative Education Supports					X	X			X	
AP/IB/GATE/Magnet programs	X			X	X			X		
AVID					X			X		
Bilingual Support (Native Language)			X	X					X	
Classroom Aides					X	X	X	X		X
Classroom Supplies					X			X		X
Dual Immersion/Bilingual Programs	X	X	X	X	X	X	X	X	X	
Early Learning	X				X	X				
English Learner Language Support	X	X	X	X	X			X		
Extend Instructional Day			X			X	X			
Increased Lunch/Recess time					X					
Library Expansion	X			X	X			X		X
Personalized Learning Strategies							X			
Professional Learning Opportunities							X			
Project Based Learning		X					X			
Reading Comprehension	X					X	X			
Resource Teacher Support				X						
Smaller Class Sizes				X	X	X	X	X		X
Special Education Support	X		X				X	X	X	
Study Support			X							
Summer/Winter School Learning Opportunities	X				X	X	X			
Technology	X			X	X		X	X	X	
Tutoring	X	X		X	X	X	X	X	X	X

Goal 2 - All Students will Participate in Arts, Activities and Athletics

Investment Area	Hoover	Patiño	McLane	Edison	Bullard	Fresno	Roosevelt	Sunnyside	CAC / DAC / DELAC	LCAP Student Advisory Committee
Art (Including Performing Arts)	X	X		X	X	X	X		X	
Athletics	X		X	X	X	X	X	X	X	X
Campus Culture Expansion						X		X		X
Enrichment Trips	X			X	X	X	X	X		
Involve SPED Students						X	X			
Music	X		X	X	X	X	X	X	X	
Physical Education Expansion				X			X			
School Activities & Club Resources	X		X	X		X	X		X	
Transportation	X			X	X	X	X	X	X	
Uniform/Equipment/Supply Support				X				X	X	

Goal 3 - All Students will Demonstrate the Character and Competencies for Workplace Success

Investment Area	Hoover	Patiño	McLane	Edison	Bullard	Fresno	Roosevelt	Sunnyside	CAC / DAC / DELAC	LCAP Student Advisory Committee
Career Exposure Trips	X					X	X			
Career Technical Education	X		X		X	X	X	X		X
College Exposure Trips				X			X	X		
High School Dual Enrollment Access					X			X		
Internship/Volunteer Opportunities			X			X	X		X	
Job/Life Skill Training	X			X	X	X	X	X		X
Motivational Speakers	X		X			X	X	X		
Robotics or STEM	X		X		X	X	X			

Goal 4 - All Students will Stay in School on Target to Graduate

Investment Area	Hoover	Patiño	McLane	Edison	Bullard	Fresno	Roosevelt	Sunnyside	CAC / DAC / DELAC	LCAP Student Advisory Committee
Adult Mentors					X	X	X	X	X	
Bullying Prevention				X		X			X	
Counselors	X			X	X	X	X	X		
Credit Recovery				X		X	X	X	X	
Culturally Responsive Practices					X	X			X	
eLearn		X								
Focus on Attendance		X			X			X		
Improve Facilities				X					X	
More Parent Engagement Opportunities/Resources	X	X		X	X	X	X	X	X	X
More Transportation				X						
Nurses (Health Services)				X						
Peer Mentoring			X		X	X	X			
Positive Student/Teacher Relationships				X						
Psychologists		X			X		X			
Safety Support	X				X	X	X			
School Wellness Centers					X					
Social Emotional Supports	X	X		X	X	X	X	X	X	
Social Workers							X	X		
Student Discipline/Restorative Practice	X				X	X		X		
Student Incentives/Motivation		X					X	X	X	

BC Number AS-6

From the Office of the Superintendent

Date: March 27, 2020

To the Members of the Board of Education

Prepared by: Santino Danisi, Executive Officer

Phone Number: 457-3661

Cabinet Approval:

Regarding: Transfer Revocation Process

The purpose of this communication is in response to a request from a trustee regarding the history of transfer revocations made at Bullard High School and the criteria used to enact a revocation.

Revocation of student transfers are guided by Board Policy 5116.1. The revocation request is initiated by the school principal and considered two times a year; once at semester break in December and at the end of the school year in June. In order for a revocation request to be processed, one of the following criteria must be met:

➢ Attendance - Six or more days of unexcused absences per semester or equivalent loss of class time resulting from tardiness
➢ Grades – Grade Point Average less than 2.0
➢ Behavior - Two or more off campus suspensions in any one semester

Attached to this communication is a summary of the number of revocations for the first semester of 2019/20 and the previous three school years.

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

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

03/27/2020
Date:_____

				School Year & Reporting Period						
				Fall	Spring	Fall	Spring	Fall	Spring	Fall
School	Feeder	School Type	Submitted/ Processed	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20
Addams Elementary	Edison	Elementary	Submitted	0	0	1	0	0	0	0
Addams Elementary	Edison	Elementary	Processed	0	0	1	0	0	0	0
Ahwahnee Middle	Hoover	Middle	Submitted	4	3	5	8	6	0	1
Ahwahnee Middle	Hoover	Middle	Processed	2	2	5	6	1	0	1
Anthony Elementary	Roosevelt	Elementary	Submitted	0	5	0	0	0	2	0
Anthony Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	2	0
Ayer Elementary	Sunnyside	Elementary	Submitted	0	0	2	1	0	0	0
Ayer Elementary	Sunnyside	Elementary	Processed	0	0	2	0	0	0	0
Aynesworth Elementary	Sunnyside	Elementary	Submitted	0	0	0	0	0	0	0
Aynesworth Elementary	Sunnyside	Elementary	Processed	0	0	0	0	0	0	0
Baird Middle	Magnet	Middle	Submitted	11	10	8	0	0	0	0
Baird Middle	Magnet	Middle	Processed	11	9	8	0	0	0	0
Bakman Elementary	Sunnyside	Elementary	Submitted	0	0	2	0	0	0	0
Bakman Elementary	Sunnyside	Elementary	Processed	0	0	2	0	0	0	0
Balderas Elementary	Roosevelt	Elementary	Submitted	0	0	0	0	0	0	0
Balderas Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	0	0
Birney Elementary	McLane	Elementary	Submitted	0	0	8	0	0	3	0
Birney Elementary	McLane	Elementary	Processed	0	0	8	0	0	2	0
Bullard High	Bullard	High	Submitted	0	11	9	9	4	24	21
Bullard High	Bullard	High	Processed	0	11	4	6	4	20	12
Bullard Talent K-8	Magnet	K-8	Submitted	0	1	3	6	0	0	0
Bullard Talent K-8	Magnet	K-8	Processed	0	1	1	4	0	0	0
Burroughs Elementary	Sunnyside	Elementary	Submitted	0	0	0	0	1	0	0
Burroughs Elementary	Sunnyside	Elementary	Processed	0	0	0	0	0	0	0
Calwa Elementary	Roosevelt	Elementary	Submitted	1	0	0	0	0	0	0
Calwa Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	0	0
Centennial Elementary	Hoover	Elementary	Submitted	0	0	0	0	0	0	0
Centennial Elementary	Hoover	Elementary	Processed	0	0	0	0	0	0	0
Columbia Elementary	Edison	Elementary	Submitted	0	0	0	0	0	0	2
Columbia Elementary	Edison	Elementary	Processed	0	0	0	0	0	0	0
Computech Middle	Edison	Middle	Submitted	0	0	0	0	0	0	0
Computech Middle	Edison	Middle	Processed	0	0	0	0	0	0	0

