BOARD COMMUNICATIONS – MARCH 10, 2023

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

DEPUTY SUPERINTENDENT – Misty Her
DS-1   Amy Idsvoog   High School Task Force on Safety

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Interim Chief Officer
BFS-1   Kim Kelstrom   School Services Weekly Update Reports for
                                                   March 02, 2023

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer
ID-1   Jeremy Ward   Dual Enrollment Expansion School Year 2022/23

BC Number: DS-1

From the Office of Superintendent

To the Members of the Board of Education

Prepared by: Amy Idsvoog, Executive Officer

Cabinet Approval:

Date: March 10, 2023

Phone Number: 457-3498

Regarding: High School Student Task Force on Safety

The purpose of this board communication is to provide the Board information regarding the newly formed High School Student Task Force on Safety.

Building on site and community feedback gained during the district's outreach around police on campus, we wanted to continue to keep the dialogue flowing, and gain feedback on how things are progressing. The Health Services, Safety and Emergency Response Department began collaborating with high school principals late last fall to identify students who would be interested in participating in the task force. Members of the Department of Prevention and Intervention's restorative practice team joined forces in December to support student engagement efforts.

The team kicked off the student task force on January 23, 2023, with a virtual introductory meeting. Staff shared the purpose and goals of the task force and provided insight on how student voice and participation would lead the group's work. Students participated in a brief survey, giving perspective on safety challenges facing their school site and suggesting potential resources and supports that might be helpful in addressing challenges.

On February 27, 2023, the student task force met, and staff shared results of the student data alongside results from a similar principal survey conducted last November. Restorative counselors facilitated a productive listening session with students, diving deeper into their responses to help support staff better understand student needs.

Starting this month, the task force will begin meeting twice a month so that the group can concentrate on developing a student led activity around safety prior to the end of the school year. Students will identify the safety element they would like to focus on, and staff will support their efforts in building an outreach plan and activity.

It is the group's goal, based on learning from the high school task force, that we will create a middle school student task force next school year.

If you have questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at 457-3498 or Corey McCloud at 457-3459.

Approved by Deputy Superintendent

Misty Her _____

Date: 03/10/2023

BC Number BFS-1

From the Office of the Superintendent

Date: March 10, 2023

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for March 02, 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 March 02, 2023 is attached and includes the following articles:

- Leveraging Federal Meal Provisions for Unduplicated Pupil Counts – February 28, 2023
- Despite Union Opposition, Many Teachers Support Dyslexia Screening for All Students – March 02, 2023
- Proposed Constitutional Amendment Would Make State Superintendent of Public Instruction an Appointed Position – February 28, 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 Deputy Superintendent

Misty Her _____

Date: 03/10/2023

DATE: March 2, 2023

TO: Robert G. Nelson
           Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Assembly and Senate Education Budget Subcommittee Hearings

This week both the Assembly and Senate Education Budget Subcommittees held their first hearings on Governor Gavin Newsom's K-12 proposals in his 2023-24 State Budget. The Assembly Budget Subcommittee on Education Finance, chaired by Assemblymember Kevin McCarty, met on Tuesday morning while the Senate Budget Subcommittee on Education, chaired by Senator John Laird (D-Santa Cruz), met on Thursday morning.

Both subcommittees heard an overview of the Governor's proposals from the Department of Finance (DOF), the Legislative Analyst's Office (LAO), and the CDE.

Members asked the LAO about the rationale in their recommendation to reject the Governor's $300 million (ongoing, Proposition 98) LCFF Equity Multiplier proposal. LAO representative Ken Kapphahn said that the LAO thinks that the Legislature can make changes within the existing accountability system that do not require a new program. He also said that rejecting the proposal, additional literacy funding, and a cultural enrichment grant would yield one-time savings of $350 million and ongoing savings of $300 million, which would ease some of the pressure on existing K-12 programs. This is particularly salient in light of the DOF's most recent state revenue estimates, which are currently $3.3 billion below the Governor's January projections.

Subcommittee members also asked about the conditions by which the state could withdraw funding from the Proposition 98 reserve that was established via Proposition 2 (2014). Mr. Kapphahn said that the Governor has not proposed a withdrawal in his 2023-24 State Budget blueprint and in fact would provide a $365 million deposit in 2023-24, which would bring the total to $8.5 billion. However, there are two conditions by which a withdrawal could be made:

1. The constitutional formula requires a withdrawal when the Proposition 98 minimum guarantee is weak relative to growth in student attendance and inflation

2. The Legislature can make discretionary withdrawals if the Governor declares a budget emergency (based on certain types of disasters or weakness in state revenues)

While the Governor did not propose a discretionary withdrawal in his January State Budget proposal, if state revenues continue to dip and projections become more grim for the state, Governor Newsom could declare budget emergency and call on the Legislature to make a withdrawal to protect Proposition 98 funding.

