



BOARD OF EDUCATION

Genoveva Islas, President
Susan Wittrup, Clerk
Claudia Cazares
Valerie F. Davis
Elizabeth Jonasson Rosas
Andy Levine
Keshia Thomas

SUPERINTENDENT

Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – FEBRUARY 17, 2023

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 Superintendent Calendar Highlights

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Armand Chavez Campus Safety Assistant Training

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Interim Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
February 10, 2023

BFS-2 Kim Kelstrom February Legislative Committee Meeting

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Carlos Castillo Reflex Math

ID-2 Jeremy Ward Stop the Bleed and CPR Expansion

ID-3 Jeremy Ward Dual Enrollment Expansion School Year 2022/2023

ID-4 Rita Baharian Student Perception on Mentoring Services

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 17, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Attended CART Board Meeting
- Participated in monthly call with Fresno County Superintendent of Schools, Michele Cantwell-Copher and Fresno County Superintendents
- Participated in Fresno Cradle to Career (C2C) Leadership Values Workshop
- Attended the Foundation for Fresno Unified Schools Board Meeting
- Attended the Community Schools Meeting
- Held Principal interviews
- Held meeting with Principals to provide update on bargaining

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



Date: 02/17/2023

Fresno Unified School District
Board Communication

BC Number DS-1

From the Office of Safety and Security
To the Members of the Board of Education
Prepared by: Armand Chavez, Manager
Crisis Planning/Emergency Response

Date: February 17, 2023

Phone Number: 457-3981

Cabinet Approval: 

Regarding: Campus Safety Assistant Training

The purpose of this communication is to provide the Board information regarding training the Campus Safety Assistants receive prior to their hiring as well as throughout the school year as permanent employees.

Currently, there are 142 Campus Safety Assistants (CSA) assigned to district school sites. 14 are at the elementary level where 11 elementary sites each have one assigned CSA. Six other elementary sites share a CSA with a partner elementary site – having one on campus every other day. Between our middle schools, we have a total of 50 campus safety assistants assigned, and 78 at our comprehensive high schools and specialty schools.

All campus safety assistants and substitute campus safety assistants are required to complete SB 1626, a three-day State mandated training course prior to taking any campus safety job. The training aligns to the syllabus provided by the Office of the Bureau of Security and Investigative Services. There are seven topics covered in this training.

- Role and Responsibility of School Security Officers
- Law and Liability
- Security Awareness in the Educational Environment
- Mediation/Conflict Resolution
- Disasters and Emergencies
- Dynamics of Student Behavior
- Examination

Along with the SB 1626 training, campus safety assistants also take part in a non-violent physical crisis intervention training as provided through Crisis Prevention Institute (CPI). Last month, two Safety/Security Specialist from the Safety office participated in a four-day training and became certified trainers, expanding the district's CPI training team. The emphasis on this training is verbal de-escalation, identification/stages of behaviors and interventions for these behaviors, debriefing after an incident, team control techniques for physical intervention and personal safety techniques. In addition to the above training, the Safety office has coordinated the following training for campus safety assistants:

- Stop the Bleed provided by Valley Children's Hospital (2020)
- Applied Suicide Intervention Skills Training (ASIST) (Fall of 2020)
- Gang Presentation, presented by Fresno Police Department (Done annually, last presentation Spring of 2022)
- Drug Recognition and Effects, presented by Fresno Police Department (Spring of 2022)

- Incident Report Writing, presented by FUSD Safety Office (Annually)
- Mediation and Conflict Resolution (Done as part of the SB1626)
- Review of Non-Violent Intervention, Verbal De-Escalation, provided by FUSD Safety Office (Review provided during 2022 quarterly meeting)
- Review of Search and Seizure process, provided by FUSD Safety Office (August 2022)
- Review of Metal Detector wand process, provided by FUSD Safety Office (August 2022)
- Vaping and Edibles, presented by FUSD Safety Office (August 2022)
- Active Assailant presentation, presented by FUSD (August 2022)

Upcoming Training and Presentations:

- Restorative Practice (March 10, 2023)
- Human Trafficking (March 2023)
- Fads and Trends in Youth
- Update in Gangs, Fresno Police Department
- Updates in Drugs, DITEP through California Highway Patrol
- Tabletop Safety Scenarios, FUSD Safety Office
- De-Escalation Tip and Techniques review
- ASIST Suicide Intervention

The Safety office is currently evaluating a training program called AVADE, which is similar to CPI Training but geared specifically towards security personnel.

Should you have questions, please contact Armand Chavez at 457-3981 or Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/17/23

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: February 17, 2023

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for February 10, 2023

The purpose of this board 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 Update for February 10, 2023 is attached and includes the following articles:

- State Drops Plan for Student Vaccine Mandate – February 08, 2023
- California Ends Plans for Kids' Covid Vaccine Mandate – February 07, 2023
- Homeless High School Seniors in California Could Get \$5,000 Under Proposal – February 08, 2023

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/17/23



1121 L Street

•
Suite 1060

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

•
www.sscal.com

DATE: February 10, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Assembly Budget Committee Hearing

On Wednesday, the full Assembly Budget Committee, chaired by Assemblymember Phil Ting (D-San Francisco), received an overview hearing on Governor Gavin Newsom's 2023-24 State Budget proposal. The Department of Finance (DOF) provided a high-level overview of the proposal followed by the Legislative Analyst's Office (LAO) giving their analysis of the Governor's State Budget proposal.

The remarks from the DOF and LAO were similar to the Senate overview hearing three weeks ago. The LAO highlighted the following when discussing their analysis of the K-14 budget:

- The Proposition 98 minimum guarantee has decreased by \$3.4 billion in 2022-23 and \$1.5 billion in 2023-24 relative to the level enacted last June
- Although overall funding is down, approximately \$6 billion is available for new commitments due to the end of various one-time initiatives and lower-than-anticipated program costs
- The largest proposed augmentation is an 8.13% cost-of-living adjustment for school and community college programs
- The Budget uses \$1.4 billion in one-time funds to cover ongoing costs in 2023-24, which would create a small deficit for the following year if funding does not increase by a similar amount

Assemblymember Al Muratsuchi (D-Torrance), who is the new chair of the Assembly Education Committee and who also sits on the Assembly Budget Subcommittee on Education Finance, thanked the Governor for protecting classroom funding and continuing the commitment to achieve Universal Transitional Kindergarten by 2025-26 and sustaining the \$4 billion in ongoing funding for the Expanded Learning Opportunity Program.

However, Muratsuchi expressed reservations about the Governor's proposal to delay the \$550 million investment for the California Preschool, Transitional

Kindergarten, and Full-Day Kindergarten Facilities Grant Program from 2023-24 to 2024-25. He also noted that bond funds for new construction and modernization have been exhausted and asked Erika Li, a representative from the DOF about the need for a new facilities bond. Ms. Li confirmed that the Administration does want to come forward with a new facilities bond but did not elaborate beyond that statement.

It is worth noting that there have been two bills introduced this year that would place a school facilities bond before voters in 2024, including Assembly Bill (AB) 247, which is authored by Assemblymember Muratsuchi. AB 247 would place a K-14 facilities bond before voters on either the 2024 primary or General Election ballot. AB 247 does not yet specify the amount of the bond. The other bond bill, Senate Bill (SB) 28 (Glazer, D-Contra Costa), would place a \$15 billion preschool through higher education bond before voters on the March 5, 2024, primary ballot. There is going to be a lot of negotiations between these two authors and their stakeholders in order for the Legislature to put forth a single proposal but having the Administration on board for a school bond would increase the prospects of a measure passing the Legislature and being approved by voters.

