







BOARD COMMUNICATIONS



MARCH 28, 2025

TO: Members of the Board of Education
FROM: Interim Superintendent, Mao Misty Her

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Board Communications Approved by: Interim Superintendent Mao Misty Her



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Interim Superintendent

Date: March 28, 2025
Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Presented at the Principal's Meeting
- Participated in the Central Valley Community Foundation Governance Committee Meeting
- Participated in the United Way Board of Director's Meeting
- Participated in the Harvard Leading During Turbulent Times Monthly Meeting
- Participated in the PELP Triad Session
- Spoke at the Cross-Cultural Workshop at the Fresno Center Holistic Wellness Program
- Visited the Fresno Unified Device Production Center
- Participated in Read Across America at Lane Elementary School
- Attending Tournament of Technology
- Attending Community-Based Organization Learning Session at Leadership Counsel for Justice & Accountability

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at 457-3884

Cabinet Approval: 

Name and Title: Mao Misty Her, Interim Superintendent

Fresno Unified School District
Board Communication

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

Date: March 28, 2025

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for March 21, 2025

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for March 21, 2025 are attached and include the following articles:

- President Trump Issues Executive Order on Department of Education – March 20, 2025
- Covid's Long Shadow in California: Chronic Absences, Student Depression and the Limits of Money – March 20, 2025
- School Choice Could be the Next Parents' Rights Ballot Measure in California – March 20, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer

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www.sscal.com

DATE: March 21, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Trump Signs EO to Close Department of Education

The big education news this week is that President Donald Trump signed a highly anticipated Executive Order (EO) that aims to eventually close the U.S. Department of Education (ED).

In his remarks, President Trump acknowledged his limitations in closing the ED unilaterally, noting that the authority to abolish the ED would need to go before Congress. Despite this, President Trump noted that his administration would take all legal actions possible to “shut down” the ED.

We provide more information about the EO in the *Fiscal Report* article below entitled “President Trump Issues Executive Order on Department of Education.”

Senate Education Committee

The Senate Education Committee, chaired by Senator Renée Pérez (D-Alhambra), held its first hearing of the year this past Wednesday, March 19, 2025. The committee approved seven of the measures considered on its agenda.

The lone bill that failed passage was Senate Bill (SB) 64 (Grove, R-Bakersfield). The bill would effectively create a school choice program in California using state funds but did not receive any Democratic support. While the bill was granted reconsideration, it is unlikely that the Democrat-controlled committee will pass the measure.

The bills that the committee approved that could impact local educational agencies (LEAs) include the following:

- SB 33 (Cortese, D-San Jose) would, subject to appropriation, require the California Department of Social Services to establish the California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program, which would award unhoused public school high school seniors with a guaranteed income of \$1,000 each month for four months beginning May 1, 2026

- A nearly identical measure by Senator Dave Cortese last year, SB 333, was held by the Assembly Appropriations Committee
- SB 98 (Pérez) would require LEAs and postsecondary educational institutions to notify students, parents, faculty, staff, and other campus community members when the presence of immigration enforcement is confirmed on campus
- SB 316 (Reyes, D-San Bernardino) would require, beginning with the 2026-27 school year, LEAs to ensure that each student receives, at least once before the student completes 11th grade, information on how to properly pre-register to vote
- SB 341 (Pérez) would re-establish the Instructional School Gardens Program as a competitive grant program, and shift its administration from the California Department of Education to the California Department of Food and Agriculture
- SB 399 (Niello, R-Roseville) would require school districts to keep a record of all requests for inter-district transfer and records of the disposition of those requests

All five of these bills have been double referred, which means that they will each need to clear one more policy committee before going to the Senate Appropriations Committee for a fiscal review.

Leilani Aguinaldo

President Trump Issues Executive Order on Department of Education

By Michelle McKay Underwood
School Services of California Inc.'s *Fiscal Report*
March 20, 2025

In a highly anticipated move, today, March 20, 2025, President Donald Trump signed an Executive Order to “begin eliminating” the U.S. Department of Education (ED). In his remarks, President Trump acknowledged his limitations, noting that the authority to abolish the U.S. Department of Education would need to go before Congress. Despite this, President Trump noted that his administration would take all legal actions possible to “shut down” the ED.

The Executive Order itself provides very few details:

- The Secretary of Education shall, to the maximum extent appropriate and permitted by law, take all necessary steps to facilitate the closure of the Department of Education and return authority over education to the States
- Consistent with the Department of Education’s authorities, the Secretary of Education shall ensure that the allocation of any Federal Department of Education funds is subject to rigorous compliance with Federal law and Administration policy

During his press conference, President Trump stated the “core necessities” of Pell Grants, Title I, and the Individuals with Disabilities Education Act (IDEA) will all be preserved and redistributed to other departments. The Executive Order makes no mention of these specific programs, nor which alternate departments they would be housed in. A key marker of previous legislative proposals is an acknowledgement that critical duties of the ED would require movement to other departments, as there are mandated components that must continue under current law.

Two of the “core necessities” noted by President Trump are the implementation of Title I and IDEA. These massive programs were created by acts of Congress—Title I in 1965 and IDEA in 1975—as well as funded by Congress and protected by statute. These two programs represent billions in education funding, with nearly \$16 billion for Title I programs supporting local educational agencies serving low-income communities and more than \$15 billion for IDEA, which supports students with disabilities.

California, due to its size, receives a substantial portion of these federal funds and any adjustment of these funding streams could have substantial impacts for education. For these reasons, we will continue to monitor the actions taken as a result of this Executive Order. Stay tuned.

Note: According to calculations by researchers at Stanford and Harvard universities, most California school districts remain below pre-pandemic levels in standardized test scores—31% of a grade equivalent below in math and 40% of a grade equivalent in reading.

Covid’s Long Shadow in California: Chronic Absences, Student Depression and the Limits of Money

5 years later, nearly all students have computers and the internet; other challenges defy easy fixes

By John Fensterwald
EdSource
March 20, 2025

In March 2020, the Covid pandemic shut down schools, creating havoc, particularly among California’s most vulnerable children. Five years later, despite unprecedented funding from the state and federal governments, most districts continue to struggle to recover the ground they lost amid multiple challenges: more disgruntled parents and emotionally fragile students, a decline in enrollment, and uncertain finances.

According to calculations by researchers at Stanford and Harvard universities, most California school districts remain below pre-pandemic levels in standardized test scores — 31% of a grade equivalent below in math and 40% of a grade equivalent in reading. These averages understate the widening gaps in living conditions as well as test scores between the lowest-income and least-impooverished districts and schools.

The drop in the average scores in California and the nation on the National Assessment of Educational Progress in 2024 “masks a pernicious inequality,” said Sean Reardon, faculty director of the Educational Opportunity Project at Stanford.

Scores are a shorthand measurement of learning, and they do not address the deeper, latent impact of the pandemic.

“We tend to overlook the longer-term effects of the delay in socialization and self-discipline — things that schools nurtured in young people,” said Vito Chiala, principal of William C. Overfelt High, whose 1,400 primarily low-income Hispanic and Vietnamese American students live in East San Jose. “Young people becoming adults at the high school level seem to be maybe two or three years behind where it used to be.”

