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BOARD COMMUNICATIONS – FEBRUARY 14, 2020

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

SUPERINTENDENT – Robert G. Nelson, Ed.D.

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

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

AS-1 Kim Kelstrom School Services Weekly Update Report
for February 07, 2020
AS-2 Kim Kelstrom February Legislative Committee Meeting
AS-3 Kim Kelstrom Joint Health Management Board Financial Updates
AS-4 Kim Kelstrom Dailey Charter School Petition – Fiscal Impact

COMMUNICATIONS – Nikki Henry, Chief Information Officer

C-1 Maiyer Vang Hmong Residents Academy Class No. 3
C-2 Maiyer Vang Parent University – Parent Learning Curriculum
Engagements

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Sunset Elementary School – Parents' Parking and
Traffic Safety Concerns

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Leslie Loewen 2020 Graduation Schedule and Agreements Update
SL-2 Catherine Aujero District Music Festivals
SL-3 Pat Riddlesprigger Unified Sports Program

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: February 14, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the 5th Annual State of the University event at California State University Fresno
- Attended the Fresno Chamber of Commerce Governance Affair Council Meeting
- Attended the CART Board Meeting
- Met with district staff and WestEd to discuss the African American Taskforce Meeting
- Attended the Urban Education Dialogue Meeting


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



Date: 02/14/2020

Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: February 14, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for February 07, 2020

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

The following SSC Weekly Update for February 07, 2020 is attached.

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

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



Date: 02/14/2020



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www.sscal.com

DATE: February 7, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Late on Friday, January 31, 2020, the Department of Finance (DOF) released much of the proposed budget trailer bill language needed to implement the Governor's 2020–21 State Budget proposal. The trailer bill language also serves as a way to implement various policy changes that would coincide with the new budget's enactment.

Below is a summary of some of the trailer bill provisions related to K–12 education.

- Requires all school districts to give their county office of education at least ten working days to review and comment on any proposed agreement between a bargaining unit and the school district. Current law only requires this review period for districts that have a qualified or negative certification.
- Includes a one-time \$10 million appropriation allocated to local educational agencies (LEAs) based on the number of classified employees employed. Funding would be for training of food service staff on promoting nutritious food.
- Provides for \$15 million for a Computer Science Supplementary Authorization Incentive Grant Program, which would provide up to \$1,500 per participating teacher to be used for coursework, books, fees, and tuition associated with obtaining a supplementary authorization in computer science. LEAs would be required to provide a 100% match—either dollar-for-dollar or in-kind match for release time or substitute teacher costs for the participating teacher.

The trailer bill language also provides some additional details on the Governor's various special education proposals. While similar to last year's funding language, the trailer bill language for the preschoolers with disability funding does deviate with the inclusion of legislative intent language to specify how the funds should be used. However, it is important to note that the intent language has no force of law.

The language also proposes to temporarily halt the creation of any new single district Special Education Local Plan Areas (SELPA) and would freeze the

following components of the Assembly Bill 602 funding formula at their 2019–20 allocations:

- Necessary small SELPAs with declining enrollment
- Extraordinary cost pool
- Low-incidence pupils
- Program Specialists/Regionalized Services

Absent from the special education trailer bill language, however, is the Administration’s proposal for a new base funding formula that would rely on LEA’s three-year rolling average of average daily attendance. The DOF anticipates that language will be released in the next few weeks, along with supporting documentation.

The trailer bill language serves as a starting point for the Administration and legislators as they begin to iron out their respective priorities for the upcoming fiscal year. Key budget subcommittees will begin convening in a week or two to hear and ask questions about the Administration’s proposals.

Finally, legislators continue to work towards the February 21 bill introduction deadline. To date, 405 Senate and Assembly bills have already been introduced. However, these bills only represent a small portion of the total number of bills that will be introduced over the coming two weeks as the vast majority of bills are typically introduced in the last week of the deadline.

Stay tuned . . .

Leilani Aguinaldo

Trailer Bill Proposes Changes to Collective Bargaining Procedures

By Debbie Fry, John Gray, and Sheila G. Vickers
School Services of California Inc. 's Fiscal Report
February 3, 2020

The Department of Finance just released trailer bill language related to Governor Gavin Newsom’s proposals for the 2020–21 State Budget. Among the provisions are proposed changes in language that would affect collective bargaining procedures in local school agencies.

Collective Bargaining Disclosures

The current provision in Government Code Section (GC §) 3540.2 states that school districts with a qualified or negative certification that have reached a settlement with a local union must provide the county office of education (COE) with at least 10 days to review and comment on the collective bargaining disclosure. Then the COE notifies the school district whether the proposed agreement would endanger the fiscal well-being of the district, along with the rationale for that conclusion. Similar language applies to COEs and combined COE/districts that submit their budgets to the State Superintendent of Public Instruction (SSPI).

Proposed trailer bill language would eliminate the “qualified or negative certification” language and the reference to “school district” and replace these with “all school district employers”. Likewise, there is proposed language related to COEs and combined COE/districts that removes the reference to “qualified or negative certification”. These proposed changes would have the effect of including all school districts and COEs, no matter the budget certification, and would clearly incorporate charter schools and other local school agencies.

Further, the language proposes that the opinion from the COE or SSPI as to whether the agreement endangers the fiscal well-being of the agency would now be sent to the union that is the subject of the agreement (along with the superintendent and governing board as currently required).

Certification

Currently, GC § 3547.5 requires that the district superintendent and chief business official certify that the cost of an agreement with a union can be met during the term of the agreement, itemizing any budget revisions necessary to meet the costs. If the district does not adopt all of the revisions to its budget as required, the COE issues a qualified or negative certification on the next interim report.

Proposed trailer bill language would specify that the certification of the district superintendent and chief business official would be under penalty of perjury. Further, rather than issuing a qualified or negative certification on the next interim report, the COE would issue a notice of going concern, which would provide the COE with the ability to intervene before the next interim report.

Non-Represented Employees

The trailer bill proposes to include non-represented employees in the above provisions related to the disclosures and the certification. The following would be added to the definitions within GC § 3540.1:

“Non-represented employees” means confidential employees, management employees, supervisory employees, and any other employees of a public school employer who are not otherwise represented by a certified organization or recognized organization.

Additional language is proposed to require the preparation of a collective bargaining disclosure-type of document for an agreement with a non-represented employee or group, including the requirement for the superintendent and chief business official to certify that the cost of the agreement is affordable and/or the district must adopt the necessary budget revisions to meet the cost. Many local school agencies and COEs have already been doing this in practice, but it would now be a requirement if the trailer bill language is ultimately approved.

Conclusion

The purpose of these proposals is consistent with that of the original fiscal oversight laws—most notably AB 1200 (Chapter 1213/1991) and AB 2756 (Chapter 52/2004)—to help ensure that local agencies maintain fiscal solvency and reduce the risk that the state will need to step in with an emergency apportionment. We anticipate that, as these proposals work their way through the legislative process, potential impacts on local school agencies and employees not currently included in the disclosure and certification laws are duly considered and vetted. We anticipate that additional language clarifying the administration’s special education funding proposals will be released in the next few weeks. Stay tuned . . .

Note: Only 19% of students from economically disadvantaged backgrounds met or exceeded standards compared to 46% of students who aren’t economically disadvantaged.

Less Than a Third of California Students Met or Exceeded Standards on New Science Test

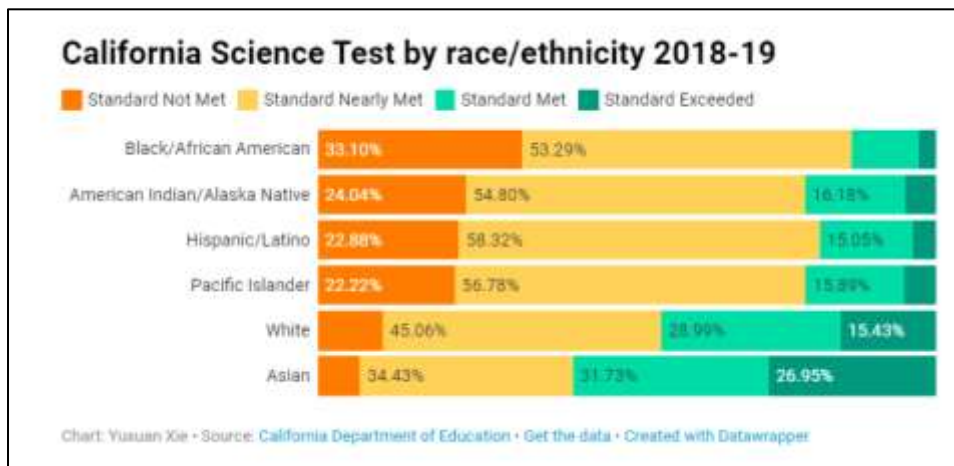
By Sydney Johnson
EdSource
February 7, 2020

At a time when California is placing a greater emphasis on science education, most students did not score at a proficient level on the state’s new science test, with scores especially low among several student groups.

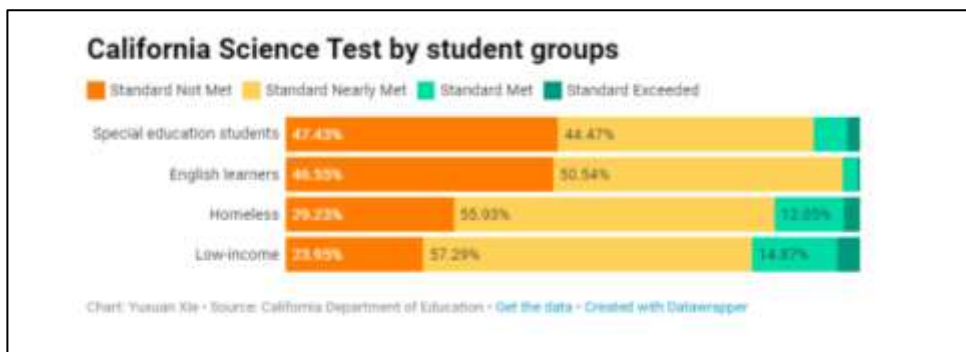
The results of the test were released this week. They represent the first scores on the [California Science Test](#), a new test developed by the California Department of Education, to measure progress on the Next Generation Science Standards adopted by California in 2013.

Statewide, 32 percent of 5th-graders, 31 percent of 8th-graders and 28 percent of high school students met or exceeded standards on the California science test aligned to the new standards.

The scores also show a wide gap between black and Latino students and their white and Asian peers: Across all grades, 14 percent of black students and 19 percent of Latino students met or exceeded standards, compared with 44 percent of white students and 59 percent of Asian students.



The portion of students who met or exceeded standards was also strikingly low among English learners (3 percent), special education students (8 percent) and low-income students (19 percent).



“Getting it right takes time and funding,” said Shawna Metcalf, president of the California Science Teachers Association. “The California Next Generation Science Standards were adopted six years ago without being properly funded by the state,” referring to how state officials have not dedicated any dollars to specifically fund new science standards implementation.