School	Feeder	School Type	Submitted/ Processed	Fall 2016/17	Spring 2016/17	Fall 2017/18	Spring 2017/18	Fall 2018/19	Spring 2018/19	Fall 2019/20
							School Year & Reporting Period			
Cooper Middle	Fresno	Middle	Submitted	0	0	0	4	4	3	0
Cooper Middle	Fresno	Middle	Processed	0	0	0	4	0	3	0
Del Mar Elementary	Fresno	Elementary	Submitted	0	0	0	0	1	3	1
Del Mar Elementary	Fresno	Elementary	Processed	0	0	0	0	0	3	1
Design Science High	Magnet	High	Submitted	0	0	0	0	0	0	0
Design Science High	Magnet	High	Processed	0	0	0	0	0	0	0
Duncan Polytech High	Magnet	High	Submitted	3	7	5	25	12	2	14
Duncan Polytech High	Magnet	High	Processed	2	7	5	25	12	2	14
Easterby Elementary	Sunnyside	Elementary	Submitted	2	5	0	0	0	5	0
Easterby Elementary	Sunnyside	Elementary	Processed	2	4	0	0	0	0	0
Eaton Elementary	Hoover	Elementary	Submitted	1	2	7	3	0	0	0
Eaton Elementary	Hoover	Elementary	Processed	0	1	5	2	0	0	0
Edison High	Edison	High	Submitted	0	0	1	0	0	0	1
Edison High	Edison	High	Processed	0	0	0	0	0	0	1
Ericson Elementary	McLane	Elementary	Submitted	0	1	0	3	0	7	1
Ericson Elementary	McLane	Elementary	Processed	0	0	0	2	0	6	1
Ewing DI	McLane	Elementary	Submitted	0	0	14	1	0	0	0
Ewing DI	McLane	Elementary	Processed	0	0	0	1	0	0	0
Ewing Elementary	McLane	Elementary	Submitted	13	0	13	0	16	8	0
Ewing Elementary	McLane	Elementary	Processed	4	0	9	0	2	1	0
Figarden Elementary	Bullard	Elementary	Submitted	0	0	2	0	0	0	0
Figarden Elementary	Bullard	Elementary	Processed	0	0	1	0	0	0	0
Forkner Elementary	Bullard	Elementary	Submitted	0	0	0	0	0	0	0
Forkner Elementary	Bullard	Elementary	Processed	0	0	0	0	0	0	0
Fort Miller Middle	Fresno	Middle	Submitted	0	0	0	0	0	0	4
Fort Miller Middle	Fresno	Middle	Processed	0	0	0	0	0	0	1
Fremont Elementary	Fresno	Elementary	Submitted	0	0	0	0	0	0	0
Fremont Elementary	Fresno	Elementary	Processed	0	0	0	0	0	0	0
Fresno High	Fresno	High	Submitted	1	0	0	0	0	3	4
Fresno High	Fresno	High	Processed	0	0	0	0	0	2	4
Gaston Middle	Edison	Middle	Submitted	0	0	0	0	0	0	0
Gaston Middle	Edison	Middle	Processed	0	0	0	0	0	0	0

				School Year & Reporting Period						
				Fall	Spring	Fall	Spring	Fall	Spring	Fall
School	Feeder	School Type	Submitted/ Processed	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20
Gibson Elementary	Bullard	Elementary	Submitted	0	0	0	0	1	1	0
Gibson Elementary	Bullard	Elementary	Processed	0	0	0	0	0	1	0
Greenberg Elementary	Sunnyside	Elementary	Submitted	0	0	0	0	0	0	0
Greenberg Elementary	Sunnyside	Elementary	Processed	0	0	0	0	0	0	0
Hamilton K-8	Fresno	K-8	Submitted	2	6	7	3	6	4	0
Hamilton K-8	Fresno	K-8	Processed	2	5	5	2	4	3	0
Heaton Elementary	Fresno	Elementary	Submitted	7	0	10	0	5	5	6
Heaton Elementary	Fresno	Elementary	Processed	3	0	9	0	4	4	5
Hidalgo Elementary	McLane	Elementary	Submitted	0	0	0	0	0	0	0
Hidalgo Elementary	McLane	Elementary	Processed	0	0	0	0	0	0	0
Holland Elementary	Hoover	Elementary	Submitted	0	0	0	0	0	0	0
Holland Elementary	Hoover	Elementary	Processed	0	0	0	0	0	0	0
Homan Elementary	Fresno	Elementary	Submitted	0	0	0	0	0	0	0
Homan Elementary	Fresno	Elementary	Processed	0	0	0	0	0	0	0
Hoover High	Hoover	High	Submitted	7	4	17	3	10	0	5
Hoover High	Hoover	High	Processed	0	2	10	1	9	0	5
Jackson Elementary	Roosevelt	Elementary	Submitted	0	0	0	0	0	6	0
Jackson Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	6	0
Jefferson Elementary	Roosevelt	Elementary	Submitted	0	0	0	0	0	0	1
Jefferson Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	0	0
King Elementary	Edison	Elementary	Submitted	0	0	1	0	0	0	0
King Elementary	Edison	Elementary	Processed	0	0	0	0	0	0	0
Kings Canyon Middle	Sunnyside	Middle	Submitted	7	4	7	4	1	0	0
Kings Canyon Middle	Sunnyside	Middle	Processed	2	0	6	2	0	0	0
Kirk Elementary	Edison	Elementary	Submitted	0	2	0	1	0	0	0
Kirk Elementary	Edison	Elementary	Processed	0	0	0	0	0	0	0
Kratt Elementary	Bullard	Elementary	Submitted	0	0	0	0	0	0	0
Kratt Elementary	Bullard	Elementary	Processed	0	0	0	0	0	0	0
Lane Elementary	Roosevelt	Elementary	Submitted	0	0	0	0	0	0	0
Lane Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	0	0
Lawless Elementary	Bullard	Elementary	Submitted	0	0	0	0	0	0	0
Lawless Elementary	Bullard	Elementary	Processed	0	0	0	0	0	0	0