In the first year of returning from remote learning, the focus was on school-related behaviors and self-management, Chiala said. “Students who had spent over a year saying whatever they wanted on social media had to face people in person, and that was super-uncomfortable sometimes. Now it’s much more about endurance, being willing and able to do hard academic work for longer periods of time.”

Overfelt High is far from unique. The National Center for Education Statistics reported that in 2021-22, 87% of public schools said the pandemic harmed student socioemotional development, and 56% reported increased incidents of classroom disruptions from student misconduct.

Educators, in turn, have taken a more holistic approach to building students’ mindsets and meeting families’ basic needs, said Bruce Fuller, a professor of education and public policy at the University of California Berkeley, who is studying nine California districts’ post-Covid responses.

Recognizing that Covid amplified the harsh conditions of living in poverty, Gov. Gavin Newsom and legislators put \$4 billion into creating community schools in low-income neighborhoods to strengthen ties to parents and open health clinics at schools. The state began to fund free universal school breakfasts and lunches.

With state grants, Rocketship Public Schools hired care coordinators in all of its charter schools, most in East San Jose, to cope with the aftermath of Covid.

Fabiola Zamora, a mother of four children from ages 2 to 10, described the support from the care corps coordinator for her school when she became homeless. “We received blankets, diapers, warm clothes. Mrs. Martinez guided me to a shelter and helped get my daughter to school,” she said. “It was hard. I was scared; it made me feel I wasn’t alone.”

Mental health responses

The proportion of students experiencing mental health issues had been rising before Covid. It accelerated during remote learning and coincided with an explosion of social media and cell phone use. The Journal of the American Medical Association reported that the incidence and prevalence of depression among 1.7 million 5- to 22-year-olds served by Kaiser Permanente in Southern California rose by about 60%, and the incidence of anxiety increased 31% from 2017 to 2021.

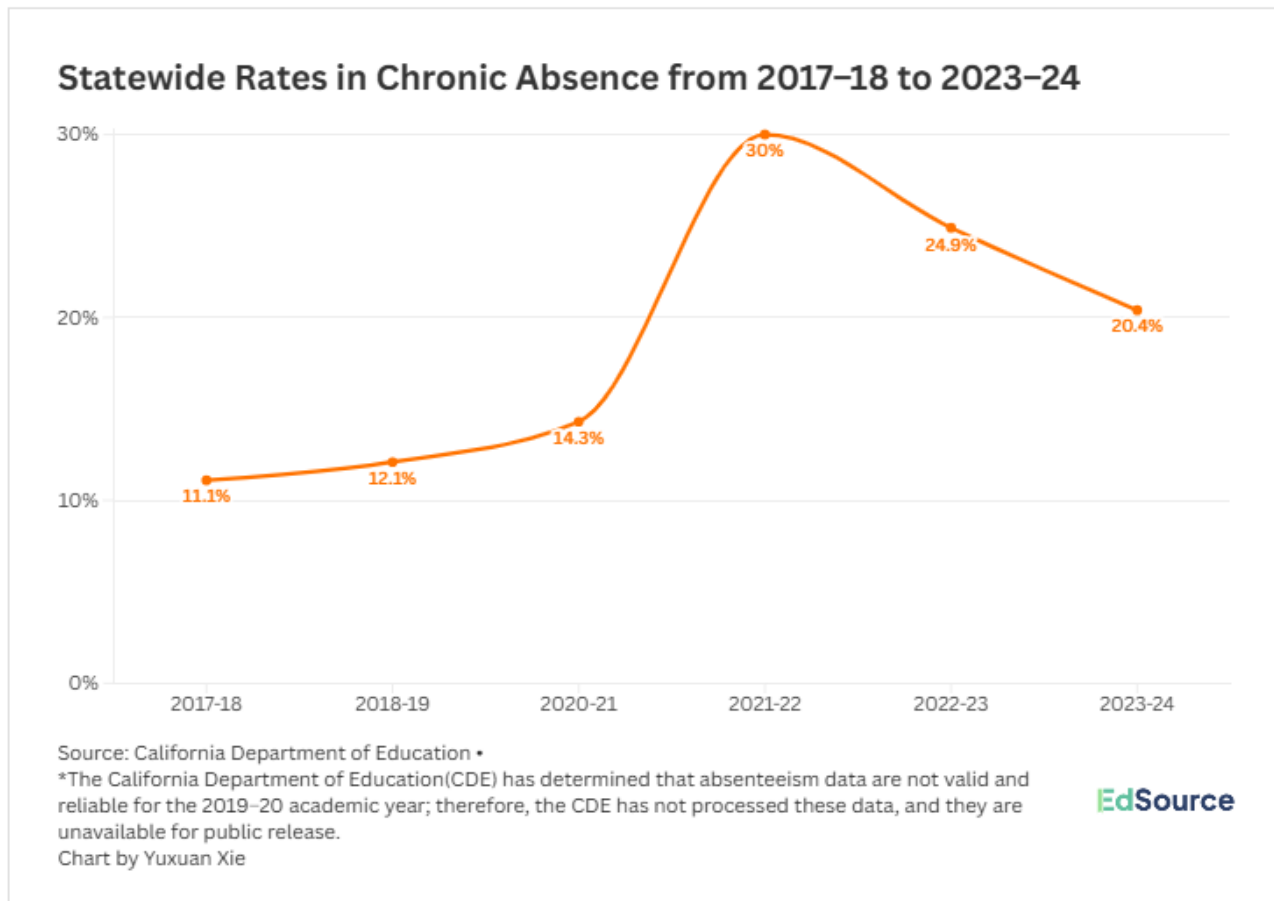
School districts in turn hired more counselors and psychologists using mental health funding and \$13.4 billion the state received from the federal American Rescue Plan Act of 2021, the last and biggest installment of the \$23.4 billion in Covid aid from Congress. Savvy districts have tapped Medi-Cal, the California version of Medicaid, to reimburse school mental health services, although Republican plans for massive cuts to Medicaid could jeopardize the funding.

Addressing the whole child makes sense. Disengaged and depressed students can’t focus; chronically absent students fall behind, complicating efforts to catch them up while moving others ahead.

But have these added responsibilities overburdened and preoccupied districts? In a fifth-year Covid reassessment, Robin Lake, director of the Center for Reinventing Public Education at Arizona State University, and Paul Hill, the center’s founder, raised that issue. “By easing up on graduation requirements” (which the California Legislature did), “making it easier for students to earn good grades, excusing frequent absences, and prioritizing social-emotional learning curricula over core academics,” they wrote, “the pendulum has swung too far away from the core business of schooling.”