California is undergoing a major transformation in the way it teaches science in order to prepare more students for college and careers in science, technology, mathematics and engineering, or STEM, as well as to broaden all students’ scientific understanding. In 2013, the state adopted the Next Generation Science Standards to replace the old standards put in place in 1998. In 2016, the State Board of Education released a curriculum framework to help guide teachers with implementation.

“What really stood out to me as I dove more deeply into the scores was just continuing to see the distressing gaps between student groups,” said Jessica Sawko, associate director of the California STEM Network, a Project of Children Now, an advocacy organization based in Oakland. “There are so many efforts underway to diversity our STEM workforce; the pipeline really begins at K-12 and we need to improve these opportunities.” Sawko was previously executive director of the California Science Teachers Association.

“These scores confirm trends we see in other data and the other state tests,” said Christopher Nellum, deputy director of research and policy at the Education Trust-West, a civil rights and education equity research and advocacy organization. “For us, it underscores that the education systems are failing African American, Latinx, English learners and low-income students. And because of that we aren’t meeting the state science standards.”

The new standards require a significant shift in the way science is taught. Instead of memorizing facts and terms, the Next Generation Science Standards emphasize hands-on science projects that require students to investigate, collect and use data, and give evidence-based explanations for what they discover.

The new standards also integrate several scientific disciplines and encourage teachers to base lessons on students’ questions and scientific experiences they might encounter in their everyday lives, such as local wildlife or nearby energy resources.

Likewise, the new computer-based science test differs dramatically from the previous science test. In addition to new content in areas such as climate change, students are asked on the new test to analyze data and explain their reasoning.

“A lot of the performance tasks on the test rely heavily on literacy skills,” said Brenda Tuohy, STEM director for Oakland Unified. “Students have to be able to obtain information and construct an argument, so the new test is much more demanding in terms of language.”

The first year of scores for the new science test are comparable to first-year scores for the Smarter Balanced math test. In 2015, the first year students took Smarter Balanced tests that are aligned to the Common Core math standards, 33 percent of California students met or exceeded standards. Those tests also show a wide disparity among ethnic and racial groups, often referred to as the achievement gap.

Because this is the first year the new test was administered, it is impossible to know how student performance compares with previous years.

But experts are still concerned with what they view as a troubling trend line. “Sure this is the first year of these scores but we are seeing wide achievement gaps for quite some time, and the science scores confirm what we have been seeing,” said Nellum.

The science test is administered to 5th- and 8th-grade students and once in high school beginning in 10th grade. The test focuses on three science areas: Earth and Space Sciences, Life Sciences and Physical Sciences.

The test consists of multiple choice questions and performance tasks that require students to solve a series of related questions and explain how they arrived at their answers.

A number of hurdles, such as some districts’ delay in adopting textbooks and a shortage of qualified science teachers across the state, have caused many schools to struggle as they implement the new standards. Nearly five years after adopting the standards, state officials approved a list of science materials in the fall of 2018, giving districts little time to vet and choose textbooks before the testing period started in spring of 2019.

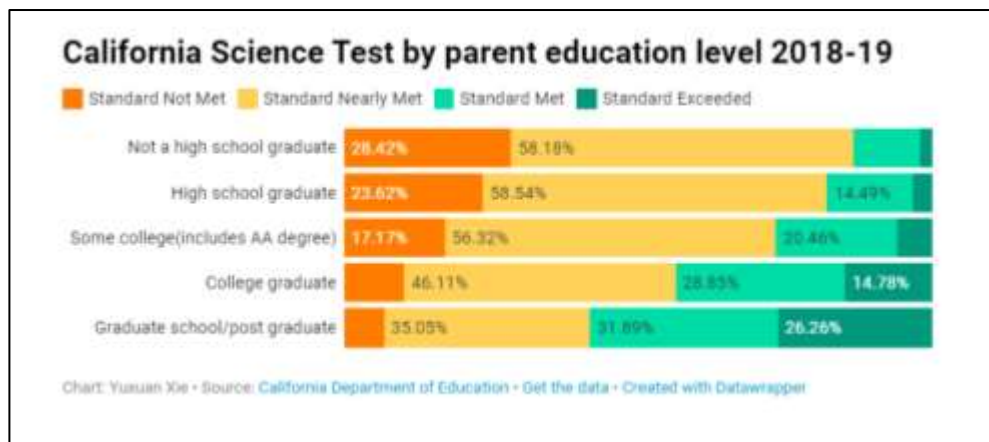
Some districts have started or even completed the textbook adoption process. But many have not and are still struggling to teach science with materials aligned to the previous standards. As a result, some teachers have

held off on implementing the new standards and their students continue to learn the old science standards from outdated textbooks.

The challenge is particularly difficult at the high school level because few textbooks that align to the new standards are on the market yet. Many high schools are also navigating how to best change their course sequences and graduation requirements to better meet the standards.

“Unfortunately, without the proper funding for new instructional materials and resources, the implementation of CA NGSS has been inconsistent throughout the state,” Metcalf said.

Persistent gaps in access to science courses and materials can lead to large differences to science learning opportunities and outcomes. “We are not surprised that scores on the science assessment show similar gaps between student populations to the (English language arts) and math assessments,” she said, referring to the Smarter Balanced assessments students must also take each spring.



Adding to the list of challenges is a shortage of highly qualified teachers in California, especially in science. Across all scientific disciplines, the number of teaching credentials issued decreased by nearly 9 percent between 2013-14 and 2017-18, according to data from the California Commission on Teacher Credentialing.

Fremont High School in Oakland Unified did not have a physics teacher for three years, Tuohy said, until a math teacher stepped up to get an additional credential to teach the subject this year. “A lot of our students don’t have access to (physics),” she said. “There are a number of factors why, and finding qualified teachers is a big one.”

The shortage of science teachers is especially acute in rural schools, as well as schools that serve high proportions of low-income students and schools where the majority of students are black or Latino, according to a 2018 [report](#) from the Learning Policy Institute, a Palo Alto-based education research organization.

“I went to a school that didn’t have the best-credentialed teachers or availability of classes and it matters because it’s hard to catch up later,” Nellum said. “We want parents to think about how their kids have access to courses so they have the foundation to be eligible for higher education.”

This year Gov. Gavin Newsom is proposing to allocate nearly \$1 billion to recruit, train and retain teachers in critically understaffed areas, including science, math and special education.

The scores are intended to measure how well a school is implementing the new standards, and education officials warn against comparing scores against the previous exam, which was aligned to the old standards.


The scores will matter to parents, too. Many schools and districts won't use the scores for placement into science courses, but they are able to. State officials advise "schools should not use these results as the sole measure to place students in any advanced science courses or pathways," said Scott Roark, a spokesman for the California Department of Education.

Parents can find tips for interpreting and understanding their child's scores, as well as sample test questions, [here](#).

"Innovation is in this state's DNA," Nellum said. "There has to be a path forward, and it needs to happen faster than it's happening now."

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
Cabinet Approval: 

Date: February 14, 2020

Phone Number: 457-3907

Regarding: February Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the February 06, 2020 Legislative Committee Meeting.

Budget Update – Ms. Leilani Aguinaldo provided an update on the trailer bill language related to proposals for the 2020/21 State Budget which were released on February 03, 2020.

The proposed trailer bill includes changes in language regarding AB 1200. The County Superintendent of Schools must agree to the collective bargaining agreements submitted by districts within 10 days. Previous language required submission to the county only for districts with a negative or qualified impact. Other changes include the Superintendent and Chief Business Official now certify under “penalty of perjury”. Finally, the additional language requires disclosure statements for non-represented employees.

Special Education received one-time funds in 2019/20 of \$645 million. These funds were split between AB 602 funding base grants (\$493 million) and preschoolers with disabilities (\$152 million). For 2020/21, the Governor has proposed \$645 million for AB 602 and \$250 million in one-time funds for preschoolers with disabilities.

The Opportunity Grants framework included in the trailer bill provided a framework for the grants. The California Collaborative for Educational Excellence is tasked with developing the details of the program by November 30, 2021 in partnership with the California Department of Education. It is anticipated the funding will be distributed in March 2021 and districts will have five years to spend the grant.

The Legislative Analyst’s Office (LAO) released a report outlining various cost pressure trends that districts are facing. The report includes possible solutions. As a reminder, in June, the Governor proposed a 3.00% Cost-of-Living Adjustment (COLA) for 2020/21; then in November, the Legislative Analyst Office (LAO) estimated the COLA would be lower at 1.79%; and in January, the Governor’s 2020/21 Proposed Budget, proposed a 2.29% COLA. The LAO has recommended some possible solutions to the legislature to alleviate districts’ cost pressures including:

- Increase the COLA (a 0.5% increase COLA equates to \$300 million)
- Increase Special Education rates
- Utilize one-time funds to pay down districts’ unfunded pension liabilities
- Utilize one-time funds for unfunded retiree liabilities or future pension rate increases

The report also included a look at “chronically distressed districts” which includes two or more qualified/negative ratings since the First Interim report of 2016/17. The LAO found that these districts “have high leadership turnover, with nearly half of the districts reporting turnover of their superintendent or chief business officer within the past 12 months”.

Legislative Update – Ms. Aguinaldo provided a legislative update. The legislature has until February 21, 2020 to submit any new bills for consideration for the upcoming year.

The following bills were discussed and were signed by the Governor in July 2019:

- AB 1353 (Wicks) Classified Employee Probation Period – (Oppose) – This bill shortens the probation period from one year to six months for classified employees effective July 01, 2022
- SB 328 (Portantino) School Start Time – (Support) – This bill prohibits middle schools from starting earlier than 8:00 a.m. and high schools starting earlier than 8:30 a.m.

The following bills will be in their second year of consideration:

- AB 1512 (Carrillo) Course Credit for Passage of International Baccalaureate Examination – (Support) – This bill requires community colleges to accept International Baccalaureate (IB) as credit for students who pass the exam
- AB 331 (Medina) Ethnic Studies – (Support) – This bill proposes to include ethnic studies as a high school graduation requirement
- AB 428 (Medina) Special Education Funding – (Support) – This bill provides additional Special Education funding in three areas; 1) AB 602; 2) Preschoolers with disabilities; 3) Students with the most severe disabilities. Currently the 2020/21 Governor’s Proposed Budget includes funding for AB 602 and preschoolers with disabilities
- AB 39 (Muratsuchi) Local Control Funding Formula Funding (LCFF) Increase – (Support) – This bill would increase the funding targets

The following bills were not signed last fiscal year and are in their second year of consideration. They will no longer move forward, however; they may be resubmitted in a new legislative bill by February 21, 2020:

- AB 221 (Garcia, Cristina) Teaching Prohibited in Low-Income Schools – (Watch) – This bill would have prohibited third party teaching contracts from being assigned to Title I schools
- AB 575 (Weber) Lowest Performing Pupil – This bill would have expanded the LCFF definition to include the lowest performing pupils

The School Services Legislative Committee February 2020 report is attached and includes several significant articles published in the past month. The next Legislative Committee meeting is scheduled for March 05, 2020.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/14/2020

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING
FEBRUARY 6, 2020

2020–21 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

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Legislative and Economic Update Prepared for:
Fresno Unified School District
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February 4, 2020

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The FISCAL REPORT an informational update

February 2020

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Trailer Bill Proposes Changes to Collective Bargaining Procedures

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Collective Bargaining Disclosures

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Further, the language proposes that the opinion from the COE or SSPI as to whether the agreement endangers the fiscal well-being of the agency would now be sent to the union that is the subject of the agreement (along with the superintendent and governing board as currently required).