During the Assembly hearing, Assemblymember McCarty advocated for a push to finance a campaign to assist with Universal Transitional Kindergarten (UTK) implementation. To pay for the implementation of UTK, the Proposition 98 minimum guarantee is re-benched annually to provide more funding to incorporate the new TK students. However, since the California Community Colleges (CCC) historically receive 10.93% of the minimum guarantee, they are naturally receiving more funding with the re-benching. Assemblymember McCarty asked if it would be legal for the Legislature to take the funding that the CCC would receive from the TK re-benching and instead use it for UTK implementation. Mr. Kapphahn said that there is nothing in the state constitution or Proposition 98 itself that requires this 89%:11% split between K-12 and the CCC and thus it is within the Legislature's discretion to make this change.

The next K-12 hearing for the Senate Budget Subcommittee on Education is March 23, where they will discuss a number of TK-12 education proposals. While the next hearing for the Assembly Budget Subcommittee on Education Finance will be next Tuesday, March 7, where they will discuss proposals on the Commission on Teacher Credentialing.

Senate Democrats Release Budget Document

On Wednesday, Senate President pro Tempore Toni Atkins (D-San Diego) and Senate Budget and Fiscal Review Committee Chair Nancy Skinner (D-Berkeley) released the Senate's "Protect Our Progress" key budget values document.

The document outlines Senate Democrat's budget values and positions itself for the ongoing budget negotiations that will take place between the Assembly and the Newsom Administration. The four key values identified in the document are:

1. Protect Our Progress of recent budget achievements from significant cuts.

2. Protect Our Progress through strong oversight to ensure effective and accountable implementation of recent commitments.

3. Protect Our Progress by maintaining commitment to Responsible Budgeting and Resiliency, even in tough times.

4. Protect Our Progress while developing options for making even more progress once economy rebounds.

The document highlights the investments that the state has made over the last several years that the Senate hopes to protect from cuts. The education highlights include:

• Child care improvements: rate and multiyear slot increases

• Record level of discretionary funds for California schools

• Phasing-in UTK

- Stable funding for home-to-school transportation

- Universal school meals

The document also highlights the importance of practicing fiscal prudence in tough economic times by doing the following:

- Delay the drawdown of reserves as it is unclear how long or deep this turndown will be

- Develop solutions that improve the Rainy Day Fund, strengthens school funding, protects the non-Proposition 98 portion of the budget, and establishes a more common sense tax rebate process

- Develop additional budget resiliency tools such as making use of state's record level of cash balances (separate from budget reserves) to assist state finances and explore common sense revenue options that protect the middle class and small businesses

The document shows that the 2023-24 State Budget is about protecting the core programs and investments made in prior budget years, rather than investing in new initiatives.

Leilani Aguinaldo

Leveraging Federal Meal Provisions for Unduplicated Pupil Counts

By Matt Phillips, CPA, and Leilani Aguinaldo
School Services of California Inc.'s *Fiscal Report*
February 28, 2023

The State of California recently passed legislation that mandates the provision of universal meals—two free meals daily—for more than 5.1 million students. The legislation, Assembly Bill 130 (Committee on Budget, Statutes of 2021), also enacted Education Code Section (EC §) 49564.3, which requires local educational agencies (LEAs) with high poverty schools to operate federal universal meal services provisions such as the Community Eligibility Provision (CEP) or Provision 2/3. A school is considered high poverty if over 40% of enrolled students are eligible for free or reduced-price meals (FRPM) through direct certification, or identified as homeless, migrant, foster, or runaway. This measurement is known as the identified student percentage.

Both federal universal meal services provisions are determined on a school-by-school basis. The designation of a school site as eligible for CEP or Provision 2/3 also brings with it administrative relief. For the purpose of federal meal reimbursements, CEP school sites never have to collect federal household meal applications and Provision 2/3 school sites collect federal household meal applications once every four years—a significant departure from the annual meal application collection for all students!

Beginning in 2013-14, California implemented a new funding system—the Local Control Funding Formula (LCFF)—which apportions a significant amount of funding on the basis of students who are eligible for FRPM. The implementation of California's universal meals requirement has generated concern that families will be less likely to submit the traditional household meal application if students automatically qualify for free meals.

Prior to the implementation of universal meals, and continuing onward, the California Department of Education (CDE) has provided guidance, based on EC § 42238.01(a), which allows an LEA participating in CEP or Provision 2/3 to "establish a base year for purposes of the [LCFF] by doing either of the following: determining the pupils at the school who are eligible for free or reduced-price meals and using each pupil's eligibility status in that base year to report eligibility for up to each of the following three school years, or, carrying forward eligibility for pupils eligible for free or reduced-price meals from the school year in which the school applied to use a federal universal school meal provision and using each pupil's eligibility status from the application year to report eligibility for up to each of the following three school years."