| | | | | School Year & Reporting Period | | | | | | |
| | | | | Fall | Spring | Fall | Spring | Fall | Spring | Fall |
School	Feeder	School Type	Submitted/ Processed	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20
Leavenworth Elementary	McLane	Elementary	Submitted	0	0	0	1	0	0	0
Leavenworth Elementary	McLane	Elementary	Processed	0	0	0	0	0	0	0
Lincoln Elementary	Edison	Elementary	Submitted	0	0	0	0	0	0	0
Lincoln Elementary	Edison	Elementary	Processed	0	0	0	0	0	0	0
Lowell Elementary	Roosevelt	Elementary	Submitted	1	3	2	4	0	8	0
Lowell Elementary	Roosevelt	Elementary	Processed	1	2	2	3	0	2	0
Malloch Elementary	Bullard	Elementary	Submitted	0	0	0	0	0	0	0
Malloch Elementary	Bullard	Elementary	Processed	0	0	0	0	0	0	0
Manchester Gate Elemen	Magnet	Elementary	Submitted	0	0	2	1	4	9	0
Manchester Gate Elemen	Magnet	Elementary	Processed	0	0	1	1	1	9	0
Mayfair Elementary	McLane	Elementary	Submitted	0	4	0	0	0	0	0
Mayfair Elementary	McLane	Elementary	Processed	0	0	0	0	0	0	0
McCardle Elementary	Hoover	Elementary	Submitted	0	2	0	0	0	0	0
McCardle Elementary	Hoover	Elementary	Processed	0	2	0	0	0	0	0
McLane High	McLane	High	Submitted	0	0	0	0	13	14	12
McLane High	McLane	High	Processed	0	0	0	0	9	9	6
Muir Elementary	Fresno	Elementary	Submitted	0	0	0	1	0	0	3
Muir Elementary	Fresno	Elementary	Processed	0	0	0	0	0	0	2
Norseman Elementary	McLane	Elementary	Submitted	8	12	0	0	0	0	0
Norseman Elementary	McLane	Elementary	Processed	1	4	0	0	0	0	0
Olmos Elementary	Sunnyside	Elementary	Submitted	0	0	0	0	0	4	0
Olmos Elementary	Sunnyside	Elementary	Processed	0	0	0	0	0	0	0
Patino Entrepreneurship	Magnet	High	Submitted	0	0	0	0	0	0	0
Patino Entrepreneurship	Magnet	High	Processed	0	0	0	0	0	0	0
Powers-Ginsburg Elemen	Bullard	Elementary	Submitted	0	3	4	5	0	0	2
Powers-Ginsburg Elemen	Bullard	Elementary	Processed	0	3	4	3	0	0	1
Pyle Elementary	Hoover	Elementary	Submitted	0	0	0	0	0	0	0
Pyle Elementary	Hoover	Elementary	Processed	0	0	0	0	0	0	0
Robinson Elementary	Hoover	Elementary	Submitted	0	0	9	1	2	2	1
Robinson Elementary	Hoover	Elementary	Processed	0	0	6	1	0	0	0
Roeding Elementary	Fresno	Elementary	Submitted	0	0	0	0	0	0	0
Roeding Elementary	Fresno	Elementary	Processed	0	0	0	0	0	0	0

School	Feeder	School Type	Submitted/ Processed	Fall 2016/17	Spring 2016/17	Fall 2017/18	Spring 2017/18	Fall 2018/19	Spring 2018/19	Fall 2019/20
Roosevelt High	Roosevelt	High	Submitted	0	8	4	15	21	11	24
Roosevelt High	Roosevelt	High	Processed	0	7	2	11	13	9	12
Rowell Elementary	McLane	Elementary	Submitted	0	0	1	0	3	2	0
Rowell Elementary	McLane	Elementary	Processed	0	0	1	0	2	2	0
Scandinavian Middle	McLane	Middle	Submitted	3	0	0	1	3	2	0
Scandinavian Middle	McLane	Middle	Processed	1	0	0	1	2	2	0
Sequoia Middle	Roosevelt	Middle	Submitted	0	0	2	0	0	0	2
Sequoia Middle	Roosevelt	Middle	Processed	0	0	2	0	0	0	1
Slater Elementary	Bullard	Elementary	Submitted	0	0	2	0	0	0	0
Slater Elementary	Bullard	Elementary	Processed	0	0	2	0	0	0	0
Starr Elementary	Bullard	Elementary	Submitted	0	0	0	0	0	0	0
Starr Elementary	Bullard	Elementary	Processed	0	0	0	0	0	0	0
Storey Elementary	Sunnyside	Elementary	Submitted	0	0	0	0	0	0	0
Storey Elementary	Sunnyside	Elementary	Processed	0	0	0	0	0	0	0
Sunnyside High	Sunnyside	High	Submitted	0	0	0	0	0	0	0
Sunnyside High	Sunnyside	High	Processed	0	0	0	0	0	0	0
Sunset Elementary	Magnet	Elementary	Submitted	0	0	0	1	0	0	0
Sunset Elementary	Magnet	Elementary	Processed	0	0	0	1	0	0	0
Tehipite Middle	Roosevelt	Middle	Submitted	0	0	1	0	0	0	0
Tehipite Middle	Roosevelt	Middle	Processed	0	0	1	0	0	0	0
Tenaya Middle	Bullard	Middle	Submitted	0	3	1	0	2	11	3
Tenaya Middle	Bullard	Middle	Processed	0	2	0	0	2	7	2
Terronez Middle	Sunnyside	Middle	Submitted	0	4	0	0	2	0	0
Terronez Middle	Sunnyside	Middle	Processed	0	4	0	0	0	0	0
Thomas Elementary	Hoover	Elementary	Submitted	7	0	0	0	0	0	0
Thomas Elementary	Hoover	Elementary	Processed	3	0	0	0	0	0	0
Tioga Middle	Hoover	Middle	Submitted	0	0	1	0	0	0	0
Tioga Middle	Hoover	Middle	Processed	0	0	1	0	0	0	0
Turner Elementary	McLane	Elementary	Submitted	1	0	1	0	0	0	0
Turner Elementary	McLane	Elementary	Processed	0	0	0	0	0	0	0
Vang Pao Elementary	Roosevelt	Elementary	Submitted	0	2	2	0	0	0	0
Vang Pao Elementary	Roosevelt	Elementary	Processed	0	1	2	0	0	0	0

				School Year & Reporting Period						
				Fall	Spring	**Fall**	Spring	**Fall**	Spring	**Fall**
School	**Feeder**	**School Type**	**Submitted/ Processed**	**2016/17**	**2016/17**	**2017/18**	**2017/18**	**2018/19**	**2018/19**	**2019/20**
Viking Elementary	Hoover	Elementary	Submitted	0	0	4	1	0	0	0
Viking Elementary	Hoover	Elementary	Processed	0	0	4	1	0	0	0
Vinland Elementary	Hoover	Elementary	Submitted	0	0	0	0	0	0	0
Vinland Elementary	Hoover	Elementary	Processed	0	0	0	0	0	0	0
Wawona DI	Bullard	Elementary	Submitted	0	0	0	0	0	1	0
Wawona DI	Bullard	Elementary	Processed	0	0	0	0	0	1	0
Wawona Middle	Bullard	Middle	Submitted	2	4	0	5	2	4	5
Wawona Middle	Bullard	Middle	Processed	0	4	0	5	2	4	5
Webster Elementary	Roosevelt	Elementary	Submitted	0	0	0	0	0	0	0
Webster Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	0	0
Williams Elementary	Fresno	Elementary	Submitted	0	8	0	0	0	0	0
Williams Elementary	Fresno	Elementary	Processed	0	5	0	0	0	0	0
Wilson Elementary	Fresno	Elementary	Submitted	0	4	4	0	0	0	1
Wilson Elementary	Fresno	Elementary	Processed	0	2	2	0	0	0	1
Winchell Elementary	Roosevelt	Elementary	Submitted	0	0	0	0	0	0	0
Winchell Elementary	Roosevelt	Elementary	Processed	0	0	0	0	0	0	0
Wishon Elementary	McLane	Elementary	Submitted	0	0	0	0	0	0	0
Wishon Elementary	McLane	Elementary	Processed	0	0	0	0	0	0	0
Wolters Elementary	Hoover	Elementary	Submitted	0	1	2	0	0	0	1
Wolters Elementary	Hoover	Elementary	Processed	0	1	1	0	0	0	1
Yokomi Elementary	Roosevelt	Elementary	Submitted	0	0	0	0	1	0	0
Yokomi Elementary	Roosevelt	Elementary	Processed	0	0	0	0	1	0	0
Yosemite Middle	McLane	Middle	Submitted	0	0	1	0	0	0	0
Yosemite Middle	McLane	Middle	Processed	0	0	1	0	0	0	0

	Fall 2016/17	Spring 2016/17	Fall 2017/18	Spring 2017/18	Fall 2018/19	Spring 2018/19	Fall 2019/20
Total Submitted	81	119	165	107	120	144	115
Total Processed	34	79	113	82	68	100	76

BC Number AS-7

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer   Phone Number: 457-3907
Cabinet Approval: *[signature]*

Regarding: Charter Schools 2019/20 Second Interim Financial Reports

The purpose of this communication is to provide the Board an update on the Charter School 2019/20 Second Interim Financial Reports.