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Conclusion

The purpose of these proposals is consistent with that of the original fiscal oversight laws—most notably AB 1200 (Chapter 1213/1991) and AB 2756 (Chapter 52/2004)—to help ensure that local agencies maintain fiscal solvency and reduce the risk that the state will need to step in with an emergency apportionment. We anticipate that, as these proposals work their way through the legislative process, potential impacts on local school agencies and employees not currently included in the disclosure and certification laws are duly considered and vetted. We anticipate that additional language clarifying the administration’s special education funding proposals will be released in the next few weeks. Stay tuned . . .

[Posted to the Internet 2/3/20]

—*Debbie Fry, John Gray, and Sheila G. Vickers*

The FISCAL REPORT an informational update

January 2020

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Current District Cost Pressures and Potential Solutions

Last week, the Legislative Analyst’s Office (LAO) released a report looking at recent cost pressure trends facing school districts. While the number of districts with qualified or negative budget ratings is historically low, this is not indicative that budgets are currently easy to balance.

Cost Pressures

Many of the cost drivers highlighted by the LAO will be very familiar to districts—declining enrollment, staffing levels and compensation, and special education expenses.

Declining Enrollment

In addition to declining birth rates over the last decade, California has also experienced net out-migration of school-aged children every year since 2013. This decline is not uniform across the state; counties like Los Angeles, Orange, and Santa Clara are experiencing the most significant declines, while more affordable areas like Kern and San Joaquin counties are experiencing growth.

Charter school attendance has also been growing significantly, from 8% to 10.5% of overall public school attendance between 2013–14 and 2018–19. However, 10% of districts actually saw a decline in charter school attendance.

Staffing Levels and Compensation

As districts reduced their class sizes during implementation of the Local Control Funding Formula (LCFF), the number of full-time equivalent (FTE) teachers has increased 6.4% from 2013–14 to 2018–19. Over the same time period, even larger growth has occurred in the classified employee ranks, from 242,000 FTE support staff in 2013–14 compared to 294,000 in 2018–19.

Districts are also increasing compensation for the staff they have: the average salary of a teacher in 2018–19 was approximately \$82,000, an increase of about 5% over the inflation-adjusted 2013–14 level. The LAO also noted that small districts have the most varied compensation changes—ranging from an increase of 38% to a decrease of 24%—compared with a 9% increase to a 5% decrease in the largest districts.

Additionally, districts have been facing ongoing increases in pension costs for both classified and certificated staff. For 2019–20, the LAO estimates total district pension contributions will be approximately \$7.9 billion, an increase of \$4.7 billion over the 2013–14 level. On the plus side, districts’ health benefits cost increases have slowed significantly since 2013–14.

Special Education Expenses

As highlighted in their special education primer this fall (see Overview of Special Education in California), the LAO noted the growing rate of identification of students with disabilities. Over the past decade, identification for special education services has increased from 11% to 13%, and much of this growth is in the diagnosis of Autism. The number of students identified with Autism has increased from 1 in 600 in 1997–98 to about 1 in 50 in 2018–19, and the trend is expected to continue.

Chronically Distressed Districts

The LAO took a look at what they defined as “chronically distressed districts”: two or more qualified/negative ratings since the First Interim report of 2016–17, or two consecutive negative ratings in 2018–19. While these districts come in all shapes and sizes, they tend to be large, experiencing declining enrollment, and have slightly higher unduplicated pupil percentages. The LAO also found that these districts have high leadership turnover, with nearly half of the districts reporting turnover of their superintendent or chief business officer within the past 12 months.

Options to Help Districts

To help alleviate districts’ cost pressures, the LAO recommends that the Legislature:

- Consider providing more funding through the LCFF, which would help all districts address some of their key cost pressures—including their salary, health care, and pension costs
- Increase special education funding rates, addressing the historic inequities by leveling up current funding rates
- Set aside a portion of new one-time Proposition 98 funding for paying down districts’ unfunded pension liabilities more quickly
- Provide districts with one-time grants to be used for any unfunded retiree liabilities or future pension rate increases

The full report can be found at <https://lao.ca.gov/Publications/Report/4136>.

[Posted to the Internet 1/28/20]

—*Michelle McKay Underwood*

The FISCAL REPORT *an informational update*

January 2020

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Preface

During the Great Recovery, California enjoyed unprecedented growth in funding largely due to restoration of past reductions, growth in the economy, and passage of Propositions 30 and 55. To open his press conference, Governor Gavin Newsom disabused California’s naysayers, those with “California Derangement Syndrome,” that the best days are behind us.

Governor Newsom’s press conference preamble, as he called it, highlighted the state’s job growth, bond rating, rainy day fund, state surplus, and payments to the Wall of Debt. He gave credit to Governor Jerry Brown for setting the tone and tenor on many of these items and continues these as priorities. In the world of education, Newsom also honors Governor Brown by continuing the Local Control Funding Formula (LCFF), but also goes his own way when it comes to local versus state control of funds for new programs.

Over the fall, the education community braced against the news that the cost-of-living adjustment (COLA) might be significantly less than what was projected just months before. There was hope that Governor Newsom would provide flexible funding above a meager COLA, perhaps with a “super” COLA, for the LCFF. Instead, Governor Newsom proposes several new or continued categorical programs, all with laudable goals, but few that provide immediate relief when the cost to keep local educational agencies (LEAs) afloat hovers around 4%.

As we enter the 2020–21 State Budget deliberations, a key focus will be on whether California is slowly or quickly moving into a new education funding era.

Overview of the Governor’s Budget Proposals

On Friday, January 10, 2020, just after 10:30 a.m., Governor Newsom released his second proposed State Budget for the upcoming 2020–21 fiscal year stating that “Building a strong fiscal foundation now is the best way the state can prepare for the future and continue to build a ‘California for All’.” Gone are the days of the five minute budget press conferences by former Governor Jerry Brown. Consistent with his inaugural State Budget presentation, Governor Newsom went into great detail and spent nearly two hours presenting the Budget through his Twitter account followed by an additional hour of answering questions from reporters.

The Governor led by explaining that he is proposing a \$157 billion General Fund Budget for the upcoming fiscal year, a 2.23% increase over the current year. The total State Budget proposed by the Governor measures at \$222.2 billion. Governor Newsom emphasized that the 2020–21 Budget is structurally balanced. He uses a significant amount of one-time funds as a way to provide flexibility during times of economic uncertainty. In fact, this strategy, along with continued economic growth, allowed the Governor to propose extending nearly \$2 billion in programs that were due to expire on December 21, 2021, to July 1, 2023. Being fiscally prudent, examples of proposed flexibility are found in the education budget where nearly 60% of the \$3 billion in available new revenue is proposed for new or the extension of one-time investments.

Economic Outlook

Acknowledging eleven years of economic expansion, the State Budget proposal forecasts “constrained growth” for the state over the next four years. Governor Newsom noted in his press conference that while the economy is not contracting, our continued growth is. Nevertheless, the state’s General Fund continues to enjoy stronger than estimated revenue from the “Big Three” taxes. The 2020–21 revised revenue forecast is over \$5 billion more than the 2019–20 State Budget Act projection. Personal income tax is up by \$1.2 billion, corporation tax is up by \$700 million, and revenue from the sales and use tax is projected to be \$1.1 billion over the 2019 Enacted Budget estimates.

Governor Newsom continues to build additional reserves beyond the \$16 billion currently set aside in the Rainy Day Fund. An additional \$1.9 billion transfer is proposed in the budget year and an additional \$1.4 billion over time, bringing the Rainy Day Fund to \$19.4 billion by 2023–24. This unprecedented level of state savings and Governor Newsom’s prudent budgeting approach, which mimics the days of his immediate predecessor, can help the state weather a future economic storm should it come.

The Economy and Revenues

Economic Outlook

Following the footsteps of his predecessor, Governor Newsom cautions that the opportunities for continued economic growth is expected to slow as both the nation and the state have reached full employment. The economic stimulus from the 2017 federal tax policy changes has run its course, interest rates are very low, the stock market is at an all-time high, and growing risks from trade tensions between the U.S. and China as well as military escalation in the middle east all create instability in the global economies of California’s trade partners. In particular, California faces unique structural risks in its aging population and housing shortage.

The State Budget proposal includes constrained job growth realized unevenly across the state and acknowledges an increase in payroll jobs resulting from rule changes on independent contractors, moving most onto company payrolls. The Budget assumes that personal income growth will be 4% through the projection period. Growth in real wages and personal income are necessary to sustain healthy consumption and overall economic activity.

While the State Budget identifies rising economic risk related to the housing shortage, the *UCLA Forecast* from December 2019 focuses on continued trade tensions with China, subprime auto loans, certification of the Boeing 737 Max, and trillion-dollar deficits. As the world’s fifth largest economy, California is especially reliant on import-export business and decreasing imports will have an impact. When combined, the economists at UCLA state that the likelihood of a recession is 32%, but share that a temporary economic slowdown in the second half of 2020 is far more likely.

Revenues

The 2020–21 State Budget assumes higher overall revenues for fiscal years 2017–18 through 2019–20, exceeding the 2018–19 State Budget projections by more than \$5.05 billion. Over the three-year period, personal income tax, sales and use tax, and corporation tax are expected to beat earlier estimates.

Over the long term, the forecast calls for continued increases in the state’s “Big Three” taxes.

“Big Three” Revenue Forecast
(General Fund Revenue—in billions)

	Fiscal Years						Average Year-Over-Year Growth
	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	
Personal Income Tax	\$98.6	\$101.7	\$102.9	\$106.1	\$108.1	\$110.0	2.2%
Sales and Use Tax	\$26.1	\$27.2	\$28.2	\$29.0	\$29.7	\$30.4	3.1%
Corporation Tax	\$14.1	\$15.3	\$16.0	\$16.5	\$17.0	\$17.6	4.6%

Proposition 98

Adopted by state voters in 1988, Proposition 98 sets in the State Constitution a series of complex formulas that establish the minimum funding level for K–12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee and (1) workload changes as measured by the change in average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less. While gains experienced over the last several years continue with the 2020–21 State Budget proposal, these gains represent the minimum required by law.