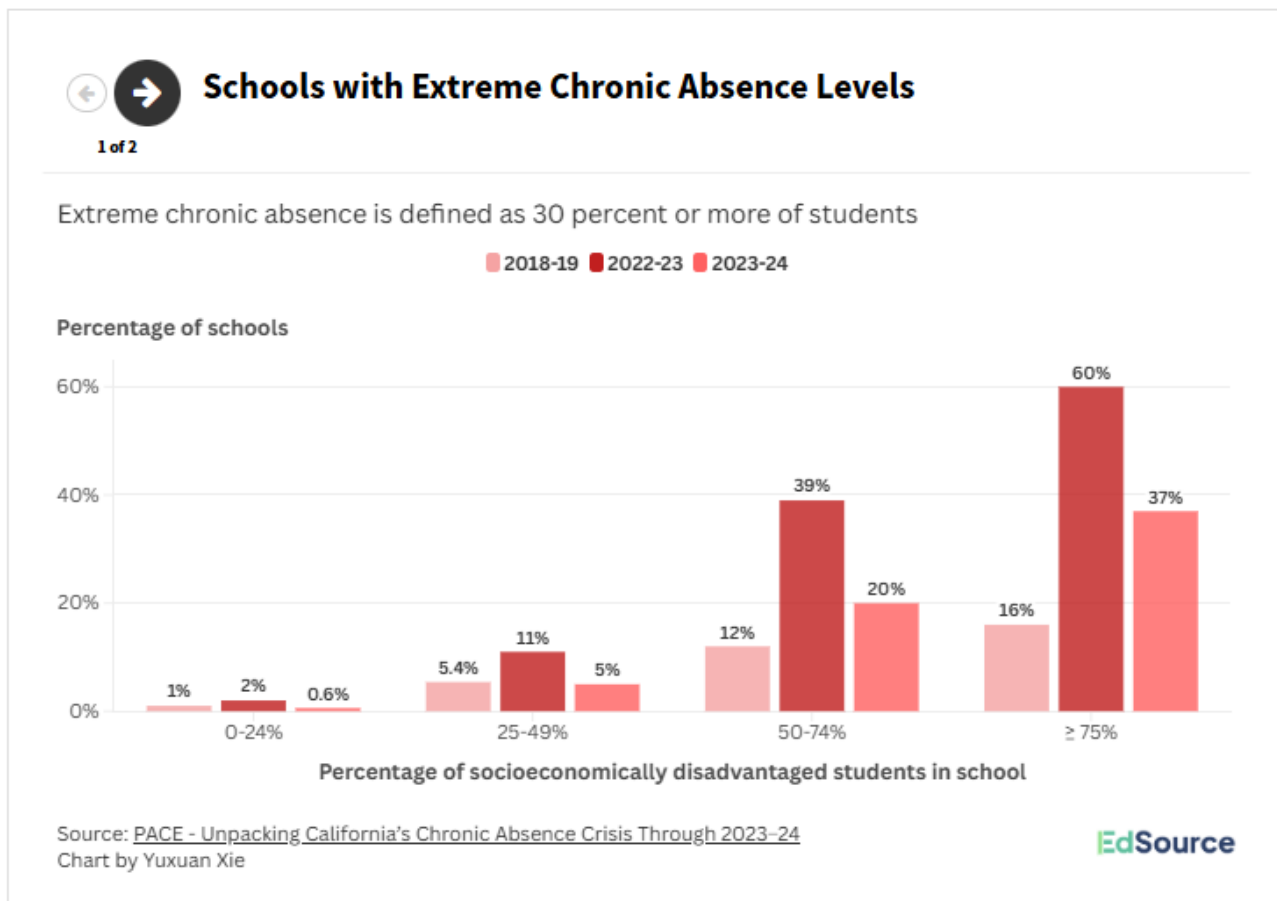
Stubbornly high chronic absenteeism

The persistently high rates of chronic absences in California since Covid underscore complex challenges. In the first full year back from remote learning, chronic absenteeism nearly tripled statewide from 12% in 2018-19 to 30%, mirroring that of other states.



Just as with test scores, the averages masked yawning differences between ethnic and racial groups and levels of poverty: 35% for Hispanics, 42.5% for Black students, and 46% for homeless and foster youths, compared with 11% for Asian and 23% for white students. Students are chronically absent when they miss 10% or more days of school.

By 2023-24, the statewide rate declined, first to 25% in 2022-23 and then to 20% — still two-thirds higher than pre-Covid. An analysis by researchers Heather Hough of Policy Analysis for California Education and Hedy Chang of Attendance Works helps explain why learning recovery has been slow in impoverished schools. Only 2% of schools with the fewest low-income students had high or extreme levels of chronic absences, compared with 72% of schools in which three-quarters or more of students were low-income. The disparity isn't new; the dimensions of the divide are.



“If you want to reduce chronic absence, you need to solve the root causes that result in kids not showing up to school in the first place,” said Attendance Works founder Chang. “The barriers — poor transportation, homelessness and food insecurity — are huge, and these issues are hard to solve.”

Schools also had a messaging problem. “During the pandemic, we said, ‘You should stay home for any reason for illness, any symptom.’ I don’t think we had counter-messaging when we wanted kids to come back.”

“The imperception was maybe missing school doesn’t matter so much if I think my kid might be sick,” Chang said.

Some high school students reached the same conclusion, added Overfelt principal Chiala. “We always said school is mandatory, school is important. And then we said for a year and a half (during remote learning) it wasn’t,” he said. “I think psychologically, a lot of young people are like, ““If it was really important, you would’ve made me keep coming.””

Computers for all students

There is an unmistakable positive legacy of Covid: the equitable spread of technology after initial chaos.

Covid caught the state flat-footed, without a plan or the capacity to switch on a dime to remote learning; in many districts, this did not go well, as kids with home computers but spotty internet drove to fast-food parking lots to download the week’s homework assignments and to upload their answers.

In June 2020, the California Department of Education estimated that 700,000 students lacked a home computer — which soon rose to 1 million, or about 17% of students — and that there were 322,000 hot spots for internet service.

