



Addendum
Noted on Pages 1 & 3
April 26, 2024

BOARD OF EDUCATION
REGULAR MEETING
2309 TULARE STREET
BOARD ROOM, SECOND FLOOR
FRESNO, CA 93721-2287
board.fresnounified.org

AGENDA
BOARD WORKSHOP
MONDAY, APRIL 29, 2024
***5:00 P.M. (OPEN SESSION) *7:30 P.M. (CLOSED SESSION)**

*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES.

Please note: Parking will be available for Board meetings after 5:00 p.m. at the N Street Parking Pavilion, located on the southeast corner of Tulare and "N" streets – entrance on "N" street. Board meeting attendees without key cards should report to the parking booth attendant. Please do NOT take a ticket. Also, the City of Fresno will not enforce the street meters in this area after 6:00 p.m., Monday through Friday.

For the safety of all who attend Fresno Unified Board Meetings, everyone entering the Board of Education Room is subject to metal detector scanning. Board Policy 5145.12 allows for the use of metal detectors. Items prohibited in the Board of Education Room are as follows: alcohol, illegal drugs, knives, or firearms.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Office at 457-3727. Notification at least 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Any member of the public who wishes to address the Board shall submit a speaker card specifying the item(s) they wish to address. The card must be submitted before or during the Board's consideration of the item.

In accordance with Board Bylaw 9322, students and parents/guardians may request that directory information or personal information (as defined in Education Code 49061 and/or 49073.2) be excluded from the minutes by making a request in writing to the Superintendent or Board Clerk.

Public materials are available for public inspection at our website at: board.fresnounified.org

TRANSLATION SERVICES: Available in Spanish and Hmong in the meeting room upon request.

***5:00 P.M.**

CALL Meeting to Order

PLEDGE OF ALLEGIANCE

Paul Idsvoog will lead the flag salute.

PRESENT and DISCUSS an Update of Facilities and a Potential Need for a New Bond

Staff will present an update of the district's facilities which will include an updated survey, facility assessment, and potential future bond election scenarios. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3134.

OPPORTUNITY for Public Comment on Item

UNSCHEDULED ORAL COMMUNICATIONS

Individuals who wish to address the Board on topics within the Board's subject matter jurisdiction, but **not** listed on this agenda may do so at this time. If you wish to address the Board on a specific item listed on the agenda, you should do so when that specific item is called. Individuals shall submit a speaker card specifying the topic they wish to address. The cards are submitted before the Board President announces unscheduled oral communications.

While time limitations are at the discretion of the Board President, generally members of the public will be limited to a maximum of three (3) minutes per speaker for a total of thirty (30) minutes of public comment as designated on this agenda. The Board recognizes that individuals may ask the Board to answer questions or respond to statements made during unscheduled oral communications and in accordance with Board Bylaw 9323, the Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests brought before them at this time. The appropriate staff member will furnish answers to questions.

***7:30 P.M.**

OPPORTUNITY for Public Comment on Closed Session Agenda Items.

RECESS for Closed Session to discuss the following:

1. Public Employment/Appointment (Government Code Section 54957).
 - a. Interim Superintendent
 - b. Superintendent

***9:00 P.M., RECONVENE** and report action taken during Closed Session, if any.

D. ADJOURNMENT

**NEXT REGULAR MEETING
WEDNESDAY, MAY 08, 2024**

Board Workshop



**Facilities
Workshop and
Potential
November 2024
Bond Measure**

April 29, 2024

Bond Program Overview

- Measure M has supported substantial progress, but significant needs remain
 - \$325 million bond approved March 3, 2020
 - Facility improvements across the district
 - Additional funds expected to be needed by March of 2025

Measure M Remaining Project List

Planned Projects

- **Deferred Maintenance and Small Capital Projects**
- **Ahwahnee** - Gym HVAC
- **Baird** - Safety Access Improvements
- **Bullard** - Gym and Second Gym HVAC and Perimeter Fencing
- **Calwa** - Safety Access Improvements
- **Cooper** - Safety Access Improvements
- **Hamilton** - Gym HVAC
- **Holland** - Safety Access Improvements
- **Kratt** - Portables
- **McLane** - Second Gym and Tennis Courts
- **Norseman** - Safety Access Improvements
- **Roeding** - Office Relocation and Access Improvements
- **Scandinavian** - Safety Access Improvements
- **Sunnyside** - Performing Arts Modernization
- **Tehipite** - Student Support Spaces, Technology Hub and E-Sports
- **Tioga** - Safety Access Improvements
- **Yosemite** - Administration Modernization, Locker Room/Coaches Office Makeup Air and Gym HVAC

Projects On Hold Due To Funding

- **Edison** – Locker Room Remodel; Design Complete, due to cost escalation on previous projects has limited funding for full project buildout
- **Farber South Campus Building B** – Collaboration and Conference Space
- **Fresno** – Plant Coordinator Facility; Design Only, Project is shovel ready
- **Fresno** – Cafeteria; Design Only Complete, project shovel ready
- **Hoover** – Administration Building; Design Only, construction estimate exceeded 50% of replacement value, requiring new structure
- **Roosevelt** – Administration Building, construction estimate exceeded 50% of replacement value, requiring new structure
- **Roosevelt** – Second Gym; Design Complete, cost escalation on previous projects has limited funding for full project buildout



Board Workshop - Potential 2024 Bond Measure

4/29/2024

5

Fresno Teachers Association (FTA)

Manuel Bonilla and Louis Jamerson

FTA President and FTA Executive Director



Negotiated Language

The District and the Fresno Teachers Association will collaboratively work on the development of a new facilities bond to address the District's various facilities needs. In the event that a facilities bond measure is approved during the term of this agreement, the District and the Fresno Teachers Association shall collaboratively design the investments of at least 33% of the awarded bond. These investments shall be used to address class size reduction, which may include expanding the number of classrooms, music spaces, workspaces, and other facilities improvements to enhance the educational environment.

7

2nd Community Survey

John Fairbank

Partner, Fairbank, Maslin, Maullin, Metz &
Associates

Survey Methodology

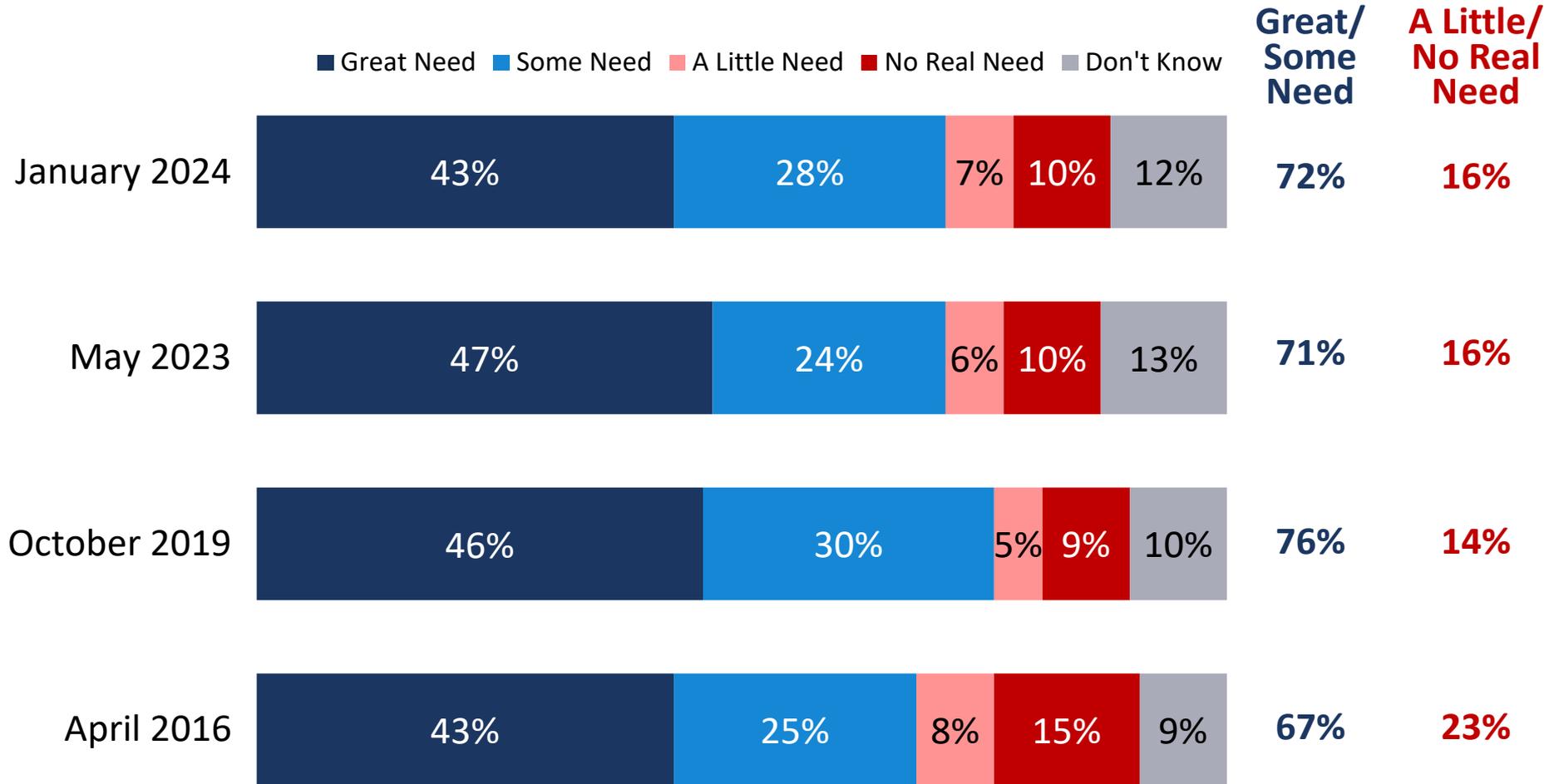
Dates	January 4-9, 2024
Research Population	Likely November 2024 Voters in the Fresno Unified School District
Total Interviews	823
Margin of Sampling Error	±3.7% at the 95% Confidence Level
Contact Methods	 Telephone Calls  Email Invitations  Text Invitations
Data Collection Modes	 Telephone Interviews  Online Interviews
Survey Tracking	Some questions tracked to surveys conducted in 2010, 2016, 2019 and 2023
Languages	Available in English, Spanish and Hmong