Current- and Prior-Year Minimum Guarantee

The Proposition 98 minimum guarantee has increased from the 2019 State Budget Act for both 2018–19 and 2019–20 due largely to an increase in property tax revenue in 2018–19 and increased General Fund revenues in both years.

For the current year, Governor Newsom’s State Budget proposal acknowledges an increase of \$517 million from the 2019–20 State Budget Act—raising the Proposition 98 guarantee to an estimated \$81.6 billion, up from \$81.1 billion. The 2018–19 year reflects a more modest increase of \$301.5 million, raising the minimum guarantee from \$78.1 billion to \$78.4 billion.

2020–21 Minimum Guarantee

For 2020–21, the Governor’s State Budget proposes a Proposition 98 guarantee of \$84 billion, an increase of \$3 billion year over year. As expected, given the continued declines in enrollment, the guarantee is projected to be based on Test 1—funding based on education’s proportion of the General Fund in 1986–87.

Cost-of-Living Adjustment and Average Daily Attendance

The estimated statutory COLA for K–12 education programs in 2020–21 is 2.29%, and is applied to the LCFF base grant targets, as well as other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers, the American Indian Early Childhood Education program, and the Mandate Block Grant.

Note that while the COLA is lower than estimated in the 2019–20 enacted State Budget, it is higher than that projected by the Legislative Analyst’s Office in its *Fiscal Outlook*, which was released in November 2019.

Statewide, ADA is expected to continue declining. The State Budget proposal reduces Proposition 98 funding in 2019–20 due to an ADA decline greater than projected in the 2019–20 State Budget Act, and in 2020–21 from a further projected ADA decline in 2020-21.

Local Control Funding Formula

The Governor’s 2020–21 State Budget proposal includes an increase of \$1.2 billion in Proposition 98 for the LCFF reflecting the 2.29% COLA. This brings LCFF funding to \$64.2 billion.

LCFF Target Entitlements for School Districts and Charter Schools

The target base grants by grade span for 2020–21 are increased over 2019–20 by 2.29% to reflect the estimated statutory COLA:

Grade Span	2019–20 Target Base Grant Per ADA	2.29% COLA	2020–21 Target Base Grant Per ADA
TK–3	\$7,702	\$176	\$7,878
4–6	\$7,818	\$179	\$7,997
7–8	\$8,050	\$184	\$8,234
9–12	\$9,329	\$214	\$9,543

The Transitional Kindergarten (TK)–3 grant increase for the class-size reduction (CSR) grade span adjustment is \$819 per ADA in 2020–21, and the grade 9–12 base grant per ADA is increased by \$248 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 50% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment.

Special Education

Following the investment in the 2019–20 State Budget for Assembly Bill (AB) 602 equalization (\$152 million) and one-time flexible funding to school districts based on the number of preschoolers with disabilities (\$493 million) plus the call for policy reform to improve outcomes for students with disabilities—the 2020–21 State Budget continues to provide investments in special education. Governor Newsom’s Budget for 2020-21 proposes to use all of last year’s \$645 million to fund special education base grant increases this year and to use a three-year rolling average of LEA ADA, while still allocating funds through Special Education Local Plan Areas (SELPAs). All but one hundred LEAs will receive an increase in base funding through this funding and those LEAs will be held harmless.

Similarly to the 2019–20 State Budget, the Budget proposes \$250 million one-time funding to school districts based on the number of preschoolers ages three to five years with exceptional needs served. In a departure from the flexible nature of these funds in the current year, the Budget would require the funds to be allocated to increased or improved services. The Budget proposes \$4 million one-time Proposition 98 General Fund for dyslexia research, training, and a statewide conference.

Long term, the 2020–21 State Budget calls for a multiyear approach and one-time funding to study the current SELPA governance and accountability structure and improved accountability for special education service delivery and student outcomes. Going forward, the Administration plans to create a new funding formula to support equity, more inclusive practices, and early intervention; make changes to governance and accountability; pursue reforms related to family and student engagement; and incorporate recommendations from the Master Plan for Early Learning and Care.

Teacher Investments

The State Budget proposal includes over \$900 million in one-time Proposition 98 funds to address California’s persistent educator shortage and crisis in the following programs:

- \$350 million to expand the existing Educator Workforce Investment Grant program to provide training to support students with disabilities and English learners, as well as to develop educator capacity in the areas of multitiered system of supports, social-emotional learning and restorative justices practices, non-discriminatory and anti-bullying supports for marginalized student groups, and computer science and STEM fields

- \$193 million for the Workforce Development Grant Program, as well as \$175 million to expand the Teacher Residency Program, which address teacher shortages in high-need subjects and areas
- \$100 million to provide \$20,000 stipends for teachers who participate in the California Teacher Credential Award Program and complete four years of teaching in a high-need subject at a high-need school
- \$64.1 million to expand the Classified School Employees Credentialing Program to support classified staff who aspire to become credentialed teachers

Community Schools and School Nutrition

Community Schools

In reinforcing efforts to serve the whole child, the 2020–21 State Budget proposes to invest \$300 million in one-time Proposition 98 funds to establish Community School grants accessible by LEAs that employ the community school model. Such efforts would include student wrap-around services like mental health and social services; training in student mental and behavioral health, trauma-informed care, and restorative justice; family and community engagement such as home visits; extended learning time; and expanded learning opportunities.

School Nutrition

The Governor proposed to increase funding for school nutrition by an ongoing \$60 million Proposition 98 appropriation and proposes a \$10 million Proposition 98 fund to train school food service workers in promoting healthier and more nutritious meals. Additionally, a new Farm to School Grant Program is proposed to be created in the Department of Food and Agriculture, which will provide grants to schools for access to healthy food. This new grant is proposed to be funded with \$10 million in non-Proposition 98 funds to start and \$1.5 million annually thereafter.

Computer Science

The Governor reminded us that he is particularly interested in making sure students are able to access computer science education. With that in mind, he is investing \$15 million in one-time funds for grants that LEAs may access to support training approximately 10,000 K–12 teachers to earn a supplementary authorization on their credential to teach computer science. In addition, the Statewide System of Support will gain a computer science component as \$2.5 million in one-time funds is proposed for one county office of education to serve as a repository for computer science resources for professional development, curriculum, and best practices.

Early Childhood and Preschool

Early childhood investments continue to be a top priority for Governor Newsom. This is perhaps most strongly signaled by his sweeping proposal to establish a Department of Early Childhood Development under the Health and Human Services Agency, and shift all but the California State Preschool Program from the Department of Education into the new department, beginning in July,

2021. The new department is intended to integrate early childhood funding, programs and services including child care, home visiting, and early health programs. As it relates to programs affecting public agency providers, the Governor’s State Budget proposals includes the following investments:

- \$75 million in Proposition 98 funding to expand the Inclusive Early Education Expansion program that provides one-time grants to construct or modernize preschool facilities that serve children with disabilities
- Increases the provider reimbursement rates for General Child Care and State Preschool by a 2.29% COLA
- Proposes future changes in the State School Facility Program if voters approve the \$15 billion statewide school bond (Proposition 13) to provide facility grant enhancements to expand preschool programs on school campuses

School Facilities

The State Budget proposal does not include any significant new initiatives for school facilities. It acknowledges the Public Preschool, K–12, and College Health and Safety Bond Act (Act), which will appear on the March 2020 ballot as Proposition 13 and reforms the School Facility Program (SFP).

Similar to his first budget last year, the Governor’s 2020–21 State Budget proposal includes the sale of an additional \$1.5 billion in bonds for 2020–21 to support the SFP—funding that will go to address the backlog of school districts and charter schools waiting for state funds to become available.

Lastly, the Budget for 2020–21 proposes diverting a portion of the funds allocated for school districts to retrofit and construct facilities to support full-day kindergarten programs. As part of the 2019–20 Adopted Budget, \$300 million was allocated to encourage school districts to increase access to students in kindergarten—particularly through the conversion of part-day to full-day programs—by retrofitting existing or constructing new kindergarten facilities. The Budget proposal looks to dedicate an unspecified portion of these funds to support the construction of preschool facilities on school campuses. Assuming passage of Proposition 13, the Administration would also introduce language to provide new construction and modernization per pupil grant enhancements for the construction or modernization of facilities to expand preschool programs.

System of Support

The 2019 Dashboard released last month identified 333 school districts to work with their county offices of education (COEs) for differentiated assistance. This work is part of the statewide system of support that has evolved over the last several years, which is intended to help persistently low performing LEAs identify and address root causes for their lack of progress. The 2020–21 State Budget proposal reinforces the statewide system of support with a one-time \$300 million investment to establish Opportunity Grants and expand the capacity of the California Collaborative

for Educational Excellence. The grants are for the lowest-performing schools and school districts to pair with federal Title I resources to provide integrated and intensive interventions to close achievement gaps.

CalSTRS and CalPERS Payments

While the Governor makes reference to the \$3.15 billion (one-time, non-Proposition 98) California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) investment that was made on behalf of employers as part of the enacted 2019–20 State Budget, he does not propose to provide any additional CalSTRS and CalPERS relief for LEAs in his 2020–21 State Budget blueprint.

Discretionary Funds

For the second consecutive year, Governor Newsom's State Budget does not propose any one-time Proposition 98 discretionary funding for school districts, charter schools, or COEs.

Federal Programs

Late December 2019, President Donald Trump signed the spending bill for fiscal year 2020 that increased education funding nationally by \$1.3 billion to bring it to \$72.8 billion. Included in this increase are \$600 million for Head Start and \$400 million each for Title I and special education. California receives approximately 10% of these national figures. Because the federal fiscal year runs October through September, these changes affect the next school year.

In Closing

In closing, Governor Newsom is making his mark and distinguishing himself in his proposed 2020–21 State Budget. While respecting Brown's education reform by maintaining LCFF at "full funding" through providing the COLA, he is creating and maintaining several one-time education programs under his watch. While many of these programs are intended to improve LEA operations over the long term, Governor Newsom provides minimal, immediate relief from the myriad cost pressures that LEAs face.

Remember that the Governor's Budget proposal marks the beginning of the process, not the end. We expect the Legislature to push back on the Governor's priorities and propose their own. As the various proposals are considered by legislative committees, we can expect both confrontation and compromise. We continue to watch the evolving dynamic between a Governor hitting his stride in the second year and a well-established legislative leadership with a strong Democratic supermajority.

We look forward to continuing to see the vision Governor Newsom has for the state of California and wish him well as we all continue this journey together.