Now that both houses have had their State Budget overview hearings, the Assembly and Senate budget committees will split their work into subcommittees where they will dive deeper into the details of the State Budget over the course of a number of hearings. The Assembly Budget Subcommittee on Education Finance, chaired by Assemblymember Kevin McCarty (D-Sacramento), will host their first hearing on the TK-12 State Budget proposals on Tuesday, February 28, while the Senate Budget Subcommittee on Education, chaired by Senator John Laird (D-Santa Cruz), will host their first hearing on Thursday, March 2.

Leilani Aguinaldo

State Drops Plan for Student Vaccine Mandate

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
February 8, 2023

Last Friday, February 3, 2023, the California Department of Public Health (CDPH) announced that it will no longer explore emergency rulemaking to add the COVID-19 vaccine to the list of required inoculations for California students to attend school in person. The plan will officially be dropped when Governor Gavin Newsom's COVID-19 State of Emergency comes to an end on February 28, 2023.

This news, which comes less than five months after the CDPH rescinded its public order requiring unvaccinated school employees to undergo weekly COVID-19 testing (see "[CDPH Rescinds Vaccine or Test Requirement for School Employees](#)" in the September 2022 *Fiscal Report*), effectively means that there are no longer any COVID-19 vaccine or testing requirements that the state is enforcing upon local educational agencies (LEAs).

While the Legislature has until Friday, February 17, 2023, to introduce bills for the legislative year, there has not been any measures introduced to require COVID-19 vaccines or testing so far and there is no indication that there will be. In fact, aside from the requirement that LEAs must keep their adopted COVID-19 testing plan (or the CDPH's testing framework) on their website through 2025 and must notify employees of potential COVID-19 exposure through 2023, there is no other significant COVID-19 statutes or health orders that LEAs must abide by.

This means that after nearly three years of navigating numerous laws, public health orders, and other requirements pertaining to COVID-19, it seems that LEAs can finally start operating in a post-pandemic world.

Note: Governor Newsom's Local Control Funding Formula Equity Multiplier proposal is not getting the support of the Black in School coalition who claim that they were told in private meetings that the 2023-24 State Budget would provide funding to address Black student achievement.

California Ends Plans for Kids' Covid Vaccine Mandate

By Srishti Prabha
CapRadio
February 7, 2023

Late last week, a coalition of Black educators, legislators and students stood on the steps of the State Capitol to underscore the academic structures that have consistently underserved 80,000 Black students in California.

"We're tired of being invisible," said Dr. Margaret Fortune, founder of Fortune Schools based in Sacramento. Fortune is one of many activists in the state who are part of the Black in School coalition.

Data from California's current education funding model, called the Local Control Funding Formula, indicates that Black students have been academically behind for the last 10 years. The pandemic has only

intensified this gap. Over the past several years, the Black in School coalition has voiced its concerns, pushing four different measures through the state legislature, only to have them fail.

The coalition says Governor Gavin Newsom’s 2023-24 education budget, which he said would account for the 80,000 Black students, misses the mark. At the Capitol event, Black educators and activists emphasized the failings of Newsom’s education policy, which is intended to circumvent race, but they say in reality bolsters damaging misconceptions and overlooks Black students in a system which is not built to serve them.

In 2013, California adopted the Local Control Funding Formula, or LCFF, to equitably distribute funds to schools and close the achievement gap for disadvantaged youth.

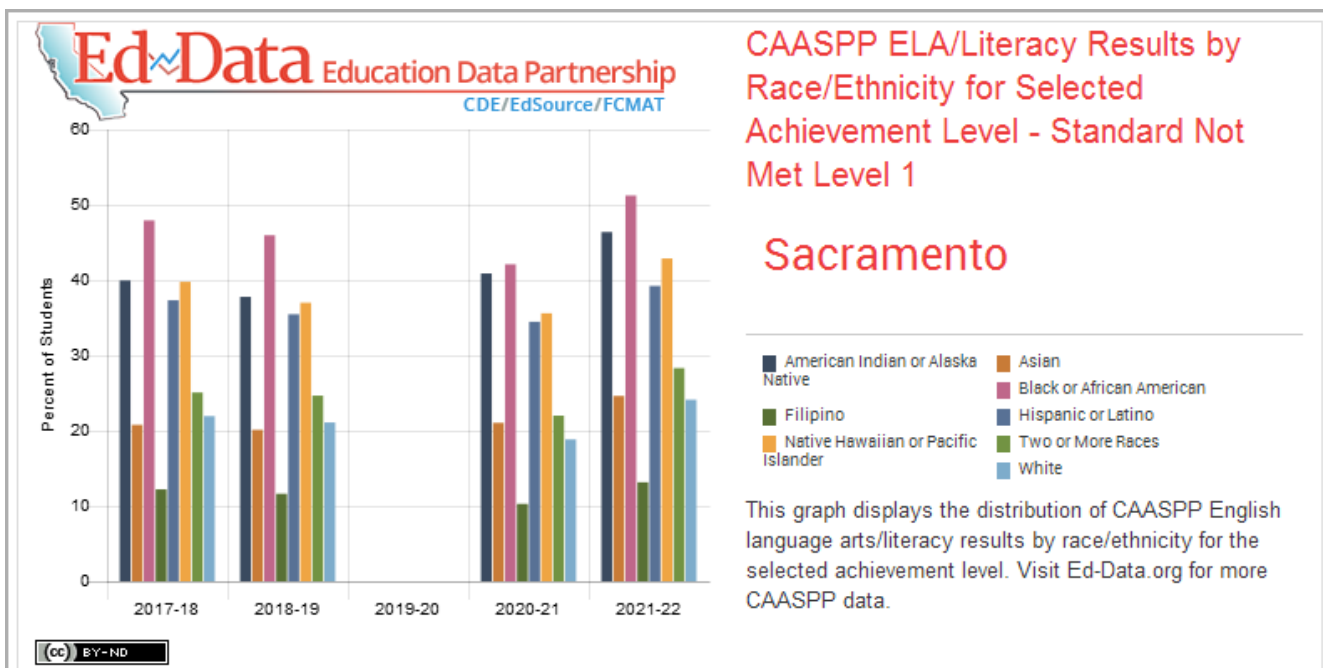
Using the LCFF model, funding was allotted based on the number of students in classrooms. Additionally, each district could get a supplemental grant based on the number of vulnerable students in three high-needs subgroups: English learners, foster youth and a group comprised of low-income and unhoused youth. If more than 55% of a district’s students fall into these subgroups, the district qualifies for these additional monies.