(Note: Not All Results Will Sum to 100% Due to Rounding)



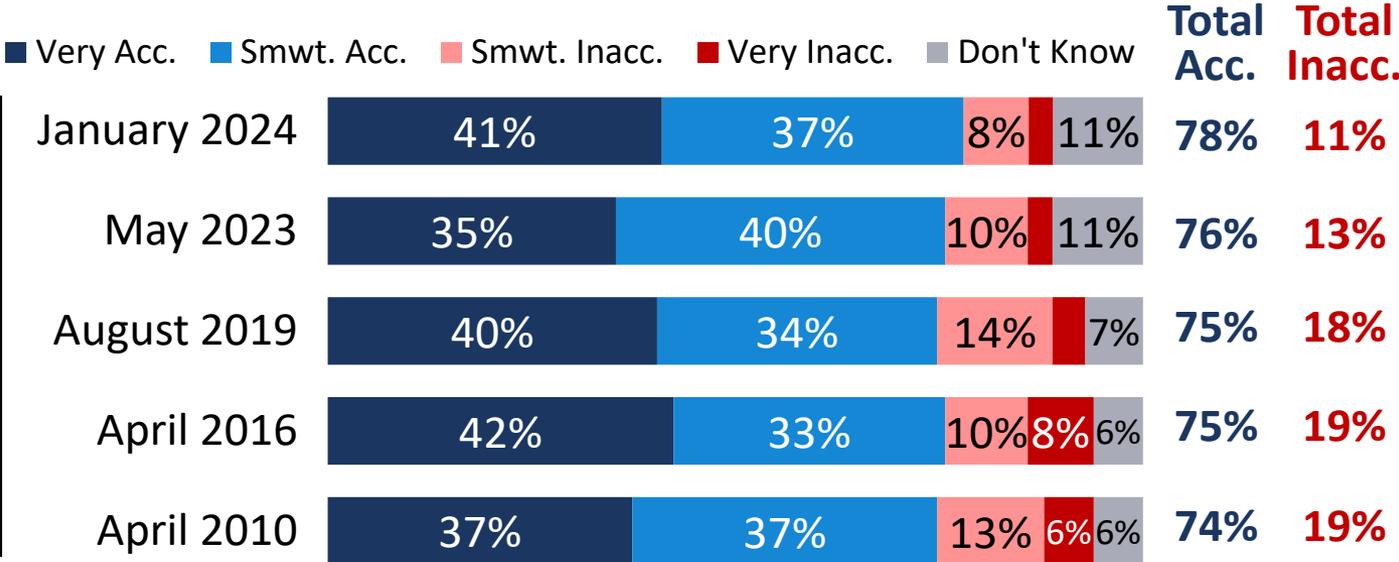
General Community Attitudes

Over seven-in-ten voters continue to perceive the Fresno Unified needs at least some additional funding.

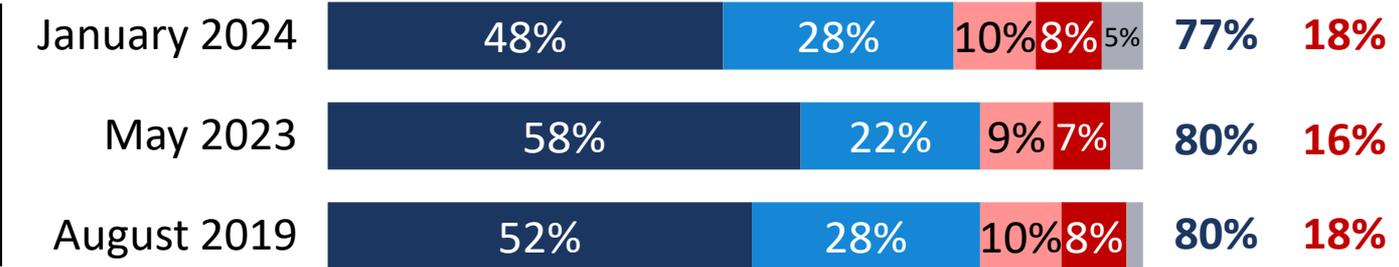


Close to eight-in-ten continue to perceive that schools need repairs and they are increasingly concerned about campus security.

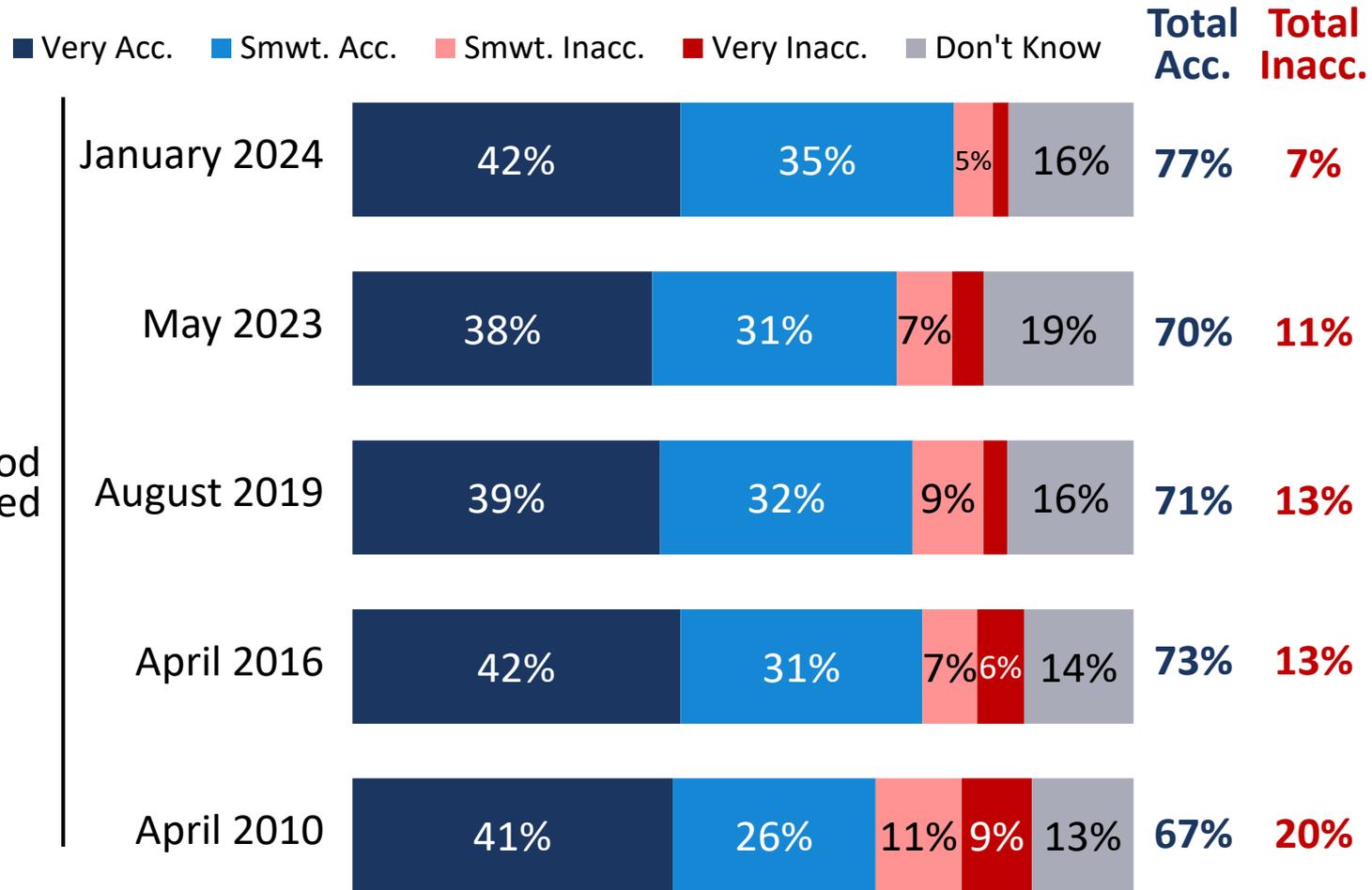
Many of our local schools are old, deteriorating and in need of repair



I am more concerned about the security of school campuses than I was in previous years



More than three-quarters of voters perceive that neighborhood schools are overcrowded – higher than in past surveys.