[Posted to the Internet 1/10/20]

—*SSC Staff*

The FISCAL REPORT an informational update

January 2020

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New Laws for 2020

Over the fall, School Services of California Inc. highlighted the most important bills signed by Governor Gavin Newsom in his first year of office that will affect education in 2020 and beyond. As a refresher as we enter into the new year, here are some of the most significant bills affecting education operations:

- Assembly Bill (AB) 218 extends the statute of limitations for commencement of legal action for childhood sexual assault to forty years of age, or five years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a three-year window in which expired claims could be revived (see “AB 218 and Its Fiscal Impact on Schools,” in the December 20, 2019, *Fiscal Report*).
- AB 1353 reduces the probationary period for school district classified employees from one year to six months in non-merit school districts (see “Governor Newsom Signs AB 1353 Into Law—Shortening the Classified Employee Probationary Period,” in the October 18, 2019, *Fiscal Report*).
- AB 1505 makes various changes relating to charter school authorizations, appeals, and renewals; clarifies the teacher credentialing requirements of charter school’s teachers; and places a two-year moratorium on nonclassroom-based charter schools starting January 1, 2020 (see “Governor Newsom Signs Sweeping Charter School Reform Bills Into Law,” in the October 4, 2019, *Fiscal Report*).
- Senate Bill (SB) 142 requires employers to provide a lactation room or a location that includes prescribed features; access to a sink and refrigerator in close proximity to the employee’s workspace; and develop and implement a policy that educates employees on these rights (see “Ask SSC . . . How Will the New Lactation Accommodation Law Affect LEAs?,” in the December 6, 2019, *Fiscal Report*).
- SB 126 requires charter school governing boards to comply with a variety of the same open meeting, conflict-of-interest, and disclosure laws as traditional school district governing boards (see “Newsom Signs Charter School Transparency Bill—Senate Bill 126,” in the March 8, 2019, *Fiscal Report*).

The education community is still interpreting how AB 5 (see “Governor Newsom Officially Signs AB 5 Into Law” in the October 4, 2019, *Fiscal Report*) will affect certain education functions—like facilities maintenance and special education specialists. AB 5, which is being challenged in court and at the ballot box, codifies the California Supreme Court decision in the *Dynamex Operations West Inc. v. Superior Court* into law, and makes other changes to how independent contractors are defined. Legislative changes are expected to be proposed in 2020.

Some bills did not take effect on January 1, 2020, but local educational agencies (LEAs) would be wise to consider starting to plan for:

- AB 48, if Proposition 13 is approved by voters in March 2020, changes certain aspects of school facilities law, including the ability for districts to levy developer fees in certain circumstances (see “Deal Reached on Statewide School Bond,” in the September 20, 2019, *Fiscal Report*).
- AB 1172 creates new oversight for non-public schools serving students with disabilities beginning in 2020–21.
- SB 276 requires the California Department of Public Health (CDPH) to develop a standardized medical exemption certification form which, beginning January 1, 2021, will be the only documentation of a medical exemption that is acceptable, and further requires CDPH to review all medical exemptions from schools or institutions with an immunization rate of less than 95%, physicians who have submitted five or more medical exemptions in a calendar year, and schools or institutions that do not provide reports of vaccination rates to the CDPH (see “Governor Newsom Signs Vaccination and Willful Defiance Bills Into Law,” in the September 20, 2019, *Fiscal Report*).
- SB 328 changes the school start time for middle and high schools, but does not take effect until July 1, 2022, or when a district’s current collective bargaining agreement expires (see “Late School Start Time Bill [SB 328] FAQs,” in the November 1, 2019, *Fiscal Report* and “Guest Article: Considerations for LEAs with Later Start Times,” in the November 13, 2019, *Fiscal Report*).
- SB 390 requires school security officers and security guards employed by a school or community college district, commencing July 1, 2021, to complete a specific training course regardless of the number of hours worked per week.
- SB 419 extends the prohibition for the suspension of a pupil in grades 4 and 5 for willful defiance, and for five years prohibits the suspension of a pupil in grades 6 through 8, beginning July 1, 2020 (see “Governor Newsom Signs Vaccination and Willful Defiance Bills Into Law,” in the September 20, 2019, *Fiscal Report*).

Finally, some measures take effect immediately upon the Governor’s signature. For example SB 265, which requires those LEAs to ensure that a student whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the student’s choice because of the fact that the student’s parent or guardian has unpaid meal fees, and to ensure that the pupil is not shamed

or treated differently from other pupils (see “Do Meal Shaming Bills Disproportionately Impact Districts?,” in the December 20, 2019, *Fiscal Report*). This bill went into effect on October 12, 2019.

The Legislature has returned to Sacramento this week to begin its work anew. We will cover bills as they are proposed and make their way through the legislative process in our “Top Legislative Issues” series.

[Posted to the Internet 1/7/20]

—*SSC Governmental Relations Team*

Draft
Legislative Platform



2014 LEGISLATIVE PLATFORM

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

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

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

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

ADDITIONAL LEGISLATIVE AND BUDGET ISSUES OF IMPORTANCE

School District Autonomy

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

Funding

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

One-Time Funding for Implementation of the "Common Core" and Adaptive Assessments

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

Cost-of-Living Adjustments

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

Special Education

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

Declining Enrollment

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

School Facilities

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

Health Care

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

Drop-Out Prevention

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

Online Education

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

2020 Legislative Calendar

2020 TENTATIVE LEGISLATIVE CALENDAR

COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE
Revised 10-18-19

DEADLINES

- Jan. 1** Statutes take effect (Art. IV, Sec. 8(c)).
- Jan. 6** Legislature reconvenes (J.R. 51(a)(4)).
- Jan. 10** Budget must be submitted by Governor (Art. IV, Sec. 12(a)).
- Jan. 17** Last day for **policy committees** to hear and report to **fiscal committees** fiscal bills introduced in their house in the odd-numbered year (J.R. 61(b)(1)).
- Jan. 20** Martin Luther King, Jr. Day.
- Jan. 24** Last day for any committee to hear and report to the **floor** bills introduced in that house in the odd-numbered year. (J.R. 61(b)(2)). Last day to submit **bill requests** to the Office of Legislative Counsel.
- Jan. 31** Last day for each house to pass bills introduced in that house in the odd-numbered year (J.R. 61(b)(3)) (Art. IV, Sec. 10(c)).

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

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

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

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

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

- Feb. 17** Presidents' Day.
- Feb. 21** Last day for bills to be **introduced** (J.R. 61(b)(4), J.R. 54(a)).

Mar. 27 Cesar Chavez Day observed.

- Apr. 2** **Spring Recess** begins upon adjournment (J.R. 51(b)(1)).
- Apr. 13** Legislature reconvenes from Spring Recess (J.R. 51(b)(1)).
- Apr. 24** Last day for **policy committees** to hear and report to fiscal committees **fiscal bills** introduced in their house (J.R. 61(b)(5)).
- May 1** Last day for **policy committees** to hear and report to the floor **nonfiscal** bills introduced in their house (J.R. 61(b)(6)).
- May 8** Last day for **policy committees** to meet prior to June 1 (J.R. 61(b)(7)).
- May 15** Last day for **fiscal committees** to hear and report to the **floor** bills introduced in their house (J.R. 61 (b)(8)). Last day for **fiscal committees** to meet prior to June 1 (J.R. 61 (b)(9)).
- May 25** Memorial Day.
- May 26-29** **Floor session only.** No committee may meet for any purpose except for Rules Committee, bills referred pursuant to Assembly Rule 77.2, and Conference Committees (J.R. 61(b)(10)).
- May 29** Last day for each house to pass bills introduced in that house (J.R. 61(b)(11)).

*Holiday schedule subject to final approval by Rules Committee.

2020 TENTATIVE LEGISLATIVE CALENDAR

COMPILED BY THE OFFICE OF THE ASSEMBLY CHIEF CLERK AND THE OFFICE OF THE SECRETARY OF THE SENATE
Revised 10-18-19

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

- June 1** Committee meetings may resume (J.R. 61(b)(12)).
- June 15** Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)).
- June 25** Last day for a legislative measure to qualify for the Nov. 3 General Election ballot (Elections Code Sec. 9040).
- June 26** Last day for **policy committees** to hear and report **fiscal bills** to fiscal committees (J.R. 61(b)(13)).

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

- July 2** Last day for **policy committees** to meet and report bills (J.R. 61(b)(14)).
Summer Recess begins upon adjournment, provided Budget Bill has been passed (J.R. 51(b)(2)).
- July 3** Independence Day observed.

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

- Aug. 3** Legislature reconvenes from **Summer Recess** (J.R. 51(b)(2)).
- Aug. 14** Last day for **fiscal committees** to meet and report bills (J.R. 61(b)(15)).
- Aug. 17 – 31** **Floor session only.** No committee may meet for any purpose except Rules Committee, bills referred pursuant to Assembly Rule 77.2, and Conference Committees (J.R. 61(b)(16)).
- Aug. 21** Last day to **amend** bills on the floor (J.R. 61(b)(17)).
- Aug. 31** Last day for each house to pass bills (Art. IV, Sec 10(c), J.R. 61(b)(18)).
Final Recess begins upon adjournment (J.R. 51(b)(3)).

IMPORTANT DATES OCCURRING DURING FINAL RECESS

2020

- Sept. 30 Last day for Governor to sign or veto bills passed by the Legislature before Sept. 1 and in the Governor's possession on or after Sept. 1 (Art. IV, Sec. 10(b)(2)).
- Oct. 1 Bills enacted on or before this date take effect January 1, 2021. (Art. IV, Sec. 8(c)).
- Nov. 3 General Election.
- Nov. 30 Adjournment *sine die* at midnight (Art. IV, Sec. 3(a)).
- Dec. 7 2021-22 Regular Session convenes for Organizational Session at 12 noon. (Art. IV, Sec. 3(a)).

2021

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

*Holiday schedule subject to final approval by Rules Committee.

Bill Update

SCHOOL SERVICES OF CALIFORNIA, INC.