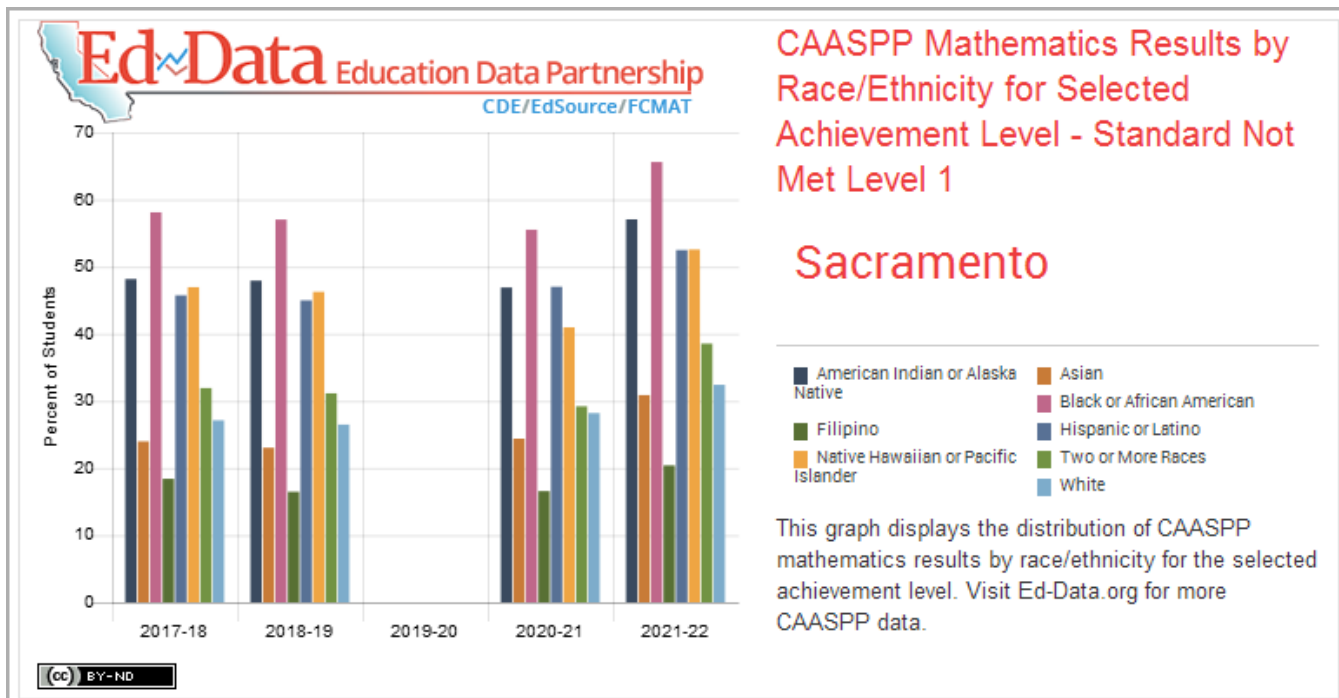
After a decade, the data confirms that LCFF has not accomplished what it set out to do.

Dr. Ramona Bishop, a coalition member and co-founder of Elite Public Schools in Vallejo, has persisted in her fight for culturally inclusive education.

“Right at the beginning of [LCFF], Black advocates were saying, ‘Hey, what about the lowest performing group?’ We said that ten years ago,” she said.

Statewide, almost 70% of Black students are not meeting English language standards and 84% are not meeting math standards. Between 2014-2022, in Sacramento, math and literacy rates have stagnated with nearly 50% of Black students meeting state standards — a staggering number that spotlights that Black students are lagging behind all their peers. In comparison, 75% of their white peers are meeting reading and math standards.





“California has not come up with a proxy for race,” said Fortune. “And this administration, in a misguided way, believes that proxy is income.”

Fortune added that Newsom’s education policy insinuates all underserved Black students are low-income and that the vehicle for closing the opportunity gap is by funding low-income schools.

Her fellow educator Bishop corroborated that such policy perpetuates harmful stereotypes and does not address the root of educational disparities.

“How can you assume that any one of them is poor? How can you assume that it is the case that their families do not want the best for them?” Bishop asked. “We’re going to say Black today.”

Fortune and Bishop both suggested racial erasure is systemic in education. They point to Proposition 209, a 1996 amendment to the California state constitution, prohibiting the use of racial identifiers in education bills.

Debra Watkins, coalition member and founder of A Black Education Network in the San Francisco-Bay Area, said that race is an uncomfortable truth in education access.

“I have never met a teacher who got up in the morning and said, ‘How many Black and Brown children can I harm?’ I’ve never met a teacher like that ever,” said Watkins. “It’s that unconscious bias.”

Tinsae Birhanu, a 17-year-old Cosumnes Oaks High School student, said she is no stranger to being encumbered by her race in the classroom.

“In AP U.S. History, people often stare at you when they talk about slavery. I feel like I’m in this alone,” she said.

Birhanu added she feels discouraged from pursuing subjects because of the way conversations are framed in the classroom.

Hannan Canada, President of Black Students of California United, confirmed this experience of Black students in Sacramento County. When discussing Black history and literature in the classroom, she said she worries about her responses and playing into stereotypes like the “persona of an angry Black woman.” She said that we can’t ignore race in school settings.

“How come whenever we talk about the subject of [being] Black, it always goes back to slavery and racism,” asked Canada. “What about our achievements? We learn so little about that. And when we have predominantly white teachers teaching those subjects, that’s all we’re taught.”

Three separate bills to amend the LCFF specifically for low-performing Black students have been authored in partnership with the coalition and all have failed to advance. The most recent — Assembly Bill 2774 — was filed as “inactive” after passing through both houses of the state legislature with bipartisan support.

The bill, authored by Assembly member Dr. Akilah Weber and backed by the Black in School coalition, attempted to add the low-performing subgroup to the LCFF, and as defined by Prop 209, avoided using any racial identifiers. This subgroup would have accounted for 80,000 Black students who are not included in the other subgroups, but require sustained funding support.

When that bill was tabled last year, after a closed door conversation with Newsom, the coalition was told that the 2023-24 education budget would provide one-time funding to address Black achievement.

“We believed that we would be included in those additional conversations to address the lowest performing group,” said Elite Public Schools’ Bishop. “However, we were not included in those conversations and therefore we’re not sure who was at the table around expertise with regard to addressing the needs of Black students within schools.”

The Newsom administration’s education budget includes an equity multiplier which targets low-income schools and adds a \$300 million fund to the LCFF. Coalition members Bishop, Fortune and Watkins all said that this approach is the opposite of what they are demanding.

“It feels very disrespectful,” said Watkins. “We had one singular purpose in mind, and that was to finally give the 80,000 black students, who are not being served under LCFF and have not been served for a decade, what they needed financially in their school systems in order to improve their educational outcomes.”

She said it was a blow to the many Black educators and students who have used data, lived experience and culturally-competent teaching practices to inform their legislative efforts.

Fortune concluded: “We’re calling you out today, Governor Newsom, to say you must do better by Black students.”

Note: SB 333 (Cortese, D-San Jose) would award homeless public high school seniors a guaranteed income of \$1,000 each month for five months from April 1, 2024, to August 1, 2024, subject to an appropriation.

Homeless High School Seniors in California Could Get \$5,000 Under Proposal

By Jill Tucker
San Francisco Chronicle
February 8, 2023

Nearly 15,000 homeless high school seniors would get \$1,000 per month just before and after graduation under proposed state legislation aimed at giving the students some momentum to head to college or into the job market.

The students, all identified as lacking “a fixed, regular and adequate nighttime residence,” would get five monthly installments from April through August. The measure would apply only to the class of 2024, but could be extended.

The money would be given to the high school seniors without any conditions.

“We must stop graduating 15,000 high school students into homelessness each year,” said state Sen. Dave Cortese, D-San Jose, who introduced the legislation Tuesday. “These payments, made with no strings attached, enable students to cover basic needs so they may take crucial steps toward college or career.”

