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

## **BOARD COMMUNICATIONS – AUGUST 23, 2019**

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

### **SUPERINTENDENT – Robert G. Nelson, Ed.D.**

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

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

AS-1 Kim Kelstrom School Services Weekly Report Update for  
August 16, 2019

AS-2 Kim Kelstrom August Legislative Committee Meeting

### **COMMUNICATIONS – Amy Idsvoog, Executive Officer**

C-1 Zuleica Murillo Parent University 10<sup>th</sup> Anniversary and Fall Parent  
Learning Opportunities

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

EA-1 Kristi Imberi-Olivares Differentiated Assistance in Fresno Unified

EA-2 Kristi Imberi-Olivares Climate and Culture Performance: Chronic  
Absenteeism, Suspensions, and Expulsions

EA-3 Andrew Scherrer Comprehensive Support and Improvement in  
Fresno Unified School District

EA-4 Kristi Imberi-Olivares Equity and Access Board Communication  
Timeline for 2019/20

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

HR-1 Paul Idsvoog Provisional Intern Permits

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

OS-1 Karin Temple Citizens' Bond Oversight Committee

OS-2 Karin Temple Facilities Inspection Tool

**SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer**

SL-1	Brian Beck	Medi-Cal Reimbursements for Fiscal Year 2019/20
SL-2	Brian Beck	Speech and Language Services and Telepractice
SL-3	Brian Beck	Special Education Community Advisory Committee Dates for 2019/20
SL-4	Teresa Morales-Young	Teacher Academy Summer Program
SL-5	Sandra Toscano	Report from District English Learners Advisory Committee – August 15, 2019
SL-6	Jeremy Ward	Work-Based Learning Student and Teacher Engagement
SI-7	Jeremy Ward	2019/20 Career Technical Education Pathways, Programs, and Courses

Fresno Unified School District  
Board Communication

**BC Number S-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Robert G. Nelson, Ed.D., Superintendent  
Cabinet Approval:

Date: August 23, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held interviews for Director, Technology Services
- Met with West Ed and district staff to discuss African American Academic Achievement Task Force recommendations
- Attended Restore Fresno Workshop with City Council Representatives
- Attended Restore Fresno Leadership Table meeting
- Attended California Avenue Neighborhood Planning meeting
- Recorded greeting message with KJWL
- Site visit at Fremont
- Met with Fresno City College President, Carole Goldsmith and district staff regarding dual enrollment and Fresno City College Everywhere program
- Attended the Fresno College to Career Partnership Table meeting
- Participated in the McLane field ribbon ceremony and sang National Anthem

Approved by Superintendent  
Robert G. Nelson Ed.D.

  
\_\_\_\_\_

Date: 8/23/19

Fresno Unified School District  
Board Communication

**BC Number AS-1**

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

Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services

Cabinet Approval:

*Kim Kelstrom*  
*[Signature]*

Date: August 23, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for August 16, 2019

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The following SSC Weekly Update for August 16, 2019 is attached.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.

*Robert G. Nelson*

Date: 8/23/19



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

DATE: August 16, 2019

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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### **Legislature Returns from Summer Recess**

The Legislature reconvened from Summer Recess on Monday, August 12, 2019, with just over one month to wrap up the first year of the 2019–20 Legislative Session.

Kicking things off on Monday, the Senate Appropriations Committee, chaired by Senator Anthony Portantino (D-La Cañada Flintridge), met for nearly three hours to consider more than 240 measures. Only a handful of these bills were passed by the committee, while the overwhelming majority were sent to the committee's Suspense File for further scrutiny. The committee will also meet next Monday, August 19, to consider another 90 measures, with the bulk of those being candidates for the Suspense File.

On Wednesday, the Assembly Appropriations Committee, chaired by Assembly Member Lorena Gonzalez (D-San Diego), met for about an hour and a half to consider nearly 190 bills. Like the Senate, only a handful of these bills were passed by the committee with the rest going to the committee's Suspense File.

In total, there are nearly 900 bills that need to clear the fiscal committees before they can be taken up on the house floors. The Appropriations Committees will take up their Suspense Files on either Thursday, August 29 or Friday, August 30, which is the deadline for fiscal bills to clear the Appropriations Committees. Measures that do make it out of the fiscal committees (and many do) will then be considered by the full house and, in many cases, go back to the house where the bill was introduced for agreement in any amendments taken (concurrence).

The Appropriations Committee deadline will set the stage for the final two weeks of the legislative session where the bills that are passed by either committee are deliberated by the full legislative bodies who have until Friday, September 13, 2019, to pass bills to Governor Gavin Newsom for his consideration.

## **Education Funding Initiative Refiled for November 2020 Ballot**

Proponents for the split-roll property tax initiative that has already qualified for the November 2020 ballot have announced that they have officially refiled their initiative.

According to a spokesperson for Schools and Communities First, the campaign sponsoring the initiative, the revised initiative will correct timeline issues, provide small business tax relief, and ensure every school district receives funding in an equitable way.

The proposal will amend the 1978 Proposition 13 to require more frequent property tax value assessments for certain commercial and industrial properties in order to bring the values for these properties up to current market rates. The additional property tax revenues generated by this proposal would be distributed to local governments and K–14 education.

Once the refiled initiative receives a ballot title and summary from the Attorney General, proponents will be able to start collecting the more than 623,000 registered voter signatures to qualify for the November 2020 ballot. Assuming signatures are gathered in time, we would expect the original initiative to be pulled from the November 2020 ballot (sponsors can do so by summer 2020) and the sponsors to focus their campaign on this new version.

The split-roll initiative may not be the only K–14 funding initiative up for consideration by the voters in November 2020.

The California School Boards Association (CSBA) and the Association of California School Administrators (ACSA) are exploring their own proposal to increase funding for education.

While the details of the proposal are not yet in print, the CSBA-ACSA initiative would generate upwards of \$15 billion annually for K–14 education through a permanent “millionaire’s” tax. K–12 funding would go out in a manner similar to the Local Control Funding Formula, the community college portion would focus on existing goals of the system—and all funds would be outside of Proposition 98 and the control of the Legislature.

## **DOF August 2019 Bulletin**

The Department of Finance (DOF) released its August 2019 [\*Finance Bulletin\*](#) this week, which shows that California revenues for fiscal year 2019–20 are off to a good start as July revenues exceeded budget projections by \$533 million.

According to the DOF, the “Big Three” revenue sources outperformed the 2019–20 State Budget estimates. Specifically, the personal income tax and sales and use taxes were, respectively, \$364 million and \$25 million above projections. Cash receipts from corporate taxes exceeded projections by \$119 million.

The DOF *Bulletin* also notes that California’s median home prices increased **0.4 percent from May and is 1.4 percent higher over June 2018**, hitting a new high for a third straight month—reaching a statewide average of \$611,420.

However, California’s housing units authorized by building permits fell to a seasonally adjusted annualized rate of 83,000 units in June, which is a 17.1 percent reduction from May and 35.6 percent reduction from

June 2018. The annualized rate of authorized housing units in the first half of 2019 (107,000 units) is 20,000 less than the first half of 2018 (127,000 units).

*Leilani Aguinaldo*  
*Robert Miyashiro*

*Note: Amid criticism from both liberal and conservative groups, State Superintendent of Public Instruction Tony Thurmond and leaders from the State Board of Education announced this week that they intend to revise the curriculum and will likely ask the Legislature to extend the current March 21, 2020, deadline.*

## **1st US Ethnic Studies Plan Called Anti-Semitic, Faces Update**

By Don Thompson  
*Associated Press*  
August 14, 2019

California's effort to write the nation's first ethnic studies curriculum for public schools has united liberals and conservatives: They think it's terrible.

Jewish lawmakers complained that the proposed lessons are anti-Semitic, while a conservative critic says capitalism is presented as a "form of power and oppression." The clash comes as a law requires the state to adopt ethnic studies, which view history through the lens of diverse cultures.

State Superintendent Tony Thurmond said Wednesday that he will recommend changes to better reflect the contributions of Jewish Americans and remove sections that the California Legislative Jewish Caucus finds objectionable.

"We really need some significant changes, if not to go back to square one," said Democratic state Sen. Ben Allen of Santa Monica, the caucus chairman. "Our concern is that the draft curriculum, as currently written, would literally institutionalize the teaching of anti-Semitic stereotypes in our public schools."

For instance, the proposed curriculum has lessons on identifying Islamophobia and other forms of discrimination but does not include ways to identify anti-Semitism. Song lyrics included in the draft also seem to support the stereotype that Jews control the news media, the caucus said.

"It would be a cruel irony if a curriculum meant to help alleviate prejudice and bigotry were to instead marginalize Jewish students and fuel hatred and discrimination against the Jewish community," the 14 caucus members said in a recent letter.

Jewish lawmakers said that's a particular danger following a rise in hate crimes against California Jews last year and recent attacks on synagogues, including one in April. A 19-year-old gunman told investigators he was motivated by Jewish hatred when he killed a woman and wounded two other people, including a rabbi, at the Chabad of Poway synagogue near San Diego.

"Children are not born as bigots, and so it's critically important that we get this curriculum right," said Democratic Sen. Hannah-Beth Jackson of Santa Barbara.

State Superintendent Tony Thurmond said the omission of Jewish contributions was not intentional but that ethnic studies traditionally have focused on African Americans, Latinos, Asian and Pacific Islanders and indigenous people.

He and Jewish lawmakers said there have been other requests to include Hindus and a section on the Armenian genocide. Allen suggested that white Europeans might learn empathy for immigrants today if there were a section on the discrimination that Italian and Irish nationals once faced in the U.S.

“There’s no limit on groups who have experienced oppression,” Thurmond said.

In 2016, then-Gov. Jerry Brown, a Democrat, signed a law requiring the state to adopt an ethnic studies curriculum by March 31, 2020. Thurmond said he is likely to ask lawmakers to extend the deadline.

Earlier this year, state officials completed a draft of the curriculum written by a panel of mostly classroom teachers.

The proposed curriculum went to a Board of Education advisory commission in May, and it’s seeking public comments through Thursday. Commission members will consider the comments and changes at public hearings in Sacramento next month.

Board leaders said in statement that the curriculum “should be accurate (and) free of bias,” acknowledging that “the current draft model curriculum falls short and needs to be substantially redesigned.”

The law doesn’t require schools to adopt the final version, but legislation approved by the state Assembly and awaiting a vote in the Senate would make the course a requirement to graduate from high school.

Aside from the Jewish lawmakers’ concerns, conservative researcher Williamson Evers said California wants to teach kids that capitalism is racist.

Evers, a research fellow at Stanford University’s Hoover Institution and a former assistant education secretary under former President George W. Bush, said in a Wall Street Journal opinion column that the draft includes capitalism as a “form of power and oppression” in an apparently “left wing” approach to the classroom.

Thurmond said he wasn’t offering changes to address that criticism. Democratic Assemblyman Jesse Gabriel of Encino, vice chairman of the Jewish caucus, said that too needs to be fixed because it reflects a “fundamentally flawed curriculum” that “feels a lot more like indoctrination.”

“We know that it’s very personal. History is very personal, ethnic studies is very personal, so we know and understand that this is difficult,” said Stephanie Gregson, director of the curriculum division at the state education department.

Gregson called Evers’ criticisms a mischaracterization that’s taken “out of context.”

But she said the department is planning changes after recognizing that the draft curriculum does not meet state guidelines of inclusivity and “creating space for all students, regardless of race, ethnicity, class or gender.”

—

Associated Press writer Adam Beam contributed to this story.



*Note: Senate Bill 328, the late school start time bill, will be one of the most significantly debated education issues during the last month of the legislative session.*

## **New Push in California for Later Middle, High School Start Times** *Legislature committee will consider whether state should set school start times*

By Theresa Harrington  
*EdSource*  
August 13, 2019

After former Gov. Jerry Brown vetoed a bill last year that proposed starting middle and high school times later to give teens more time to sleep, the bill's author started working to bring it back again this year.

Although the bill originally banned both middle and high schools from starting before 8:30 a.m., Sen. Anthony Portantino, D-San Fernando Valley, agreed to amendments in May that would allow middle schools to start at 8 a.m. while keeping high school start times at 8:30 a.m., to give districts more flexibility in scheduling buses. The bill exempts rural districts because of bus scheduling challenges. Start times would exclude "zero periods," which are optional courses offered by some schools before the regular school day begins. The implementation period has also been stretched to three years to give districts time to prepare for the changes.

With these amendments, SB 328, known as the later school start bill, passed the state Senate on May 21 and passed the Assembly Education Committee on July 10. It is slated to be heard by the Assembly Appropriations Committee on Wednesday.

Portantino said he is optimistic it will pass out of that committee, then pass in the Assembly and be signed by Gov. Gavin Newsom. He said the bill has received more bipartisan support this year than it had previously and more research has come out since then bolstering findings that when teens sleep longer they're healthier, perform better in school and are less prone to depression or suicidal thoughts.

"I am optimistic that science will win out over politics," he said.

It would go into effect in July 2022, for the 2022-23 school year.

Research is mixed, however, on whether imposing later school start times will result in students getting more sleep, according to a Legislative staff analysis. Although some studies have shown that later school start times do result in students sleeping longer, another showed that sleep time was longer the first year after implementation, but that students stayed up later the following year, adjusting to their later morning wake-up times.

Currently, about one-fifth of California's schools already start later than 8 a.m. for middle school and 8:30 a.m. for high school, as proposed in the bill, according to the Legislative staff analysis. The Centers for Disease Control and Prevention, which recommends a later start time for adolescents and teenagers, found in 2011-12 that the average start time for middle and high schools in California was 8:07 a.m., with 31.2 percent starting before 8 a.m., 47.6 percent starting between 8 and 8:30 a.m. and 21.2 percent starting after 8:30 a.m.

In his veto, Brown said that school start times were best decided by individual school boards, citing his strong support for local control. Portantino said he hasn't discussed the bill yet with Newsom.

Carol Kocivar, legislative advocate for the California PTA, which strongly supports the bill, noted that Newsom has young children and "is very sensitive to the needs of children." She said she expects he will consider what is best for children.

The American Academy of Pediatrics also supports the bill, along with four school districts and several other child advocacy and medical groups. But the bill has drawn strong opposition from the California Teachers Association, California School Boards Association, transportation agencies and several school districts, which argue the proposed state mandate could negatively affect before- and after-school programs, sports, union contracts, working parents and bus schedules.

Oakland Unified is among the districts opposing the bill. "Oakland USD is supportive of the bill's overall goal to improve learning conditions for students," wrote Aimee Eng, board president of Oakland Unified, in a letter opposing the bill. "However, ultimately it is the governing boards in local communities and governance teams in local educational agencies who are best-suited to make these decisions, with the input of students, families, teachers, staff and community stakeholders."

Kocivar said the overriding reason parents are pushing so hard to pass this is because research shows later school times are better for teens' health and safety, as well as for their school attendance and performance. This is because their biological clocks change when they enter adolescence, making it more difficult for them to go to sleep early in the evening and harder to get up early in the morning.

"We took a really close look at this and asked the most important question: 'What is best for our kids?'" Kocivar said. "The answer is absolutely clear. This affects every teenager in California, regardless of what zip code they live in."

Although some school districts have already taken a position on the bill, others — including West Contra Costa Unified in the Bay Area — are just starting to discuss it. Currently, none of the district's middle schools start before 8 a.m., but most of its high schools do.

At a meeting last Wednesday, West Contra Costa school board members Mister Phillips and Stephanie Hernandez-Jarvis said they support the bill based on the scientific research showing it would benefit students. Phillips said arguments against the bill appear to be motivated by convenience for parents, bus schedulers or school administrators rather than students' well-being. Hernandez-Jarvis, who is a former transitional kindergarten teacher, said students need to sleep longer.

"I see that as a teacher," she said. "The first hour, they're sleepy."

The bill does not set a minimum start time for elementary schools. Some opponents argue that starting school later for middle and high school students could force districts to start elementary schools even earlier to accommodate staggered bus schedules. Claudia Burgos, director of legislative affairs for the Alameda Contra Costa Transit District, told the West Contra Costa school board that the organization's board of directors opposes the bill because it would have to add more buses to cover the routes which would increase costs from \$2 million to \$3 million.

“We work really closely with all school districts to stagger school bell times and do coordinating,” she said. “On any given morning, one bus and operator will pick up kids and drop them off at school number one, then school number two, then turn around and pick up commuters and take them to San Francisco.” Changing school start times would likely disrupt this schedule, requiring more than the 73 buses the agency currently uses to provide service, she said.

West Contra Costa board member Consuelo Lara said she accompanied some students and a district PTA representative to Sacramento when they spoke to legislators advocating for passage of the bill. She said the students argued effectively about how it would affect their daily lives and she understands the research regarding its health benefits. However, Lara also said she was considering arguments against it by school administrators throughout the state who say it could force extracurricular activities to start later and extend into the evening.

“For me, I’m really torn,” she said. “I want to give it some more evaluation and do some more study and come up with something that seems logical to me.”

Portantino said districts will have ample time to iron out details related to busing and after-school activities. Now that the bill has made it this far, he said “I think they’re starting to realize it might happen.”

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*Note: A judge is urging California Public Employees’ Retirement System (CalPERS) to settle a major lawsuit over price increases for its long-term care insurance policies, suggesting the system could have to pay a lot of money if the lawsuit goes to a jury trial in October.*

## **CalPERS Faces ‘Very Serious Risk’ In \$1.2 Billion Long-Term Care Case, Judge Warns**

By Wes Venteicher  
*The Sacramento Bee*  
August 14, 2019

A judge is urging CalPERS to settle a major lawsuit over price increases for its long-term care insurance policies, suggesting the system could have to pay a lot of money if the lawsuit goes to a jury trial in October.

The lawsuit, filed in 2013, alleges CalPERS violated contracts when it hiked premiums by 85 percent for about 100,000 public employees after promising stable prices in marketing materials. CalPERS has said it had the authority to increase the rates and did so solely to keep the plans sustainable.

Superior Court Judge William Highberger issued a tentative ruling last month saying he was inclined to decide CalPERS raised rates for an impermissible reason for a group of about 85,000 policyholders with a unique plan benefit.

Those policyholders bought “inflation protection” plans, which featured steady increases to their benefits to cover the rising costs of long-term care – coupled with promises that premiums would stay the same.

They agreed to pay about twice as much in premiums as policyholders with more basic plans, and CalPERS' marketing materials said their premiums would be "locked in." Marketing materials came with graphs that showed a flat-line projection for future premiums as policyholders aged.

Highberger said he is inclined to rule that the marketing language means CalPERS may not raise rates simply because they promised an inflation protection benefit. He didn't include roughly 18,000 policyholders who are part of the suit's class but didn't purchase the extra benefit.

If the lawsuit goes to trial as scheduled on Oct. 30, a jury will decide whether CalPERS did or didn't increase premiums specifically because of the inflation protection benefit. The jury could decide whether all, none, or part of the increase was specifically due to the benefit, which would determine how much money CalPERS would have to pay, if any.

Plaintiffs have estimated the lawsuit could cost CalPERS \$1.2 billion if the retirement system loses.

"There is a very serious risk that a money judgment for a rather large amount of money will be issued in due course in this case," Highberger wrote, saying he agreed with plaintiffs' interpretation of the "your premiums will not increase" language.

CalPERS maintains it had the authority to selectively raise rates despite the language in the marketing materials.

"While we respectfully disagree with Judge Highberger's tentative ruling that the insurance policies limited CalPERS' ability to increase premiums, he did opine that increases are permitted in certain situations," CalPERS spokesman Joe DeAnda said in a prepared statement. He said CalPERS intends to prove that the increase "was one of those situations, and hence that it was consistent with the judge's ruling and was therefore permissible under the policies."

DeAnda said the outcome of the lawsuit wouldn't affect the rest of the retirement system's benefits. The \$375 billion fund administers retirement benefits for about 2 million people, including pensions for about 596,000 retirees.

Highberger's tentative ruling said a settlement would "necessarily involve the state's executive branch, particularly the Department of Finance, and the Legislature."

He wrote that an inability by CalPERS to pay claims could "create an obvious default by an arm of the state in the fulfillment of its contract obligations. This, in turn, could seriously impair the credit rating of the state."

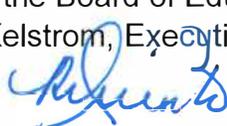
CalPERS' struggles with long-term care insurance aren't unique. Highberger's tentative ruling cites the challenges of pricing a new type of insurance in his explanation of how CalPERS ended up raising rates so dramatically in the two-part 85 percent increase in 2015 and 2016, which followed other rate increases in prior years.

While many insurers offered the plans in the 1990s, premium increases and insurer losses drove most out of that line of business, according to the AARP.

"We will continue to explore all legal and other options to maintain the viability of the long-term care insurance program, and will not enter into an agreement that would compromise the right of our policyholders to get the benefits to which they are entitled under their policies," DeAnda said in the statement.

Fresno Unified School District  
Board Communication

**BC Number AS-2**

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

Date: August 23, 2019

Phone Number: 457-3907

Regarding: August Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the August 16, 2019 Legislative Committee Meeting.

**Budget Update** – Leilani Aguinaldo provided an update on the State’s budget. The legislature returned from recess facing two upcoming milestones: August 30, 2019, all bills with a fiscal impact need to pass out of appropriations; and September 13, 2019, the last day for bills to be passed.

The 2019/20 State Budget anticipates budget trailer bill clean-up. Of significance is the discussion on expanding Special Education funding for three and four-year-olds.

There are plans to refile the property tax initiative on the November 2020 ballot to value assessments for certain commercial and industrial properties. Backers of the initiative plan to amend the language. Changes may include reevaluating the level of small businesses, clarifying the tax will target high wage earners and be in addition to Proposition 98 that “all districts will receive in an equitable way”. To refile the initiative requires almost one million new registered voter signatures.

Community eligibility for state preschool outlined in Senate Bill 75 begins January 1, 2020 and expands access beyond students eligible for free and reduced meals. Clarification on the bill is needed to understand if additional spots will be allocated to school districts.

The State Teachers’ Retirement System (STRS) actuarial report includes an unallocated amount not factored into the \$300 million funding plan. Ms. Aguinaldo warns of the possibility that the unallocated amount could grow and School Services will be monitoring the impact.

The 2018/19 State revenues closed out strong at the end of June, beating the forecast by \$409 million. July revenues continue to be better than estimates.

**Legislative Update** – Ms. Aguinaldo provided an update on legislation. The following bills were discussed:

- AB 1303 (O’Donnell) Civic Center Act – (Support) – This bill was amended to continue to authorize the Civic Center Act through January 1, 2025 and allows a school district to charge a fee for use of school’s facilities or grounds
- AB 1505 (O’Donnell) Charter School Petitions – (Support) – This bill continues to make significant changes to the authorization and renewal process for charters. The current bill has been amended to allow appeals to the County Office of Education and allows school districts to deny a petition if the district is unable to absorb the fiscal impact

- AB 644 (Committee on Public Employment and Retirement) and AB 1452 (O'Donnell) – State Teachers' Retirement Compensation – This bill would revise the calculation of earnable compensation to be the sum of the average annualized pay rate divided by the service credited for that school year. After further clarification with STRS, this does not have an impact to employers or employees
- SB 328 (Portantino) School Start Times – (Support) – This bill prohibits middle and high schools from starting earlier than 8:30 a.m. This bill was amended to prohibit middle schools from starting earlier than 8:00 a.m.

The Legislative Committee August 2019 report is attached and includes several significant fiscal report articles published this past month. The next meeting is scheduled for September 5, 2019.

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: 8/23/19

# Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING  
AUGUST 16, 2019

2019-20 Legislative Session

Prepared By:

Leilani Aguinaldo  
Director, Governmental Relations

Robert Miyashiro  
Vice President



*Public Education's Point of Reference for Making Educated Decisions*



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# ***Legislative and Economic Update***

**School Services of California, Inc.**  
**Legislative and Economic Update Prepared for:**  
**Fresno Unified School District**  
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**August 14, 2019**

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**Legislative and Economic Update**

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# The FISCAL REPORT an informational update

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August 23, 2019

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## **Education Funding Initiative to be Refiled for November 2020 Ballot**

Proponents for the split-roll property tax initiative that has already qualified for the November 2020 ballot, (see Split-Roll Property Tax Measure Headed to 2020 Ballot in the October 19, 2018, *Fiscal Report*) have announced their intent to refile the initiative in the coming days.

According to a spokesperson for Schools and Communities First, the campaign sponsoring the initiative, the soon-to-be-filed initiative will correct timeline issues, provide small business tax relief, and ensure every school district receives funding in an equitable way.

The proposal will amend the 1978 Proposition 13 to require more frequent property tax value assessments for certain commercial and industrial properties in order to bring the values for these properties up to current market rates. The additional property tax revenues generated by this proposal would be distributed to local governments and K-14 education.

Originally, the California Schools and Local Communities Funding Act was intended to appear on the November 2018 ballot. However, by the time all the initiative signatures had been validated, the deadline had passed for the 2018 ballot and the initiative became eligible for the November 2020 ballot instead.

Once the refiled initiative receives a ballot title and summary from the Attorney General, proponents will be able to start collecting the more than 623,000 registered voter signatures to qualify for the November 2020 ballot. Assuming signatures are gathered in time, we would expect the original initiative to be pulled from the November 2020 ballot (sponsors can do so by summer 2020) and the sponsors to focus their campaign on this new version.

The split-roll initiative may not be the only K-14 funding initiative up for consideration by the voters in November 2020.

The California School Boards Association (CSBA) and the Association of California School Administrators (ACSA) are exploring their own proposal to increase funding for education.

While the details of the proposal are not yet in print, the CSBA-ACSA initiative would generate upwards of \$15 billion annually for K-14 education through a permanent “millionaire’s” tax.

K-12 funding would go out in a manner similar to the Local Control Funding Formula, the community college portion would focus on existing goals of the system—and all funds would be outside of Proposition 98 and the control of the Legislature.

Stay tuned!

[Posted to the Internet 8/13/19]

—*Dave Heckler and Michelle McKay Underwood*

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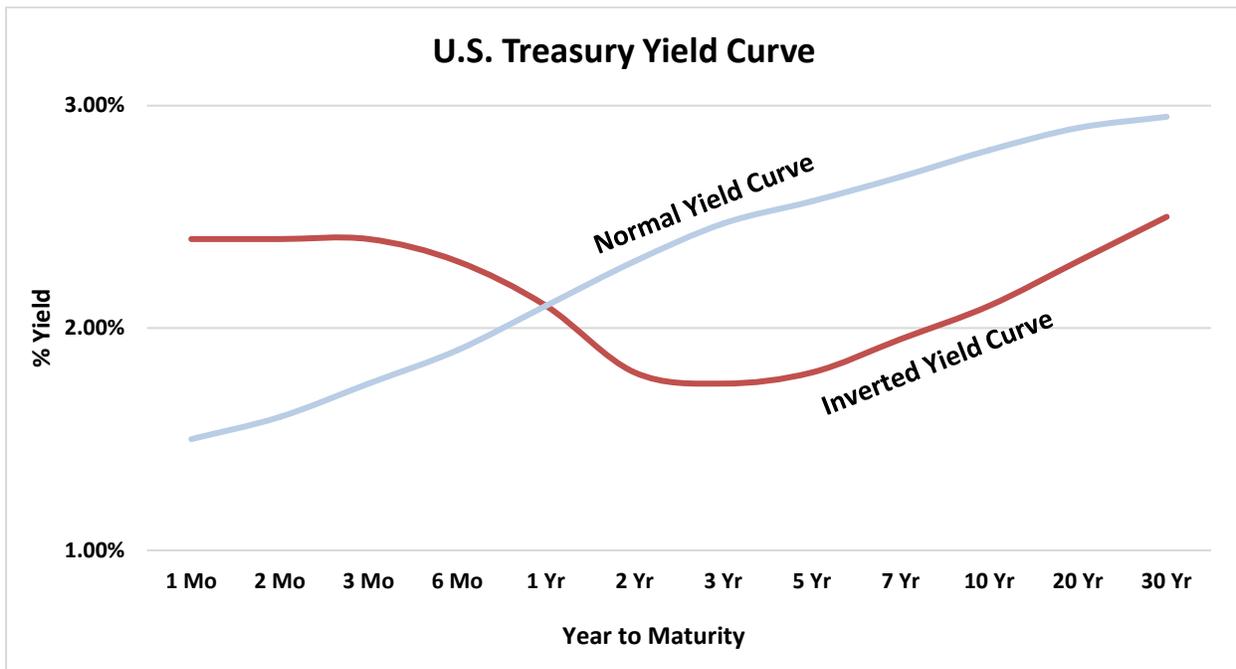
## More on the Yield Curve

At our recent School Finance and Management Conference, we introduced the concept of the yield curve, an economic indicator that for many investors has signaled an impending recession. Given the time constraints of our conference, we were not able to elaborate on whether this is a reliable gauge of the future health of the economy. This article attempts to shed further light on this economic crystal ball.

### What is the yield curve?

First, it is important to understand that the term “yield” refers to the return on investments. In this case, it is specifically the return on U.S. Treasury bills, bonds, and notes. Returns on U.S. Treasuries are generally considered “riskless” investments because they are backed by the full faith and credit of the U.S. government. Under normal circumstances, the yield or interest rate will increase as the term of the borrowing increases. For example, you would expect to pay a higher interest rate on a thirty-year home loan than a ten-year home loan.

The yield curve shows the relationship between the yield and the term of the debt, with a normal yield curve sloping upward and to the right. In other words, the interest rate rises as the time to maturity lengthens. The investor would generally expect to receive a higher return for tying up their investment for a longer period than a shorter period to compensate for the greater risks in the distant future.



### What is an inverted yield curve?

An inverted yield curve occurs when the yield or interest rate on short-term U.S. Treasuries is higher than the yield or interest rate on long-term U.S. Treasuries. When considering an inversion of the yield curve, investors often compare the difference in yields between the short-term instrument (three-month Treasury bill) and the long-term instrument (ten-year Treasury note).

### What would cause the yield curve to invert?

An inverted yield curve occurs when investors are willing to accept a lower return on a long-term instrument than a short-term instrument. The critical element is that investors are pessimistic about the future and are willing to tie up funds in riskless ten-year Treasuries even though the yields are low compared to the yields on shorter term instruments. Essentially they are signaling that the future looks less promising than the present with regard to the likely return on their future investments.

### Has the yield curve inverted?

Yes. On March 22, 2019, the yield curve inverted for the first time since 2007. According to the St. Louis Federal Reserve, the yield on the ten-year Treasury note was 0.02% less than the yield on the three-month Treasury bill. However, it is important to point out that an inversion of the yield curve for a single day is not considered a reliable signal of an impending recession. Economists and investors also watch for the persistence of this inversion.

Professor Campbell Harvey of Duke University has studied the yield curve and has concluded that an inversion of the yield curve for a full quarter is a more reliable gauge to forecast a recession. June 30 of this year marked the day that the yield curve was inverted for a full quarter. As of this writing, August 1, 2019, the yield curve stands at -0.06%—with three-month Treasury bills yielding 2.08% and ten-year Treasury notes yielding 2.02%.

### **How reliable has an inverted yield curve been as a warning of an upcoming recession?**

According to Harvey, an inverted yield curve has preceded all of the last seven recessions since the 1960s. The caveat here, however, is that the time between an inversion of the yield curve and the subsequent recession can vary. For example, the yield curve inverted about two years before the onset of the Great Recession. This may not provide the precision investors (and school business officials) are seeking, given that the average expansion lasts about six to eight years before the next downturn occurs.

### **What is the yield curve saying right now?**

This crystal ball is warning of an impending recession, but without any reliable indication as to when it will begin, how severe it will be, or how long it will last. Professor Harvey's words of warning for consumers is also appropriate for local educational agencies (LEAs): "The most important risk management tool for consumers is savings. It is important to have a buffer if we fall into a recession."

We at School Services of California Inc. have always recommended building and maintaining your LEA's reserve in order to lessen or avoid the cuts that will otherwise be required during the next downturn. Let's hope that it is years away rather than around the corner.

[Posted to the Internet 8/2/19]

—*Robert Miyashiro*

# The FISCAL REPORT an informational update

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## Ask SSC . . .

### What Are the CalSTRS Employee Contribution Rates?

- Q.** Your Dartboard shows the California State Teachers’ Retirement System (CalSTRS) contribution rates for employers, but can’t the employee contribution rate also change? What is that rate now?
- A.** There are two different groups of CalSTRS members, and they are paying different rates. The first group, those who became members of CalSTRS before the California Public Employees’ Pension Reform Act of 2012 (PEPRA), which became effective on January 1, 2013, are referred to as 2% at 60 members. They experienced an increase of their contribution rate as follows:

<b>CalSTRS 2% at 60 Members (Pre-PEPRA)</b>	
<b>Year</b>	<b>Contribution Rate</b>
Up Through 2013-14	8.00%
2014-15	8.15%
2015-16	9.20%
2016-17 and Beyond	10.25%

As indicated above, the contribution rate for CalSTRS 2% at 60 members is no longer increasing under current law.

The second group is the post-PEPRA group and is referred to as 2% at 62 members. PEPRA requires that these members pay one-half of the normal cost of their benefits, so each year CalSTRS prepares the calculation based upon the most recent actuarial valuation in order to determine whether the contribution rate for this group needs to be adjusted. Here are the rates for the 2% at 62 members:

<b>CalSTRS 2% at 62 Members (Post-PEPRA)</b>	
<b>Year</b>	<b>Contribution Rate</b>
Up Through 2013-14	8.00%
2014-15	8.15%
2015-16	8.56%
2016-17	9.205%
2017-18	9.205%
2018-19	10.205%
2019-20	10.205%

Unlike the contribution rate of the 2% at 60 members, the contribution rate applicable to the 2% at 62 members can continue to change year to year.

[Posted to the Internet 7/31/19]

—*Michelle McKay Underwood and Sheila G. Vickers*

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## **New “Community Eligibility” Provision for State Preschool**

The 2019 State Budget Act included a provision that generated little attention, but can help State Preschool providers serve more families in their communities—the new “community eligibility” provision.

Senate Bill 75 (Chapter 51/2019), the 2019 education omnibus trailer bill, adds Section 8236.3 to the Education Code authorizing contracted State Preschool Program providers, beginning January 1, 2020, to enroll four-year-old children who live within the attendance boundary of a public school that enrolls at least 80% of students eligible for free or reduce-price meals even if the monthly income of their families exceed the income eligibility thresholds. Income thresholds are currently set at or below 70% of State Median Income (SMI) for initial eligibility and at or below 85% of the SMI for ongoing eligibility, adjusted for family size.

Before enrolling four-year-old children through the community eligibility provision, providers must:

- Be operating a State Preschool Program within the attendance boundary of the qualifying public school
- Enroll children pursuant to existing enrollment priorities as established in Section 8236 of the Education Code, which gives first priority to neglected, abused, or at-risk children; second priority to eligible four-year-olds who are not enrolled in a transitional kindergarten program; and third priority to all other income-eligible three- and four-year-old children
- Require proof of residency for families seeking to enroll a four-year-old under the community eligibility provision
- Prioritize enrollment to children from families with the lowest income first to families with the highest income last

Finally, the 2019 Budget Act included clean-up language to apply the reimbursement rate adjustment factors for serving children with disabilities in part-day preschool programs of 1.54 and 1.93 for non-severely and severely disabled children, respectively. Last year’s Budget provided the augmented rates only to full-day programs.

[Posted to the Internet 7/31/19]

*—Leilani Aguinaldo and Patti F. Herrera.*

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## Ask SSC . . .

### LEA Preschool Facilities Licensing Exemption

- Q.** I saw your June 7, 2019, article about licensing exemptions for local educational agency (LEA) state preschool facilities from Community Care Licensing (CCL)—what does my district need to do to be exempt?
- A.** Thank you for your question. Since we published “*Changes Coming for District Preschool Programs*” in the June 14, 2019, *Fiscal Report*, the California Department of Education (CDE) filed emergency regulations that govern the authority for and the conditions under which LEA state preschool programs may be exempt from conventional licensing requirements by the Department of Social Services. The regulations went into effect on July 1, 2019.

In order for LEAs to seek a licensing exemption, they must comply with all of the new regulations, which can be viewed by going to [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I0CD75BBEE96E415C95457CD23D67BF12&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I0CD75BBEE96E415C95457CD23D67BF12&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)). The regulations limit eligibility for facilities exemptions to only state preschool program classrooms serving four-year-old children (thus, prohibiting the placement of three-year-old children in exempt classrooms) that meet new requirements pertaining to:

- Visual Supervision
- Indoor/Outdoor Space
- Restroom Facilities
- Drinking Water

Additionally, LEAs seeking exemption must submit the newly required “Self-certification for Classroom Exemption from Title 22 Requirements” to [CSPPExempt@cde.ca.gov](mailto:CSPPExempt@cde.ca.gov). Once the request is reviewed and approved, the CDE will issue a certificate certifying exemption from CCL regulations.

[Posted to the Internet 7/31/19]

—*Leilani Aguinaldo and Patti F. Herrera*

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## 2018-19 Attendance Rates Drop Slightly From Prior Year

Among all grade spans, average student attendance rates in 2018-19 have decreased slightly from 2017-18, according to the latest data available from the California Department of Education. Attendance rates for unified school districts dropped as well by nearly half a percent, while high school and elementary school attendance rates remained relatively flat during the same period.

With local educational agencies (LEAs) primarily funded based upon the average daily attendance (ADA) of students, attendance rates can have a significant financial impact. As in recent years, we have elected to report the average statewide student attendance rates in two different formats. Under the revenue limit, every LEA was funded at one flat rate per ADA (albeit a different rate from agency to agency), and it made sense to compare the attendance rates of agencies by type. The implementation of the Local Control Funding Formula (LCFF) included a transformation from one flat rate per ADA to rates that are differentiated by grade span, so we have included those attendance rates as well.

Grade Span	2016-17	2017-18	2018-19	Change From 2017-18 to 2018-19
Transitional Kindergarten-3	95.09%	94.96%	94.64%	-0.32%
4-6	96.13%	95.93%	95.62%	-0.31%
7-8	95.68%	95.46%	95.19%	-0.27%
9-12	94.05%	93.93%	93.45%	-0.48%

District Type	2016-17	2017-18	2018-19	Change From 2017-18 to 2018-19
Elementary	95.88%	95.66%	95.67%	0.01%
High	94.18%	93.85%	94.04%	0.19%
Unified	94.90%	94.75%	94.34%	-0.41%

Lost attendance, on average, costs approximately \$58.50 per student per day using the 2019-20 LCFF funding rates. This does not count the revenue generated from other sources based upon ADA, such as Lottery funding. Even the loss of a fraction of a percent in the attendance rate can equate to a significant amount of lost revenue for an LEA. For a unified school district of 10,000 students, a decrease in the attendance rate of 0.15% represents nearly a \$158,000 loss in revenues,

while a 1% increase in the attendance rate can net more than \$1 million in revenues from recovered ADA.

As we kick off this new school year, a focus on student attendance is key to managing LEA finances, but most importantly, for students to succeed. There are myriad strategies for improving student attendance, but it is not a “one-size-fits-all” scenario—a strategy that works well at one school may not work well at another. Also, the proper recording and reporting of student attendance is just as critical, as these procedures ensure that the LEA gets appropriate credit for the students that do attend school.

To learn more about managing the student attendance process, including school calendar development strategies and other budgeting tips and tricks, please join us at the Conquering Budgets Workshop.

[Posted to the Internet 7/26/19]

*—Dave Heckler and Debbie Fry*

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# The FISCAL REPORT an informational update

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## **CalSTRS First Report on Progress of the Full Funding Plan**

As part of the California State Teachers' Retirement System (CalSTRS) full funding plan approved by the Legislature in 2014, CalSTRS is required to submit regular reports on the progress being made towards a zero unfunded actuarial obligation (UAO) by 2046. In 2014, CalSTRS was projected to run out of money by 2046; due to Assembly Bill (AB) 1469 (Chapter 47/2014), the system will now reach a funded status of practically 100% by that same year. Its first report was sent to the Legislature last month and shows that the plan is working as intended.

AB 1469 requires this first report to compare the funding levels and projected contribution rates at the time the funding plan was enacted to those based on the June 30, 2018, actuarial valuation. The report must also indicate whether additional contributions are needed to reach full funding by 2046.

### **Comparing Funding Levels**

At the time AB 1469 was enacted, contribution rates were far below the level needed to sustain the system. And while the increasing contribution rates are beneficial to the UAO compared to the status quo, they are not currently enough to stop the UAO from growing. If the intent had been to stop the UAO from growing further, a huge increase in contributions would have been needed immediately. Instead, AB 1469 set the employer, state, and employee contribution rates to increase gradually over time to the level needed to bring the UAO to zero.

Since AB 1469 was enacted, the UAO has grown from \$73.7 billion to \$107.2 billion. CalSTRS expected the UAO to have grown to just \$98.5 billion by this point; however, changes in demographic (retirees living longer) and investment return assumptions (a more realistic 7% compared to the prior 7.5%) both resulted in an even bigger-than-anticipated UAO. It's going to get worse before it gets better: the UAO is expected to peak in 2027 at approximately \$111 billion and then decrease until 2046.

### **Contribution Rates**

AB 1469 assigned portions of the UAO to both the employer and the state and gave CalSTRS narrow authority to increase and decrease corresponding contribution rates to meet the goal of exhausting the UAO by 2046. Over the three years that the CalSTRS Board has had this authority, it has increased the state's rate by the annual maximum of 0.5%, and anticipates needing to do so over the next three years.

The CalSTRS Board does not yet have authority over the employer rate, which continues to be governed by statute. Prior to the action taken in the 2019-20 State Budget to provide contribution rate relief to employers, CalSTRS planned to reduce the employer rate to 18.3% effective July 1, 2021, and plans to make a reduction to 18.1% that year. When the full funding plan was put in place, CalSTRS believed they would need to continue to raise employer rates, potentially up to the statutory maximum of 20.25%. But the influx of employer contributions due to an increased number of active members (hiring) and employee compensation (raises) will actually reduce the employer contribution rate relative to the anticipated level.

## **Future Risks**

The report also explains risks facing the system: longevity, declines in membership, and investment:

- Longevity—while CalSTRS recently changed its demographic assumptions to recognize its retirees living longer, longevity risk is a slowly developing phenomenon that could take decades before it is recognized that retirees are living (and receiving benefits) even longer than currently assumed
- Declines in Membership—several factors could contribute to a decline in active membership including a recession necessitating staff reductions; charter school staff growing (charters are not required to participate in CalSTRS); and student population decline
- Investment—the biggest risk to the system is investment returns falling below forecast levels, as demonstrated during the depths of the Great Recession: CalSTRS posted a -4% investment return in 2007-08 and -25% in 2008-09

Any one or a combination of these risks could knock the current full funding plan off track and in extreme cases, CalSTRS would not be able to increase state and employer contributions sufficiently to meet the full funding goal of 2046. In this case, CalSTRS stresses the importance of acting quickly, noting that if its current authority to raise state and employer contribution rates had been in place during the Great Recession, the system would currently enjoy a 70% funded status versus its current 64%.

The full report is available at <https://www.calstrs.com/sites/default/files/file-attachments/calstrsfundingplanreport.pdf>.

[Posted to the Internet 7/26/19]

—*Michelle McKay Underwood*

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## **CalSTRS 2018-19 Investment Earnings Fall Short of Forecast**

On Tuesday, July 24, 2019, the California State Teachers' Retirement System (CalSTRS) reported that investment earnings for the 2018-19 fiscal year are 6.8%, falling below its forecasted 7% return. While most investment areas outperformed the 7% forecast—especially in the areas of private equity (10.5%) and innovative strategies (9.2%)—areas such as public equity (5.3%) and inflation sensitive assets (6.0%) fell short.

Investment earnings are critical to the funded status of the CalSTRS retirement plan, along with contributions from employers, employees, and the state. The California Public Employees' Retirement System (CalPERS) reports that overall, the system enjoys an estimated 64% funded status.

The 2018-19 returns bring the long-term investment earnings to:

- 6.9% for the last 5 years
- 10.1% for the last 10 years
- 6.2% for the last 20 years
- 8.0% for the last 30 years

The one-year and longer-term earnings are very similar to CalPERS, which reported a 6.7% return for 2018-19.

[Posted to the Internet 7/25/19]

—*Michelle McKay Underwood*

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## State Revenues Close Out 2018-19 Strong

State General Fund revenues for the last month of the 2018-19 fiscal year beat the forecast by \$409 million, or 2.1%. Combined with the strong performance from May, General Fund revenues for the prior fiscal year exceeded the May Revision forecast by \$1.041 billion, an auspicious start for 2019-20.

The Department of Finance's (DOF) July 2019 *Finance Bulletin* shows that the personal income tax exceeded the forecast by \$104 million, or 0.8%, and the corporation tax outperformed the forecast by \$323 million, or just over 10%. The sales and use tax fell short by \$77 million, or 2.8%. All other taxes and revenue sources were a net \$59 million above the forecast. Over the last five fiscal years, the 2018-19 final tally was the second best, exceeded only by 2017-18 when revenue collections exceeded the forecast level by \$1.5 billion.