Many neighborhood schools are overcrowded



Initial Ballot Measure Opinions

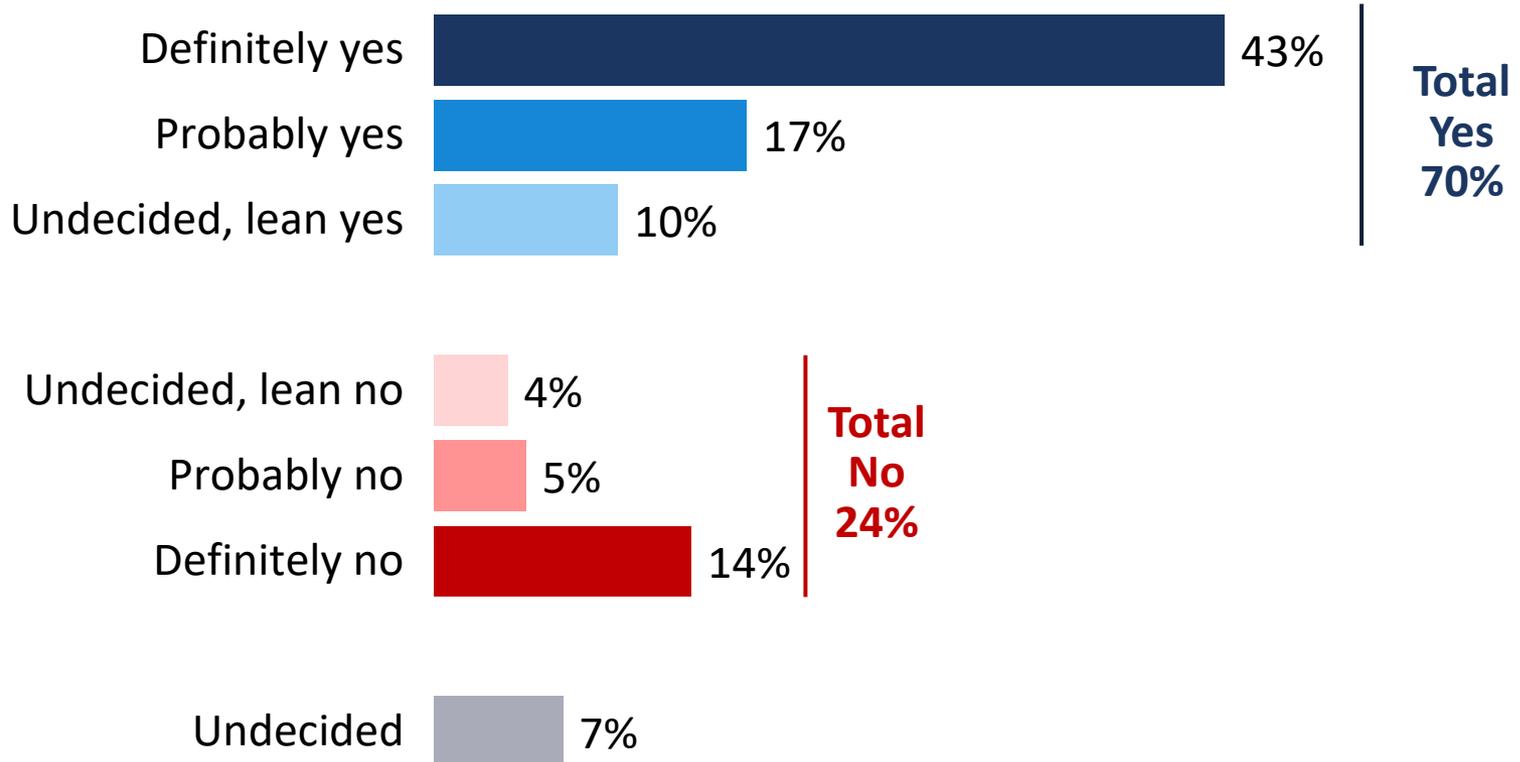
Draft Bond Measure

Ballot Question Tested in Survey

FRESNO UNIFIED SCHOOL DISTRICT SAFETY, CLASSROOM UPGRADE/ REPAIR/OVERCROWDING MEASURE.

To attract/retain qualified teachers; reduce overcrowding; increase security/fire safety; remove lead paint/asbestos; provide safe drinking water; repair deteriorating restrooms/plumbing, gas lines, heating/air conditioning; upgrade career education classrooms/labs; shall Fresno Unified School District's measure authorizing \$500,000,000 in bonds at legal rates, levying \$60 per \$100,000 of assessed valuation, raising \$31,000,000 annually while bonds are outstanding be adopted, requiring public spending disclosure, oversight, all funds used locally?

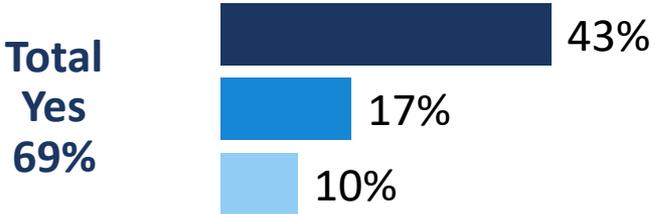
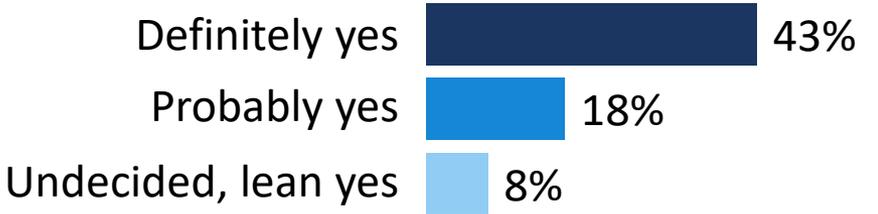
Seven-in-ten voters support the measure on the initial vote, well above the 55% threshold necessary for passage and outside the survey's margin of error.



Opinions on the measure (with revised ballot question language compared to May 2023), are extremely consistent with the prior survey.