The attached chart shows the Charter School 2019/20 Charter Second Interim Financial Projections and Average Daily Attendance (ADA). At this time all charter schools are projected to have a positive ending fund balance.

The following observations were made regarding the charter schools' financial activities, ADA trends, and projections that will continue to be monitored by the district:

- Aspen Meadow has decreased projected ADA for P-2 from 224 at First Interim to 216 at Second Interim due to less than anticipated enrollment. The district will continue to monitor the available balance as October and December cash balances were just above $2,000.
- Aspen Valley Prep has decreased projected ADA for P-2 from 400 at First Interim to 388 at Second Interim due to less than anticipated enrollment.
- Woodson Charter has decreased projected ADA for P-2 from 370 at First Interim to 360 at Second Interim due to less than anticipated enrollment.

The district continues to work with the charter schools to address changes in financial reporting to ensure each school continues to be financially sound and compliant. Staff will continue to update the Board as information becomes available.

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

Approved by Superintendent
Robert G. Nelson Ed.D. _____*[signature]*_____   03/27/2020
Date:_____

Charter School	Actual Beginning Balance	Estimated Revenues	Estimated Expenditures	Estimated Ending Fund Balance	Estimated P-2 ADA
Aspen Meadow	$143,953	$3,052,532	$3,097,557	$98,928	216
Aspen Valley Prep	$1,460,922	$4,913,214	$5,083,879	$1,290,257	388
Dailey Charter	$3,443,976	$3,795,168	$3,904,861	$3,334,283	390
School of Unlimited Learning	$744,905	$2,594,593	$2,594,593	$744,905	165
Sierra Charter	$2,818,958	$5,517,086	$5,370,872	$2,965,172	420
University High	$3,059,647	$5,241,804	$5,262,705	$3,038,746	476
Woodson	$1,350,123	$5,225,309	$5,014,624	$1,560,808	360

Fresno Unified School District
Board Communication

BC Number AS-8

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer   Phone Number: 457-3790
Cabinet Approval:

Regarding: Special Education Student Population by Region

The purpose of this communication is to provide the Board the Special Education student population by region.

As of March 04, 2020, the Special Education population by region is as follows:

Region	Enrollment (October)	Count of Special Education Students as of March 04, 2020	Percent of Special Education Students
Bullard	8,213	974	11.86%
Edison	6,454	618	9.58%
Fresno	8,540	1,122	13.14%
Hoover	9,352	1,176	12.57%
McLane	10,363	1,285	12.40%
Non-Boundary	7,284	500	6.86%
Roosevelt	10,083	1,148	11.39%
Sunnyside	10,501	1,198	11.41%
Total	70,790	8,021	11.33%

Attached is a Special Education report by school site population and Special Education service type.

If you have any questions, or require additional information, please contact Kim Kelstrom 457-3790.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:_____   03/27/2020

District Region	School Name	Autistic-Like Behavior	Deaf/Hard Hearing	Designated Instruction Service	Emotional Disturbance	Mild to Moderate	Moderate to Severe	Orthopedic Impairment	Resource Specialist Program	Grand Total
Bullard	Bullard High	5	-	8	-	67	19	-	143	242
Bullard	Figarden Elementary	14	-	21	-	29	5	-	34	103
Bullard	Forkner Elementary	11	-	12	-	-	-	-	36	59
Bullard	Gibson Elementary	-	1	28	-	-	19	-	21	69
Bullard	Kratt Elementary	2	-	26	-	27	-	-	15	70
Bullard	Lawless Elementary	-	-	43	-	10	-	-	19	72
Bullard	Malloch Elementary	-	-	10	-	-	-	-	23	33
Bullard	Powers-Ginsburg Elementary	-	-	22	-	11	24	-	33	90
Bullard	Slater Elementary	-	-	29	-	25	-	-	14	68
Bullard	Starr Elementary	17	-	11	-	1	1	-	29	59
Bullard	Tenaya Middle	1	-	7	-	30	1	-	70	109
Edison	Addams Elementary	-	-	25	-	34	1	-	33	93
Edison	Columbia Elementary	-	-	16	-	1	11	-	18	46
Edison	Edison High	-	-	11	-	69	11	-	91	182
Edison	Gaston Middle	-	-	8	-	38	8	-	51	105
Edison	King Elementary	-	-	12	-	16	1	-	11	40
Edison	Kirk Elementary	24	-	5	-	14	-	-	24	67
Edison	Lincoln Elementary	-	-	24	-	30	-	-	31	85
Fresno	Del Mar Elementary	-	-	27	-	37	-	-	24	88
Fresno	Fort Miller Middle	-	-	6	-	50	12	-	56	124
Fresno	Fremont Elementary	4	-	20	-	16	-	-	29	69
Fresno	Fresno High	-	-	3	1	88	34	-	134	260
Fresno	Hamilton K-8	-	-	25	-	-	24	-	67	116
Fresno	Heaton Elementary	20	-	18	-	2	-	-	18	58
Fresno	Homan Elementary	-	-	23	-	25	-	-	35	83
Fresno	Muir Elementary	21	-	22	-	7	-	-	26	76
Fresno	Roeding Elementary	1	-	23	-	25	-	-	24	73
Fresno	Williams Elementary	-	-	32	-	28	-	-	25	85
Fresno	Wilson Elementary	-	-	30	11	19	-	-	30	90
Hoover	Ahwahnee Middle	-	4	3	-	25	14	-	57	103
Hoover	Centennial Elementary	-	-	32	-	12	-	-	18	62
Hoover	Eaton Elementary	1	-	24	-	-	22	-	25	72
Hoover	Holland Elementary	22	-	31	-	15	4	-	29	101
Hoover	Hoover High	1	8	4	-	87	31	-	112	243
Hoover	McCardle Elementary	-	-	25	-	35	-	-	21	81
Hoover	Pyle Elementary	15	-	17	-	39	-	-	32	103
Hoover	Robinson Elementary	20	-	20	-	-	1	-	18	59
Hoover	Thomas Elementary	-	-	16	-	44	-	-	22	82
Hoover	Tioga Middle	-	-	3	-	23	-	-	42	68
Hoover	Viking Elementary	-	-	29	-	8	-	-	28	65
Hoover	Vinland Elementary	2	-	20	-	27	-	-	24	73
Hoover	Wolters Elementary	-	-	22	14	-	-	-	28	64
McLane	Birney Elementary	-	9	30	-	25	-	-	38	102
McLane	Ericson Elementary	16	-	29	-	24	-	-	22	91
McLane	Ewing Elementary	18	-	26	-	-	7	-	44	95
McLane	Hidalgo Elementary	-	-	23	-	39	15	-	19	96
McLane	Leavenworth Elementary	-	-	41	-	23	-	-	35	99
McLane	Mayfair Elementary	-	-	22	-	10	-	-	23	55
McLane	McLane High	1	-	4	3	75	38	-	119	240
McLane	Norseman Elementary	-	15	32	-	18	4	-	42	111
McLane	Rowell Elementary	-	-	31	-	9	-	-	15	55
McLane	Scandinavian Middle	-	-	6	-	24	20	-	59	109
McLane	Turner Elementary	-	-	16	-	20	-	-	28	64
McLane	Wishon Elementary	3	-	16	-	10	13	-	34	76
McLane	Yosemite Middle	1	-	5	-	33	4	-	49	92
Non-Boundaried	Addicott School	-	-	-	-	-	44	-	1	45
Non-Boundaried	Baird Middle	-	-	9	-	-	10	-	23	42
Non-Boundaried	Bullard Talent K-8	-	-	36	-	-	-	-	13	49
Non-Boundaried	Cambridge High	-	-	1	-	-	-	-	35	36