The DOF *Bulletin* also notes that both the California and the national unemployment rates remain at near record lows. For June, the California unemployment rate stood at 4.2%, and the U.S. unemployment rate was 3.7%, just 0.1% above the 50-year record low of 3.6% set in May.

On a related note, the U.S. added 224,000 jobs in June, a strong performance given many economists' expectations of a slowing job market. Of this national total, California accounted for about one-fifth of the gain, or 46,200 jobs. The Golden State accounts for about one-eighth of the U.S. population.

The growth rate of the California economy continues to outpace that of the nation as a whole. State personal income has grown on average 5.3% annually since 2010 compared to the U.S. rate of 4.3% over the same period. Most recently, California personal income grew 4.4% in the first quarter of 2019 compared to 3.8% for the nation.

Finally, the *Finance Bulletin* indicates that residential building permits issued for the first five months of 2019 were down 12.2% compared to the same period in 2018. For the month of May, single-family building permits were down 13.9% compared to May 2018 and multi-family building permits saw an even steeper decline of 42.2%.

[Posted to the Internet 7/23/19]

—Robert Miyashiro

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The **FISCAL REPORT** an informational update

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## **SBE Incorporates Five-Year Graduation Rate Into the Graduation Rate Indicator**

At its July meeting, the State Board of Education (SBE) unanimously approved a new combined four- and five-year graduation rate for the Graduation Rate Indicator, which will be applied to the 2019 California School Dashboard (Dashboard).

Currently, the Dashboard captures the four-year cohort graduation rate and the one-year Dashboard Alternative Schools Status (DASS) graduation rate in the Graduation Rate Indicator. However, data related to a five-year graduation rate has been available on the Dashboard for informational purposes since April 2019 (see “Updates to the 2018 California School Dashboard,” in the April 19, 2019 issue of the *Fiscal Report*). It’s important to note that the five-year graduation rate will only apply to nonalternative schools, since the Graduation Rate Indicator for schools with DASS is calculated using the grade twelve one-year graduation rate.

To calculate the new combined graduation rate, the number of students who graduated in five years is added to the numerator and the denominator of the four-year cohort rate. The five-year graduation rate is intended to include the high school outcomes in year five of the students that did not graduate with their preceding four-year cohort. As a result, the combined graduation rate offers schools and districts additional time and incentive to work with and provide support to those students who did not graduate within four years. Additional details and data regarding the calculation of the combined graduation rate are available at <https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>.

While the vote to approve the new rate was unanimous, some of the board members expressed concern about how the new rate could affect schools that are currently receiving Comprehensive Support and Improvement (CSI) funding under the Every Student Succeeds Act (ESSA) (see “CDE Releases List of Schools That Qualify for CSI and ATSI Under ESSA,” in the February 8, 2019 issue of the *Fiscal Report*). California Department of Education (CDE) staff noted that applying the combined graduation rate to the 2018 data would have lifted 27 CSI schools over the 67% graduation threshold, meaning that those schools would not have qualified for the CSI funds this year. To address this concern, SBE President Linda Darling-Hammond said that the SBE and CDE staff will reassess the threshold and status cutoffs in the fall in order to evaluate how this new rate will affect schools moving forward.

You can find the other topics discussed by the SBE at the July meeting at <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201907.asp>. The next SBE meeting will be September 11-12, 2019.

[Posted to the Internet 7/19/19]

—*Kyle Hyland and Leilani Aguinaldo*

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# The FISCAL REPORT an informational update

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## **2018-19 Preliminary Investment Earnings Announced by CalPERS**

On Thursday, July 11, 2019, the California Public Employees' Retirement System (CalPERS) reported that preliminary investment earnings for the 2018-19 fiscal year are 6.7%, falling below its forecasted 7% return. While the areas of fixed income and private equity funds both outperformed the 7% forecast, all other asset classes fell short.

Investment earnings are critical to the funded status of the CalPERS retirement plan, as they are counted on for generating nearly two-thirds of the pension benefits paid to retirees. CalPERS reports that overall, CalPERS enjoys an estimated 70% funded status, nearly unchanged since last year.

The 2018-19 returns bring the long-term investment earnings to:

- 5.8% for the last 5 years
- 9.1% for the last 10 years
- 5.8% for the last 20 years
- 8.1% for the last 30 years

As can be seen above, while the 7% investment return assumption is reasonable when looking at the 30-year returns, the investment losses during the Great Recession—most significantly a loss of 24% in 2008-09—and anemic earnings during some of the recovery years caused the earnings over the last 20 years to fall below the target.

For CalPERS employers, the investment returns for a given year impact the employer contribution rates two years later. The most recent estimates, which reflect the 2019-20 State Budget funding to reduce the immediate and long-term employer contribution rates, can be found on the current School Services of California, Inc., Financial Projection Dartboard.

[Posted to the Internet 7/11/19]

—*Michelle McKay Underwood*

# The FISCAL REPORT an informational update

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## Ask SSC . . .

### What Pupil Count Date is Being Used for the Special Education Preschool Funding?

- Q.** What pupil count date is being used for the Special Education preschool funding?
- A.** On slide 51 of our School Finance and Management Conference presentation, we estimate this funding at approximately \$8,975 per pupil. Our estimate is based on the December 1, 2018, pupil count and represents the number of 3, 4, and 5-year olds with an individualized education program (IEP) and who were not enrolled in a transitional kindergarten or kindergarten program on that date.

Given that the trailer bill language specifies that funding will be based on current-year pupil counts, we believe the actual level of funding will likely be based upon the December 1, 2019 pupil count. Preschoolers are the fastest growing group of students with disabilities, with an increase of nearly 5% between 2017-18 and 2018-19. With continued growth in this population, we would expect the per-pupil amount to be slightly below our estimates.

There is still uncertainty related to this new grant, including whether it is the district of residence or service that will be allocated the funding as this is not specified in the law itself and both data points are available to the state. Additionally, it is unclear if the state will provide an advanced apportionment based on the 2018 pupil count and true up later. These issues may need to be resolved in a State Budget clean up trailer bill. If so, that would likely be amended into a bill after the Legislature returns from its summer recess on August 12, 2019.

Stay tuned . . .

[Posted to the Internet 7/11/19]

—*Suzanne Speck and Dave Heckler*

***Draft***  
***Legislative Platform***



## 2014 LEGISLATIVE PLATFORM

CORE BELIEFS	COMMITMENTS
<p><b>Student Learning</b> Every student can and must learn at grade level and beyond</p> <p><b>High-Quality Instruction</b> Teachers must demonstrate the ability and desire to educate each child at a high level</p> <p><b>Leadership</b> Leaders must perform courageously and ethically to accomplish stated goals</p> <p><b>Safety</b> A safe learning and working environment is crucial to student learning</p> <p><b>Culture</b> Fresno Unified is a place where:</p> <ul style="list-style-type: none"> <li>➤ Diversity is valued</li> <li>➤ Educational excellence and equity are expected</li> <li>➤ Individual responsibility and participation is required by all</li> <li>➤ Collaborative adult relationships are essential</li> <li>➤ Parents, students, and the community as a whole are vital partners</li> </ul>	<p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>➤ We will provide all students with access to high-quality options and a variety of activities</li> <li>➤ We will implement, continue, or expand practices proven to raise student achievement; and eliminate practices that do not</li> </ul> <p><b>High-Quality Instruction</b></p> <ul style="list-style-type: none"> <li>➤ We expect all students to achieve their personal best; differences in achievement among socioeconomic and ethnic groups are not acceptable</li> <li>➤ We expect effective teacher performance toward desired results</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>➤ We will require the timely delivery of high-quality services to every site</li> <li>➤ We will sustain and monitor a financial plan that ensures the viability of the district</li> <li>➤ We will provide clear expectations and regularly support professional growth</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>➤ We will provide a safe, clean, and orderly learning and working environment</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>➤ We will establish collaborative relationships with staff, parents, students, and the community</li> <li>➤ We strongly encourage and welcome the valuable contributions of our families</li> <li>➤ We expect and depend upon individual responsibility</li> </ul>

## **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.

# ***2019 Legislative Calendar***

## 2019 TENTATIVE LEGISLATIVE CALENDAR

COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE  
Revised 10-31-18

### DEADLINES

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

FEBRUARY							
	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
Wk. 4	24	25	26	27	28		

MARCH							
	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
Wk. 4	24	25	26	27	28	29	30
Wk. 1	31						

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

MAY							
	S	M	T	W	TH	F	S
Wk. 4				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
No Hrgs.	26	27	28	29	30	31	

- Jan. 1** Statutes take effect (Art. IV, Sec. 8(c)).
- Jan. 7** Legislature reconvenes (J.R. 51(a)(1)).
- Jan. 10** Budget must be submitted by Governor (Art. IV, Sec. 12(a)).
- Jan. 21** Martin Luther King, Jr. Day.
- Jan. 25** Last day to submit **bill requests** to the Office of Legislative Counsel.

- Feb. 18** Presidents' Day.
- Feb. 22** Last day for bills to be **introduced** (J.R. 61(a)(1), J.R. 54(a)).

**Mar. 29** Cesar Chavez Day observed.

- Apr. 11** **Spring Recess** begins upon adjournment (J.R. 51(a)(2)).
- Apr. 22** Legislature reconvenes from Spring Recess (J.R. 51(a)(2)).
- Apr. 26** Last day for **policy committees** to meet and report to fiscal committees **fiscal bills** introduced in their house (J.R. 61(a)(2)).

- May 3** Last day for **policy committees** to meet and report to the floor **non-fiscal bills** introduced in their house (J.R. 61(a)(3)).
- May 10** Last day for **policy committees** to meet prior to June 3 (J.R. 61(a)(4)).
- May 17** Last day for **fiscal committees** to meet and report to the floor bills introduced in their house (J.R. 61(a)(5)). Last day for **fiscal committees** to meet prior to June 3 (J.R. 61(a)(6)).
- May 27** Memorial Day.
- May 28-31** **Floor session only.** No committee may meet for any purpose except Rules Committee, bills referred pursuant to A.R. 77.2, and Conference Committees (J.R. 61(a)(7)).
- May 31** Last day for each house to pass bills introduced in that house (J.R. 61(a)(8)).

\*Holiday schedule subject to final approval by Rules Committee.

**2019 TENTATIVE LEGISLATIVE CALENDAR**

COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE  
Revised 10-31-18

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

**June 3** Committee meetings may resume (J.R. 61(a)(9)).

**June 15** Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).

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

**July 4** Independence Day.

**July 10** Last day for **policy committees** to hear and report **fiscal bills** to fiscal committees (J.R. 61(a)(10)).

**July 12** Last day for **policy committees** to meet and report bills (J.R. 61(a)(11)).

**Summer Recess** begins upon adjournment, provided Budget Bill has been passed (J.R. 51(a)(3)).

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

**Aug. 12** Legislature reconvenes from Summer Recess (J.R. 51(a)(3)).

**Aug. 30** Last day for **fiscal committees** to meet and report bills (J.R. 61(a)(12)).

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

**Sept. 2** Labor Day.

**Sept. 3-13 Floor session only.** No committees may meet for any purpose, except Rules Committee, bills referred pursuant to A.R. 77.2, and Conference Committees (J.R. 61(a)(13)).

**Sept. 6** Last day to **amend** bills on the floor (J.R. 61(a)(14)).

**Sept. 13** Last day for any bill to be passed (J.R. 61(a)(15)). **Interim Recess** begins upon adjournment (J.R. 51(a)(4)).

**IMPORTANT DATES OCCURRING DURING INTERIM RECESS**

**2019**

Oct. 13 Last day for Governor to sign or veto bills passed by the Legislature on or before Sept. 13 and in the Governor's possession after Sept. 13 (Art. IV, Sec. 10(b)(1)).

**2020**

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

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

\*Holiday schedule subject to final approval by Rules Committee.

# ***Bill Update***

**SCHOOL SERVICES OF CALIFORNIA, INC.**

**Legislative Report Prepared for:  
Fresno Unified School District  
Status as of: August 14, 2019**

<b>Bill No./ Author</b>	<b>Title</b>	<b>Position</b>	<b>Current Status</b>	<b>Page</b>
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AB 1097 Holden	Pupil Instruction: Credit Recovery Programs: Report	Watch	Senate Appropriations Committee— Suspense File	30
AB 1233 Smith	Advanced Placement Examinations: Fees	Support	Senate Appropriations Committee— Suspense File	30
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AB 221 Garcia, Cristina	Teachers: Third-Party Contracts: Prohibitions	Watch	Assembly Floor—Inactive File—Bill Did Not Meet Deadline	34
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AB 1078 Weber	Certificated School Employees: Permanent Status	Support	Assembly Education Committee—Bill Did Not Meet Deadline	36
AB 1353 Wicks	Classified Employees: Probationary Period	Oppose	Senate Floor—Third Reading	36
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*SB 419 Skinner	Pupil Discipline: Suspensions: Willful Defiance	No Position	Assembly Floor—Second Reading	41
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AB 760 Cooper	Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On	Support	Assembly Education Committee—Bill Did Not Meet Deadline	42
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## Accountability and Assessments

### [AB 751 \(O'Donnell\)](#)

**Title:** Pupil Assessments: Pathways to College Act

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Watch

#### **Summary:**

This bill requires the Superintendent of Public Instruction to approve a nationally recognized high school assessment (based on specified requirements) that a local educational agency may administer in lieu of the grade 11 SBAC.

### [AB 1097 \(Holden\)](#)

**Amended:** 6/11/2019

**Title:** Pupil Instruction: Credit Recovery Programs: Report

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Watch

#### **Summary:**

This bill previously would have required high school credit recovery participation to be a local indicator on the California School Dashboard.

As amended, this bill requires the California Department of Education, on or before July 1, 2021, to provide a report regarding credit recovery programs.

### [AB 1233 \(Smith\)](#)

**Amended:** 6/28/2019

**Title:** Advanced Placement Examinations: Fees

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

#### **Summary:**

This bill establishes a grant program to make Advanced Placement exams free for low-income students.

### [AB 1234 \(Patterson\)](#)

**Amended:** 6/11/2019

**Title:** Standardized Tests

**Status:** Senate Desk

**Position:** Support

#### **Summary:**

This bill streamlines state reporting requirements for entities that conduct standardized college admission tests in California.

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**[AB 1240 \(Weber\)](#)****Amended:** 6/11/2019**Title:** School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement**Status:** Senate Floor—Third Reading**Position:** Watch**Summary:**

This bill revises the definition of the pupil achievement state priority for purposes of school district and charter school Local Control and Accountability Plans to include the percentage of pupils who have successfully completed courses that: (1) satisfy the requirements for entrance to the University of California and the California State University, (2) satisfy the requirements of career technical education sequences, and (3) satisfy the requirements of both (1) and (2).

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**[AB 1512 \(Carrillo\)](#)****Title:** Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination**Status:** Assembly Higher Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill requires community colleges to award academic credit for a score of 4 or more on an International Baccalaureate subject exam.

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**Career Technical Education, Adult Education, and ROC/P**

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**[AB 1303 \(O'Donnell\)](#)****Amended:** 6/24/2019**Title:** School Facilities: Civic Center Act: Direct Costs**Status:** Senate Floor—Third Reading**Position:****Summary:**

As amended June 24, 2019, this bill would extend, until January 1, 2025, the authorization under the Civic Center Act for the governing board of a school district to charge an entity a fee for the use of the school's facilities or grounds.

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**Charter Schools**

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**[AB 967 \(Smith\)](#)****Amended:** 4/2/2019**Title:** Local Control and Accountability Plans**Status:** Senate Appropriations Committee—Suspense File**Position:** Watch**Summary:**

As amended, this bill applies to charter schools the same Local Control and Accountability Plan (LCAP) development, adoption, and transparency requirements for LCAPs that apply to school districts.

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**\*AB 1505 (O'Donnell)****Amended:** 7/5/2019**Title:** Charter Schools: Petitions**Status:** Senate Appropriations Committee**Position:** Support**Summary:**

This bill makes numerous changes relating to charter schools; specific changes include:

- Extends the timeline to approve or deny a new charter school petition an additional 30 days
- Allows school districts to deny a petition to create or expand a charter school if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate
- Allows school districts to deny a petition to create or expand a charter school if the district is not positioned to absorb the fiscal impact of the proposed charter school, which includes any of the following circumstances
- Eliminates the authority to establish a statewide benefit charter school
- Establishes additional charter renewal criteria based on the performance of the charter school on the state and local indicators included in the state's evaluation rubrics
- Prohibits the approval of a petition for the establishment of a new nonclassroom-based charter school from January 1, 2020, to January 1, 2022, with limited exceptions

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**AB 1506 (McCarty)****Amended:** 5/17/2019**Title:** Charter Schools: Statewide Total: Authorization Restrictions**Status:** Assembly Floor—Third Reading**Position:** Watch**Summary:**

Assembly Bill 1506 would institute a cap on the number of charter schools in the state. The bill specifies that a school district, county office of education, or the State Board of Education shall not authorize a charter school:

- Above the number of operating charter schools authorized by the respective entity as of January 1, 2020
- Until after one charter school closes in its respective jurisdiction
- Unless less than 10% of the average daily attendance (ADA) of pupils attending school within the boundaries of the school district or county office of education in which the charter school would be located are enrolled in charter schools and would not result in more than 10% of the ADA enrolled in charter schools

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**\*AB 1507 (Smith)****Amended:** 8/13/2019**Title:** Charter Schools: Location: Resource Center**Status:** Senate Appropriations Committee**Position:** Support**Summary:**

This bill eliminates the authorization for a charter school to be located outside the boundaries of their authorizer and allows a charter school to establish resource centers within the jurisdiction of the school district where the charter school is located if explicitly approved by the charter authorizer.

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**Early Childhood Education**

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**AB 123 (McCarty)****Amended:** 4/29/2019**Title:** Early Childhood Education: State Preschool Program: Access: Standards**Status:** Senate Education Committee—Bill Did Not Meet Deadline**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

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**AB 124 (McCarty)****Amended:** 4/22/2019**Title:** Childcare: Local Planning Councils**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

As amended, this bill requires local childcare and development planning councils (LPCs) to provide information to cities and counties regarding facility needs for early childhood education.

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**[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.

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**[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.

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**Employees**

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**[AB 182 \(Rivas, Luz\)](#)****Amended:** 4/2/2019**Title:** Teacher Credentialing: Computer Science: Workgroup**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

As amended, this bill requires the Commission on Teacher Credentialing to establish a workgroup to determine if the development of a single subject computer science credential is warranted and, if so, to consider requirements for that credential.

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**[AB 221 \(Garcia, Cristina\)](#)****Amended:** 4/12/2019**Title:** Teachers: Third-Party Contracts: Prohibitions**Status:** Assembly Floor—Inactive File—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

As amended in Assembly Education Committee, AB 221 no longer references Teach for America, but instead the bill prohibits local educational agencies from entering into a contract with a third party organization:

- To employ teachers who commit to teaching in the organization for fewer than five years

- To employ teachers at a Title I school
- To pay a recruitment fee when hiring teachers, consistent with an employment agency

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#### **[AB 249 \(Choi\)](#)**

**Title:** Public Employers: Employee Organizations

**Status:** Assembly Public Employment and Retirement Committee—Bill Did Not Meet Deadline

**Position:** Watch

**Summary:**

This bill would prohibit a public employer from deterring or discouraging a public employee or an applicant to be a public employee from opting out of becoming or remaining a member of an employee organization. The bill would prohibit a public employer from taking adverse action against a public employee or applicant to be a public employee who opts out of becoming or remaining a member of an employee organization and would specify that adverse action includes reducing a public employee's current level of pay or benefits.

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#### **[AB 500 \(Gonzalez\)](#)**

**Title:** School and Community College Employees: Paid Maternity Leave

**Status:** Senate Appropriations Committee—Suspense File

**Position:**

**Summary:**

This bill requires at least six weeks of paid maternity leave for certificated and classified employees of school districts and charter schools.

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#### **[AB 644 \(Committee on Public Employment and Retirement\)](#)**

**Amended:** 3/25/2019

**Title:** State Teachers' Retirement: Compensation

**Status:** Chapter 96, Statutes of 2019

**Position:**

**Summary:**

This bill would revise the definition of compensation earnable for the purposes of the California State Teachers' Retirement System to be the sum of the average annualized pay rate, as defined, paid in a school year divided by the service credited for that school year and the remuneration paid in addition to salary or wages. The bill would make various conforming changes in accordance with the revised definition of compensation earnable.

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#### **[AB 843 \(Rodriguez\)](#)**

**Amended:** 5/16/2019

**Title:** Student Financial Aid: Assumption Program of Loans for Education

**Status:** Senate Education Committee—Bill Did Not Meet Deadline

**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.

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**[AB 1078 \(Weber\)](#)**

**Title:** Certificated School Employees: Permanent Status

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

This bill extends the probationary period for certificated employees from two years to three years.

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**[AB 1353 \(Wicks\)](#)**

**Amended:** 6/20/2019

**Title:** Classified Employees: Probationary Period

**Status:** Senate Floor—Third Reading

**Position:** Oppose

**Summary:**

This bill shortens the probationary period for personnel management of the classified service from one year to six months.

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**[AB 1452 \(O'Donnell\)](#)**

**Amended:** 3/26/2019

**Title:** State Teachers' Retirement

**Status:** Senate Appropriations Committee—Suspense File

**Position:**

**Summary:**

This bill would prohibit aggregating creditable service in more than one position for the purpose of determining mandatory membership on a part-time basis for 50% or more of the time the employer requires for a full-time position, as specified.

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**[AB 1623 \(Rivas, Robert \)](#)**

**Amended:** 5/16/2019

**Title:** Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program

**Status:** Senate Education Committee—Bill Did Not Meet Deadline

**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.

## Facilities

### [\\*AB 48 \(O'Donnell\)](#)

**Amended:** 7/8/2019

**Title:** Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022

**Status:** Senate Appropriations Committee

**Position:** Support

#### **Summary:**

This bill places a \$13 billion statewide school bond on the March 2020 ballot and an unspecified amount for the November 2022 ballot that includes funding for traditional school facilities projects such as New Construction, Modernization, Career Technical Education, and Charter Schools. Additionally, the 2020 bond would provide state resources to mitigate lead in water, disaster and small school district assistance, a replacement program for school buildings that are 75 years old or older, and—for the first time—preschool facilities for local educational agencies operating preschool programs.

## Governance and District Operations

### [AB 177 \(Low\)](#)

**Title:** Election Day Holiday

**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

**Position:** Oppose

#### **Summary:**

The bill would require community colleges and public schools to close on any day on which a statewide general election is held.

### [SB 328 \(Portantino\)](#)

**Amended:** 5/8/2019

**Title:** Pupil Attendance: School Start Time

**Status:** Assembly Appropriations Committee

**Position:** Support

#### **Summary:**

As amended, requires middle school to start no earlier than 8:00 a.m. and high schools no earlier than 8:30 a.m.

## Health/Safety

### [SB 223 \(Hill\)](#)

**Amended:** 6/26/2019

**Title:** Pupil Health: Administration of Medicinal Cannabis: Schoolsites

**Status:** Assembly Floor—Third Reading

**Position:** Support

#### **Summary:**

This bill authorizes a local educational agency to adopt a policy that allows a parent or guardian to possess and administer nonsmokeable and nonvapeable medicinal cannabis to an authorized pupil at a school site, if that pupil is a qualified patient pursuant to the Medical Marijuana Program.

## Instruction

### [AB 197 \(Weber\)](#)

**Amended:** 5/17/2019

**Title:** Full-Day Kindergarten

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

#### **Summary:**

This bill requires school districts offering kindergarten to implement at least one full-day kindergarten program, commencing with 2022-23. A minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in first grade.

### [\\*AB 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 1393 \(Weber\)](#)

**Amended:** 7/1/2019

**Title:** Pupil Instruction: Model Curriculum: Laotian History and Cultural Studies

**Status:** Senate Floor—Second Reading

**Position:** Support

#### **Summary:**

This bill requires the model curriculum in Hmong history and cultural studies to include Laotian history and cultural studies.

## 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.

### [AB 895 \(Muratsuchi\)](#)

**Amended:** 4/8/2019

**Title:** Pupil Mental Health Services Program Act

**Status:** Assembly Education Committee

**Position:**

#### **Summary:**

This bill would enact the Pupil Mental Health Services Program Act. The act would authorize the State Department of Education, beginning with grants for the 2020–21 school year, to award matching grants to local educational agencies for programs that provide supportive services, defined to mean services that enhance the mental health and social-emotional development of pupils, to eligible pupils at school sites.

The act would award matching grants for a period of not more than three years. The bill would prescribe the procedure for a local educational agency to apply for a matching grant. The bill would also prohibit more than 10% of the moneys allocated to the department for these purposes from being used for program administration and evaluation.

## Miscellaneous

### [AB 272 \(Muratsuchi\)](#)

**Amended:** 4/11/2019

**Title:** Pupils: Use of Smartphones

**Status:** Chapter 42, Statutes of 2019

**Position:** Watch

#### **Summary:**

This bill allows a local educational agency to adopt a policy to limit or prohibit the use of smartphones by students while at school. However, students would be allowed to use smartphones in case of an emergency, when permitted by a teacher or administrator, or if deemed necessary by a physician.

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**[AB 1319 \(Arambula\)](#)****Amended:** 3/14/2019**Title:** Migrant Education: Pupil Residency**Status:** Senate Floor—Third Reading**Position:** Watch**Summary:**

This bill requires local educational agencies to allow a pupil who is a migratory child to continue attending their school of origin, as defined, or a school within the school district of origin, as defined.

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**[AB 1508 \(Bonta\)](#)****Amended:** 4/30/2019**Title:** Pupil Nutrition: Breakfast After The Bell Program**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:****Summary:**

As amended, this bill provides grants for schools to serve breakfast after school already has begun, known as “Breakfast After the Bell.” The California Department of Education (CDE) would prioritize funds for schools with high proportions of low-income children.

---

**[SB 2 \(Glazer\)](#)****Amended:** 5/23/2019**Title:** Statewide Longitudinal Student Database**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**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.

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## School Safety and Student Discipline

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**[AB 218 \(Gonzalez\)](#)****Amended:** 3/25/2019**Title:** Damages: Childhood Sexual Assault: Statute of Limitations**Status:** Senate Appropriations Committee—Suspense File**Position:** Watch**Summary:**

This bill extends the time for commencement of actions for childhood sexual assault to 40 years of age or 5 years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a 3-year window in which expired claims would be revived.

---

**AB 503 (Flora)**

**Title:** Gun-Free School Zone

**Status:** Assembly Public Safety Committee—Bill Did Not Meet Deadline

**Position:** Oppose

**Summary:**

Existing law makes it a crime to possess a firearm in a school zone. This bill would exempt from that crime a person who holds a valid concealed carry license who is carrying the firearm described in the license to, from, or in a church, synagogue, or other building used as a place of worship on the grounds of a public or private school, if the person has the written permission of the school authority and subject to specified conditions.

---

**\*SB 419 (Skinner)**

**Amended:** 8/12/2019

**Title:** Pupil Discipline: Suspensions: Willful Defiance

**Status:** Assembly Floor—Second Reading

**Position:** No Position

**Summary:**

Current law prohibits the suspension of students in grades K-3 for willful defiance. This bill extends the prohibition for suspensions for willful defiance to grades 4-5. Until January 1, 2025, this bill also prohibits the suspension of a student in grades 6-8 for willful defiance.

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## Special Education

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**AB 428 (Medina)**

**Title:** Special Education Funding

**Status:** 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 95<sup>th</sup> 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—Bill Did Not Meet Deadline**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.

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**State Budget, Education Finance, and LCFF**

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**[AB 39 \(Muratsuchi\)](#)****Amended:** 5/8/2019**Title:** Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports**Status:** Senate Appropriations Committee—Suspense 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.

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**[AB 575 \(Weber\)](#)****Title:** Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:****Summary:**

This bill would adjust the definition of “unduplicated pupils” to include pupils who are included in the lowest performing subgroup or subgroups, as defined, based on the most recently available mathematics or language arts results on the California Assessment of Student Performance and Progress.

---

**[AB 760 \(Cooper\)](#)****Amended:** 3/18/2019**Title:** Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill adds a cost-of-living adjustment to Home to School Transportation Program funds and incrementally equalizes pupil transportation funding to 90% of a local educational agency's approved transportation cost expenditures.

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**[AB 1225 \(Carrillo\)](#)****Amended:** 3/26/2019**Title:** Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill adds homeless students to the categories of Local Control Funding Formula (LCFF) unduplicated pupils, and allows foster youth who are homeless to be counted twice under LCFF.

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**[SB 443 \(Rubio\)](#)****Title:** Transitional Kindergarten: Average Daily Attendance**Status:** Senate Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill provides average daily attendance for all TK students, regardless of when the student turns five years old.

---

**[SB 499 \(McGuire\)](#)****Amended:** 5/17/2019**Title:** School Meals: California-Grown for Healthy Kids Program**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**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.

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**[SB 729 \(Portantino\)](#)****Amended:** 3/27/2019**Title:** Local Control Funding Formula: School Districts and Charter Schools**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**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.

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**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%.

Fresno Unified School District  
Board Communication

**BC Number C-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Zuleica Murillo, Executive Director  
Cabinet Approval: 

Date: August 23, 2019

Phone Number: 457-3390

Regarding: Parent University 10<sup>th</sup> Anniversary and Fall Parent Learning Opportunities

The purpose of this communication is to provide the Board information regarding the Parent University 10<sup>th</sup> year anniversary celebration and the start of the fall parent learning cohort.

Parent University started the 2019/20 school year by celebrating its 10<sup>th</sup> year anniversary with students and their families at Chukchansi Park on Friday, August 9, 2019. The celebration commenced with a momentous first pitch by Superintendent Nelson in the company of approximately 500 families who were invited to celebrate alongside Parent University. Back to school items were provided to families, including backpacks, pencils, pens, and lunch boxes.

Our fall parent learning cohort will start Tuesday, August 27 and will continue through November 22, 2019. Courses will be offered in English, Hmong, Mixteco, and Lao at 77 school sites.

Topics include:

- Elementary School Environment
- Middle School Environment with CTE and School Choice Tour
- College and Career Readiness and College Campus Tour
- Special Education with Regional Instructional Manager Dialogue
- English Learners and the English Language Proficiency Assessments for California
- Introduction to Dual Immersion
- Local Control and Accountability Plan (LCAP)
- Parent Leadership Academy
- Ready to Learn with Valley Public Television
- Neighborhood Revitalization with The City of Fresno
- Let's Go to College with Central Valley Resource Center
- Opening Doors/ Abriendo Puertas with Central Valley Resource Center
- Quarter Sports Parent Engagement with The Fresno Street Saints
- Parent Engagement in Education with Parent Institute for Quality Education (PIQE)
- Hispanic and Hmong Resident's Academies with the Fresno Police Department

Photos of the 10-year anniversary celebration are attached. The active schedule of parent learning opportunities can be viewed at: [www.fresnounified.org/dept/parentu](http://www.fresnounified.org/dept/parentu)

If you have questions or require additional information, please contact Zuleica Murillo at 457-3390.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 8/23/19



Fresno Unified School District

August 9, 2019

Fresno Unified School District  
Board Communication

**BC Number EA-1**

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

Date: August 23, 2019

Phone Number: 457-3896

Regarding: Differentiated Assistance in Fresno Unified School District

The purpose of this communication is to provide the Board with an update on differentiated assistance and an evaluation report on the Foster Youth Pivot Pilot program.

With California's recent accountability system through the California Dashboard, districts were identified as qualifying for differentiated assistance under the statewide system of support. As a result, County Offices of Education have partnered with local schools/districts to define a high quality and consistent approach to differentiated assistance toward improving student outcomes for our poorest performing students. A school district is eligible for differentiated assistance if any student group is red for two or more indicators on the California Dashboard.

For the first time, in 2018/19, California Department of Education identified Fresno Unified as a differentiated assistance district. Three student groups were identified in need of differentiated assistance—African American, foster youth, students with disabilities. African American students and foster youth had red indicators in English Language Arts (ELA) and suspension rates. Students with disabilities had red indicators in ELA, suspension rates, and graduation rates.

Although there have been many actions taken to support our student groups in need, one particular area of focus was implementing improvement science in collaboration with the county, Equity and Access, Department of Prevention and Intervention, and four school sites in order to focus on our very high foster youth suspensions rates, which had increased significantly from the previous year, putting our district in the lowest performance level (red). The collaborative work resulted in the development and implementation of action plans at the pilot sites with the primary goal of reducing the suspension rate disproportionality for foster youth by improving foster youth's sense of belonging and connectedness to school. Included is an evaluation report of the Foster Youth Pivot Pilot Program.

For the 2019/20 school year, African American students are no longer an identified student group for differentiated assistance as they now have one red indicator (Suspension Rate) rather than two. Foster youth, homeless students, and students with disabilities were identified as the student groups in differentiated assistance with two or more red indicators. Foster youth and students with disabilities are no longer red in suspension rates and ELA, but they have two red indicators for graduation rates and college and career. Homeless students have two red indicators in chronic absenteeism rates and suspension rates. Collaborative teams are being formed with representatives from the Fresno County Superintendent of Schools, Fresno Unified departments, and schools to develop and implement an assistance plan to address and improve identified performance issues and significant disparities for these specific student groups. Our collaborative team supports through a continuous improvement science process and involves a shift from compliance to capacity building and "doing with" instead of

“doing to” schools, identifying strengths and areas of need, and gathering and reviewing evidence to encourage reflection throughout the process.

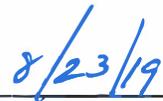
If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent

Robert G. Nelson Ed.D.

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

Date:

A handwritten date "8/23/19" in blue ink, written over a horizontal line.



# Foster Youth Pivot Pilot Program

EVALUATION REPORT

Office of Equity & Access  
Fresno Unified School District

August 2019

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## Introduction

For many children, parents and other adult role models provide for their basic needs and nurture and support their personal well-being to help them reach important milestones in their education. The familial, social, and academic networks that many children have are critical to their long-term individual, social and financial well-being. Many foster youth students lack or have limited support and networks in their lives. The foster youth student population is one of the most academically and socioemotionally vulnerable student groups in P-12 education. Children enter the foster youth system for a variety of reasons. Sometimes a parent's health does not allow them to care for their children and if there is not another family member available to help, foster care may be considered. When a parent is incarcerated or dies, attempts are made for children to be placed in the care of family or friends, but when this is not possible, children may enter the foster system. Children may also be removed from their parents' custody for reasons that include various types of abuse or neglect and other circumstances resulting in parents' inability to care for their children adequately. In addition to exposure to such circumstances, foster youth children experience a high degree of trauma in their lives that includes removal from their home, separation from parents, and being placed in the care of strangers. Removal from home brings added stressors of being placed in a new neighborhood or city, a new school with new teachers and new peers. Unstable living conditions due to frequent mobility or "the revolving door" of foster youth placement add to the trauma. The trauma that foster youth experience is detrimental and might manifest itself in

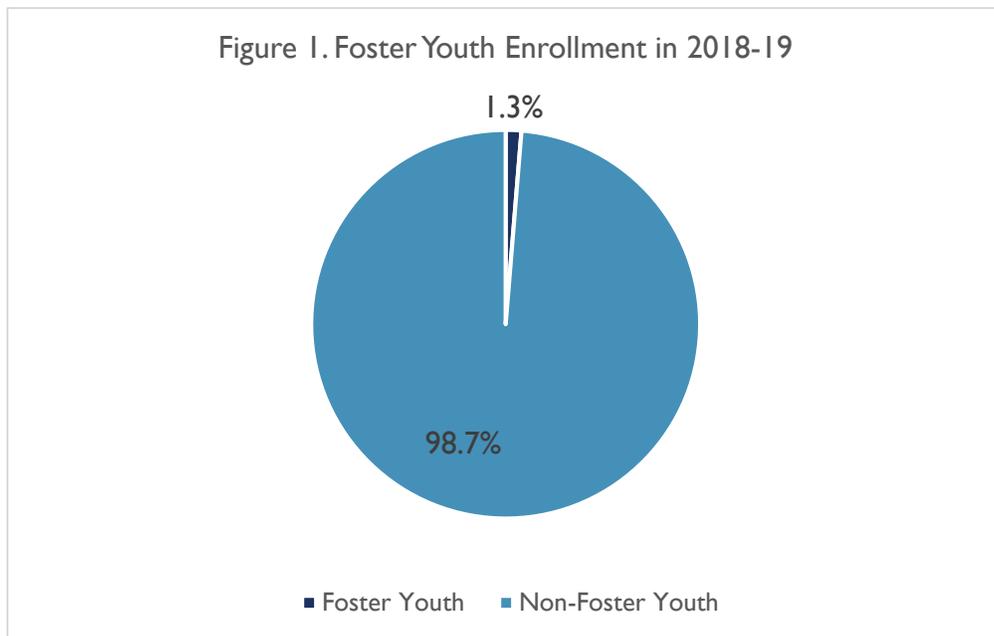
poor academic performance and maladaptive behaviors (American Academy of Pediatrics, 2015).

The educational trajectories of foster youth are far behind those of other student groups who are socioeconomically disadvantaged. Compared to their peers, foster youth are more likely to have lower achievement test scores and perform below grade level (Pecora, Williams, Kessler, et al., 2006). Over half are held back in school for at least one year (Parrish, Dubois, Delano, et al., 2001). Foster youth are also more likely to have lower levels of engagement in school and are less likely to be involved in extra-curricular activities. Many foster youth experience mental health problems which may be manifested in behavioral problems. Foster youth are placed in special education settings at a much higher rate than their peers. Nearly a third of foster youth suffer from at least one affective or substance use disorder. When mental and physical health needs are not addressed, these can lead to or exacerbate pre-existing academic difficulties.

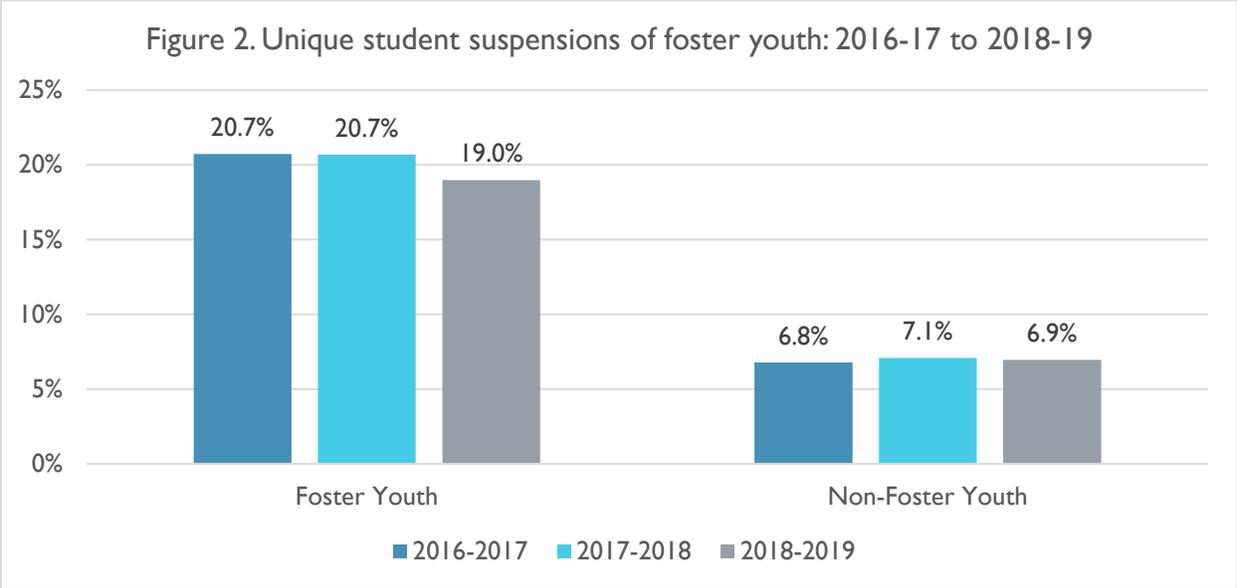
The long-term consequences of poor academic experiences are significant. Foster youth are twice as likely to drop out of school. Recently, the California Department of Education (CDE) released the 2017-18 four-year adjusted cohort graduation and dropout rates for the class of 2018 (California Department of Education, 2019a). In Fresno Unified School District (FUSD), foster youth had a graduation rate of 53.2%, the lowest rate of all the student groups reported: English learners, foster youth, migrant, students with disabilities, and socioeconomically disadvantaged. Furthermore, FUSD foster youth had the highest dropout rate at 28.6%. Similar graduation and dropout rates were reported for foster youth at the state level for 2017-18. Even when foster youth successfully graduate and attend college, their likelihood of earning a

postsecondary degree is much lower than their non-foster peers. With low high school graduation rates, high dropout rates, and relatively low college graduation rates, foster youth continue to face difficult challenges even once they have exited or aged out of the foster care system. These factors contribute to an increased risk of being unemployed, homeless, or arrested as adults (Belfield & Levin, 2007).

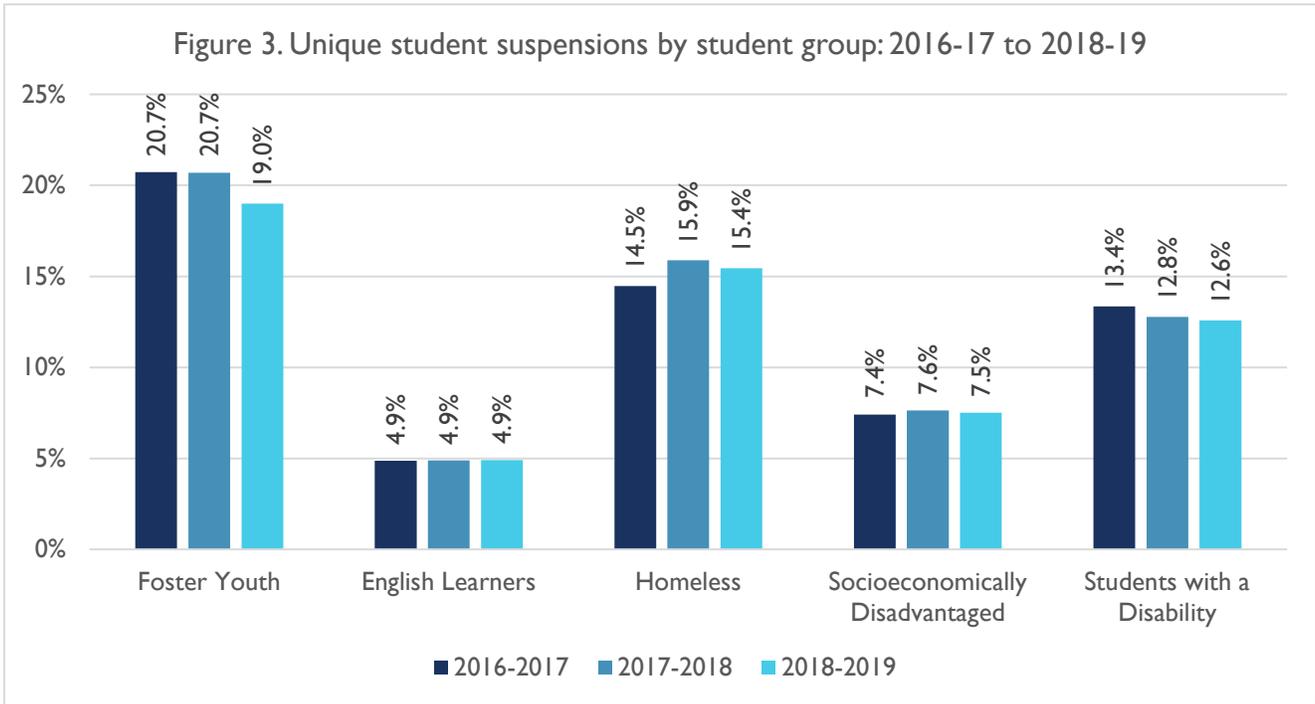
In 2018-19, foster youth students represented 1.3% (986 of 73,594) (see Figure 1) of the student population in FUSD, indicating that there was at least 1 foster youth student for every 100 students in the district. This ratio was higher than Fresno County's where foster youth ( $n=1,445$ ) accounted for 0.7% of the total student population ( $n=206,418$ ). The FUSD foster youth student population represented half of the total foster youth population in Fresno County in 2018-19 school year (California Department of Education, 2019b).



As one of FUSD’s most vulnerable populations, foster youth are suspended at rates that are disproportionate compared to non-foster youth students in the district. As shown in Figure 2, foster youth in FUSD had suspension rates that are three times that of non-foster youth from 2016-17 to 2018-19. Although only 3 years are represented, this disproportionality has been persistent for the past several years.