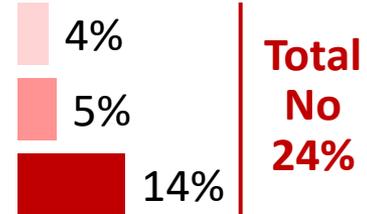
May 2023

January 2024



**Total Yes
69%**

**Total Yes
70%**

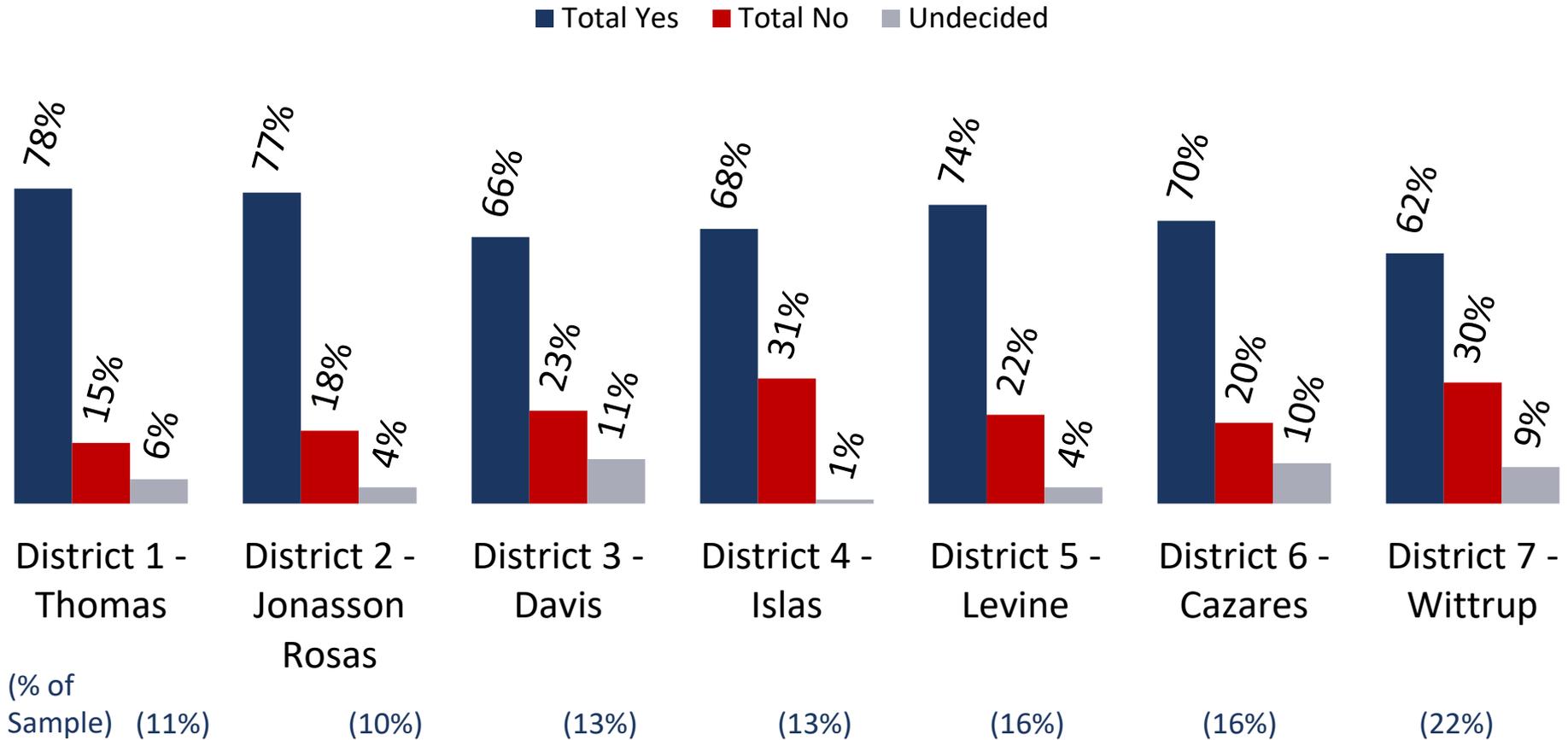


Undecided 7%

Undecided 7%

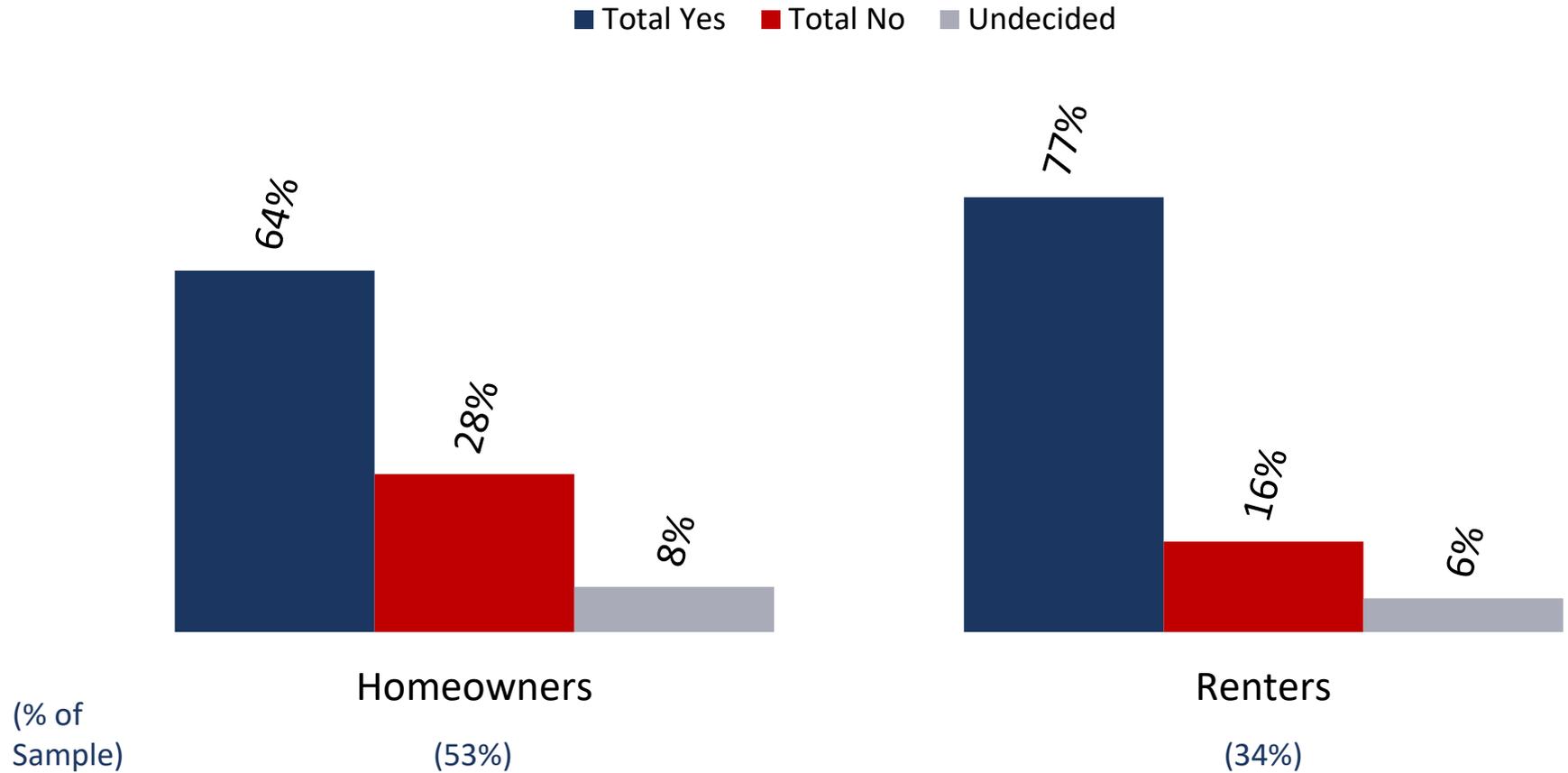
More than six-in-ten voters in every School Board District favor the measure.

Initial Vote by School Board Member District

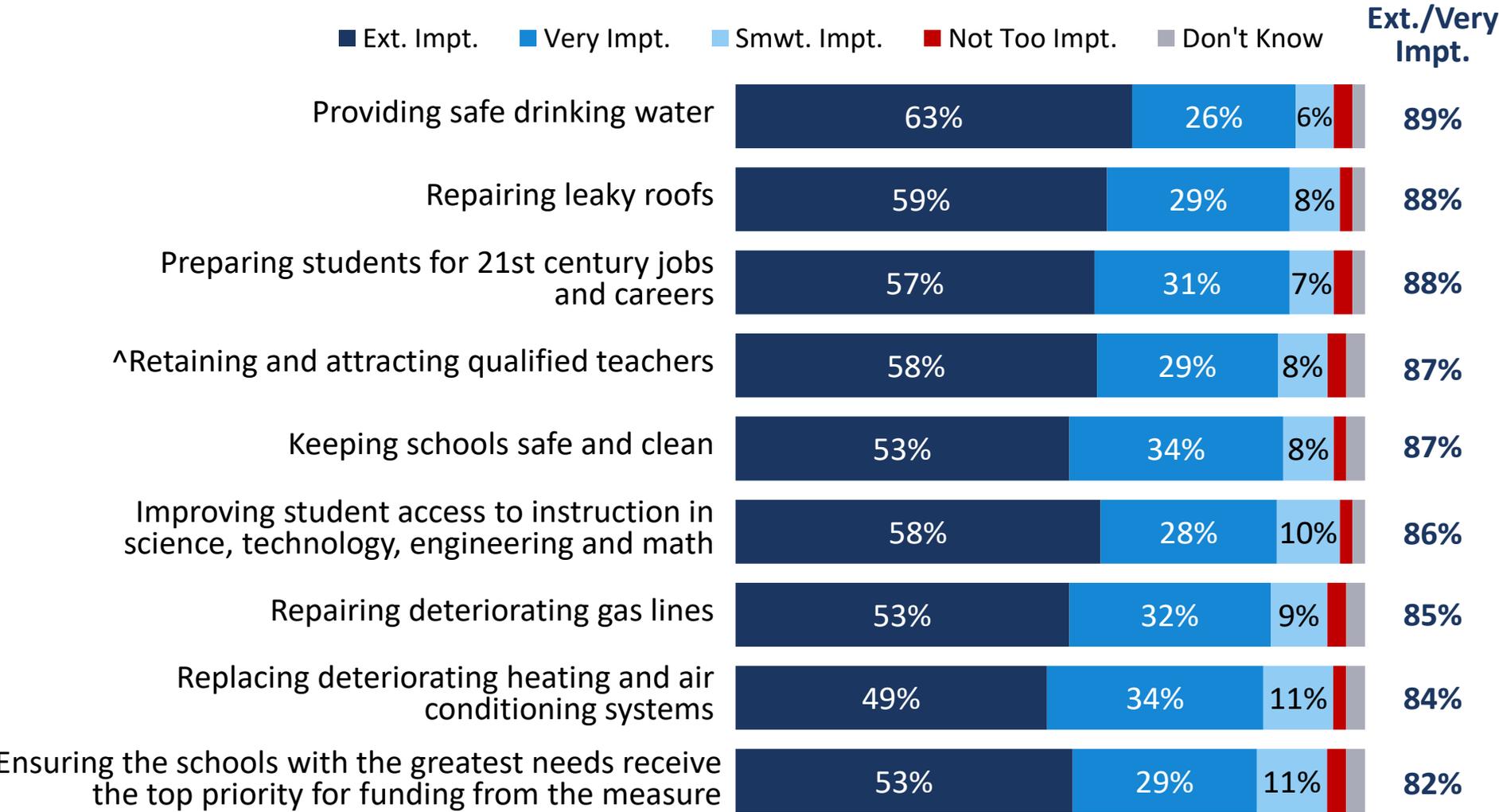


Nearly two-thirds of homeowners and over three-quarters of renters favor the measure.

