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INTERIM SUPERINTENDENT

Mao Misty Her

BOARD COMMUNICATIONS – AUGUST 09, 2024

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

SUPERINTENDENT’S OFFICE – Mao Misty Her, Interim Superintendent

S-1 Mao Misty Her Interim Superintendent Calendar Highlights

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for August 01, 2024

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Academic Officer

ID-1 Marie Williams, Ed.D. Independent Contractor Services Agreement with Corwin Press

ID-2 Marie Williams, Ed.D. Designated English Language Development in Middle and High School

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: August 09, 2024
Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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



- Attended day one of the August Principal Institute
- Led day two of the August Principal Institute, included Vice Principals, Guidance Learning Advisors, and Department Leaders
- Met with labor leaders and district staff regarding bond
- Met with a group of students from Eau Clair, Wisconsin that were visiting Fresno and touring Fresno State
- Held listening session with Special Education Staff
- Met with Congressman Costa
- Met with Executive Cabinet
- Attended the Foundation for Fresno Unified Students Board Meeting
- Attended a Reception for the new Honorary Consul of Japan in Fresno, Dr. Joy J. Goto
- Spoke at the Nutrition Services Start of School Workshop
- Attended the Wallace Equity Center Pipeline Initiative Team Meeting
- Gave interview with Leqi Zhong, Fresno Bee, regarding update on 100-Day Plan
- Speaking at the New Teacher Conference

Approved by Interim Superintendent
Mao Misty Her 

Date: 08/09/24

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: August 09, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for August 01, 2024

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update Reports. 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 Reports for August 01, 2024 are attached and include the following articles:

- CalSTRS 2023-24 Investment Returns Surpass Benchmark – July 31, 2024
- California Added a New Grade for 4-Year-Olds. Are Parents Enrolling Their kids? – July 29, 2024
- School Year Already Underway at Some California Districts as Start Dates Keep Creeping Earlier – August 01, 2024

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 Interim Superintendent

Mao Misty Her 

Date: 08/09/24



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www.sscal.com

DATE: August 1, 2024

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislature Returns From Summer Recess on Monday

The Legislature will officially return from its monthlong summer recess this Monday, August 5, 2024, and thus will begin the sprint to the end of the 2023-24 legislative session when the fate of hundreds of measures will be decided. Bills need to pass the final two hurdles by August 31, 2024, before being sent to Governor Gavin Newsom for his consideration: the second house Appropriations Committee and concluding floor votes by the entire Legislature.

Several hundred bills are scheduled to be heard in the Assembly and Senate Appropriations Committees over the next two weeks. Most of these bills will go directly to the respective committee's suspense file. In a sense, the suspense file is legislative purgatory, where measures that are deemed to have a state fiscal impact of a certain magnitude are placed until all those measures can be dealt with at once. Many of the bills on the committees' suspense files will not move forward, which means that they are effectively killed without legislators having to cast a vote. Since it is the second year of the 2023-24 legislative session, any bill that does not survive this deadline will be considered dead, absent any rule waivers.

Bills have until Friday, August 16, 2024, to pass the Appropriations Committees and proceed to the house floors. We suspect that both the Assembly and Senate Appropriations Committees will hold their suspense file hearings on Thursday, August 15, 2024, so that members can be in their districts on Friday.

Some of the more significant bills with implications for local educational agencies (LEAs) that are still active and need to clear the Appropriations Committee include the following:

- Assembly Bill (AB) 1913 (Addis, D-Morro Bay) would modify existing mandated reporter training content to include child abuse prevention training.