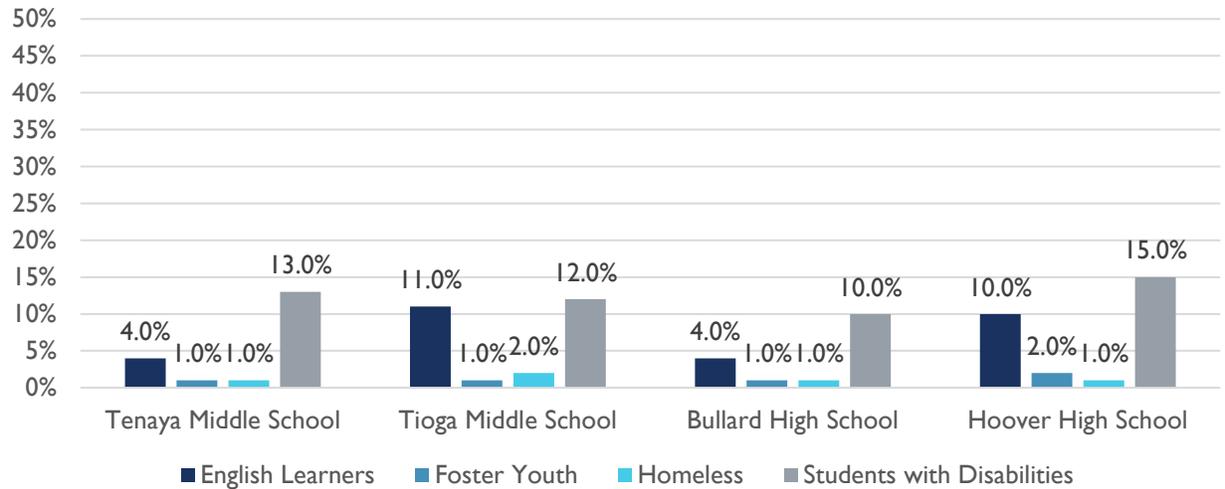


As shown in Figure 3, from the 2016-17 to 2018-19 school year, foster youth suspension rates exceeded other vulnerable student groups such as English learners, homeless youth, socioeconomically disadvantaged, and students with disabilities groups.



In FUSD, the foster and homeless youth groups are two of the smallest student groups compared to other student groups such as English learners or students with disabilities. *Figure 4* highlights the size of these student groups at four FUSD sites that were selected to participate in the Foster Youth Pivot Pilot (see Selection of Foster Youth Pivot Pilot Sites section). While foster youth are the smallest groups, their suspension rates have been high historically. These observations support findings that the traumatic experiences of foster youth are often manifested in maladaptive behaviors (American Academy of Pediatrics, 2015). Some of these behaviors result in suspensions.

Figure 4. Student Group Enrollment, 2018-19



School	English Learners	Foster Youth	Homeless	Students w/Disabilities
Tenaya Middle School	39	10	5	121
Tioga Middle School	72	4	10	77
Bullard High School	108	31	16	236
Hoover High School	168	34	21	259

### Purpose of Evaluation

The CDE identified FUSD as a Differentiated Assistance district for the first time through California’s System of Support (California Department of Education, 2019c). A reason FUSD was identified as a Differentiated Assistance district was because of FUSD’s high foster youth suspension rates, which increased significantly from 2017-18, putting FUSD in the lowest performance level. In response to this, collaborative work between Fresno County, FUSD, and four school sites resulted in the development and implementation of action plans at four school sites with the primary goal of reducing the suspension rate disproportionality for foster youth by improving foster youth’s sense of belonging and connectedness to school.

The primary goal of this evaluation was to inform FUSD stakeholders about the impact of the Foster Youth Pivot Pilot on foster youth behavior and perceptions about their school's culture and climate. The following questions guided this evaluation:

1. What was the impact of the Foster Youth Pivot Pilot on students'
  - a. suspension rates?
  - b. sense of connectedness to their school?
  - c. belief that there is an adult who cares about them at school?
  - d. belief that students (peers) care for one another at school?
2. What challenges surfaced during implementation of the pilot?
3. What lessons were learned from pilot?

### Selection of Foster Youth Pilot Sites

The Foster Youth Pivot Pilot program described in this report was developed as a response to Level 2 of California's System of Support (California Department of Education, 2019c). This system is focused on building the capacity of local education agencies (LEAs) so that LEAs can sustain improvement and effectively address disparities in student opportunities and outcomes. California's System of Support is one of the central components of California's accountability and continuous improvement system and consists of three levels. Level 1 assures the availability of resources, tools, and voluntary technical assistance for all LEAs and schools. In Level 2, County Offices of Education (COEs) must offer differentiated assistance to an LEA if any student group does not meet performance standards for two or more Local Control Funding Formula (LCFF) priority areas (i.e., basic services, implementation of state standards, parent involvement, student achievement, student engagement, school climate, course access,

student outcomes, expelled youth, and foster youth). In Level 3, the State Superintendent of Public Instruction may require more intensive interventions for LEAs with persistent performance issues and a lack of improvement over a specified time period. The state wanted FUSD to do something different and that involved collaborating with the Fresno County Superintendent of Schools to take an improvement science approach to address foster youth's high suspension rates.

### Design Sprint

Upon being designated a Differentiated Assistance district through California's System of Support in 2018-19, a team of key stakeholders was formed. This team included representatives from the Fresno County Superintendent of Schools, FUSD's Department of Equity and Access, FUSD's Department of Prevention and Intervention (DPI), a school social worker, and a high school administrator. At the end of June 2018, this team convened to participate in a Design Sprint, which is a unique 5-day problem-centered process for designing, validating ideas, and solving problems through prototyping and testing. Unlike the 6–8-week Plan-Do-Study-Act (PDSA) cycle which focuses on one action, Design Sprint focuses on multiple actions. The goal of this 5-day gathering was to encourage participants to think about this problem in a new way, to fully explore the root causes of issues that often go unexamined in the fast-moving, action-oriented world of education. This process yielded a wide variety of insights that may not have surfaced had the group jumped right into solutions without first seeing the system as a whole. Figure 5 highlights the major steps taken over the course of the 5-day Design Sprint.

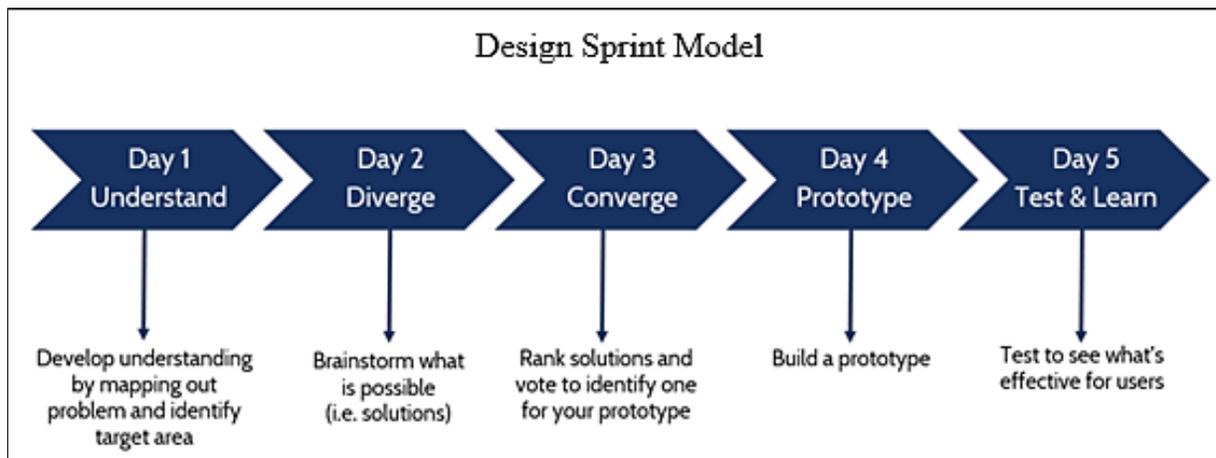


Figure 5. Design Sprint Model

The team focused on finding the root cause of high suspension rates for foster youth. Participants used the Design Sprint’s improvement science principles to do a deep dive into this problem statement: “Foster youth have disproportionately high suspension rates.” Participants identified the following major high-level causes of this problem: inadequate adult support systems, lack of stability, identity issues, failure of existing or lack of effective systems, trauma, lack of social-emotional skills, mental health issues, emotional barriers, school connectedness with others, and low academic engagement. With each cause that was identified, participants continued to ask “Why?” which generated deeper levels of causes. The team continued organizing these layers of causes under related causes or categories. The fishbone diagram shown in Figure 6 represents an initial breakdown of each problem area to identify root causes of high suspensions.

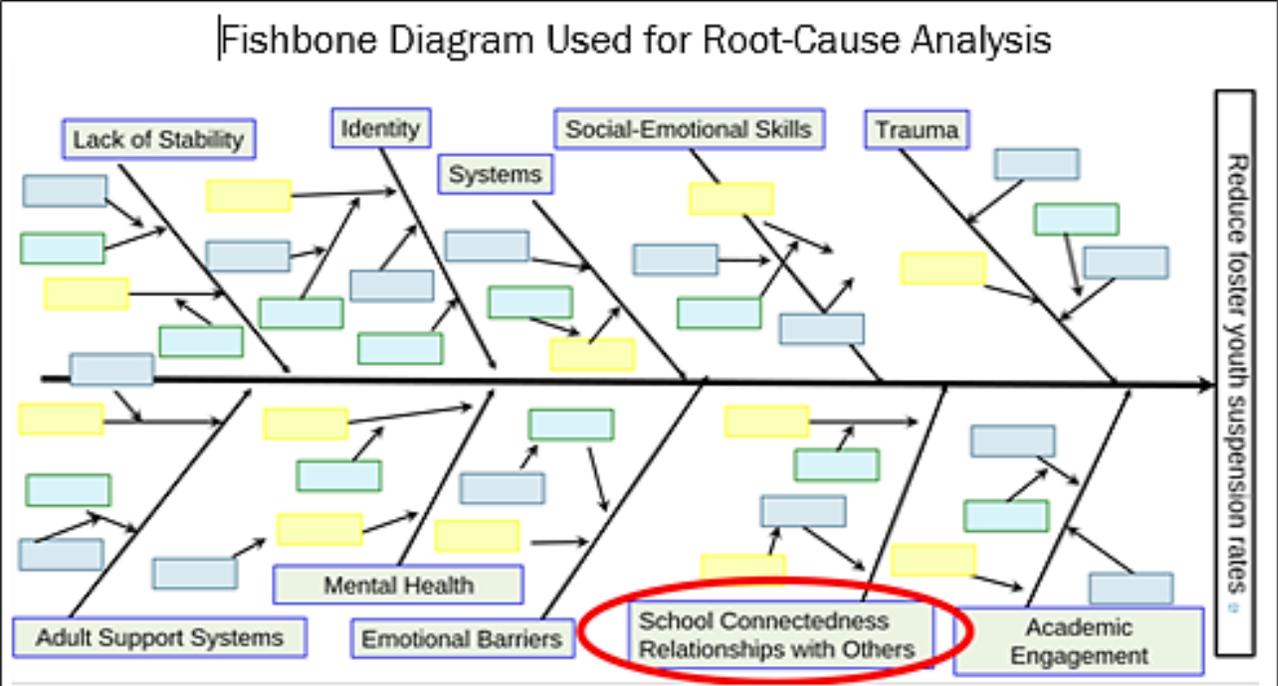


Figure 6. Root Cause Analysis Result

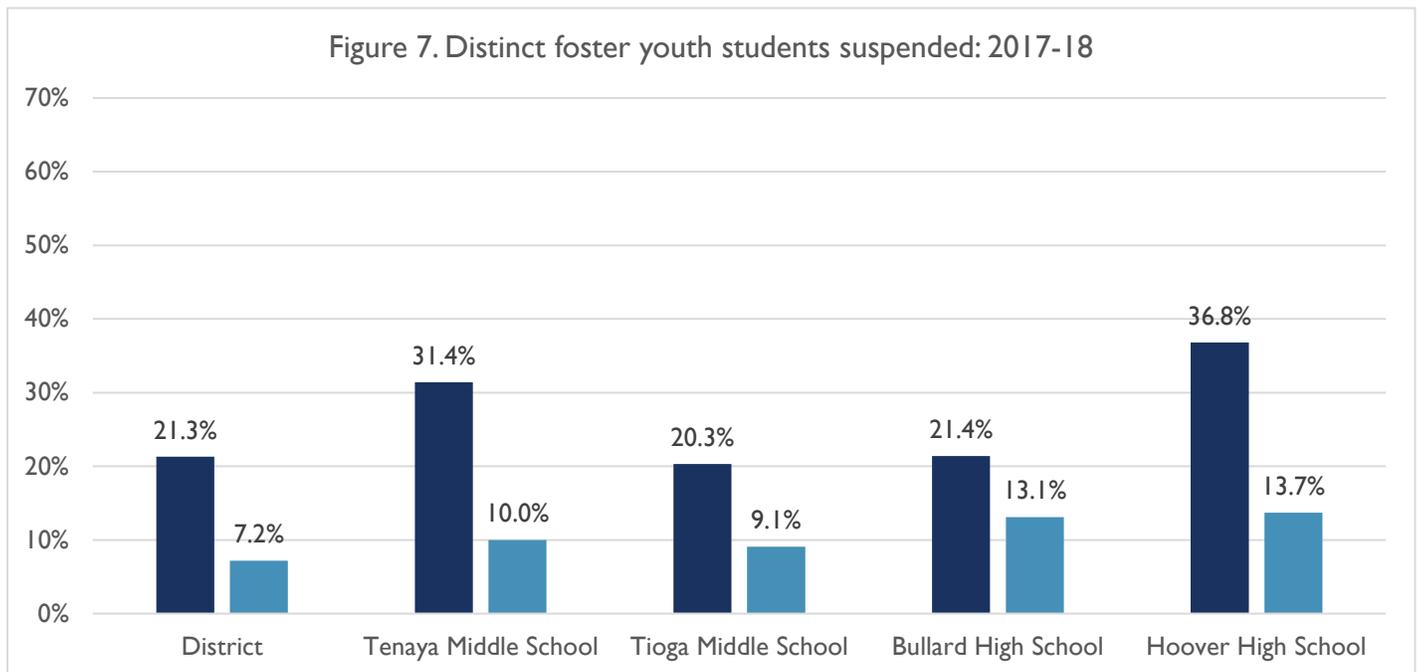
After the Design Sprint team generated all possible solutions to the root causes identified, the team brainstormed how resources at the school site level could be leveraged to make these solutions a reality. Upon reviewing data and receiving input from experts in the field (i.e., a foster youth group home owner, the FUSD instructional superintendent from the School Leadership department, FCOE’s Department of Social Services, a foster youth parent, a foster youth student, a school social worker, and the Chief of Equity and Access from FUSD) the team determined that school connectedness was a high-leverage area of impact that could be targeted to reduce foster youth suspension rates.

## Foster Youth Pivot Pilot Program

The Design Sprint set the foundation for the Foster Youth Pivot Pilot by facilitating a partnership between representatives from Equity and Access and DPI. With the target area identified, the next step was to identify and collaborate with FUSD school sites.

### Launching the Foster Youth Pivot Pilot

Four FUSD school sites were identified—Tenaya Middle School, Tioga Middle School, Bullard High School, and Hoover High School—due to their high numbers of foster youth enrollment and disproportionate rates of foster youth suspensions. At the end of the 2017-18 school year, foster youth at these four sites had suspension rates that were similar or exceeded the district average (see Figure 7).



The Foster Youth Pivot team partnered with these schools to identify site-based actions to build connectedness with foster youth to improve behavior and reduce foster youth suspensions.

Each pilot site was asked to create a diverse pivot team that included administrators, teachers, a social worker, a counselor, and whomever else they felt would be necessary to lead this work. An in-person meeting was scheduled with each pilot site where the Equity and Access and DPI team reviewed the Design Sprint work including the root-cause analysis, and put together a school profile that showcased each school's unique demographics, academic performance, and behavior of their foster youth student population. The cross-functional team engaged the school site team in a deep dive of each school's data to better understand the current state of how their foster youth were faring. During the meeting, a pizza luncheon was organized where foster youth from each pilot site were invited to attend with a friend. The luncheon provided an opportunity for each pilot school's pivot team to get to know and interact with their foster youth.

The majority of pivot team meetings focused on supporting each pilot school site to develop an action plan to increase school connectedness for foster youth (see Appendices A–D). These actions plans were aimed at decreasing behaviors leading to suspensions by increasing school connectedness among foster youth. While each of the pilot sites developed their own plan, which reflected their site's unique context and culture, there were some commonalities. For example, all pivot pilot sites decided to focus on streamlining their intake processes to better identify foster youth when they enrolled at their site. Foster youth clubs were also developed at all four pilot sites to give foster youth a voice, build connectedness, and foster relationships among them and their peers. Pilot sites also initiated unique actions such as developing a staff-mentoring program for all foster youth students where mentors and mentees were paired based on hobbies and interests. Mentors and mentees met once a month

where they engaged in a fun, relationship-building activity and enjoyed a snack. Another pilot site engaged foster youth students in a focus group centered on gathering student voice on their current experiences at school, their perceptions about feeling welcomed and connected to adults on campus, and their suggestions for improving school connectedness among students.

Once action plans were developed, the team identified process and outcome measurements that could be built into their actions to monitor progress and measure impact. Attendance, rosters, agendas, and exit tickets were collected at each cross-functional team meeting with the pilot sites and at each foster youth club meeting. Participation and qualitative data were also collected at each mentor-mentee event held at the pilot sites that implemented a mentoring program for foster youth. Focus group and roundtable data were collected and shared to highlight foster youth student voice and experiences at two pilot sites that implemented these actions.

## Results

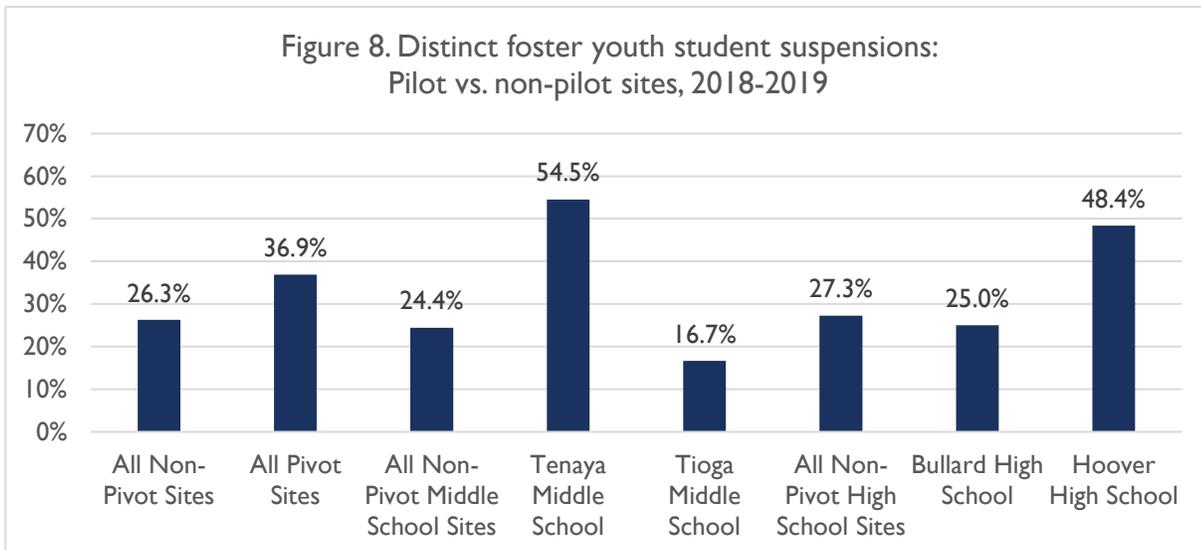
The purpose of the Foster Youth Pivot Pilot program was to decrease foster youth suspension rates by improving school connectedness at four pilot sites. Both qualitative and quantitative data were collected throughout the course of the program to monitor and analyze process and outcomes at each pilot site. The implementation of each site's action plans varied due to availability of temporal and human resources as well as different levels of site initiative and ownership of action plans. The cross-functional pivot team engaged in over 30 site-based team meetings. All pilot sites implemented foster youth clubs with participation ranging from 2

to 8 meetings during the year. Intake processes were improved to better identify and integrate newly-enrolled foster youth students.

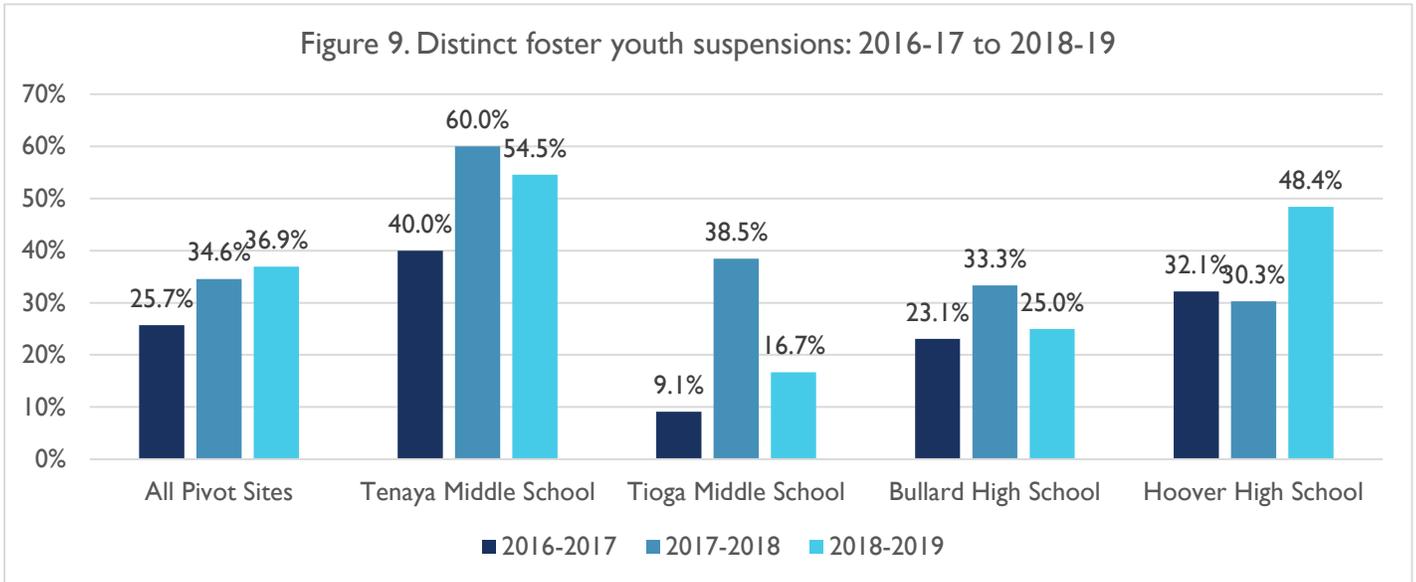
To determine the effect of the pilot on student behavior, foster youth suspensions, expulsions, and Level III misbehavior data were analyzed. Student data from the 2017-18 school year (before implementation of the Foster Youth Pivot Pilot) were compared to student data from the 2018-19 school year (after conclusion of the Foster Youth Pivot Pilot implementation) in a before-and-after design. Student response data from the school connectedness domain of the annual FUSD Student Culture and Climate (SCC) survey were also analyzed. It is important to note that the foster youth student groups at the selected sites were small. Caution is advised in drawing conclusions from the analyses performed due to small sample sizes of foster youth groups at the pilot sites.

### Foster Youth Suspensions, Expulsions, and Misbehaviors

The Foster Youth Pivot Pilot program’s main outcome was to reduce foster youth suspensions. There were varying levels of success in reducing foster youth suspensions across pilot sites. Compared to non-pilot secondary schools, both Tioga Middle School and Bullard High School demonstrated a lower foster youth suspension rate (figure 8).



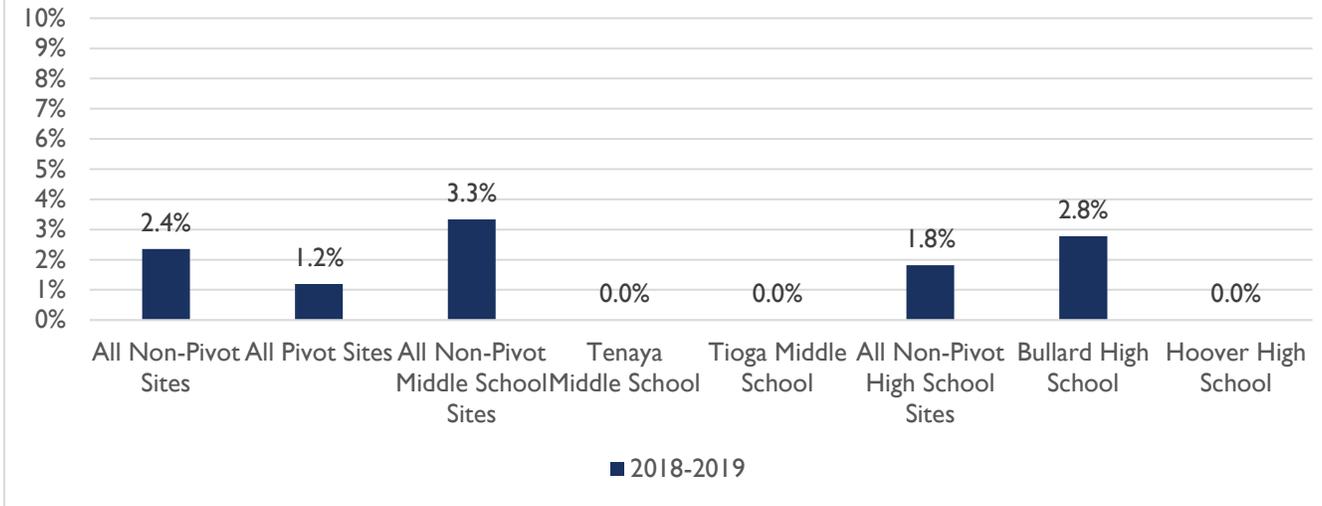
Compared to 2017-18, Tenaya Middle School, Tioga Middle School and Bullard High School experienced a reduction in the percentage of foster youth suspensions in 2018-19 (Figure 9). Conversely, Hoover High School increased their foster youth suspension rates from the previous year.



Level III misbehaviors and expulsions as secondary outcomes. Although misbehaviors and expulsions were not the primary focus of this work, Level III misbehaviors are often precursors to suspensions, and expulsions often occur after repeated suspensions, making them valuable factors to examine.

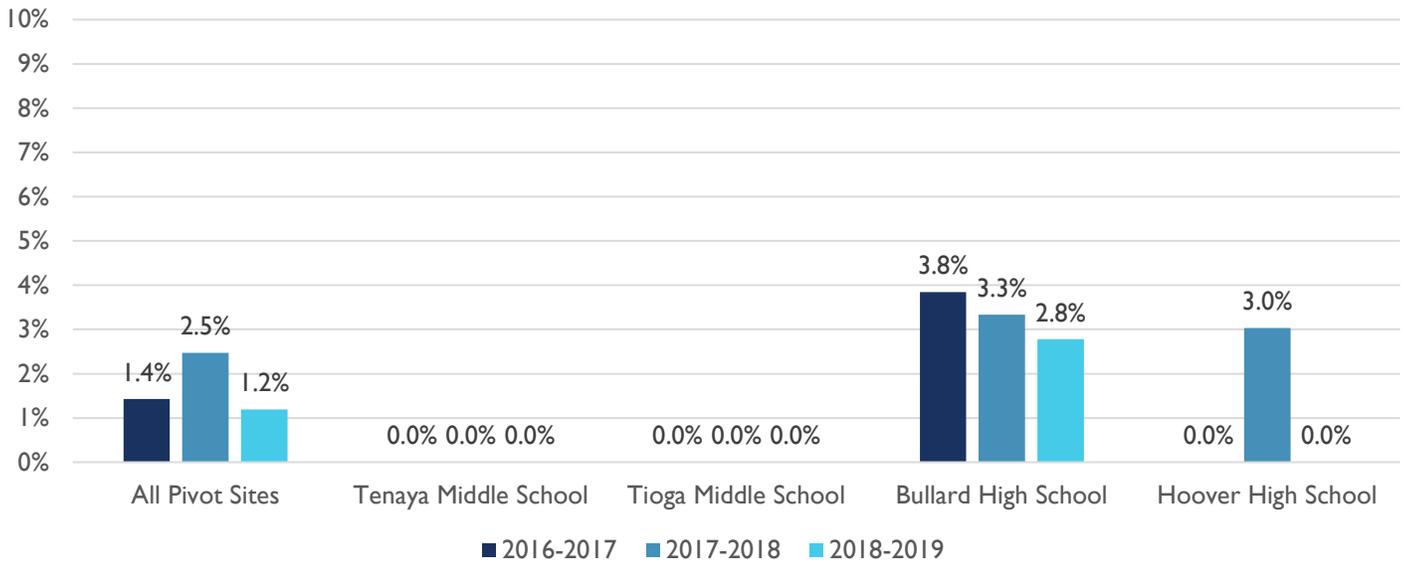
Compared to all other non-pilot secondary school sites, the four pilot sites had fewer expulsions in 2018-19. In comparison to non-pilot middle schools, both pilot middle schools, Tenaya and Tioga, had fewer foster youth expulsions. Hoover High School had a lower foster youth expulsion rate compared to all other non-pilot high schools (Figure 10).

Figure 10. Distinct foster youth expulsions: Pivot sites vs. non-pivot sites, 2018-19



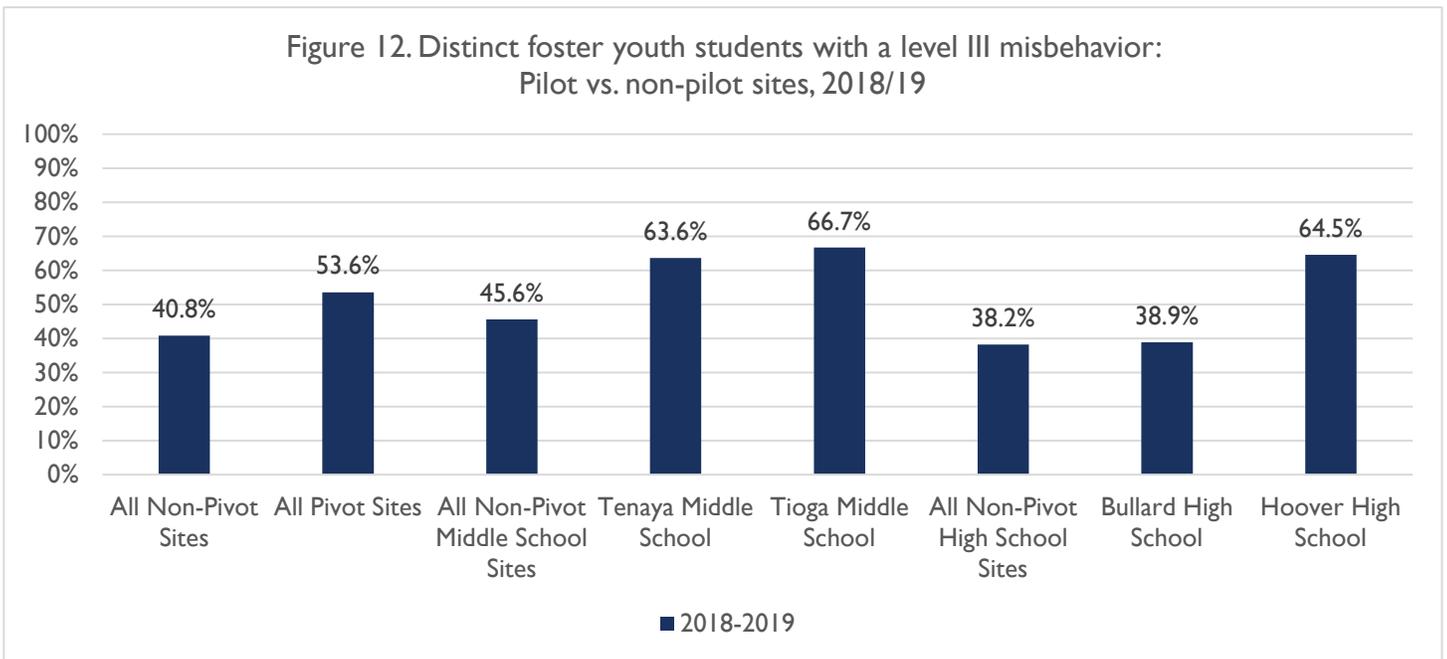
Compared to previous years, all pilot sites demonstrated a decrease in their foster youth expulsions (Figure 11).

Figure 11. Distinct foster youth expulsions: 2016-17 to 2018-19



Student misbehaviors are categorized using a 3-level system (see Appendix H) with minor misbehaviors classified under Level I and the most severe and harmful behaviors classified under Level III. Level III misbehaviors require immediate administrative involvement

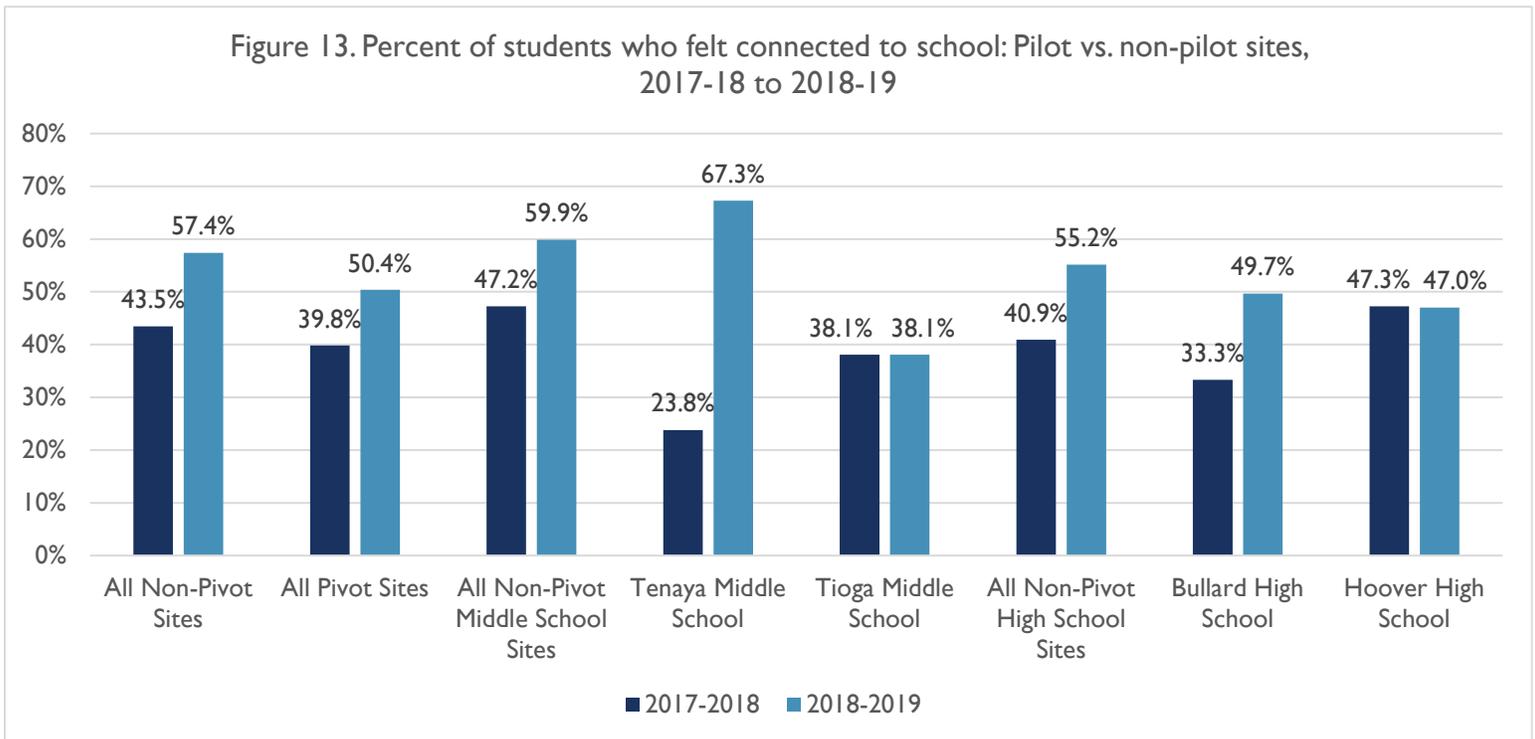
and written documentation from person observing or documenting the behaviors. This evaluation only investigated Level III misbehaviors as those are likely to have more severe disciplinary consequences such as suspensions and expulsions. While some of the pilot sites had decreases in foster youth suspensions and expulsions, this was not the case for Level III misbehaviors. Compared to all other non-pilot sites, foster youth Level III misbehaviors were higher at the four pilot sites at the end of the 2018-19 school year (Figure 12).



### School Connectedness, Caring Adult, and Peer Relationships

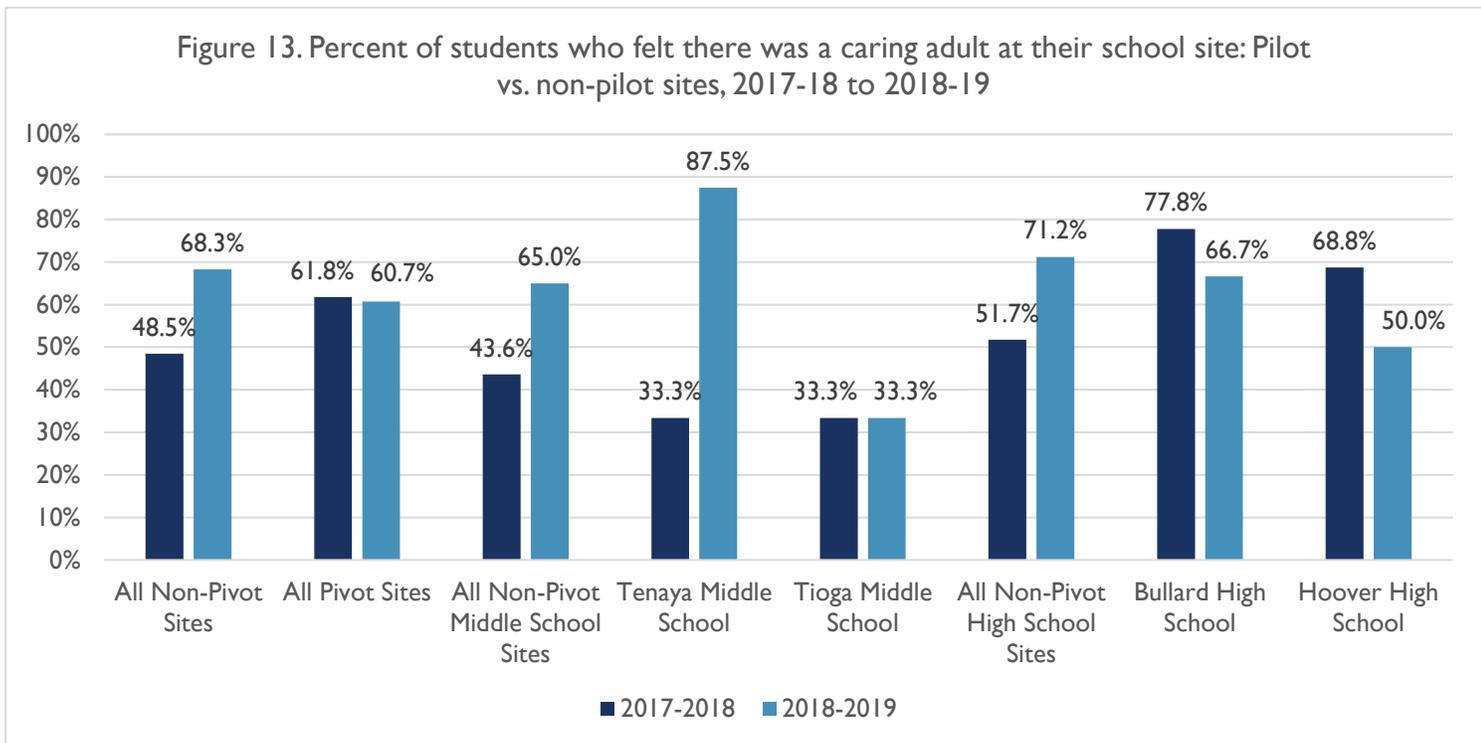
In order to determine the effect of the Foster Youth Pivot Pilot on student’s feelings of school connectedness, belief that there is a caring adult on campus or that students care for one another, data from the school connectedness domain of the annual FUSD Culture and Climate (CC) survey were analyzed.

Analysis of the school connectedness domain of the SCC survey responses illustrated that foster youth connectedness increased across all sites, pilot and non-pilot sites (Figure 13). However, within the middle schools, Tenaya Middle School made larger gains than all other non-pilot sites. Similarly, Bullard High School showed a greater increase of foster youth connectedness compared to all non-pilot high schools.



Within the school connectedness domain, two items were examined in depth: 1) “There is an adult at my school who really cares about me” and 2) “Students at this school care about each other”, as these are two important contributors to students feeling connected to their school. Tenaya Middle School was the only pilot site that demonstrated an increase of foster youth beliefs that there is an adult on campus that cares about them (see *Figure 13*). This

improvement may be attributed to their successful foster youth mentoring program which occurred every month. School site staff volunteered to be mentors and were paired with foster youth who shared similar interests and hobbies. Mentors checked in with their foster youth mentees on a weekly basis. Tenaya Middle School held monthly events for mentors and mentees to come together and engage in a relationship-building task, while allowing for an opportunity for mentors and mentees to connect one-on-one. This mentoring program may have contributed to an increase in foster youth’s belief that there is an adult who cares about them at Tenaya Middle School. None of the other pilot schools experienced an increase in foster youth beliefs that there was an adult who cared about them at their school site.



belief (see *Figure 14*). Non-pilot middle schools experienced a decrease in this belief, while there was an increase of foster youth at Tenaya Middle School who held this belief compared to the previous year. Bullard High School and Hoover High School also experienced an increase in

their foster youth feeling that students at their school care about each other. The foster youth clubs at the pilot sites may have contributed to building peer connectedness among students who participated in them. There was a delay in getting the foster youth club started at Tioga Middle School which may have not afforded them the opportunity to increase foster youth's belief that students care about one another.

## Summary of Findings

Overall, the findings of this evaluation were mixed at the varying pilot school sites.

Results indicate that the Foster Youth Pivot Pilot program resulted in some reduction in suspensions at the participating school sites. Tenaya Middle School, Tioga Middle School, and Bullard High School experienced a very small reduction in the amount of foster youth suspensions at their sites during the duration of this program. While not the immediate focus, foster youth pilot sites also had a decrease in their expulsions at the end of the 2018-19 school year compared to 2017-18. There were also some improvement for school connectedness as a result of the Foster Youth Pivot Pilot program at Tenaya Middle School and Bullard High School. It is important to note that the foster youth mentoring program was most successful at Tenaya Middle School, with Bullard engaging in some mentor work with foster youth. These mentoring programs may have contributed to the increase in connectedness at these pilot sites, which in turn reduced foster youth suspensions.

## Challenges

The implementation of each site's action plans varied due to availability of temporal and human resources as well as different levels of site initiative and ownership of action plans. The Foster Youth Pivot Pilot program did not take off until mid-October with school sites not beginning implementation of their action plans until November and December of 2018. This timeline of beginning the work almost halfway through the academic year may not have been enough time for each site to fully implement something fruitful that would positively impact foster youth suspensions and school connectedness. Three of the four sites had a team devoted to implementing the action plans once these were created, while one site struggled to delegate site leads to implement components of their action plan. Scheduling regular site team meetings also presented challenges as a result of competing campus projects and responsibilities of team members. Another challenge that surfaced was developing and embedding the collection of process and outcome metrics into the action plans at each pilot site. Without consistent measures at each site, it was difficult to monitor and track the program during the year which posed a challenge for comprehensively measuring the impact of the Foster Youth Pivot Pilot program on foster youth suspensions.

## Commendations

Although the Foster Youth Pivot Pilot program experienced challenges during this first year, the program also had some successes. The frequent meetings with school sites afforded the opportunity to build administrator and school staff learning which may have increased their awareness and knowledge of the foster youth student population at their sites. Furthermore,

the collaboration between Equity and Access, DPI, school site administrators, and school site staff was strong and an important achievement in this work.

Foster youth voice was valued and gathered through focus groups, roundtable sessions, and school site events and luncheons. While foster youth students are keenly aware of the problems their communities and schools are faced with, these students rarely have a role in school decision-making and have even fewer opportunities to participate in improvement efforts. The Foster Youth Pivot Pilot program empowered foster youth by giving them the opportunity to participate in discussions and share their voice and experiences with the pilot teams. The focus groups, roundtable sessions, and school events and luncheons enabled foster youth to strengthen their ownership of the change process, which may have contributed to an increase in school connectedness.