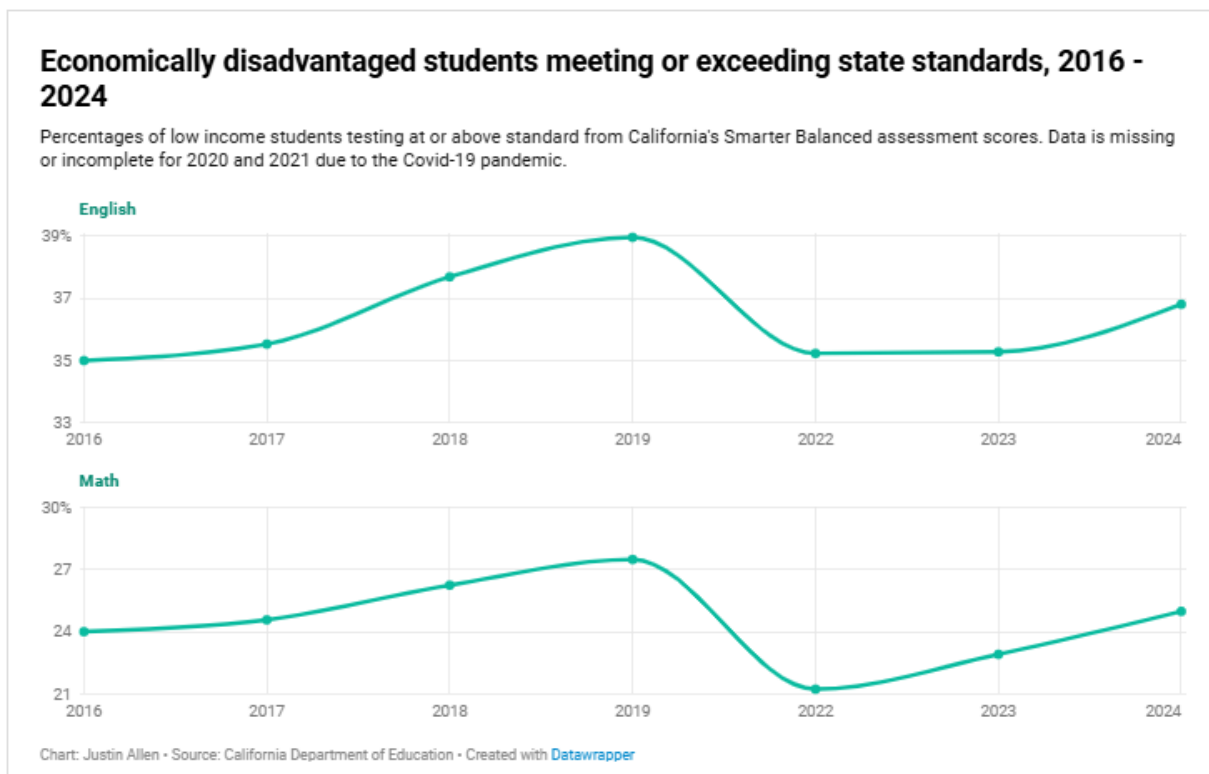
State Superintendent of Public Instruction Tony Thurmond created the Bridge the Divide Fund. With \$18.4 million in donations, it distributed 45,000 Chromebooks, plus 100,725 hot spots.

The difference-maker arrived in 2021 with \$7 billion as California’s share of the Biden administration’s Emergency Connectivity Fund. Federal funds have enabled more than 75% of schools nationwide to provide a computer for every student, and more than 80% of schools have high-speed broadband service, said Evan Marwell, the founder of the San Francisco-based nonprofit EducationSuperhighway.

Soon, it will be time to recycle personal computers. The good news, Marwell said, is a Chromebook can now be bought for \$200.

Low return on federal investment?

On the 2021-22 Smarter Balanced tests, low-income students fell back after years of slow improvement. The overall 35% proficiency in English language arts was 4 percentage points lower than in pre-pandemic 2018-19. The 21% proficiency in math was a drop of 6 percentage points. Two years later, low-income students had regained half of what they had lost on both tests.



During these three years, per-student spending in California mushroomed by about 50% per student because of federal Covid relief and one-time state funding due to record-setting revenues, according to data assembled by Edunomics Lab, an education finance organization. The combination of high spending and lower test scores earned California one of the nation’s worst “returns on investments.”


However, a newly released deeper analysis of district-by-district Smarter Balanced results by researchers at UC San Diego, American Institutes of Research, UC Berkeley and Public Policy Institute of California showed that two years of federal Covid spending had a statistically significant effect in 2021-22. It was equivalent to a gain in math and English language arts of about 10 days of learning, said economics professor Julian Betts of UC San Diego.


Schools that reopened a year earlier from remote learning than most schools in California showed a bigger gain: about 20 days of learning.


However, those positive factors were not big enough to offset the effects of poverty — a loss of a quarter year of learning for schools with a high percentage of low-income students.


Researchers also looked at the results of the California Healthy Kids Survey that students fill out annually to see if there was a correlation between widespread bullying and student harassment with test scores. The effect was large: the equivalent of a half-year of lost learning in math and a third of a year in English language arts in 2021-22. The data document what socio-emotional learning advocates have preached for years: School climate matters in recovering academically from Covid declines.

Predicted post-Covid effect of various factors on Smarter Balanced test scores, 2018-19 to 2021-22

 Schools with a high percentage of low-income students experienced a learning **loss** equivalent to 45 days (or a quarter of a year) in math and a 17% grade-equivalent **loss** in reading, roughly 30 days.

 Schools that reopened a year earlier than most after remote learning saw an 11% grade-equivalent **gain** in math (about 20 days of learning) and a statistically insignificant **gain** in reading.

 Schools where students reported bullying or harassment as serious problems on the California Healthy Kids Survey showed a learning **loss** equivalent to about half a year in math and about a third of a year in reading.

 Schools that received sizable two-year federal COVID relief funding saw a 5.5% grade-equivalent **gain** in learning, roughly 10 days, in both math and reading.

Data sources: Outcome and demographic variables and COVID spending per pupil: CDE
Survey results: Niu Gao et al, AIR
ELO-G Spending Plan results: Niu Gao et al, AIR
Statistical analysis: Julian Betts et al., the San Diego Education Research Alliance, UC San Diego

Image credit: Flaticon.com

Graphic designed by Yuxuan Xie

One last source of funding

Starting with the 2021-22 state budget, Gov. Gavin Newsom and the Legislature invested more than \$10 billion in TK-12 in the post-Covid years. The bulk of it went to transitional kindergarten (TK) and extended learning programs. What Newsom didn't direct funding to were comprehensive, statewide, early reading and numeracy programs and high-intensive tutoring — two strategies that other states like Louisiana funded to respond Covid-era declines in test scores. Newsom had proposed \$2.6 billion for “high-dosage” in-school tutoring; it vanished in the final budget.

What did survive was a \$6 billion Learning Loss Emergency Block Grant program. Apparently unique among states in providing substantial money beyond the expiration of the \$23.4 billion federal Covid funding, it directs most money to heavily low-income districts through 2026-27. In settling the Cayla J. lawsuit filed by Oakland and Los Angeles families over the state's failure to meet their children's education needs during remote learning, the state agreed to require that districts use the block grant for evidence-based strategies, like high-dosage tutoring. Districts must also conduct a needs assessment study, create a plan for the money, and present it to the public.

The learning recovery block grant provides an opportunity to ask questions raised by the Center for Reinventing Public Education in its five-year reassessment:

- What worked and didn't work over the last five years?
- How are the students most in need going to get extra time and attention?
- What skills and new work habits are required of teachers?

Authors Robin Lake and Paul Hill concluded that the needed systemic changes would be “a heavy lift.” The necessary changes “probably can't be done unless state officials seriously consider major waivers of regulation and teacher unions allow experimentation with new teacher roles and school staffing rules.”

Bruce Fuller, the UC Berkeley professor who is analyzing the learning recovery plans of 700 California districts, agrees. “It's hard to sustain anything that's seriously innovative,” he said.

Vito Chiala at Overfelt High in San Jose, however, said Overfelt is becoming a different place. “When we came back (from remote learning), we really spent a lot of time radically dreaming about how will we treat our kids? How will we grade work? How, what will we be teaching them? How will we embrace our students' humanity?”

The result: “We don't grade the same way we used to. Classes aren't rushing through curriculum like they used to. Teachers aren't feeling they have to move on, even though half the class hasn't learned. We're really trying to motivate students to feel the intrinsic need to learn and get better.”