District Region	School Name	Autistic-Like Behavior	Deaf/Hard Hearing	Designated Instruction Service	Emotional Disturbance	Mild to Moderate	Moderate to Severe	Orthopedic Impairment	Resource Specialist Program	Grand Total
Non-Boundaried	Computech Middle	-	-	4	-	-	-	-	-	4
Non-Boundaried	Cooper Middle	-	-	4	-	-	-	-	12	16
Non-Boundaried	Design Science High	-	-	2	-	-	-	-	3	5
Non-Boundaried	Dewolf High	-	-	-	-	-	-	-	5	5
Non-Boundaried	Duncan Polytech High	-	-	4	-	-	-	-	47	51
Non-Boundaried	Fulton School	-	-	-	-	11	1	-	5	17
Non-Boundaried	JE Young Academic High	-	-	2	-	-	-	-	15	17
Non-Boundaried	Manchester Gate Elementary	-	-	17	-	-	-	-	4	21
Non-Boundaried	Patino Entrepreneurship High	-	-	1	-	-	-	-	7	8
Non-Boundaried	Phoenix Elementary	-	-	-	-	6	-	-	14	20
Non-Boundaried	Phoenix Secondary	-	-	-	-	13	-	-	7	20
Non-Boundaried	Rata School	-	-	-	-	-	27	-	-	27
Non-Boundaried	Sunset Elementary	-	-	9	-	-	-	-	24	33
Non-Boundaried	Wawona Middle	-	-	18	4	19	-	-	43	84
Roosevelt	Anthony Elementary	22	-	12	-	38	-	-	15	87
Roosevelt	Balderas Elementary	-	-	24	-	39	-	-	27	90
Roosevelt	Calwa Elementary	-	-	20	-	27	1	-	28	76
Roosevelt	Jackson Elementary	-	-	20	-	-	-	-	33	53
Roosevelt	Jefferson Elementary	21	-	20	-	18	-	-	13	72
Roosevelt	Lane Elementary	-	-	15	-	9	21	-	13	58
Roosevelt	Lowell Elementary	-	-	15	1	-	-	-	19	35
Roosevelt	Roosevelt High	-	-	8	-	76	23	-	164	271
Roosevelt	Sequoia Middle	1	-	7	-	39	13	-	60	120
Roosevelt	Tehipite Middle	-	-	1	-	17	-	-	64	82
Roosevelt	Vang Pao Elementary	-	-	24	-	-	-	-	38	62
Roosevelt	Webster Elementary	-	-	14	-	-	-	-	13	27
Roosevelt	Winchell Elementary	-	-	26	-	34	-	-	13	73
Roosevelt	Yokomi Elementary	-	-	22	-	-	-	-	20	42
Sunnyside	Ayer Elementary	24	-	25	-	39	5	-	44	137
Sunnyside	Aynesworth Elementary	-	-	15	-	-	-	-	23	38
Sunnyside	Bakman Elementary	-	-	55	-	-	-	-	26	81
Sunnyside	Burroughs Elementary	-	-	39	-	35	1	-	25	100
Sunnyside	Easterby Elementary	-	-	33	-	40	-	-	20	93
Sunnyside	Greenberg Elementary	24	-	50	-	-	4	-	36	114
Sunnyside	Kings Canyon Middle	-	-	7	2	28	-	-	56	93
Sunnyside	Olmos Elementary	-	-	23	-	11	-	-	27	61
Sunnyside	Storey Elementary	-	-	31	-	17	22	-	53	123
Sunnyside	Sunnyside High	-	-	13	2	83	36	9	121	264
Sunnyside	Terronez Middle	-	-	4	-	23	14	-	53	94
	Grand Total	**312**	**37**	**1,704**	**38**	**1,946**	**566**	**9**	**3,409**	**8,021**

BC Number AS-9

From the Office of the Superintendent   Date: March 27, 2020
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer   Phone Number: 457-3907
Cabinet Approval: *[signature]*

Regarding: 2019/20 Administrative Ratio and Classroom Expense Allocation

The purpose of this communication is to provide the Board information regarding the 2019/20 ratio of administrative employees to teachers; and, classroom expense allocation (CEA).

Administrative Ratio
The purpose of the administrative ratio is to annually monitor the district's administrator-teacher ratio as required by Education Code Section 41400-41407. The information is reviewed as part of the district's annual audit requirement.

An administrative employee is defined as an employee of a school district, employed in a position requiring certification qualifications that is not a teacher or a pupil services employee (such as counselors, psychologists, or social workers).

For 2019/20, the district administrative ratio allowed an administrative maximum of 301.01 FTE. The district reported 293.00 administrative FTE with 8.01 FTE available. The 2018/19 district administrative ratio allowed an administrative maximum of 305.15 FTE. The district reported 295.61 FTE with 8.16 FTE available.

The penalty for exceeding the administrative ratio is approximately $120,000 per FTE in excess of the calculation of allowable administrators. The California Department of Education allows districts to submit a waiver, which would include the circumstances that brought about the request and why the waiver is necessary.

Classroom Expense Allocation (CEA)
The classroom expense allocation requires a minimum percentage of the district's General Fund expenditures be spent on classroom salaries and benefits. The minimum percentage for unified districts is 55%. The 2018/19 Unaudited Actuals percentage for Fresno Unified was 55.94%.

School Services of California reported 29% of districts did not meet the minimum percentage required for 2018/19 and represents about 4.2% of the statewide ADA generated by districts. Prior to the Local Control Funding Formula, approximately 20% of districts failed to meet the minimum CEA percentage.

The County Superintendent of Schools shall enforce the requirements and may approve a reduction of the calculation or exemption of the penalty pursuant to education code section 41372.

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

Approved by Superintendent
Robert G. Nelson Ed.D. _____*[signature]*_____   Date:___03/27/2020___

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: *Jonie DiFilippo for Paul Idsvoog*

Date: March 27, 2020

Phone Number: 457-3548

Regarding: Description for Manager – Project, Maintenance & Operations

The purpose of this communication is to provide the Board background information for the agenda item on March 18, 2020, to approve the position and adopt the job description for Manager – Project, Maintenance & Operations.

Project Managers in Maintenance will be accountable for improving student achievement through the effective management of an assigned area; efficiently plan, estimate, and manage projects involving major replacements, major capital outlay, continuous non-capital outlay improvements and special projects at various District sites; provide a safe, clean and orderly learning and working environment to assist students to stay in school on target to graduate. This position is designated Management, exempt and placed on E-22 of the Management Salary Schedule.

The function of the Maintenance Unit has evolved over the years as responsibilities for managing capital improvement projects, including bond-funded projects, have increased. This position reflects the expansion of Maintenance and Operations project management.

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

Approved by Superintendent
Robert G. Nelson Ed.D.