- AB 1917 (Muratsuchi, D-Torrance) would require all LEA officials to be trained on K-12 public education governance laws by January 1, 2027, and at least once during their tenure serving as an LEA official.
- AB 1919 (Weber, D-San Diego) would require, beginning July 1, 2026, that LEAs adopt at least one of the best practices for restorative justice practice implementation developed and made available by the California Department of Education.
- AB 2088 (McCarty, D-Sacramento) would require a K-14 education employer to give the first right of refusal to a current part-time classified employee who meets the minimum qualification of a position with the most seniority, regardless of the prior positions held with the employer.
- AB 2097 (Berman, D-Menlo Park) would require LEAs maintaining any of grades 9-12 to adopt a plan to offer at least one course in computer science education beginning the 2026-27 school year and across all high schools by the 2028-29 school year.
- AB 2134 (Muratsuchi) would propose changes to sick leave transfer rules for certificated and classified employees who accept employment with another LEA.
- AB 2226 (Muratsuchi) would, beginning with the 2026-27 school year, require a child to complete one year of kindergarten before attending first grade, therefore making kindergarten mandatory for California children.
- AB 2245 (Carrillo, D-Palmdale) deletes the prohibition on counting service as an instructor at a regional occupational center toward the service required to attain permanent employee status and instead requires service as an instructor to be included in computing the service required to attain permanent employee status at a school district.
- AB 2557 (Ortega, D-San Leandro) would establish new requirements for public entities that contract for services currently or previously performed by employees.
- AB 2565 (McCarty) would require an LEA that makes an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building to install an interior lock on each door of any room with an occupancy of five or more persons in that school building.
- AB 2901 (Aguiar-Curry, D-Winters) would require a public school employer to provide up to 14 weeks of fully paid leave for certificated or classified employees who are absent due to pregnancy-related conditions.
- AB 2999 (Schiavo, D-San Fernando Valley) would, by the start of the 2027-28 school year, require each LEA to develop and implement a homework policy for all grades and formally adopt a final homework policy by the start of the 2028-29 school year.
- AB 3216 (Hoover, R-Folsom) would, no later than July 1, 2026, require an LEA to adopt, and update every five years, a policy to limit the use by its students of smartphones while the students are at a school site or under the supervision and control of an employee.

- Senate Bill (SB) 98 (Portantino, D-Burbank) would require the Legislative Analyst’s Office to submit a report to the Legislature by January 1, 2026, on the effects of changing the pupil count methodology of the Local Control Funding Formula from average daily attendance to enrollment.
- SB 897 (Newman, D-Fullerton) would extend the District of Choice program in perpetuity.
- SB 954 (Menjivar, D-San Fernando Valley) would require, contingent upon an appropriation, all public high schools to make condoms available to students by the start of the 2025-26 school year.

The California Constitution states that no bill can be approved by either house on or after September 1, except for measures that are included in a special session called by the governor, statutes calling for elections, bills that levy taxes or appropriations, urgency measures, and bills vetoed by the governor. Considering that none of the bills above fit these exceptions, then they will need to clear the Legislature by midnight of August 31, 2024.

Leilani Aguinaldo

CalSTRS 2023-24 Investment Returns Surpass Benchmark

By Teddi Wentworth and Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
July 31, 2024

Following shortly behind the announcement of the California Public Employees' Retirement System (CalPERS) investment returns (see "[Strong Returns for CalPERS Investments](#)" in this week's *Fiscal Report*), the California State Teachers' Retirement System (CalSTRS) announced a 8.4% net return on investments for the 2023-24 fiscal year. CalSTRS's investments with the strongest returns were public equity (+19.0%) and collaborative strategies (+14.4%), while real estate was its worst performer (-9.8%).

CalSTRS exceeded its investment rate of return assumption of 7.0%. Over the longer term, total fund annualized returns for the 5-year period ending June 30, 2024, stood at 8.5%, the 10-year period at 7.7%, the 20-year period at 7.6%, and the 30-year period at 8.1%.

According to CalSTRS, the pension system is ahead of schedule in reaching full funding by 2046. The next actuarial valuation of the Defined Benefit Program, which will include an updated funded status, will be released in the spring of 2025.

We expect the CalSTRS Board to adopt the employer contribution rate for 2025-26 in May 2025.

Note: New data shows that enrollment in transitional kindergarten has gone from 75,000 two years ago to 151,000 last year.

California Added a New Grade for 4-Year-Olds. Are Parents Enrolling Their kids?

By Carolyn Jones and Erica Yee
CalMatters
July 29, 2024

Earlier this month, Gov. Gavin Newsom touted the success of California's transitional kindergarten expansion, saying enrollment in the \$2.7 billion program had doubled over the past two years. His comments echoed those of State Superintendent of Public Instruction Tony Thurmond, who called the numbers "exciting."