“We're still finding our footing in sort of this post-pandemic world,” he said.

Note: A few hours after the Senate Education Committee voted down SB 64, the group California Educational Opportunity Act held a press conference announcing plans to gather signatures for a school choice ballot initiative for November 2026.

School Choice Could be the Next Parents' Rights Ballot Measure in California

By Kate Wolffe
The Sacramento Bee
March 20, 2025

DEMS SHOOT DOWN SCHOOL CHOICE. BALLOT INITIATIVE TO FOLLOW

Assemblymember Shannon Grove, R-Bakersfield, arrived at the State Capitol to fight for her bill, SB 64, with a small #MomArmy in tow.

The bill would have created “flex accounts” for California school children, making \$8,000 available for their parents to spend on charter, private or magnet schools if they decided to not go to a public school. Some special-needs children would be allocated \$16,000. Grove said the money would come out of the \$25,000 the state allocates to public schools for each child that attends.

“It’s time to empower families and parents, not bureaucracies, and it’s time to let the money follow the child,” said Grove during a press conference before the bill was heard Wednesday in the Senate Education Committee.

Democratic lawmakers in that committee voted to kill the bill, citing a host of issues including a lack of oversight of alternative schools, unknown fiscal impact and existing options for parents.

“While this bill provides funding for private school tuition, it does not cover the full cost, leaving low-income families with few real choices, while wealthier families benefit most,” said State Sen. Sasha Renée Pérez, D-Pasadena.

Grove warned legislators the school choice debate could become the next Proposition 36. That tough-on-crime measure was the most controversial measure on the November 2024 ballot, and was passed resoundingly by voters despite opposition from Democratic leaders like Gov. Gavin Newsom.

“Parents are moving this way,” she said. “It’s going to be worse than Proposition 36 on the people who opposed it, because parents want this, and poor parents need this.”

A few hours after the hearing, the group California Educational Opportunity Act held a press conference announcing plans to gather signatures for a ballot initiative for November 2026.

That initiative would give all children \$17,000 in an “education savings account” to be used at the school of their choosing.

Spokesperson Kevin McNamee, former mayor of Thousand Oaks, said they’re hoping to begin collecting signatures at the end of the summer. They will need 874,000 to get on the ballot.

California voters opposed similar school voucher plans in 1993 and 2000, with both initiatives receiving about 30% support.

Fresno Unified School District
Board Communication

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

Date: March 28, 2025

Phone Number: 457-3907

Regarding: Joint Health Management Board Financial Updates

The purpose of this board communication is to provide the Board the financial updates reported at the March 20, 2025, meeting of the Joint Health Management Board (JHMB).

The Second Quarter Health Fund Report for the 2024/25 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2024 through December 31, 2024. It also provides projected income and expenditures for the entire fiscal year 2024/25 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.

For 2024/25, the report further shows a projected year-end deficit of \$63,000 compared to budget of \$14.5 million surplus. The main reasons for the decrease in the surplus are due to increased high costs medical claims and increase in GLP1 medication for diabetes and weight loss.

If you have any questions pertaining to the information in this communication, or require additional information, please contact either Kim Kelstrom at 457-3907 or Patrick Jensen at 457-6226.

Cabinet Approval: 
Name and Title: Patrick Jensen, Chief Financial Officer

MEMORANDUM

TO: Joint Health Management Board – Employee Unit Representatives
FROM: Giovanni Pacheco, Principal
DATE: March 20, 2025
RE: Quarterly Health Fund Report for July 1, 2024 through December 31, 2024

Attached is the Quarterly Health Fund Report for the first two quarters of the 2024/25 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2024/25 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 six months of the year are showing a surplus of \$2,473,278 compared to the budget surplus of \$14,461,265 for the fiscal year. Plan income is projected to be 1.0% higher than the annual budgeted amount per Active for the full fiscal year, while plan expenses are expected to be 7.93% 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>Second Quarter of 2024/25 Fiscal Year (Actual)</u>	<u>Budget (Projected Period)</u>
	<u>July 1, 2024 – December 31, 2024</u>	<u>July 1, 2024 – June 30, 2025</u>
Income ¹	\$119,224,892	\$225,994,941
Expenditures	\$116,751,614	\$211,533,676
Surplus / (Deficit)	\$2,473,278	\$14,461,265
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	\$2,473,278	\$14,461,265
Encumbered Reserves	\$107,568,422	\$102,930,281
Unencumbered Reserves	\$119,233,775	\$131,221,762
Total Reserves	\$226,802,197	\$234,152,043

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

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Patrick Jensen, Chief Financial Officer

Date: March 28, 2025
Phone Number: 457-6226

Regarding: Trustee Budget Briefings

The purpose of this communication is to provide the Board information regarding upcoming budget briefings with staff to discuss the 2025/26 Strategic Budget Development.

Beginning with the April 23, 2025 Board meeting and concluding with the May 14, 2025 Board meeting, staff would like to offer the opportunity for Trustees to meet in small groups to discuss the upcoming budget presentations. For consistency and planning, staff is recommending meetings be held prior to each Board meeting on Mondays at 11am & 4pm, Tuesdays at 5pm, and Wednesdays at 1pm. Below is the schedule:

Board Meeting	Board Briefing Dates		
	Monday, 11am & 4pm	Tuesday, 5pm	Wednesday, 1pm
Session 1 – April 23	*04/21/2025	04/22/2025	04/23/2025
Session 2 – April 30	04/28/2025	04/29/2025	04/30/2025
Session 3 – May 14	05/12/2025	05/13/2025	05/14/2025

*The options for April 21st are 11:00am & 5pm

Trustees will receive an email the Friday prior to the Board meeting. Please respond to the email with your preferred date/time option. Currently, all meetings will be held via Microsoft Teams.

To ensure compliance with the Brown Act, meetings will be limited to three trustees per session.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Patrick Jensen at 457-6226.

Cabinet Approval: 
Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Rosencrans, Director of Transportation

Date: March 28, 2025
Phone Number: 457-3134

Regarding: Transportation Plan Update for 2025/26

The purpose of this communication is to provide information on the Transportation Plan update for Fiscal Year 2025/2026.

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1. The transportation services plan is required as a condition of apportionment which is based on reported transportation expenditures. The plan must be updated by April 01, 2025. There is no requirement for the update to be formally placed on an agenda, adopted, or approved. The updated plan will be checked in the Local Educational Agency (LEA) annual audit.

The plan includes the implementation of a new transportation management system that will significantly enhance communication processes by consolidating various functions onto a singular platform. This comprehensive solution will facilitate seamless management of field trip requests, approval workflows, pertinent notes, and any subsequent change requests. Through this integrated both sites and parents will gain direct access to all pertinent information related to their respective trips and requests, streamlining the approval process, and fostering enhanced transparency and efficiency throughout the communication chain.

The updated Transportation Plan is attached to this board communication.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at 457-3134.

Cabinet Approval:



Name and Title: Paul Idsvoog, Chief Operations and Classified Labor Management Officer

**Fresno Unified School District
Transportation Plan
Updated for FY2025-2026**

Introduction

The Transportation Department is accountable for improving student achievement by effectively managing; planning, organizing, controlling, and directing the transportation services of the District to provide timely delivery of high-quality services to students, staff, sites, and departments; and administering District transportation policies.

This Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1. The transportation services plan is required as a condition of apportionment, which is based on reported transportation expenditures.

CDE is not planning to publish a plan template as there is no specific required format. The LEAs have the flexibility to format the plan as they see fit to match their needs as long as it incorporates all of the required elements in required in the statute.

There is no opt-out mechanism provided in the statute, All LEAs eligible for the funding based on the allocation formula in the statute will be apportioned funds. LEAs that chose not to develop a transportation services plan will have an audit finding and a corresponding reversal of funding.

The plan must be updated each year by April 1.

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Section 3: Description of how unduplicated pupils can access home-to-school transportation at no cost to the pupils

Section 4: Consultations: The plan was developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders

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Section 6: District Data & Revenue calculations

**Fresno Unified School District
Transportation Plan
Updated for FY2025-2026**

Section 1: Refine and maintain new systems

Transportation leadership has been tasked with maintaining positive labor relations, implementing the new Transportation Management software programs, filling all vacancies with qualified School Bus drivers, and implementing a plan to add electric school buses to the fleet.

Maintaining Positive Labor Relations

Working closely with SEIU has yielded positive results and helped build trust. The Routing committee will continue to hold regular meetings to plan for next year and adjust routes, as needs are identified. Consideration will be given to the length of routes, frequency of routes, and ability to stay on time with current resources.

Transportation plans to continue offering additional professional development opportunities such as:

- Inclusivity sensitivity and awareness training
- Wheelchair procedures
- Behind the Wheel Trainer Certification
- Relief Drivers will be crossed trained as Dispatchers. On a rotating basis and when staffing allows, Relief Drivers will be called in for approximately 2-3 hours per day for one week at a time.
- Stress Management for School Bus Drivers
- Student Behavior Management Skills

The newly formed Sunshine committee has had a busy 24/25 and planned monthly appreciation events to help build driver's morale. In 23/24 drivers were presented with years of service pins at our annual winter send off. The pins were very well received, and many drivers wear them daily. This was continued in 24/25 and will be continue the tradition in 25/26. Transportation will continue to support the monthly events with logistics and funds.

Implementing the new Transportation Management software programs

Zum Implementation – 2025–2026

A Request for Proposals (RFP) for Special Education Transportation Services was released for the 2024–2025 school year. Following a comprehensive evaluation process, Zum was identified as the best value proposer. A recommendation to award the contract is scheduled for approval by the Board of Education in April 2025. The contract with Zum is set to begin in the 2026–2027 school year. As a value-added component, Zum has offered its industry-leading Transportation Management Software for use by the Transportation Department's General Education services. This software, along with full implementation and support, will be provided at no cost during the 2025–2026 school year.

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Zum will be introduced in the 2025–2026 school year as a comprehensive platform that unifies communication and route management into a single, intuitive system. It retains all the communication features previously offered through Bushive while adding robust routing capabilities. By consolidating route and trip management into one platform, the Transportation Department will benefit from streamlined operations and significantly enhanced communication between Dispatch and Drivers. With Zum, drivers will receive trip assignments directly on their onboard tablets, enhancing efficiency, reducing errors, and enabling real-time coordination. The system is designed to be intuitive and driver-friendly, which is expected to increase user adoption and streamline daily operations.

Zum is headquartered in California and brings proven experience from successful implementations in large districts such as Oakland, San Francisco, and Los Angeles. In addition to core routing and communication features, Zum includes a parent-facing app that will strengthen real-time communication with families and school sites, further supporting student safety and service reliability.

Bushive

Survey results from both parents and administrators highlighted the need to improve communication between families and schools. In response, Bushive was successfully implemented during the 2024–2025 school year. The program was well received by school sites and proved effective in streamlining and enhancing communication. **Bushive will be replaced by Zum** for the 2025-2026 school year.

Tyler/Traversa

Tyler/Traversa was selected for implementation in the 2024–2025 school year with the goal of improving transportation safety, parent communication, and operational efficiency. The system promised several features, including modern route creation and optimization, pre- and post-trip inspection tracking, driver navigation tools, timekeeping integration, real-time messaging, and a parent-facing app for bus tracking.

Despite its promising features, the implementation of Tyler/Traversa during the 2024–2025 school year was ultimately unsuccessful. The system was not well received by drivers, and the majority of its advertised functionalities were not utilized as intended. **Tyler/Traversa will be replaced by Zum** for the 2025–2026 school year.

Fill all Vacancies with Qualified School Bus Drivers

Transportation Data Report

Driver Report year to date:	Total 7/1/23-2/28/24	Total 7/1/24-3/15/25
Driver Vacancies as of 6/30	15	7
Driver Vacancies due to Promotions/Retirement	1	3
Driver Vacancies Due to Resignation	3	3
New Hires (Contract)	10	9

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Substitute Drivers	Unknown	8
Current Vacancies	9	13

Current Training Stats as of 3/15/25	Total 23/24	Total 24/25
HR Processing (fingerprints/TB test)	8	4
Behind The Wheel Training	4	0
Completed BTW/Waiting for CHP Test	1	0
Total Number in Class	13	4

Implementing a plan to add electric school buses to the fleet

Five-year plan for electric school buses

The following five-year plan for electric school buses was developed in FY23/24

2024 – 6 School Buses	Received - 6
2025 – 2 School Buses	Block Grant funding received - 2
2026 – 2 School Buses	Pending
2027 – 2 School Buses	Pending
2028 – 2 School Buses, 1 Truck	Pending

Section 2 : Description of services accessible to pupils with disabilities, homeless children

The district contracts with First Student for transportation of students with disabilities. When the service was competitively bid in 2016, First Student was the only bidder. The California Education Code section 39803 provides authority for school districts to renew agreements for pupil transportation services. To provide long-term stability and certainty to both parties the contract was extended for an additional period of five years, effective August 11, 2021, through July 31, 2026. First Student will continue to provide services in the 2025-2026 school year.

An RFP was released in 2024-2025. Zum was recommended as the best value vendor to provide Special Ed Transportation Service. The Zum contract for services will not begin until the 2026-2027 school year. The recommendation is scheduled to be approved by the BOE in April of 2025.

Section 3: Description of how unduplicated pupils, will be able to access home-to-school transportation at no cost to the pupils.