The foster youth mentoring programs were another success. The foster youth mentoring programs implemented at the pilot sites were successful in connecting adults with foster youth and providing opportunities for foster youth mentees to build relationships with their mentors. School sites can be particularly difficult settings for nurturing student-adult relationships due to the perceived power and distinctions between students, teachers, and administrators. Despite this hurdle and short timeline, the mentoring programs were implemented and focused on building strong and meaningful relationships between mentors and mentees, which took careful planning, resources, and time. These efforts and investments were guided by the belief that students are more likely to succeed when they feel connected to school and part of that connectedness comes from believing that there is an adult at their school site who cares about them.

Lastly, the cross-functional pivot team developed a shorter Climate and Culture survey for sites to give to students at the end of each quarter to better monitor and track students' connectedness to school. The more frequent intervals of this survey also enabled sites to intervene more quickly, during the year, instead of waiting to take action at the end of the year when the annual Climate and Culture survey results are available.

## Recommendations

1. When using an improvement science approach, involve the school site(s) early in the process. The initial root cause analysis should involve cross-departmental individuals, as well as representatives from the school site team including administrators, teachers, counselors, social workers, and any other individuals who will be directly involved in the work. This not only allows teams to have input to identifying a targeted focus area, but it also fosters ownership among team members and can make them feel like valued partners with a voice in the decision-making process.
2. Student voice is valuable and important to gather when trying to highlight inequities and initiate change. Through open conversations about inequities in schools, student voice can raise issues and challenges that school administrators and other adults at the school may be unaware of. By involving students, particularly those in vulnerable student groups such as foster youth, school staff have an opportunity to assess the problems within their school's structure and culture. Increased student voice in schools offers a way to re-engage students in the school community and increase their connectedness with school, which can in turn improve their academic and behavioral outcomes.

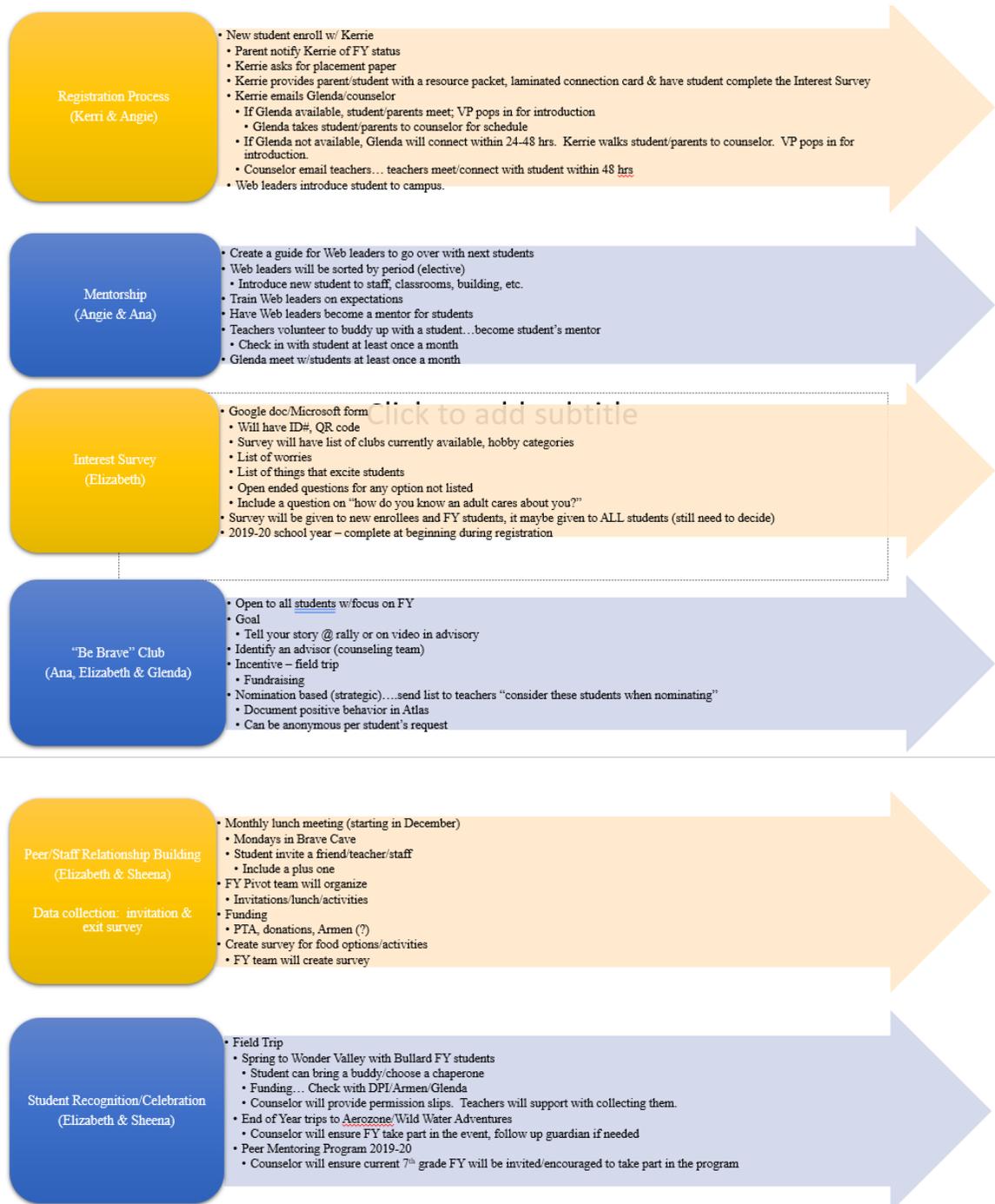
3. School-based student-adult partnerships are crucial for improving academic and behavioral outcomes for students. It is important to examine the ways in which schools can develop and sustain these relationships. These relationships must be based on shared responsibility, trust, and mutual teaching and learning. However, student-adult relationships require enough time and space for relationships to develop.
4. Process and outcome metrics should be simple and embedded into action plans early on. These metrics should be integrated into existing data-collection processes and procedures as much as possible as to not create an additional burden on the team. When these metrics are developed outside of the action plan, they may be seen as additional actions and it is unlikely that they will be completed.
5. Less is more. Keep action plans as simple as possible by encouraging teams to identify and build out one action. Break the action down into manageable chunks which can be studied in a 6-8 week cycle. Refine actions based on data gathered in 6-8 week cycles until the outcome(s) is positively impacted and gains are made.

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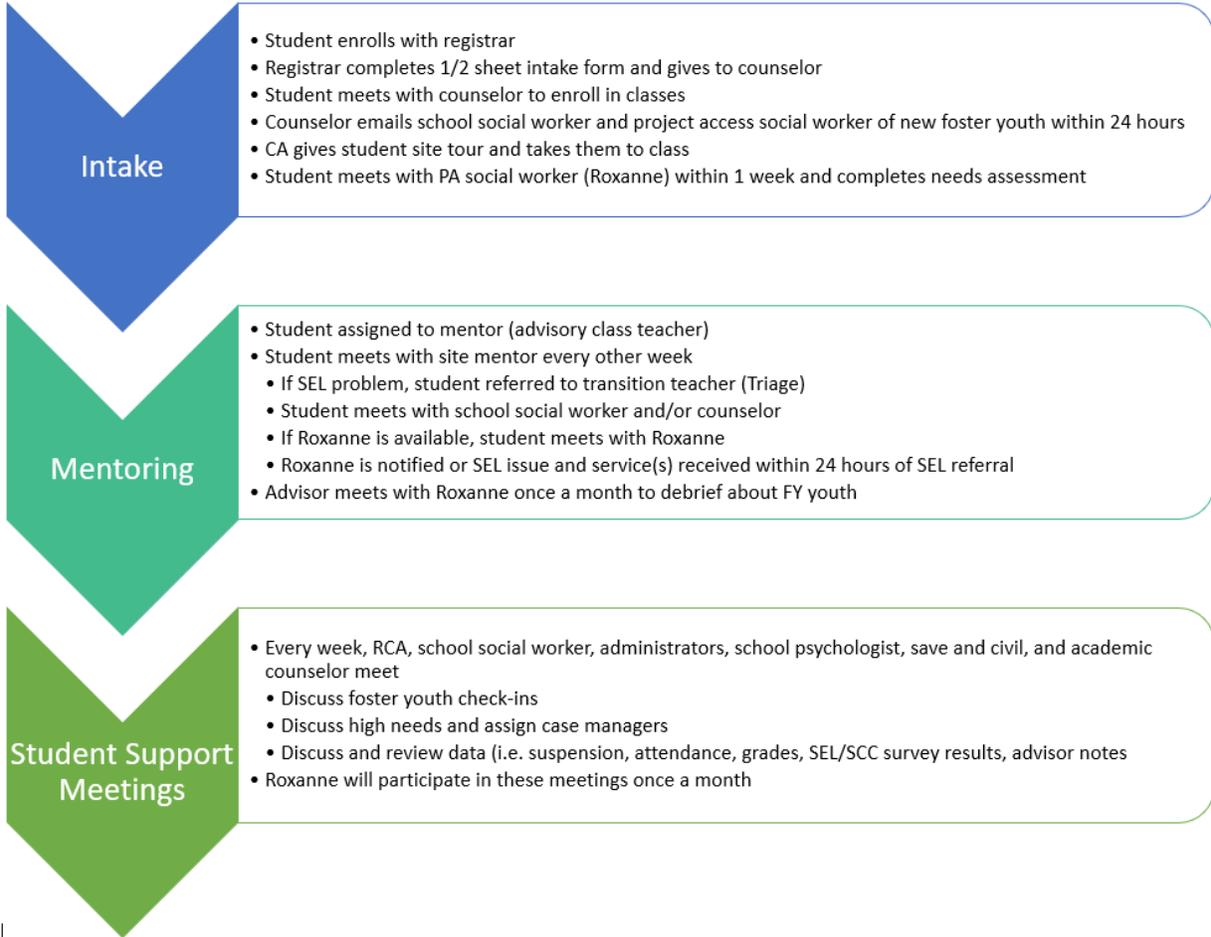
# Appendices

## Appendix A: Tenaya Middle School Action Plan

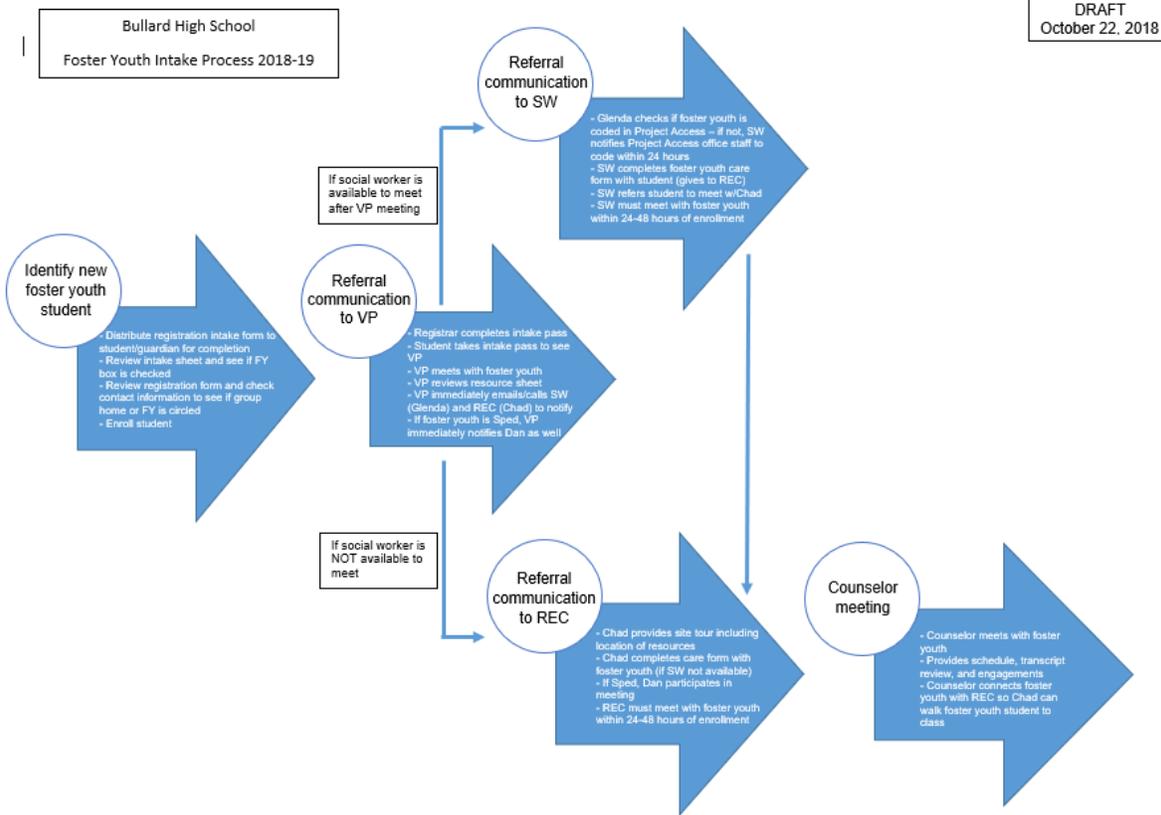


\*\*\* Site is working on the logistics, details and timeline of the action plans above. We are scheduled to meet on November 30 for this follow up discussion. However, Jessica and I will connect with Angie M. (VP leading this project) prior to November 30 to assist with the implementation of some of their action plans such as meeting/connecting with their current foster youth students now and how to document in Atlas.

## Appendix B: Tioga Middle School Action Plan



# Appendix C: Bullard High School Action Plan



**Bullard High School Action Plan**  
Foster Youth Meetings 2018-19

DRAFT  
October 22, 2018

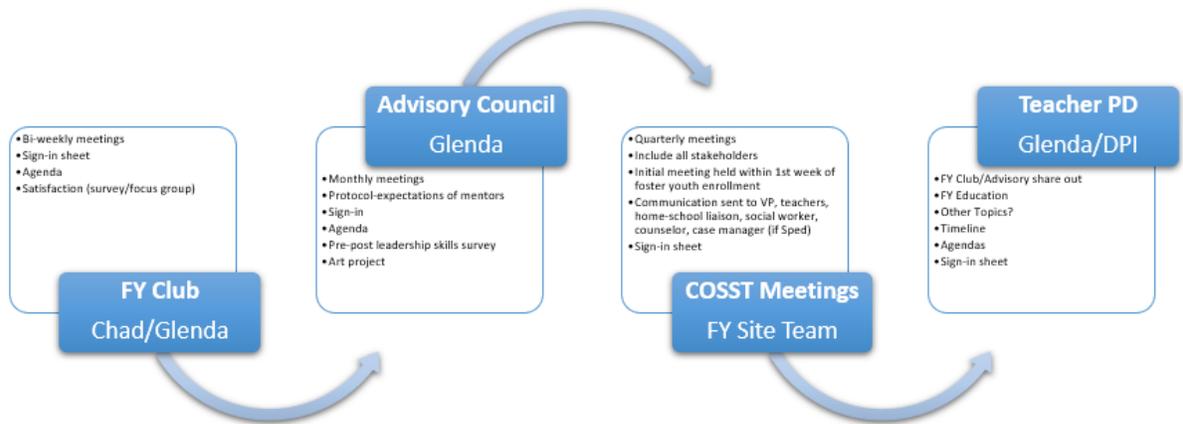
**Mentor Check-In: Glenda/Chad**  
-Bi-weekly check-ins  
-Protocol-expectations of mentors  
-Meeting log

**Chad/Glenda Debrief Meeting**  
-Monthly  
-Meeting log

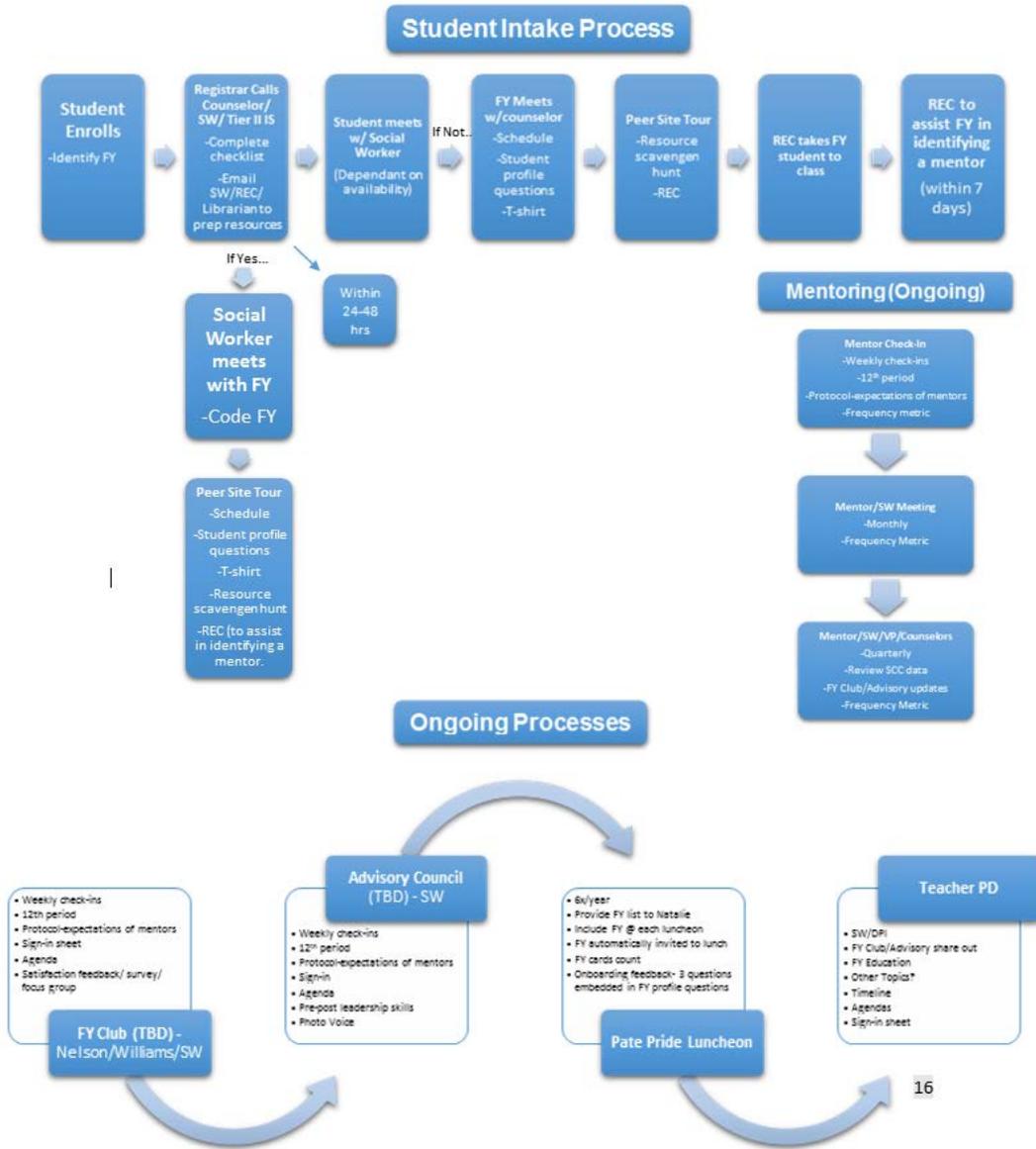
**COSST Meetings**  
-Quarterly  
-Review SCC data  
-FY Club/Advisory updates  
-Meeting log

**Bullard High School Action Plan**  
Foster Youth Ongoing Processes 2018-19

DRAFT  
October 22, 2018



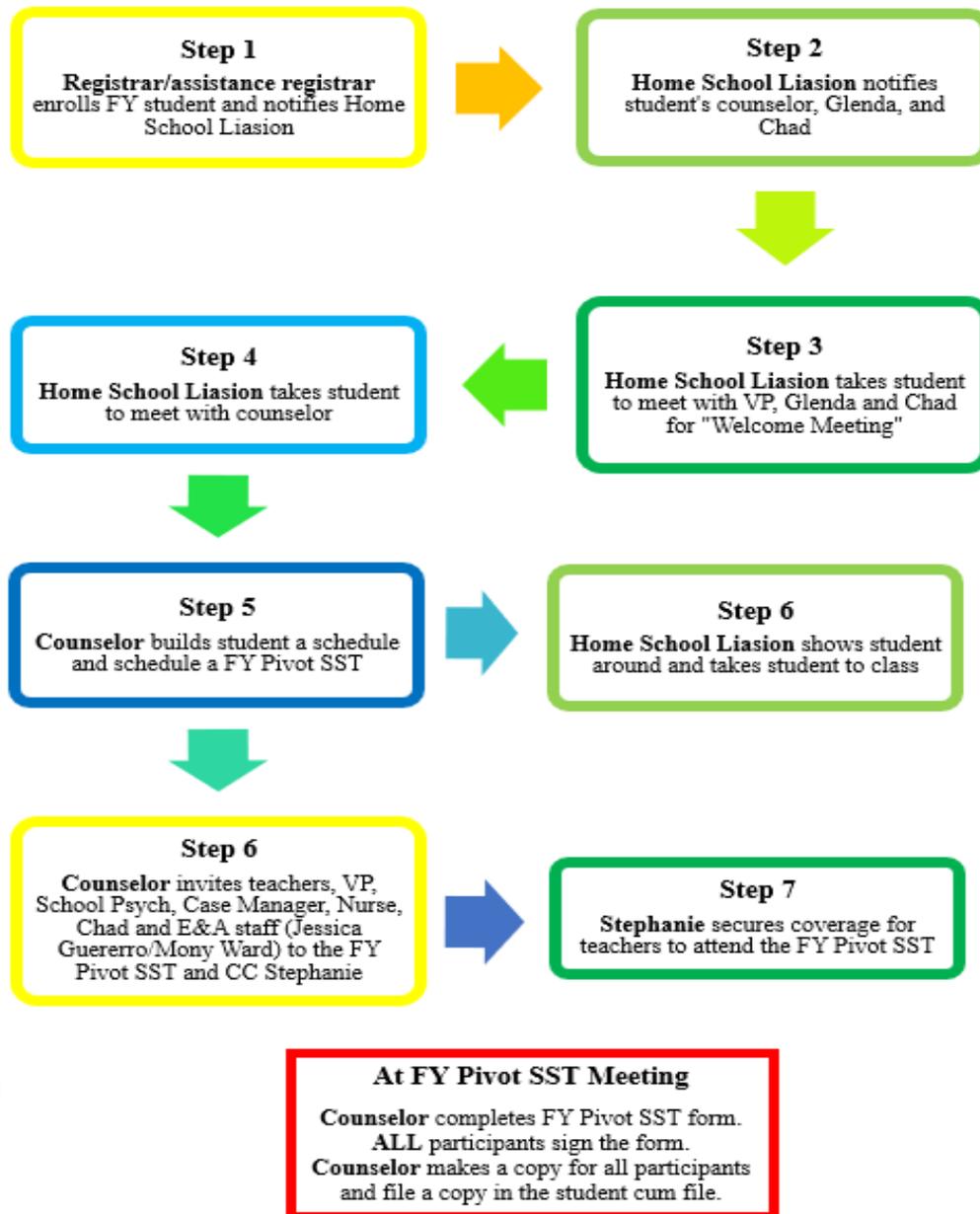
# Appendix D: Hoover High School Action Plan



## Appendix E: Bullard Foster Youth SST Meeting Process

Bullard committed to focus on Foster Youth SST meeting

### Bullard FY Pivot SST Process



## Appendix F: Tenaya Mentoring Program Calendar

Tenaya committed to focus on their Mentoring Program and Club.

Tenaya Mentor- February 2019							Please initial on the day you met with your student	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
						1		2
3	4	5	6	7	8	9		
10	Holiday	11	12	13	14	15		16
17	Holiday	18	19	20	21	22		23
24	10 minute Check In	25	26	27	28			
<b>Week of 11<sup>th</sup>-15<sup>th</sup></b> Only meet with your student on February 13 <sup>th</sup> during our Monthly Gathering.		<b>Week of 18<sup>th</sup> - 22<sup>nd</sup></b> Share about mentoring. Say, "mentoring is a judgement free zone, my purpose is to support you. Get to know them with questions like: How was your last year at school? Etc...		<b>Week of 25<sup>th</sup> - 28<sup>th</sup></b> Ask, "is there something you would like to talk about?" Ask get to know you questions: What are your passions/ interests? Who are your biggest supporters in life? How do you spend your time outside of school?		<b>More suggestions:</b> -Greet them warmly. -Ask if they have questions they want to discuss. -Highlight an authentic similarity (e.g. I like that sport too) -Thank the mentee for sharing, share what's coming next week. Have fun! ☺		

Tenaya Mentor- March 2019							Please initial on the date you met with your student	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
						1		2
3	Buyback Day	4	5	6	7	8		9
10		11	12	13	14	15		16
17	10 minute Check-in	18	19	20	21	22		23
24	10 minute Check-in	25	26	27	28	29		30
<b>Week of 4<sup>th</sup>-8<sup>th</sup></b> Suggestions: Suggestions: What is something you are excited about or proud from last week? Help them notice the strategy they used to achieve that goal, and apply it to other situations it can help them in and create goals.		<b>Week of 11<sup>th</sup> - 15<sup>th</sup></b> Only meet with your student on March 13 <sup>th</sup> during our Monthly Gathering.		<b>Week of 18<sup>th</sup> - 22<sup>nd</sup></b> Suggestions: Ask about obstacles encountered. Help them identify how they have overcome it. Emphasize high expectations like "I'm challenging you to do better because I have high standards for you that I know you can meet"		<b>Week of 25<sup>th</sup> - 29<sup>th</sup></b> If possible, refer to what was discussed last week (e.g. how was your soccer game?) Try not to turn the whole check-in into a recap about the whole week. Ask them: what do they want their life to be like? If someone looked up to you as a role model, what would you want them to see and learn from you? Ask for deeper understanding: What does that mean?		

# Tenaya Mentor- April 2019

Please initial on the date you met with your student

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	10 minute Check-In	1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	NO SCHOOL	10 minute Check-In	23	24	25	26
28	10 minute Check-In	29	30			
Spring Break						
<p><b>Week of 1<sup>st</sup> – 5<sup>th</sup></b> Ask what they want to have accomplished by the end of the school year. If they struggle, ask how they want to end the semester or quarter. It is important for them to have goals but keep building trust and connection.</p>		<p><b>Week of 8<sup>th</sup> – 12<sup>th</sup></b> Only meet with your student on April 10<sup>th</sup> during our Monthly Gathering.</p>		<p><b>Week of 23<sup>rd</sup> – 26<sup>th</sup></b> We want them to have goals, but may struggle to break it down. Ask: What is something you're not doing well in right now and want to do well in? Who is someone you want to be like and why?</p>		<p><b>Week of 29<sup>th</sup> – 30<sup>th</sup></b> You can always revisit the first questions during check-ins to continue building this connection.</p>

# Tenaya Mentor- May 2019

Please initial on the date you met with your student

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	10 minute Check-In	6	7	8	9	10
12	10 minute Check-In	13	14	15	16	17
19	20	21	22	23	24	25
26	27	28	29	30	31	
Monthly Gathering: Room 17 2:45-3:15 PM						
<p><b>Week of 6<sup>th</sup>-10<sup>th</sup></b> Help them reflect on their progress. Are things going as planned? Which parts aren't? How do they know what their progress is? Ask: What have they learned from how things are going so far? Help them stay focused on 1-3 things for the remainder of the year.</p>		<p><b>Week of 13<sup>th</sup> – 17<sup>th</sup></b> Thank the mentees every week for sharing and adjusting to schedules. Remind them that your last check-in/gathering is next week.</p>		<p><b>Week of 20<sup>th</sup> – 24<sup>th</sup></b> Only meet with your student on May 23<sup>rd</sup> during our LAST Monthly Gathering.</p>		<p><b>End of the year:</b> Thank you for your support. Your last meeting with the students is expected on May 23<sup>rd</sup>, but if you would like to continue weekly check-in with your mentee, this is optional. At our last gathering May 23<sup>rd</sup> we will remind the mentees that this will be our last mentor/mentee meeting, unless specified otherwise by the mentor.</p>

## Appendix G: Tenaya Foster Youth Club Calendar

### **Tenaya Club 12:15-12:45 in Room 25\***

#### **Past Dates**

11/5/18

12/3/18

12/10/18

1/14/19

#### **Upcoming Dates**

1/28/19

2/11/19

2/25/19

3/11/19

3/25/19

4/8/19

4/29/18

5/13/19

5/27/19

\*Dates and time subject to changes

Appendix H: 3-Level System for Responding to Misbehavior Policy Example

3 Level System for Responding to Misbehavior Policy

<b>Mild Behavior – Level 1</b>	<b>Moderate Behavior – Level 2</b>	<b>Severe Behavior – Level 3</b>
<p><i>Minor behaviors that can be adequately corrected at the time and in the setting in which they occur and which <u>do not require documentation</u></i></p>	<p><i>Misbehaviors that, while not requiring administrative involvement, <u>do require documentation</u>. These are behaviors that require a consequence (e.g., detention, lose a privilege, phone call/note home, etc.</i></p>	<p><i>Serious misbehaviors that require immediate <u>administrative involvement and written documentation from person observing or documenting behavior</u>.</i></p>
<p><i>A staff member observing a Level 1 infraction corrects the student at the time, in the setting.</i></p> <ul style="list-style-type: none"> <li>• <i>Blurting/calling out in class</i></li> <li>• <i>Touching (non-sexual)</i></li> <li>• <i>Making noises</i></li> <li>• <i>Not following directions</i></li> <li>• <i>Name calling (put-downs)</i></li> <li>• <i>Excessive talking</i></li> <li>• <i>Profanity (accidental)</i></li> <li>• <i>Throwing objects (no harm intended)</i></li> <li>• <i>Out of seat/not paying attention</i></li> <li>• <i>Spitting on the ground</i></li> <li>• <i>Walking/climbing on furniture</i></li> <li>• <i>Gum/candy/chips/seeds</i></li> <li>• <i>Work not complete</i></li> <li>• <i>Cutting in line</i></li> <li>• <i>Misuse of equipment</i></li> <li>• <i>Toys at school</i></li> <li>• <i>Dress code violation</i></li> <li>• <i>Running in the hallways/passing areas</i></li> <li>• <i>1<sup>st</sup> bell infraction</i></li> </ul>	<p><i>A staff member observing a Level 2 infraction corrects the student at the time and assigns a correction, and completes a behavior incident report (other side of document).</i></p> <ul style="list-style-type: none"> <li>• <i>Tripping/Pushing (no injury)</i></li> <li>• <i>Stealing (minor, one time, e.g., pencil)</i></li> <li>• <i>Profanity to other students</i></li> <li>• <i>Refusal to do work</i></li> <li>• <i>Talking back to adults</i></li> <li>• <i>Damaging property</i></li> <li>• <i>Playing in hallways/restroom</i></li> <li>• <i>Habitual misuse of equipment</i></li> <li>• <i>Inappropriate play (e.g., picking up someone, tackle football, etc.)</i></li> <li>• <i>Throwing food</i></li> <li>• <i>Use of cell phone or MP3 player</i></li> <li>• <i>Not following directions (insubordinate)</i></li> <li>• <i>Habitual lying</i></li> <li>• <i>Chronic 1<sup>st</sup>/2<sup>nd</sup> bell infraction</i></li> <li>• <i>Throwing objects (Someone hit not harmed)</i></li> <li>• <i>Possession of dangerous objects</i></li> </ul>	<p><i>A staff member observing a Level 3 infraction has the student escorted to the office or notifies the office for assistance then completes the referral form (other side of document).</i></p> <ul style="list-style-type: none"> <li>• <i>Physical Fighting (Throwing punches)</i></li> <li>• <i>Assault (Physically harming another)</i></li> <li>• <i>Defiance (disrupting instruction or not safe to continue activity)</i></li> <li>• <i>Threatening (Weapons/extreme bodily harm)</i></li> <li>• <i>Spitting on someone on purpose</i></li> <li>• <i>Sexual Harassment (touching or verbal)</i></li> <li>• <i>Stealing (habitual)*</i></li> <li>• <i>Bullying (habitual/targeted)*</i></li> <li>• <i>Profanity (habitual/to an adult)*</i></li> <li>• <i>Brandishing dangerous object (gun, knife, sharp object, drugs)</i></li> <li>• <i>Extortion</i></li> <li>• <i>Leaving school grounds</i></li> </ul>

Fresno Unified School District  
Board Communication

**BC Number EA-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kristi Imbert-Olivares, Director in Equity and Access  
Cabinet Approval:

Date: August 23, 2019

Phone Number: 457-3896

Regarding: Climate and Culture Performance: Chronic Absenteeism, Suspensions, and Expulsions

The purpose of this communication is to provide the Board with information regarding climate and culture metrics for Fresno Unified.

The metrics included in this report are:

- Three years of end of the year chronic absenteeism rates, including disproportionality among student groups.
- Three years of end of the year suspension and expulsion rates, including disproportionality among student groups.
- Regional and school summary data for the past two years for chronic absenteeism, suspensions, and expulsions.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date:

8/23/19



Fresno Unified School District

# CLIMATE AND CULTURE PERFORMANCE

AUGUST 23, 2019

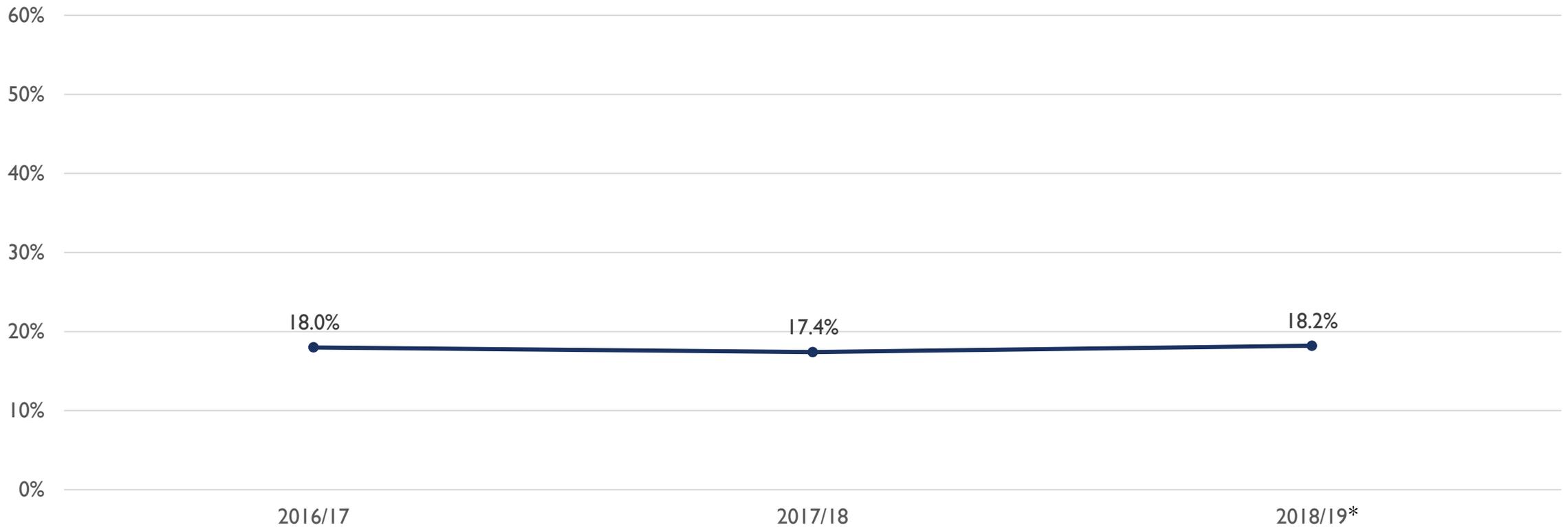
PREPARED BY EQUITY AND ACCESS





# CHRONIC ABSENTEEISM 2016/17 TO 2018/19

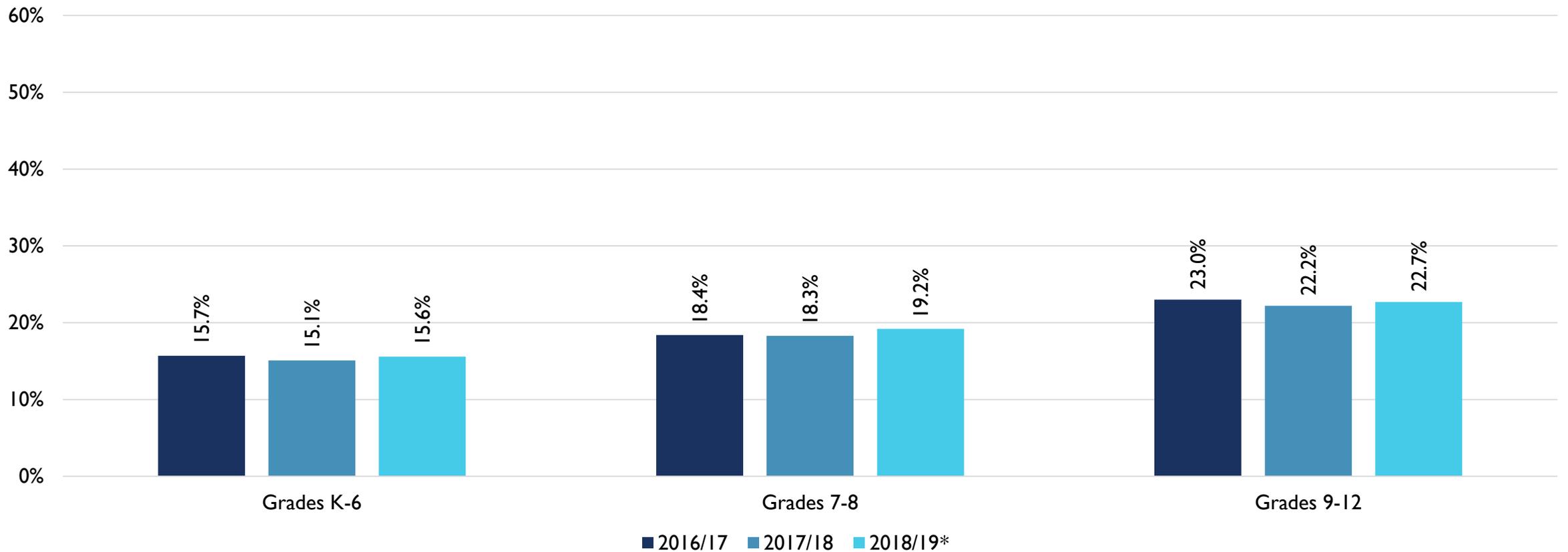
# CHRONIC ABSENTEEISM RATE: OVERALL DISTRICT, 2016/17-2018/19



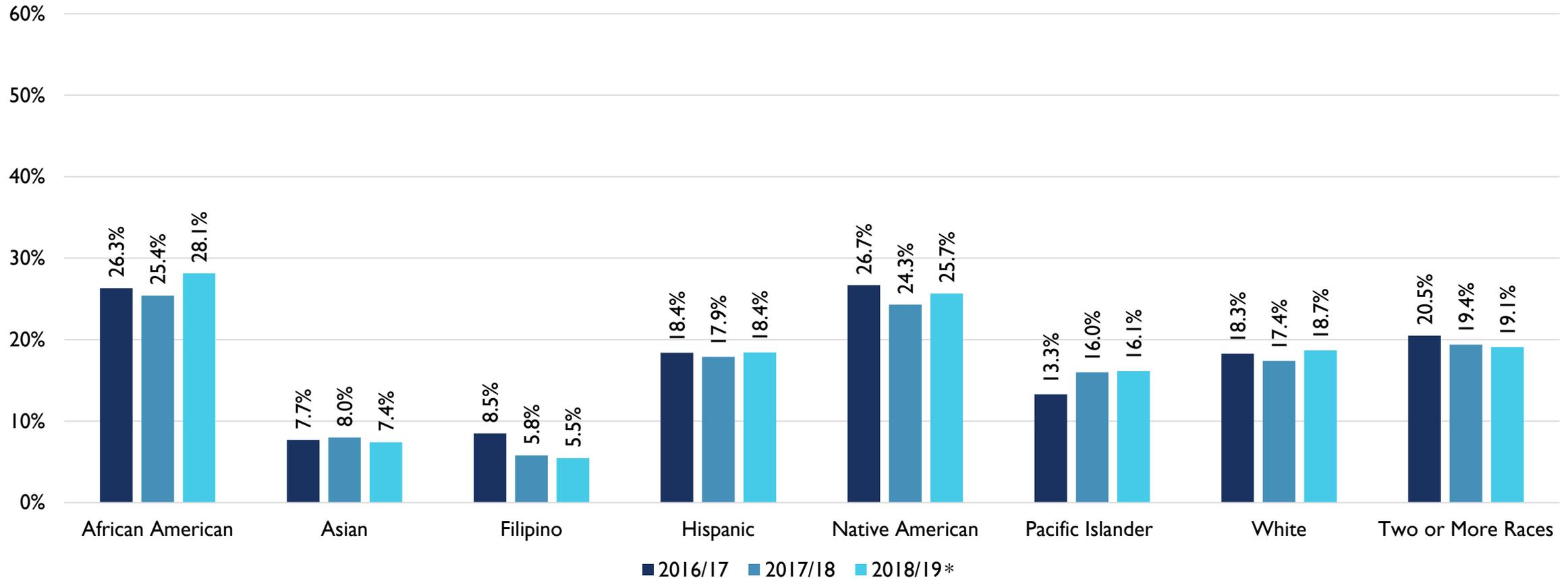
\* CDE has not finalized chronic absenteeism for 2018/19 so this is preliminary data

Students are determined to be chronically absent if they were enrolled for 30 days or more during the academic year and they were absent for 10% or more of the days that they were expected to attend.

# CHRONIC ABSENTEEISM RATE: BY GRADE SEGMENT, 2016/17-2018/19



# CHRONIC ABSENTEEISM RATE: BY RACE/ETHNICITY, 2016/17-2018/19



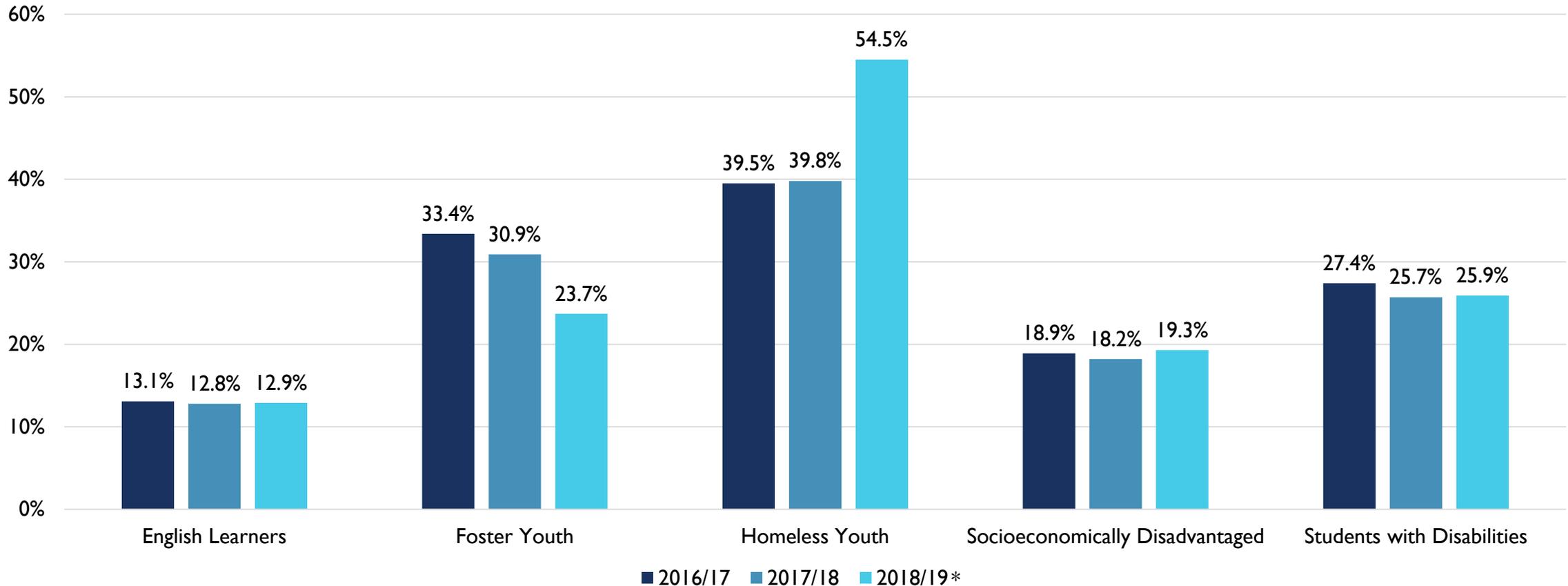
\* CDE has not finalized chronic absenteeism for 2018/19 so this is preliminary data

Students are determined to be chronically absent if they were enrolled for 30 days or more during the academic year and they were absent for 10% or more of the days that they were expected to attend.