Initial Vote by Residence



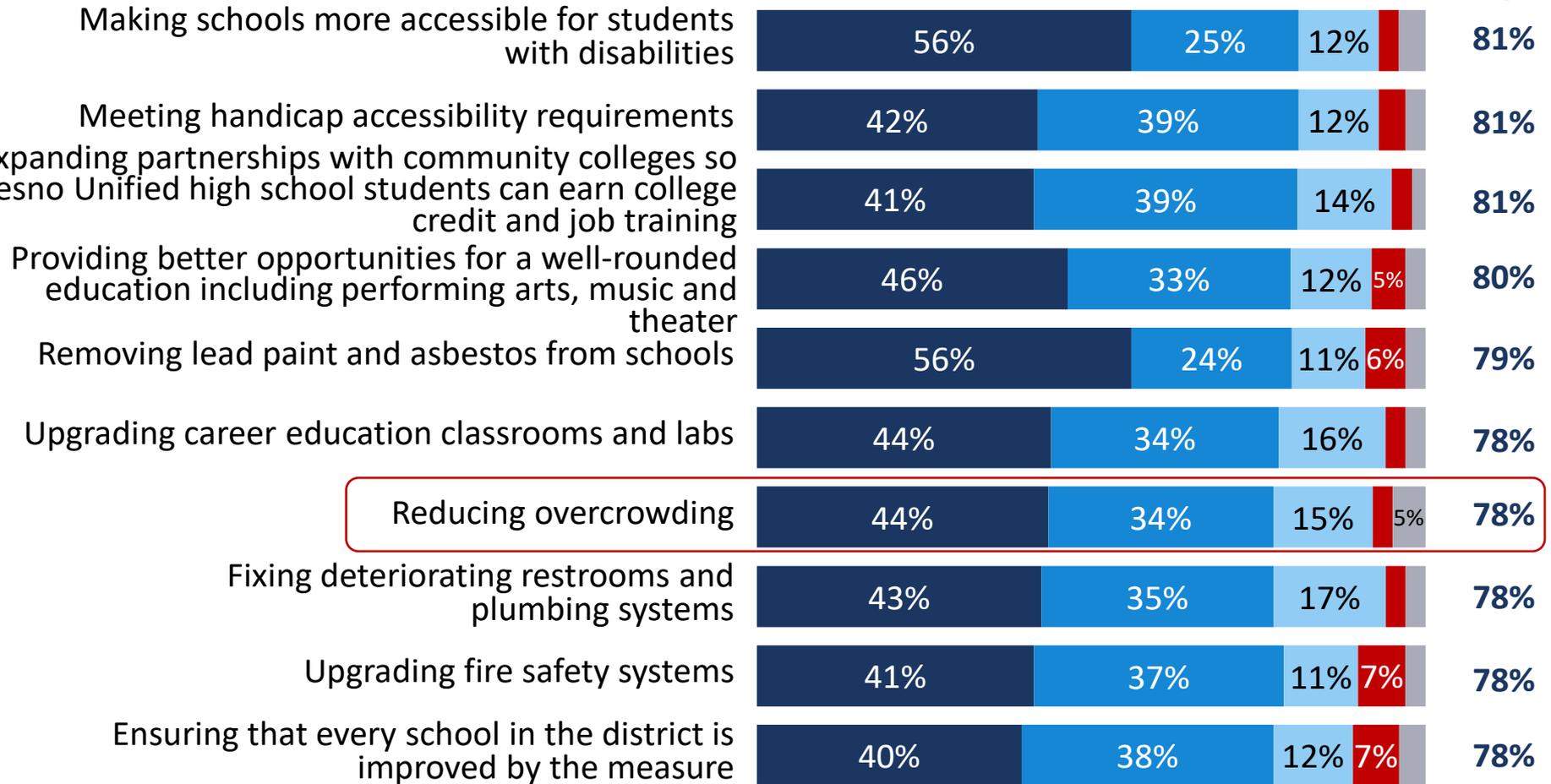
The top voter priorities for the measure include providing safe drinking water, leaky roofs, 21st century career training, retaining/attracting teachers, keeping schools safe and clean, and STEM instruction, among several others.



Q. I am going to read you some of the projects, improvements and provisions that might be included in the **Fresno Unified School District Safety, Classroom Upgrade/Repair/Overcrowding Measure** you considered earlier. Please tell me how important it is to you that each project, improvement or provision be included in the measure: extremely important, very important, somewhat important, or not too important. ^Not Part of Split Sample

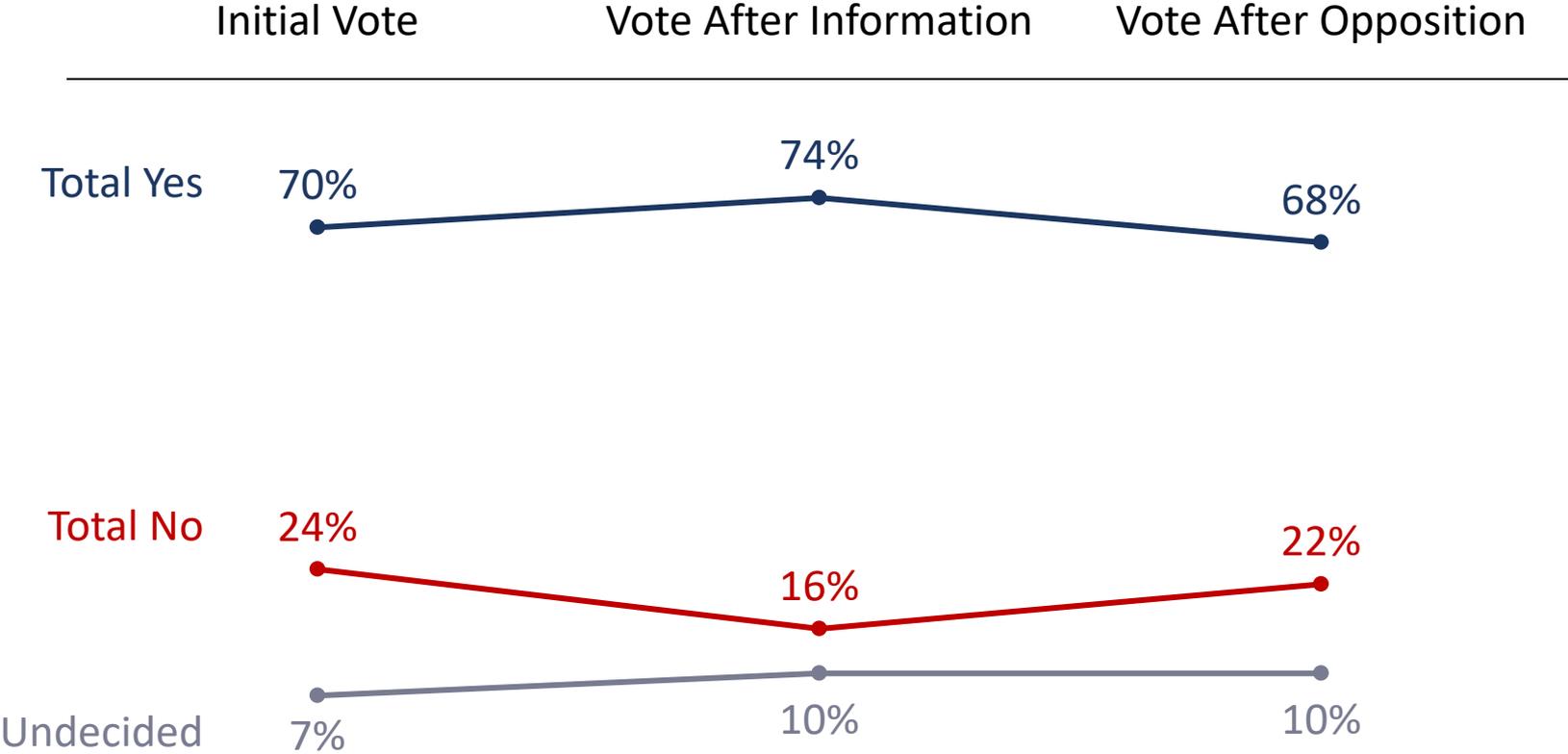
Reducing overcrowding is a priority for nearly eight-in-ten voters.

■ Ext. Impt. ■ Very Impt. ■ Smwt. Impt. ■ Not Too Impt. ■ Don't Know **Ext./Very Impt.**



Q. I am going to read you some of the projects, improvements and provisions that might be included in the **Fresno Unified School District Safety, Classroom Upgrade/Repair/Overcrowding Measure** you considered earlier. Please tell me how important it is to you that each project, improvement or provision be included in the measure: extremely important, very important, somewhat important, or not too important. Split Sample

Support for the measure holds at nearly the original level after a back-and-forth of information and opposition, remaining well above the 55% threshold.





Conclusions

Conclusions

- A \$500 million bond measure for Fresno Unified is clearly viable for further planning for the November 2024 ballot with a ballot question that features references to reducing class sizes and retaining and attracting teachers.
- The measure starts with 70% of voters supporting it, nearly equal to the baseline survey in May 2023.
- Support for the measure is broad and crosses Board Districts.
- Providing information about the District's needs and the purpose of the measure help to solidify initial opinions and the measure withstands opposition messaging, remaining well above the 55% threshold for passage throughout.

Conclusions; Continued

- Several of the improvements/impacts of the measure are considered to be important by overwhelming numbers of voters including:
 - Health and safety, including providing safe drinking water, keeping schools safe and clean, and removing lead paint and asbestos
 - Basic repairs such as leaky roofs, gas lines and HVAC systems
 - Providing 21st century career training
 - Retaining and attracting quality teachers and (to a lesser extent) reducing class sizes
 - Improving STEM instruction