To take full advantage of the administrative benefits allowed under law, an LEA can align their LCFF base year with the base year of the federal universal meal services provisions so that data collection in the interim years is minimized. Alternative income forms may be collected for newly enrolled pupils in the interim years so that an LEA is able to identify as an unduplicated student any students that enroll at a CEP or Provision 2/3 school in non-base years.

Although LEAs may benefit from a reduction in the collection of paper records, it is important to ensure that pupil records are updated in California Longitudinal Pupil Achievement Data System (CALPADS) during the annual collection of data for Census Day—the first Wednesday in October. The records from the base year, and records from newly enrolled students in the interim years, are the supporting documentation used to update the pupil records in CALPADS. For more information on the establishment of a base year for LCFF purposes, visit the CDE website here.

For additional information on this topic, and other federal topics such as COVID-19 federal funding and time accounting, please join us for our upcoming webinar, "Federal Compliance—How to Stay Out of Trouble."

Note: Senate Bill 691 (Portantino, D-Glendale) would, beginning with the 2024-25 school year, require a local educational agency serving pupils in any grades K-2 to annually screen each pupil in those grades for risk of dyslexia by using the screening instrument approved by the State Board of Education.

Despite Union Opposition, Many Teachers Support Dyslexia Screening for All Students

By Joe Hong
CalMatters
March 2, 2023

For years, the California Teachers Association has opposed universal dyslexia screening for students, helping to defeat legislation that would have mandated it. And yet, many classroom teachers are advocating for all students to be tested.

As another possible legislative battle looms, the statewide teachers union's opposition to mandatory screening continues to frustrate many educators. According to classroom teachers across the state, the California Teachers Association's position will perpetuate a "wait-to-fail" approach to reading instruction that forces educators to sit by while students fall further and further behind.

Dyslexia is a neurological condition that causes difficulties with reading and affects 1 in 5 people in the United States. But early screening and support can mitigate or even prevent illiteracy stemming from the learning disability.

Officials at Decoding Dyslexia CA, a grassroots advocacy group, say hundreds, if not thousands, of teachers working with students who struggle with reading support universal screening. The California Teachers Association doesn't understand the benefits of screening all students for dyslexia, said Megan Potente, one of the co-directors of Decoding Dyselxia CA.

"I think there's some misinformation," Potente said. "Some of the reasons for their opposition aren't supported by the research."

Doug Rich, a veteran teacher and reading specialist at San Francisco Unified, said he's "gone rogue" and started screening all of his students for signs of dyslexia. He said testing is relatively quick — taking less than 10 minutes — but the results are crucial.

The test results can tell him where his students are struggling, whether it be sounding out letters or recognizing words. If all students were screened in kindergarten, Rich says, fewer would end up working with him.

"We know so much about dyslexia," he said. "We know the underlying causes. We have these simple tools that are efficient and accurate."

Reading instructors, education experts and neuroscientists all agree: early screening is one of the best ways to mitigate or even prevent the illiteracy that can be caused by dyslexia. Despite having some of the best experts in the field of dyslexia research, California remains one of 10 states that doesn't require universal screening.

That's not for lack of trying. State Sen. Anthony Portantino, a Democrat from Glendale who's dyslexic, tried and failed twice in the past three years to pass legislation that would have mandated universal screening for students in kindergarten through second grade. In February, he said he is trying a third time.

Although it has not taken a position on the latest bill, the California Teachers Association opposed Portantino's last two bills. Claudia Briggs, a spokesperson for the union, said the association's leadership team believed that bills would have caused "unintended harmful consequences." The association's position is that universal screening will take valuable time away from instruction and may misidentify English learners as dyslexic by mistaking their lack of fluency in English for a learning disability. Briggs said the union would decide its position on the new bill in March.

Potente is optimistic about this year's bill. It has 33 co-authors, more than double that of last year's bill.

If the bill gets to Gov. Gavin Newsom's desk, it's not clear whether he'll sign it. Newsom, who's also dyslexic, supported dyslexia research by funding UCSF's Dyslexia Center to the tune of $28 million in recent years. In 2021, he published a children's book based on his childhood experiences. His office, however, declined to comment on whether he supports universal screening.

In response to the union's objections, a chorus of experts and classroom teachers, backed by a well-established body of research, contradict its arguments. CalMatters interviewed 10 teachers from across California who said screening students early prevents students from needing more intensive services when they're older. They also said universal screening would prevent English learners from being referred to special education because it would allow teachers to remedy early signs of reading challenges.

"Teachers are already spending an overabundance of time using other horrible assessments for reading," Rich said, referring to tests for reading comprehension or vocabulary. "And they're not getting good information."

A patchwork of screening

Some districts, like Pleasanton Unified in the Bay Area, already screen all students in kindergarten, first and second grades. In other districts, top officials encourage screening all students but haven't adopted a universal screening policy.

Jennie Johnson, a reading intervention teacher for the Lancaster School District, 50 miles north of Los Angeles, said the district is in its first year of screening all students. It's also training teachers on how to use the results from the screening to refine reading instruction.