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

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
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Early Childhood Education				
AB 123 McCarty	Early Childhood Education: State Preschool Program: Access: Standards		Senate Education Committee	24
AB 124 McCarty	Childcare: Local Planning Councils	Watch	Assembly—Dead	25
AB 125 McCarty	Early Childhood Education: Reimbursement Rates		Senate Appropriations Committee	25
SB 174 Leyva	Early Childhood Education: Reimbursement Rates		Assembly Appropriations Committee	25
Employees				
AB 182 Rivas, Luz	Teacher Credentialing: Computer Science: Workgroup	Watch	Assembly—Dead	25
AB 221 Garcia, Cristina	Teachers: Third-Party Contracts: Prohibitions	Watch	Assembly—Dead	26
AB 249 Choi	Public Employers: Employee Organizations	Watch	Assembly—Dead	26

AB 843 Rodriguez	Student Financial Aid: Assumption Program of Loans for Education	Support	Senate Education Committee	26
AB 1078 Weber	Certificated School Employees: Permanent Status	Support	Assembly—Dead	26
AB 1623 Rivas, Robert	Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program	Support	Senate Education Committee	27
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AB 177 Low	Election Day Holiday	Oppose	Assembly—Dead	27
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AB 1617 Reyes	Pupil Instruction: High School Graduation Requirements: Financial Aid Applications		Assembly—Dead	27
Mental Health				
AB 8 Chu	Pupil Health: Mental Health Professionals	Watch	Senate Health Committee	28
AB 895 Muratsuchi	Pupil Mental Health Services Program Act		Assembly—Dead	28
Miscellaneous				
AB 1508 Bonta	Pupil Nutrition: Breakfast After The Bell Program		Assembly—Dead	28
SB 2 Glazer	Statewide Longitudinal Student Database	Watch	Assembly Education Committee	29
School Safety and Student Discipline				
AB 503 Flora	Gun-Free School Zone	Oppose	Assembly—Dead	29

Special Education				
AB 428 Medina	Special Education Funding	Support	Senate Appropriations Committee— Suspense File	29
SB 217 Portantino	Special Education: Individuals With Exceptional Needs	Support	Assembly Education Committee	30
State Budget, Education Finance, and LCFF				
AB 39 Muratsuchi	Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports	Support	Senate Floor—Inactive File	30
AB 575 Weber	Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups		Assembly—Dead	30
AB 760 Cooper	Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On	Support	Assembly—Dead	31
AB 1225 Carrillo	Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness	Support	Assembly—Dead	31
SB 443 Rubio	Transitional Kindergarten: Average Daily Attendance	Support	Senate—Dead	31
SB 499 McGuire	School Meals: California-Grown for Healthy Kids Program	Watch	Assembly Education Committee	31
SB 729 Portantino	Local Control Funding Formula: School Districts and Charter Schools	Support	Assembly Education Committee	32
SCA 5 Hill	Taxation: School Districts: Parcel Tax	Support	Senate Floor—Inactive File	32

Accountability and Assessments

[AB 1512 \(Carrillo\)](#)

Amended: 1/6/2020

Title: Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination

Status: Senate Rules Committee

Position: Support

Summary:

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

Early Childhood Education

[AB 123 \(McCarty\)](#)

Amended: 4/29/2019

Title: Early Childhood Education: State Preschool Program: Access: Standards

Status: Senate Education Committee

Position:

Summary:

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

- Expand access to state preschool programs for four years olds that live in designated low-income neighborhoods
- Cap state preschool classrooms at 24 students
- By July 1, 2028, require state preschool teachers to have a bachelor's degree, 24 early childhood education units, and any other alternative certificates determined by the Commission on Teacher Credentialing.
- Establish scholarship program for individuals committed to meeting the new preschool teacher requirements by July 1, 2028
- Increase full day state preschool reimbursement rates to approximately \$14,000 but requires at least 65% of the rate increase to be used to increase wages of preschool classroom staff

[AB 124 \(McCarty\)](#)**Amended:** 4/22/2019**Title:** Childcare: Local Planning Councils**Status:** Assembly—Dead**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.

[AB 125 \(McCarty\)](#)**Amended:** 6/18/2019**Title:** Early Childhood Education: Reimbursement Rates**Status:** Senate Appropriations Committee**Position:****Summary:**

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

[SB 174 \(Leyva\)](#)**Amended:** 6/13/2019**Title:** Early Childhood Education: Reimbursement Rates**Status:** Assembly Appropriations Committee**Position:****Summary:**

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

Employees

[AB 182 \(Rivas, Luz\)](#)**Amended:** 4/2/2019**Title:** Teacher Credentialing: Computer Science: Workgroup**Status:** Assembly Dead**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.

[AB 221 \(Garcia, Cristina\)](#)

Amended: 4/12/2019

Title: Teachers: Third-Party Contracts: Prohibitions

Status: Assembly—Dead

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

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

Title: Public Employers: Employee Organizations

Status: Assembly—Dead

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.

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

Amended: 5/16/2019

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

Status: Senate Education Committee

Position: Support

Summary:

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

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

Title: Certificated School Employees: Permanent Status

Status: Assembly—Dead

Position: Support

Summary:

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

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

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

Governance and District Operations

AB 177 (Low)**Title:** Election Day Holiday**Status:** Assembly—Dead**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.

Instruction

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

This bill adds a one-semester ethnic studies course as a state high school graduation requirement commencing with 2024-25, but authorizes local educational agencies to require a full-year ethnic studies 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 1617 (Reyes)**Amended:** 1/6/2020**Title:** Pupil Instruction: High School Graduation Requirements: Financial Aid Applications**Status:** Assembly—Dead**Position:****Summary:**

As a condition for receiving a high school diploma, requires all students to complete the federal Free Application for Federal Student Aid or the California Dream Act Application, while ensuring there are avenues for students to opt-out of this requirement to avoid creating a barrier to graduation.

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—Dead

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 1508 \(Bonta\)](#)

Amended: 4/30/2019

Title: Pupil Nutrition: Breakfast After The Bell Program

Status: Assembly—Dead

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**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.

School Safety and Student Discipline

AB 503 (Flora)**Title:** Gun-Free School Zone**Status:** Assembly—Dead**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.

Special Education

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 95th percentile over a five-year period
- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled

- Amending the current AB 602 calculation to allow the greater of the current or prior school year average daily attendance (ADA) for each district in a multiple district Special Education Local Plan Area (SELPA) to be used in determining total SELPA ADA

SB 217 (Portantino)

Amended: 5/17/2019

Title: Special Education: Individuals With Exceptional Needs

Status: Assembly Education Committee

Position: Support

Summary:

Senate Bill (SB) 217 creates the Special Education Early Intervention Grant Program, which provides school districts with \$4,000 per child to increase inclusive access to early education programs for children with exceptional needs. SB 217 also expands eligibility for transitional kindergarten to include children with exceptional needs turning five years old at any time during the school year.

State Budget, Education Finance, and LCFF

AB 39 (Muratsuchi)

Amended: 8/30/2019

Title: Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports

Status: Senate Floor—Inactive File

Position: Support

Summary:

This bill would specify new, higher Local Control Funding Formula (LCFF) base grant amounts beginning with the 2020–21 fiscal year, which would also increase the supplemental and concentration grant amounts and result in various other changes to funding calculations for purposes of the LCFF.

AB 575 (Weber)

Title: Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups

Status: Assembly—Dead

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:** 1/6/2020**Title:** Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On**Status:** Assembly—Dead**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.

[AB 1225 \(Carrillo\)](#)**Amended:** 3/26/2019**Title:** Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness**Status:** Assembly—Dead**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.

[SB 443 \(Rubio\)](#)**Title:** Transitional Kindergarten: Average Daily Attendance**Status:** Senate—Dead**Position:** Support**Summary:**

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**Position:** Watch**Summary:**

Existing law authorizes schools participating in certain federal school meals programs to establish a base year for purposes of calculating the number of pupils at the school who are eligible for free or reduced price meals by determining each pupil's eligibility status in that base year and using that number to report eligibility for up to each of the following three school years. This bill would additionally allow schools participating in those federal school meals programs to establish a base year by carrying over the number of pupils at the school who were eligible for free or reduced price meals from the school year in which the school applied to use a federal universal school meal provision.

SB 729 (Portantino)

Amended: 3/27/2019

Title: Local Control Funding Formula: School Districts and Charter Schools

Status: Assembly Education Committee

Position: Support

Summary:

As amended March 27, 2019, this bill adjusts the LCFF base grant for the 2019-20 fiscal year with a 5.16% cost-of-living-adjustment.

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 AS-3

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

Date: February 14, 2020

Phone Number: 457-3907

Regarding: Joint Health Management Board Financial Updates

The purpose of this communication is to provide the Board the Joint Health Management Board's (JHMB) financial updates reported at the January 23, 2020 JHMB meeting.

The First Quarter Health Fund Report for the 2019/20 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2019 through September 30, 2019. It also provides projected income and expenditures for the entire fiscal year 2019/20 compared to the budget for the same time period (Attachment I). Per the language in each of the district's collective bargaining agreements, the attached is provided by the health plan consultant.

The report further shows a projected year-end surplus of \$9.7 million, a decrease compared to the original adopted budget surplus of \$14.3 million. The main drivers for the difference are increased income due to a higher enrollment offset by increased utilization of medical and pharmacy costs, as well as, an adjustment to account for a backlog in claims processing by the third-party administrator.

The budget revision includes recognition of increased revenues and expenditures as stated above and in the projection.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/14/2020

MEMORANDUM

TO: Joint Health Management Board – Employee Unit Representatives
FROM: Giovanni Pacheco, Consultant
DATE: December 12, 2019
RE: Quarterly Health Fund Report for July 1, 2019 through September 30, 2019

Attached is the Quarterly Health Fund Report for the first quarter of the 2019/20 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2019/20 fiscal year. The Plan is managed by the Joint Health Management Board. We continue to modify and update the format as we work through all the aspects of managing the coverage and funding the Plan.

Adjusting for the tenthly District contributions, the first three months of the year are showing a surplus of \$3,992,767, compared to the budget surplus of \$14.33 million. Plan income is projected to be 1.41% higher than the annual budgeted amount per Active by the end of the year, while plan expenses are expected to be 4.51% above budget on a per capita basis at the end of the year. The attached exhibit provides detailed information and is summarized in the table below.

Please note that the figures contained in this report are based on data available to the JHMB. Audited figures may differ from those set forth in this report.

	<u>First Quarter of 2019/20 Fiscal Year (Actual)</u>	<u>Budget (Projected Period)</u>
	<u>July 1, 2019 – September 30, 2019</u>	<u>July 1, 2019 – June 30, 2020</u>
Income ¹	\$45,525,550	\$175,968,402
Expenditures	\$41,532,767	\$161,638,376
Surplus / (Deficit)	\$3,992,783	\$14,330,026
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	\$3,992,783	\$14,330,026
Encumbered Reserves	\$68,483,537	\$69,146,078
Unencumbered Reserves	\$31,015,913	\$41,353,157
Total Reserves	\$99,499,450	\$110,499,235

¹Income amount has been annualized to account for the tenthly District contributions

Please note that expenses shown in the vendor reports can differ slightly from the paid amounts shown in the District's Monthly Financial Report, as adjustments, credits, and delayed postings on the vendor side result in differences in the monthly costs compared to the amounts shown as paid by the District. The annual costs shown in this report have been adjusted to account for these differences and match the audited year-end financial report prepared by the District.

Definitions

Encumbered Reserves: A part of the Total Reserves amount that includes money held to cover the Incurred But Not Reported (IBNR) liability as well as assets held in the OPEB Irrevocable Trust.


Unencumbered Reserves: A part of the Total Reserves amount and is money that is available to pay claims in excess of Encumbered Reserves. This reserve covers the claim fluctuation and unexpected contingencies and is available to cover future cost increases to the Plan.

Total Reserves: represents the combination of Encumbered and Unencumbered Reserves. This is the amount that represents the Plan's ability to meet future contingencies and obligations.

Encls.