They both pointed to new data showing that enrollment in the free program for 4-year-olds had gone from 75,000 two years ago to 151,000 last year — a significant recovery after steep declines during the pandemic.

But while the overall numbers are up, the percentage of eligible 4-year-olds enrolled in TK actually fell. As the TK age cut-off widens, the number of eligible children has more than doubled — but the percentage of students who are enrolled dropped between 4 to 7 percentage points between the 2021-22 and 2023-24 school years, depending on how the number of eligible children is calculated.

CalMatters used two approaches to estimate the percent of eligible TK students enrolled: using kindergarten enrollment the same year as a proxy and using general population projections from the Department of Finance. Both approaches show the same trend.

Department of Education spokesperson Elizabeth Sanders said the department uses a method from the Finance Department to calculate the percentage of eligible students in TK but did not provide specifics.

“The trends we see in the percentages of eligible students whose families are enrolling in TK mirror the trends described by (CalMatters’) data set,” she said. “As we expand the number of students and families eligible, we expect the percentage of families who choose to participate to hover around 70% and to increase following full implementation.”

Sanders pointed to the growing number of children attending TK as a hopeful sign for the program, which is intended to boost academic achievement and social skills and prepare students for the rigors of elementary school.

“The fact that we have doubled the number of individual students participating in the program during these implementation years makes us very proud,” Sanders said.

TK advocates said the increased numbers alone are worth celebrating, and they expect the percentage to inch upward over time.

“This is great, this is what we want to see. It shows that schools are building back trust,” said Patricia Lozano, executive director of Early Edge California, which advocates for early childhood education. “TK is a great option for families, but it’s good for kids, too. Kids need to be around other kids.”

Transitional kindergarten was never meant to be an exclusive early childhood service for families; it’s intended to be one option among several the state offers, Lozano said. So any increase in participation is reason for hope.

Transitional kindergarten for all 4-year-olds

The state created transitional kindergarten in 2010, but it was limited mostly to larger districts and was open only to children whose birthdays fell between September and December. In 2021, Newsom expanded it so all 4-year-olds could eventually participate. Rolling out gradually, the eligibility window widens by a few months every year. In 2025-26, all 4-year-olds will be eligible and all districts except charters will be required to offer it.

Research has shown that TK and preschool have many benefits for children, including higher rates of graduation and employment, less criminal activity later in life and overall better health, while parents benefit economically from an extra year of free care for their children.

Transitional kindergarten is meant to be like preschool, a low-key environment where children spend most of their day playing and learning social skills. Typically, children learn to take turns and make friends, express themselves and regulate their emotions, count to 10 and recognize simple words, and learn fine motor skills such as holding a pencil. Unlike preschool, TK teachers are required to have credentials and, by 2025-26, extra units in early childhood education.

Michelle Galindo, a parent in Chula Vista Unified south of San Diego, said she was hesitant at first to send her son Roberto to TK. She'd heard reports of crying children and inexperienced teachers, and 4-year-olds seemed too young for school.

But she happened to know the teacher and trusted her. Her son thrived in the program, gaining independence, making friends and learning.

“He’s so much more confident. He asks a lot of questions, is more responsible,” Galindo said. “When he got to kindergarten last year, he actually thought it was too easy. The teacher said he was a full year ahead. I’m really glad we sent him to TK.”