25

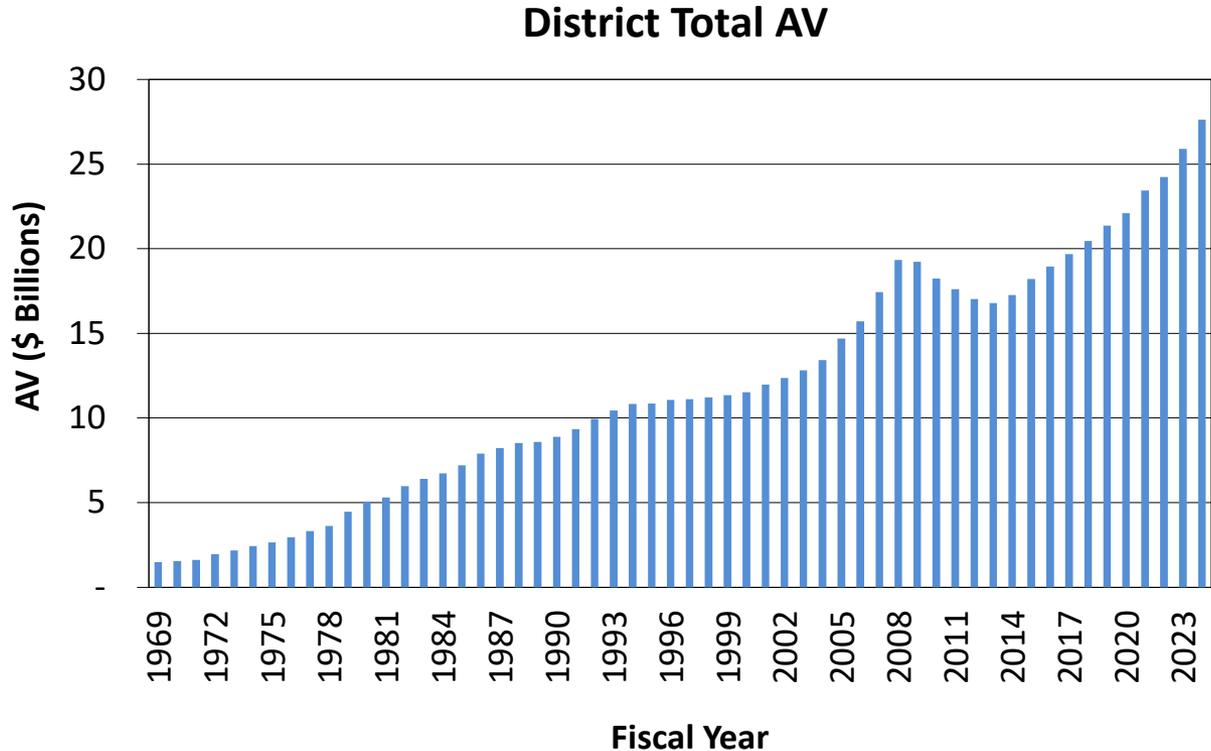
Election Scenarios

Chet Wang

Managing Director, Keygent

Assessed Value (“AV”) History

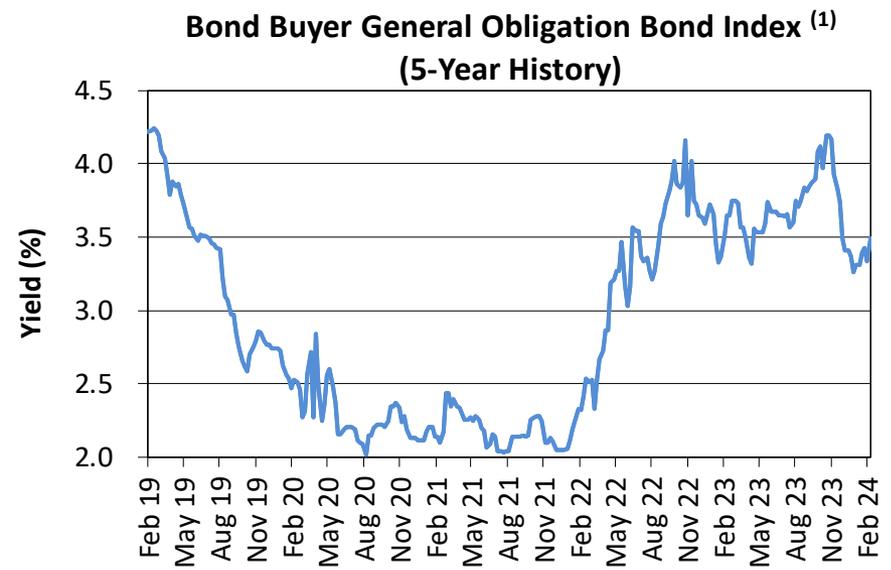
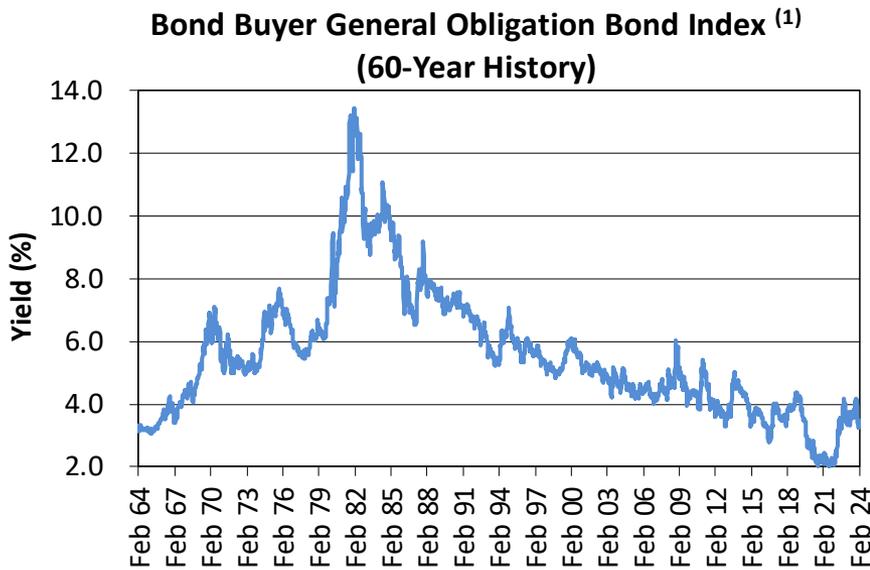
- District AV increased 6.7% in 2023-24 to \$27.6 billion
 - ▣ Annualized growth rates:
 - 5-year: 5.3%
 - 10-year: 4.8%
 - 20-year: 3.7%
 - 30-year: 3.2%
 - 40-year: 3.6%



Source: California Municipal Statistics, Inc. and Fresno County.

Interest Rates (1)

- Following record low interest rates during the pandemic, interest rates rose due to:
 - ▣ Inflation
 - ▣ Geopolitical conflicts
 - ▣ Fed/other central bank actions in increasing interest rates (both taken and expected)

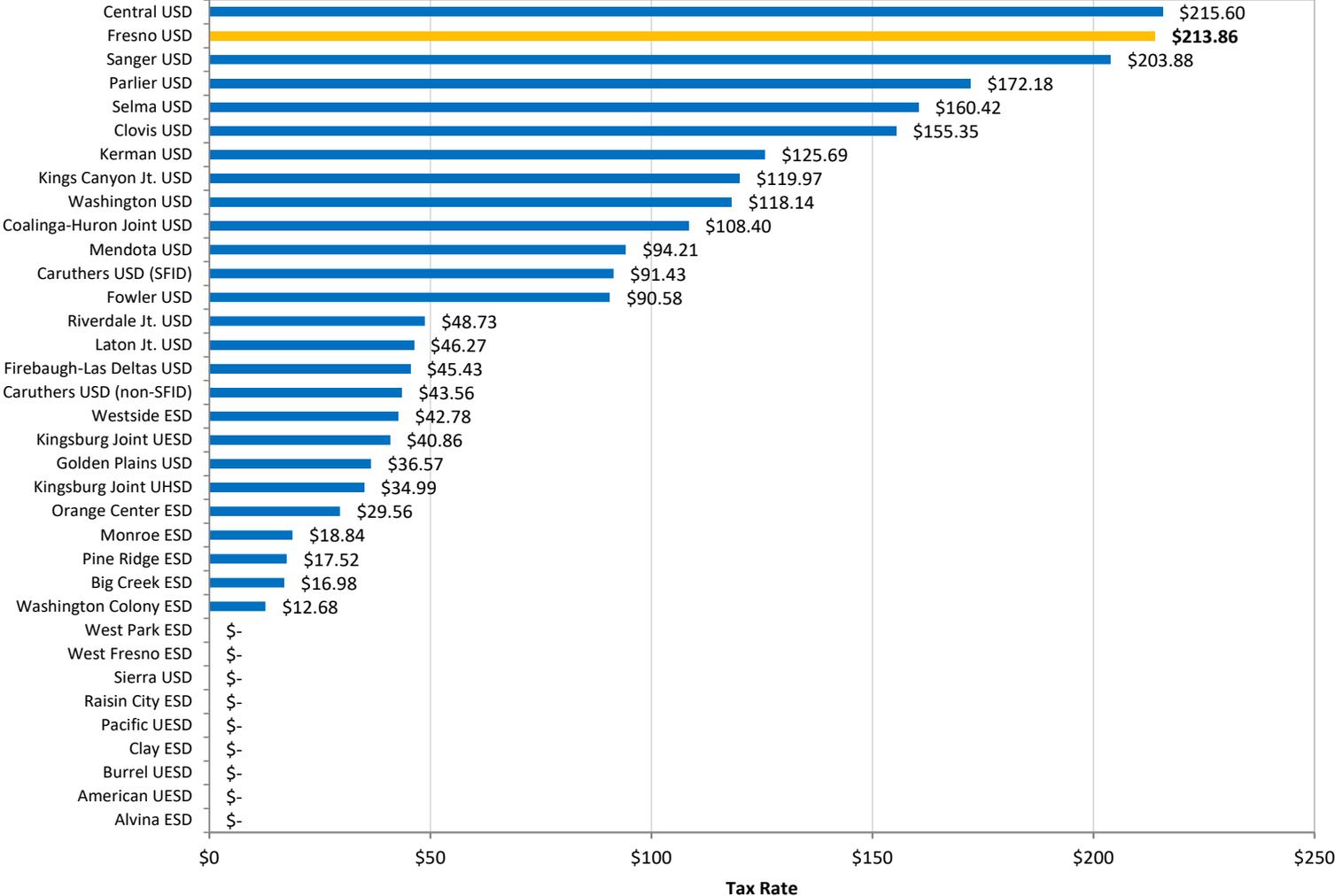


(1) Index reflects average yield to maturity of 20 general obligation bonds with 20-year maturities rated 'Aa2' by Moody's Investors Service and 'AA' by Standard and Poor's. Source: The Bond Buyer & Bloomberg.