The funding would provide the students a short-term guaranteed income, an increasingly popular poverty-mitigation idea that typically provides low-income individuals with a fixed amount of money to cover living expenses and help reduce poverty.²

“For the 15,000 California high school seniors experiencing homelessness, just getting on a promising path is nearly impossible,” said Teri Olle, California campaign director of the Economic Security Project, which supports guaranteed-income programs. “Helping young adults during the crucial transition from high school to college or career allows them to clear away obstacles and position themselves to create the life they want.”

The proposed legislation mirrors Cortese’s universal basic income program for transition-age foster youth, a 2020 pilot program he helped create as a Santa Clara County supervisor. That effort was then scaled statewide in 2021, with \$35 million in funding.

San Francisco Assembly Member Matt Haney is among the co-authors of the bill.

“If we want to stop homelessness in our state, we should start with our young people,” Haney said. “Giving direct payments to these vulnerable students can not only help them secure stable housing, but also give them the critical support they too often are missing as they transition to a college or career.”

While California school districts already track homeless students as part of overall demographic record keeping, the Department of Social Services would use that individualized data to administer the monthly payments.

School officials identify students as homeless if they are doubled up with other families; living in motels, trailer parks or shelter; living in cars or other vehicles; sleeping in public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; or living anywhere not considered or designed as a sleeping accommodation.

Those officials rely on families to provide that information. It's unclear how or if the legislation would require verification of a student's status.

Last year, there were more than 171,000 homeless students in California public schools, based on district counts, including more than 2,000 in San Francisco Unified's classrooms.

Fresno Unified School District
Board Communication

BC Number BFS-2

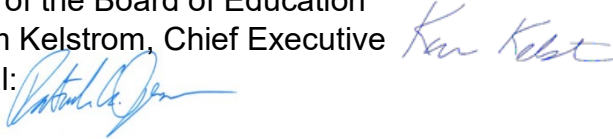
From the Office of the Superintendent
To the Members of the Board of Education

Date: February 17, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:



Regarding: February Legislative Committee Meeting

The purpose of this board communication is to provide the Board information shared at the February 09, 2023, Legislative Committee Meeting.

Economic and Budget Update – Ms. Leilani Aguinaldo provided a budget update.

Additional language has been provided regarding the January Governor’s proposals:

- The equity multiplier is anticipated to be approximately \$874 per pupil based on eligibility which is determined by elementary and middle schools serving 90% of students eligible for free federal meals and high schools with 85% students eligible for free federal meals
- State Teacher’s Retirement System (STRS) rate is planned to remain at 19.10% for 2023/24

Legislative Update – The following bill proposals were discussed. The last day to submit bills for this legislative session was on February 10, 2022.

- AB 95 (Hoover) and AB 237 (Wallis) – Requires a district to allow intradistrict transfers if the school of attendance is in the red or orange performance bands.
- SB 98 (Portantino) – Provide local educational agencies (LEAs) with supplemental education funding, in addition to their Local Control Funding Formula (LCFF) entitlements.
- AB 247 (Muratsuchi) – Places a K-14 school facilities bond on the 2024 ballot.
- AB 249 (Holden) – Requires a community water system that serves a school site and constructed prior to January 2010, to test for lead before January 2027.

The School Services Legislative Committee February 2023 report is attached. The next Legislative Committee meeting is scheduled for March 09, 2023.

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.

Approved by Superintendent

Robert G. Nelson Ed.D.



Date: 02/17/23

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
FEBRUARY 9, 2023**

2023-2024 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



Public Education's Point of Reference for Making Educated Decisions



Table of Contents

Legislative and Economic Update	1
Bill Report.....	6

Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
Table of Contents
February 8, 2023

Legislative and Economic Update

SSC School District and Charter School Financial Projection Dashboard
2023-24 Governor’s Budget..... 1

CalPERS Rates Projected to Increase 2

Details About the LCFF Equity Multiplier Emerge..... 3

Schools Identified for CSI and ATSI in 2022-23..... 4

SSC School District and Charter School Financial Projection Dartboard 2023-24 Governor's Budget

This version of the School Services of California Inc. (SSC) Financial Projection Dartboard is based on the 2023-24 Governor's Budget proposal. SSC has updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. SSC has also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2022-23	2023-24 ¹	2024-25	2025-26	2026-27
Department of Finance Statutory COLA	6.56%	8.13%	3.54%	3.31%	3.23%
Planning COLA	6.56%	8.13%	3.54%	3.31%	3.23%

LCFF GRADE SPAN FACTORS FOR 2023-24				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2022-23 Base Grants	\$9,166	\$9,304	\$9,580	\$11,102
Statutory COLA of 8.13%	\$745	\$756	\$779	\$903
2023-24 Base Grants	\$9,911	\$10,060	\$10,359	\$12,005
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$1,031	–	–	\$312
2023-24 Adjusted Base Grants ²	\$10,942	\$10,060	\$10,359	\$12,317
Transitional Kindergarten (TK) Add-On ³	\$3,042	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2022-23	2023-24	2024-25	2025-26	2026-27
California CPI		6.00%	3.44%	2.77%	2.49%	2.74%
California Lottery	Unrestricted per ADA	\$170	\$170	\$170	\$170	\$170
	Restricted per ADA	\$67	\$67	\$67	\$67	\$67
Mandate Block Grant (District)	Grades K-8 per ADA	\$34.94	\$37.78	\$39.12	\$40.41	\$41.72
	Grades 9-12 per ADA	\$67.31	\$72.78	\$75.36	\$77.85	\$80.36
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$18.34	\$19.83	\$20.53	\$21.21	\$21.90
	Grades 9-12 per ADA	\$50.98	\$55.12	\$57.07	\$58.96	\$60.86
Interest Rate for Ten-Year Treasuries		3.78%	3.23%	2.79%	2.70%	2.80%
CalSTRS Employer Rate ⁴		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁴		25.37%	27.00%	28.10%	28.80%	29.20%
Unemployment Insurance Rate ⁵		0.50%	0.20%	0.20%	0.20%	0.20%
Minimum Wage ⁶		\$15.50	\$16.00	\$16.40	\$16.80	\$17.20

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$75,000	0 to 300
The greater of 4% or \$75,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, State Preschool, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers and the American Indian Early Childhood Education.

²Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

³Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁴California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

⁵Unemployment rate in 2022-23 is final based on the 2021-22 Enacted Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

⁶Minimum wage rates are effective January 1 of the respective year.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

CalPERS Rates Projected to Increase

By: Charlene Quilao

January 20, 2023

The California Public Employees' Retirement System (CalPERS) revised its projected out-year employer contribution rates as of June 30, 2021, and has again adjusted its estimates for future employer contribution rates with increases beginning in 2023-24 as follows:

Year	Prior Adopted Rates per CalPERS	New Projected Rates per CalPERS Actuarial Report ¹
2022-23	25.37%	25.37%
2023-24	25.20%	27.00%
2024-25	24.60%	28.10%
2025-26	23.70%	28.80%
2026-27	22.60%	29.20%
2027-28	22.60%	30.70%

¹[CalPERS Schools Pool Actuarial Valuation Report](#)

The employer contribution rates are influenced by the CalPERS amortization and smoothing policy, which spreads rate changes over a five-year period, as well as changes in actuarial assumptions such as retirement rates, termination rates, mortality rates, rates of salary increase, and inflation.