Wealthier districts slow to open transitional kindergarten

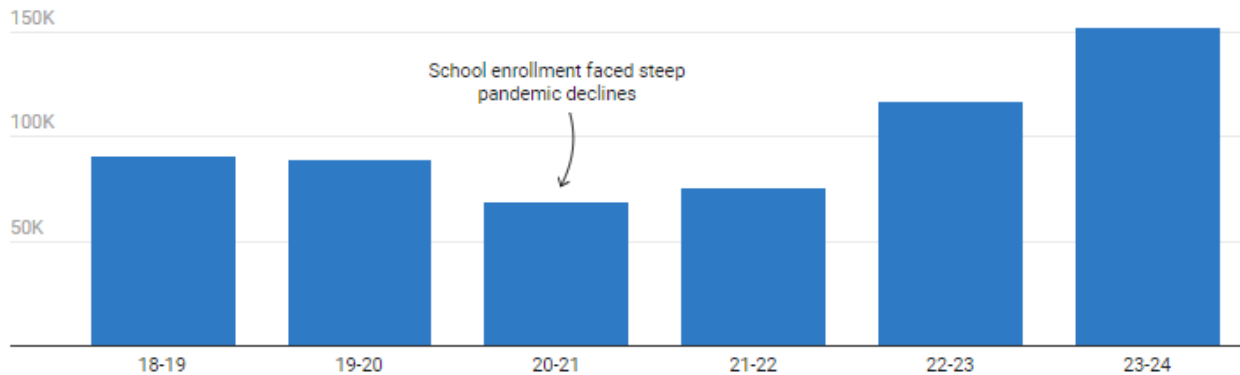
There are a few theories explaining the stagnant percentage of TK enrollment. One is that not all districts are offering it yet. Districts known as “basic aid” districts have been slow to open TK programs, and some aren’t offering it at all. Basic aid districts are typically wealthy districts that opt out of state funding because they collect more money through local property taxes. Because of that, they can’t get state funding to operate TK classes.

Marin County is home to several basic aid districts that have lagged in opening TK programs. Larkspur-Corte Madera School District isn’t offering TK at all, saying it can’t afford to without state help. Ross Elementary doesn’t offer TK, either. The result is that Marin has one of the lowest TK enrollment rates in California, even though the county has pockets of low-income families who would benefit from the free service.

“Everyone thinks TK is a good idea, but for basic aid districts, it’s an unfunded mandate,” said Marin County Superintendent of Schools John A. Carroll. “It’s taken a while, but we’re getting there. Most have now gotten on board.”

Transitional kindergarten enrollment doubled in two years

Enrollment in TK, the free program for 4-year-olds, reached 151,491 students for the 2023-24 school year. Until 2022-23, only children with birthdays between September and December could attend. The window is widening each year until all 4-year-olds will be eligible in 2025-26.

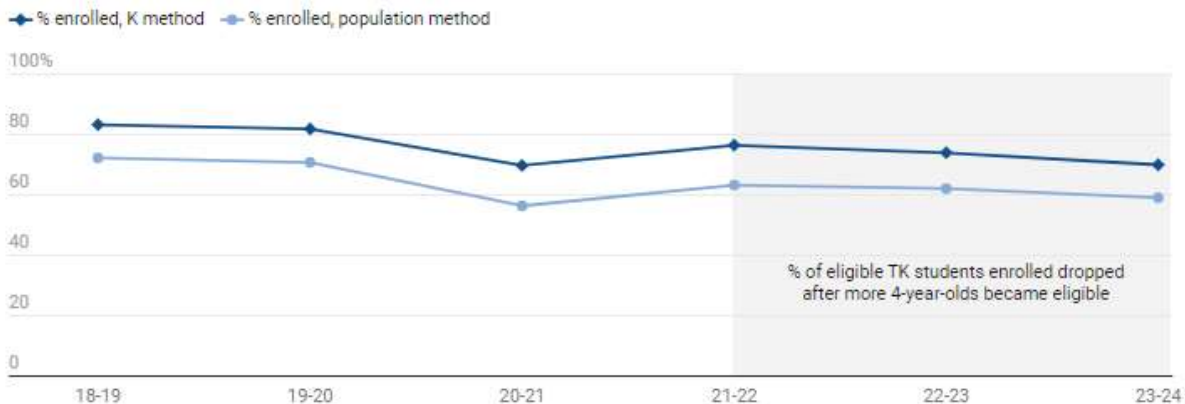


TK enrollment was reported as a kindergarten program until 2023-24 when it was considered its own grade.

Source: California Dept. of Education • Get the data • Created with Datawrapper

But as eligibility expands, the percent enrolled fell near pandemic lows

CalMatters used two approaches to estimate the percent of eligible TK students enrolled. One uses kindergarten class size the same year as a proxy, and the other uses 4-year-old population projections. Both were adjusted for the share of eligible birthdays for TK each year.



The population method used estimates of 4-year-olds for the first calendar year of each school year.

