



**SPECIAL JOINT MEETING  
CITY OF FRESNO  
FRESNO UNIFIED SCHOOL DISTRICT**

WORKSHOP AGENDA  
WEDNESDAY, JULY 30, 2008, 9:00 A.M. TO 11:00 A.M.

YOKOMI ELEMENTARY SCHOOL – ALL PURPOSE ROOM  
2323 E. MCKENZIE, FRESNO, CA 93701

**CALL TO ORDER**

**PLEDGE OF ALLEGIANCE**

**OPENING REMARKS**

MAYOR ALAN AUTRY  
BOARD PRESIDENT TONY VANG, Ed.D.  
SUPERINTENDENT MICHAEL E. HANSON  
COUNCIL PRESIDENT BLONG XIONG

**TOPICS**

Each presentation will be followed with a discussion by the Board, Council and staff on any issues contained in or related to the topic.

• **FACILITIES/JOINT USE AGREEMENTS**

Fresno Unified is creating a long range facilities master plan that will provide important information on what school facilities should look and feel like now and in the future to provide a great school experience and excellent education for all students. Information will be provided on the status of the plan's development as well as the status of joint use agreements between the City of Fresno and Fresno Unified. These agreements create an opportunity for the District and City to partner in providing access to facilities for the families that both agencies serve.



- **AFTER SCHOOL PROGRAMS AND OUT-OF-SCHOOL TIME ACTIVITIES**

Out-of-school time programs offer excellent opportunities for youth to develop social, emotional and behavior skills in supervised, safe and engaging environments. Access to high quality programs and exposure to a wide variety of recreation, enrichment and academic support activities during out-of-school time are essential to the healthy development of children and youth. Topics to be covered include an update on the after school programs offered at FUSD schools and other innovative out-of-school time programs offered by the PARCS Department.

- **SAFETY INITIATIVES**

Creating a safe learning and working environment at school sites is crucial to student learning. Topics to be covered include: steps taken to enhance safety at school sites by Fresno Unified following the convening of a Safety Commission of community leaders, the positioning of key city resources on school sites to create safe campuses such as school resource and life skills officers, and the partnering on key initiatives such as the gang prevention initiative to leverage the two agencies' strengths in creating innovative solutions to longstanding challenges in support of students.

- **ADDITIONAL FEEDBACK**

Opportunity for the Board and Council to provide additional feedback on these topics.

**PUBLIC COMMENTS**

Members of the public may address the Council/Governing Board regarding the items listed on the agenda. Each person is limited to a three (3) minute presentation.

**ADJOURNMENT**

**CONTACTS:** City of Fresno, Amy Arambula, Education Liaison, 621-7906  
FUSD, Liz Quijano, Executive Secretary, 457-3938





## MAYOR'S OFFICE OF EDUCATION

# WE STAND AT THE CROSSROADS

## JULY 30, 2008 SPECIAL JOINT MEETING - BACKGROUND PAPER

The City stands at the crossroads, with far too many children growing up in neighborhoods where violence is still evident daily, abuse in many forms is too often experienced, and where poverty, substance abuse and gangs define everyday life. Now is the time to act to tackle the problems those conditions create.

With the leadership of Mayor Autry, Superintendent Hanson, and City Council and School Board members, we are coming together to establish bold, yet attainable goals for engaging the vulnerable youth of this City and providing them with healthy alternatives to gangs and drugs, thereby increasing the chances of their becoming educated and productive citizens.

The City and District are pleased to have this unique opportunity to work together to foster opportunities that help youth develop the capacity to bounce back from adversity and successfully adapt to the pressures and problems they encounter in their every day lives. Every child has a capacity for resilience, and families, schools, and communities have a role in fostering that resilience.

All of us share a collective responsibility, to ensure that children throughout our City grow up to be productive citizens, so that we as a community can grow and prosper. Because it is impossible to separate the health of a city from the health of its public school system, it is in everyone's self interest to make sure all children graduate from high school and are prepared for higher education or the world of work. The fiscal and social benefits of a better-trained workforce, higher tax revenues, lower crime rates, and reduced government spending on health and welfare costs, will benefit everyone.