# DISPROPORTIONALITY IN CHRONIC ABSENTEEISM: BY ETHNICITY/RACE, 2017/18 & 2018/19

<b>Ethnicity/Race</b>	<b>Disproportionality 2017/18</b>	<b>Disproportionality 2018/19</b>
African American	1.52	1.63
American Indian or Alaskan Native	1.40	0.38
Asian	0.43	0.30
Filipino	0.33	1.03
Hispanic or Latino	1.08	1.41
Pacific Islander	0.92	0.88
White	1.00	1.03
Two or More Races	1.11	1.05

# CHRONIC ABSENTEEISM RATE: BY STUDENT GROUP, 2016/17-2018/19



# DISPROPORTIONALITY IN CHRONIC ABSENTEEISM: BY STUDENT GROUP, 2017/18 & 2018/19

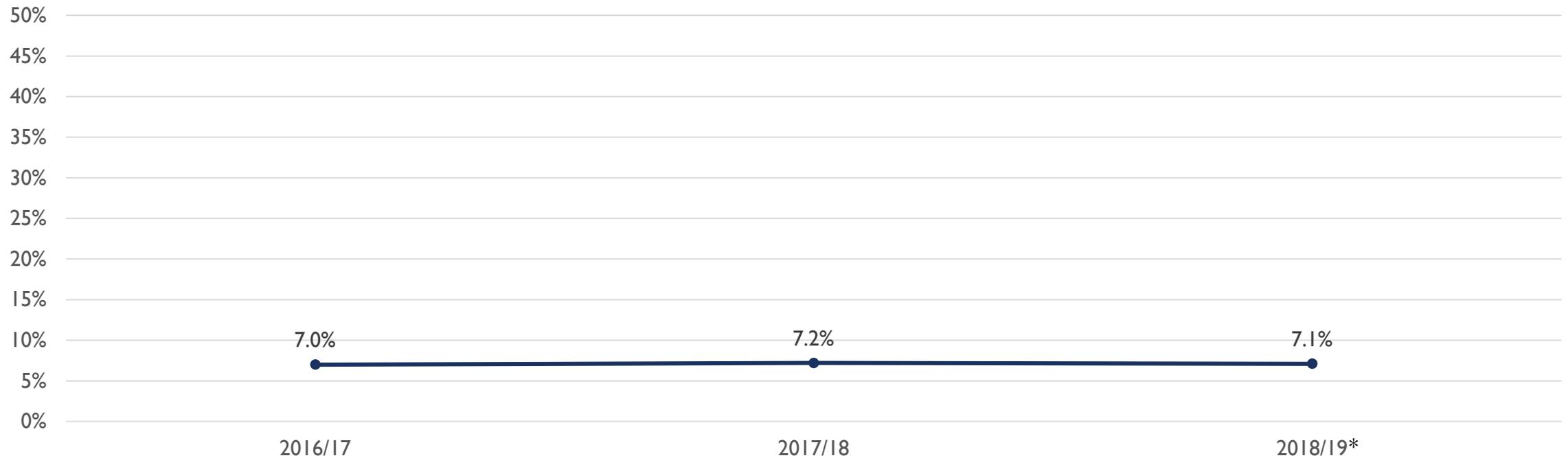
Ethnicity/Race	Disproportionality 2017/18	Disproportionality 2018/19
English Learners	0.69	0.67
Foster Youth	1.79	1.31
Homeless Youth	2.40	3.03
Socioeconomically Disadvantaged	1.91	1.74
Students with Disabilities	1.60	1.49



# SUSPENSIONS 2016/17 TO 2018/19



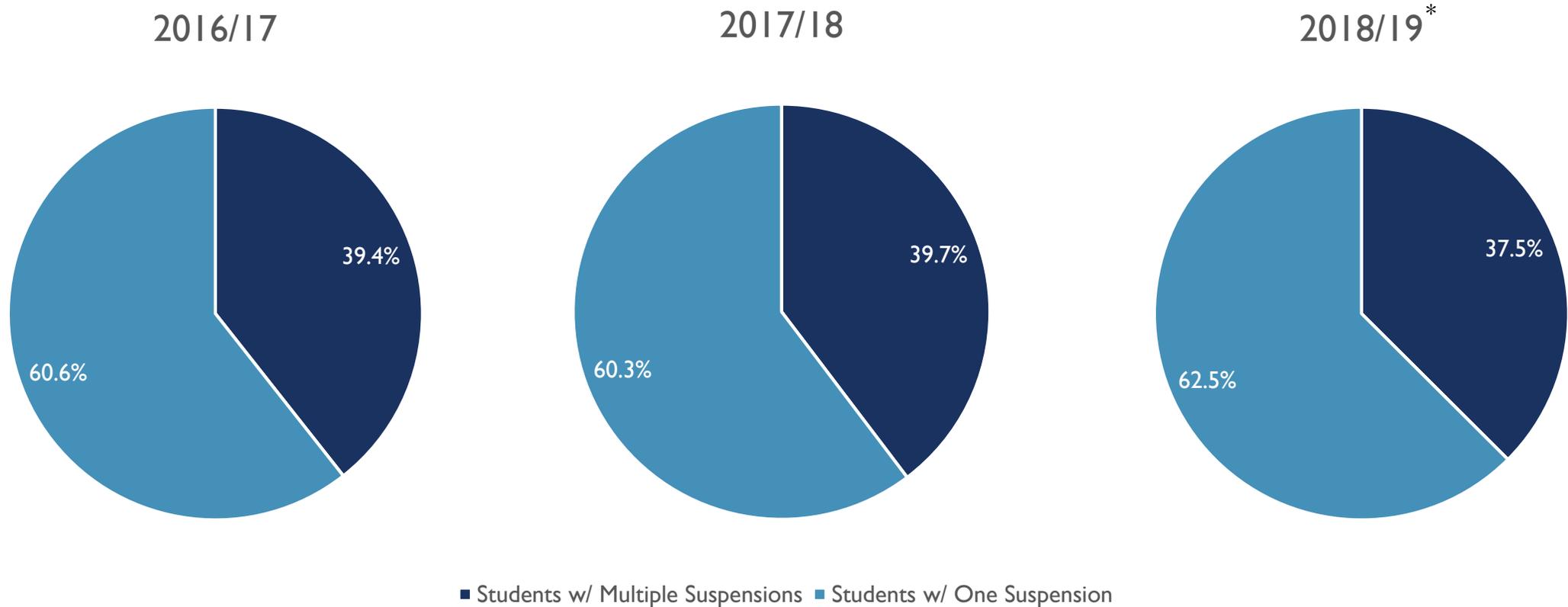
# SUSPENSION RATES BY UNIQUE STUDENT: OVERALL DISTRICT, 2016/17-2018/19



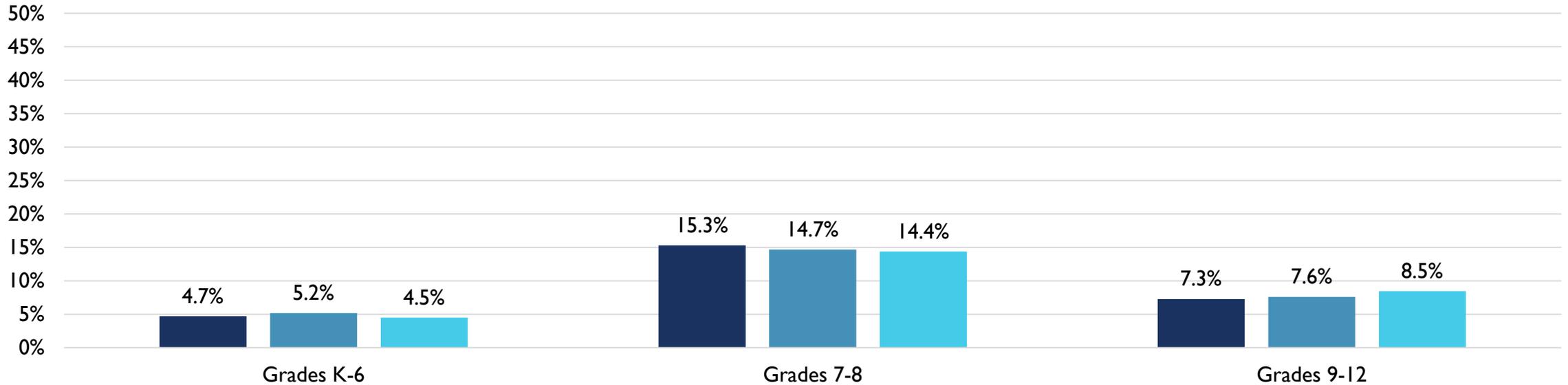
Suspension	2016/17	2017/18	2018/19
Unique Students	5,251	5,443	5,674

\* CDE has not finalized suspension data for 2018/19 so this is preliminary data

# PERCENT OF STUDENTS WITH A SUSPENSION: ONE SUSPENSION VS MULTIPLE SUSPENSIONS, 2016/17 – 2018/19

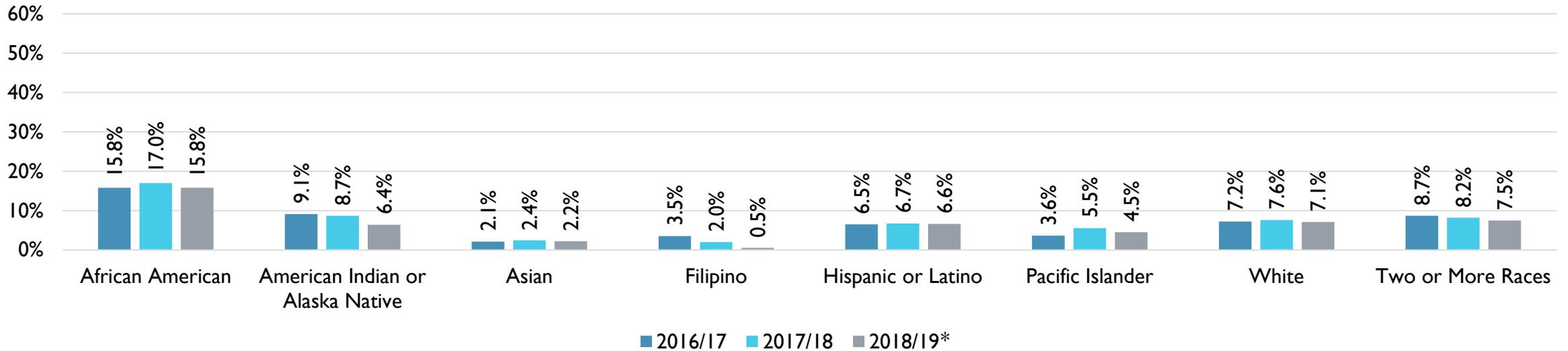


# SUSPENSION RATES BY UNIQUE STUDENTS: BY GRADE SEGMENT, 2016/17-2018/19



Year	K-6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
2016/17	2,067	1,725	1,459
2017/18	2,292	1,661	1,490
2018/19	2,114	1,740	1,820

# SUSPENSION RATES BY UNIQUE STUDENTS: BY ETHNICITY/RACE, 2016/17-2018/19



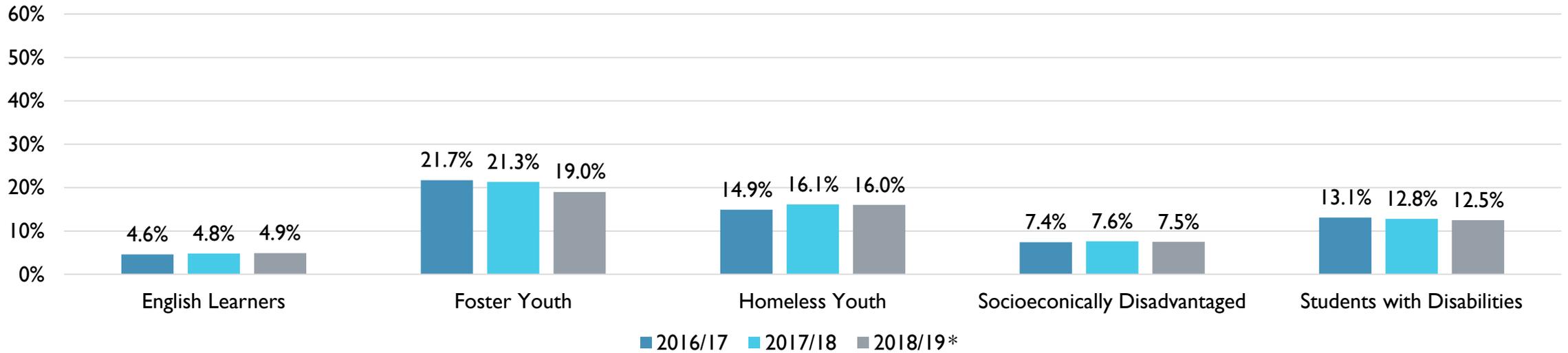
Year	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2016/17	1,048	41	167	9	3,341	10	515	119
2017/18	1,098	38	192	5	3,442	15	527	124
2018/19	1,158	31	168	1	3,623	13	501	179

\* CDE has not finalized suspension data for 2018/19 so this is preliminary data

# DISPROPORTIONALITY IN SUSPENSION RATES: BY ETHNICITY/RACE, 2017/18 & 2018/19

<b>Ethnicity/Race</b>	<b>Disproportionality 2017/18</b>	<b>Disproportionality 2018/19</b>
African American	2.69	2.54
American Indian or Alaskan Native	1.20	0.90
Asian	0.31	0.29
Filipino	0.28	0.07
Hispanic or Latino	0.80	0.82
Pacific Islander	0.75	0.64
White	1.05	1.00
Two or More Races	1.13	1.06

# SUSPENSION RATES BY UNIQUE STUDENTS: BY STUDENT GROUP, 2016/17 - 2018/19



Year	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged	Students with Disabilities
2016/17	765	244	326	4,948	1,096
2017/18	756	245	345	5,120	1,086
2018/19	723	181	103	5,217	1,076

\* CDE has not finalized suspension data for 2018/19 so this is preliminary data

# DISPROPORTIONALITY IN SUSPENSION RATES: BY STUDENT GROUP, 2017/18 & 2018/19

<b>Ethnicity/Race</b>	<b>Disproportionality 2017/18</b>	<b>Disproportionality 2018/19</b>
English Learners	0.60	0.65
Foster Youth	3.03	2.74
Homeless Youth	2.31	2.28
Socioeconomically Disadvantaged	1.88	1.71
Students with Disabilities	1.96	1.95

# PERCENT OF SUSPENSION INCIDENTS BY SUSPENSION CODE: 2016/17 TO 2018/19 (TOP 10)

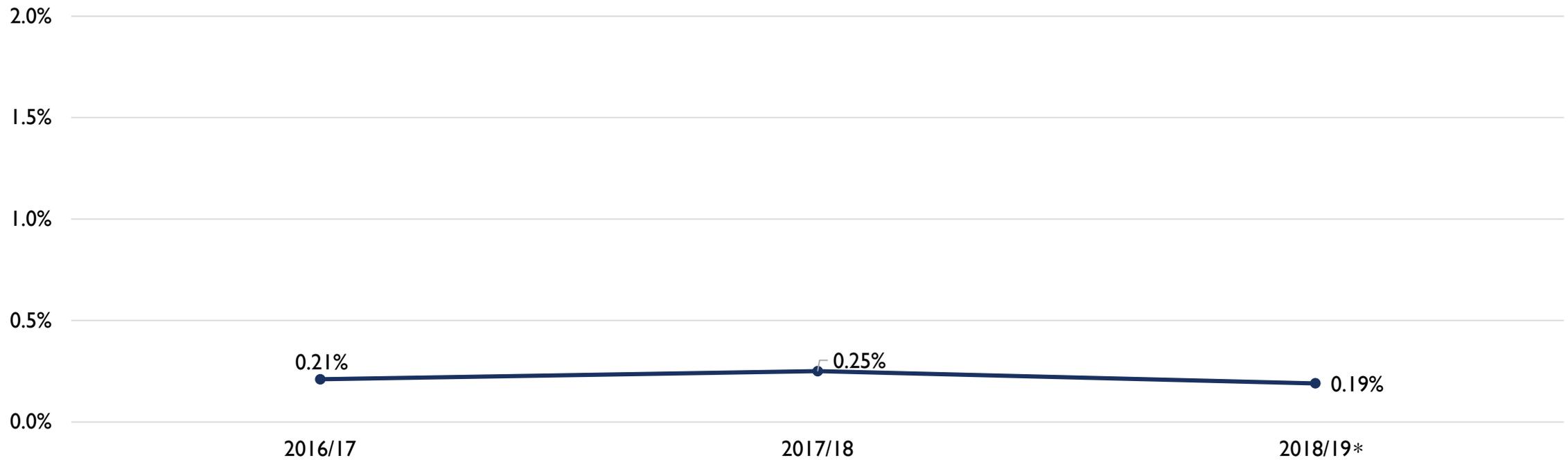
Description of Suspension Code	2016/17	2017/18	2018/19*
A – Caused, attempted to cause, or threatened to cause physical injury to another person	51.0%	54.2%	60.4%
L – Knowingly receiving stolen school property or private property	33.2%	27.6%	26.5%
J – Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia	17.1%	17.9%	19.1%
B – Possessed, sold, or otherwise furnished a firearm, knife, explosive or other dangerous object	13.6%	16.1%	18.3%
D – Unlawfully offered, arranged, or negotiated to sell a controlled substance	6.3%	8.4%	10.3%
G – Stole or attempted to steal school property or private property	4.6%	4.3%	4.4%
4 – Harassed, threatened or intimidated school district personnel or pupils	1.9%	2.6%	2.2%
C – Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance	2.9%	2.8%	2.2%
K – Disrupted school activities or defied the valid authority of school personnel	0.7%	1.3%	2.0%
H – Possessed or used tobacco or products containing tobacco or nicotine products	2.9%	2.6%	1.9%



# EXPULSIONS 2016/17 TO 2018/19

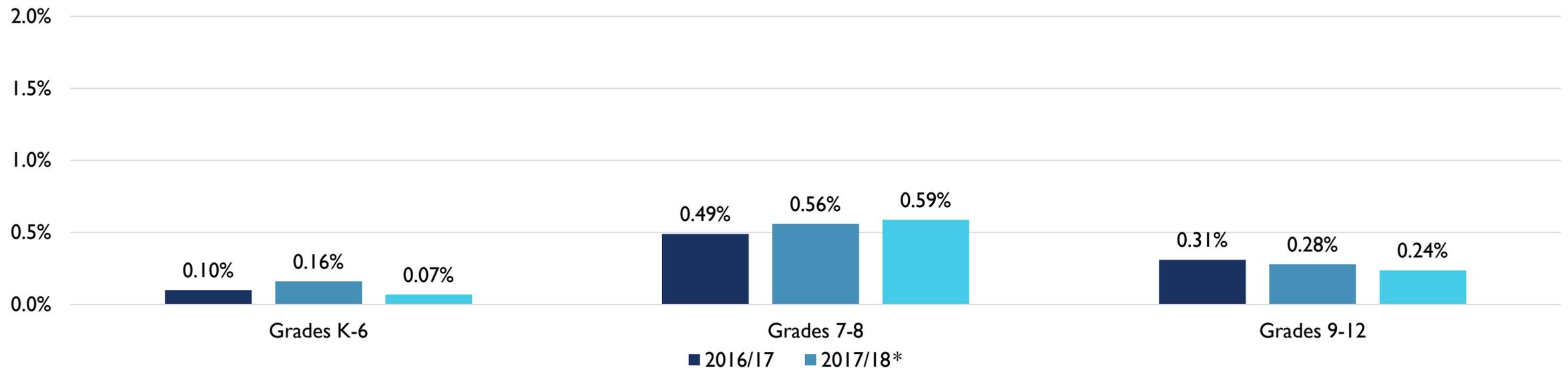


# EXPULSION RATES: 2016/17 - 2018/19



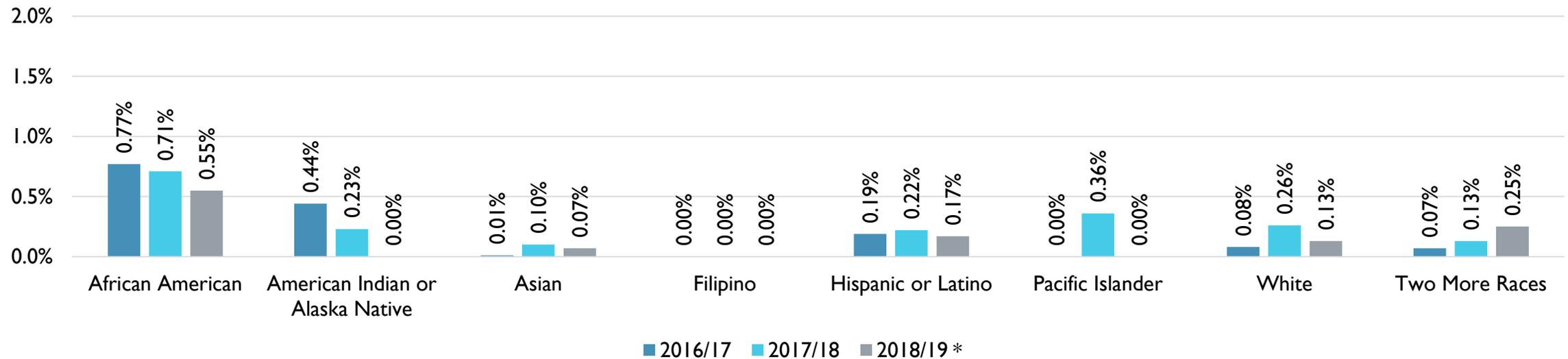
Expulsion	2016/17	2017/18	2018/19
Unique Students	159	192	153

# EXPULSION RATES: BY GRADE SEGMENT, 2016/17 - 2018/19



Year	K-6th	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
2016/17	43	55	61
2017/18	71	63	56
2018/19	31	71	51

# EXPULSION RATES: BY ETHNICITY/RACE, 2016/17 - 2018/19

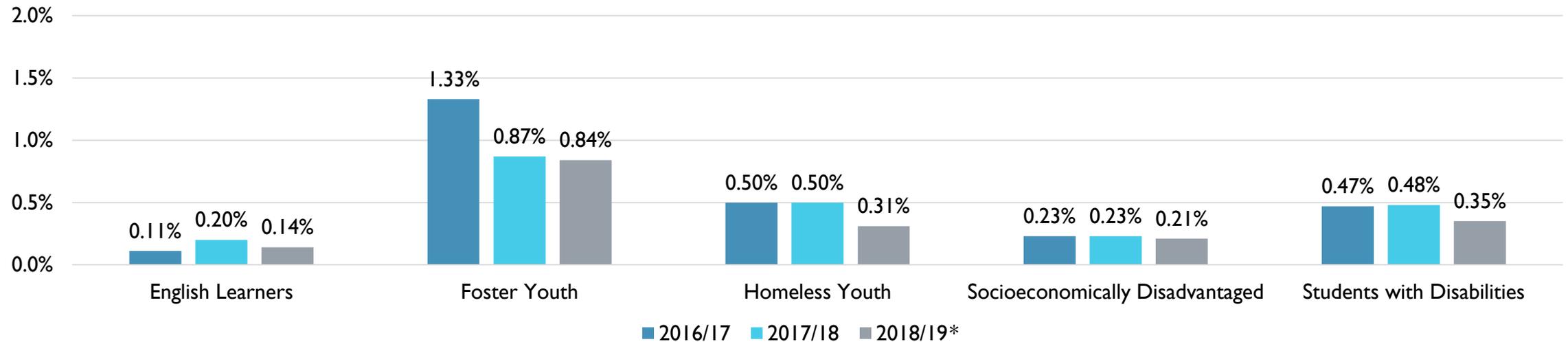


Expulsion	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2016/17	51	2	1	0	98	0	6	1
2017/18	46	1	8	0	113	1	18	2
2018/19	40	0	5	0	93	0	9	6

# DISPROPORTIONALITY IN EXPULSION RATES: BY ETHNICITY/RACE, 2017/18 & 2018/19

Ethnicity/Race	Disproportionality 2017/18	Disproportionality 2018/19
African American	3.43	3.51
American Indian or Alaskan Native	0.91	0.00
Asian	0.37	0.32
Filipino	0.00	0.00
Hispanic or Latino	0.69	0.72
Pacific Islander	1.45	0.00
White	1.03	0.65
Two or More Races	0.52	1.33

# EXPULSION RATES: BY STUDENT GROUP, 2016/17 - 2018/19



Year	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged	Students with Disabilities
2016/17	18	15	11	154	40
2017/18	31	10	11	179	37
2018/19	20	8	2	149	30

# DISPROPORTIONALITY IN EXPULSION RATES: BY STUDENT GROUP, 2017/18 & 2018/19

Ethnicity/Race	Disproportionality 2017/18	Disproportionality 2018/19
English Learners	0.73	0.67
Foster Youth	3.59	4.59
Homeless Youth	2.10	1.63
Socioeconomically Disadvantaged	2.11	5.58
Students with Disabilities	1.91	2.03

# DISPROPORTIONALITY CALCULATION

- Recently, CDE adopted a new risk ratio (disproportionality) that we have implemented since last year.
- Previously we looked at how many students in a particular population group was being represented in a specific data measure... i.e. unique students suspended. We would compare that to how they were represented in the overall district population.
- CDE's method looks how a particular population group is represented in a specific data measure (unique students suspended) as well as how they are represented in the overall population. That is then compared to all students not in that specific population group but who are represented in that specific data measure (unique students suspended) as well as how all students not in that specific population group are represented in the overall population of the district.
- Ideally, we would want each group to have a disproportionality ratio of 1.0. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that particular population group is being represented twice as much in the specific data measure as they are in our total population.

# DISPROPORTIONALITY CALCULATION EXAMPLE

Student Group	Percent of Students Suspended		Disproportionality	
	17/18	18/19	17/18	18/19
Special Education	8.3%	8.9%	0.21	0.22

$$\frac{\text{Students [verb] in [grouping]} \times 100}{\text{Students in [grouping] of Total Population}} - \frac{\text{Students [verb] NOT in [grouping]} \times 100}{\text{Students NOT in [grouping] of Total Population}} = \text{Disproportionality}$$

Climate and Culture Performance:  
Regional Breakdown, 2017/18 to 2018/19

School Site	Chronically Absent		Suspensions		Expulsions	
Row Labels	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
<b>Bullard Region</b>	<b>15.0%</b>	<b>16.4%</b>	<b>7.3%</b>	<b>7.0%</b>	<b>0.22%</b>	<b>0.13%</b>
Bullard High	15.0%	16.8%	10.0%	8.7%	0.32%	0.18%
Figarden Elementary	16.7%	13.1%	3.6%	4.3%	0.00%	0.00%
Forkner Elementary	8.7%	8.7%	1.0%	2.5%	0.00%	0.00%
Gibson Elementary	9.5%	10.2%	1.8%	1.6%	0.00%	0.00%
Kratt Elementary	17.6%	17.9%	3.0%	4.0%	0.15%	0.00%
Lawless Elementary	13.7%	13.9%	2.2%	0.9%	0.00%	0.00%
Malloch Elementary	8.9%	8.2%	2.0%	3.8%	0.00%	0.00%
Powers-Ginsburg Elementary	16.8%	16.4%	3.6%	4.4%	0.00%	0.00%
Slater Elementary	22.2%	29.6%	8.4%	7.5%	0.66%	0.00%
Starr Elementary	9.2%	12.7%	3.0%	1.0%	0.00%	0.00%
Tenaya Middle	15.9%	18.0%	13.1%	17.0%	0.43%	0.60%
Wawona Middle	20.8%	22.4%	20.6%	12.2%	0.36%	0.17%
<b>Edison Region</b>	<b>14.3%</b>	<b>14.3%</b>	<b>6.5%</b>	<b>6.8%</b>	<b>0.19%</b>	<b>0.23%</b>
Addams Elementary	21.4%	21.4%	9.2%	7.7%	0.10%	0.21%
Columbia Elementary	16.4%	17.1%	4.7%	5.8%	0.00%	0.15%
Computech Middle	5.2%	4.0%	2.4%	1.5%	0.00%	0.00%
Edison High	15.3%	14.6%	4.5%	7.0%	0.04%	0.25%
Gaston Middle	19.6%	20.3%	20.2%	15.9%	0.82%	0.62%
King Elementary	17.1%	21.6%	7.2%	11.7%	0.27%	0.39%
Kirk Elementary	13.7%	13.2%	5.1%	4.8%	0.49%	0.00%
Lincoln Elementary	14.7%	14.1%	6.2%	3.8%	0.31%	0.30%
Manchester Gate Elementary	1.9%	2.5%	1.8%	1.6%	0.00%	0.00%
Sunset Elementary	10.1%	8.2%	1.2%	0.0%	0.30%	0.00%
<b>Fresno Region</b>	<b>21.8%</b>	<b>21.5%</b>	<b>9.2%</b>	<b>9.3%</b>	<b>0.25%</b>	<b>0.30%</b>
Cooper Middle	6.5%	10.0%	6.4%	4.8%	0.00%	0.00%
Del Mar Elementary	17.4%	20.1%	5.3%	5.1%	0.00%	0.00%
Fort Miller Middle	38.5%	33.5%	21.6%	22.2%	0.78%	1.27%
Fremont Elementary	22.6%	21.7%	1.3%	1.0%	0.00%	0.00%
Fresno High	25.1%	22.6%	9.3%	12.6%	0.32%	0.44%
Hamilton K-8	16.2%	16.2%	12.7%	11.6%	0.50%	0.20%
Heaton Elementary	19.8%	21.3%	6.7%	8.2%	0.13%	0.00%
Homan Elementary	22.0%	19.5%	5.7%	4.2%	0.00%	0.00%
Muir Elementary	20.2%	23.6%	8.1%	8.0%	0.15%	0.15%
Roeding Elementary	18.4%	17.9%	5.5%	4.7%	0.00%	0.00%
Williams Elementary	25.4%	27.2%	12.8%	8.5%	0.50%	0.71%
Wilson Elementary	21.9%	20.8%	9.8%	8.6%	0.21%	0.22%
<b>Hoover Region</b>	<b>18.7%</b>	<b>18.5%</b>	<b>8.5%</b>	<b>7.5%</b>	<b>0.40%</b>	<b>0.19%</b>
Ahwahnee Middle	17.0%	20.9%	19.5%	16.9%	0.70%	0.67%
Centennial Elementary	18.6%	18.0%	8.6%	7.2%	0.00%	0.11%
Eaton Elementary	9.0%	10.3%	5.0%	6.2%	0.22%	0.00%
Holland Elementary	19.2%	17.4%	8.8%	8.9%	0.18%	0.00%

School Site	Chronically Absent		Suspensions		Expulsions	
Row Labels	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
Hoover High	20.9%	19.4%	9.1%	9.3%	0.64%	0.24%
McCardle Elementary	12.1%	14.7%	4.5%	3.1%	0.00%	0.00%
Pyle Elementary	23.8%	23.1%	7.4%	5.5%	1.29%	0.21%
Robinson Elementary	18.4%	12.5%	6.4%	4.3%	0.00%	0.00%
Thomas Elementary	15.6%	16.7%	3.9%	3.8%	0.00%	0.00%
Tioga Middle	26.4%	22.5%	13.7%	7.7%	0.39%	0.79%
Viking Elementary	18.5%	18.3%	3.2%	3.6%	0.00%	0.00%
Vinland Elementary	14.6%	19.7%	8.8%	8.4%	0.71%	0.00%
Wolters Elementary	20.7%	20.1%	8.4%	8.6%	0.36%	0.00%
<b>McLane Region</b>	<b>18.2%</b>	<b>17.3%</b>	<b>6.6%</b>	<b>6.6%</b>	<b>0.24%</b>	<b>0.23%</b>
Birney Elementary	20.8%	18.3%	5.2%	6.0%	0.32%	0.00%
Ericson Elementary	21.6%	15.7%	5.0%	2.4%	0.12%	0.00%
Ewing Elementary	11.6%	10.4%	1.3%	1.6%	0.00%	0.00%
Hidalgo Elementary	24.4%	17.7%	7.3%	3.5%	0.47%	0.14%
Leavenworth Elementary	12.1%	10.2%	2.9%	2.0%	0.00%	0.00%
Mayfair Elementary	11.6%	12.3%	4.9%	4.5%	0.13%	0.26%
McLane High	20.8%	23.2%	9.7%	8.8%	0.30%	0.38%
Norseman Elementary	15.4%	16.3%	5.3%	4.6%	0.00%	0.12%
Rowell Elementary	19.0%	17.1%	3.9%	5.1%	0.00%	0.00%
Scandinavian Middle	21.7%	20.1%	18.8%	21.1%	0.69%	0.70%
Turner Elementary	18.7%	17.6%	4.5%	2.5%	0.41%	0.13%
Wishon Elementary	16.6%	17.5%	0.9%	0.2%	0.00%	0.00%
Yosemite Middle	19.1%	20.7%	10.8%	17.6%	0.55%	1.00%
<b>Roosevelt Region</b>	<b>18.9%</b>	<b>18.9%</b>	<b>5.7%</b>	<b>6.2%</b>	<b>0.21%</b>	<b>0.14%</b>
Anthony Elementary	29.3%	27.1%	7.1%	4.6%	0.00%	0.34%
Balderas Elementary	16.8%	14.4%	9.3%	5.7%	0.39%	0.00%
Calwa Elementary	11.1%	9.9%	3.9%	4.9%	0.00%	0.00%
Jackson Elementary	15.4%	15.6%	3.7%	3.9%	0.00%	0.00%
Jefferson Elementary	15.4%	17.3%	4.2%	3.1%	0.00%	0.00%
Lane Elementary	18.0%	17.0%	5.6%	2.4%	0.00%	0.00%
Lowell Elementary	19.1%	20.9%	4.2%	6.5%	0.17%	0.18%
Roosevelt High	27.4%	26.7%	5.8%	7.8%	0.24%	0.16%
Sequoia Middle	18.4%	18.9%	8.7%	6.9%	0.42%	0.31%
Tehipite Middle	26.0%	27.1%	20.1%	25.4%	1.45%	0.85%
Vang Pao Elementary	10.7%	13.6%	3.1%	2.8%	0.00%	0.11%
Webster Elementary	17.0%	18.8%	3.3%	6.3%	0.00%	0.00%
Winchell Elementary	15.0%	14.6%	1.8%	2.9%	0.12%	0.00%
Yokomi Elementary	12.3%	11.5%	1.3%	2.9%	0.12%	0.00%
<b>Sunnyside Region</b>	<b>15.2%</b>	<b>15.1%</b>	<b>6.2%</b>	<b>6.7%</b>	<b>0.17%</b>	<b>0.21%</b>
Ayer Elementary	15.7%	14.9%	7.5%	4.0%	0.13%	0.12%
Aynesworth Elementary	10.2%	11.2%	2.4%	3.0%	0.00%	0.00%
Bakman Elementary	12.8%	14.0%	4.4%	3.5%	0.00%	0.00%
Burroughs Elementary	10.1%	14.2%	5.7%	5.2%	0.48%	0.46%
Easterby Elementary	13.9%	12.9%	5.4%	5.1%	0.00%	0.00%
Greenberg Elementary	17.2%	18.7%	4.9%	2.6%	0.00%	0.00%

School Site	Chronically Absent		Suspensions		Expulsions	
Row Labels	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
Kings Canyon Middle	18.5%	18.5%	13.0%	13.5%	0.67%	0.59%
Olmos Elementary	16.9%	13.6%	5.7%	5.1%	0.11%	0.00%
Storey Elementary	10.4%	8.3%	1.2%	3.5%	0.09%	0.00%
Sunnyside High	18.8%	18.9%	6.0%	8.2%	0.16%	0.28%
Terronez Middle	14.1%	12.1%	12.8%	14.1%	0.14%	0.56%
<b>Specialty Region</b>	<b>29.5%</b>	<b>27.0%</b>	<b>5.8%</b>	<b>6.6%</b>	<b>0.19%</b>	<b>0.17%</b>
Addicott School	64.3%	80.4%	0.0%	0.0%	0.00%	0.00%
Baird Middle	4.7%	2.9%	4.0%	2.4%	0.00%	0.00%
Bullard Talent K-8	3.5%	4.2%	3.2%	3.9%	0.13%	0.00%
Cambridge High	68.4%	72.4%	5.3%	7.1%	0.00%	0.12%
Design Science High	1.1%	4.0%	0.0%	0.0%	0.00%	0.00%
Dewolf High	65.8%	59.6%	11.6%	10.0%	0.65%	0.00%
Duncan Polytech High	10.0%	8.8%	4.7%	5.9%	0.35%	0.00%
Fulton School	87.1%	82.8%	5.9%	5.9%	0.00%	0.00%
JE Young Academic High	77.9%	45.5%	2.6%	4.1%	0.00%	0.00%
Patino Entrepreneurship High	16.4%	13.3%	5.5%	4.4%	0.37%	0.00%
Phoenix Elementary	18.4%	31.5%	2.2%	6.5%	0.00%	0.00%
Phoenix Secondary	66.4%	73.0%	48.0%	56.3%	1.13%	4.55%
Rata School	58.1%	66.7%	2.3%	0.0%	0.00%	0.00%
<b>Grand Total</b>	<b>17.4%</b>	<b>18.2%</b>	<b>7.2%</b>	<b>7.1%</b>	<b>0.25%</b>	<b>0.19%</b>

All 2017/18 data is from California Department of Education (CDE).

2018/19 data is internal and still preliminary.

All percentages represent distinct students.

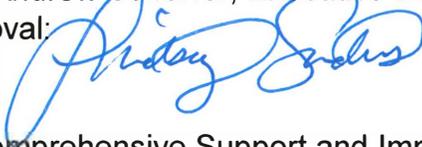
Fresno Unified School District  
Board Communication

**BC Number EA-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Andrew Scherrer, Executive Director  
Cabinet Approval:

Date: August 23, 2019

Phone Number: 457-3842



Regarding: Comprehensive Support and Improvement in Fresno Unified School District

The purpose of this communication is to provide the Board information regarding the district's ongoing supports of schools identified as Comprehensive Support and Improvement (CSI) sites as identified by the California Department of Education.

In 2018/19, federal changes to the Every Student Succeeds Act (ESSA) mandated a new system of annual differentiation which requires states to use their accountability systems to identify the lowest performing schools. For the first time in January 2019, California identified its schools in need of Comprehensive Support and Improvement.

The nine CSI identified schools have been provided a framework of support outlined in collaboration by key departments toward supporting unique student needs at each site. These sites are Ahwahnee MS, Fort Miller MS, Tioga MS, Terronez MS, Hidalgo ES, JE Young, Cambridge, DeWolf, and Addicott.

Department leaders collaborated to develop a district plan for support to the nine CSI schools. Cross-Functional (CF) Pivot Teams were created to meet monthly with each school and determine how progress is measured, processes are monitored, and barriers are removed toward ensuring success. At the end of the 2018/19 school year, the administrative teams from each of the nine schools met with their developing CF Pivot Teams for an initial planning meeting that outlined district support, alongside additional funds provided by the state and how those funds could be utilized. Sites were given the opportunity to share some initial action steps they have taken prior to and as result of the CSI identification to give district partners context.

Over the summer, sites were to create guiding coalitions on campus that included voice from staff and stakeholders in preparation to meet with all other CSI sites, guiding coalitions, and CF Pivot Team members at our first CSI Kick-Off Meeting, August 14, 2019. At the meeting, Superintendent Nelson outlined his expectations for supporting these sites and teams worked to select a key indicator in which they will commit focus, apply improvement science methodologies, and monitor progress and processes.

Sites have determined their monthly meeting dates with the district's CSI Manager and Operations Team, consisting of Equity and Access, State and Federal, and School Leadership Department leaders. Department heads across the district made commitments to the processes of supporting these schools, and operating in ways that help to remove barriers, change thinking, and reflect on processes and policies that may be hindering success.

Equity and Access will report out progress monitoring measurements quarterly on metrics that mirror the California Dashboard.

For questions about CSI status or the support provided through partner departments, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/23/19

Fresno Unified School District  
Board Communication

**BC Number EA-4**

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

Date: August 23, 2019

Phone Number: 457-3896

Regarding: Equity and Access Board Communication Timeline for 2019/20

The purpose of this communication is to provide the Board an update on our continued efforts to support transparency, accuracy and consistency when messaging to the Board and public student performance data. Equity and Access has established a timeline for Board Communications aligned to the following categories: Academic, College and Career, Climate and Culture, Differentiated Assistance/Comprehensive Support and Improvement (CSI), and Dimensions of Equity (see table below). The timeline is backward mapped based on assessment deadlines and is intended to help the Board anticipate when to expect student progress and performance data.

Fall 2019: Dates and Topics

- August 9 - Academic Performance Summary
- August 9 - Dimensions of Equity
- August 9 - College & Career Performance Summary
- August 23 - Differentiated Assistance and CSI
- August 23 - Climate & Culture Performance Summary
- September 6 - College & Career Performance Summary
- September 6 - Early Learning Progress Update
- October 11 - Dimensions of Equity
- October 18 - Climate & Culture Progress Update
- October 18 - Dimensions of Equity
- October 18 - Early Learning Progress Update
- October 25 - Differentiated Assistance and CSI Update
- October 25 - College & Career Progress Update
- November 1 - Dimensions of Equity Update
- November 8 - Early Learning Progress Update

Spring 2020: Dates and Topics

- January 10 - Academic Progress Update
- January 10 - Climate & Culture Progress Update
- January 17 - College & Career Progress Update
- January 17 - Dimensions of Equity Update
- January 24 - Differentiated Assistance and CSI Update
- January 24 - Early Learning Progress Update
- February 7 - Early Learning Progress Update
- February 7 - CA Dashboard Update
- April 3 - Academic Progress Update

- April 17 - Climate & Culture Progress Update
- April 24 - College & Career Progress Update
- April 24 - Dimensions of Equity Update
- April 24 - Early Learning Progress Update
- May 1 - Differentiated Assistance and CSI Update
- May 22 - Early Learning Progress Update
- June 12 - Academic Progress Update
- June 12 - Early Learning Progress Update
- June 19 - Climate & Culture Progress Update
- June 19 - Differentiated Assistance and CSI Update
- June 26 - College & Career Progress Update

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/23/19

Fresno Unified School District  
Board Communication

**BC Number HR-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Paul Idsvoog, Chief of Human Resources  
Cabinet Approval: 

Date: August 23, 2019

Phone Number: 457-3548

Regarding: Recommendation to Approve Provisional Internship Permits

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

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

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

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

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/23/19

Fresno Unified School District  
Board Communication

**BC Number OS-1**

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

Date: August 23, 2019  
Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee – August 15, 2019 Meeting

The purpose of this communication is to provide the Board with information distributed at the August 15, 2019 meeting of the Citizens' Bond Oversight Committee (CBOC). Nine of the 13 CBOC members attended. It was a lengthy meeting with an extensive presentation by staff of projects recently completed and in progress, and productive questions/discussion. Attached are:

- Meeting Agenda
- Minutes from Previous Meeting
- Financial Summaries for Measure Q and Measure X
- Project/Expenditure Reports for Measure Q and Measure X
- Project Updates Presentation

The purpose of the CBOC is to inform the public regarding the expenditure of bond revenues. The Committee meets on the third Thursday of February, May, August and November, at 11:45 a.m. (lunch provided) at the Brawley Service Center. CBOC members are required to live within Fresno Unified boundaries; be at least 18 years old; and not be a vendor, contractor, consultant, employee or official of the district. Each Board member has two appointments, and the Superintendent appoints the Chair.

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

Below are updates provided in the reports presented to the CBOC and attached:

- \$250 million of the \$280 million of Measure Q has been committed to projects, and \$70 million in state and federal funding has been leveraged
- \$98 million of the \$225 million of Measure X has been committed to projects

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/23/19



## CITIZENS' BOND OVERSIGHT COMMITTEE

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### AGENDA

August 15, 2019

11:45 a.m. (lunch provided)

Fresno Unified Service Center, 4600 N. Brawley  
Huntington Conference Room

*The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. (California Education Code)*

1. **CALL MEETING TO ORDER**
2. **INTRODUCTIONS / CHAIR'S REPORT**
3. **APPROVE DRAFT MEETING MINUTES**  
May 16, 2019 Meeting
4. **DISCUSS PROJECT UPDATES**
5. **REVIEW AND ACCEPT PROJECT/EXPENDITURE REPORTS**  
Measure Q  
Measure X
6. **PUBLIC COMMENT**  
An opportunity is provided for individuals to address the Citizens' Bond Oversight Committee on topics within the CBOC's subject matter jurisdiction. No action shall be taken on an item not appearing on the posted agenda.
7. **ADJOURN – next meeting November 21, 2019**

**Note:** No audit reports will be presented at the August meeting as the 2018/19 year-end closing is not complete. At the November CBOC meeting, the Measure Q and Measure X annual performance and financial statements audit reports for 2018/19 will be presented, along with the 2019/20 first quarter reports of agreed upon procedures.