Source: California Dept. of Education, Dept. of Finance • Get the data • Created with Datawrapper

San Francisco Unified also has one of the state’s lowest TK enrollments, with more than four times as many kindergartners as TK students. Statewide, there were 2.4 kindergartners for every TK student last year. San Francisco’s low numbers are partly due to the extensive preschool program the district already offers. They’re also due in part to a steady decline in the number of children living in San Francisco, as parents leave for less expensive locales, said district spokeswoman Laura Dudnick.

Facilities have also been an obstacle for school districts. Districts must find space for new TK classrooms, which in fast-growing parts of the state has been difficult. Proposition 2, a \$10 billion bond on the November ballot, would provide funding for schools to build and expand TK classrooms.

Preschool vs. transitional kindergarten

Another hurdle to TK enrollment is preschool. In addition to private preschools and federally funded Head Start programs, California offers free preschool to low-income families. Some parents said they prefer to keep their children in preschool because it’s convenient or they like the program.

Roslyn Broadnax, a parent in South Los Angeles, said she distrusts the state’s push for TK, fearing that TK will siphon resources from state-funded preschools, which in many cases are long-established, trusted parts of communities.

“The existing preschool system has served low-income kids, kids of color very well,” said Broadnax, who works for Cadre-LA, a nonprofit that advocates for parents in South Los Angeles. “If there’s little difference between preschool and TK, why should a parent move their child to TK? It doesn’t make a lot of sense.”

[A new report](#) from UC Berkeley found that the TK expansion has had a damaging effect on state preschools and Head Start, as parents move their children out of those programs. Although the overall number of 3- and 4-year-olds enrolled in early childhood education programs has increased slightly, Head Start centers in California have lost 43,000 preschoolers, while state preschools have lost 9,000 4-year-olds since the TK

expansion. The result has been shuttered classrooms, a scarcity of teachers and uncertain futures in what researchers called “pre-K deserts.”

“The real question is, are more families accessing pre-kindergarten overall? We can’t find evidence that they are,” said Bruce Fuller, an education professor at UC Berkeley and an author of the study. “To say that the TK enrollment has doubled relative to a year in which many preschool classrooms were closed (due to COVID) is disingenuous.”

Another hitch is that during the height of the COVID-19 pandemic, when most preschools closed, California guaranteed funding for them through 2025. Now, the state is paying for half-empty preschools across California and preschools have no incentive to recruit more families, according to the report.

The whole early education system in California is overly complex and confusing for parents, Fuller and his team said. They recommend a streamlined, consolidated system that delivers high-quality, play-based programs that are distributed equitably throughout the state.

Not enough qualified teachers

Staffing has been a challenge since the beginning of TK. While most school districts have been able to hire enough credentialed teachers, they’ve struggled to hire classroom assistants and teachers who have the extra credits in early childhood education that will be required by 2025-26. Schools reported a 12% vacancy rate for TK teaching assistants at the beginning of the 2022-23 school year, according to a recent report by the Learning Policy Institute.

Ericka Hill, a parent in Los Angeles, said her son was in a mixed kindergarten-TK classroom, with a substitute teacher for half the year. The substitute had little experience in early childhood education and gave the children worksheets to take home every night.

“I don’t think a 4-year-old should be sitting down at a desk. It needs to be age appropriate,” Hill said. “He was resistant to doing the work. It was difficult for all of us.”

San Diego, Los Angeles, Sonoma, Orange and Ventura counties have some of the highest rates of TK enrollment, thanks in part to extensive outreach to parents. Bus advertisements, billboards, online ads, and flyers at day care centers and preschools all helped bring in new families.

Garden Grove Unified, a mostly low-income district in northern Orange County, expanded its TK program so quickly, in fact, that it incurred hefty fines from the state for allegedly enrolling students who didn’t yet qualify and not meeting student-teacher ratios that the state set later. The district is fighting the penalties, but meanwhile nearly every child who’s eligible for TK is enrolled.

“We knew that our families would want to enroll as soon as possible,” said district spokesperson Abby Broyles. “We launched a marketing campaign to get the word out. ... Our families have been thrilled with the high-quality TK they’ve received.”

Note: California school districts have moved away from the September return to school that was common in California and other states until the 1990s as we are seeing more districts start their school year in August.