The CalPERS Board is set to adopt the 2023-24 employer contribution rate at its Board meeting in April. Meanwhile, School Services of California Inc. (SSC) recommends that the above updated rates should be used for local educational agency Second Interim reporting. These rates have been included in our 2023-24 Governor's Budget SSC Financial Projection Dartboard.

Details About the LCFF Equity Multiplier Emerge

By: Dave Heckler

February 3, 2022

With the release of budget trailer bill language on Wednesday, February 1, 2023, details about the Local Control Funding Formula (LCFF) equity multiplier are now available. Announced as part of the larger 2023-24 Governor's Budget proposal, this proposal would provide \$300 million in additional funding to local educational agencies (LEAs) with qualifying schools to support California's highest-needs schools.

Eligibility for these funds would be based on the percentage of students that qualify for free meals in the National School Lunch Program. Schools serving students in grades 8 or lower with a free-eligible student population of at least 90% in the prior year would qualify. For schools serving grades 9 and higher, the minimum percentage of free-eligible students is 85%.

Funding would be based on the total enrollment for the prior year at the qualifying school site, with a minimum of \$50,000 for each school site. School Services of California Inc. estimates that the per pupil amount would be about \$874 per pupil in qualifying schools. Funds would be allocated to LEAs, which would then be charged with using the funds to provide services or support that directly benefit eligible school sites.

Schools Identified for CSI and ATSI in 2022-23

By: Leilani Aguinaldo

February 3, 2023

On February 2, 2023, the California Department of Education (CDE) published the list of schools that meet the criteria for [Comprehensive Support and Improvement \(CSI\)](#) and [Additional Targeted Support and Improvement \(ATSI\)](#) in 2022-23. Requirements for CSI and ATSI schools are determined by the federal Every Student Succeeds Act (ESSA). Local educational agencies (LEAs) that have CSI schools are eligible for federal funding to support those schools and must complete certain prompts in the Local Control and Accountability Plan (LCAP). The California School Dashboard (Dashboard) is used to determine the schools eligible for the additional support.

The first schools identified for CSI are based on graduation rate. For 2022, CSI—Low Graduation Rate schools are public high schools that have a three-year graduation rate below 68%. The combined four- and five-year high school graduation rate data is used, and both Title I and non-Title I schools are eligible to be a CSI—Low Graduation Rate school. In 2022-23, 333 high schools are identified for CSI—Low Graduation Rate.

After the CSI—Low Graduation Rate schools are identified, then the remaining CSI schools are determined. These CSI—Low Performing schools are those that received Title I funding in the 2021-22 schools year and are the lowest performing based on the 2022 Dashboard. In accordance with federal rules, no less than 5% of Title I-funded schools in California must be included in this category. In 2022-23, 474 Title I schools are eligible for CSI—Low Performing.

In addition to CSI schools, ESSA requires identification of schools eligible for ATSI. In California, schools that are not eligible for CSI are identified for ATSI if they have one or more student groups that meet the same criteria used to determine CSI—Low Performing schools for two consecutive years. A school cannot be eligible for CSI and ATSI at the same time. LEAs that have ATSI schools must provide notification to each ATSI school with respect to which student group(s) in the school are consistently underperforming. More detail about the specific criteria for identifying CSI and ATSI schools is available [here](#).

LEAs with CSI and ATSI schools must collaborate with educational partners to locally develop and implement a plan to improve student outcomes. The county office of education (COE) also plays a role in providing technical assistance and support to LEAs within its county that serve CSI schools. In California, the School Plan for Student Achievement (SPSA) meets ESSA requirements for the plan. In addition, single school districts and charter schools may use the LCAP to serve as the SPSA, as long as the LCAP meets ESSA requirements for school planning and stakeholder feedback. LEAs with CSI schools also must complete prompts specific to CSI in the Plan Summary of the LCAP.

Finally, federal school improvement funds are provided to assist LEAs in serving CSI schools. For 2022-23, more than \$133 million is provided for this purpose. In addition, \$10 million is provided to eligible COEs to help with providing technical assistance to LEAs that have CSI schools. LEAs must apply for these funds through the Grant Management and Reporting Tool which will open

on February 10, 2023, to receive applications through March 3, 2023. No additional funds are provided for ATSI schools.

To help LEAs navigate the many requirements and to ensure students at CSI and ATSI schools receive additional support, the CDE is hosting a series of webinars in February that can be accessed [here](#). Additional information about school eligibility and requirements for CSI and ATSI is available [here](#).

2022–23 Every Student Succeeds Act Assistance Status

AA = Black/African American Students

AI = American Indian or Alaska Native American Students

AS = Asian American Students

ATSI = Additional Targeted Support and Improvement

CDS = County District School code

CSI = Comprehensive Support and Improvement

DASS = Dashboard Alternative School Status

EL = English Learner Students

FI = Filipino Students

FOS = Foster Youth Students

HI = Hispanic Students

HOM = Homeless Students

PI = Pacific Islander Students

SED = Socioeconomically Disadvantaged Students

SWD = Students with Disabilities

TOM = Two or More Races

WH = White Students

cds	schoolname	districtname	Charter	EnrollmentCount	AssistanceStatus2022
10621660106740	Aspen Valley Prep Academy	Fresno Unified	Directly Funded	336	ATSI
10621660108100	Mollie S. Bakman Elementary	Fresno Unified	N/A	663	ATSI
10621660108118	Akira Yokomi Elementary	Fresno Unified	N/A	671	ATSI
10621660113811	Deborah A. Williams Elementary	Fresno Unified	N/A	586	ATSI
10621660113829	Mario G. Olmos Elementary	Fresno Unified	N/A	611	ATSI
10621660119339	Vang Pao Elementary	Fresno Unified	N/A	743	ATSI
10621660133942	Aspen Meadow Public	Fresno Unified	Directly Funded	270	ATSI
10621660136150	Wawona K-8	Fresno Unified	N/A	573	ATSI
10621661030279	Bullard High	Fresno Unified	N/A	2524	ATSI
10621661030287	J. E. Young Academic Center	Fresno Unified	N/A	4735	ATSI
10621661030675	Sunnyside High	Fresno Unified	N/A	2915	ATSI
10621661031897	Edison High	Fresno Unified	N/A	2428	ATSI
10621661032507	Fresno High	Fresno Unified	N/A	2079	ATSI
10621661032911	Herbert Hoover High	Fresno Unified	N/A	1971	ATSI
10621661034214	McLane High	Fresno Unified	N/A	1812	ATSI
10621661035831	Roosevelt High	Fresno Unified	N/A	2225	ATSI
10621666006084	Baird Middle	Fresno Unified	N/A	585	ATSI
10621666006092	Birney Elementary	Fresno Unified	N/A	710	ATSI
10621666006100	Bullard Talent	Fresno Unified	N/A	742	ATSI
10621666006118	Burroughs Elementary	Fresno Unified	N/A	689	ATSI
10621666006126	Calwa Elementary	Fresno Unified	N/A	560	ATSI
10621666006142	Centennial Elementary	Fresno Unified	N/A	673	ATSI
10621666006159	Columbia Elementary	Fresno Unified	N/A	516	ATSI
10621666006183	Del Mar Elementary	Fresno Unified	N/A	478	ATSI
10621666006191	Easterby Elementary	Fresno Unified	N/A	625	ATSI
10621666006217	Ericson Elementary	Fresno Unified	N/A	683	ATSI
10621666006225	Ewing Elementary	Fresno Unified	N/A	790	ATSI
10621666006233	Figarden Elementary	Fresno Unified	N/A	541	ATSI
10621666006258	Fremont Elementary	Fresno Unified	N/A	426	ATSI
10621666006266	Gibson Elementary	Fresno Unified	N/A	428	ATSI
10621666006282	Holland Elementary	Fresno Unified	N/A	423	ATSI
10621666006290	Homan Elementary	Fresno Unified	N/A	551	ATSI
10621666006308	Jackson Elementary	Fresno Unified	N/A	345	ATSI
10621666006316	Jefferson Elementary	Fresno Unified	N/A	448	ATSI
10621666006324	Kirk Elementary	Fresno Unified	N/A	352	ATSI
10621666006332	Kratt Elementary	Fresno Unified	N/A	529	ATSI
10621666006357	Lane Elementary	Fresno Unified	N/A	528	ATSI
10621666006365	Lincoln Elementary	Fresno Unified	N/A	506	ATSI
10621666006373	Lowell Elementary	Fresno Unified	N/A	322	ATSI