This background report, in anticipation of our joint City-District meeting, demonstrates that the challenges we face require everyone to be actively involved in finding solutions, because the problem is much larger than either the District or the City can handle alone. The report also makes an initial effort to describe several types of activities the City and District are working on together, that are mutually beneficial.

### OUR YOUTH FACE TREMENDOUS CHALLENGES

We all know that many youth growing up in Fresno face tremendous challenges. Fresno, for example, has the highest concentration of poverty of any city in the United States (2005 Brookings Institute report, *Katrina's Window: Confronting Concentrated Poverty Across America*), and this poverty affects both our residents and the community at large. Concentrated

poverty results in fewer local job opportunities, higher levels of crime, higher levels of mental and physical illness, low-quality neighborhood schools, and heavy burdens on local governments.

As the Brookings Report stated, "Extremely poor neighborhoods serve to limit the life chances and quality of life for poor families that live in their midst, above and beyond the barriers imposed by their own personal circumstances." (*Katrina's Window*) The 20<sup>th</sup> Congressional District, which includes the southern portions of Fresno, placed dead last in a recent national scorecard, based on its poverty, poor health & low graduation rates, faring worse than even Appalachia.

Many Fresno Unified students experience extreme poverty on a daily basis, arriving at school from neighborhoods where violence, alcohol and drug abuse, and gang and other criminal activity are all too common. After school they must return to these same neighborhoods, some to homes that lack effective parental supervision or appropriate discipline. Why are we surprised when these students make bad decisions, have poor choices in friends, or have low goals for themselves.

After all, when families are simply trying to survive, a child's perspective on life's possibilities is very limited and the ambition to seek out a better life is often simply not there. Years of low expectations lead to little or no effort on the part of many youth, a vicious circle resulting in poor academic performance and a continuing downward spiral for our neighborhoods and community.

### **FAMILIES, SCHOOLS AND COMMUNITIES SHAPE STUDENT ATTITUDES AND BEHAVIORS**

A recent report on dropout prevention (California Dropout Research Project ["CDRP"], Policy Committee Report, Feb. 2008) notes that student attitudes and behaviors are shaped by three contexts in which they live – families, schools, and communities. There is little doubt that family background strongly affects student achievement. After all, students from low-income households, students with less educated parents, and students living in single parent households, are all less likely to graduate from high school. It is equally clear that the schools that students attend also make a big difference, with students less likely to graduate when they attend schools where they don't feel safe or where they feel lost because of the large, impersonal size of the school.

What is equally important, although less commonly understood, is that the neighborhoods our students live in can also profoundly affect their success in school. Children who live in extremely poor urban neighborhoods generally attend neighborhood schools where nearly all the other students are poor, which places them at greater risk for failure, as measured by test results, falling behind, and eventually dropping out. Their lower academic performance is not just because of their family background or the school they attend, but also because of the impact that high-poverty neighborhoods have on the students and schools themselves. Schools in these areas are oftentimes unable to attract the most experienced teachers. They have high rates of student mobility, and must find ways to cope with the disorder and lack of stability in their students' lives, which carries over and impacts the classroom. (See *Katrina's Window*)

We must find ways to improve the lives of these students and to ensure they are successful in school. We all know intuitively what happens to people who drop out of school. Not graduating

## **WE STAND AT THE CROSSROADS - JULY 30, 2008 SPECIAL JOINT MEETING**

from high school has dire consequences not only for the individual student but also for the City itself. For the individual, dropping out is very costly. Dropouts earn lower wages, are less likely to hold down regular jobs, and more likely to be in poor health, involved in criminal activity and rely on welfare and other social services. An "average" high school graduate earns about \$290,000 more over a lifetime than a high school dropout and pays about \$100,000 more in federal, state and local taxes, while an "average" college graduate earns about \$1,000,000 more. (CDRP, Policy Brief #1)

The economic costs to society, however, are also significant, as dropouts consume costly public assistance, while contributing less, if at all, to state and federal tax coffers. (CDRP, Policy Brief #1) The U.S. Department of Justice estimates that 30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of prisoners on death row are high school dropouts. (DOJ, 2002 Bureau of Justice Statistics) In addition, the lack of a well-trained workforce limits our ability to expand existing businesses and attract new ones to our community. In order to reduce our unemployment and create good-paying jobs, as well as keep pace with an increasingly demanding and globally competitive economy, our City and community must be concerned with how well our students are prepared for college and career.