*Staff contact: Karin Temple, Chief Operating Officer, 559-457-3134*

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Committee meeting room, to access written documents being discussed at the meeting, or to otherwise participate at meetings, please contact Ruth Perez at 55-457-3134

## DRAFT MEETING MINUTES

### FRESNO UNIFIED SCHOOL DISTRICT CITIZENS' BOND OVERSIGHT COMMITTEE

May 16, 2019

*The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. (California Education Code)*

Citizens' Bond Oversight Committee (CBOC), Fresno Unified School District, Service Center, 4600 N. Brawley, Fresno CA 93720, Huntington Conference Room

#### Attendance

At a regular meeting of the CBOC held on May 16, 2019, present were CBOC members Brian Andritch, Venancio Gaona, Inez Hill, Clint Horwitz, Mike Karbassi, Michael Kelly, Arthur Koster, Michael Lopez, Jim Nau, Bruce O'Neal and Barbara Steck (Chair).

Not present were CBOC members Jose Mejia and Dominic Papagni.

Also present were Fresno Unified staff Alex Belanger, Jason Duke, Ruth Perez, Robert Quiroz, Christine Stevens and Karin Temple; and Jeff Jenson, Crowe LLP.

#### 1. CALL MEETING TO ORDER

Chair Steck convened the meeting at 11:56 p.m.

#### 2. INTRODUCTIONS / RECOGNITIONS / CHAIR'S REPORT

None

#### 3. APPROVE DRAFT MEETING MINUTES FOR February 1, 2019

Approved unanimously

#### 4. DISCUSS PROJECT UPDATES

Deferred (provided during tour of projects)

#### 5. DISCUSS AND APPROVE MEASURE Q AND MEASURE X PROJECT/EXPENDITURE REPORTS dated May 2019

Deferred (in the interest of time for the projects tour, the material was provided but not discussed)

##### Measure Q

- Total Measure Q obligated to date: \$249.5 M
- Total value of Measure Q projects to date (including state funding): \$319.1 M
- Decrease in total impact to Measure Q since last report: \$7.6 M

##### Measure X

- Total Measure X obligated to date: \$70.6 M
- Total value of Measure X projects to date (including state funding): \$70.6 M
- Increase in total impact to Measure X since last report: \$17.1 M

6. **REVIEW AND ACCEPT QUARTERLY REPORT OF INDEPENDENT ACCOUNTANTS FOR MEASURE Q for the period January 1, 2019 – March 31, 2019**

Selected a sample of 25 expenditures totaling \$1,763,286. The sample was selected to provide a representation across all construction projects, vendors and expenditure amounts. The sample represented approximately 11% of the total number of expenditures and 34% of the total expenditure value. Obtained purchase orders and invoices for each of the 25 expenditures; verified that the expenditures were properly charged to the location indicated, were properly coded as to the nature of the expenditure and were made for the acquisition and construction of school facilities, including the furnishing and equipping of school facilities, and the funds were not spent for administrative salaries.

**DISCUSS AND ACCEPT QUARTERLY REPORT OF INDEPENDENT ACCOUNTANTS FOR MEASURE X for the period January 1, 2019 – March 31, 2019**

Selected a sample of 25 expenditures totaling \$1,820,853. The sample was selected to provide a representation across all construction projects, vendors and expenditure amounts. The sample represented approximately 3% of the total number of expenditures and 24% of the total expenditure value. Obtained purchase orders and invoices for each of the 25 expenditures; verified that the expenditures were properly charged to the location indicated, were properly coded as to the nature of the expenditure and were made for the acquisition and construction of school facilities, including the furnishing and equipping of school facilities, and that funds were not spent for administrative salaries.

Accepted unanimously.

7. **PUBLIC COMMENT**

None

8. **TOUR OF PROJECTS – off-site, district transportation provided**

Committee members toured facility improvement projects at Duncan High School, Rata 7-12, and Slater Elementary, led by Assistant Superintendent Belanger.

9. **ADJORN**

Next meeting August 15, 2019, 11:45am (lunch served), at the Brawley Service Center

DRAFT

# Measure Q

## August 2019 Financial Summary

	Measure Q Obligations to date	Leveraged Federal Funding	Leveraged State Funding	Total Project Obligations
(D) - PROJECTS IN DESIGN	\$ 1,247,195	\$ -	\$ -	\$ 1,247,195
(I)- PROJECTS IN CONSTRUCTION	\$ 16,834,533	\$ -	\$ -	\$ 16,834,533
(C)- COMPLETED PROJECTS	\$ 231,867,181	\$ 4,979,747	\$ 64,591,116	\$ 301,438,044
<b>TOTAL</b>	<b>\$ 249,948,909</b>	<b>\$ 4,979,747</b>	<b>\$ 64,591,116</b>	<b>\$ 319,519,772</b>
Total Impact to Measure Q (August 2019)	\$ 249,948,909			

**MEASURE Q PROJECT/EXPENDITURE REPORT**  
 Presented to Citizens' Bond Oversight Committee  
 as of August 2019

Status  
 P = Planned  
 D = In Design  
 I = In Construction  
 C = Complete



**DRAFT**

School	Specific Work	Status	Estimated/Final Bond Cost	Total Project Obligation	Federal Funding	State Funding*
Addams	New classrooms - design	D	350,000	73,392		
Addams	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Addams	Marquee	C	20,382	20,382		
Addams	Portable relocation	C	602,859	602,859		
Addicott	Modernization	C	3,697,232	3,697,232		potential funding
Addicott	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Addicott	Exterior painting	C	62,698	62,698		
Adult Education	Exterior painting	C	794,425	794,425		
Adult Transitions Program	Safety and classroom enhancements	C	7,066,683	7,066,683		
Adult Transitions Program	Modernization	C	27,823	27,823		
Ahwahnee	Accessibility improvements	C	29,417	29,417		
Ahwahnee	Flooring	C	8,634	8,634		
Ahwahnee	Restroom upgrades	C	7,887	65,126	57,238	
Ahwahnee	Technology infrastructure upgrades	C	42,677	42,677		
Ahwahnee	Energy conservation lighting retrofit	C	85,241	85,241		
Ahwahnee	Shade structure	C	227,474	227,474		
Ahwahnee	Lockers - gym	D	600,000	0		
Ahwahnee	Interior lighting upgrade to LED campus wide	D	240,000	0		
Ahwahnee	Gym bleacher replacement	C	7,887	65,126	57,238	
Anthony	Technology infrastructure upgrades	C	25,198	25,198		
Anthony	Marquee	C	12,704	12,704		
Anthony	Electrical upgrades	C	7,887	65,126	57,238	
Ayer	Technology infrastructure upgrades	C	20,818	20,818		
Ayer	Marquee	C	832,361	3,116,324		2,283,963
Aynesworth	New classroom building	C	7,887	65,126	57,238	
Aynesworth	Technology infrastructure upgrades	C	4,776	4,776		
Aynesworth	Energy conservation lighting retrofit	C	81,517	81,517		
Aynesworth	Exterior painting	C	8,175,638	8,175,638		application submitted
Baird	New gym	C	24,274	24,274		
Baird	Paving rehabilitation	C	3,739,327	3,739,327		
Baird	New classroom building	C	14,106	14,106		
Baird	HVAC - heat pump	C	7,887	65,126	57,238	
Bakman	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Balderas	Technology infrastructure upgrades	C	22,097	22,097		
Balderas	Marquee	D	100,000	0		
Balderas	Flooring	D	60,000	0		
Balderas	Safety/security - lock upgrades	C	7,887	65,126	57,238	
Bethune	Technology infrastructure upgrades	C	145,000	151,048		
Bethune	Playground equipment	C	7,887	65,126	57,238	
Birney	Technology infrastructure upgrades	C	132,139	132,139		
Birney	HVAC - chiller and pump replacement	C	1,412,821	1,412,821		
Bullard	Site improvements	C	165,224	165,224		
Bullard	Site Masterplan	C	43,056,091	43,056,091		
Bullard	New classrooms and Admin/Library, quad expansion	C	367,084	367,084		
Bullard	Safety improvements to Palm frontage and turn lane	C	186,985	186,985		
Bullard	Utility system upgrades	C				

**MEASURE Q PROJECT/EXPENDITURE REPORT**  
 Presented to Citizens' Bond Oversight Committee  
 as of August 2019

Status  
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 C = Complete



**DRAFT**

School	Specific Work	Status	Estimated/Final Bond Cost	Total Project Obligation	Federal Funding	State Funding*
Bullard TALENT	Shade structure	C	234,729	234,729		
Bullard TALENT	Paving rehabilitation	D	40,000	6,360		
Burroughs	Flooring	C	63,154	63,154		
Burroughs	Restroom upgrades	C	9,418	9,418		
Burroughs	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Burroughs	HVAC - heat pump replacement	C	25,027	25,027		
Calwa	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Calwa	Playground equipment	C	76,292	76,292		
Calwa	Marquee	C	25,000	17,897		
Cambridge	Flooring	C	15,973	15,973		
Cambridge	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Cambridge	Exterior painting	C	51,431	51,431		
Carver	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Centennial	New classroom building	C	1,433,386	3,197,708		1,764,322
Centennial	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Centennial	Playground equipment	C	75,389	75,389		
Centennial	Exterior painting	C	77,807	77,807		
Centennial	Safety and security improvements	D	60,000	16,945		
Columbia	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Columbia	HVAC - heat pump replacement	C	48,835	48,835		
Columbia	Playground equipment	C	94,264	94,264		
Computech	Accessibility improvements	C	115,018	115,018		
Computech	Lockers - gym	C	160,463	160,463		
Computech	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Computech	Energy conservation lighting retrofit	C	10,505	10,505		
Computech	Site improvements	C	8,589	8,589		
Computech	Gym floor renovation	C	32,147	32,147		
Computech	Quad improvements	C	21,371	21,371		
Computech	HVAC - chiller and pump replacement	C	198,561	198,561		
Computech	Gym bleacher replacement	D	200,000	0		
Cooper	Restroom upgrades	C	6,784	6,784		
Cooper	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Cooper	Energy conservation lighting retrofit	C	15,545	15,545		
Cooper	Amphitheater	C	118,901	118,901		
Cooper	HVAC - boiler replacement in gym locker rooms	C	140,946	140,946		
Cooper	Signage	C	8,791	8,791		
Cooper	Exterior painting	C	138,614	138,614		
Cooper	Gym bleacher replacement	D	200,000	0		
Dailey	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Dailey	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Del Mar	Playground equipment	C	74,427	74,427		
Del Mar	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Design Science	Technology infrastructure upgrades	C	1,777,970	1,777,970		
Design Science	Additional capacity to support program needs	C	1,777,970	1,777,970		
DeWolf	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Duncan Polytechnical	New CTE classrooms - heavy truck - transportation pathway	C	8,000,000	8,189,565		application approved

**MEASURE Q PROJECT/EXPENDITURE REPORT**  
 Presented to Citizens' Bond Oversight Committee  
 as of August 2019

Status  
 P = Planned  
 D = In Design  
 I = In Construction  
 C = Complete



DRAFT

School	Specific Work	Status	Estimated/Final Bond Cost	Total Project Obligation	Federal Funding	State Funding*
Duncan Polytechnical	Modernization - CTE program - 4 bay bldg. - manufacturing pathway	C	4,200,000	4,153,809		application approved
Duncan Polytechnical	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Duncan Polytechnical	Energy conservation lighting retrofit	C	25,819	25,819		
Duncan Polytechnical	Lab/classroom enhancements - CTE program	C	252,738	252,738		
Duncan Polytechnical	HVAC - Multi-purpose room, and classrooms	C	691,335	691,335		
Duncan Polytechnical	HVAC - Gym and weight room	C	385,799	385,799		
Duncan Polytechnical	Reroof gym	D	350,000	1,205		
Duncan Polytechnical	Lockers - gym	C	199,622	199,622		
Duncan Polytechnical	New classroom building	C	2,796,539	4,827,792		2,031,253 + application approved
Easterby	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Easterby	HVAC - boiler replacement	C	102,223	102,223		
Easterby	Playground equipment	C	71,747	71,747		
Easterby	Marquee	C	23,278	23,278		
Eaton	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Eaton	Energy conservation lighting retrofit	C	3,456	3,456		
Ed Center	Energy conservation lighting retrofit	C	28,930	28,930		
Ed Center	Recoat roof	C	3,794	3,794		
Edison	Site masterplan	C	110,923	110,923		
Edison	New concrete tennis courts	C	2,148,831	2,148,831		
Edison	Classroom enhancements	C	8,585	8,585		
Edison	Paving rehabilitation	D	90,000	10,929		
Edison	Painting - gym interior and floor logo	C	17,000	17,000		
Edison	Marquee	C	57,715	57,715		
Edison	New classroom building	C	11,655,424	15,366,614		3,711,190
Edison	Restroom upgrades	C	9,856	9,856		
Edison	HVAC - gym and locker rooms	C	975,947	975,947		
Edison	Safety improvements to Walnut Ave. parking area	C	145,139	145,139		
Edison	HVAC - replace rooftop units on orchestra & band rooms	I	60,000	31,092		
Ericson	HVAC - upgrade	C	65,599	65,599		
Ericson	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Ericson	Energy conservation lighting retrofit	C	2,710	2,710		
Ericson	Playground equipment	C	56,171	56,171		
Ericson	Safety/security upgrade - signal systems	C	38,319	38,319		
Ericson	New classroom and kinder buildings	D	11,400,000	642,434		potential funding
Ericson	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Ewing	Energy conservation lighting retrofit	C	4,516	4,516		
Ewing	New classroom building	D	6,000,000	291,655		potential funding
Ewing	Safety/security upgrade - signal systems	C	27,214	27,214		
Ewing	Playground equipment	C	81,297	81,297		
Ewing	Facilities masterplan	C	283,693	283,693		
Figarden	Facilities masterplan - District wide	C	2,847	2,847		
Figarden	Energy conservation lighting retrofit	C	14,164,663	14,164,663		application submitted
Figarden	New classroom buildings and site masterplan	C	45,606	45,606		
Figarden	Flooring - carpet/tile	C	75,230	75,230		
Forkner	Exterior painting	C	7,887	65,126	57,238	
Fort Miller	Technology infrastructure upgrades	C	7,887	65,126	57,238	

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Fort Miller	HVAC - chiller replacement	C	85,717	85,717		
Fort Miller	Energy conservation lighting retrofit	C	4,843	4,843		
Fort Miller	Shade structure	C	114,250	114,250		
Fort Miller	Gym bleachers and accessibility improvements	C	287,407	287,407		
Fort Miller	HVAC - classrooms	C	38,919	38,919		
Fort Miller	Marquee	C	50,212	50,212		
Fremont	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Fremont	Marquee	C	20,752	20,752		
Fresno	Site masterplan	C	169,558	169,558		
Fresno	New classrooms/Admin./library/career center	C	10,524,878	22,185,069		11,660,191
Fresno	Pool complex ticket/concession building	C	251,140	251,140		
Fresno	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Fresno	Royce Hall upgrades	C	1,905,786	1,905,786		potential funding
Fresno	Softball field scoreboard	C	79,187	79,187		
Fresno	Safety/security upgrade - signal systems	C	47,769	47,769		
Fresno	Gym scoreboard and PA upgrades	C	79,266	79,266		
Fresno	Marquee	D	90,000	44,228		
Gaston Middle School	New school - furnishings and equipment	C	1,999,856	1,999,856		
Gibson	Energy conservation lighting retrofit	C	3,866	3,866		
Gibson	Exterior painting	C	75,391	75,391		
Greenberg	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Greenberg	Playground equipment	C	60,455	60,455		
Greenberg	Marquee	C	20,190	20,190		
Hamilton	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Hamilton	Gym bleachers and accessibility improvements	C	107,491	107,491		
Hamilton	Modernization	C	5,464,127	9,014,628		3,550,501
Hamilton	Gym floor renovation	C	28,623	28,623		
Hamilton	Energy conservation lighting retrofit	C	6,809	6,809		
Heaton	Playcourt rehabilitation - kinder	C	96,516	96,516		
Heaton	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Heaton	Energy conservation lighting retrofit	C	3,588	3,588		
Heaton	Playcourt rehabilitation	C	196,827	196,827		
Heaton	Reroof multipurpose room	C	106,959	106,959		
Heaton	HVAC - multizone	C	50,771	50,771		
Hidalgo	Reroof	D	55,000	40		
Hidalgo	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Hidalgo	Marquee	C	22,857	22,857		
Herrera	Safety upgrade - basketball backboard cables	C	58,715	58,715		
Holland	Quad improvements	C	35,990	35,990		
Holland	Utility system upgrades	C	80,674	80,674		
Holland	Restroom upgrades	C	16,931	16,931		
Holland	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Holland	HVAC - chiller and pump replacement	C	69,264	69,264		
Holland	Safety/security upgrade - signal systems	C	2,015	2,015		
Holland	Marquee	C	20,207	20,207		

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		D	25,000	0		
Holland	Safety/security - lock upgrades	D	25,000	0		
Homan	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Homan	Safety/security upgrade - signal systems	C	35,379	35,379		
Hoover	Site masterplan	C	98,424	98,424		
Hoover	New classroom building	C	6,206,199	10,694,820		4,488,621
Hoover	Athletic field improvements	C	2,943,837	2,943,837		
Hoover	Gym floor renovation	C	24,181	24,181		
Hoover	HVAC - boiler replacement	C	33,128	33,128		
Hoover	Energy conservation lighting retrofit	C	122,700	122,700		
Hoover	Pool complex	C	6,134,463	6,134,463		
Hoover	Softball field scoreboard	C	44,213	44,213		
Hoover	Gym floor renovation	C	59,453	59,453		
Hoover	Gym bleachers and accessibility improvements	D	225,000	106,567		
Hoover	HVAC - replace cooling towers	C	357,210	357,210		
Hoover	Concrete rehabilitation	C	431	431		
Hoover	Replace irrigation booster pump	D	30,000	708		
JE Young	Technology infrastructure upgrades	C	7,887	65,126	57,238	
JE Young	Site improvements	C	85,191	85,191		
Jackson	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Jefferson	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Jefferson	Playground equipment	C	104,061	104,061		
Jefferson	Marquee	C	17,498	17,498		
King	Technology infrastructure upgrades	C	7,887	65,126	57,238	
King	Playcourt rehabilitation	D	50,000	111		
Kings Canyon	Lockers - gym	C	182,473	182,473		
Kings Canyon	Utility system upgrades	C	155,680	155,680		
Kings Canyon	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Kings Canyon	Site improvements	C	6,715	6,715		
Kings Canyon	Gym floor renovation	C	25,659	25,659		
Kings Canyon	Reroof	C	666,883	666,883		
Kings Canyon	Irrigation/landscape upgrade	C	48,916	48,916		
Kirk	Safety/security - lock upgrades	C	9,804	9,804		
Kirk	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Kirk	Playground equipment	C	86,443	86,443		
Kratt	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Lane	Flooring	C	48,997	48,997		
Lane	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Lane	Energy conservation lighting retrofit	C	8,533	8,533		
Lane	Marquee	C	22,203	22,203		
Lane	HVAC - multizone	C	32,519	32,519		
Lane	Playground equipment	C	196,456	196,456		
Lawless	Paving rehabilitation	C	176,327	176,327		
Lawless	HVAC - boiler replacement	C	23,530	23,530		
Lawless	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Lawless	Playground equipment	C	64,590	64,590		

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Leavenworth	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Leavenworth	Marquee	C	22,480	22,480		
Leavenworth	HVAC - chiller replacement	C	171,074	171,074		
Lincoln	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Lincoln	Marquee	C	20,521	20,521		
Lowell	Flooring	C	7,828	7,828		
Lowell	Safety/security - lock upgrades	C	35,494	35,494		
Lowell	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Lowell	Marquee	C	21,991	21,991		
Lowell	Exterior painting	C	93,170	93,170		
Malloch	Grounds - safety and beautification	C	42,512	42,512		
Manchester	HVAC - chiller and pump replacement	C	148,300	148,300		
Manchester	Safety/security upgrade - automatic gate	C	43,917	43,917		
Manchester	Marquee	C	22,414	22,414		
Mayfair	New classroom building	C	1,393,420	2,828,042		1,434,622
Mayfair	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Mayfair	Safety/security upgrade - fencing	C	12,352	12,352		
Mayfair	Exterior painting	C	126,826	126,826		
Mayfair	Site improvements	C	9,222	9,222		
McCardle	Technology infrastructure upgrades	C	7,887	65,126	57,238	
McCardle	Marquee	C	23,021	23,021		
McCardle	Exterior painting	C	83,413	83,413		
McCardle	HVAC - multizone	C	38,739	38,739		
McLane	Site masterplan	C	69,687	69,687		
McLane	New classroom building	C	6,956,127	14,832,280		7,876,153
McLane	Accessibility improvements	C	98,341	98,341		
McLane	Electrical upgrades	C	43,865	43,865		
McLane	Gym floor renovation	C	10,994	10,994		
McLane	HVAC - boys and girls exercise room, gym	C	769,157	769,157		
McLane	Restroom upgrades	C	28,790	28,790		
McLane	Technology infrastructure upgrades	C	7,887	65,126	57,238	
McLane	Energy conservation lighting retrofit	C	49,419	49,419		
McLane	HVAC - chiller and pump replacement	C	431,455	431,455		
McLane	Utility system upgrades	C	676,002	676,002		
McLane	Safety/security upgrade - automatic gate	C	17,674	17,674		
McLane	Electrical upgrades	C	819,662	819,662		
McLane	HVAC - replace domestic/heat, boiler in gym	C	58,932	58,932		
McLane	Safety upgrade - basketball backboard cables	C	14,106	14,106		
McLane	Painting - office	C	5,800	5,800		
McLane	Update identification of buildings and classrooms	D	37,000	0		
McLane	Paving rehabilitation	C	72,547	72,547		
Millbrook Education Facility	Safety/security upgrade - signal systems	C	23,681	23,681		
Millbrook Education Facility	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Millbrook Education Facility	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Muir	Exterior painting	C	87,258	87,258		

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Multiple sites	Energy conservation project analysis	C	97,928	97,928		
Multiple sites	Landscape/irrigation upgrades	C	95,787	95,787		
Norseman	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Norseman	HVAC - boiler replacement	C	52,800	52,800		
Olmos	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Patiño Sch. of Entrepreneurship	New classroom building	C	7,218,897	15,825,394		8,606,497
Phoenix Elementary	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Phoenix Elementary	Safety/security upgrade - signal systems	C	23,797	23,797		
Phoenix Elementary	Exterior painting	C	34,300	34,300		
Phoenix Elementary	Safety/security upgrade - fencing	C	6,566	6,566		
Phoenix Secondary	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Powers/Ginsburg	Play area upgrades	C	117,905	117,905		
Powers/Ginsburg	Reroof	C	273,997	273,997		
Powers/Ginsburg	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Powers/Ginsburg	Marquee	C	20,913	20,913		
Powers/Ginsburg	Playcourt rehabilitation	C	15,542	15,542		
Prevention/Intervention	Energy conservation lighting retrofit	C	9,950	9,950		
Pyle	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Pyle	Energy conservation lighting retrofit	C	2,313	2,313		
Pyle	HVAC - chiller and pump replacement	C	127,611	127,611		
Rata	Classroom enhancements	C	9,923	9,923		
Rata	Flooring - kitchen and restrooms	C	6,672	6,672		
Rata	Playground equipment	C	54,102	54,102		
Rata	Marquee	C	28,286	28,286		
Rata	Modernization planning	C	313,067	313,067		
Rata	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Robinson	Paving rehabilitation	C	9,899	9,899		
Robinson	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Robinson	Energy conservation lighting retrofit	C	13,305	13,305		
Robinson	New classroom building	C	1,724,103	2,821,855		1,097,752
Robinson	Security alarm upgrades	C	126,634	126,634		
Roeding	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Roeding	Playground equipment	C	71,950	71,950		
Roeding	Reroof multipurpose room	C	83,734	83,734		
Roosevelt	Site masterplan	C	75,967	75,967		
Roosevelt	New classroom building	C	3,632,852	8,051,506		4,418,654
Roosevelt	Locker room remodel and accessibility improvements	C	1,980,189	1,980,189		
Roosevelt	HVAC - gym and weight room	C	824,149	824,149		
Roosevelt	Accessibility improvements	C	10,477	10,477		
Roosevelt	Quad improvements	C	3,642,540	3,642,540		
Roosevelt	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Roosevelt	Energy conservation lighting retrofit	C	22,563	22,563		
Roosevelt	HVAC - East Hall chiller and pump replacement	C	246,011	246,011		
Roosevelt	New concrete tennis courts	C	1,711,275	1,711,275		
Roosevelt	Energy management system improvements	C	29,610	29,610		

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Roosevelt	Painting - office	C	7,050	7,050		
Roosevelt	Marquee	D	90,000	0		
Rowell	New classroom building	C	4,257,829	5,791,226		1,533,397
Rowell	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Rowell	Exterior painting	C	88,309	88,309		
Rowell	HVAC - multizone	C	28,005	28,005		
Scandinavian	HVAC - chiller replacement	C	56,659	56,659		
Scandinavian	Gym floor renovation	C	19,566	19,566		
Scandinavian	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Scandinavian	Energy conservation lighting retrofit	C	70,023	70,023		
Scandinavian	Site improvements	C	8,708	8,708		
Scandinavian	Classroom enhancements	C	80,862	80,862		
Scandinavian	Reroof buildings Q and S	D	101,000	1,768		
Scandinavian	Gym bleachers and accessibility improvements	C	205,436	205,436		
Sequoia	Modernization	C	5,309,339	10,840,822		5,531,483
Sequoia	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Sequoia	Energy conservation lighting retrofit	C	11,682	11,682		
Sequoia	Shade structure	C	106,608	106,608		
Sequoia	Gym bleacher replacement	D	270,000	0		
Slater	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Slater	New classroom and kinder buildings, and site improvements	I	17,365,000	16,803,441		potential funding
Southeast property acquisition	Land acquisition/site investigations	C	3,704,797	3,704,797		
Storey	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Storey	Safety/security upgrade - signal systems	C	469	469		
Storey	Playground equipment	C	151,902	151,902		
Sunnyside	Field rehabilitation	C	179,067	179,067		
Sunnyside	Energy management system improvements	C	3,320,344	3,320,344		
Sunnyside	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Sunnyside	Energy conservation lighting retrofit	C	5,381	5,381		
Sunnyside	Cafeteria enhancements	C	8,047	8,047		
Sunnyside	Gym floor renovation	C	33,617	33,617		
Sunnyside	Site assessment	C	5,254	5,254		
Sunnyside	Tennis courts renovation	C	75,439	75,439		
Sunnyside	Recoat roof	C	703	703		
Sunnyside	Gym floor renovation	C	39,532	39,532		
Sunset	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Sunset	HVAC - chiller and pump replacement	C	180,380	180,380		
Tehipite	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Tehipite	Site improvements	C	8,382	8,382		
Tehipite	Repair roof	C	41,179	41,179		
Tehipite	Gym floor renovation	C	40,458	40,458		
Tehipite	Office for student support staff	C	15,536	15,536		
Tenaya	Lockers - gym	C	161,381	161,381		
Tenaya	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Tenaya	HVAC - chiller replacement	C	312,488	312,488		

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Tenaya	Site improvements	C	8,360	8,360		
Tenaya	HVAC - boiler replacement	C	69,450	69,450		
Tenaya	Marquee	C	45,489	45,489		
Tenaya	Classroom enhancements	C	7,000	7,000		
Tenaya	Gym floor renovation	C	33,435	33,435		
Tenaya	Library relocation	C	30,980	30,980		
Tenaya	Reroof locker room	C	54,157	54,157		
Terronez	Safety/security upgrade - fencing	C	24,342	24,342		
Terronez	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Terronez	Energy conservation lighting retrofit	C	8,127	8,127		
Terronez	Site improvements	C	8,360	8,360		
Terronez	Gym floor renovation	C	40,873	40,873		
Terronez	HVAC - gym/weight room	C	403,531	403,531		
Terronez	Gym bleacher replacement	D	190,000	0		
Thomas	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Thomas	Energy conservation lighting retrofit	C	5,407	5,407		
Thomas	Marquee	C	17,490	17,490		
Tioga	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Tioga	Energy conservation lighting retrofit	C	14,229	14,229		
Tioga	Gym floor renovation	C	20,158	20,158		
Turner	Automatic irrigation system	C	473,710	473,710		
Turner	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Turner	HVAC - boiler replacement	C	75,214	75,214		
Turner	New classroom building, admin. building and site work	C	7,060,149	7,060,149		
Turner	Paving rehabilitation	C	166,049	166,049		
Turner	Exterior painting	C	90,604	90,604		
Viking	Flooring	C	15,101	15,101		
Viking	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Viking	Energy conservation lighting retrofit	C	17,814	17,814		
Viking	Playground equipment	C	75,163	75,163		
Viking	Exterior painting	C	77,797	77,797		
Vinland	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Vinland	Energy conservation lighting retrofit	C	18,362	18,362		
Vinland	HVAC - chiller and pump replacement	C	139,427	139,427		
Warehouse	Energy conservation lighting retrofit	C	1,002	1,002		
Wawona	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Wawona	Energy conservation lighting retrofit	C	27,026	27,026		
Wawona	Site improvements	C	8,360	8,360		
Wawona	Reroof gym mechanical well	C	46,078	46,078		
Wawona	Gym floor renovation	C	47,021	47,021		
Wawona	Facility infrastructure - accessibility	C	99,713	99,713		
Webster	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Webster	Exterior painting	C	70,929	70,929		
Williams	Technology infrastructure upgrades	C	7,887	65,126	57,238	
Wilson	New classroom building	C	1,143,624	2,788,966		1,645,342



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**Completed**  
 Duncan Polytechnical      New CTE classrooms - heavy truck - transportation pathway  
 Duncan Polytechnical      Modernization - CTE program - 4 bay bldg. - manufacturing pathway  
 Figarden                      New classroom buildings and site masterplan  
 Fresno High                  Gym scoreboard and PA upgrades  
 Leavenworth                 HVAC - chiller replacement

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# Measure X

## August 2019 Financial Summary

	Measure X Obligations to date	Leveraged Federal Funding	Leveraged State Funding	Total Project Obligations
(D) - PROJECTS PLANNED OR IN DESIGN	\$ 7,853,231	\$ -	\$ -	\$ 7,853,231
(I)- PROJECTS IN CONSTRUCTION	\$ 53,136,347	\$ -	\$ -	\$ 53,136,347
(C)- COMPLETED PROJECTS	\$ 36,976,812	\$ -	\$ -	\$ 36,976,812
<b>TOTAL</b>	<b>\$ 97,966,390</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 97,966,390</b>
Total Impact to Measure X (August 2019)	\$ 97,966,390			

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Addams	New Classrooms	D	7,500,000	733,901		potential funding
Addams	Safety/energy conservation - lighting improvements	C	35,352	35,352		
Addams	Safety/security - security camera system installation	I	150,000	84,542		
Addams	Facility improvements - hydration station installation	D	10,000	1,367		potential funding
Addicott	Facility improvements - carpet replacement	D	60,000	0		
Addicott	Safety/energy conservation - lighting improvements	C	49,122	49,122		
Addicott	Facility improvements - hydration station installation	D	10,000	1,367		potential funding
Ahwahnee	Student Support Facilities - create de-escalation room	P	54,000	0		
Ahwahnee	Student Support Facilities - room modifications for student support staff	C	12,686	12,686		
Ahwahnee	Facility infrastructure improvements - drinking fountains	C	16,042	16,042		
Ahwahnee	Safety/security - locking system improvements	I	68,000	58,320		
Ahwahnee	Safety/energy conservation - lighting improvements	C	47,158	47,158		
Ahwahnee	Facility infrastructure improvements - replace multi-zone building S	D	350,000	39,319		
Ahwahnee	Facility infrastructure improvements - irrigation system	P	8,500	6,114		
Anthony	Facility improvements - carpet replacement	C	12,216	12,216		
Anthony	Safety/energy conservation - lighting improvements	C	72,403	72,403		
Anthony	Safety/security - security camera system installation	C	88,341	88,341		
Anthony	Safety/security - locking system improvements	D	9,600	0		
Anthony	Safety/security - install fencing	C	17,700	17,700		
Anthony	Facility improvements - hydration station installation	D	10,000	0		potential funding
Ayer	Safety/energy conservation - lighting improvements	C	41,220	41,220		
Ayer	Safety/security - security camera system installation	I	150,000	105,889		
Ayer	Facility improvements - hydration station installation	D	10,000	0		potential funding
Aynesworth	Safety/energy conservation - lighting improvements	C	49,662	49,662		
Aynesworth	Safety/security - security camera system installation	C	92,308	92,308		
Aynesworth	Facility improvements - hydration station installation	D	10,000	0		potential funding
Aynesworth	Facility infrastructure improvements - play structure	C	83,547	83,547		
Aynesworth	Facility infrastructure improvements - multi-purpose room kitchen plumbing replacement	D	92,500	0		
Baird	HVAC - multi-purpose room	D	475,000	81,701		
Baird	Facility improvements - student support services	C	31,041	31,041		
Baird	Facility infrastructure improvements - chiller replacement	C	334,110	334,110		
Bakman	Safety/energy conservation - lighting improvements	C	62,857	62,857		
Bakman	Safety/security - security camera system installation	I	150,000	100,809		
Bakman	Facility improvements - hydration station installation	D	10,000	121		potential funding
Balderas	Safety/security - security camera system installation	I	150,000	96,003		
Balderas	Safety/security - locking system improvements	D	9,600	0		
Balderas	Safety/security - replace existing PA system	C	32,473	32,473		
Balderas	Facility infrastructure improvements - boiler replacement	I	175,000	117,886		
Balderas	Facility improvements - hydration station installation	D	10,000	0		potential funding
Bethune	Safety/energy conservation - lighting improvements	C	34,459	34,459		
Birney	Safety/security - security camera system installation	I	150,000	113,729		
Birney	Facility improvements - hydration station installation	D	10,000	1,367		potential funding
Bullard	Facility infrastructure improvements - room modifications for student support staff	D	10,500	8,211		
Bullard	Student Support Facilities- create new offices in building V	D	432,433	114,478		
Bullard	Baseball and softball fields improvements	D	1,670,000	203,825		
Bullard	Athletic facilities - replace pool lights	C	43,351	43,351		

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Bullard	Facility infrastructure improvements - replace north gym speakers	C	10,659	10,659		
Bullard	Facility improvements - Fitness/Weight Room	C	106,840	106,840		
Bullard	Facility infrastructure improvements - replace piping at north parking lot	C	81,023	81,023		
Bullard	Facility infrastructure improvements - asphalt replacement	C	762,427	762,427		
Bullard	Facility infrastructure improvements - irrigation system	C	6,880	6,880		
Bullard TALENT	Student Support Facilities - add entry door to nurse's office	C	8,397	8,397		
Bullard TALENT	Facility improvements - carpet & foundation replacement	C	14,788	14,788		
Bullard TALENT	Safety/security improvement - automatic gate	C	23,625	23,625		
Bullard TALENT	Safety/security - install pole lighting for parking lot	C	18,578	18,578		
Bullard TALENT	Safety/security improvement - fencing	I	740,000	695,333		
Bullard TALENT	Safety/security - new camera system	I	105,000	104,692		
Bullard TALENT	Facility improvements - hydration station installation	C	3,408	3,408		
Bullard TALENT	Facility infrastructure improvements - irrigation system	D	5,000	3,016		
Bullard TALENT	Facility infrastructure improvements - seal coat asphalt	D	50,000	0		
Burroughs	Safety/security - security camera system installation	C	95,464	95,464		
Burroughs	Safety/security - install pole lighting for parking lot	C	26,730	26,730		
Burroughs	Facility improvements - hydration station installation	D	10,000	1,367		potential funding
Burroughs	Facility infrastructure improvements - exterior painting	C	74,141	74,141		
Calwa	Portable classrooms for enrollment & programs	I	570,600	544,643		
Calwa	Safety/security - security camera system installation	I	150,000	85,478		
Calwa	Facility infrastructure improvements - heat pump replacement	C	18,135	18,135		
Calwa	Facility infrastructure improvements - heat pump replacement	C	14,138	14,138		
Calwa	Facility improvements - hydration station installation	D	10,000	0		potential funding
Cambridge	Student Support Facilities - office modifications for student support staff	D	360,000	35,663		
Cambridge	Safety/energy conservation - lighting improvements	C	50,835	50,835		
Cambridge	Facility infrastructure improvements - install marquee sign	I	80,000	70,450		
CART	Facility infrastructure improvements - construction projects & improvements	C	204,628	204,628		
CART	Facility infrastructure improvements - Summer 2019 projects	C	928,709	928,709		
Centennial	Facility improvements - install raceway for classroom projectors	C	9,926	9,926		
Centennial	Safety/security - security camera system installation	I	150,000	108,233		
Centennial	HVAC - multi-purpose room	D	475,000	68,611		
Centennial	Facility infrastructure improvements - boiler replacement	I	175,000	115,355		
Centennial	Facility improvements - hydration station installation	D	10,000	0		potential funding
Centennial	Facility infrastructure improvements - seal coat asphalt	D	75,000	0		
Chavez Adult School	Safety/energy conservation - lighting improvements	C	35,854	35,854		
Columbia	New Classrooms	D	5,000,000	472,026		potential funding
Columbia	Safety/energy conservation - lighting improvements	C	39,533	39,533		
Columbia	Safety/security - security camera system installation	I	150,000	109,658		
Columbia	Facility improvements - hydration station installation	D	10,000	1,794		potential funding
Computech	Safety/security improvement - secure staff and visitor parking	D	600,000	157,113		
Computech	Safety/energy conservation - lighting improvements	C	46,082	46,082		
Computech	HVAC - multi-purpose room	C	769,816	769,816		
Computech	Facility infrastructure improvements - install marquee sign	D	80,000	67,216		
Computech	Facility infrastructure improvements - irrigation system	D	9,000	7,317		
Cooper	Safety/energy conservation - lighting improvements	C	42,399	42,399		
Cooper	HVAC - multi-purpose room	I	835,162	655,746		
Cooper	Facility infrastructure improvements - chiller replacement	I	185,000	138,580		

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				0		
Dailey	Safety/energy conservation - lighting improvements	D	100,000			
Dailey	Facility infrastructure improvements - cafeteria HVAC	D	816,875	70,265		
Dailey	Facility infrastructure improvements - exterior painting	C	53,891	53,891		
Dailey	Facility infrastructure improvements - exterior painting	I	150,000	92,489		
Del Mar	Safety/security - security camera system installation	I	51,324	51,324		
Del Mar	Safety/energy conservation - lighting improvements	C	51,324	51,324		
Del Mar	HVAC - multi-purpose room	I	707,000	484,301		
Del Mar	Facility improvements - hydration station installation	D	10,000	1,367		potential funding
Del Mar	Facility infrastructure improvements - seal coat asphalt	I	50,000	10,387		
Del Mar	Facility infrastructure improvements - seal coat asphalt	C	49,742	49,742		
Design Science	Planning/concepts for classroom space on FCC campus	C	33,021	33,021		
Dewolf	Safety/energy conservation - lighting improvements	C	36,504	36,504		
Dewolf	Facility infrastructure improvements - exterior painting	C	36,504	36,504		
Districtwide	Facility condition assessment	C	384,171	384,171		
Districtwide	Planning for future facilities	P	25,000	2,600		
Districtwide	Master design specifications update and guidelines	D	91,292	74,641		
Districtwide	Master design specifications update and guidelines	C	171,338	171,338		
Duncan	Gym bleachers	C	2,351	2,351		
Duncan	Facility infrastructure improvements - install washer/dryer utilities for PE uniform cleaning	I	52,000	22,472		
Duncan	Facility infrastructure improvements - install gym scoreboards	I	85,000	42,248		
Duncan	Facility infrastructure improvements - install gym audio/video	C	54,885	54,885		
Duncan	Facility improvements - Fitness/Weight Room	D	1,051,200	695,178		potential funding
Duncan	New facilities - CTE health sciences building - design services	C	270,443	270,443		
Duncan	Facility infrastructure improvements - irrigation system	C	42,639	42,639		
Easterby	Safety/energy conservation - lighting improvements	C	100,862	100,862		
Easterby	Safety/security - security camera system installation	D	10,000	1,367		potential funding
Easterby	Facility improvements - hydration station installation	C	323,243	323,243		
Easterby	Facility infrastructure improvements - playcourt/tennis court asphalt reconstruction	P	34,000	0		
Eaton	Classroom improvements - partition wall	C	41,123	41,123		
Eaton	Safety/energy conservation - lighting improvements	I	150,000	96,922		
Eaton	Safety/security - security camera system installation	D	10,000	1,673		potential funding
Eaton	Facility improvements - hydration station installation	C	95,566	95,566		
Eaton	Facility infrastructure improvements - play structure	D	445,000	98,464		
Edison	Baseball and softball fields improvements	D	525,000	5,900		
Edison	Facility improvements - resurface and repair track	P	53,500	34,000		
Edison	Long range master plan update	I	85,000	57,740		
Edison	Facility infrastructure improvements - install gym audio/video	C	82,429	82,429		
Edison	Facility improvements - Fitness/Weight Room	P	757,000	3,700		
Edison	Athletic facilities - gym addition (design only)	P	190,000	0		
Edison	Facility improvements - gym modernization (design only)	C	23,652	23,652		
Edison	Facility infrastructure improvements - HVAC replacement	D	20,500	15,717		
Edison	Facility infrastructure improvements - irrigation system	C	17,454	17,454		
Edison	Facility infrastructure improvements - replace PA system	C	324,630	324,630		
Edison	Facility infrastructure improvements - replace gym floor	P	1,500,000	0		
Edison	Master plan improvements - design	C	68,618	68,618		
Ericson	Safety/energy conservation - lighting improvements	I	150,000	82,284		
Ericson	Safety/security - security camera system installation	D	475,000	72,842		
Ericson	HVAC - multi-purpose room	C	99,108	99,108		
Ericson	Facility infrastructure improvements - irrigation system	C	17,256	17,256		
Ericson	Facility infrastructure improvements - install marquee sign	C	17,256	17,256		

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Ericson	Facility infrastructure improvements - replace PA system	C	13,616	13,616		
Ericson	Facility improvements - hydration station installation	D	10,000	121		potential funding
Ewing	Portable classrooms for enrollment & programs	I	699,099	554,117		
Ewing	Safety/energy conservation - lighting improvements	C	51,100	51,100		
Ewing	Safety/security - security camera system installation	I	150,000	77,033		
Ewing	Facility infrastructure improvements - concrete pathway and landscape in kindergarten area	C	17,508	17,508		
Ewing	Facility infrastructure improvements - replace PA system	C	16,600	16,600		
Ewing	Facility improvements - hydration station installation	D	10,000	0		potential funding
Figarden	Safety/energy conservation - lighting improvements	C	40,262	40,262		
Figarden	Safety/security - security camera system installation	I	150,000	86,486		
Figarden	Facility improvements - hydration station installation	D	10,000	1,610		potential funding
Figarden	Facility infrastructure improvements - replace admin HVAC unit	C	8,722	8,722		
Forkner	Safety/energy conservation - lighting improvements	C	41,379	41,379		
Forkner	Safety/security - security camera system installation	I	150,000	96,459		
Forkner	Facility improvements - hydration station installation	D	10,000	0		potential funding
Fort Miller	Safety/energy conservation - lighting improvements	C	40,341	40,341		
Fort Miller	HVAC - multi-purpose room	C	546,422	546,422		
Fort Miller	Facility infrastructure improvements - irrigation system	C	242,261	242,261		
Fort Miller	Facility infrastructure improvements - HVAC for gym and wrestling room	C	450,735	450,735		
Fremont	Safety/energy conservation - lighting improvements	C	33,263	33,263		
Fremont	Safety/security - security camera system installation	I	150,000	85,820		
Fremont	HVAC - multi-purpose room	C	680,907	680,907		
Fremont	Facility infrastructure improvements - chiller replacement	C	274,133	274,133		
Fremont	Facility improvements - hydration station installation	D	10,000	1,762		potential funding
Fresno	Athletic facilities - new concrete tennis courts	D	2,500,000	57,668		
Fresno	Facility improvements - Fitness/Weight Room	C	79,230	79,230		
Fresno	Facility improvements - new track & field complex bleachers	D	500,000	40,580		
Fresno	New facilities - CTE	D	8,783,323	406,831		application approved
Fresno	Facility infrastructure improvements - EMS controls	C	518,532	518,532		
Fresno	Facility infrastructure improvements - gym HVAC	C	2,583,084	2,583,084		
Fresno	Facility infrastructure improvements - replace stage lighting	I	450,000	405,608		
Fresno	Facility infrastructure improvements - replace lockers	I	510,000	508,601		
Fresno	Facility infrastructure improvements - re-roof gym locker rooms	I	550,000	109,356		
Fresno	Facility infrastructure improvements - irrigation system	P	13,000	10,867		
Fulton	Safety/security - security camera system installation	C	4,128	4,128		
Fulton	Safety/energy conservation - lighting improvements	C	5,606	5,606		
Gibson	Safety/energy conservation - lighting improvements	C	40,172	40,172		
Gibson	Safety/security - security camera system installation	I	150,000	85,493		
Gibson	Safety/security - install fencing	C	9,789	9,789		
Gibson	HVAC - multi-purpose room	D	475,000	90,288		
Gibson	Facility improvements - hydration station installation	D	10,000	121		potential funding
Gibson	Facility improvements - hydration station installation	D	10,000	0		potential funding
Ginsburg	Facility improvements - hydration station installation	I	150,000	63,843		
Greenberg	Safety/security - security camera system installation	D	10,000	0		potential funding
Greenberg	Facility improvements - hydration station installation	D	10,000	0		potential funding
Greenberg	Facility infrastructure improvements - exterior painting	C	70,904	70,904		
Greenberg	Facility infrastructure improvements - exterior painting	C	13,103	13,103		
Hamilton	Facility infrastructure improvements - install washer/dryer utilities for PE uniform cleaning	C	13,103	13,103		
Hamilton	Safety/security improvement - signal systems	C	27,690	27,690		