Fresno County K-12 Tax Rates

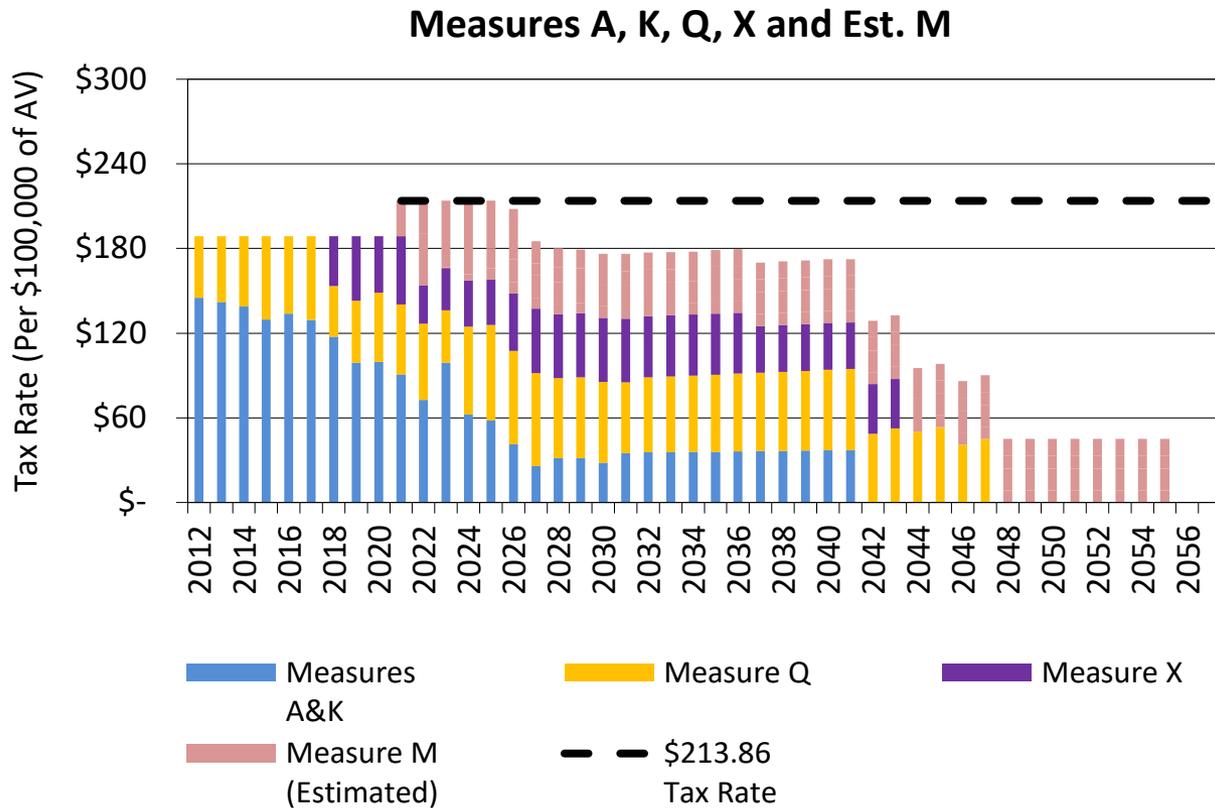
Fresno County K-12 School Districts 2023-24 Tax Rates

(Source: Fresno County Auditor-Controller)



Current Projected Tax Rates (1)

- The aggregate tax rate projections are below (assuming Measure M is issued according to the current schedule)



(1) Assumes annual AV growth of 3.0%.

2024 Election Scenarios

- Assumptions:
 - November 2024 election date
 - Bond proceeds target:
 - **\$285 million**: no tax rate increase above \$213.86 with new election not exceeding \$60 per \$100,000 of AV by itself (Proposition 39 max)
 - **\$402 million**: increase tax rate by \$25 above \$213.86 to a targeted total tax rate of \$238.86 with new election not exceeding \$60 per \$100,000 of AV by itself
 - **\$414 million**: increase tax rate by \$60 above \$213.86 with new election at \$60 per \$100,000 of AV in each year
 - **\$500 million**: increase tax rate by \$25 above \$213.86 to a targeted total tax rate of \$238.86 with new election not exceeding \$60 per \$100,000 of AV by itself (requires longer issuance schedule)
 - Secured AV delinquency rates:
 - 5% in year one of each bond financing
 - 2% annually thereafter

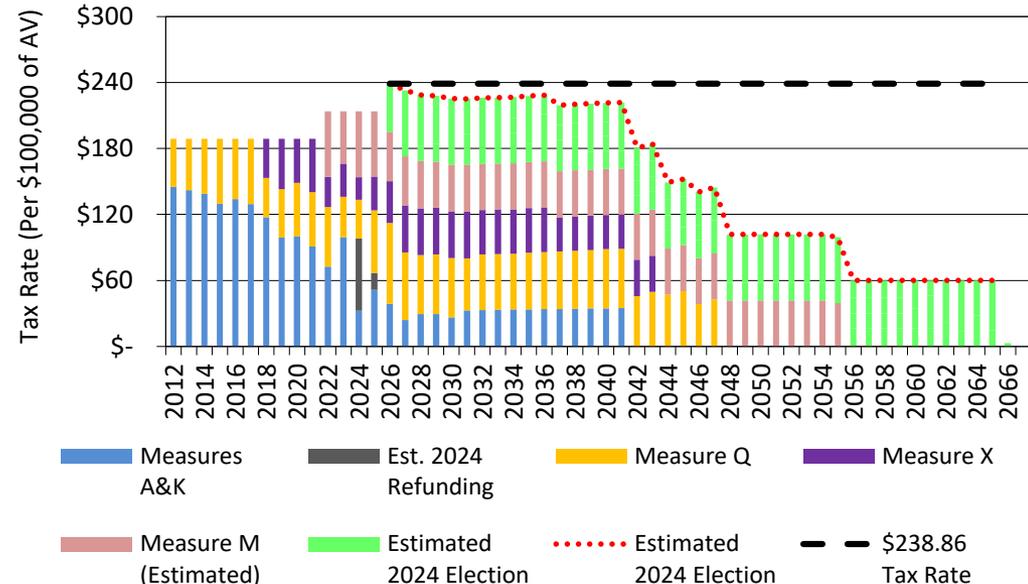
Illustration – “Max” with \$25 Tax Rate Increase (\$500 Million)

- Scenario assumptions:
 - ▣ \$25 tax rate increase to a max aggregate tax of \$238.86
 - ▣ Bonds issued every ~three years
 - ▣ Bond interest rates: 5.25-6.0% ⁽²⁾
 - ▣ Annual AV growth rate: 3.0%

Illustrative Issuance Schedule ⁽¹⁾

Issue	Issue Date	Proceeds	Estimated % CABs	Estimated Repayment Ratio
Series A	February 2025	\$ 125,000,000	8.9 %	2.52 to 1
Series B	August 2027	125,000,000	8.5	2.47 to 1
Series C	August 2030	125,000,000	10.8	2.58 to 1
Series D	August 2033	125,000,000	13.5	2.84 to 1
Total		\$ 500,000,000	10.4 %	2.61 to 1

Measures A, K, Q, X, Est. M & Est. 2024 Election Bonds



(1) Issuance schedule for illustrative purposes only. Actual amounts and dates will be tailored to the District’s project needs.
 (2) Interest rates higher than current market interest rates to be conservative. Subject to market fluctuations.

Illustrative November 5, 2024 Election Timeline

Activity	Minimum Timing
Develop or update District facility needs assessment to identify and prioritize potential bond projects	Currently & Ongoing
Bond team meeting, including District personnel, financial advisor, bond counsel, pollster, and strategist	Currently & Ongoing
Determine all available sources of capital improvement funds, including State funds, capital fund reserves, donations, developer fees, and bond proceeds	Currently & Ongoing
Begin community outreach to educate voters on District’s facility needs	Currently & Ongoing
Identify issues within the community that could impact the bond election	Ongoing
Conduct voter opinion survey	May 2024
Adjust community messages based on voter opinion survey	May – June 2024
Finalize bond projects list, election amount, estimated tax rates, and draft ballot language	June 2024
Adopt resolution, including tax rate statement, calling for bond election (<i>must be received by County Registrar of Voters by August 9, 2024</i>)	June 2024
Prepare impartial analysis (bond counsel, county counsel) and pro-ballot argument (committee, campaign consultant) for voter pamphlet	Aug 2024
Election	Nov 5, 2024
Certify election results	Dec 2024
Issuance of bonds	March 2025

Next Steps

- Update Survey in May – Contract will be brought back as a ratify
- Small group sessions end of May for additional board member feedback on RSSC Review
- June 12 Board Meeting Discussion to present updated FM3 survey and bond priorities
- June 20 Board meeting bringing forward resolution for board approval to place on November Ballot

Facilities Planning Through an Equity Lens

RSS Consulting

CEO, Dr. Regina Stanback Stroud

Dr. Leigh Sata

Mr. Anton Blewett

1

Facilities Planning with an Equity Lens

RSS Consulting:

Dr. Regina Stanback Stroud, CEO

Mr. Anton Blewett, Design Research Leader



Empowering Equitable Learning Environments

- Overview and explanation of two-part workshop
- Introduction to equity-based planning & tools
- Importance of community engagement in facilities planning
- Explanation of workshop objectives

- Historical context of facilities planning and traditional investment
- Impact of past decisions
- Using data to inform equity priorities
- Questions

Research

Innovative, well-maintained facilities are one of the seven conditions for student success.