### **SUCCESSFUL SOLUTIONS**

With each passing day, it is becoming more evident that schools cannot do the job alone. Cities also have a critical role to play. While schools have responsibility for the time that children should be in school, we cannot overlook the profound impact the City and its neighborhoods have on a child during the majority of hours they spend outside of school.

We should expect our schools to make the best possible use of their personnel and resources to create the conditions in which all students can learn and positive education outcomes are achievable. And they are working hard to do so. But schools cannot solve the complex problems of dropouts, truancy, and poor academic outcomes in isolation. To increase the chances for success, for individual students and for our entire community, we must come together to address the conditions children live in. Successful solutions must look beyond the schools, to a comprehensive and integrated approach that weaves together the resources of school and the general community, including the City, to help provide the social and academic supports that youth in distressed families need to thrive.

If distinct branches of government have joint jurisdiction over populations of disadvantaged youth, like the District and the City, we should build on our successes, while at the same time looking for other opportunities to cooperate and share resources, in order to improve their outcomes. Other entities should also come to the table, both public agencies like the County, private businesses and community associations.

### **EARLY WARNING SYSTEMS**

#### **– A UNIQUE OPPORTUNITY FOR PARTNERING ENTITIES**

To maximize our efforts, we must not only share resources, we must also share information. For example, Fresno Unified has research-based systems in place to identify which of its students are at high risk and who could best benefit from City-sponsored activities. That provides the City, with the District's help, the opportunity to direct its services and resources to where they would have the greatest impact, on those kids, families, and neighborhoods that need it the most. We should build on the cooperative model developed by the Mayor's Gang Prevention

Initiative (MGPI). Police officers share their expertise on gang culture with District staff. Thereafter, staff refers students who show signs of gang involvement and may benefit from the services MGPI has to offer.

Fresno Unified is, in fact, able to identify those youngsters who are struggling to thrive against the odds. That provides a unique opportunity for the City to tailor its recreation and enrichment activities as well as the City's existing prevention and early intervention efforts to address the unique needs of these vulnerable children. Energetic staff developing innovative programs is something we have come to expect from our City departments and a re-invigorated Fresno Unified and we will rise to this challenge, as well. Working together, we can fashion timely interventions to ensure that children feel welcome, connected, and supported. The key is putting effective strategies into practice that help youth overcome their sense of disconnectedness.

Students who are at high risk, because of bad attendance, behavior problems, low grades, or falling behind, should receive priority for services from all the agencies with overlapping responsibilities. Because even the best instruction at school is of limited benefit if students do not attend school on a regular basis, behave and make an effort to succeed.

Homeless children and youth in foster care are examples of particularly vulnerable populations where Fresnoans can take pride in the improved inter-agency cooperation that is addressing the unique needs of these high risk youth.

Many students who are failing due to untreated social-emotional needs or poor academic preparation have been crying out for help over a period of time, through poor attendance, acting out, and course failure. Some of these students limp along for years, falling further and further behind, only dropping out after they fall so far behind that success seems impossible or they're simply worn down by repeated failure. Rather than ignoring these children until it's too late, Fresno Unified is working hard to transform campus culture and make every child visible.

## **WHEN WE FOCUS ON SOLUTIONS, ANYTHING IS POSSIBLE**

When teachers and staff have an early warning system in place to identify struggling students early on, everyone else is freed up to focus on solutions. Because dropping out can be a slow process of disengagement, collectively we can focus on those early signals that reveal a student needs more support and intervention to stay on track and act swiftly.

For example, strong, personal relationships with caring and supportive adults have proven to be effective. An adult advocate who listens, without judging, and can help a student find the support he or she needs. The particular position that adult holds within a school, City or the broader community is of far less consequence than the relationship he or she builds with a child. Someone who sees youngsters for who they are capable of being and the choices they can make in the future; who helps youth understand that while they may not have had control of what has happened in their lives, they do have control over how they respond.