10621666006381	Malloch Elementary	Fresno Unified	N/A	407	ATSI
10621666006407	Mayfair Elementary	Fresno Unified	N/A	559	ATSI
10621666006415	Muir Elementary	Fresno Unified	N/A	448	ATSI
10621666006423	Norseman Elementary	Fresno Unified	N/A	562	ATSI
10621666006431	Powers-Ginsburg Elementary	Fresno Unified	N/A	424	ATSI
10621666006449	Pyle Elementary	Fresno Unified	N/A	701	ATSI
10621666006456	Robinson Elementary	Fresno Unified	N/A	481	ATSI
10621666006464	Roeding Elementary	Fresno Unified	N/A	598	ATSI
10621666006472	Rowell Elementary	Fresno Unified	N/A	604	ATSI
10621666006480	Scandinavian Middle	Fresno Unified	N/A	751	ATSI
10621666006514	Thomas Elementary	Fresno Unified	N/A	727	ATSI
10621666006522	Turner Elementary	Fresno Unified	N/A	559	ATSI
10621666006530	Viking Elementary	Fresno Unified	N/A	635	ATSI
10621666006548	Vinland Elementary	Fresno Unified	N/A	467	ATSI
10621666006555	Webster Elementary	Fresno Unified	N/A	284	ATSI
10621666006571	Winchell Elementary	Fresno Unified	N/A	638	ATSI
10621666006597	Wolters Elementary	Fresno Unified	N/A	367	ATSI
10621666057285	Cooper Middle	Fresno Unified	N/A	538	ATSI
10621666057327	Kings Canyon Middle	Fresno Unified	N/A	852	ATSI
10621666057335	Sequoia Middle	Fresno Unified	N/A	827	ATSI
10621666057343	Tenaya Middle	Fresno Unified	N/A	786	ATSI
10621666061188	Ahwahnee Middle	Fresno Unified	N/A	656	ATSI
10621666061196	Tioga Middle	Fresno Unified	N/A	640	ATSI
10621666061204	Yosemite Middle	Fresno Unified	N/A	618	ATSI
10621666068704	Eaton Elementary	Fresno Unified	N/A	441	ATSI
10621666085120	McCardle Elementary	Fresno Unified	N/A	438	ATSI
10621666085138	Slater Elementary	Fresno Unified	N/A	629	ATSI
10621666088546	King Elementary	Fresno Unified	N/A	582	ATSI
10621666088942	Sunset Elementary	Fresno Unified	N/A	387	ATSI
10621666101091	Ayer Elementary	Fresno Unified	N/A	676	ATSI
10621666101109	H. Roger Tatarian Elementary	Fresno Unified	N/A	453	ATSI
10621666102016	Lawless Elementary	Fresno Unified	N/A	580	ATSI
10621666103832	Manchester Gate	Fresno Unified	N/A	678	ATSI
10621666103840	Edison Computech	Fresno Unified	N/A	796	ATSI
10621666105746	Miguel Hidalgo Elementary	Fresno Unified	N/A	557	ATSI
10621666109961	Ezekiel Balderas Elementary	Fresno Unified	N/A	593	ATSI
10621666111231	Susan B. Anthony Elementary	Fresno Unified	N/A	424	ATSI
10621666111249	Edith B. Storey Elementary	Fresno Unified	N/A	840	ATSI
10621666111256	Ann B. Leavenworth	Fresno Unified	N/A	758	ATSI
10621666117477	David L. Greenberg Elementary	Fresno Unified	N/A	523	ATSI
10621666120125	Hamilton Elementary	Fresno Unified	N/A	743	ATSI
10621661030584	Cambridge Continuation High	Fresno Unified	N/A	366	CSI Grad
10621661030642	School of Unlimited Learning	Fresno Unified	Directly Funded	168	CSI Grad
10621661030840	Carter G. Woodson Public Charter	Fresno Unified	Directly Funded	350	CSI Grad
10621661031632	Dewolf Continuation High	Fresno Unified	N/A	162	CSI Grad
10621660120964	Phoenix Secondary	Fresno Unified	N/A	29	CSI Low Perform
10621660129338	Rutherford B. Gaston Sr. Middle	Fresno Unified	N/A	779	CSI Low Perform
10621660140764	Golden Charter Academy	Fresno Unified	Directly Funded	188	CSI Low Perform
10621660140806	Aspen Ridge Public	Fresno Unified	Directly Funded	136	CSI Low Perform
10621666006068	Addams Elementary	Fresno Unified	N/A	743	CSI Low Perform
10621666006076	Aynsworth Elementary	Fresno Unified	N/A	558	CSI Low Perform
10621666006274	Heaton Elementary	Fresno Unified	N/A	502	CSI Low Perform
10621666006563	Wilson Elementary	Fresno Unified	N/A	614	CSI Low Perform

10621666057293	Fort Miller Middle	Fresno Unified	N/A	673	CSI Low Perform
10621666088538	Tehipite Middle	Fresno Unified	N/A	467	CSI Low Perform
10621666112619	Fulton	Fresno Unified	N/A	18	CSI Low Perform
10621666112882	Elizabeth Terronez Middle	Fresno Unified	N/A	590	CSI Low Perform
10621666116651	Irwin O. Addicott Elementary	Fresno Unified	N/A	45	CSI Low Perform
10621666120703	Phoenix Elementary Academy Community Day	Fresno Unified	N/A	10	CSI Low Perform
10621660108555	Design Science Middle College High	Fresno Unified	N/A	261	No Status
10621660114355	Sierra Charter	Fresno Unified	Directly Funded	334	No Status
10621660114553	University High	Fresno Unified	Directly Funded	487	No Status
10621660121533	Morris E. Dailey Charter Elementary	Fresno Unified	Locally Funded	349	No Status
10621660132134	Phillip J Patino School of Entrepreneurship	Fresno Unified	N/A	262	No Status
10621660140038	Endeavor Charter	Fresno Unified	Directly Funded	313	No Status
10621661030295	Erma Duncan Polytechnical High	Fresno Unified	N/A	1191	No Status
10621661030717	Florence E. Rata	Fresno Unified	N/A	20	No Status
10621666006589	Wishon Elementary	Fresno Unified	N/A	459	No Status
10621666088934	Starr Elementary	Fresno Unified	N/A	343	No Status