Fresno Unified School District
Board Communication

BC Number AS-4

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

Date: February 14, 2020

Phone Number: 457-3907

Regarding: Dailey Charter School Petition – Fiscal Impact

The purpose of this communication is to provide the Board information regarding the upcoming Dailey Charter School Petition fiscal review.

The Dailey Charter School Petition estimates the enrollment of 405 students in each of the fiscal years included in the petition and expects 316 enrolled students will be Fresno Unified residents or 78%. The fiscal impact is as follows:

	2020/21	2021/22	2022/23	2023/24	2024/25	Total
Number of Resident Students	316	316	316	316	316	
Total Estimated ADA	304.31	304.31	304.31	304.31	304.31	
Average Estimated LCFF Revenue (Per ADA)	\$ 11,638	\$ 11,950	\$ 12,259	\$ 12,259	\$ 12,259	
Total Revenue	\$3,541,536	\$3,636,480	\$3,730,512	\$3,730,512	\$3,730,512	\$18,369,552
Less Average Teacher's Salary	\$1,495,000	\$1,495,000	\$1,495,000	\$1,495,000	\$1,495,000	\$7,475,000
Total Fiscal Impact	\$2,046,536	\$2,141,480	\$2,235,512	\$2,235,512	\$2,235,512	\$10,894,552

The ADA will remain status-quo at 390 ADA in each year for the next five years. In addition, Dailey Charter School anticipates enrollment to remain at 405 students in each of these years. The Unduplicated Pupil Percentage (UPP) used in the Local Control Funding Formula (LCFF) calculations was based on 2018/19 October enrollment and projects to remain at 41.94% UPP. Dailey Charter School's ADA projection for each of the first five years of operation is using a 96% ADA rate. The latest LCFF calculator was used to calculate Dailey Charter School's revenue estimates.

The average teacher's salary for Fresno Unified of \$115,000 was used in the fiscal impact projection which includes salary and fringe benefits. Based on the current resident students at Dailey Charter School, and assuming a TK-3 class size of 24:1 and a 4-5 class size of 29:1, it is projected that Fresno Unified would require 13 additional teachers to provide support and instruction to these students.

In addition to the fiscal impact calculation as shown above, staff completed a comprehensive financial statement analysis as provided in the Dailey Charter School Petition. The financial statement analysis included a five-year revenue and expenditure projection, enrollment assumptions, and a five-year cash flow analysis. Dailey Charter School will continue serving grades K-5.

Fresno Unified recommends that charter schools maintain a minimum ending fund balance of no less than 3%. Dailey Charter School's five-year multi-year projections and respective ending balances are projected as follows:

	2020/21 MYP	2021/22 MYP	2022/23 MYP	2023/24 MYP	2024/25 MYP
Total Revenue	\$3,875,935	\$3,973,158	\$4,077,838	\$4,078,036	\$4,078,036
Total Expense	\$3,854,950	\$4,098,889	\$4,186,366	\$4,292,471	\$4,397,884
Fund Balance	\$3,333,081	\$3,354,066	\$3,228,335	\$3,119,806	\$2,905,371
Net Change to Fund Balance	\$20,985	(\$125,731)	(\$108,529)	(\$214,435)	(\$319,848)
Ending Fund Balance	\$3,354,066	\$3,228,335	\$3,119,806	\$2,905,371	\$2,585,523
Reserve Level as a Percent	87.01%	78.76%	74.52%	67.69%	58.79%

Dailey Charter School anticipates utilizing the fund balance for one-time expenditures in 2020/21 through 2024/25. These one-time items consist of equipment and furniture upgrades, technology refresh, stipends for one-time salary increases, professional learning, and student enrichment activities. In addition, Dailey Charter School is looking to hire a certificated administrator who can assist with administrative and curriculum responsibilities. This position will be filled in the 2021/22 fiscal year and is expected to cost approximately \$120,000 in salaries and benefits.

The reserve level will be maintained above the 3% minimum to 58% in 2024/25. In addition, the charter is expected to maintain a positive cash balance of at least \$2.3 million through the end of 2024/25.

Dailey Charter School will be required to submit to the district each year a preliminary budget, interim reports, unaudited actuals, and an annual financial statement audit report.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/14/2020

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: Maiyer Vang, Interim Executive Director
Cabinet Approval: 

Date: February 14, 2020

Phone Number: 457-3390

Regarding: Hmong Residents Academy Class No. 3

The purpose of this communication is to provide the Board information regarding the 3rd Hmong Residents Academy. Parent University continues to partner with the Fresno Police Department to bring this academy to Hmong families and community members. This year we increased the number of sessions to eight. The program will be held at Vang Pao Elementary School beginning Wednesday, February 19, 2020 through Wednesday, April 22, 2020 from 6:00 p.m. to 8:00 p.m.

The purpose of this academy is to better acquaint Hmong-speaking residents who reside or work within the City of Fresno about how the police department operates and share the services that are available. Fresno Police Department sworn officers will volunteer their time as instructors to teach and share their experiences with the class. The course will be taught in Hmong or with the use of translation equipment.

The topics covered will include force options, internal affairs, financial crimes, traffic unit, school resource officer responsibilities, domestic violence/sexual assault, recycling unit, Street Violence Bureau (SVB), crime prevention, victim advocacy, and Office of Independent Review (OIR). Tours to the Regional Training Center (RTC) and FPD headquarters are also included.

If you have any questions or require additional information, please contact Maiyer Vang at 457-3390.


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



Date: 02/14/2020

Fresno Unified School District
Board Communication

BC Number C-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Interim Executive Director
Cabinet Approval: 

Date: February 14, 2020

Phone Number: 457-3390

Regarding: Parent University -- Parent Learning Curriculum Engagements

The purpose of this communication is to provide the Board information regarding Parent University Spring 2020 parent learning curriculum engagements. The following is a list of curriculum events concluding our: Special Education, Transition to Middle School, Transition to High School, and Transition to 12th Grade parent modules.

- Tuesday, February 18, 2020 parents in our Special Education sessions will take a tour of the Adult Transition Program (ATP) to conclude the Special Education module. The goal is to familiarize parents with resources the district offers families. Tour begins at 9:30 a.m.
- Wednesday, February 19, 2020 parents will take a tour of CART to conclude the Transition to High School module. The tour is a way to show parents the many different choices students have in the district. Tour begins at 9:45 a.m.
- Tuesday, February 25, 2020 parents will tour Sequoia Middle School to conclude the Transition to Middle School module. We provide tours of all our middle school campuses each spring, with additional tours to be scheduled. Tour begins at 9:45 a.m.
- Tuesday, March 31, 2020 parents will tour Fresno City College (FCC) to conclude the Transition to 12th grade module. The tour helps parents understand the many different resources and major options FCC offers students.
- Friday, April 3 - 5, 2020 parents and students will learn outdoor activities that will develop leadership and advocacy skills, self-confidence, and problem-solving skills that can be applied at school and at home to support student achievement.

Parents from our spring modules are invited and sign-ups are preferred. Transportation is provided to our parent learning engagements.

If you have any questions or require additional information, please contact Maiyer Vang at 457-3390.

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



Date: 02/14/2020



Fresno Unified School District

Our Mission:
Empower, Engage, and Connect Families
to Support Student Achievement.

Adult Transition Program



Itinerary:

- 9:45 am: Check-in to Adult Transition Program
- 10:00 - 10:45 am: Tour and Questions & Answers
- 11:00 am Bus pick-up

TUESDAY
February 18
9:30am - 11:00am
Transportation
Provided

If interested, please fill out form below and return to the Parent University office before February 14th!

Adult Transition Program- February 18, 2020



Fresno Unified School District

Parent Name: _____ Phone: _____

Student's Name _____ School: _____ Grade: _____

Do you need Childcare? No Yes, Number of Children: _____ Parent Email: _____



Fresno Unified School District

Our Mission:
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to Support Student Achievement.

Transition to High School CART Tour

**WEDNESDAY
February 19**
9:30am - 11:00am
Transportation
Provided



CART
THE CENTER FOR
ADVANCED
RESEARCH AND
TECHNOLOGY

Itinerary:

8:15 - 9:15 am: *Bus Pick-ups*

9:30 am: *Arrive at CART*

9:45 - 11:00 am: *Tour*

The Center for Advanced Research and Technology (CART) is the most comprehensive, state-of-the-art education reform effort at the secondary level to date. CART combines rigorous academics with technical, design, process, entrepreneurial, and critical thinking skills. Parents will explore CART to see the different classes and topics your student will study if your student selects CART as an option their Junior and Senior year.

If interested, please fill out form below and return to the Parent University office before February 14, 2020.



Fresno Unified School District

Transition to High School CART Tour- February 19, 2020

Parent Name: _____ Phone: _____

Student's Name _____ School: _____ Grade: _____

Do you need Childcare? No Yes, Number of Children: _____ Parent Email: _____



Fresno Unified School District

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Transition to Middle School SEQUOIA MIDDLE SCHOOL



**TUESDAY
February 25
8:30am - 11:00am**

Itinerary:

- 8:30 am Be at designated elementary school site
- 9:30 am Bus arrives at Middle School
- 9:45 am Short Welcome
- 10:00 am Tour Begins
- 10:40 am Questions & Answers

If interested, please fill out form below and return to the Parent University office before February 18th!

Middle School Tour- Sequoia- February 25, 2020



Fresno Unified School District

Parent Name: _____ Phone: _____

Student's Name _____ School: _____ Grade: _____

Do you need Childcare? No Yes, Number of Children: _____ Parent Email: _____



Fresno Unified School District

Our Mission:

**Empower, Engage, and Connect Families
to Support Student Achievement**

Transition to 12th Grade CAMPUS TOUR



Itinerary:

8:00 am
Be at High school site for pick-up

9:00 am
Bus arrives at Fresno City College

9:30 am
Tour begins

10:30 am
FCC presentation

11:30 am Lunch

Join us...

Fresno City College

TUESDAY, MARCH 31, 2020

8:00AM- 12:00PM

Enjoy a day with your student as we take a tour of Fresno City College. You will be able to engage and explore the Fresno City College campus and have lunch. Priority given to those in current Transition to 12th grade modules and those who have students in 11th grade. Second priority to 12th grade than 10th, and 9th, and middle school.

Fresno City College Campus Tour - Interest Form - RETURN BY 3/24/20

Priority given to parents in current Transition to 12th grade module of 11th grade students.

Parent Name: _____ Phone: _____

Student's Name _____ School: _____ Grade: _____

Do you need Childcare? No Yes, Number of Children: _____ Parent Email: _____



Fresno Unified School District



Fresno Unified School District

Our Mission:
Empower, Engage, and Connect Families
to Support Student Achievement.

Family Camp

ATTENTION
Parents and
students ages
12 and up

IMPORTANT, PLEASE READ! If interested, you are required to submit interest form below, attend an informational meeting, and submit all additional forms no later than March 13th. This is an interest form only. Submitting this form does not guarantee you can attend.