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Hamilton	Safety/security - new camera system	D	85,000	27,190		
Hamilton	Facility infrastructure improvements - install play structure	C	28,351	28,351		
Hamilton	Facility infrastructure improvements - install marquee sign	I	25,000	2,773		
Hamilton	Facility infrastructure improvements - irrigation system	P	6,000	4,835		
Heaton	Facility infrastructure improvements - install barrier wall for soundproofing	C	10,905	10,905		
Heaton	Safety/energy conservation - lighting improvements	C	43,113	43,113		
Heaton	Safety/security - security camera system installation	I	150,000	102,918		
Heaton	Facility infrastructure improvements - HVAC equipment and EMS controls	C	312,415	312,415		
Heaton	Facility infrastructure improvements - add hand dryers to student restrooms	C	16,561	16,561		
Heaton	Facility improvements - hydration station installation	D	10,000	0		potential funding
Heaton	Facility infrastructure improvements - play structure	D	200,000	47,516		
Herrera	New elementary school	D	44,000,000	1,957,503		potential funding
Hidalgo	Facility improvements - carpet replacement	C	5,890	5,890		
Hidalgo	Safety/security - security camera system installation	I	150,000	87,217		
Hidalgo	Facility infrastructure improvements - re-roof main building & multi-purpose room	D	650,000	485		
Hidalgo	Facility infrastructure improvements - replace PA system	C	5,885	5,885		
Hidalgo	Facility improvements - hydration station installation	D	10,000	0		potential funding
Holland	Safety/security - security camera system installation	I	150,000	84,568		
Holland	HVAC - multi-purpose room	D	475,000	92,874		
Holland	Facility improvements - hydration station installation	D	10,000	0		potential funding
Homan	Safety/energy conservation - lighting improvements	C	40,202	40,202		
Homan	Safety/security - security camera system installation	C	80,694	80,694		
Homan	Facility improvements - hydration station installation	D	10,000	0		potential funding
Homan	Facility infrastructure improvements - seal coat asphalt	C	7,198	7,198		
Hoover	Modernization - Library	D	6,000,000	579,049		
Hoover	Facility infrastructure improvements - install gym scoreboards	C	38,254	38,254		
Hoover	Facility infrastructure improvements - install gym audio/video	I	85,000	45,836		
Hoover	Facility improvements - Fitness/Weight Room	I	100,000	36,671		
Hoover	Modernization - CTE facilities	P	1,300,772	101,345		application approved
Hoover	Facility infrastructure improvements - electrical upgrade	I	2,600,000	1,846,360		
Hoover	Facility infrastructure improvements - event center HVAC and roofing	I	303,750	190,981		
Jackson	New facilities - replace multi-purpose room with HVAC	D	3,200,000	259,823		potential funding
Jackson	Safety/energy conservation - lighting improvements	C	33,528	33,528		
Jackson	Safety/security - security camera system installation	I	150,000	76,620		
Jackson	Facility infrastructure improvements - exterior painting	C	57,512	57,512		
Jackson	Facility improvements - hydration station installation	D	10,000	0		potential funding
JE Young	Safety/energy conservation - lighting improvements	C	29,890	29,890		
Jefferson	Safety/security - security camera system installation	I	150,000	76,880		
Jefferson	Facility infrastructure improvements - irrigation system	C	229,166	229,166		
Jefferson	Facility infrastructure improvements - replace PA system	C	11,782	11,782		
Jefferson	Facility improvements - hydration station installation	D	10,000	0		potential funding
King	Portable classrooms for enrollment & programs	I	570,600	465,773		
King	Safety/security - security camera system installation	I	150,000	115,956		
King	Facility improvements - hydration station installation	D	10,000	2,431		potential funding
Kings Canyon	Student Support Facilities- create new office for vice principal	C	19,443	19,443		
Kings Canyon	Athletic facilities - field improvements	C	327,028	327,028		
Kings Canyon	Gym bleachers	I	165,000	162,227		

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Kings Canyon	HVAC - piping replacement	C	772,150	772,150		
Kings Canyon	Facility infrastructure improvements - boiler replacement	C	115,441	115,441		
Kings Canyon	Facility infrastructure improvements - irrigation system	I	315,000	250,407		
Kings Canyon	Facility improvements - student support services	C	30,696	30,696		
Kings Canyon	Facility infrastructure improvements - exterior painting	C	185,636	185,636		
Kirk	Facility improvements - carpet replacement	C	18,917	18,917		
Kirk	Portable classrooms for enrollment & programs	I	520,500	482,618		
Kirk	Safety/energy conservation - lighting improvements	C	38,937	38,937		
Kirk	Safety/security - security camera system installation	C	67,530	67,530		
Kirk	Safety/security - install pole lighting for parking lot	C	19,717	19,717		
Kirk	Facility improvements - hydration station installation	D	10,000	0		potential funding
Kratt	Safety/security - security camera system installation	I	150,000	132,225		
Kratt	Safety/energy conservation - lighting improvements	D	100,000	0		
Kratt	Safety/security - install pole lighting for parking lot	C	24,746	24,746		
Kratt	Facility infrastructure improvements - irrigation system	C	959,767	959,767		
Kratt	Facility improvements - new accessible restroom	D	200,000	23,366		
Kratt	Facility improvements - hydration station installation	D	10,000	0		potential funding
Kratt	Facility infrastructure improvements - playcourt/tennis court asphalt reconstruction	C	389,254	389,254		
Kratt	Facility infrastructure improvements - play structure	D	200,000	44,609		
Lane	Safety/energy conservation - lighting improvements	C	41,326	41,326		
Lane	Safety/security - security camera system installation	I	150,000	76,888		
Lane	Safety/security improvement - automatic gate and fencing	C	17,382	17,382		
Lane	Facility improvements - hydration station installation	D	10,000	0		potential funding
Lawless	Safety/energy conservation - lighting improvements	C	43,233	43,233		
Lawless	Safety/security - security camera system installation	C	94,444	94,444		
Lawless	Facility improvements - hydration station installation	D	10,000	2,310		potential funding
Leavenworth	Safety/security - security camera system installation	C	101,825	101,825		
Leavenworth	Facility infrastructure improvements - replace PA system	C	25,434	25,434		
Leavenworth	Facility improvements - hydration station installation	D	10,000	121		potential funding
Lincoln	Safety/energy conservation - lighting improvements	C	36,940	36,940		
Lincoln	Safety/security - security camera system installation	I	150,000	92,806		
Lincoln	Facility infrastructure improvements - exterior painting	C	67,315	67,315		
Lincoln	Facility infrastructure improvements - EMS controls	C	43,974	43,974		
Lincoln	Facility improvements - hydration station installation	D	10,000	363		potential funding
Lowell	Safety/energy conservation - lighting improvements	C	59,675	59,675		
Lowell	Safety/security - security camera system installation	I	150,000	85,868		
Lowell	Facility improvements - hydration station installation	D	10,000	0		potential funding
Malloch	Safety/security - security camera system installation	I	150,000	91,197		
Malloch	Facility improvements - hydration station installation	D	10,000	1,884		potential funding
Manchester	Facility improvements - carpet admin area	C	4,920	4,920		
Manchester	Safety/security - security camera system installation	I	150,000	86,078		
Manchester	Safety/security - install pole lighting for parking lot	C	30,986	30,986		
Manchester	HVAC - multi-purpose room	D	475,000	90,146		
Manchester	Facility improvements - hydration station installation	D	10,000	0		potential funding
Mayfair	Safety/security - security camera system installation	I	150,000	85,304		
Mayfair	Safety/security - install pole lighting for parking lot	C	31,125	31,125		
Mayfair	Facility improvements - hydration station installation	D	10,000	0		potential funding

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McCardle	Safety/energy conservation - lighting improvements	C	37,938	37,938		
McCardle	Safety/security - security camera system installation	I	150,000	98,776		
McCardle	Facility infrastructure improvements - EMS controls	C	41,937	41,937		
McCardle	Facility improvements - hydration station installation	D	10,000	0		potential funding
McLane	Modernization - library	I	1,278,757	395,336		
McLane	Baseball and softball fields improvements	I	3,900,000	3,659,389		
McLane	Athletic facilities - new aquatic complex	I	4,566,801	3,407,881		
McLane	Athletic facilities - new concrete tennis courts	D	2,325,000	80,936		
McLane	Facility infrastructure improvements - install gym scoreboards	C	36,807	36,807		
McLane	Facility infrastructure improvements - install gym audio/video	I	85,000	45,592		
McLane	Athletic facility improvements - Stadium synthetic turf and related improvements	I	3,000,000	2,953,514		
McLane	Facility infrastructure improvements - replace stadium scoreboard	D	350,000	52,516		
McLane	Facility improvements - Fitness/Weight Room	I	100,000	36,120		
McLane	Modernization - CTE facilities	D	1,229,663	103,070		application approved
McLane	Facility improvements - infrastructure and campus environment	C	981,773	981,773		
McLane	Facility infrastructure improvements - boiler replacement	I	380,000	306,357		
Muir	Safety/energy conservation - lighting improvements	C	68,709	68,709		
Muir	Safety/security - security camera system installation	C	85,391	85,391		
Muir	Facility improvements - hydration station installation	D	10,000	0		potential funding
Multi-site	Facility infrastructure improvements - energy conservation projects	P	840,000	0		
Norseman	Facility improvements - carpet replacement	C	5,322	5,322		
Norseman	Safety/security - security camera system installation	I	150,000	107,326		
Norseman	Safety/security - install pole lighting for parking lot	C	32,800	32,800		
Norseman	Facility infrastructure improvements - replace PA system	C	25,210	25,210		
Norseman	Facility infrastructure improvements - replace wood subfloor	C	17,848	17,848		
Norseman	Facility improvements - hydration station installation	D	10,000	0		potential funding
Norseman	Facility infrastructure improvements - re-roof gym multi-purpose room	D	50,000	242		
Norseman	Safety/energy conservation - lighting improvements	C	58,057	58,057		
Olmos	Safety/security - security camera system installation	I	150,000	91,726		
Olmos	Facility improvements - hydration station installation	D	10,000	0		potential funding
Phoenix Elementary	Portable classrooms for enrollment & programs	I	790,000	781,730		
Phoenix Elementary	Safety/security - security camera system installation	C	95,145	95,145		
Phoenix Elementary	Facility improvements - hydration station installation	D	10,000	0		potential funding
Phoenix Secondary	New school - design services	I	14,298,726	13,016,213		potential funding
Powers	Facility infrastructure improvements - replace restroom partitions	C	11,142	11,142		
Powers	Safety/security - security camera system installation	I	150,000	86,748		
Powers	Safety/energy conservation - lighting improvements	C	36,136	36,136		
Powers	Facility infrastructure improvements - replace PA system	C	21,094	21,094		
Powers	Facility improvements - hydration station installation	D	10,000	1,762		potential funding
Powers/Ginsburg	HVAC - multi-purpose room	D	475,000	81,263		
Pyle	Safety/security - security camera system installation	C	84,164	84,164		
Pyle	Safety/security - install fencing	D	85,000	0		
Pyle	HVAC - multi-purpose room	I	475,000	438,464		
Pyle	Facility infrastructure improvements - irrigation system	C	98,183	98,183		
Pyle	Facility infrastructure improvements - install marquee sign	C	16,601	16,601		
Pyle	Facility improvements - hydration station installation	D	10,000	0		potential funding
Pyle	Facility infrastructure improvements - play structure	D	200,000	46,836		

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Rata	Modernization - construction	C	6,715,468	6,715,468		application submitted
Robinson	Facility improvements - new accessible restroom	P	50,000	0		
Robinson	Safety/security - security camera system installation	C	70,983	70,983		
Robinson	Safety/security - fence installation	C	7,700	7,700		
Robinson	Safety/security - install pole lighting for parking lot	C	24,868	24,868		
Robinson	Facility improvements - hydration station installation	D	10,000	0		potential funding
Robinson	Facility infrastructure improvements - irrigation system	D	4,500	3,257		
Roeding	Safety/security - security camera system installation	I	150,000	92,289		
Roeding	Safety/energy conservation - lighting improvements	C	36,831	36,831		
Roeding	HVAC - multi-purpose room	I	897,316	600,701		
Roeding	Facility infrastructure improvements - heat pump replacement	C	21,812	21,812		
Roeding	Facility infrastructure improvements - replace PA system	C	28,605	28,605		
Roeding	Facility improvements - hydration station installation	D	10,000	1,762		potential funding
Roeding	Modernization - design services	I	1,680,000	1,494,064		potential funding
Roosevelt	Baseball and softball fields improvements	C	2,741,810	2,741,810		
Roosevelt	Athletic facilities - new aquatic complex	C	745,483	745,483		
Roosevelt	Facility infrastructure improvements - replace softball outfield fencing	C	9,287	9,287		
Roosevelt	Facility infrastructure improvements - install gym scoreboards	C	38,373	38,373		
Roosevelt	Facility infrastructure improvements - install gym audio/video	C	87,977	87,977		
Roosevelt	Facility improvements - new track & field complex bleachers	D	500,000	34,938		
Roosevelt	Facility improvements - Fitness/Weight Room	C	85,536	85,536		
Roosevelt	New facilities - establish CTE project feasibility	P	25,200	18,000		
Roosevelt	Facility infrastructure improvements - irrigation system	D	12,500	10,252		
Rowell	Safety/energy conservation - lighting improvements	C	41,333	41,333		
Rowell	Safety/security - security camera system installation	I	150,000	116,701		
Rowell	Safety/security improvement - automatic gate and fencing	C	52,463	52,463		
Rowell	Facility improvements - hydration station installation	D	10,000	2,068		potential funding
Rowell	Student Support Facilities - improve accessibility to nurse's office	P	30,000	12,308		
Scandinavian	Safety/energy conservation - lighting improvements	C	39,157	39,157		
Scandinavian	HVAC - multi-purpose room	D	475,000	66,887		
Scandinavian	Facility infrastructure improvements - irrigation system	D	11,000	9,530		
Sequoia	Safety/energy conservation - lighting improvements	C	14,133	14,133		
Sequoia	Facility improvements - hydration station installation	D	10,000	2,189		potential funding
Slater	Classroom improvements - SPED/Inclusion	I	209,000	200,577		
Starr	Safety/security - security camera system installation	C	92,515	92,515		
Starr	Facility improvements - hydration station installation	D	10,000	2,068		potential funding
Starr	Facility infrastructure improvements - exterior painting	C	64,538	64,538		
Storey	Facility improvements - carpet & foundation replacement	C	14,788	14,788		
Storey	Safety/security - security camera system installation	I	150,000	95,088		
Storey	Facility infrastructure improvements - boiler replacement	C	219,097	219,097		
Storey	Facility improvements - hydration station installation	D	10,000	0		potential funding
Sunnyside	Classroom improvements - create additional teaching spaces	I	130,000	73,336		
Sunnyside	Baseball and softball fields improvements	D	445,000	73,930		
Sunnyside	Facility infrastructure improvements - install gym scoreboards	C	42,120	42,120		
Sunnyside	Facility infrastructure improvements - install gym audio/video	C	39,264	39,264		
Sunnyside	Facility improvements - Fitness/Weight Room	C	80,492	80,492		
Sunnyside	New facilities - CTE	P	7,020,793	0		potential funding

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Sunnyside	Safety/security - locking system improvements	C	71,550	71,550		
Sunnyside	Safety/security improvement - fencing	C	82,103	82,103		
Sunnyside	Facility infrastructure improvements - irrigation - booster pump station	C	285,265	285,265		
Sunnyside	Facility infrastructure improvements - replace PA system	I	60,000	19,110		
Sunnyside	Facility infrastructure improvements - irrigation system	D	18,000	0		
Sunnyside	Facility infrastructure improvements - replace stadium scoreboard	I	325,000	290,178		
Sunnyside	Portable classrooms for enrollment & programs	I	1,241,200	1,024,265		
Sunset	Safety/energy conservation - lighting improvements	C	36,560	36,560		
Sunset	Safety/security - security camera system installation	I	150,000	89,525		
Sunset	Facility infrastructure improvements - exterior painting	C	59,833	59,833		
Sunset	Facility infrastructure improvements - install marquee sign	C	20,521	20,521		
Sunset	Facility improvements - hydration station installation	D	10,000	2,310		potential funding
Tehipite	Gym bleachers	I	170,000	167,344		
Tehipite	Facility improvements - athletic lockers replacement	C	297,179	297,179		
Tehipite	Safety/energy conservation - lighting improvements	C	39,220	39,220		
Tehipite	Safety/energy conservation - lighting improvements	C	165,440	165,440		
Tehipite	Facility infrastructure improvements - replace PA system	C	22,386	22,386		
Tehipite	Facility infrastructure improvements - irrigation system	P	8,500	6,155		
Tenaya	Safety/security - locking system improvements	C	13,152	13,152		
Tenaya	Safety/energy conservation - lighting improvements	C	44,699	44,699		
Tenaya	Facility infrastructure improvements - irrigation system	C	645,810	645,810		
Terronez	Facility infrastructure improvements - playcourt/tennis court asphalt reconstruction	C	561,339	561,339		
Terronez	Facility infrastructure improvements - replace MUA controller	C	19,398	19,398		
Terronez	Facility infrastructure improvements - irrigation system	D	12,000	10,252		
Terronez	Facility infrastructure improvements - exterior painting	C	207,627	207,627		
Thomas	Student Support Facilities- create new office for vice principal	I	22,000	15,600		
Thomas	Safety/energy conservation - lighting improvements	C	42,632	42,632		
Thomas	Safety/security - security camera system installation	I	150,000	107,453		
Thomas	Facility improvements - hydration station installation	D	10,000	0		potential funding
Tioga	Safety/energy conservation - lighting improvements	C	47,054	47,054		
Tioga	Facility infrastructure improvements - boiler replacement	C	150,275	150,275		
Tioga	Facility infrastructure improvements - irrigation system	D	8,000	6,023		
Turner	Facility infrastructure improvements - irrigation system	C	129,718	129,718		
Turner	Safety/security - security camera system installation	D	10,000	0		potential funding
Turner	Facility improvements - hydration station installation	I	547,906	430,723		
Vang Pao	Portable classrooms for enrollment & programs	I	150,000	93,972		
Vang Pao	Safety/security - security camera system installation	D	10,000	0		potential funding
Vang Pao	Facility improvements - hydration station installation	C	1,547,449	1,547,449		
Ventura & 10th	New Facilities - Ventura / 10th	I	1,900,000	881,304		
Ventura & 10th	New Facilities - Ventura / 10th site demo	C	23,590	23,590		
Viking	Classroom improvements - add partition walls for group teaching spaces	C	239	239		
Viking	Facility improvements - carpet & foundation replacement room 21	C	16,341	16,341		
Viking	Facility improvements - carpet & foundation replacement room 29	C	2,346,981	153,996		
Viking	Portable classrooms for enrollment & programs	D	41,748	41,748		
Viking	Safety/energy conservation - lighting improvements	C	105,794	105,794		
Viking	Safety/security - security camera system installation	I	809,497	547,200		
Viking	HVAC - multi-purpose room	C	247,456	247,456		
Viking	Facility infrastructure improvements - chiller replacement	C				

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Viking	Facility infrastructure improvements - replace PA system	C	23,330	23,330		
Viking	Facility infrastructure improvements - install marquee sign	C	18,692	18,692		
Viking	Facility improvements - hydration station installation	D	10,000	0		potential funding
Vinland	Safety/security - security camera system installation	I	150,000	85,776		
Vinland	Safety/security - install pole lighting for parking lot	C	23,601	23,601		
Vinland	HVAC - multi-purpose room	I	750,539	587,649		
Vinland	Facility infrastructure improvements - install play structure	C	145,635	145,635		
Vinland	Safety/security improvement - north parking lot drop off/pick up zone	I	220,000	189,804		
Vinland	Facility improvements - hydration station installation	D	10,000	0		potential funding
Wawona	Facility improvements - new restroom and classroom upgrades for Dual Immersion program	I	8,267,313	7,779,717		
Wawona	Long range master plan	D	53,500	37,000		
Wawona	Facility improvements - hydration station installation	C	3,658	3,658		
Wawona	Facility infrastructure improvements - replace restroom partitions	C	26,109	26,109		
Wawona	Facility infrastructure improvements - irrigation system	D	8,500	6,290		
Webster	Safety/security - security camera system installation	C	80,311	80,311		
Webster	Safety/energy conservation - lighting improvements	C	32,586	32,586		
Webster	Facility infrastructure improvements - irrigation system	D	6,500	4,608		
Webster	Facility improvements - hydration station installation	D	10,000	0		potential funding
Webster	Safety/security - security camera system installation	I	150,000	86,405		
Williams	Safety/energy conservation - lighting improvements	C	28,832	28,832		
Williams	Facility improvements - hydration station installation	D	10,000	0		potential funding
Williams	Facility infrastructure improvements - exterior painting	C	61,297	61,297		
Wilson	Portable classrooms for enrollment & programs	I	598,160	580,978		
Wilson	Safety/energy conservation - lighting improvements	C	50,858	50,858		
Wilson	Safety/security - security camera system installation	I	140,000	113,078		
Wilson	Facility infrastructure improvements - heat pump replacement	C	15,138	15,138		
Wilson	Facility improvements - hydration station installation	D	10,000	2,189		potential funding
Winchell	Safety/energy conservation - lighting improvements	C	41,786	41,786		
Winchell	Safety/security - security camera system installation	I	150,000	83,051		
Winchell	Safety/security - debris removal	I	20,000	9,709		
Winchell	Facility infrastructure improvements - irrigation system	D	8,500	8,346		
Winchell	Facility improvements - hydration station installation	D	10,000	0		potential funding
Wishon	Facility improvements - carpet & foundation replacement	C	14,788	14,788		
Wishon	Safety/energy conservation - lighting improvements	C	57,910	57,910		
Wishon	Safety/security - security camera system installation	C	114,616	114,616		
Wishon	HVAC - multi-purpose room	D	475,000	68,214		
Wishon	Facility infrastructure improvements - chiller and boiler replacement	I	490,000	323,034		
Wishon	Facility infrastructure improvements - replace PA system	C	24,175	24,175		
Wishon	Facility improvements - hydration station installation	D	10,000	3,663		potential funding
Wolters	Safety/energy conservation - lighting improvements	C	48,303	48,303		
Wolters	Safety/security - security camera system installation	C	74,848	74,848		
Wolters	Facility infrastructure improvements - heat pump replacement	C	55,328	55,328		
Wolters	Facility improvements - hydration station installation	D	10,000	1,883		potential funding
Yokomi	Safety/energy conservation - lighting improvements	C	34,586	34,586		
Yokomi	Safety/security - security camera system installation	I	150,000	85,739		
Yokomi	Facility improvements - hydration station installation	D	10,000	2,189		potential funding
Yokomi	Facility infrastructure improvements - irrigation system	D	4,500	3,497		

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Yokomi	Facility infrastructure improvements - exterior painting	C	64,057	64,057		
Yosemite	Gym bleachers	C	296,377	296,377		
Yosemite	Facility infrastructure improvements - replace lockers	C	380,966	380,966		
Yosemite	Safety/energy conservation - lighting improvements	C	43,768	43,768		
Yosemite	HVAC - multi-purpose room	I	502,000	501,631		
Yosemite	Facility infrastructure improvements - irrigation system	D	5,000	3,497		
	Future Measure X projects		12,445,030	0		
			225,000,000	97,966,390	0	0

CHANGE IN STATUS FROM LAST REPORT (May 2019)

**Planned**

- Edison Athletic facilities - gym addition (design only)
- Edison Facility improvements - gym modernization (design only)
- Multi-site Facility infrastructure improvements - energy conservation projects

**In Design**

- Addicott Facility improvements - hydration station installation
- Aynesworth Facility infrastructure improvements - multi-purpose room kitchen plumbing replacement
- Bullard TALENT Facility infrastructure improvements - irrigation system
- Cambridge Student Support Facilities - office modifications for student support staff
- Computech Facility infrastructure improvements - irrigation system
- Edison Facility infrastructure improvements - irrigation system
- McLane Modernization - CTE facilities
- Pyle Safety/security - install fencing
- Robinson Facility infrastructure improvements - irrigation system
- Roosevelt Facility infrastructure improvements - irrigation system
- Sunnyside Facility infrastructure improvements - irrigation system
- Viking Portable classrooms for enrollment & programs

**In Construction**

- Ayer Safety/security - security camera system installation
- Bakman Safety/security - security camera system installation
- Bullard TALENT Safety/security improvement - fencing
- Bullard TALENT Safety/security - new camera system
- Calwa Portable classrooms for enrollment & programs
- Cambridge Facility infrastructure improvements - install marquee sign
- Centennial Safety/security - security camera system installation
- Centennial Facility infrastructure improvements - boiler replacement
- Columbia Safety/security - security camera system installation
- Del Mar Safety/security - security camera system installation
- Del Mar Facility infrastructure improvements - seal coat asphalt
- Duncan Facility infrastructure improvements - install gym scoreboards
- Duncan Facility infrastructure improvements - install gym audio/video
- Eaton Safety/security - security camera system installation
- Edison Facility infrastructure improvements - install gym audio/video

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**In Construction - continued**

Ewing	Portable classrooms for enrollment & programs					
Figarden	Safety/security - security camera system installation					
Forkner	Safety/security - security camera system installation					
Heaton	Safety/security - security camera system installation					
Hoover	Facility infrastructure improvements - install gym audio/video					
Hoover	Facility improvements - Fitness/Weight Room					
King	Portable classrooms for enrollment & programs					
King	Safety/security - security camera system installation					
Kirk	Portable classrooms for enrollment & programs					
Lowell	Safety/security - security camera system installation					
Manchester	Safety/security - security camera system installation					
McCardle	Safety/security - security camera system installation					
McLane	Modernization - library					
McLane	Facility infrastructure improvements - install gym audio/video					
McLane	Athletic facility improvements - Stadium synthetic turf and related improvements					
McLane	Facility improvements - Fitness/Weight Room					
McLane	Facility infrastructure improvements - boiler replacement					
Olmos	Safety/security - security camera system installation					
Phoenix Elementary	Portable classrooms for enrollment & programs					
Phoenix Secondary	New school - design services					
Roeding	Safety/security - security camera system installation					
Rowell	Safety/security - security camera system installation					
Starr	Classroom improvements - SPED/Inclusion					
Sunnyside	Facility infrastructure improvements - replace PA system					
Sunnyside	Portable classrooms for enrollment & programs					
Thomas	Student Support Facilities- create new office for vice principal					
Vang Pao	Portable classrooms for enrollment & programs					
Vang Pao	Safety/security - security camera system installation					
Ventura & 10th	New Facilities - Ventura / 10th site demo					
Vinland	Safety/security - security camera system installation					
Vinland	Safety/security improvement - north parking lot drop off/pick up zone					
Wawona	Facility improvements - new restroom and classroom upgrades for Dual Immersion program					
Wilson	Portable classrooms for enrollment & programs					

**Completed**

Ahwahnee	Facility infrastructure improvements - drinking fountains
Aynsworth	Facility infrastructure improvements - play structure
Baird	Facility infrastructure improvements - chiller replacement
Bullard	Facility improvements - Fitness/Weight Room
Burroughs	Safety/security - security camera system installation
Burroughs	Facility infrastructure improvements - exterior painting
Dailey	Facility infrastructure improvements - exterior painting
Design Science	Planning/concepts for classroom space on FCC campus
Dewolf	Facility infrastructure improvements - exterior painting

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**Completed - continued**

Duncan	Gym bleachers					
Easterby	Safety/security - security camera system installation					
Easterby	Facility infrastructure improvements - playcourt/tennis court asphalt reconstruction					
Eaton	Facility infrastructure improvements - play structure					
Edison	Facility infrastructure improvements - replace PA system					
Edison	Facility infrastructure improvements - replace gym floor					
Ericson	Facility infrastructure improvements - replace PA system					
Ewing	Facility infrastructure improvements - replace PA system					
Fremont	Facility infrastructure improvements - chiller replacement					
Fresno	Facility infrastructure improvements - gym HVAC					
Greenberg	Facility infrastructure improvements - exterior painting					
Hidalgo	Facility infrastructure improvements - replace PA system					
Homan	Safety/security - security camera system installation					
Homan	Facility infrastructure improvements - seal coat asphalt					
Hoover	Facility infrastructure improvements - install gym scoreboards					
Jefferson	Facility infrastructure improvements - replace PA system					
Kings Canyon	Student Support Facilities- create new office for vice principal					
Kings Canyon	Facility infrastructure improvements - exterior painting					
Kratt	Facility infrastructure improvements - playcourt/tennis court asphalt reconstruction					
Leavenworth	Facility infrastructure improvements - replace PA system					
Lincoln	Facility infrastructure improvements - EMS controls					
McLane	Facility infrastructure improvements - install gym scoreboards					
Muir	Safety/security - security camera system installation					
Norseman	Facility improvements - carpet replacement					
Norseman	Facility infrastructure improvements - replace PA system					
Phoenix Elementary	Safety/security - security camera system installation					
Powers	Facility infrastructure improvements - replace PA system					
Pyle	Safety/security - security camera system installation					
Robinson	Safety/security - security camera system installation					
Roeding	Facility infrastructure improvements - replace PA system					
Roosevelt	Baseball and softball fields improvements					
Roosevelt	Athletic facilities - new aquatic complex					
Roosevelt	Facility infrastructure improvements - install gym scoreboards					
Roosevelt	Facility infrastructure improvements - install gym audio/video					
Roosevelt	Facility improvements - Fitness/Weight Room					
Starr	Safety/security - security camera system installation					
Starr	Facility infrastructure improvements - exterior painting					
Sunnyside	Facility improvements - Fitness/Weight Room					
Sunnyside	Safety/security - locking system improvements					
Tehipite	Facility infrastructure improvements - replace PA system					
Tenaya	Safety/security - locking system improvements					
Terronez	Facility infrastructure improvements - exterior painting					
Viking	Facility infrastructure improvements - replace PA system					
Webster	Safety/security - security camera system installation					
Williams	Facility infrastructure improvements - exterior painting					

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**Completed - continued**

Wolters Safety/security - security camera system installation  
 Wolters Facility infrastructure improvements - heat pump replacement  
 Yokomi Facility infrastructure improvements - exterior painting  
 Yosemite Gym bleachers

**Other Projects in Design - State Facility Program Funding (from previous projects)**

School	Specific Work	Status	Estimated Project Cost	Total Project Obligation
Edison	Facility improvements - acoustical improvements to multi-purpose room (design only)	D	408,000	-
Bullard	Safety/security - fencing (design only)	D	347,000	-
Fresno	Athletic facilities - gym addition (design only)	D	757,000	-
McLane	Athletic facilities - gym addition (design only)	D	757,000	-



## **Citizens' Bond Oversight Committee Project Updates**

August 15, 2019

# 2

# Major Construction/Renovation Projects

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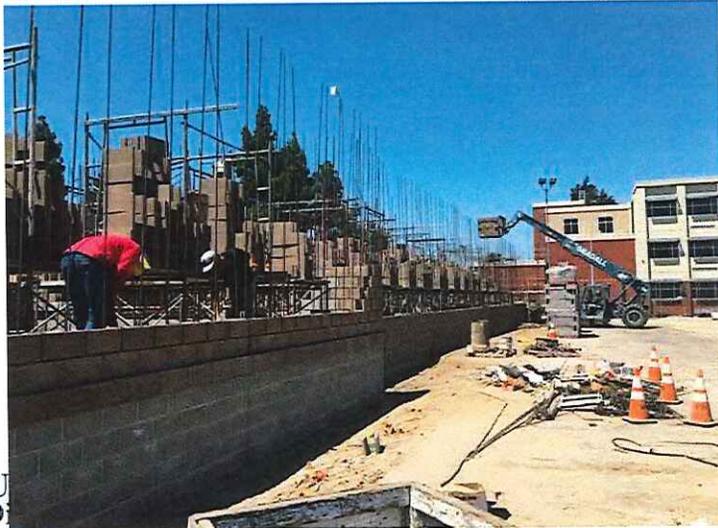
# Proposed Herrera Elementary School – on Church between Willow and Peach



# Proposed Herrera Elementary School – on Church between Willow and Peach



# McLane High – Pool Complex





# McLane High – Stadium Artificial Turf



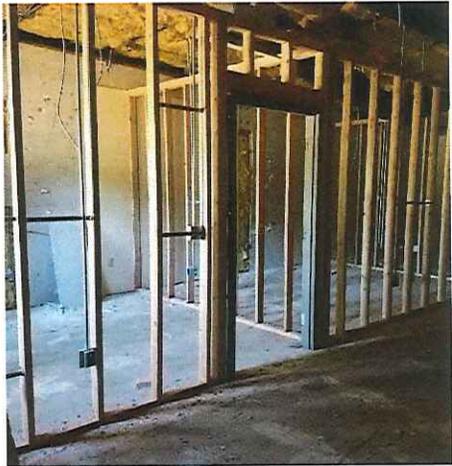
# Phoenix Secondary Academy – New Master-Planned Modular Campus



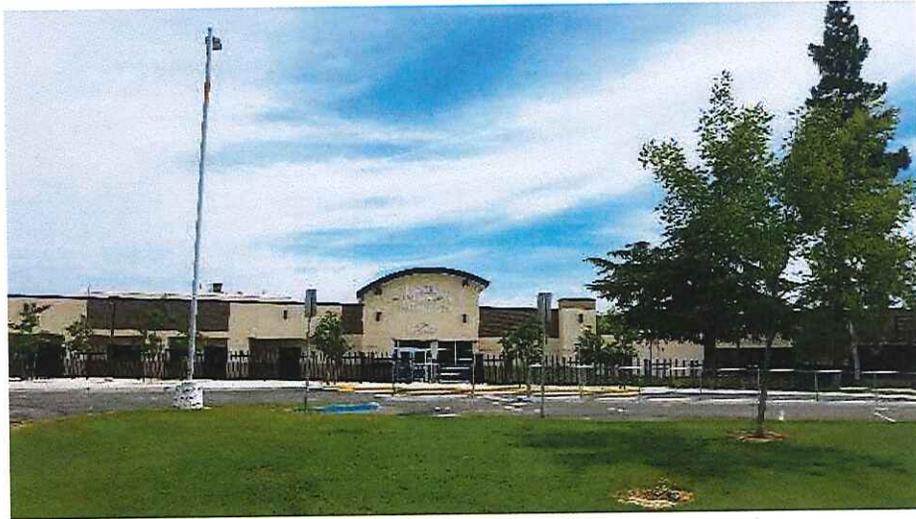
Committee - F

8

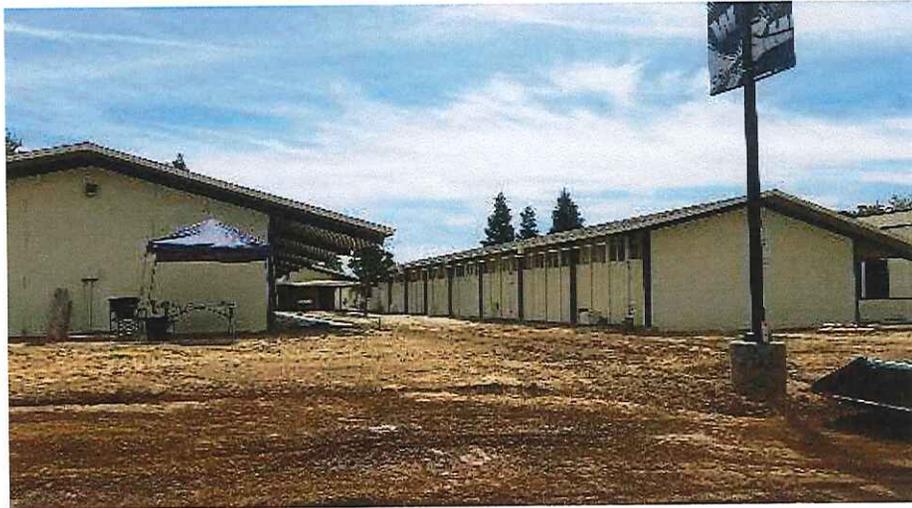
# Elementary School Portable Classrooms for Program Expansion and Enrollment – Calwa, Ewing, King, Kirk, Phoenix, Sunset, Vang Pao, Wilson



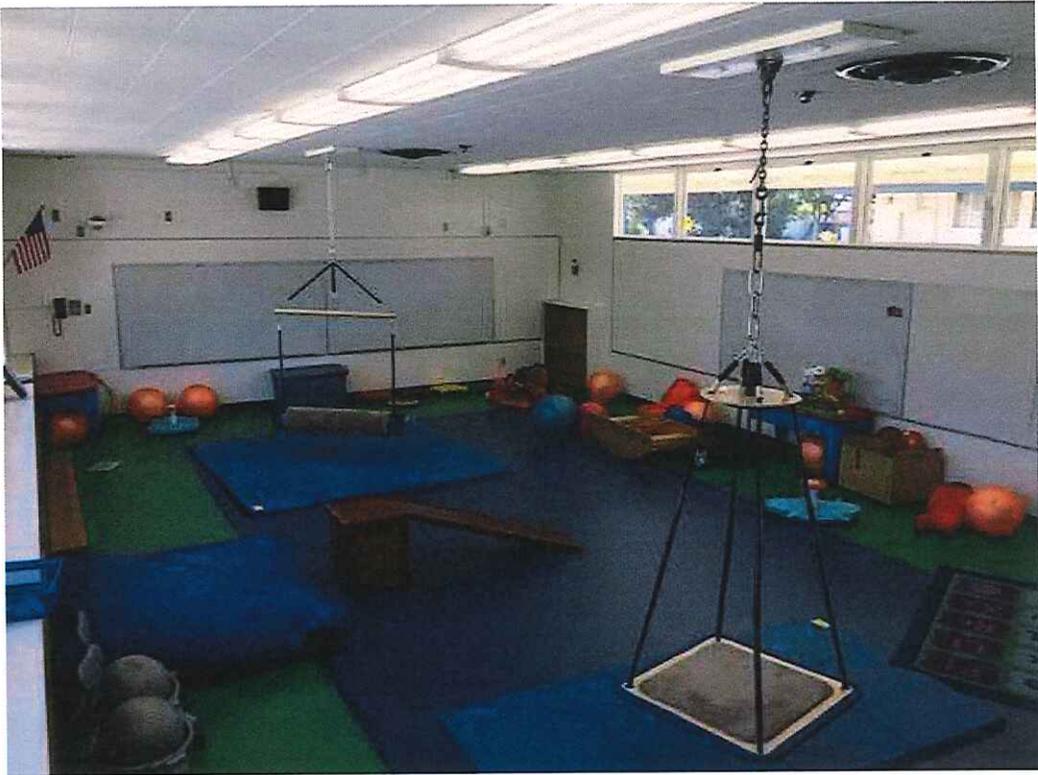
# Slater Elementary – Regular and Early Learning Classrooms, Renovated Administration Building, Safety/Security and Site Improvements



# Wawona K-8 – Campus Additions for K-6 Dual Language Immersion Program



# Starr Elementary – Special Education Improvements



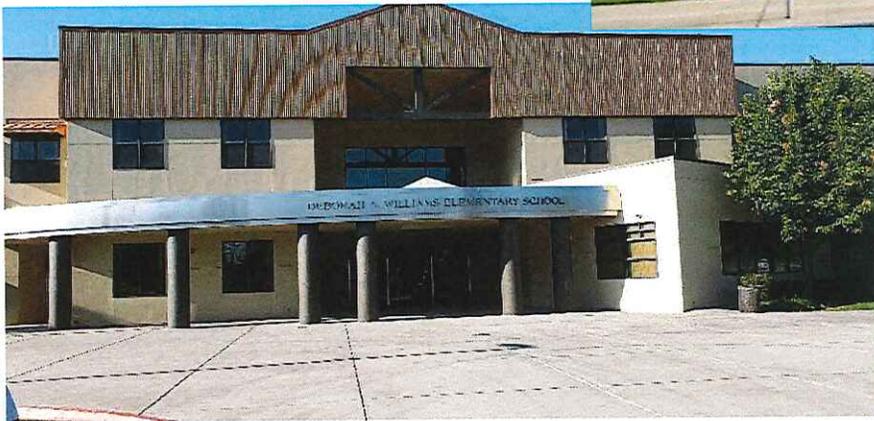
# Ventura and 10<sup>th</sup> – Proposed Alternative Education Campus



13

# Deferred Maintenance and Small Capital Projects

# Exterior Paint – Burroughs, Dailey, Starr, Williams and Yokomi Elementary Schools

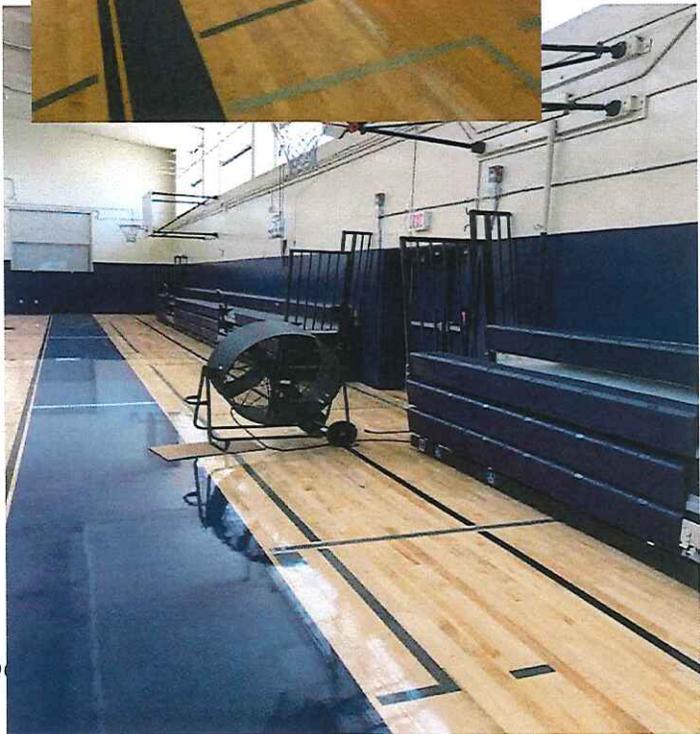


itted

# Exterior Paint – Dewolf High, Kings Canyon and Terronez Middle Schools



# Gym Floor – Edison High, Yosemite Middle Gym Bleachers – Yosemite Middle



# Gym Lockers – Fresno High



# Gym Scoreboards – Hoover, McLane, Roosevelt High Schools

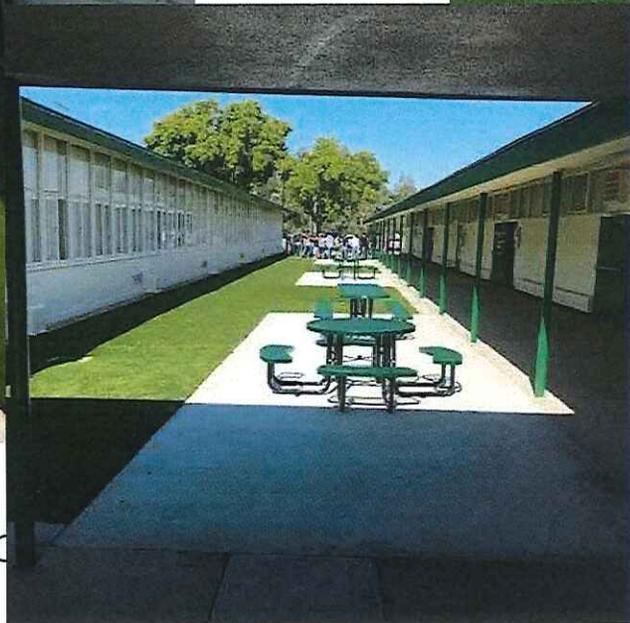


# High School Weight Rooms – Bullard, Duncan, Edison, Fresno, Hoover, McLane, Roosevelt, Sunnyside



nt Committee

# Artificial Turf for Beautification, Longevity and Reduced Maintenance – Kings Canyon Middle

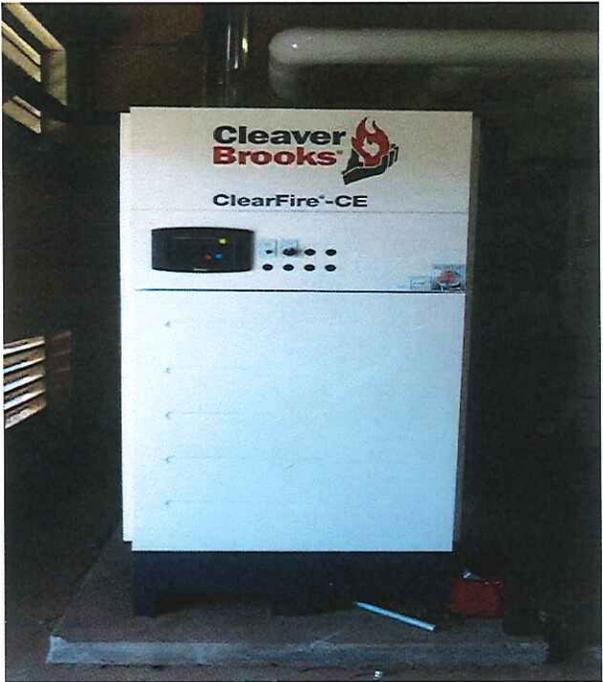
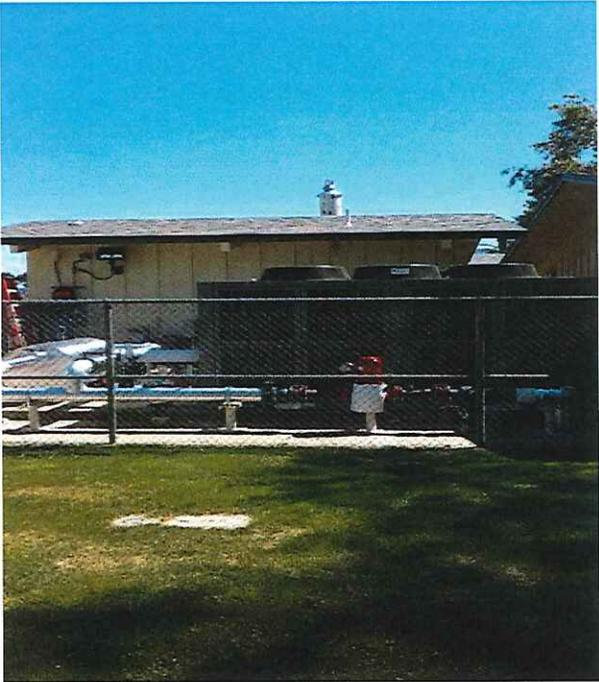


# Asphalt Seal Coat – Del Mar Asphalt Replacement – Kratt



t Committe

# HVAC Improvements – Various Chiller/Boiler Replacement Projects, New Gym Cooling at Fresno High



# Safety/Security Improvements – Computech Middle



# Parking/Safety Improvements – Vinland Elementary





Fresno Unified School District  
Board Communication

**BC Number OS-2**

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

Date: August 23, 2019

Phone Number: 457-3134

Regarding: Facilities Inspection Tool

The purpose of this communication is to provide the Board information in response to an inquiry at the August 7, 2019 Board meeting regarding the Facilities Inspection Tool (FIT). The FIT is a detailed rubric provided by the State Office of Public School Construction (OPSC) to indicate if school facilities are clean, safe and functional, and to identify needed repairs based on visual inspection. The FIT, used by all districts in the state, is part of the 2004 Williams Settlement that directed OPSC to develop a tool to determine if school facilities meet a baseline expectation for compliance. For each of the 15 categories identified on the FIT, the inspector provides a "check mark" for good repair, a "D" for deficiency, or an "X" for extreme deficiency.