School Year Already Underway at Some California Districts as Start Dates Keep Creeping Earlier

By Diana Lambert
EdSource
August 1, 2024

Children wearing colorful new backpacks, parents in tow, hugged and high-fived Principal Gina Lopez and other school staff as they streamed under an arch of multicolored balloons, accompanied by pulsating music, on the first day of school at George Washington Elementary School in Lodi on Tuesday.

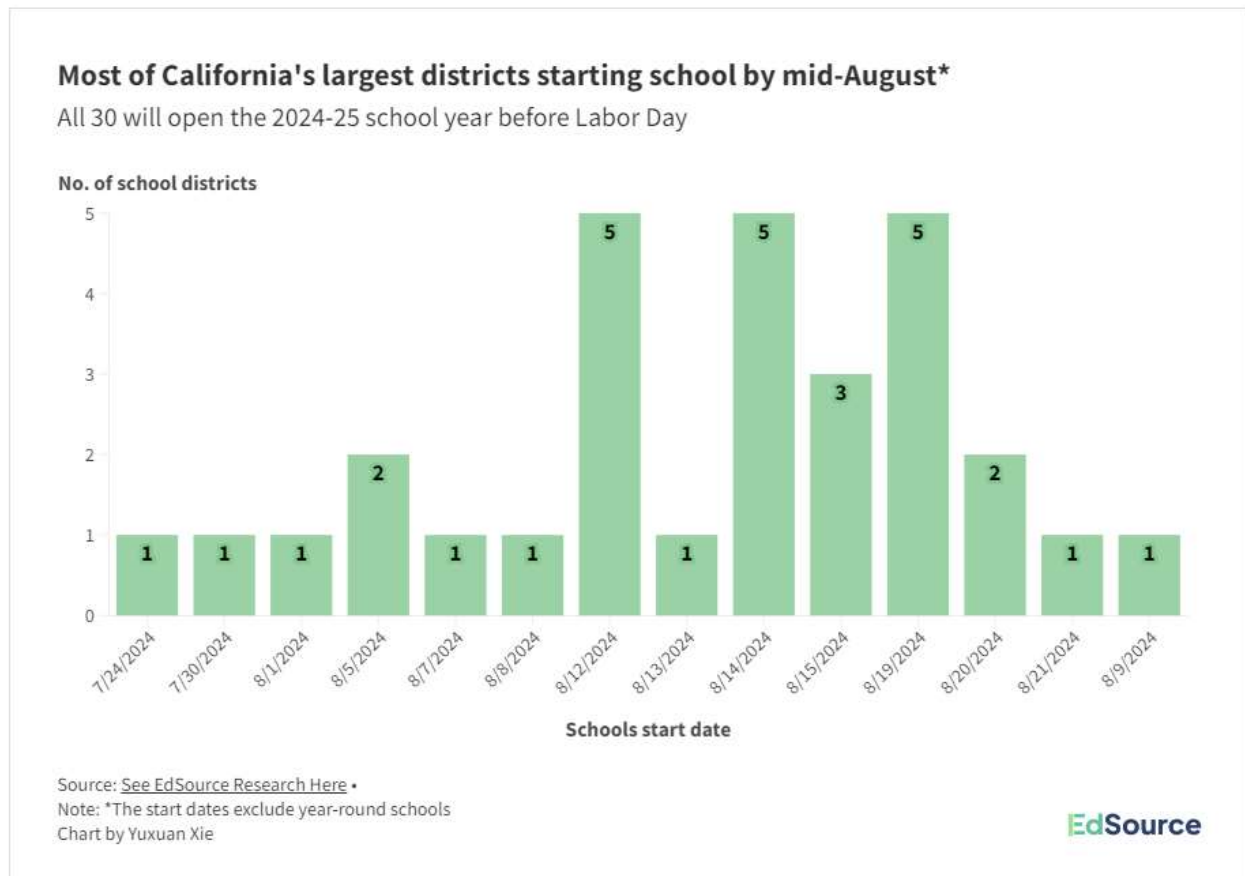
Lodi Unified in San Joaquin County was among the first California school districts to return to school this year, beginning just after Sweetwater Union High School District in San Diego, which reopened on July 24. Some districts, many with year-round schedules, started even earlier.