Date: 03/27/2020

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: *KTemple*

Date: March 27, 2020

Phone Number: 457-3134

Regarding: Proposed Safety/Security Initiative – Visitor Management System for Schools

The purpose of this communication is to provide the Board information regarding a recommendation in the 2020/21 budget development process to install a web-based visitor management system at all Fresno Unified schools. Currently, most schools use paper sign-in sheets for campus visitors coupled with staff assisted verbal and file verification. Visitors are granted or not granted authority to remove a student or enter campus for a specific purpose, often without an identifying visitor pass or badge. To provide a deeper level of security and assist office staff with identification, a computerized counter-top, user-friendly visitor management system is recommended to be implemented district-wide.

Staff has evaluated capabilities and costs of multiple visitor management systems and recommends the system provided by Raptor Technologies, which consists of compact scanner and printer units (approximately 6" x 10" total size). The system scans a driver's license or State identification card, and instantly cross references databases for sexual offenders. District-inputted restraining and parent custodial orders and emergency cards, and other district selected data can also be cross referenced prior to release of students or to allow visitors or volunteers on campus. If identification is unavailable, the system allows for manual entry of name and date of birth to access the data. Upon clearance, a printed visitor badge is created with photo (scanned from the ID card), name, time period allotted, school name and destination (for example, a room number) to indicate the visitor has authority to be on site. In addition to visitor management, Raptor has capability to account for contractors, volunteers, staff and students. Several district schools have recognized the need and purchased the system, and other principals are requesting it.

All information in the Raptor system is confidential and owned by the district. No data would be provided to any local/state/federal authority or shared with Raptor Technologies. Raptor is currently in use in many area school districts including Central, Ceres, Clovis, Coalinga-Huron, Firebaugh, Fowler, Kerman, Kingsburg, Lodi, Mendota, Modesto, Parlier, Porterville, Sanger and Selma.

The recommendation to implement Raptor will be presented as part of the Safety and Security budget proposal at the March 18, 2020 Board meeting. The cost of the system is $183,000: $123,500 one-time for equipment; and $59,500 ongoing for software and licensing.

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: 03/27/2020

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: KSTemple

Date: March 27, 2020

Phone Number: 457-3134

Regarding: Energy Conservation and Cost Initiatives – Solar Energy and Electricity Direct Access

The purpose of this communication is to provide the Board updated information on the district's solar energy projects and projected utility savings from the Direct Access program for purchase of electricity.

The district's solar partner, ForeFront Power, has been making steady progress at all sites and continues to push forward on the work it controls. While there have been challenges and delays, ForeFront Power has continued to invest in the district's projects with the objective of energizing the solar systems and reaping the benefits of utility cost avoidance. Cost savings/avoidance is anticipated to start in 2019/20 based on systems beginning to come online. Updates by site are provided below:

- Hoover, McLane, Bullard, Chavez Adult School, Transportation Yard – Required mechanical completion, equipment upgrades, and interconnections are complete. Systems are expected to be operational March 2020 pending PG&E permission to operate.
- Edison – Required mechanical and underground boring will be complete in second quarter 2020 and system is expected to be operational, pending PG&E permission to operate.
- Sunnyside – Mechanical, interconnection systems and required equipment upgrades are in process with targeted completion in second quarter 2020, pending PG&E interconnection upgrades and permission to operate.
- Fresno and Roosevelt – No interconnection upgrades required. Mechanical and equipment pad installation in process. Systems expected to be operational second quarter 2020.
- Nutrition Center/Service Center – Interconnection upgrade complete and construction planned to begin in April 2020. Mechanical completion targeted for third quarter 2020.

Due to participation in the State's Direct Access program, the district will begin purchasing electricity from Constellation NewEnergy (versus PG&E) in January 2021 at a projected 8-10% savings.

The lower rate for electricity was not contemplated in the initial cost savings/avoidance analysis for the solar projects and therefore the 20-year cost avoidance projection is slightly reduced, to $27 million. For 2020/21, the new projected district savings/avoidance for electricity is estimated at $1.25 million.

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:_ 03/27/2020

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ryan Coe, Director
Phil Neufeld, Executive Officer
Cabinet Approval:

Date: March 27, 2020

Phone Number: 457-3935
Phone Number: 457-3868

Regarding: Professional Learning Initiative Expansion

The purpose of this communication is to provide the Board an update regarding the expansion of the Professional Learning Initiative (PLI) for the 2020/21 school year.

PLI continues to provide the following:

- High quality, experience-based professional learning to 28 partner sites and additional participating teachers. (Twenty-six partner sites will enter the third year of implementation with district support, and two partner sites will enter the second year of implementation, including support from district and Education Elements)
- Blended learning facilitation alongside Teacher Development for Instructional Coaches

Partner Site Expansion: 25 elementary sites have been invited to participate beginning in 2020/21. Additionally, secondary teachers of literacy subjects (ELA, H/SS, Science), Special Education, and Career Technical Education will be invited to engage in the learning. Inviting secondary teachers is a strategic move to share the critical learning from current secondary partner sites and further build capacity of teachers not in partner sites.

Expansion Process and Future Plans:

- Site-opt in model with approval from site Instructional Leadership Team and School Site Council
- Site commitments include engaging PLI leads over the course of first two years with emphasis on supporting site implementation by end of third year
- Intentionally planned engagement of teachers at secondary non-PLI sites in 2020/21
- Partnership Goal: encourage and engage all Fresno Unified sites to partner by 2022/23
    - 2018/19: 26 sites (learn alongside elementary and secondary sites)
    - 2019/20: Two additional sites for a total of 28 sites (pause to go deeper, intentional and higher focus with secondary sites)
    - 2020/21: 12 additional sites for a total of 40 sites (elementary focus)
    - 2021/22: 30 additional sites for a total of 70 sites (secondary focus)
    - 2022/23: All remaining elementary and secondary sites

If you have any questions or require additional information, please contact Ryan Coe at 457-3913.

Approved by Superintendent
Robert G. Nelson Ed.D.

Date: 03/27/2020

BC Number T-1

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

Date: March 27, 2020

Phone Number: 457-3868

Regarding: Bid #E23001, Central Ring for Wide Area Network Services

The purpose of this communication is to provide the Board the status of protest on Bid #E23001, Central Ring for Wide Area Network Services. The second level protest hearing was held on Wednesday, March 05, 2020 in which arguments by attorneys for AT&T, CVIN, LLC, dba Vast Networks (VAST), and the district were presented to the Hearing Officer, Mandy Jeffcoach of Whitney, Thompson and Jeffcoach. The district was represented by the E-rate Team of Mark Creede, our contracts attorney, Cynthia Schultz, an attorney with Broadband Law Group, LLP, in Washington D.C. who is an E-rate expert and was subcontracted by Mark Creede's firm, and Kim Friends our E-rate consultant with California School Management Group (CSM).

Hearing Officer Jeffcoach found substantial evidence in support of rejecting AT&T's bid as non-responsive. She states, "AT&T argues that none of the bids were responsive, and therefore, Fresno Unified School District should disregard all of them and start over. The flaw in its argument is that it assumes the irregularities in the bids were of the same nature. They were not. Specifically, AT&T's argument overlooks the fact that its bid, as discussed herein, contained numerous (approximately 70) irregularities and exempted critical aspects of the Invitation which would have placed it in an unfair advantageous position as compared to the other bidders… For instance, AT&T refused to accept the liquidated damage provision of $400 a day. Without a consequence for failing to timing [*sic*] complete the work AT&T could have ignored the schedule and completed the project whenever it wanted without consequence." In regards to VAST, Ms. Jeffcoach, said, "The deviation in VAST's bid was its failure to date (it did sign the document) the separate prevailing wage certification for special construction. However, VAST signed and dated all aspects of the bid, which included an agreement to pay prevailing wage. While its failure to date was an "irregularity", Fresno Unified School District was within its discretion to waive it because VAST agreed in writing to perform the contract pursuant to Fresno Unified School District's contract."