Fresno Unified is recruiting mentors from all walks of life, from lunch buddies to e-buddies and momentum is building through a new Mentoring Coalition. By combining our efforts, we can try to make sure someone is there to make sure a child does not fall between the cracks, and student attendance, behavior and academic progress are gently monitored.

## **WE STAND AT THE CROSSROADS - JULY 30, 2008 SPECIAL JOINT MEETING**

Students need plenty of opportunities for meaningful participation and a chance to belong, not only in school but out in the community as well. Some things are already being done. For example, our City PARCS program, Take Back Your Park/ School, allows youth to take ownership of and assume responsibility for their parks and schools. There are service learning opportunities that help give value and meaning to the lives of Fresno students, with a real payoff in social and emotional growth. The City is also motivating youngsters through a variety of programs that build self-confidence and teamwork, like athletic teams, boxing and mixed martial arts, computer labs, hands on science activities, and PAL's Images program, to name just a few.

All youth, but especially high risk youth, benefit from structured recreation and enrichment activities. They also benefit from exposure to positive role models, who instill respect for the rules, in a way that builds trust and encourages open communication. In the process, youth begin to acquire the necessary personal habits and social skills to succeed in life. In fact, it is no surprise that one measure of student engagement, participation in sports, has a larger impact on whether students graduate than even improved test scores. (CDRP, Policy Brief #5).

It is encouraging that both the District and the City have demonstrated a willingness to work together, but so much more is possible. This is the perfect time to build on our past efforts as part of an overall plan to improve student outcomes, and in the process, to improve the community we are all part of. We must plan together and invest together, to get the most out of our limited human and financial resources.

Given the critical role that student motivation and engagement play in shaping a child's future, we must work together to offer these coordinated services to those that need the most help. By helping schools be successful, we help our City to be successful.

### **OTHER PROMISING APPROACHES**

The City and District may benefit from looking at what other communities are doing. Some are focusing on ways to improve parental involvement, so that parents can help guide their kids through the many challenges of adolescence. Students need encouragement, support and, sometimes, externally imposed discipline to keep them on track. Not surprisingly, students are more likely to succeed when they get the same message from school and home. Sonoma County, for example, has a parent training program entitled the "Parent Project", that helps parents effectively confront and control their strong-willed or out-of-control adolescents, and behavior problems such as poor school attendance and performance, alcohol and drug use, gangs, runaways and violent teens.

In some situations, neighborhood-based family resource centers may be the most appropriate and effective way to help families access needed services, whether it is substance abuse treatment and mental health counseling or emergency food and clothing.

Anaheim uses a Jr. Cadet Program to help troubled 4<sup>th</sup> through 8<sup>th</sup> graders with behavioral or emotional problems to acquire the life skills critical to becoming productive adults. With an emphasis on respect, responsibility and self-discipline, activities include physical fitness, military drill, drug and gang awareness, leadership and team building workshops, homework help, and reading enrichment.

Other communities are emphasizing partnerships with community-based organizations, whether it's social services or remedial and tutorial help. Staff regularly communicates about the young people they share, and coordinate their efforts to leverage their joint financial and human resources, to provide improved services and reduce duplication and gaps in services. In this manner, schools concentrate on providing instruction while community based organizations provide needed social services through caring adult staff that establishes and builds upon strong relationships.

Sacramento has established three Attendance Centers at several high schools, as a partnership between the school district, county and city government. School attendance staff researches the attendance records of students picked up during periodic truancy sweeps to determine the extent of the problem. Social workers on site work with identified students to figure out the reasons for excessive absences, which are then addressed through appropriate counseling or referrals to community-based organizations.

## **CONCLUSION**

In conclusion, the purpose of this Special Joint Meeting between the City Council and the Fresno School Board is to comment on several ongoing efforts to cooperate and describe the benefits to everyone of increased cooperation, planning, and sharing of resources. As this background paper describes, there are several good efforts going on right now. While there is much still left to do, we can already see the fruits of our initial efforts. Our agenda provides us a closer look at three key areas where activity is already underway –facilities, after school and out-of-school time programs, and safety initiatives.

The Report also seeks to develop support for significant and sustained discussions about other promising approaches where we can work together to solve mutual problems by pooling resources together, sharing information, and coordinating our efforts. Hopefully the Report also raises the question of "where do we go from here?" The Report envisions increased City-District cooperation, more effective responses to the conditions our children live in, greater student achievement, and a stronger more vibrant community.