California school districts have moved away from the September return to school that was common in California and other states until the 1990s. School districts sometimes made the change to allow students to complete their semester studies and take their final exams before the winter break. It also gives students more time to prepare for state standardized tests.

Sweetwater Union decided to complete its first semester by December to maximize instruction days before Advanced Placement testing, according to a statement from the district.

“Key educational benefits to an earlier start date include reducing summer learning loss, alleviating overcrowding in schools, and aligning the calendar with four feeder districts — Chula Vista Elementary, San Ysidro, National School District, and South Bay — allowing families to coordinate vacations and child care more effectively,” according to the district statement.

An EdSource survey of California’s 30 largest school districts this year found that all are returning to school before the Labor Day holiday in September and 21 of those are returning by Aug. 15. In 2014, seven of the 30 largest school districts were still starting school after Labor Day, according to an EdSource survey that year.



Some districts that instituted earlier start dates have opted to end the school year earlier, but others have shortened the summer break and added days off during the school year.

California isn't the only state returning to school early. About 70% of U.S. students had returned to school by Aug. 25 last school year, according to the Pew Research Center.

Summer shortened decades ago

The students at George Washington Elementary and other Lodi Unified schools are used to returning to school in late July or early August — the district has been doing it for about two decades. Sweetwater Union High School District has been returning to school in late July for more than a decade.

Lodi Unified moved its schools to a year-round schedule in the late 1980s because of overcrowding. It changed course in the early 1990s, after high schools struggled with the schedule, and began to move schools to a modified traditional schedule as they built more schools, said Superintendent Neil Young. Today, all of its schools are on a schedule that divides the year into quarters with a two-week break after each one.

Most parents and teachers have been in favor of the calendar and there has been no interest in changing it, Young said.

“I know for our teachers to be able to do a reset at the end of each quarter and begin the new quarter refreshed has been a positive,” he said. “And I have heard teachers say they appreciate that.”

George Washington Elementary teachers Jenny Hampton and Natalie Smalley agree. They both prefer the regular breaks to a longer summer.

“Those two weeks every nine to 10 weeks, like the kids are ready for a break, we’re ready for a break and so we just, we like that better,” Hampton said.

Students excited for new year

Sisters Karina Barron and Maria Barron remember starting school in July when they were students in Lodi Unified schools. On Tuesday they were dropping their children off at school. Their families like the school calendar, they said.

“They kept asking when school started,” said Karina Barron of the children.

The kindergarten through sixth-grade students streaming through the doors of George Washington Elementary seemed excited to be back in school.

“It’s better to be learning, so in the future I can have more life skills,” said Emmanuel, a sixth-grade student. His favorite subject is math.

It’s all new to kindergartners

Kindergartners in Kristen McDaniel’s class have no recollection of a time when school started in September. On Tuesday they each sat on a square on a rug in the middle of the classroom, much like decades of students before them. On a stool in the corner, one little girl wept, reluctant to join the group.

McDaniel, who has taught kindergarten in the same classroom at George Washington Elementary for 25 years, knows the first day can be tough for her students. Everything takes longer on the first day of school, she said.

“They don’t know where their cubbies are,” McDaniel said. “They don’t know how to walk in, where to go. So, it took a little bit of extra time today in order to get them to the carpet to circle time.”

The first day can also be tough for teachers. McDaniel repeatedly told one boy to sit and not to lie on the rug, and twice had to gently remove the hand of a girl who grabbed at the book she was reading to the class.

“This first day is so hard, and if it stayed this way, no one would ever, ever do it,” McDaniel said. “You couldn’t pay me enough to do this every single day. But the growth that you get at kindergarten versus other grade levels, it’s just incredible. And that’s why I do it, because I remind myself of this day and how they didn’t even know how to sit or just wanted to lay down on the carpet instead.”

By the end of kindergarten, the students will be reading, adding and subtracting and focusing on literature, she said.

McDaniel started the day by reading “Your Teacher’s Pet Creature,” which reinforces positive classroom behavior and introduces students to the stuffed class pet. During circle time, each child passed the class pet to the child sitting beside them, after reciting their name and receiving a welcome from the class in return.