2023/24 Local Control and Accountability Plan (LCAP) (No material changes for 24/25)

As outlined in the district’s Local Control and Accountability plan (LCAP), Fresno Unified School District’s attendance and chronic absenteeism data indicates that low-income students have lower attendance

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rates and greater chronic absenteeism as compared to all students. In addition, local data outlined in the LCAP indicates \$2,964,386 (Total Investment) \$1,264,386 (LCFF and Supplemental and Y Final - FCSS Approved 183 low-income students experience lower rates of engagement in arts, activities, and athletics as compared to all students. The increase of transportation (buses and drivers), low-income students will be provided with more opportunities to be involved in in school and school activities, which will increase student engagement. By decreasing the burden of getting to school or school-related activities, these transportation supports will increase attendance and lower chronic absenteeism. Fresno Unified (1) created a Routing committee of Bus Drivers and Dispatchers to implement new more efficient routes, (2) offered Fresno Area Express (FAX) bus passes at no cost to all high school students that require transportation assistance, (3) ordered 5 new air-conditioned Diesel Buses, & (4) entered a contract for a modern, simple to use, yet comprehensive, transportation management software solution. Increased transportation (more buses and bus drivers) will provide low-income students with the ability to participate in more school engagement activities (arts, athletics, activities). Based on the increased school activities and input from internal partners, there was a demand for increased transportation services. Efficient bus routes ensure that low-income students have less barriers to being at school on time and have access to transportation routes that are less lengthy. Adding 5 new buses and offering free FAX bus passes ensures continuation of District-provided bus transportation that is an essential component of enrichment trips which are frequently not available to low-income students. Enrichment trips enable low-income students to experience life outside of their residential area and expose them to ideas and concepts that complement classroom instruction. In addition, exposure to arts, activities and athletics makes school engaging for students, which increases the likelihood that they will attend school. In addition, district funded transportation for field trips and other engagement opportunities ensures that fundraising, which is also challenging for low-income students, is not necessary for students to have experiences outside of the classroom. The transportation management system will include an app that will allow parents to easily track the location of the school bus, helping them prepare to drop off or pick up their children from the bus stop. This is especially Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) \$1,700,000 (Federal Funds) Final - FCSS Approved 184 important to parents of Elementary aged students. Targeted for a 2023/2024 implementation, the system will help ensure the safe transport of low-income students, peace of mind for parents, and efficiency for the Transportation Department. Although we see a decrease in student attendance rates and an increase in chronic absenteeism for low-income students due to the COVID 19 pandemic, Fresno Unified expects that a modern and efficient Transportation Department will result in higher attendance rates and lower chronic absenteeism as well as more participation in arts, activities, and athletics for low-income students.

Section 4: Consultations: The plan was developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders

An annual survey was sent to collect feedback from parents, students and site staff in March of 2025. Results of the survey will be used to focus on our work in FY2025-2026. The survey was conducted

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through the District’s Parent Square. Parent Square is the premier leading school-to-home communications platform for K-12 education. Parent Square is the best fully unified product that engages every family with communications, from the district office to the classroom teacher, all in one place.

The majority of responses indicated that our performance consistently meets or exceeds expectations, reflecting the dedication and proficiency of each member of our team. Through careful analysis of the survey results, we have pinpointed three specific areas that warrant our focused attention as we approach the 25/26 school year. By directing our efforts toward these areas, we aim to bolster our overall effectiveness and ensure an even higher standard of service delivery. The three areas are:

- Improved communication to parents and schools
- Focus on bus management to improve student behavior on buses
- Late arrivals

252 parents and students responded to the survey.

Grade of Students

Response	23/24	24/25
How many responded	663	252
respondents were parents and have multiple students in different grades	96%	98%
Elementary Parents	87%	85%
Middle School Parents	34%	31%
High School Parents	37%	40%

How do you commute to school?

Response	23/24	24/25
How many responded	357	252
By School bus	55%	54%
By Car	31%	35%
Walk to School	19%	7%
Other	5%	4%

Indicate specific issues encountered with school bus services

Response	23/24	24/25
No issues	40%	37%
Late arrivals	34%	37%
Disruptive behavior i.e. bullying, profanity	16%	19%

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Over crowding	15%	17%
Unfriendly driver/staff	13%	12%
Early departures	9%	11%
Other	1%	1%

How would you rate the cleanliness of the school buses?

Rating	23/24	24/25
1	4%	4%
2	7%	3%
3	29%	27%
4	26%	32%
5	34%	34%

Buses rated with 1 being below standard and 5 being exceeds standard.

Have you experienced any safety concerns while using school transportation?

Response	23/24	24/25
No	78%	84%
Yes	22%	16%

How would you rate the communication regarding changes or updates related to school transportation?

Rating	23/24	24/25
1	20%	19%
2	10%	14%
3	27%	25%
4	19%	20%
5	24%	22%

How satisfied are you with the level of professionalism exhibited by school bus drivers in terms of communication and overall conduct?

Rating	23/24	24/25
1	10%	8%
2	8%	5%
3	26%	23%
4	22%	28%
5	34%	36%

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How satisfied are you with the overall level of school bus punctuality?

Rating	23/24	24/25
1	13%	14%
2	11%	10%
3	26%	24%
4	23%	24%
5	27%	28%

Overall, how satisfied are you with the school transportation services?

Rating	23/24	24/25
1	13%	15%
2	10%	9%
3	25%	24%
4	21%	25%
5	31%	27%

A survey was sent to Principals and VP's

8 Administrators responded to the survey.

Indicate specific issues encountered with school bus services

Response	23/24	24/25
No issues	0%	25%
Late arrivals	67%	38%
Disruptive behavior i.e. bullying, profanity	33%	25%
Unfriendly driver/staff	33%	13%
Early departures	25%	0%
Other	25%	37%
Over crowding	8%	13%

How would you rate the cleanliness of the school buses?

Rating	23/24	24/25
1	0%	0%
2	0%	0%
3	8%	0%
4	50%	50%
5	42%	50%

Buses rated with 1 being below standard and 5 being exceeds standard.

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Have you experienced any safety concerns while using school transportation?

Response	23/24	24/25
No	58%	75%
Yes	42%	25%

How would you rate the communication regarding changes or updates related to school transportation?

Rating	23/24	24/25
1	8%	12%
2	25%	0%
3	25%	50%
4	25%	25%
5	17%	13%

How satisfied are you with the level of professionalism exhibited by school bus drivers in terms of communication and overall conduct?

Rating	23/24	24/25
1	0%	0%
2	18%	0%
3	27%	0%
4	46%	63%
5	9%	37%

How satisfied are you with the overall level of school bus punctuality?

Rating	23/24	24/25
1	9%	0%
2	18%	12%
3	27%	38%
4	37%	25%
5	9%	25%

Overall, how satisfied are you with the school transportation services?

Rating	23/24	24/25
1	8%	0%
2	25%	0%
3	0%	25%
4	58%	50%
5	9%	25%

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Section 5: Existing Transportation Plan as required by EC 39831.3 (typically Board Policy or Administrative Regulation re: Business and Noninstructional Operations typically AR 3541...)

Description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. Plan may provide for the LEA to partner with a municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

**Fresno USD | 3000 | BP 3540 Business and Noninstructional Operations
Transportation**

The Governing Board provides transportation for eligible students in accordance with Board policy, administrative regulations, and state and federal law. Transportation services shall depend upon student needs and a continuing assessment of financial resources, including district funds and state reimbursements. The goals of district transportation services are: 1. To provide maximum safety for students between home and school and on school-sponsored trips. 2. To promote desirable student behavior and respect for traffic safety. 3. To provide assistance and transportation for handicapped students. 4. To provide transportation for field trips. All school buses shall comply with inspection requirements specified in the Vehicle Code and administered by the California Highway Patrol. The district may contract with a private carrier for transportation services whenever such an arrangement may be more economical than using district-owned or leased vehicles.