## MAYOR'S OFFICE OF EDUCATION

### WE STAND AT THE CROSSROADS – EXECUTIVE SUMMARY JULY 30, 2008 SPECIAL JOINT MEETING

The City stands at the crossroads. With the leadership of Mayor Autry, Superintendent Hanson, and City Council and School Board members, we are coming together to establish bold, yet attainable goals for engaging the vulnerable youth of this City and providing them with healthy alternatives to the poverty, substance abuse and gangs that define everyday life in the neighborhoods where they are growing up.

It is in everyone's self interest to make sure all children graduate from high school and are prepared for higher education or the world of work, as the fiscal and social benefits of a better-trained workforce, higher tax revenues, lower crime rates, and reduced government spending on health and welfare costs, will benefit everyone. The challenges we face require everyone to be actively involved in finding solutions, because the problem is much larger than either the District or the City can handle alone.

#### OUR YOUTH FACE TREMENDOUS CHALLENGES

Fresno has the highest concentration of poverty of any city in the United States (2005 Brookings Institute report), which limits the quality of life for poor families living in our midst, above and beyond the barriers imposed by their own personal circumstances. Many Fresno Unified students experience extreme poverty on a daily basis, arriving at school from neighborhoods where violence, alcohol and drug abuse, and gang and other criminal activity are all too common. After school they must return to these same neighborhoods, some to homes that lack effective parental supervision or appropriate discipline. When families are simply trying to survive, a child's perspective on life's possibilities is very limited and the ambition to seek out a better life is often simply not there. Years of low expectations lead to little or no effort on the part of many youth, a vicious circle resulting in poor academic performance and a continuing downward spiral for our neighborhoods and community.

#### FAMILIES, SCHOOLS AND COMMUNITIES SHAPE STUDENT ATTITUDES AND BEHAVIORS

Student attitudes and behaviors are shaped by three contexts in which they live – families, schools, and communities. There is little doubt that family background strongly affects student achievement as does attending large, impersonal schools where students don't feel safe. What is less commonly understood is that the neighborhoods students live in can also profoundly affect their success in school. Their lower academic performance is also impacted by the high-poverty neighborhoods themselves. Schools in these areas are often unable to attract the most experienced teachers; they have high rates of student mobility, and must find ways to cope with the disorder and lack of stability in their students' lives, which carries over into the classroom. (See *Katrina's Window*)

We must find ways to improve the lives of these students and to ensure they are successful in school. Not graduating from high school has dire consequences, not only for the individual student but also for the City itself. Dropouts earn lower wages, are less likely to hold down regular jobs, and more likely to be in poor health, involved in criminal activity and rely on welfare and other social services. (CDRP, Policy Brief #1) The economic costs to society, however, are also significant, as dropouts consume costly public assistance, while contributing little to state and federal tax coffers. In addition, the lack of a well-trained workforce limits our ability to expand existing businesses and create good-paying jobs. If we are to keep pace with an increasingly demanding and globally competitive economy, our City and community must be concerned with how well our students are prepared for college and career.

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## **SUCCESSFUL SOLUTIONS**

It is becoming more evident that schools cannot do the job alone. They cannot solve the complex problems of dropouts, truancy, and poor academic outcomes in isolation. Cities also have a critical role to play. While schools have responsibility for making productive use of the time that children should be in school, we cannot overlook the profound impact the City and its neighborhoods have on a child during the majority of hours they spend outside of school.

Successful solutions must look beyond the schools, to a comprehensive and integrated approach that weaves together the resources of school and the general community, including the City, to help provide the social and academic supports that youth in distressed families need to thrive. If distinct branches of government have joint jurisdiction over populations of disadvantaged youth, like the District and the City, we should build on our successes, while at the same time looking for other opportunities to cooperate and share resources, in order to improve their outcomes.