APRIL
3-5
2020



Informational Meetings:

Parent Resource Center
Date: Monday, December 2
Time: 6:00pm-7:30pm
Location: Parent University

Parent Resource Center
Date: Monday, January 27
Time: 6:00pm-7:30pm
Location: Parent University

Parent Resource Center
Date: Monday, February 24
Time: 6:00pm-7:30pm
Location: Parent University

Hmong and Spanish
Translation and Childcare will
be provided at all meetings.

Join us...
SUGAR PINE CAMP
48478 Mill Canyon Rd., Oakhurst, CA 93644

Departure Location:

Parent Resource Center- 850 N. Blackstone Ave., Fresno, CA 93701

Itinerary:

April 3rd- Depart from Parent University Office at 12:30pm
April 4th- All day training/activities
April 5th- Return to Parent University Office by 2:00pm

Families will develop leadership, self-confidence, cooperation, and skills through hands on experiences taught in an outdoor retreat setting. Families will be challenged both individually and as a group through team building and group processing activities, which support communication and problem solving skills that can be applied at school and at home to support student achievement.



FAMILY CAMP INTEREST FORM- April 3-5, 2020



Fresno Unified School District


Parent Name: _____ Phone: _____

Student's Name: _____ School: _____

Grade: _____ Parent Email: _____

Fresno Unified School District
Board Communication

BC Number OS-1

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

Date: February 14, 2020

Phone Number: 457-3134

Regarding: Sunset Elementary School – Parents' Parking and Traffic Safety Concerns

The purpose of this communication is to provide the Board information regarding concerns raised by parents of Sunset Elementary School students regarding parking, drop-off/pick-up, and traffic safety around the school, and how they are being addressed.

Sunset has sufficient parking for staff with additional parking for visitors. The parking lot drive aisle is narrow and does not accommodate a drop-off/pick-up zone with a passing lane for through traffic. Students are dropped off and picked up in two areas, on Crystal and on Eden. Parents have appeared at Board meetings to express concerns and request parking lot improvements. Staff from Safety and School Leadership, along with a Board Liaison, have visited Sunset on multiple occasions during arrival and dismissal periods and have not witnessed situations unique to Sunset. City Public Works and Traffic Engineering staff, and a representative of the City Council member who represents the area, have also been involved in assessing concerns.

Immediate actions have been taken to help mitigate concerns. A crossing guard was provided to Sunset to assist students crossing at Crystal and Eden, and traffic signage and paint were provided adjacent to the school at the district's request. In addition, Police Department patrols have been present during arrival and dismissal periods. Alternate school start times were offered as an approach to minimize impacts but was not supported by parents. Concerns about standing water need to be addressed through City and County coordination, and require funding for infrastructure improvements.

During the January 29, 2020 Board meeting, staff from School Leadership, Constituent Services, and Maintenance and Facilities met with Sunset parents to hear their concerns. They were informed about the district-wide parking and student/traffic safety assessment underway at all elementary schools to identify highest priority needs. The objective of the assessment is to identify site-specific opportunities for potential improvements and estimated costs, with preliminary results targeted for Spring 2020.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/14/2020

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Leslie Loewen, Manager II
Cabinet Approval: 

Date: February 14, 2020

Phone Number: 457-3674

Regarding: 2020 Graduation Schedule and Agreements Update

The purpose of this communication is to provide the Board information regarding graduation venue agreements for graduation ceremonies for the class of 2020. A copy of the draft 2020 graduation schedule is attached. The schedule was developed based on recommendations from the Board, district leaders, and site principals, in an effort to honor the participation of Board Members and district leaders, minimize the number of graduation sites used per day, and improve service to sites and families.

Agreements for 2020 graduation ceremony services have been completed for all specialty high schools, Patiño School of Entrepreneurship, and the six high schools traditionally graduating at Save Mart Center. Duncan Polytechnical High School has outgrown the stage of the Saroyan Theatre and Selland Arena has offered a discounted rate for their venue. This agreement will be submitted for consideration at the March 18, 2020 Board meeting.

McLane will continue to host graduation ceremonies on site in McLane Stadium, and again this year Design Science will host graduation ceremonies in a partnership with Fresno City College in the Old Administration Building Theatre.

If you have any questions or require additional information, please contact Leslie Loewen at 457-3674.

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



Date: 02/14/2020



Fresno Unified School District
Preparing Career Ready Graduates


DRAFT
2/6/20

2020 High School Graduation Schedule

Day	Date	Grad Time	Practice	School	Location
Thursday	May 21	6:30 PM	9:00 AM	Design Science	FCC - OAB
Thursday	May 28	11:00 AM	10:00 AM	Fresno Adult H.S. & GED	Saroyan Theater
Thursday	May 28	3:30 PM	7:00 AM	DeWolf	Saroyan Theater
Thursday	May 28	5:30 PM	8:00 AM	J.E. Young	Saroyan Theater
Thursday	May 28	7:30 PM	9:00 AM	Cambridge	Saroyan Theater
Friday	May 29	11:00 AM	-----	Rata	Rata MPR
Monday	June 1	4:00 PM	8:00 AM	Sunnyside	Save Mart Center
Monday	June 1	7:00 PM	11:00 AM	Duncan	TBA
Monday	June 1	8:00 PM	10:30 AM	Roosevelt	Save Mart Center
Tuesday	June 2	4:00 PM	8:00 AM	Fresno	Save Mart Center
Tuesday	June 2	7:30 PM	8:30 AM	McLane	McLane Stadium
Tuesday	June 2	8:00 PM	10:30 AM	Bullard	Save Mart Center
Wednesday	June 3	4:00 PM	8:00 AM	Edison	Save Mart Center
Wednesday	June 3	7:00 PM	10:00 AM	Patiño	Saroyan Theater
Wednesday	June 3	8:00 PM	10:30 AM	Hoover	Save Mart Center
Friday	July 10	9:00 AM	-----	Summer School	Roosevelt Auditorium

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Catherine Aujero, Manager III
Cabinet Approval: 

Date: February 14, 2020

Phone Number: 248-7172

Regarding: District Music Festivals

The purpose of this communication is to provide the Board information regarding upcoming district music festivals in Spring 2020.

Each spring, the district sponsors music festivals for Fresno Unified students starting at the middle school level. These festivals are adjudicated by experts in their field. Students receive the benefit of a "rated" performance, sight-reading, and clinic opportunity. Adjudicators provide an invaluable educational experience, listening, evaluating, and providing constructive professional comments to the students and teachers.

These full-day music festivals focus on musical technique, skills, expression, artistic growth, and development. Participation in a festival motivates students and directors toward achievement of musical excellence. Performance opportunities such as festivals, develop positive concepts of teamwork, self-worth, desire to challenge oneself, and self-discipline throughout the festival preparation process. In addition, attending a festival and listening to peers helps create a background for the lifelong appreciation of music. The format of the district festivals also allows for students to see and hear their peers from across the district perform.

Please plan to visit these student music festivals, as your schedule permits. The dates of the Spring 2020 Fresno Unified School District music festivals are:

Festival	Location	Date (s)
Choir	Roosevelt High	March 5, 9:00 a.m.- 3:30 p.m.
Orchestra	Fresno High	February 26 - 27, 9:00 a.m. - 4:45 p.m. February 28, 9:00 a.m. - 12:00 p.m.
Middle and High School Band	Roosevelt High	March 15-17, 9:00 a.m. - 3:00 p.m.

If you have any questions or require additional information, please contact Catherine Aujero at 248-7172.


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



Date: 02/14/2020

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Pat Riddlesprigger, Athletic Manager
Cabinet Approval: 

Date: February 14, 2020

Phone Number: 457-3655

Regarding: Unified Sports Program

The purpose of this communication is to provide the Board a summary of the Unified Sports Program (Basketball). For the 2019/20 school year Fresno Unified, along with Madera Unified and Caruthers High School, are working together in partnership with Special Olympics to continue building a Unified Sports Program consisting of Soccer, Basketball, and Track. Dedicated to promoting social inclusion through shared sports training and competition experiences, Unified Sports joins students receiving special education services (Unified Athletes) and their general education peers (Unified Partner) on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Currently, Unified Basketball is underway. A schedule for both County Metro Athletic Conference and North Yosemite League Unified Basketball is attached.

The California Interscholastic Federation (CIF) mission statement is:

At the core of the CIF mission statement is the promotion of equity, quality, character, and academic development. Through the development of programs, increased education, and by fostering awareness, the CIF seeks to establish an inclusive culture that promotes participation opportunities for student-athletes with disabilities.

- **Equity-** Qualified students with disabilities will have increased opportunities for participation in interscholastic athletics
- **Quality-** CIF will provide guidance, resources and programs that enhance the training and education of coaches, officials, administrators, and parents regarding the inclusion of student-athletes with disabilities
- **Character-** The inclusion of athletic programs for students with disabilities will underscore CIFs commitment to the tenants of good character by promoting acceptance of differences and fostering respect and understanding between students with and without disabilities
- **Academic Development-** Research consistently demonstrates that participation in interscholastic athletics shows academic benefits in the form of higher grades, attendance, graduation rates, and college admission. It is estimated that over ten percent of the students in California schools have a documented disability. Increasing opportunities for disabled students encourages access to the academic benefits afforded through athletic participation

If you have further questions or require additional information, please contact Brett Mar or Pat Riddlesprigger at 457-3655.

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



Date: 02/14/2020

2020 UNIFIED BASKETBALL SCHEDULE

County Metro Athletic Conference		Wednesday	North Yosemite League	
Visitor	Home	26-Feb	Visitor	Home
Edison	Madera South**	3:00pm	Hoover	Sunnyside**
Caruthers	Madera		McLane	Roosevelt
		4:00pm	Bullard	Fresno
Visitor	Home	4-March	Visitor	Home
Madera South	Bullard**	3:00pm	Sunnyside	Fresno**
Caruthers	Edison		McLane	Hoover
Roosevelt	Madera	4:00pm		
Visitor	Home	11-March	Visitor	Home
Madera South	Caruthers**	3:00pm	Sunnyside	McLane**
Bullard	Madera		Fresno	Roosevelt
		4:00pm	Edison	Hoover
Visitor	Home	18-March	Visitor	Home
Madera	Edison**	3:00pm	Roosevelt	Hoover**
Caruthers	Bullard		McLane	Fresno
Sunnyside	Madera South	4:00pm		
Visitor	Home	25-March	Visitor	Home
Madera South	Madera**	3:00pm	Sunnyside	Roosevelt**
Bullard	Edison		Fresno	Hoover
		4:00pm	Caruthers	McLane
Unified Basketball Showcase		1-April	All Games @ Hoover	
NYL #5	CMAC #5	2:30PM	CMAC #4	NYL #4
NYL #3	CMAC #3	3:30PM	CMAC #2	NYL #2
		4:30PM	CMAC #1	NYL #1

** Site that hosts the games per Conference (County Metro Athletic Conference and North Yosemite League)