Universal screening is even more critical now because pandemic-era learning loss resulted in so many students reading below grade level, Johnson said. Half of the fifth graders at her school are currently reading at a third grade level.

"We are not surprised by the lack of literacy because that's where our school typically is," she said. "But the number of fourth and fifth grade students reading below grade level is alarming this year."

In other districts, it's up to individual teachers to advocate for screening their students. Kristen Koeller, a reading intervention teacher in the Cupertino Union School District, said she has to be strategic about which students get screening. When she recommends a student for a dyslexia screening, she said her supervisors encourage her to use other reading assessments that have been purchased as a part of the district's reading curriculum. She said this ultimately discourages teachers from using screeners that haven't been approved by district officials.

While district-approved assessments can help determine a student's reading level, Koeller said they don't test whether a student is at risk of dyslexia.

"You can be a bit of a rebel," Koeller said. "But you can't just go around thumbing your nose at your boss. I just continue to advocate respectfully for the change I'd like to see."

Decoding Dyslexia CA includes a coalition of teachers like Koeller who are willing to buck both district policies as well as the California Teachers Association. They lobby state lawmakers and sponsored Portantino's universal screening bills.

By at least one measure, most California voters support these efforts. A 2021 survey found that 87% of the state's voters are in favor of a policy requiring universal early screening.

Without a mandate, teachers say, whether a dyslexic student learns to read will be left to chance. That approach deepens inequities, as some students have parents who can afford private assessments and tutoring. But those who lack the resources are much more likely to become illiterate adults.

"I see this as a huge social justice issue," said Lori DePole, also a co-director of Decoding Dyslexia CA. "This 'wait-to-fail' model that we're using in California is unacceptable."

The California School Psychologists Association also supports screening all students between kindergarten and second grade, saying a small investment of resources earlier in a child's education can pay off exponentially.

"If you catch them young, you can implement interventions that may prevent them from needing more intensive services later," said Melanee Cottrill, executive director of the California Association of School Psychologists.

The importance of early screening

Kristina Delgadillo, a middle school special education teacher at Visalia Unified in the San Joaquin Valley, said she regularly works with students who could have learned to read if they had been screened earlier. She said screening younger students is worth the relatively small time investment.

"I've been assessing too many kids for the first time in fourth, fifth and sixth grade when I should have already been providing them services," she said. "I see kids fall through the cracks."

Delgadillo cited one study that found that it takes an additional 30 minutes a day for a kindergarten or first grade student with dyslexia to read at grade level. But if a student waits until fourth grade to be screened, it takes two hours a day.

Echoing the concerns of school psychologists, education experts say teachers can mitigate the illiteracy caused by dyslexia if they can detect the warning signs early. Even third grade can be too late, as students go from "learning to read to reading to learn" in other subject areas. If teachers can't get students reading at grade level by then, it means they'll struggle with reading textbooks in social studies or word problems in math class.

"Students don't want to be in a classroom if they can't read," said Jordan Paxhia, a special education teacher at San Francisco Unified. While effective reading instruction on its own can't ensure a student's success, universal screening is a crucial step to making sure all students can read at grade level.

"Literacy may not be a panacea, but it certainly would give students more of a chance," Paxhia said.

Teachers say screening English learners is even more urgent. If left unaddressed, dyslexia could delay students' acquisition of English while they struggle to read their native language as well. And because they aren't diagnostic tools, a red flag on a dyslexia screener won't mean a student will be sent immediately to special education. If a dyslexia screener detects a student is struggling with reading, a teacher will spend more time with the student. From there, the teacher and the school can provide more resources and services if necessary.

"I'm not overly concerned about false positives," Paxhia said. "It doesn't mean they have dyslexia. And isn't that a better use of our time than letting something go unnoticed?"

It's harder to reverse the damage for a student who isn't screened early. High school and middle school teachers know this best.

Holly Johnson teaches ninth grade English at Santiago High School in Garden Grove. She works with students who read below grade level, but by the time they arrive in her classroom it's too late to remedy the effects of dyslexia. She doesn't know for sure how many of her students have dyslexia, but she said it's clear that they never got the help that would have been provided had they been screened earlier.

"Screening can be done in high school, but it's so difficult," she said. "Their relationship with school and their narrative has already been built."

Research shows that failing to read at grade level can have ripple effects for a student's academic success as well as their mental health. Students who can't read will struggle across all subjects in school. They're less likely to graduate from high school and tend to earn less once they enter the labor force. But in the short term, illiteracy leads to anger and hopelessness for Johnson's students.

"Rather than being embarrassed about reading, they'll pick a fight with the teacher," Johnson said. "That's more cool than everyone knowing you can't read."

A failure to screen students and help them in earlier grades means high school teachers like Johnson must not only teach them how to read but how to rebuild their identities as students.

"If we can get these kids diagnosed, their problems won't be as big," she said. "All of it can be nipped in the bud."