### **EARLY WARNING SYSTEMS – A UNIQUE OPPORTUNITY FOR PARTNERING ENTITIES**

To maximize our efforts, we must not only share resources, we must also share information. Fresno Unified has research-based systems in place to identify those youngsters who are struggling to thrive against the odds. That provides a unique opportunity for the City to tailor its recreation and enrichment activities as well as the City's existing prevention and early intervention efforts to address the unique needs of these vulnerable children. We should build on the cooperative model developed by the Mayor's Gang Prevention Initiative. Police officers share their expertise on gang culture with District staff, who then refer students who show signs of gang involvement and may benefit from MPGI services.

Students who are at high risk, because of bad attendance, behavior problems, or low grades should receive priority for services from all the agencies with overlapping responsibilities. When teachers and staff have early warning systems in place to identify struggling students early on, everyone else is freed up to focus on solutions. With energetic staff coming together to develop innovative programs, we can fashion timely interventions to ensure that children feel welcome, connected, and supported. Homeless children, youth in foster care and youth showing signs of gang involvement are examples of particularly vulnerable populations where Fresnoans can take pride in the improved inter-agency cooperation that is addressing the unique needs of these high risk youth.

### **WHEN WE FOCUS ON SOLUTIONS, ANYTHING IS POSSIBLE**

All youth, but especially high risk youth, benefit from structured recreation and enrichment activities. They also benefit from exposure to positive role models, who instill respect for the rules, in a way that builds trust and encourages open communication. In the process, youth begin to acquire the necessary personal habits and social skills to succeed in life.

It is encouraging that both the District and the City have demonstrated a willingness to work together, but so much more is possible. This is the perfect time to build on our past efforts. Given the critical role that student motivation and engagement play in shaping a child's future, we must plan together and invest together, to get the most out of our limited human and financial resources.

Our Special Joint Meeting agenda provides us a closer look at three key areas where increased cooperation, planning, and sharing of resources is already underway – facilities, after school and out-of-school time programs, and safety initiatives. The more in depth background report also seeks to develop support for significant and sustained discussions about other promising approaches where we can work together to solve mutual problems by pooling resources, sharing information, and coordinating our efforts. Hopefully these discussions will raise the question of "where do we go from here?" The Report envisions increased City-District cooperation, more effective responses to the conditions our children live in, greater student achievement, and a stronger more vibrant community.

**PROGRAM SERVICES PROVIDED**  
**BY THE CITY OF FRESNO PARCS DEPARTMENT**

- 18 PARCS Neighborhood Parks and Centers Programs advertise through FUSD Elementary and Middle Schools. FUSD students are our customers for the following programs that are FREE OF CHARGE to a daily average of **4,200** students. Centers and Parks are open from 3:00 to 10:00 Monday through Friday. Some site schedules vary.
  - Theme weeks
  - Fitness/nutrition
  - Arts and crafts
  - Homework centers
  - Pride In Your Park
  - Youth Development
  - Community outreach
  - Youth Sports Leagues
  - Tee-Ball
  - Special and Cultural Events
  
- Youth/Bitty Sports are advertised exclusively through FUSD for children 3 to 12 years of age. Basketball, Soccer, Karate, Tee-Ball and Flag Football are offered at a very low cost (program cost recovery) of \$35.00 for 6 week programs that serves **2,025** children.
  
- Drop in recreation program at 50 elementary school sites receiving partial reimbursement. Daily attendance **2,400**.
  
- Collaborative after school program with FUSD, located at 25 elementary sites, focusing on enrichment activities including sports, fitness, nutrition, competitive sports for 5<sup>th</sup> & 6<sup>th</sup> grades, environmental education, community service projects, art concepts, and character development.
  
- Aquatics (swim lessons and recreation swim) are advertised through FUSD. 69 scholarships provided by the Water Safety Council were provided to FUSD students at Fresno High, Roosevelt and McLane for free swim lessons. Swim lesson registration serves **1,330** students and recreation swimming seasonal attendance **80,000**.
  
- Summer Sack Lunch program provides **24,700** throughout the summer for children at 15 sites citywide.
  