Hearing Officer Jeffcoach agreed that VAST Networks is the lowest, responsive, responsible bidder and that we should deny AT & T's bid protest. The legal recommendation is attached, and the complete set of protest documents (473 pages) is available in the Board Office.

Staff's recommendation is to award VAST Networks, and to reject AT&T's bid as non-responsive. This item will be on the agenda for approval for the Board Meeting on March 18, 2020. We anticipate that AT&T will have someone at the Board meeting that will sign up to speak to the agenda item. If you have any questions regarding the agenda item, the Bid process or the protest, please contact Ed Collins 457-3467 or Kurt Madden 457-3868.

Approved by Superintendent
Robert G. Nelson Ed.D.

Date: 03/27/2020

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Mandy L. Jeffcoach
mjeffcoach@wtjlaw.com

March 10, 2020

VIA E-MAIL

Ed Collins
Executive Director of Purchasing
Fresno Unified School District
4498 N. Brawley
Fresno CA 93722

    Re: *AT&T's January 31, 2020 Protect of Fresno USD January 29, 2020 Award*
       Recommendation for Invitation to Bid #E23001

Dear Mr. Collins:

Pursuant to Resolution 02-07, the undersigned was delegated authority to act as a hearing officer
in the Bid Protest for the above referenced matter. The hearing occurred on March 4, 2020 with
representatives of Fresno Unified School District (FUSD), AT&T and CVIN/VAST ("VAST")
present. Prior to the hearing, I was provided with voluminous documents, including the original
Invitation to Bid ("Invitation"), the bids from AT&T, CVIN/VAST and Zayo Networks, the bid
review sheets, AT&T's original and supplemental bid protest (including information referenced
therein) and correspondences from counsel for FUSD and VAST. During the hearing, extensive
arguments were made by counsel for FUSD, AT&T and VAST.

The basis for AT&T's protest were based on two main contentions: (1) whether any of the bids
were responsive; and (2) whether FUSD applied its standards consistently[1]. As discussed below,
based on the evidence presented and considering the legal standards applicable to this matter, I
find that AT&T's bid was non-responsive to the Invitation and that it was properly disqualified by
FUSD. Further, I find that FUSD appropriately awarded the bid to VAST.

AT&T argues that none of the bids were responsive, and therefore, FUSD should disregard all of
them and start over. The flaw in its argument is that it assumes the irregularities in the bids were
of the same nature. They were not. Specifically, AT&T's argument overlooks the fact that its bid,
as discussed herein, contained numerous (approximately 70) irregularities and exempted critical

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[1] AT&T raised other points during the protest hearing, including whether FUSD violated its own
policies by utilizing an Invitation to Bid as opposed to a Request for Proposal. These points will
be addressed herein.

aspects of the Invitation which would have placed it in an unfair advantageous position as compared to the other bidders.

A responsive bid must substantially conform to the specifications in the solicitation. *Bay Cities Paving & Grading, Inc. v. City of San Leandro* (2014) 223 Cal.app.4ᵗʰ 1181, 1188. Stated differently, a bid must respond in all material respects to be responsive. Strict adherence is required to avoid potential abuse of the competitive bidding laws. *Konica Business Machines U.S.A. v. Regents of University of California* (1998) 206 Cal.App.3d 449, 456. Factors to consider in determining whether deviations in a bid are substantial include whether the deviation could be a vehicle for favoritism, the effect on the amount of the bid, the influence upon other bidders from bidding or the ability to compare bids. *Id.* at 454-455.

The standard of review for an awarding agency's decision was articulated in *Mike Moore's 24-Hour Towing v. City of San Diego* (1996) 45 Cal.App.4ᵗʰ 1294, a case relied upon by AT&T:

> In essence, the question is whether substantial evidence supports the agency's decision (*Joint Council, supra,* 210 Cal.App.3d at p. 1214), although it has also been stated that "what constitutes reasonable evidentiary support may vary depending upon the nature of the action." (*Shapell Industries, Inc., supra,* 1 Cal.App.4th at p. 232.) In a challenge to a legislative decision, the petitioner has the burden of proof to show that the decision is unreasonable or invalid as a matter of law. (*Corona-Norco, supra,* 17 Cal.App.4th at p. 993.) " 'There is also a presumption that the board ascertained the existence of necessary facts to support its action, and that the "necessary facts" are those required by the applicable standards which guided the board.

Mike Moore's 24-Hour Towing v. City of San Diego (1996) 45 Cal.App.4th 1294, 1306.

Substantial evidence demonstrates that AT&T's bid was nonresponsive and FUSD's decision was appropriate. AT&T's bid consisted of approximately 70 deviations, all specified in the review summary. While some of them are minor (and could have been waived if they were isolated), there were some irregularities that were substantial and would have placed AT&T at an advantage over other bidders. For instance, AT&T refused to accept the liquidated damage provision of $400 a day. Without a consequence for failing to timing complete the work AT&T could have ignored the schedule and completed the project whenever it wanted without consequence. Not only has it been recognized that liquidated damages in public contracts are favored, but they are also expressly permitted by statute. *Nomellini Constr. Co. v. State of California ex rel. Dept. of Wat. Resources* (1971) 19 Cal.App.3d 240, 246; Cal.Gov.Code § 53069.85. AT&T's refusal to agree to the

liquidated damages placed it in an advantageous position[2] as to all other bidders, thereby making this irregularity substantial, particularly as FUSD would have had no leverage to compel timely performance. AT&T also took exception to the indemnity provisions of the contract and did not execute the agreement, instead indicating that it would negotiate with FUSD a contract after it was selected. These two exceptions undoubtedly place AT&T in an advantageous position to other bidders as it was advocating for a lesser indemnity obligation and did not even agree to the contract. Finally, FUSD pointed out that the bid also included qualifying language about taxes which could have called into question the price. There is no question that price could, and would, create a situation where one bidder was at an advantage over others. Simply put, FUSD properly exercised its discretion in finding that AT&T's bid was non-responsive. Thus, the question then becomes whether FUSD should have found the other bids non-responsive as AT&T urges.

The bids from VAST and the Zayo Group, while containing minor and insignificant deviations, were responsive and properly considered. While AT&T argues that FUSD should have waived its deviations because FUSD waived deviations that appeared in the bids for VAST and the Zayo Group, the flaw in AT&T's argument is that the deviations in the other bids were minor and inconsequential.

The deviation in VAST's bid was its failure to date (it did sign the document) the separate prevailing wage certification for special construction. However, VAST signed and dated all aspects of the bid, which included an agreement to pay prevailing wage. While its failure to date was an "irregularity", FUSD was within its discretion to waive it because VAST agreed in writing to perform the contract pursuant to FUSD's contract. Further, the prevailing wage only applied to special construction which was not applicable to this project. AT&T cited to California Code of Civil Procedure section 2015.5 to argue that the failure to date something renders it invalid and unenforceable. However, that statute applies to declarations under penalty of perjury and other documents filed with the court. It has not been extended to a situation similar to the instant matter and there is nothing in the statute that would suggest it was intended to apply[3]. Additionally, this

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[2] While a bid discrepancy can be waived if it is insignificant, when it gives a bidder an advantage over others, among other things, it is non-responsive and should not be disregarded. *Ghilotti Constr. Co. v. City of Richmond* (1996) 45 Cal.App.4th 897; *Menefee v. County of Fresno* (1985) 163 Cal.App.3d 1175.