Note: Assembly Constitutional Amendment 9, if approved by two-thirds of the Legislature and California voters, would give the Governor the power to appoint the State Superintendent of Public Instruction, rather than have it be an elected position.

Proposed Constitutional Amendment Would Make State Superintendent of Public Instruction an Appointed Position

By Diana Lambert
EdSource
February 28, 2023

Tony Thurmond could be California's last elected superintendent of public instruction if a constitutional amendment introduced Monday is approved.

ACA-9, introduced by Assemblymember Kevin McCarty, D-Sacramento, would give the governor the power to appoint the superintendent of public instruction, although it would require confirmation by the Assembly, Senate and the Senate Committee on Rules.

"It's time to reconsider the structure of the California superintendent of public instruction and state governance of public education," McCarty said. "ACA-9 is a good-government proposal that modernizes a relic of the past and better aligns California education leadership."

McCarty called current Superintendent of Public Instruction Tony Thurmond an effective voice for the state's public schools.

"However, public schools deserve more than a voice. ACA-9 would allow the next governor to appoint a new SPI to work in tandem and coordinate public education matters more effectively at the state level," he said.

If the amendment passes both the Assembly and Senate by a two-thirds vote, and California voters approve it on a statewide ballot next year, there would be no election for the job of superintendent of public instruction in 2026.

The superintendent of public instruction is currently a nonpartisan position limited to two four-year terms, according to the California Constitution. The amendment repeals those provisions, allowing the governor to decide who will serve and for how long.

The superintendent of public instruction position, which pays about $190,000 a year, was established as part of the state constitution in 1849. It is one of eight state offices on the ballot every four years. The person in that seat heads the 2,500-employee California Department of Education but lacks the authority to set state or local education policy. Instead, the superintendent administers the regulations, laws and mandates the State Board of Education and the Legislature hand down.

The constitutional amendment would take away the voters' right to make the decision about who serves as the state superintendent of public instruction, Thurmond said. McCarty should define how the change would benefit the people of California, especially the students, he said.

Thurmond said he and Gov. Gavin Newsom have worked closely together, especially on common visions such as universal school meals and community schools.

"I think it's good for someone who is an advocate to work for schools," he said, adding that many department initiatives, like directly recruiting teachers for schools, wouldn't have happened if he had been appointed.

Thurmond has publicly acknowledged the weakness and constraints of the superintendent's position in the past. He says the Legislature should consider strengthening the position instead of making it an appointed seat.

"At the end of the day, this is something that voters should decide," he said. "… We shouldn't take steps backward. We should empower voters and get more resources to the schools, not weaken or minimize them."

Thurmond has been at the center of a few controversies during his two terms as head of the California Department of Education.

In 2021, Politico reported that department employees alleged that a toxic work environment created by Thurmond led to high staff turnover. Later that year Politico reported that Thurmond hired a friend living in Philadelphia to become the department's first superintendent of equity. Daniel Lee was earning $180,000 in that position while running a business in Philadelphia. He resigned his post shortly after the article was published.

Thurmond easily won re-election against conservative parent activist Lance Christensen last year.

The position of superintendent of public instruction is appointed in 38 states. In 18 of those states, the governor appoints the position and in 18 states it is appointed by the state Board of Education. In two states, the superintendent of public instruction is appointed by the state Board of Regents.

Megan Bacigalupi, executive director of CA Parent Power, a statewide parent advocacy group, was glad to hear the constitutional amendment was introduced.

"It makes sense for that position to be someone who has been appointed by the governor and is pushing forward the governor's education agenda, and is not someone that is butting heads and isn't in lockstep with the governor," she said.

The job has sometimes been filled by people who used it as a political steppingstone instead of by people with a proven track record in education or education advocacy, she said.

A 2022 poll by PACE found that voters don't know much about the position of superintendent of public instruction or how to evaluate those who hold it, said Heather Hough, executive director of the PACE research center. The poll found that 44% of voters didn't know how well Tony Thurmond was performing as superintendent of public instruction, while 33% approved of his performance.

The job of the superintendent of public instruction is primarily to run California's Department of Education, which has historically been underfunded and is weak compared with other states when it comes to supporting

curriculum, professional development and preparation for teachers, and educational quality across the state, Hough said.

There have been numerous attempts since the early 1900s to make the job of California superintendent of public instruction an appointed one, Hough said. Removing voting rights is generally unpopular with voters.

The power of the superintendent was trimmed in the early 1990s when then-Gov. Pete Wilson, a Republican, took then-State Superintendent of Public Instruction Bill Honig, a Democrat, to court. The State Board of Education, which is appointed by the governor, has more policymaking powers than the superintendent, who sits on the board as a nonvoting member.

Relations were particularly chilly between the administration of Republican Gov. Arnold Schwarzenegger and State Superintendent Jack O'Connell, a former Democratic state senator, but ties have been closer between the last two state superintendents and governors, Tom Torlakson and Jerry Brown, and Thurmond and Gavin Newsom, respectively.