Fresno Unified's most recent overall FIT rating (October 2018 data), is 97.6% "in good repair." There were no extreme deficiencies. Minor deficiencies noted include conditions such as stained ceiling tiles, worn carpet, and cracked concrete. Work orders are created to address these needs.

Detailed school-by-school information is available on the California Department of Education School Accountability Report Card website at <http://sarconline.org/> (click on "Conditions" on the left menu).

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:

8/23/19

Fresno Unified School District  
Board Communication

**BC Number SL-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Brian Beck, Assistant Superintendent  
Cabinet Approval: 

Date: August 23, 2019

Phone Number: 457-3226

Regarding: Medi-Cal Reimbursements for Fiscal Year 2018/19

The purpose of this communication is to provide the Board information regarding the district's Medi-Cal reimbursements for fiscal year 2018/19 in response to a Board member request.

The Local Education Agency (LEA) Medi-Cal Billing Option Program reimburses LEAs, such as school districts, the federal share of the maximum allowable rate for approved health-related services provided by qualified health service practitioners to Medi-Cal eligible students under the age of 22. Eligible services include:

- Audiology Services
- Health and Mental Health Evaluation and Education Assessments
- Medical Transportation
- Nursing Services
- Occupational Therapy
- Physical Therapy
- Psychology and Counseling
- School Health Aide Services
- Speech Therapy
- Targeted Case Management

Within the eligible services categories, the different procedures are reimbursed at different rates based upon a "fee-for-service" model. During the 2018/19 school year, Fresno Unified School District submitted \$1.86 million in reimbursable services for 63 different procedure codes.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: \_\_\_\_\_

8/23/19

Fresno Unified School District  
Board Communication

**BC Number SL-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Brian Beck, Assistant Superintendent  
Cabinet Approval: 

Date: August 23, 2019  
Phone Number: 457-3226

Regarding: Speech and Language Services and Telepractice

The purpose of this communication is to provide the Board an update regarding speech and language services and telepractice.

As shared with the Board in a presentation during spring of the 2018/19 school year, Fresno Unified utilizes contracted vendors to provide speech and language services to students in addition to services provided by district Speech Language Pathologists (SLPs). Currently, of the 89 allocated SLP positions, the equivalent of 25 SLPs provide services via telepractice. The contracted services are necessary in order to provide services as outlined in student Individualized Education Plans (IEPs).

As Fresno Unified is able to hire more district SLPs and contract for more on-site SLPs, a goal is to reach a balance within and across regions. While it is not yet balanced, there have been improvements from last year to this year, and the district will continue to staff in a manner which addresses this imbalance while maintaining existing relationships between students, staff, and families. Overall, the total percentage of students receiving telepractice services has decreased from 38% to 33.5%. In addition, the Roosevelt region decreased from 64% telepractice to 48%. The chart below shows a summary of telepractice services by region near the end of the 2018/19 school year compared to the beginning of the 2019/20 school year:

Region	Speech Telepractice 2018/19	Speech Telepractice 2019/20
Bullard	19%	19%
Edison	23%	33%
Fresno	31%	32%
Hoover	40%	24%
McLane	38%	37%
Roosevelt	64%	48%
Sunnyside	46%	42%

In addition to this regional summary, data for each school within the regions is attached.

If you have any questions or require additional information, please contact Brian Beck at 457-3226

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/23/19

	March 2019 DATA FOR 18-19 School Year			AUGUST 2019 DATA FOR 19-20 School Year		
Bullard Region	18-19 Students receiving Telepractices	18-19 Students receiving On-Site Services	18-19 Total number of students	19-20 Students receiving Telepractices	19-20 Students receiving On-Site Services	19-20 Total number of students
Bullard High	42	5	47	23	11	34
Baird	0	19	19	0	26	26
Bullard Talent	22	17	39	0	29	29
Figarden	0	90	90	0	78	78
Forkner	0	50	50	0	40	40
Gibson	0	49	49	0	36	36
Kratt	0	71	71	11	45	56
Lawless	0	62	62	11	39	50
Malloch	0	25	25	0	16	16
Powers	0	48	48	0	54	54
Rata	0	39	39	0	27	27
Slater	19	39	58	11	35	46
Starr	0	72	72	0	54	54
Tenaya	27	0	27	31	0	31
Wawona	27	0	27	30	0	30
<b>TOTALS</b>	<b>137</b>	<b>586</b>	<b>723</b>	<b>117</b>	<b>490</b>	<b>607</b>
<b>Edison Region</b>						
Addams	0	51	51	0	41	41
Columbia	0	29	29	0	26	26
Computech	3	0	3	1	0	1
Edison	26	0	26	28	0	28
Gaston	23	0	23	25	0	25
King	0	21	21	14	0	14
Kirk	0	55	55	11	48	59
Lincoln	0	52	52	11	41	52
Manchester	14	0	14	0	16	16
Sunset	0	11	11	0	13	13
<b>TOTALS</b>	<b>66</b>	<b>219</b>	<b>285</b>	<b>90</b>	<b>185</b>	<b>275</b>

<b>Fresno Region</b>						
Cooper	4	0	4	4	0	4
Daily	8	0	8	6	0	6
Del Mar	0	59	59	0	58	58
Design Science	1	0	1	3	0	3
Dewolf	0	0	0	0	0	0
Fremont	0	80	80	0	68	68
Fresno High	3	33	36	11	31	42
Ft Miller	20	17	37	33	0	33
Hamilton	63	0	63	59	0	59
Heaton	54	0	54	0	56	56
Homan	0	49	49	0	42	42
JE Young	1	0	1	0	0	0
Muir	18	55	73	64	0	64
Phoenix Elem	1	0	1	1	0	1
Phoenix Sec	0	3	3	4	0	4
Roeding	0	38	38	0	33	33
Williams	13	55	68	0	60	60
Wilson	12	55	67	0	53	53
<b>TOTALS</b>	<b>198</b>	<b>444</b>	<b>642</b>	<b>185</b>	<b>401</b>	<b>586</b>
<b>Hoover Region</b>						
Ahwahnee	16	10	26	0	33	33
Centennial	11	34	45	0	43	43
Eaton	0	40	40	0	31	31
Fairmont ATP	41	1	42	0	45	45
Holland	0	109	109	0	84	84
Hoover	41	5	46	31	11	42
McCardle	48	0	48	0	48	48
Pyle	26	46	72	0	77	77
Robinson	44	15	59	33	20	53
Thomas	0	39	39	0	41	41
Tioga	0	15	15	20	0	20
Viking	7	55	62	0	42	42
Vinland	43	0	43	38	0	38

Wolters	0	45	45	31	0	31
<b>TOTALS</b>	<b>277</b>	<b>414</b>	<b>691</b>	<b>153</b>	<b>475</b>	<b>628</b>
<b>McLane Region</b>						
Addicott	0	40	40	0	32	32
Birney	30	64	94	33	41	74
Duncan	3	2	5	6	0	6
Ericson	34	44	78	22	46	68
Ewing	0	79	79	39	33	72
Hidalgo	23	37	60	11	43	54
Leavenworth	19	55	74	22	40	62
Mayfair	49	0	49	37	0	37
McLane	38	0	38	46	0	46
Norseman	24	66	90	11	77	88
Rowell	53	0	53	0	48	48
Scandinavian	24	0	24	34	0	34
Turner	0	47	47	0	41	41
Wishon	0	65	65	11	44	55
Yosemite	15	7	22	0	17	17
<b>TOTALS</b>	<b>312</b>	<b>506</b>	<b>818</b>	<b>272</b>	<b>462</b>	<b>734</b>
<b>Roosevelt Region</b>						
Anthony	44	46	90	11	58	69
Balderas	12	47	59	52	0	52
Calwa	54	0	54	0	35	35
Jackson	12	13	25	29	0	29
Jefferson	0	31	31	11	42	53
Lane	0	39	39	0	31	31
Lowell	24	0	24	0	17	17
Roosevelt	46	0	46	0	42	42
Patino	1	0	1	2	0	2
Sequoia	39	0	39	42	0	42
Tehipite	12	0	12	9	0	9
Vang Pao	40	0	40	38	0	38
Webster	19	0	19	0	20	20
Winchell	68	0	68	54	0	54

Woodson Charter	2	0	2	0	0	0
Yokomi	0	35	35	0	29	29
<b>TOTALS</b>	<b>373</b>	<b>211</b>	<b>584</b>	<b>248</b>	<b>274</b>	<b>522</b>
Sunnyside Region						
Ayer	42	35	77	33	66	99
Aynesworth	0	20	20	0	17	17
Bakman	20	48	68	17	43	60
Burroughs	20	51	71	22	48	70
Cambridge	1	0	1	1	0	1
Easterby	15	56	71	11	55	66
Fresno Adult			0	7	0	7
Greenberg	34	55	89	33	56	89
Kings Canyon	25	0	25	28	0	28
Olmos	11	42	53	11	33	44
Storey	55	34	89	44	22	66
Sunnyside	51	0	51	55	0	55
Terronez	20	0	20	0	22	22
<b>TOTALS</b>	<b>294</b>	<b>341</b>	<b>635</b>	<b>262</b>	<b>362</b>	<b>624</b>
NPS/Private Schools						
Creative Alternatives	9	0	9	12	0	12
Grass Valley	1	0	1	0	0	0
Our Lady of Vicotry	1	0	1	0	0	0
St Anthony	0	1	1	0	2	2
St Helen	1	0	1	0	2	2
<b>TOTALS</b>	<b>12</b>	<b>1</b>	<b>13</b>	<b>12</b>	<b>4</b>	<b>16</b>
<b>TOTALS</b>	<b>1669</b>	<b>2722</b>	<b>4391</b>	<b>1339</b>	<b>2653</b>	<b>3992</b>

UPDATED 8/16/19 1:43AM

Fresno Unified School District  
Board Communication

**BC Number SL-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Brian Beck, Assistant Superintendent  
Cabinet Approval: 

Date: August 23, 2019

Phone Number: 457-3226

Regarding: Special Education Community Advisory Committee Dates for 2019/20

The purpose of this communication is to provide the Board information regarding the Special Education Community Advisory Committee (CAC) meetings for the 2019/20 school year.

The CAC is a group of parents, school personnel, and other community members working together on behalf of Fresno Unified students receiving special education services. Every Special Education Local Plan Area (SELPA) is required to have a CAC which operates formally within locally established bylaws. The group advises the district on matters related to special education with the goal of providing a high quality educational experience aligned to each student's individual needs. The Fresno Unified CAC has established meeting dates for the 2019/20 school year as outlined below.

- August 19, 2019
- September 16, 2019
- October 12, 2019
- November 18, 2019
- January 21, 2020
- February 18, 2020
- March 16, 2020
- April 20, 2020
- May 18, 2020
- June 8, 2020
- June 15, 2020

All meetings are held from 6:00 p.m. – 7:30 p.m. at Parent University, which is located at 850 N. Blackstone. All parents, staff members, and community members interested in participating are encouraged to attend and join the CAC.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 8/23/19

Fresno Unified School District  
Board Communication

**BC Number SL-4**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Teresa Morales-Young, Administrator  
Cabinet Approval: 

Date: August 23, 2019

Phone Number: 457-6072

Regarding: Teacher Academy Summer Program

The purpose of this communication is to provide the Board information regarding the Teacher Academy Summer Program. Fresno Unified is committed to building a workforce that reflects the values and cultural diversity of the community of students served. As part of the "Grow Our Own" model, the Teacher Academy Program is a pipeline program that invests in cultivating teachers as early as high school to address both the teacher shortage and the need to diversify the teaching workforce.

Through the collaborative efforts of the Teacher Development, Human Resources, and Career Technical Education Departments, the Teacher Academy Program offers a unique opportunity of a paid paraprofessional internship to Fresno Unified's high school juniors and seniors. The intent of the paraprofessional internship opportunity is to support students to gain experience in teaching and to ultimately highlight the teaching profession as a rewarding career.

This summer, 187 program participants served as paraprofessional interns in elementary classrooms and child development centers during the district's Expanded Learning Summer Program. The interns engaged in professional learning focused on building personal relationships, student engagement, and classroom management.

Additionally, this program offered the interns the opportunity to take the No Child Left Behind (NCLB) exam. High school graduates that pass the NCLB exam will be eligible to apply for classified employment with Fresno Unified and join the subsequent teacher pipeline program, Para Academy.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.

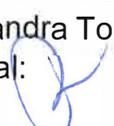


Date:

8/23/19

Fresno Unified School District  
Board Communication

**BC Number SL-5**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Sandra Toscano, Assistant Superintendent  
Cabinet Approval: 

Date: August 23, 2019

Phone Number: 457-3916

Regarding: Report from District English Learners Advisory Committee – August 15, 2019

The purpose of this communication is to provide the Board information regarding items discussed at the August 15, 2019 District English Learners Advisory Committee (DELAC) meeting held at Addams Elementary School.

There were over 125 participants including 54 official DELAC parent representatives. Parents received information on the following topics:

- A presentation by the DELAC Officers and Sandra Toscano on celebrating academic outcomes of English Learner students. There are 13,078 English Learner students in Fresno Unified.
  - District data included percentages for all English Learner categories, including:
    - English Learner students (17.9%)
      - Redesignated students (17.7%)
      - Ever English Learner students (35.6%)
        - Long-Term English Learner students (28.7%)
    - District results of the 2018/19 ELPAC were shared [data provided by Equity & Access]:
      - Level 1- 17.2%
      - Level 2- 36.3%
      - Level 3- 36.6%
      - Level 4- 9.9%
      - ELPAC cut points were changed by the state to align more closely to SBAC. The idea is that English Learner students who receive a 4 on ELPAC should have a high probability of receiving a 3 or higher on the SBAC English Language Arts. This reduced the number of students earning a 4 on the ELPAC assessment.
    - Parents requested English Learner student Redesignation data by school and grade level for the next DELAC meeting.
- A presentation by Santino Danisi of State and Federal Programs on consolidated application; report included a description of State and Federal funding. Often called categorical funds, these are funds from the federal government to serve specific student populations, including English Learner students. These funds are intended as supplemental resources that go above and beyond regular services. Mr. Danisi reviewed and described funding sources for English Learner students such as Title I, Title III, and the Local Control Funding Formula.
- A presentation by Irma Keith of Parent University on the importance of attendance and other factors that contribute to poor academic performance. Mrs. Keith explained to parents how to

communicate with the school when their child will be late or absent. Mrs. Keith shared the SARB process as a result of chronic absenteeism and strategies to excuse and verify absences.

If you have any questions or require additional information, please contact Sandra Toscano at 457-3916.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/23/19

Fresno Unified School District  
Board Communication

**BC Number SL-6**

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

Date: August 23, 2019  
Phone Number: 248-7465

Regarding: Goal 3: Work-Based Learning Student and Teacher Engagements

The purpose of this communication is to provide the Board information regarding work-based learning student engagements for the 2018/19 school year and highlight student and teacher engagements during Summer 2019.

Work-based learning is an instructional strategy that connects student learning with the workplace skills and competencies necessary for success after high school. By engaging with industry partners and stakeholders, students are exposed to work-based learning engagements which prepare them to make informed college and career choices and allows them to acquire necessary college-and-career-readiness skills. Work-based learning activities include, but are not limited to: industry-specific guest speakers, job shadows, mock interviews, offsite industry visits, internships and volunteerism/service learning.

During the 2018/19 school year, the number of work-based learning student engagements was 75,238, an increase from 69,930 during the 2017/18 school year. These engagements connect industry partners with students and staff and highlight workplace skills and made connections between classroom learning and the world of work.

In Summer 2019, students took part in additional work-based learning engagements which allowed them to gain valuable experience and apply their knowledge to the real-world. These engagements included the NAF Summer Ready Lab, a biweekly internship program at UC Berkeley; Teacher Academy Internship Program, where students work as paraprofessionals in Fresno Unified elementary classrooms during summer school; and the Doctors Academy, where students work as interns at Community Regional Medical Center (CRMC) and are part of a mentorship program with doctors from CRMC and UCSF-Fresno.

Lastly, 20 Fresno Unified teachers took part in externships with various industry partners, which allowed them to gain valuable knowledge and experience with current industry concepts, skills and competencies. A total of 840 hours was spent by teachers at these externships which took place at Camarena Health, Fresno Fire, NAMI, Lifeflower, Scelzi, Strategic Mechanical, Mark Wilson Construction, Fresno Grizzlies, PNM Precision Machining, and several others over summer break.

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

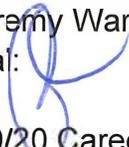
Approved by Superintendent

Robert G. Nelson Ed.D. 

Date: 8/23/19

Fresno Unified School District  
Board Communication

**BC Number SL-7**

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

Date: August 23, 2019

Phone Number: 248-7465

Regarding: 2019/20 Career Technical Education Pathways, Programs, and Courses

The purpose of this communication is to provide the Board current Career Technical Education pathways, programs, and courses. Please see the attached document for the complete list.

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

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: \_\_\_\_\_





2019/20

CTE Courses and Pathways



Fresno Unified  
School District

College and Career  
Readiness

**Course notations for the following pages:**

CTE = Career Technical Education Courses

PLTW = Project Lead The Way

ROP = Regional Occupation Program (11<sup>th</sup> and 12<sup>th</sup> Grades)

(a-g) = a-g UC/CSU course requirements

UCCI = University of California Curriculum Integration

(DE) = Dual Enrollment

\* = NAF Aligned Course

^= Submitted to UC for a-g approval

*Last updated August 15, 2019*

# Bullard High School

## Linked Learning Pathways

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Biomedicine (BBM)	<ul style="list-style-type: none"> <li>• CTE: Principles of Biomedical Sciences PLTW (d)*</li> <li>• Algebra 1/ Geometry (c)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• English 2 (b)</li> <li>• Chemistry (d)</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Human Body Systems PLTW (d)*</li> <li>• English 3 (b)</li> <li>• Physiology (d)*</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Medical Interventions PLTW (d)*</li> <li>• AP Bio/ AP Enviro Science (d)</li> </ul>
Business, Marketing, and Technology (BET)	<ul style="list-style-type: none"> <li>• CTE: Multimedia (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: UCCI World History by Design (a)</li> <li>• English 2 (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Design and Marketing (f) (DE)</li> <li>• English 3 (b)</li> <li>• US History (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Marketing, Sales and Services (g) (DE)</li> <li>• Government/Economics (a)</li> </ul>
Law and Social Justice (BLI)	<ul style="list-style-type: none"> <li>• CTE: Criminal Justice and Law (g)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Contemporary Law (g)</li> <li>• English 2 (b)</li> <li>• Modern World History (a)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Social Justice and Advocacy (g)</li> <li>• English 3 (b)</li> <li>• Race and Social Justice (a)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Leadership in Law and Social Justice (g)</li> <li>• Government/Economics (a)</li> </ul>

## Additional Career Technical Education Courses

### Computer Science Program:

- Computer Science and Software Engineering PLTW (g)
- AP Computer Science Principles (g)
- AP Computer Science A (g)

### Other Courses:

- Video Production (f)

### CART Connections:

- Biomedicine to Biomedicine and Technology
- Business, Marketing, Technology to Business and Finance
- Law and Social Justice to Forensic Research and Biotechnology OR to Law and Order and Public Policy

# Cambridge High School

## Career Technical Education Courses

- WBL Small Business Management (g)
- WBL Digital Media Communications and Marketing (f)
- Integrated Marketing Communications (g)
- Work Experience Education

### **CART Connections:**

- Small Business Management to Business and Finance
- Digital Media Communications and Marketing to Marketing, Advertising and Entrepreneurship

# Center for Advanced Research and Technology (CART)

## Linked Learning Labs

Lab	11 <sup>th</sup> and 12 <sup>th</sup> Grade Courses	Lab	11 <sup>th</sup> and 12 <sup>th</sup> Grade Courses
Biomedicine	<ul style="list-style-type: none"> <li>• CTE: Advanced Topics in Medicine (g)</li> <li>• Clinical Anatomy and Physiology (d)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>	Forensic Research and Biotechnology	<ul style="list-style-type: none"> <li>• CTE: Forensic Research and Biotechnology (g)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Physical Forensic Science (d)</li> <li>• Technology Applications 1 or 2</li> </ul>
Biotechnology	<ul style="list-style-type: none"> <li>• CTE: Biotechnology Accelerated and Research (d)</li> <li>• Chemistry (d) or CTE: Advanced Science Topics (d)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>	Digital Video Production and Broadcasting	<ul style="list-style-type: none"> <li>• CTE: ROP Digital Video Production and Broadcasting (f)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>
Business and Finance	<ul style="list-style-type: none"> <li>• CTE: Money and Banking (g)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• US History (a) or Government (a) and Economics (g)</li> <li>• Technology Applications 1 or 2</li> </ul>	Interactive Game Design	<ul style="list-style-type: none"> <li>• CTE: ROP Interactive Game Design (DE)</li> <li>• Expository English 12 Honors (b)</li> <li>• Technology Applications 2</li> </ul>
Cybersecurity	<ul style="list-style-type: none"> <li>• CTE: Cybersecurity ICT Essentials I (g) (DE)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>	Law and Order and Policy	<ul style="list-style-type: none"> <li>• CTE: Law and Order and Public Policy (g)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Government (a) and Economics (g)</li> <li>• Technology Applications 1 or 2</li> </ul>
Digital Media and Graphic Design	<ul style="list-style-type: none"> <li>• CTE: ROP Digital Media and Graphic Design (f) or CTE: ROP Advanced Studies in Media Communication Design (f)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>	Digital Marketing and Entrepreneurship	<ul style="list-style-type: none"> <li>• CTE: Economics of Marketing and Advertising (g)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• US History (a) or Government (a) and Economics (g)</li> <li>• Technology Applications 1 or 2</li> </ul>
Engineering and Product Development	<ul style="list-style-type: none"> <li>• CTE: ROP Product Development (g) or CTE: Engineering 1 (g)</li> <li>• CTE: Physics and Technology (d)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>	Robotics and Electronics	<ul style="list-style-type: none"> <li>• CTE: ROP Robotics and Electronics (g)</li> <li>• CTE: Physics and Technology (d)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>

Lab	11 <sup>th</sup> and 12 <sup>th</sup> Grade Courses	Lab	11 <sup>th</sup> and 12 <sup>th</sup> Grade Courses
Environmental Science and Field Research	<ul style="list-style-type: none"> <li>• CTE: ROP Environmental Science and Technology (d) (Unitrack)</li> <li>• Zoology (d)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>	Web Application Development	<ul style="list-style-type: none"> <li>• CTE: AP Computer Science Principles (g)</li> <li>• CTE: Applications Programming</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>
Psychology and Human Behavior	<ul style="list-style-type: none"> <li>• CTE: Psychology and Human Behavior (g) (DE)</li> <li>• Neuroscience (d)</li> <li>• Composition through Careers English 11 Honors (b) or Expository English 12 Honors (b)</li> <li>• Technology Applications 1 or 2</li> </ul>		

# DeWolf High School

## Career Technical Education Courses

- WBL Construction Technology (Exterior) (g) (DE)
- WBL Construction Technology (Interior) (g) (DE)
- Urban Innovations and Certifications
- Work Experience Education

### **CART Connections:**

- None

# Duncan Polytechnical High School

## Linked Learning Pathways

### Innovative Design and Applied Technology Academy (DIA)

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Automotive (DAT)	<ul style="list-style-type: none"> <li>• CTE: Intro to Engineering Design PLTW (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Concepts of Design (g)</li> <li>• English 2 (b)</li> <li>• Physics (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Engine Technology (g)</li> <li>• English 3 or AP Language (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL3 Auto Systems Technology (g) (DE)</li> <li>• English 1A (DE) or Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>
Construction (DCT)	<ul style="list-style-type: none"> <li>• CTE: Intro to Engineering Design PLTW (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Concepts of Design (g)</li> <li>• English 2 (b)</li> <li>• Physics (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Construction Technology Exterior (g) (DE)</li> <li>• English 3 or AP Language (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL3 Construction Technology Interior (g) (DE)</li> <li>• English 1A (DE) or Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>
Heavy Truck (DHT)	<ul style="list-style-type: none"> <li>• CTE: Intro to Engineering Design PLTW (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Concepts of Design (g)</li> <li>• English 2 (b)</li> <li>• Physics (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Heavy/Medium Truck Technology 1 (g)</li> <li>• English 3 or AP Language (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL3 Heavy/Medium Truck Technology 2 (g) (DE)</li> <li>• English 1A (DE) or Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>
Manufacturing and Product Development (DMP)	<ul style="list-style-type: none"> <li>• CTE: Intro to Engineering Design PLTW (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Concepts of Design (g)</li> <li>• English 2 (b)</li> <li>• Physics (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Computer Integrated Manufacturing (g) (DE)</li> <li>• English 3 or AP Lang (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL3 Computer Integrated Mechatronics (g) (DE)</li> <li>• English 1A (DE) or Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>
Welding Fabrication (DWF)	<ul style="list-style-type: none"> <li>• CTE: Intro to Engineering Design PLTW (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Concepts of Design (g)</li> <li>• English 2 (b)</li> <li>• Physics (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Welding Fabrication 1 (g)</li> <li>• English 3 or AP Language (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL3 Welding Fabrication 2 (g) (DE)</li> <li>• English 1A (DE) or Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>

#### CART Connections:

- None

# Duncan Polytechnical High School

## Linked Learning Pathways

### Medical Academy of Science and Health (DMS)

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Nursing Services (DNS)	<ul style="list-style-type: none"> <li>• CTE: Applied Medical Sciences (g)</li> <li>• UCCI Biology and Community Health (d)*</li> <li>• English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• Kinesiology</li> <li>• Physiology (d)*</li> <li>• English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Medical Careers (g) (DE)*</li> <li>• English 3 or AP Language (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL3 Nursing Services (g)*</li> <li>• Expository Reading and Writing or AP Literature (b)</li> <li>• Government/Economics (a)</li> </ul>
Rehabilitation Therapy (DRT)	<ul style="list-style-type: none"> <li>• CTE: Applied Medical Sciences (g)</li> <li>• UCCI Biology and Community Health (d)*</li> <li>• English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• Kinesiology</li> <li>• Physiology (d)*</li> <li>• English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Rehab Therapy Careers (g) (DE)*</li> <li>• English 3 or AP Language (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL3 Rehab Therapy Services (g)*</li> <li>• Expository Reading and Writing or AP Literature (b)</li> <li>• Government/Economics (a)</li> </ul>
Pharmacy Technician (DPT)	<ul style="list-style-type: none"> <li>• CTE: Applied Medical Sciences (g)</li> <li>• UCCI Biology and Community Health (d)*</li> <li>• English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• Kinesiology</li> <li>• Physiology (d)*</li> <li>• English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: WBL Pharmacy Technician Careers (g)</li> <li>• English 3 or AP Language (b)</li> <li>• Chemistry (d)</li> </ul>	<p>Proposed for 2020-2021:</p> <ul style="list-style-type: none"> <li>• CTE: WBL3 Pharmacy Technician Services ^</li> <li>• Expository Reading and Writing or AP Literature (b)</li> <li>• Government/Economics (a)</li> </ul>

## Additional Career Technical Education Courses

### Arts, Media, and Entertainment Courses:

- Digital Photography 1 (f)
- Digital Photography 2 (f)
- Video Production (f)

### CART Connections:

- All MASH to Biomedicine and Technology

# Edison High School

## Linked Learning Pathways

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
<b>Biomedicine (EBS) –</b> Biomedicine, Mental Health, Kinesiology	<ul style="list-style-type: none"> <li>• CTE: Principles of Biomedical Sciences PLTW (d)*</li> <li>• English 1/English 1 GATE (b)</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Human Body Systems PLTW (d)*</li> <li>• English 2/English 2 GATE (b)</li> <li>• Chemistry/Chemistry Honors (d)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Biomedicine</b> CTE: Medical Interventions PLTW (d)*</li> <li>• <b>Mental Health:</b> AP Psychology (d)*</li> <li>• <b>Kinesiology</b> CTE: Sports Medicine (g)</li> <li>• English 3 or AP Language (b)</li> <li>• Physics and the Human Body or AP Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Biomedicine</b> CTE: Biomedical Innovations PLTW (g)* (DE)</li> <li>• <b>Mental Health</b> CTE: UCCI Mind Matters (g)*</li> <li>• <b>Kinesiology</b> CTE: Athletic Training (g) (DE)</li> <li>• Expository Reading and Writing or AP Literature (b)</li> <li>• Physiology or AP Biology (d)</li> </ul>
<b>Engineering Design and Development (EED)</b>	<ul style="list-style-type: none"> <li>• CTE: Introduction to Engineering Design PLTW (f)</li> <li>• English 1/English 1 GATE (b)</li> <li>• Biology/Biology GATE (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Principles of Engineering PLTW (g)</li> <li>• English 2/English 2 GATE (b)</li> <li>• Chemistry/Chemistry Honors (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Electronics Engineering (g) (DE)</li> <li>• English 3 or AP Language (b)</li> <li>• Physics/Physics Honors (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Engineering Research and Development PLTW (d)</li> <li>• Expository Reading and Writing or AP Literature (b)</li> <li>• AP Physics C or AP Environmental Science (d)</li> </ul>

## California Partnership Academy (CPA)

Academy	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
<b>Green Energy Academy (EGE)</b>	<ul style="list-style-type: none"> <li>• CTE: UCCI Green Up and Go (d)</li> <li>• English 2 (b)</li> <li>• Modern World History (a)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Electronics Engineering (g) (DE)</li> <li>• English 3 (b)</li> <li>• Race and Social Justice (a)</li> <li>• Physics (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Advanced Electronics (d)</li> <li>• AP Environmental Science (d)</li> </ul>

## Additional Career Technical Education Courses

### Computer Science Program:

- Computer Science and Software Engineering PLTW (g)
- AP Computer Science Principles (g)
- AP Computer Science A (g)
- Application Design and Research (g)

### Other Courses:

- Technical Theater (f)
- Multimedia (f)

### CART Connections:

- Biomedicine to Biomedicine and Technology
- Mental Health to Psychology and Human Behavior
- Engineering Design and Development to Engineering and Product Development

# Fresno High School

## International Baccalaureate Career-related Programme Pathways

Pathway	9 <sup>th</sup> and 10 <sup>th</sup> Grade Electives	11 <sup>th</sup> Grade Personal and Professional Skills Course PLUS	12 <sup>th</sup> Grade Personal and Professional Skills Course PLUS
Digital Media	<ul style="list-style-type: none"> <li>• CTE: Multimedia (f)</li> <li>• CTE: Videography (f)</li> </ul>	CTE: Video Production (f)	CTE: ROP Digital Video Production and Broadcasting (f) (DE)
Army Junior ROTC	JROTC 1 and 2	JROTC 3	JROTC 4
Construction Design and Technology – Residential/Commercial	<ul style="list-style-type: none"> <li>• CTE: Intro to Engineering Design PLTW (f)</li> <li>• CTE: Construction Technology 1 (g)</li> </ul>	CTE: Construction Technology 2 (g)	Beginning in 2020-2021: <ul style="list-style-type: none"> <li>• CTE: MC3 (Multi-Craft Core Curriculum) (DE)</li> </ul>
Construction Design and Technology – Mechanical Systems	<ul style="list-style-type: none"> <li>• CTE: Intro to Engineering Design PLTW (f)</li> <li>• CTE: Construction Technology 1 (g)</li> </ul>	CTE: Construction Technology 2 (g)	CTE: WBL HVAC/R Technology Introduction (g) (DE)

## Additional Career Technical Education Courses

### Other Courses Not in a Career Programme:

- IB Computer Science Higher Level 2 (g)
- IB Film Higher Level 1 (f)
- IB Film Higher Level 2 (f)

### CART Connections:

- Digital Media to Digital Media and Graphic Design

# Hoover High School

## Linked Learning Pathways

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Arts, Media, and Entertainment (HMD)	<ul style="list-style-type: none"> <li>• CTE: Multimedia (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: UCCI World History by Design (a)</li> <li>• English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Videography (f) (DE)</li> <li>• English 3 (b)</li> <li>• US History (a)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Cinematography (f)</li> <li>• Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>
Eco-Technology (HET)	<ul style="list-style-type: none"> <li>• CTE: Agriculture Science I (g)</li> <li>• CTE: Biological Links to Energy and the Environment (d)</li> <li>• English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: UCCI Green Up and Go (d)</li> <li>• English 2 (b)</li> <li>• Modern World History (a)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Natural Resources 1 (g) (DE)</li> <li>• English 3 (b)</li> <li>• Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Natural Resources 2 (g) (DE)</li> <li>• Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>
Public Service (HPS)	<ul style="list-style-type: none"> <li>• CTE: History of Public Safety (g)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• English 2 (b)</li> <li>• Modern World History (a)</li> <li>• Cross-age Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Forensic Science (g)</li> <li>• English 3 (b)</li> <li>• Race and Social Justice (a)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Public Service Leadership (g) (DE)</li> <li>• Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>

## Additional Career Technical Education Courses

### Construction Technology Program:

- Construction Technology 1 (g)
- WBL Construction Technology (Exterior) (g) (DE)
- WBL Construction Technology (Interior) (g) (DE)

### Other Courses:

- Digital Photography 1 (f) (DE)
- Digital Photography 2 (f) (DE)
- Fire Science 1 (g)

### CART Connections:

- Public Service to Forensic Research and Biotechnology OR Law and Order and Public Policy
- Eco-Technology to Environmental Science and Field Research OR Biotechnology Sciences and Technology

# JE Young Academic Center

## Career Technical Education Courses

- WBL Social Media Marketing (g)
- Work Experience Education

### **CART Connections:**

- Social Media Marketing to Marketing, Advertising, and Entrepreneurship

# McLane High School

## Linked Learning Pathways

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Medical Education and Research Academy (MER) and CPA	<ul style="list-style-type: none"> <li>• CTE: Applied Medical Sciences (g)*</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Nutritional Health Science (g)</li> <li>• CTE: UCCI Applied Chemistry and Biotechnology (d)*</li> <li>• English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Medical Health Careers (g) (DE)*</li> <li>• English 3 (b)</li> <li>• Physiology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• WBL Clinical and Administrative Health Careers (g) (DE)*</li> <li>• Expository Reading and Writing (b)</li> <li>• AP Biology (d)</li> </ul>
Academy of Finance and Entrepreneurship (MFE) – Banking, Business/CPA	<ul style="list-style-type: none"> <li>• CTE: Multimedia (f)</li> <li>• English 1 (b)</li> <li>• Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Entrepreneurship and Marketing (g)</li> <li>• CTE: UCCI World History by Design (a)</li> <li>• English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Banking</b> CTE: Personal Finances (g) (DE)</li> <li>• <b>Business/CPA</b> CTE: Small Business Management (g) (DE)</li> <li>• English 3 (b)</li> <li>• US History (a)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Banking</b> CTE: Banking and Finance (g) (DE) PLUS Banking Internship (g)</li> <li>• <b>Business/CPA</b> CTE: WBL Virtual Enterprise (g)</li> <li>• Expository Reading and Writing (b)</li> <li>• Government/Economics (a)</li> </ul>

## California Partnership Academy (CPA)

Academy	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Art Venture (MAV)	<ul style="list-style-type: none"> <li>• CTE: Art Appreciation and Applied Arts (f)</li> <li>• English 2 (b)</li> <li>• Modern World History (a)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Video Production (f)</li> <li>• Art 2 (f)</li> <li>• English 3 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Cinematography (f)</li> <li>• Expository Reading and Writing (b)</li> <li>• AP Studio Art</li> </ul>

## Additional Career Technical Education Courses

**Teacher Academy:**

- Educational Psychology (g)
- Introduction to Education (g)

**CART Connections:**

- Business OR Banking to Business and Finance
- Medical to Biomedicine and Technology

# Patiño School of Entrepreneurship

## Linked Learning Pathway

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Business, Entrepreneurship, and Technology	<ul style="list-style-type: none"> <li>• CTE: Project Management (g)</li> <li>• English 1 (b)</li> <li>• Geography (a)</li> <li>• Financial Algebra 1 (c)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Online Design and Marketing (f)</li> <li>• English 2 (b)</li> <li>• Modern World History (a)</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Business Startup Incubator (g)</li> <li>• English 3 Honors (b)</li> <li>• US History (a)</li> <li>• Financial Algebra 2 (c)</li> </ul>	<ul style="list-style-type: none"> <li>• CTE: Business Startup Accelerator (g)</li> <li>• English 4 Accelerator (b)</li> <li>• Government/Economics (a)</li> <li>• Probability and Statistics (c)</li> </ul>

## Additional Career Technical Education Courses

### Supplemental Pathway Courses:

- Advanced Online Marketing (g)
- Advanced Web Development (g)
- AP Seminar (g)
- AP Research (g)
- AP Computer Science Principles (g)
- Entrepreneurial Media (g)

### CART Connections:

- Entrepreneurship to Business and Finance OR Marketing, Advertising, and Entrepreneurship

# Phoenix Secondary

## Career Technical Education Courses

- Construction Technology I (g)
- Multimedia (f)
- Work Experience Education

### **CART Connections:**

- Multimedia to Digital Media and Graphic Design OR Digital Video Production and Broadcasting

# Roosevelt High School

## Linked Learning Pathways

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Health Academy (RHA) and CPA	<ul style="list-style-type: none"> <li>CTE: Applied Medical Sciences (g)*</li> <li>Biology (d)</li> <li>English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Nutritional Health Science (g)*</li> <li>Chemistry (d)</li> <li>English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Medical Health Careers (g) (DE)* OR CTE: Sports Medicine (g)</li> <li>Physiology (d)*</li> <li>English 3 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: WBL Allied Health Careers (g) (DE)* OR CTE: Athletic Training (g)</li> <li>Government/Economics (a)</li> <li>Expository Reading and Writing (b)</li> </ul>
Public Service (RPS)	<ul style="list-style-type: none"> <li>CTE: Introduction to Public Safety (g)</li> <li>Biology (d)</li> <li>English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: PE for Public Service</li> <li>Modern World History (a)</li> <li>English 2 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Criminal Justice and Law (g)</li> </ul>	2020-2021 Courses To Be Determined

## Additional Career Technical Education Courses

### Teacher Academy:

- Introduction to Education (g)
- Careers in Education (g)

### Fashion Design Program:

- Exploring Fashion, Textiles, and Apparel Arts (f)
- Art, Fashion, and Design (f)

### Business and Marketing Program:

- Multimedia (f)
- Design and Marketing (f)
- WBL Marketing and Enterprise (g)

### Other Courses:

- Videography (f)
- Video Production (f)
- ROP Emergency Medical Technician (g)
- Foods and Nutrition 1 (g)
- AP Computer Science Principles (g)

### CART Connections:

- Health to Biomedicine and Technology
- Public Service to Forensic Research and Biotechnology OR Law and Order and Public Policy

# Sunnyside High School

## Linked Learning Pathways

Pathway	9 <sup>th</sup> Grade Courses	10 <sup>th</sup> Grade Courses	11 <sup>th</sup> Grade Courses	12 <sup>th</sup> Grade Courses
Agriscience and Technology (SAT)	<ul style="list-style-type: none"> <li>CTE: CDE Agriculture Science 1 (g)</li> <li>CTE: CDE Agricultural Biology (d)</li> <li>English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: UCCI Chemistry and Agriscience (d)</li> <li>English 2 (b)</li> <li>Modern World History (a)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Agriculture Mechanics (g)</li> <li>CTE: UCCI Sustainable Agriculture (d)</li> <li>English 3 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Agricultural Engineering (g)</li> <li>Expository Reading and Writing (b)</li> <li>Government/Economics (a)</li> </ul>
Health and Human Services (SHS)	<ul style="list-style-type: none"> <li>CTE: Applied Medical Sciences (g)</li> <li>CTE: UCCI Biology and Community Health (d)*</li> <li>English 1 (b)</li> </ul>	<ul style="list-style-type: none"> <li>English 2 (b)</li> <li>Chemistry (d)</li> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Sports Medicine (g)*</li> <li>Physiology (d)*</li> <li>English 3 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Athletic Training (g) (DE)</li> <li>Expository Reading and Writing (b)</li> <li>Government/Economics (a)</li> </ul>
Multimedia and Marketing (SMM)	<ul style="list-style-type: none"> <li>CTE: Multimedia (f)</li> <li>English 1 (b)</li> <li>Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: UCCI World History by Design (a)</li> <li>English 2 (b)</li> <li>Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Digital Photography and Marketing (f) (DE)</li> <li>English 3 (b)</li> <li>US History (a)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Advanced Digital Photography and Marketing (f) (DE)</li> <li>Expository Reading and Writing (b)</li> <li>Government/Economics (a)</li> </ul>
Video Production/CPA (VPA)	<ul style="list-style-type: none"> <li>CTE: Multimedia (f)</li> <li>English 1 (b)</li> <li>Biology (d)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Video Production (f)</li> <li>CTE: UCCI World History by Design (a)</li> <li>English 2 (b)</li> <li>Chemistry (d)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: Videography (f)</li> <li>English 3 (b)</li> </ul>	<ul style="list-style-type: none"> <li>CTE: ROP Digital Video Production and Broadcasting (f) (DE) OR CTE: Cinematography (f)</li> <li>Government/Economics (a)</li> </ul>

## Additional Career Technical Education Courses

### Teacher Academy:

- Child Development (g)
- WBL Careers in Education (g) (Unitrack)

### Other Courses:

- AP Computer Science A (g)
- Digital Photography 1 (f)

### CART Connections:

- Health and Human Services to Biomedicine and Technology
- Multimedia and Marketing to Marketing, Advertising, and Entrepreneurship
- Video Production to Digital Video Production and Broadcasting