- Summer Camps advertised through FUSD targeted for students in elementary, middle and high schools throughout Fresno.
  - Summer Camps (4-2 week sessions) - served 1,184
  - Princess Camps (2-1 week sessions) - served 40
  - Fitness Camp (8 week daily camp) - served 65

- Midnight Basketball (8 week camp) - served 620
  - Camp Fresno (2-3 day camps) - served 156
  - Jr. Giants (6 week camp) - served 350
  - Bruce Bowen Basketball Camp (5 day camp) - served 360
- TOTAL CAMP PARTICIPATION 2,775**

- Mayors Jobs Initiative Youth Job Fair offered job search assistance at Manchester Center for more than **5,000** Fresno youth.
- City of Fresno After School Division provides job opportunities for FUSD high school students. **50** students hired annually.
- Summer camps for Fresno Unified elementary, middle school and high school students including Nature, Sports, Friendship Camp.
- Life and Environmental Science programming offered at 8 neighborhood centers, as well as numerous elementary, 4 middle school and 11 high school sites in FUSD.
- Community Science located at 20 sites and 16 Family Science Nights.
- Mobile Fitness Lab and Mobile Science Lab are requested for school events at cost.
- Business · Education · Service · Training (BEST) program located at 11 FUSD High schools.
- Junior BEST programs located at 4 FUSD middle schools.
- Fresno Connect technology programming offered at 7 neighborhood center computer labs and 11 homework centers. Open weekdays, from 9 AM to 1 PM and 3 to 7 PM.

#### **City of Fresno Facility Waivers**

- Shelter, Grove, Activity Area and Amphitheater fees are waived for FUSD activities in Roeding and Woodward Regional Parks. The fees waived range from \$87.50 to \$500.00 for use of these sites per day.
- Roeding, Woodward and Sports Complex Regional parks - Vehicle entry fees are waived for FUSD school buses. Depending on the school event, from 2 to 40 buses enter the parks per event.
- Veterans Memorial Theater - Reservation fees of \$180.00 per day are waived for use of the Theater for school activities.
- Japanese Gardens - Entry fees are waived for school tours.

- Cross Country Meets held at Woodward Park from September through December at no charge. Staff fees waived even though extra Park staff are scheduled to work large school events, such as track meets.
- Edison Freshman Basketball Practice uses Frank H. Ball Gymnasium, November through March, Monday through Thursday, 3 to 5 p.m. at no charge.
- Edison Varsity Basketball Practice uses Frank H. Ball Gymnasium.  
Varies..... to accommodate gym floor resurfacing
- Riverside Golf course charges FUSD golf teams – reduced rates.
- Mosqueda Community Center is utilized for Annual School Parties for Lane Elementary, Burrows Elementary and Sequoia Middle School at no charge. Roosevelt High School utilizes Mosqueda for special events at no charge.
- Edison Computech utilizes several neighboring Community Centers for baseball, basketball, and tennis practice and games at no charge.
- VASA Charter School uses the Ted C. Wills Community Center gymnasium for physical fitness class and special events and portable classrooms take up almost all of the available green space.
- J.E. Young has operated FUSD's independent study program at Ted C. Wills Community Center for \$1 per year since the mi '80s. An alternate location has been found as of the Fall 2008 due to space constraints, although J.E. Young has asked to continue use of the gymnasium for orientation and testing on a weekly basis.

#### **Regional Sports Complex Usage By FUSD:**

- Edison Tiger Classic (5 day tournament). Charges include staff fees ONLY and refundable deposit; no field charges.
- Elementary Softball Tournament. Charges include staff (1) fee ONLY and refundable deposit; no field charges.

#### **Services Provided To City of Fresno By FUSD**

- Wawona, Tenaya and Duncan gymnasiums are made available to the City of Fresno for Adult and Youth Sports programs at no charge during week days
- City of Fresno Aquatics Section is reimbursed \$15,000 annually to operate Fresno, Hoover, Bullard, Roosevelt, McLane and Edison High School pools during the summer months. The total operating budget for swim lessons and recreation swim is approximately \$100,000, while fees generate only \$5,000. With FUSD's \$15,000 annual reimbursement and \$5,000 revenue, the City is operating FUSD pools at an \$80,000 deficit. To date, the city has not received reimbursement for the 06-'07 or 07-'08 seasons.