EdSource editor-at-large John Fensterwald contributed to this report.

BC Number ID-1

From the Office of the Superintendent   Date: March 10, 2023
To the Members of the Board of Education
Prepared by: Jeremy Ward, Assistant Superintendents,   Phone Number: 248-7465
Tressa Overstreet, Exec. Director & Nancy Witrado, Director
Cabinet Approval: *N Bʌtʌ*

Regarding: Dual Enrollment Expansion School Year 2022/23

The purpose of this board communication is to provide the Board 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 (CCR) 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.

Coursework for the 2023/24 school year is currently in process of being finalized as sites are receiving their projected full-time enrollment and preparing to construct master schedules. Dual enrollment course offerings for the 2023/24 school year will be finalized by June 30, 2023, as schools submit their master schedules. The CCR Department will communicate to the board the finalized dual enrollment course offerings once they are complete. Included in this Board Communication is an attachment that lists current and projected dual enrollment offerings by school site for the 2022/23 and 2023/24 school years.

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 Deputy Superintendent

Misty Her _____   Date: 03/10/2023

BULLARD 22-23			BULLARD 23-24		
COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 4 TOTAL # OF STUDENTS: 120	**COMMUNICATIONS 8**: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 4 TOTAL # OF STUDENTS: 120
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 4 TOTAL # OF STUDENTS: 120	**ENGLISH 1A**: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 4 TOTAL # OF STUDENTS: 120
CRIMINOLOGY 1: INTRODUCTION TO CRIMINOLOGY	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 35	**CRIMINOLOGY 1**: INTRODUCTION TO CRIMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 35
CRIMINOLOGY 5: COMMUNITY RELATIONS	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 105	**CRIMINOLOGY 5**: COMMUNITY RELATIONS	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 105
			HISTORY 12: US HISTORY SINCE 1877 *PROJECTED PILOT*	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 4 TOTAL # OF STUDENTS: 144
			ETHNIC STUDIES 10: INTRODUCTION TO ETHNIC STUDIES *PROJECTED PILOT*	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 4 TOTAL # OF STUDENTS: 144
CAMBRIDGE 22-23			CAMBRIDGE 23-24		
COMMUNICATIONS 2: INTERPERSONAL COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**COMMUNICATIONS 2**: INTERPERSONAL COMMUNICATIONS *PROJECTED*	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
COUNSELING 48: CAREER PLANNING & DEVELOPMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**COUNSELING 48**: CAREER PLANNING & DEVELOPMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
COUNSELING 53: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**COUNSELING 53**: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
DEWOLF 22-23			DEWOLF 23-24		
COUNSELING 48: CAREER PLANNING & DEVELOPMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**COUNSELING 48**: CAREER PLANNING & DEVELOPMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
COUNSELING 53: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**COUNSELING 53**: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
DUNCAN 22-23			DUNCAN 23-24		
COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60	**COMMUNICATIONS 8**: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60	**ENGLISH 1A**: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60

AUTOMOTIVE TECHNOLOGY 9: AUTOMOTIVE ESSENTIALS	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25	**AUTOMOTIVE TECHNOLOGY 9**: AUTOMOTIVE ESSENTIALS	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25
AUTOMOTIVE TECHNOLOGY 10: INTRODUCTION TO DIESEL TECHNOLOGY	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25	**AUTOMOTIVE TECHNOLOGY 10**: INTRODUCTION TO DIESEL TECHNOLOGY	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25
COMPUTER AIDED MANUFACTURING 5: CNC OPERATION & MAINTENANCE FOR MACHINIST	CAP SIZE: 15 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 15	**COMPUTER AIDED MANUFACTURING 5**: CNC OPERATION & MAINTENANCE FOR MACHINIST	CAP SIZE: 15 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 15
CONSTRUCTION 50A: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 35	**CONSTRUCTION 50A**: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 35
CONSTRUCTION 50B: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 35	**CONSTRUCTION 50B**: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 35
			COUNSELING 53: COLLEGE & LIFE MANAGEMENT *PROJECTED*	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 72
			ETHNIC STUDIES 10: INTRODUCTION TO ETHNIC STUDIES *PROJECTED PILOT*	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 72
			MATHEMATICS 11: ELEMENTARY STATICSTICS *PROJECTED PILOT*	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36