“The point of that first circle time is to build community, to get them to feel like they’re a part of the class and to learn about each other,” McDaniel said.

With introductions made and cubbies squared away, McDaniel dived into instruction, holding up a flash card with an apple to introduce the letter A. Shortly after, the little girl in the corner wiped away her tears and joined the group.

“She actually had a great rest of the day, reported McDaniel.


The kindergartner wasn’t the only one overcome emotionally at the start of school. Principal Lopez said she became emotional when she visited classrooms the day before school, especially when she saw that the old mismatched desks and chairs had been replaced with new furniture.

“This is like my 24th year, but you know, every beginning is always special,” said Lopez. “Right? Because this is my heart.”

EdSource reporters Mallika Sheshadri, Lasherica Thornton, Emma Gallegos, Zaidee Stavely and Betty Márquez Rosales contributed to this report.

Fresno Unified School District
Board Communication

BC Number ID-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed. D., Instructional Superintendent
Cabinet Approval: 

Date: August 09, 2024
Phone Number: 457-3731

Regarding: Independent Contractor Services Agreement with Corwin Press

The purpose of this communication is to provide the Board with information regarding an independent contractor services agreement with Corwin Press that will be presented for ratification on August 14, 2024.

The Professional Learning Communities (PLC)+ process builds individual and collective teacher efficacy in service of improving student outcomes. The + in the PLC+ process emphasizes the importance of maximizing individual teacher expertise and the power of the collaborative expertise developed through the PLC+ process. The PLC+ process is grounded in the following five questions: Where are we going; Where are we now; How do we move learning forward; What did we learn today; and Who benefited and who did not benefit?

Corwin Press will provide one three-hour PLC+ foundational training session to all Fresno Unified PK-12 classroom teachers on various dates throughout the 2024/25 school year, as determined by school sites.

To ensure teacher voice was included in the scheduling of the professional learning sessions, teachers were invited to vote on their preferred training date prior to finalizing the agreement with the vendor. Responses were not received in time for the agreement with Corwin Press to be included in the bundled contracts presented for Board approval on June 20, 2024. Several training sessions will occur prior to the start of the school year during Designated school professional learning, Buyback and Institute Days.

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


Approved by Interim Superintendent

Mao Misty Her 

Date: 08/09/24

Fresno Unified School District
Board Communication

BC Number ID-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: August 09, 2024
Phone Number: 457-3731

Regarding: Designated English Language Development in Middle and High School

The purpose of this board communication is to provide the Board with information regarding designated English Language Development (dELD) at Fresno Unified School District middle and high schools.

All English learners at all English proficiency levels and all ages require integrated English Language Development (ELD) and designated ELD. Integrated ELD is instruction which uses the state-adopted ELD standards in tandem with the state-adopted academic content standards. Designated ELD is instruction focused on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Fresno Unified's current ELD program model embeds dELD support within the core English Language Arts (ELA) class and enables students to receive targeted language support in service of the core ELA grade level coursework. This model also allows students to enroll in electives, UC/CSU a-g coursework, dual enrollment, Career Technical Education programs, and courses needed for the State Seal of Biliteracy.

Fresno Unified School District's recent Federal Program Monitoring (FPM) review with the California Department of Education (CDE) resulted in a "finding" due to a lack of observational evidence of implementation of dELD in secondary ELA courses at one middle school and two high schools. To clear this finding, the CDE reviewer requested the district provide evidence of sufficient dELD course offerings for all English Learner (EL) students at the three FPM sites.

Beginning in 2024/25, Fresno Unified School District will pilot a dELD program model to meet the CDE request at the three FPM reviewed sites. This model will provide EL students with their dELD in an ELA/dELD course designed specifically for EL students. This model will allow students to continue to enroll in electives, UC/CSU a-g coursework, dual enrollment, Career Technical Education programs, and courses needed to earn the State Seal of Biliteracy.

All remaining secondary sites will continue with the traditional dELD program model for 2024/25. Ongoing collaboration will continue with our labor partners as we move forward with considerations for implementation of the pilot program model at all secondary sites for the 2025/26 school year.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Erica Piedra at 457-3928.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/09/24