Bill Update

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of February 8, 2023**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
Accountability and Assessments				
AB 95 Hoover	Intradistrict and Interdistrict Transfer of Pupils		Assembly Education Committee	8
AB 237 Wallis	Intradistrict and Interdistrict Transfers: Low-Performing Pupils		Assembly Education Committee	8
Employees				
AB 238 Muratsuchi	California Student Teacher Support Grant Program		Assembly Higher Education Committee	8
Facilities				
AB 247 Muratsuchi	Education Finance: School Facilities: Kindergarten Through Community College Public Education Facilities Bond Act of 2024		Assembly Education Committee	9
AB 249 Holden	Water: School Sites: Lead Testing: Conservation		Assembly Environmental Safety and Toxic Materials Committee	9
SB 28 Glazer	Education Finance: School Facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2024		Senate Education Committee	9
School Safety and Student Discipline				
SB 31 Jones	Encampments: Sensitive Areas: Penalties		Senate Public Safety Committee	9
SB 274 Skinner	Suspensions and Expulsions: Willful Defiance		Senate Rules Committee	10
State Budget, Education Finance, and LCFF				
SB 98 Portantino	Education Finance: Additional Education Funding		Senate Education Committee	10
Student Health and Nutrition				
AB 19 Patterson, Joe	Pupil Health: Opioid Antagonists		Assembly Education Committee	10

SB 10 Cortese	Pupil Health: Opioid Overdose Prevention and Treatment		Senate Education Committee	11
SB 234 Portantino	Opioid Antagonists: Schools, College Campuses, Stadiums, Concert Venues, and Amusement Parks		Senate Education Committee	11
SB 283 Ochoa Bogh	Pupil Health: Asthma Management		Senate Rules Committee	11
Student Services				
AB 5 Zbur	The Safe and Supportive Schools Program		Assembly Desk	11
Transportation				
SB 88 Skinner	Pupil Transportation: School Pupil Activity Bus: Drivers		Senate Rules Committee	12

Accountability and Assessments

[AB 95 \(Hoover\)](#)

Title: Intradistrict and Interdistrict Transfer of Pupils

Status: Assembly Education Committee

Position:

Summary:

This bill would require a school district of residence to approve an intradistrict transfer request for a pupil if the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the California School Dashboard (Dashboard). If there is no available school for an intradistrict transfer, the bill would authorize a pupil of the school district, if the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the Dashboard, to apply for an interdistrict transfer and would prohibit the school district of residence from prohibiting that transfer if the school district of proposed enrollment approves the application for transfer.

[AB 237 \(Wallis\)](#)

Title: Intradistrict and Interdistrict Transfers: Low-Performing Pupils

Status: Assembly Education Committee

Position:

Summary:

This bill would require a school district of residence to approve an intradistrict transfer request for a pupil if the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the California School Dashboard (Dashboard). If there is no available school for an intradistrict transfer, the bill would authorize a pupil of the school district, if the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the Dashboard, to apply for an interdistrict transfer and would prohibit the school district of residence from prohibiting that transfer if the school district of proposed enrollment approves the application for transfer.

Employees

[AB 238 \(Muratsuchi\)](#)

Title: California Student Teacher Support Grant Program

Status: Assembly Higher Education Committee

Position:

Summary:

This bill would express the intent of the Legislature, to improve teacher retention and recruitment in California's public school system, to create a grant program to compensate student teachers to help alleviate financial stress at an important time in the teacher preparation process.

Facilities

[AB 247 \(Muratsuchi\)](#)

Title: Education Finance: School Facilities: Kindergarten Through Community College Public Education Facilities Bond Act of 2024

Status: Assembly Education Committee

Position:

Summary:

This bill would place an unspecified K-14 school facilities bond before voters at either on the Primary or General Election ballot in 2024.

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

Title: Water: School Sites: Lead Testing: Conservation

Status: Assembly Environmental Safety and Toxic Materials Committee

Position:

Summary:

This bill would require a community water system that serves a school site with a building constructed before January 1, 2010, to test for lead in the potable water system of the school site before January 1, 2027. The bill would require the community water system to report its findings to the applicable local educational agency (LEA). The bill would require the LEA, if the lead level exceeds a specified level at a school site, to notify the parents and guardians of the pupils who attend the school site or preschool. The bill would require the LEA to take immediate steps to make inoperable and shut down from use all fountains and faucets where excess lead levels may exist. The bill would also require that the LEA work with the school sites under its jurisdiction to ensure that a potable source of drinking water is provided for pupils.

[SB 28 \(Glazer\)](#)

Title: Education Finance: School Facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2024

Status: Senate Education Committee

Position:

Summary:

This bill would place a \$15.5 billion preschool through higher education bond before voters on the March 5, 2024, statewide Primary Election.

School Safety and Student Discipline

[SB 31 \(Jones\)](#)

Title: Encampments: Sensitive Areas: Penalties

Status: Senate Public Safety Committee

Position:

Summary:

This bill would prohibit a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon any street, sidewalk, or other public right-of-way within 1000 feet of a school, daycare center, park, or library. A violation may be charged as a misdemeanor or infraction, and a person may not be found in violation unless provided at least 72 hours notice.

SB 274 (Skinner)

Title: Suspensions and Expulsions: Willful Defiance

Status: Senate Rules Committee

Position:

Summary:

This bill would remove disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties from the list of acts for which a pupil, regardless of their grade of enrollment, may be suspended or recommended for expulsion.

State Budget, Education Finance, and LCFF

SB 98 (Portantino)

Title: Education Finance: Additional Education Funding

Status: Senate Education Committee

Position:

Summary:

This bill would, beginning with the 2023-24 fiscal year, provide local educational agencies (LEAs) with supplemental education funding, in addition to their Local Control Funding Formula (LCFF) entitlement. The funding would be based on the difference between what the LEA would have received if LCFF funds were apportioned using enrollment numbers, and what the LEA did receive under the LCFF using average daily attendance information. At least 30% of the supplemental funds would have to be used to address chronic absenteeism and habitual truancy. In addition, there is a maintenance of effort requirement such that LEAs would need to maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as in the 2019-20 school year.

Student Health and Nutrition

AB 19 (Patterson, Joe)

Title: Pupil Health: Opioid Antagonists

Status: Assembly Education Committee

Position:

Summary:

This bill would require all public schools to maintain at least two doses of naloxone hydrochloride or other opioid antagonist on its campus.

SB 10 (Cortese)

Title: Pupil Health: Opioid Overdose Prevention and Treatment

Status: Senate Education Committee

Position:

Summary:

This bill would require local educational agencies (LEAs) to embed opioid overdose prevention and treatment in their School Safety Plans, including synthetic opioids, such as fentanyl. The bill would also distribute Opioid Antagonist Training & School Resource Guides to all LEAs regarding the emergency use of opioid antagonists, such as naloxone, on school campuses. The bill would also establish a State Working Group on Fentanyl Overdose/Abuse Prevention focused on public education, awareness, prevention and minimizing overdoses.

SB 234 (Portantino)

Title: Opioid Antagonists: Schools, College Campuses, Stadiums, Concert Venues, and Amusement Parks

Status: Senate Education Committee

Position:

Summary:

Requires all public schools to have naloxone hydrochloride or any other opioid antagonist at all times, and to ensure at least two employees are aware of the location.