EDISON 22-23			EDISON 23-24		
COMMUNICATIONS 1: PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60	**COMMUNICATIONS 1**: PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**COMMUNICATIONS 8**: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90	**ENGLISH 1A**: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90
ELECTICAL SYSTEMS TECHNOLOGY 51: DIRECT CURRENT FUNDAMENTALS OF ELECTRONICS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**ELECTICAL SYSTEMS TECHNOLOGY 51**: DIRECT CURRENT FUNDAMENTALS OF ELECTRONICS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
ELECTICAL SYSTEMS TECHNOLOGY 53: LAB SAFETY PRACTICES	CAP SIZE: 24 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 24	**ELECTICAL SYSTEMS TECHNOLOGY 53**: LAB SAFETY PRACTICES	CAP SIZE: 24 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 24
HEALTH INFORMATION TECHNOLOGY 10: MEDICAL TERMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**HEALTH INFORMATION TECHNOLOGY 10**: MEDICAL TERMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
PHYSICAL EDUCATION 20: CARE AND PREVENTION IN ATHLETIC POPULATIONS	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**PHYSICAL EDUCATION 20**: CARE AND PREVENTION IN ATHLETIC POPULATIONS	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36

			ENGLISH 1B: INTRODUCTION TO THE STUDY OF LITERATURE *PROJECTED PILOT*	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90
			COUNSELING 53: COLLEGE & LIFE MANAGEMENT *PROJECTED*	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 30
			ETHNIC STUDIES 10: INTRODUCTION TO ETHNIC STUDIES *PROJECTED PILOT*	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
			HISTORY 12: US HISTORY SINCE 1877 *PROJECTED PILOT*	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
			MATHEMATICS *TO BE FINALIZED* *PROJECTED PILOT*	*TO BE FINALIZED* *PROJECTED PILOT*	*TO BE FINALIZED* *PROJECTED PILOT*
E-LEARN 22-23			**E-LEARN 23-24**		
COMMUNICATIONS 1: PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	COMMUNICATIONS 1: PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
COUNSELING 53: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	COUNSELING 53: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
			ETHNIC STUDIES 10: INTRODUCTION TO ETHNIC STUDIES *PROJECTED PILOT*	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
FRESNO 22-23			**FRESNO 23-24**		
COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
CHICANO LATINO STUDIES 11: INTRODUCTION TO CHICANO-LATINO STUDIES	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	CHICANO LATINO STUDIES 11: INTRODUCTION TO CHICANO-LATINO STUDIES	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
CONSTRUCTION 50A: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	*TO BE FINALIZED FOLLOWING STUDENT INTEREST SURVEYS*	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
			TO BE FINALIZED FOLLOWING STUDENT INTEREST SURVEYS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30

CONSTRUCTION 50A: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36

HOOVER 22-23			HOOVER 23-24		
AMERICAN SIGN LANGUAGE 1: BEGINNING AMERICAN SIGN LANGUAGE	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25	**AMERICAN SIGN LANGUAGE 1**: BEGINNING AMERICAN SIGN LANGUAGE	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25
AMERICAN SIGN LANGUAGE 2: HIGH BEGINNING AMERICAN SIGN LANGUAGE	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25	**AMERICAN SIGN LANGUAGE 2**: HIGH BEGINNING AMERICAN SIGN LANGUAGE	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25
AMERICAN SIGN LANGUAGE 3: INTERMEDIATE AMERICAN SIGN LANGUAGE	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25	**AMERICAN SIGN LANGUAGE 3**: INTERMEDIATE AMERICAN SIGN LANGUAGE	CAP SIZE: 25 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 25
COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60	**COMMUNICATIONS 8**: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60	**ENGLISH 1A**: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90
MATHEMATICS 3A: COLLEGE ALGEBRA	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**MATHEMATICS 3A**: COLLEGE ALGEBRA	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
CRIMINOLOGY 1: INTRODUCTION TO CRIMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**CRIMINOLOGY 1**: INTRODUCTION TO CRIMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
			COUNSELING 53: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
			ETHNIC STUDIES 10: INTRODUCTION TO ETHNIC STUDIES *PROJECTED PILOT*	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60
			ENGLISH 1B: INTRODUCTION TO THE STUDY OF LITERATURE *PROJECTED PILOT*	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90
			CONSTRUCTION 50A: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
			CONSTRUCTION 50B: BASIC RESIDENTIAL CONSTRUCTION	CAP SIZE: 35 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 35
			FIRE TECHNOLOGY 1: FIRE PROTECTION ORGANIZATION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 72