[3] AT&T also argued that VAST could have dated the provision in the future (year 2050), meaning that it would have never have had to comply. However, consideration of whether the deviation is material "must be evaluated from a practical rather than a hypothetic standpoint with reference to the factual circumstances of the case." *Bay Cities Paving & Grading, supra,* at 1189. From a practical standpoint, this argument makes no sense, particularly when VAST agreed to performed and signed and dated the contract.

"irregularity" did not place VAST in an advantageous situation over other bidders because there were no special construction projects to be performed and it already agreed to be bound to all provisions of the contracts. As such, because VAST agreed to perform all aspects to the contract in writing by executing the subject contract, waiving the lack of a date on an unnecessary document was appropriate.[4]

AT&T's reliance on the irregularities in the Zayo Group's bid is likewise misplaced[5]. AT&T focuses on the disclaimer language of the Zayo Group's bid on the first page and argues that it too simply agreed to negotiate a future contract. On the surface, the language in the Zayo Group's bid and AT&T's language appear similar and would be problematic. However, there is one significant difference – AT&T did not sign the contract while the Zayo Group did. Stated differently, the Zayo Group agreed to perform all aspects of the contract in writing, despite the disclaimer language, so FUSD could have enforced the bid against the Zayo Group had it been the lowest responsive bidder. This is in contrast to AT&T who never signed the contract and, thus, FUSD could not have enforced the contract. At the hearing, AT&T argued that the Zayo Group had not actually signed the contract. However, a review of the bid demonstrates otherwise. In particular, the signature agreeing to the contract appeared on the next page (page 60 of the bid).

In sum, the minor deviations that appeared in the bids for the Zayo Group and VAST were appropriately waived, FUSD's determination of non-responsiveness was not arbitrary or capricious and AT&T was not treated unfairly and/or different.

AT&T made additional arguments in support of its protest which warrant discussion. First, it claims that FUSD violated its own policy as specified in a September 14, 2017 memorandum by then executive director of purchasing Paul Rosencrans. However, the memorandum simply provides a side-by-side comparison of the differences between an invitation to bid (like the instant matter) and a RFP (request for proposal). AT&T argued that this policy, along with California's contracting manual, made clear that an Invitation to Bid can only be used for commodities. This is not accurate. While the contracting manual can be used for guidance if an agency so chooses, neither dictates when a RFP should be used and when an Invitation to Bid should be used. It is noteworthy, too, that FUSD was clear from the beginning that these services were being awarded

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[4] AT&T argued at great length that FUSD previously refused to waive the lack of a signature in 2017 so it should not be permitted to do so now. The undersigned reviewed the evidence related to the 2017 contract and finds that the situations were materially different. The missing signature was on a material document was one of many irregularities in 2017. This is in contrast to one missing date on an irrelevant/unnecessary form.

[5] Even if FUSD's waiving of the irregularities in the Zayo Group's bid was improper, it is of no consequence given the fact that VAST's bid was responsive.

through an Invitation to Bid and not a RFP. Thus, if AT&T wanted an RFP situation, then it should have declined to participate[6]. Irrespective, AT&T has failed to provide any evidence that the use of an Invitation to Bid was inappropriate.

AT&T also make a "policy" argument about the fairness of the process – "what is good for the goose is good for the gander". It is true that FUSD cannot apply different standards to bidders in an effort to thwart the competitive bidding nature of the Invitation. However, it is equally true that FUSD did not apply different standards. Rather, FUSD considered the deviations that appeared in all of the bids and appropriately disregarded those that did not place other bidders at a disadvantage.

In sum, substantial evidence supports FUSD's recommendation that AT&T's bid was non-responsive. As such, the award of the contract to VAST was appropriate.

Very truly yours,

Mandy L. Jeffcoach

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[6] This project required a mandatory bid meeting prior to the contractor's bids being submitted. If AT&T believed that the wrong biding vehicle was selected, it could have raised an issue at that time. There is no evidence that such a question was raised. Arguably, such an argument was waived. However, no finding is necessary in that regard because the evidence relied upon by AT&T to argue that the wrong vehicle was used simply does not support its argument.

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January 28, 2020

Fresno Unified School District
Purchasing Department
4498 N Brawley Ave.
Fresno, CA 93722
ATTN: Edward Collins, Director of Purchasing

Dear Mr. Collins:

CSM Consulting, Inc. is pleased to present the enclosed analysis for a Staff Recommendation of
Award related to IFB No. E23001. The intent of the IFB was to solicit bids for Leased Lit Fiber
and Leased Dark Fiber for comparison, in accordance with FCC Rules. Fresno Unified School
District clearly stated its intent to award either 1) the lowest responsive and responsible bid for
Leased Lit Fiber, or 2) the lowest responsive and responsible bid for Leased Dark Fiber.

There were five (5) bids received in response to the above-mentioned solicitation; three (3) bids
for Dark Fiber Services and two (2) bids for Lit Fiber Services.

Bidder	Dark Fiber	Lit Fiber
AT&T	$ 1,771,880.00	$ 11,918,016.00
CVIN/VAST	$ 2,610,999.95	NO BID
Zayo Networks	$ 12,531,506.00	$ 13,289,506.00

In accordance with the IFB and California Public Contract Code 20111, Fresno Unified School
District is required to award, if at all, to the lowest responsible bidder who submits a bid which is
responsive to the IFB solicitation.

After a thorough analysis of all bids received, it was determined that AT&T's bids were non-
responsive and disqualified from further consideration. In its bids, AT&T took exception to IFB
requirements or otherwise noted its response was non-binding or subject to further negotiation or
different proposed contract terms in no less than 70 different instances.

Therefore, in accordance with the provisions of IFB No. E23001, the recommended award is to
CVIN/VAST Networks for its Leased Dark Fiber bid in the sum of $2,610,999.95, as
CVIN/VAST Networks is determined to be the lowest responsible bidder with a responsive bid.

Most Sincerely,

/S/

Kimberly Friends
Vice-President, E-Rate Compliance Services
CSM Consulting, Inc.

BC Number T-2

From the Office of the Superintendent

Date: March 27, 2020

To the Members of the Board of Education

Prepared by: Phil Neufeld, Executive Officer

Phone Number: 457-3868

Cabinet Approval: *[signature]*

Regarding: Student Wi-fi Access on School Buses

The purpose of this communication is to provide the Board an update regarding Student wi-fi access on school buses.

The district contracted with AT&T in 2016 to deploy cellular broadband on 93 buses in order to provide wireless internet access to students. The cellular broadband used Cradlepoint IBR1100 devices with AT&T cellular SIM cards. The wireless service was broadly used by students and even increased ridership on the buses.

AT&T reported in December that the cellular SIM cards were no longer connecting to the internet due to SIM cards' outdated firmware. AT&T provided directions on how to correct the faulty SIM cards, namely: remove the Cradlepoint units from each of the buses, update the SIM card firmware, and re-install the Cradlepoint units on to the buses.

There are now 65 buses with working cellular broadband providing wireless internet access to students. Students are limited from using certain streaming services so the limited bandwidth available with these SIM cards can better serve the entire set of students on a bus. Modernization of the bus fleet left 30 buses without an installed Cradlepoint unit and without an antenna.

Information Technology monitors cellular broadband services going to each bus and continues to apply content filtering on all network traffic from students' internet use on the buses.

If you have any questions or require further information, please contact Kurt Madden 457-3868

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

Date: 03/27/2020