SB 283 (Ochoa Bogh)

Title: Pupil Health: Asthma Management

Status: Senate Rules Committee

Position:

Summary:

This bill would require local educational agencies, on or before the start of the 2024–25 school year, to adopt a comprehensive asthma management plan. The plan must create individualized asthma plans for students with asthma and provide professional development for school staff related to asthma.

Student Services

AB 5 (Zbur)

Title: The Safe and Supportive Schools Program

Status: Assembly Desk

Position:

Summary:

This bill would state the intent of the Legislature to enact subsequent legislation to ensure (1) that teachers and other certificated employees of schools operated by a school district or county office of education or charter schools have the tools and training they need to support and meet the needs of LGBTQ+ pupils and (2) that California schools are safe and supportive for all pupils, teachers, and other certificated employees.

Transportation

[SB 88](#) (Skinner)

Title: Pupil Transportation: School Pupil Activity Bus: Drivers

Status: Senate Rules Committee


Position:

Summary:

A spot bill that intends to clarify who can provide pupil transportation and what type of vehicle may be used to transport pupils.

Fresno Unified School District
Board Communication

BC Number ID-1

From the Office of the Superintendent
Members of the Board of Education
Prepared by: Carlos Castillo, Instructional
Superintendent/Edith Navarro, Administrator
Cabinet Approval: 

Date: February 17, 2023

Phone Number: 457-3554

Regarding: Reflex Math

The purpose of this communication is to provide the Board information with an update on Reflex Math.

Reflex Math is an adaptive online system that helps students of all ability levels to develop instant recall and automaticity of their basic math facts (addition, subtraction, multiplication, and division). The Curriculum, Instruction, and Professional Learning (CIPL) elementary math team researched Reflex Math in the spring of 2021. The program was piloted during the 2021 summer session and purchased for the 2021/22 school year. Reflex Math is available for all students grade second through sixth grade.

Reflex Math has reporting features designed for teachers and administrators to monitor student progress. These analytic reports are available by each student, class, and school. Reflex can also be utilized for intensive interventions for students behind by two or more grade levels. Reflex Math components also include initial and ongoing assessments that provide educators easily accessible information. This information is based on each individual student's fluent facts, in-progress facts, and facts not yet known. This process helps educators identify students needing Tier II intervention in math.

To date, approximately 650 elementary school teachers have been provided professional learning and are currently utilizing Reflex Math in their classrooms, with over 13,000 students in second through sixth grade. Professional Learning is ongoing with recorded sessions on the Curriculum Instruction website. The goal is to train all second through sixth grade teachers and have all students utilize Reflex Math. Current data show a rise in fluency averages from the start of the school year where students demonstrated a 25.8% math fluency rate to the current fluency rate of 48.9%.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Carlos Castillo at 457-3554.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/17/23

Fresno Unified School District
Board Communication

BC Number ID-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Assistant Superintendent &
Kristen Boroski, Director
Cabinet Approval: 

Date: February 17, 2023

Phone Number: 248-7460

Regarding: Stop the Bleed and CPR Expansion

The purpose of this communication is to provide the Board information about the Career Technical Education's Stop the Bleed and CPR expansion plans for students and staff. Stop the Bleed is designed to teach people to recognize life-threatening bleeding and intervene effectively. This certification and others offered such as First Aid and Cardiopulmonary resuscitation (CPR) are designed to not only expand student centered, real-world learning experiences, but to give students and staff education that will make our schools and communities a safer place.

In Summer 2022, the Career Technical Education (CTE) Department set up training with industry partners at Valley Children's Hospital, Community Regional Medical Center, National University, and Tri CPR to re-engage with staff trainings that had been suspended due to the pandemic.

Stop the Bleed, TRI CPR and CTE staff have worked together to expand industry health certifications for students and staff in the district. The long-term plan is to train adequate numbers of qualified instructors at each high school to sustain and increase certifications in the future. After completing the trainings, each certified instructor receives access to the industry platform to implement the certifications for other students and staff.

To date, 32 new Stop the Bleed Instructors and 50 new CPR Instructors have been trained across 11 high schools. As a result, over 1,800 students and staff members have received health industry certifications; sessions are also scheduled for Spring semester of 2023. For example, trainings at two middle school sites supported by Bullard High School CTE and Leadership students are calendared which strengthens the district's goal of increasing student engagement in their school and community. In the coming months, CTE and our industry partners will meet, plan, structure, and support the implementation of new opportunities for trainings within Fresno Unified.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7465.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/17/23

Fresno Unified School District
Board Communication

BC Number ID-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Assistant Superintendents,
Tressa Overstreet, Exec. Director & Nancy Witrado, Director
Cabinet Approval: 

Date: February 17, 2023

Phone Number: 248-7465

Regarding: Dual Enrollment Expansion School Year 2022/23

The purpose of this communication is to provide the Board information with an update on the dual enrollment expansion, and the implementation of the courses for the 2022/23 school year.

Ninety-three academic-based and transferable dual enrollment courses will be offered across all high schools during the 2022/23 school year. Thus far, our students have earned over 4,000 college units for the 2022/23 school year with high schools currently offering over sixty dual enrollment courses for the spring semester. This expansion and greater access to dual enrollment courses has been made possible due to collaboration and partnerships with Fresno City College, Reedley Community College, and Clovis Community College.

The College and Career Readiness department will continue to support the expansion of dual enrollment courses during the 2023/24 school year to include courses in mathematics, ethnic studies and additional courses aligned with career preparation. The next phase of dual enrollment expansion will also focus on teacher preparation and career aligned pathways.

As part of our ongoing Fresno K-16 Collaborative partnership efforts, our leadership is working with Fresno City College to identify and communicate required minimum qualifications for dual enrollment teachers. We will continue to support the upskilling of teachers to provide access to additional dual enrollment opportunities for our students.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7565.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/17/23

Fresno Unified School District
Board Communication

BC Number ID-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Rita Baharian, Prevention & Intervention Executive
Cabinet Approval: 

Date: February 17, 2023

Phone Number: 457-3342

Regarding: Student Perception on Mentoring Services

The purpose of this communication is to provide the Board information with outcome data for students participating in mentoring programs. The district utilizes a variety of mentoring approaches such as group, one-on-one, Alliance and peer mentoring to serve at-risk students who historically struggled with connecting to their school, peers, or a caring adult. The programs are offered to all students although we place an emphasis on targeting English Learners (EL), African American students, Southeast Asian, and LGBTQ+ students.

A hybrid version of the Climate & Culture Survey is administered to students to monitor the impact mentoring has on students participating in a program.

During the Spring of 2022, 88% of **Group Mentoring** students (221/250) responded favorably to believing that there is an adult in mentoring who cares about them.

During the Spring of 2022, 72% of **Group Mentoring** students (179/250) responded favorably to believing that being involved in mentoring makes them feel like they belong at school.

During the Spring of 2022, 84% of **Peer Mentoring** students (310/368) responded favorably that students in Peer Mentoring care about each other.

During the Spring of 2022, 89% of **Peer Mentoring** students (328/368) responded favorably that they have a voice and feel heard in Peer Mentoring.

During the Spring of 2022, 81% of **Alliance** students (602/741) responded favorably to believing that there is an adult in Alliance who cares about them.

During the Spring of 2022, 82% of **Alliance** students (611/741) responded favorably that Alliance makes them believe they can learn new things.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Rita Baharian at 457-3342.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 02/17/23