## Park Bond Funds

- **Fig Garden baseball fields.** PARCS acquired 8.3 acres on West Figarden Drive in 2004, to develop into a park with a Fresno Metropolitan Flood Control District basin adjacent thereto. PARCS provided \$1.5 million in funding to relocate and reconstruct four baseball fields at Fig Garden Elementary School. Small restrooms and a concession stand are to be added. FUSD agreed to be responsible for all maintenance, repair and management of the site. These upgraded baseball fields are also used for soccer and football practices. FUSD and the City have executed a 20-year joint use agreement.
- **High School Athletic Facilities.** The City recently authorized \$2 million in park bond funds, to be allocated towards the following recreational facility improvements:

<b>FUSD FACILITY</b>	<b>FACILITY IMPROVEMENT</b>	<b>CITY CONTRIBUTION</b>
Bullard High	Lights around track	\$ 250,000
	All Weather Track (portion)	\$ 150,000
Edison High	Lights around track	\$ 250,000
	Seating around track	\$ 250,000
Fresno High	All Weather Track (portion)	\$ 425,000
Hoover High	All Weather Track (portion)	\$ 425,000
Roosevelt High	Lights around track	\$ 250,000
	TOTAL Contribution	\$2,000,000

FUSD shall construct all recreational facility improvements by not later than September 2011 and the City, upon receipt of a notice of completion, shall reimburse FUSD pro rata the amount associated with each improvement.



## MEMORANDUM

**DATE:** July 24, 2008

**To:** AMY ARAMBULA, Education Coordinator  
City Manager's Office, Education Liaison

**FROM:** BRYAN JONES, TE, Traffic Engineering Manager  
Department of Public Works, Traffic Engineering 

LAL GOONAWARDENA, PE, Design Services Manager  
Department of Public Works, Design Services 

MARY GONZALEZ, Grants Writer  
Department of Public Works, Administration 

**SUBJECT:** Safe Routes To School Projects Within Fresno Unified School District

### **Hidalgo Elementary School (2006):**

Construction of sidewalks along Harvey Street and 5<sup>th</sup> Street (\$117,000.00 grant) for the project is near completion according to Project Management. The Bicycle and Pedestrian Safety Education will be coordinated through the Volunteer Center of Fresno this year in 2008-2009.

### **Tehipite Middle School (2007):**

The Engineering Design work for the Traffic Signal Installation is completed. Project Management is waiting for authorization from Caltrans to proceed for construction (\$388,058.00 grant) and waiting on authorization from Caltrans to proceed with the Bicycle and Pedestrian Safety Education Training 2008-2009 which received separate funding (\$23,500.00 grant) for students that will provide bicycle helmets and a mobile solar speed radar/message board. This device will read/display speeds of passing vehicles and allow the school staff to set messages for motorists (ex: for early release days or special school events). We hope to acquire this equipment for the school this year to help calm traffic while the Traffic Signal Light is constructed.

### **Olmos Elementary School (2008):**

Thank you Fresno Unified School District for dedicating \$7,500.00 to the project to help secure the Safe Routes To School grant. Project Management is waiting for authorization from Caltrans to proceed for construction. The City of Fresno Department of Public Works has provided over \$6,000.00 to complete the Engineering Design work and will absorb this cost through City resources to expedite the project forward. The Traffic Signal Light Installation (\$447,020.00 grant) is estimated to be completed in summer of 2009 while students are out of session. Solar speed radars will be installed to replace the temporary pilot study radars and bicycle helmets will be available for the Bicycle and Pedestrian Safety Day Training in 2009-2010.

### **City of Fresno Safe Routes To School Public Outreach Workshop:**

The Department of Public Works staff will be conducting the annual stakeholders outreach meeting in early fall inviting city-wide school districts representatives, city council staff, community organizations, law enforcement officials, and other stakeholders to discuss potential candidates to the 2008-2009 Safe Routes To School Programs.



**Olmos Elementary School Students crossing the intersection of Chestnut Avenue and Balch Avenue  
(2007-2008)**



**Tehipite Middle School students crossing the intersection of Belmont Avenue and Mariposa Avenue  
(2006-2007)**



High Visibility Crosswalks were installed by the Department of Public Works for several school sites



Solar Speed Radars were installed by the Department of Public Works in 2007 and 2008 for several school locations. Fresno City Council Members Cynthia Sterling of District 3 and Larry Westerlund of District 4 each purchased systems (\$30,000.00 combined) to help improve safety for schools.