			FIRE TECHNOLOGY 4: BUILDING CONSTRUCTION FOR FIRE PROTECTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 72
			PHOTOGRAPHY 5: INTRODUCTION TO PHOTOGRAPHY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
			GRAPHIC COMMUNICATIONS 27: DIGITAL VIDEO PRODUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 72
JE YOUNG 22-23			**JE YOUNG 23-24**		
COUNSELING 48: CAREER PLANNING & DEVELOPMENT	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**COUNSELING 48:** CAREER PLANNING & DEVELOPMENT	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
COUNSELING 53: COLLEGE & LIFE MANAGEMENT	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**COUNSELING 53:** COLLEGE & LIFE MANAGEMENT	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
BUSINESS & TECHNOLOGY 28: MICROSOFT 1	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**BUSINESS & TECHNOLOGY 28:** MICROSOFT 1	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
BUSINESS & TECHNOLOGY 29: MICROSOFT 2	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**BUSINESS & TECHNOLOGY 29:** MICROSOFT 2	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
COMPUTER INFORMATION TECHNOLOGY 202: INTRODUCTION TO ONLINE LEARNING			**COMPUTER INFORMATION TECHNOLOGY 202:** INTRODUCTION TO ONLINE LEARNING		
MCLANE 22-23			**MCLANE 23-24**		
COMMUNICATIONS 1: PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**COMMUNICATIONS 1:** PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**COMMUNICATIONS 8:** GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90	**ENGLISH 1A:** READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90
BUSINESS & TECHNOLOGY 24: BEGINNING EXCEL	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**BUSINESS & TECHNOLOGY 24:** BEGINNING EXCEL	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
CHILD DEVELOPMENT 30: CHILD, FAMILY, AND COMMUNITY	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**CHILD DEVELOPMENT 30:** CHILD, FAMILY, AND COMMUNITY	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
GRAPHIC COMMUNICATIONS 27: DIGITAL VIDEO PRODUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**GRAPHIC COMMUNICATIONS 27:** DIGITAL VIDEO PRODUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
HEALTH INFORMATION TECHNOLOGY 10: MEDICAL TERMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**HEALTH INFORMATION TECHNOLOGY 10:** MEDICAL TERMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36

MEDICAL ASSISTING 1: LEGAL AND ETHICAL CONCEPTS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**MEDICAL ASSISTING 1**: LEGAL AND ETHICAL CONCEPTS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60

PATINO 22-23			PATINO 23-24		
DECISION SCIENCE 21: FINITE MATHEMATICS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**DECISION SCIENCE 21**: FINITE MATHEMATICS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30

ROOSEVELT 22-23			ROOSEVELT 23-24		
COMMUNICATIONS 8: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60	**COMMUNICATIONS 8**: GROUP COMMUNICATIONS	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60	**ENGLISH 1A**: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 60
CHILD DEVELOPMENT 1: PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**CHILD DEVELOPMENT 1**: PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30
HEALTH INFORMATION TECHNOLOGY 10: MEDICAL TERMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**HEALTH INFORMATION TECHNOLOGY 10**: MEDICAL TERMINOLOGY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
PHYSICAL EDUCATION 20: CARE AND PREVENTION IN ATHLETIC POPULATIONS	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**PHYSICAL EDUCATION 20**: CARE AND PREVENTION IN ATHLETIC POPULATIONS	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
			VISUAL PERFORMING ARTS *TO BE FINALIZED - POSSIBLE OFFERING PROJECTED PILOT*	*PROJECTED PILOT* CAP SIZE: 36 PER SECTION	*PROJECTED PILOT* TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
			MATHEMATICS *TO BE FINALIZED PROJECTED PILOT*	*PROJECTED PILOT* CAP SIZE: 36 PER SECTION	*PROJECTED PILOT* TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36

SUNNYSIDE 22-23			SUNNYSIDE 23-24		
COMMUNICATIONS 1: PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90	**COMMUNICATIONS 1**: PUBLIC SPEAKING	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90
ENGLISH 1A: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90	**ENGLISH 1A**: READING AND COMPOSITION	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 3 TOTAL # OF STUDENTS: 90
DEVELOPMENTAL SERVICES 264: TRANSITION TO COLLEGE FOR STUDENTS WITH DISABILITIES	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30	**DEVELOPMENTAL SERVICES 264**: TRANSITION TO COLLEGE FOR STUDENTS WITH DISABILITIES	CAP SIZE: 30 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 30

GRAPHIC COMMUNICATIONS 27: DIGITAL VIDEO PRODUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36	**GRAPHIC COMMUNICATIONS 27**: DIGITAL VIDEO PRODUCTION	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
PHOTOGRAPHY 5: INTRODUCTION TO PHOTOGRAPHY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 5 TOTAL # OF STUDENTS: 180	**PHOTOGRAPHY 5**: INTRODUCTION TO PHOTOGRAPHY	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 5 TOTAL # OF STUDENTS: 180

PHYSICAL EDUCATION 20: CARE AND PREVENTION IN ATHLETIC POPULATIONS	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 72	**PHYSICAL EDUCATION 20**: CARE AND PREVENTION IN ATHLETIC POPULATIONS	CAP SIZE: 36 PER SECTION	TOTAL # OF SECTIONS: 2 TOTAL # OF STUDENTS: 72
			MATHEMATICS *TO BE FINALIZED* *PROJECTED PILOT*	*PROJECTED PILOT* CAP SIZE: 36 PER SECTION	*PROJECTED PILOT* TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36
			VISUAL PERFORMING ARTS *TO BE FINALIZED - POSSIBLE SUMMER OFFERING* *PROJECTED PILOT*	*PROJECTED PILOT* CAP SIZE: 36 PER SECTION	*PROJECTED PILOT* TOTAL # OF SECTIONS: 1 TOTAL # OF STUDENTS: 36