**Fresno USD | 3000 | BP 3541 Business and Noninstructional Operations
Transportation Routes And Services**

Students who reside an excessive distance from school and do not live near regularly established municipal bus lines shall be eligible for transportation service to their school of residence in accordance with administrative regulations. Students are eligible for transportation if their home school is greater than K-6 - 1 mile 7-12 - 1.5 miles

**Fresno USD | 3000 | AR 3541 Business and Noninstructional Operations Transportation Routes
And Services**

Boundaries:

The Business Division shall establish boundaries beyond which transportation shall be provided and shall notify schools affected prior to the first day of school.

Bus Tokens: Schools shall be responsible for issuing bus tokens to students who live beyond the boundaries established and shall maintain an up-to-date record by name and address of students riding public buses.

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Routes and Stops: General routes and areas to be covered shall be determined by the Business Division. **Excessive Distance**

Excessive Distance: is defined as that distance from the school excess of one or more miles for elementary and two or more miles for junior and senior high schools, as measured from the closest point of the school site to the place of residence. The excessive distance rule applies in cases where there is a concentration of 20 or more students on a single route and where transportation is deemed 1) advisable with respect to lack of public transportation and equal educational opportunities, 2) practical with respect to the number of eligible students that would utilize the service and availability of district vehicles, and 3) financially feasible.

Operation Balance: Operation balance transportation is defined as that transportation provided to students who choose to attend a school outside of their immediate attendance area and such transfer would improve the ethnic balance of students within the school of choice. (Such transportation may be provided by district buses, contract buses, or by means of tokens to ride city transit buses.)

Displaced Students: Students who have been displaced due to the closure of their school shall be transported to another school chosen by the district or may have the option to attend any school of their choice by furnishing their own transportation.

Neutral Attendance Areas: Whenever it is necessary to furnish transportation from neutral areas from which students may attend a choice of two or more schools, transportation shall be furnished to only one school, to be selected by the Superintendent or designee.

Fresno USD | 3000 | BP 3541.1 Business and Noninstructional Operations School-Related Trips
Trips by School Vehicles

District transportation may be provided for field trips and for special activities approved by the Superintendent or designee. Such trips may be taken in buses or other school transportation vehicles owned, leased, or rented by the district. All vehicles shall meet federal and state standards.

The Superintendent or designee shall maintain procedures to regulate the use of the vehicles for approved school-related activities. Student councils, parent-teacher associations, and any other organizations requesting transportation shall be fully responsible for the costs of the trip. To the extent that funding has been approved by the Governing Board, such costs may be charged to the district.

Transportation by Private Automobile

The use of private automobiles used to transport students on school-related trips is discouraged.

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The Superintendent or designee may authorize the transportation of students by private automobile for approved field trips and activities when the vehicle is driven by an adult registered with the district for such purposes. All drivers shall be required to certify the safe operating condition of their vehicle and shall be issued instructions related to transporting students. All student passengers must provide permission slips signed by their parents/guardians.

Drivers shall be required to possess a valid California driver's license and liability insurance of at least \$100,000 per occurrence.

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur. District personnel who frequently transport students in their private vehicles are urged to carry liability insurance of \$300,000 or more per occurrence.

A seat must be provided for each passenger.

All drivers and passengers shall wear seat belts in accordance with law. (Vehicle Code 27315)

Car seat requirements must be met as per Vehicle Code 27360.

Trucks and pickups may not transport more persons than can safely sit in the passenger compartment.

The number of passengers, including the driver, shall not exceed the capacity for which the vehicle was designed and should not in any case exceed 10. (Education Code 39830) (Vehicle Code 545)

Fresno USD | 3000 | BP 3541.2 Business and Noninstructional Operations

Transportation For Students With Disabilities Or Handicaps

Transportation for students with disabilities shall be provided in accordance with a student's Individualized Education Program (IEP) or Section 504 accommodation plan.

HOME-TO-SCHOOL TRANSPORTATION

The district will provide home-to-school IEP-related transportation for special education students. Transportation is based strictly on student needs and is not provided as a matter of convenience. The District will attempt to accommodate requests for an alternate drop-off address within District boundaries. Alternate drop-off addresses must be of no greater distance than from home to school. The use of a drop-off address that is different from the home address must be consistent. (cf. 5131.1 Bus Conduct) (cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation

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services if specified in the student's IEP (Education Code 56366) (cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

Guide dogs, signal dogs, and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs. (Education Code 39839)

Fresno USD | 3000 | BP 3541.4 Business and Noninstructional Operations

Transportation for Outside Groups

The district's buses are intended to fulfill the transportation needs of the students. When possible, however, the Superintendent or designee may allow the use of its buses for youth-related activities of nonprofit community organizations excluding 1. Private schools. 2. Churches or religious organizations when engaging in religious activities. 3. Any organization which contravenes the intent and purpose of public education. Community groups shall be required to reimburse the actual costs incurred in connection with the use of district buses.

Fresno USD | 3000 | BP 3541.5 Business and Noninstructional Operations

Alternative Transportation Arrangements

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned vehicles.

Section 6: District Data and Revenue calculations

1. Information about ridership

- Miles driven per year 1,480,709
- Number of Pupils transported approximately 10,550 per day (* this is 23/24 data, submitted by driver logs, no material changes to report) (Note that the Zum Parent App should give us exact counts for FY 25/26)

2. Demographic characteristics of pupils transported (* this is 23/24 data, no material changes to report)

All Students	69,516	100%
Unduplicated Pupil Count	61,197	88%
Economically Disadvantaged	59,303	85%
English Learners	13,910	20%
Foster Youth	765	1.1%
Homeless	298	.4%

Total	72,435
African American	7.8%
American Indian or Alaska Native	.06%
Asian	10.6%

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Filipino	.04%
Hispanic or Latino	69.1%
Pacific Islander	.04%
White	8.5%
Two or More Races	2.7%

*This is 23/24 data, no material changes to report for 24/25
Developed in accordance with Education Code Sections 39800.1 and 41850.1.

Revenue Calculation	
Total 2021-22 Transportation Expenses (Function 3600)	12,840,896.88
Less Capital Outlay (object 6XXX, Function 3600)	-
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	-
Estimated 60% Reimbursement	7,704,538.13
Less 2021-22 Transportation add-on (from LCFF Calculator)	4,401,557.00
Total Revenue (Object 8590, Resource 0000)	3,302,981.13
Expenditures and Other Financing Uses	
2000-2999 - Classified Salaries	2,113,837.93
3000-3999 - Employee Benefits	921,412.20
4000-4999 - Books and Supplies	1,544,752.80
5000-5999 - Services and other Operating Expenditures	8,260,893.95
6000-6999 - Capital Outlay	-
7000-7999 - Other Outgo	-
Total Expenditures	12,840,896.88

Please sign and date below

Plan Submitted by

Paul Rosencrans

Director of Transportation

Plan Approved by

Paul Idsvoog

Chief Operations and Classified Labor Management Officer

cc: Kim Kelstrom