Impact of facilities on student outcomes:

- 33%** Teachers & Staff
- 16%** School Facilities
- 51%** Other Factors

- Hattie, John. "Visible learning: A synthesis of over 800 meta-analyses relating to achievement." (2008)
- Nye, Barbara, Spyros Konstantopoulos, and Larry Hedges. "How large Are Teachers effects?" Educational Evaluation and Policy Analysis 26, no. 3 (2004): 237-57
- Barrett, Peter, Fay Davies, Yufan Zhang, and Lucinda Barrett. "The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis." Building and Environment 89 (2015): 118-133.



Considering the impact of facilities on each student's experience, what are you *most passionate* about improving with the next bond?

What does facility planning through an equity lens mean to you?

Traditional facility planning systemically divests from historically marginalized neighborhoods (from board workshop in October).

Community Psychology in Global Perspective
CPGP, Comm. Psych. Glob. Persp. Vol 2, Issue 2, 21 – 39

THE CONTINUUM OF STRUCTURAL VIOLENCE: SUSTAINING EXCLUSION THROUGH SCHOOL CLOSURES

Jesus Hernandez* and Anne Galletta**

In this paper we demonstrate the utility of structural violence as an analytical device to make visible intergenerational patterns of exclusion obscured by institutional arrangements initially established to represent and defend community interests. We apply an interdisciplinary critical analysis of the history of economic and social marginalization of neighborhoods to the recent closure of seven neighborhood elementary schools in South Sacramento. By stressing the importance of distribution as an important social arrangement that can cause injury to individuals and populations, we demonstrate how disparate impact, briefly defined as the unequal distribution of resources that affect life chances, has current as well as future effects on households and neighborhoods. We argue that patterns of structural violence are not only contingent upon historical processes but are also embedded prospectively, or in other words, into the future of neighborhood stability. We find that the structural violence continuum is a phenomenon embedded in the past, present, and future in a manner that constrains the inclusion of certain neighborhoods in the social and economic life of urban settlements.

Keywords: school closure, economic divestment, desegregation, structural violence

[Research Paper](#)

click link for research paper

1. Introduction



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Defining **Facility Planning Through an Equity Lens** for Fresno Unified.

WHAT IS FACILITY EQUITY?

Facility equity means Fresno Unified provides every student with a facility experience that gives them the conditions to develop their full academic and social potential.

HOW DO WE WORK THROUGH AN EQUITY LENS?

1. Engages historically underrepresented groups where they are, empowering them with identifying problems, imagining futures, and making decisions.
2. Actively confronts inequities present in facility experiences, neighborhoods, and student outcomes.
3. Prioritizes inequities in neighborhoods and student groups before facility conditions.
4. Prioritizes equitable investments to support student priority groups and equitable outcomes in addition to warm, safe, and dry.

Estimating **inequities in facility outcomes** for disaggregated student groups.

ANALYSIS

RSSC assessed Fresno Unified for risks of an adverse facility experience across three impact categories:

- More likely to experience a low scoring facility.
- Less likely to experience a high scoring facility.
- More likely to attend a school built on or before 1959.

METHODS

The equity assessment uses two research-based methods: the *Percentage Point Gap Minus One* (PPG-1) and *Risk Ratio*. Each method calculates risks for a disaggregated student group relative to its “reference group” (all students outside of the group). Recent examples of use include:

California Community Colleges

Disproportionate academic impacts for disaggregated student groups.

Environmental Protection Agency

Disproportionate climate impacts for socially vulnerable groups.

National Institute of Health

Disproportionate health outcomes by race and ethnicity.

Defining **Student Opportunity** for Fresno Unified.

WHAT IS IT?

Student Opportunity is an index that identifies schools across three criteria:

- A. Serving a high proportion of students by **CDE subgroups**.
- B. Serving a high proportion of students by **race/ethnicity**.
- C. With red or orange **performance levels** for Suspension Rate, English Language Arts, and Math.

WHY IS IT IMPORTANT?

Providing more LCAP student priority groups with innovative, well-maintained facilities requires identifying schools that serve the largest proportion of these groups.

HOW IS IT MEASURED?

The index evaluates whether a school ranks VERY HIGH in 1 or more or HIGH in 2 or more groups in Criteria A and B, all three indicators for Criteria C.

Very High	All three criteria are true.
High	Two of three criteria are true.
Medium	One of three criteria is true.
Low	No criteria are true.

Disproportionalities across **neighborhood resources**.

Facility Outcomes by Neighborhood Opportunity	Experience Low scoring facilities		Experience High scoring facilities		School built On or Before 1959	
	PPG-1	Ratio	PPG-1	Ratio	PPG-1	Ratio
Low Resources	More likely	85.6%	Less likely	-50.9%	More likely	27.2%
Moderate Resources	Less likely	-17.4%	More likely	115.2%	Less likely	-3.8%
High Resources	Less likely	-52.3%	More likely	48.7%	Less likely	-25.9%

Disproportionalities across **student demographics**.

Facility Outcomes by Student Opportunity	Experience Low scoring facilities		Experience High scoring facilities		School built On or Before 1959	
	PPG-1	Ratio	PPG-1	Ratio	PPG-1	Ratio
Very High	More likely	32.2%		10.0%	More likely	12.3%
High	Less likely	-16.1%		5.2%	Less likely	-19.2%
Medium		-2.3%	Less likely	-14.6%	More likely	20.9%
Low	<i>* No schools meet the criteria for low student opportunity *</i>					

Engaging to Establish Priorities

- Aligning board priorities with community insights

FUSD Community Planning Priorities Survey Results

- Conducted between April 15, 2024 – April 24, 2024
- Survey languages available included English, Spanish, and Hmong
- Disseminated in partnership with FUSD Communications team

Engagement questions

1. We collected demographic information, ethnicity, zip code, school, total income, family size
2. What do you feel is NOT working for your child(ren)?
3. Are there programs or resources you wish you or your child had access to?
4. What programs or resources DOES your school have that you appreciate and would like to keep?
5. What are your hopes and dreams for your child's education? What can we do to help achieve or support that?

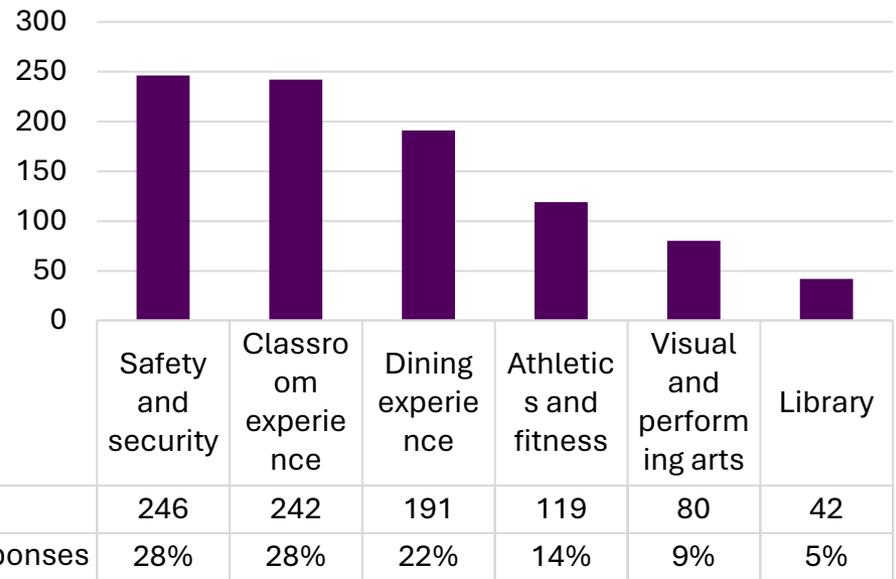
FUSD Community Planning Priorities Survey Results



In terms of ethnicity, how would you best describe yourself?



What do you feel is NOT working for your child(ren)?



Building Towards Equitable Facilities Planning... Next Steps

- Summary of workshop outcomes
- Review of board's role in advancing equity in facilities planning
- Establishing a priorities list based on community and board priorities (facility prioritization)
- Follow-up workshop

Appendix: Student Opportunity Criteria

CRITERIA A

CDE Subgroups

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities

CRITERIA B

Race/Ethnicity Groups

- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic
- Native Hawaiian or Pacific Islander
- White
- Two or More Races

CRITERIA C

Performance Levels

- Suspension Rate
- English Language Arts
- Mathematics

Appendix: Neighborhood Opportunity Indicators and Scoring

Economic Indicators

1. Above 200 Percent of Poverty
2. Employment
3. Median Home Value
4. Student Poverty Rate

Educational Indicators

5. Adult Education
6. Math Proficiency
7. Reading Proficiency
8. High School Graduation Rate

Environmental Indicators

9. Environmental Burden

Scoring

- A neighborhood's score for each economic and educational indicator is determined by whether it falls above or below the median (50th percentile) census tract value within the Central Valley Region.
- Each indicator that falls above the regional median adds 1 point to the final score.
- A neighborhood's score for environmental conditions is determined by data from the CalEnviroScreen 4.0 tool to identify geographies that have the highest potential to expose vulnerable populations to nearby health and safety threats.
- Ranking in the highest 5% of regional environmental burden subtracts 1 point from the final score.