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INTERIM SUPERINTENDENT

Mao Misty Her

BOARD COMMUNICATIONS – AUGUST 23, 2024

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

OFFICE OF THE SUPERINTENDENT – Mao Misty Her, Interim Superintendent

S-1 Mao Misty Her Interim Superintendent Calendar Highlights

BUSINESS & FINANCIAL SERVICES – Patrick Jensen, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports
for August 15, 2024

BFS-2 Patrick Jensen Results of Issuance and Sale of the General
Obligation Bonds, Election of 2020, Series C,
and Refunding Bonds

DIVERSITY, EQUITY & INCLUSION – Carlos Castillo, Ed.D., Chief Officer

DEI-1 Zerina Hargrove, Ed.D. Academic Return on Investment Review Board
relating to Independent Contracts

DEI-2 Jacqueline Austin Office of African American Academic
Acceleration Reading Program Results

ENGAGEMENT & EXTERNAL PARTNERSHIPS – Wendy McCulley, Chief Officer

EEP-1 Wendy McCulley Monthly Update - August

HUMAN RESOURCES/LABOR RELATIONS – David Chavez, Chief Officer

HR-1 Malati Gopal Recommendation for Deaf and Hard of
Hearing Waiver

INSTRUCTIONAL DIVISION – Natasha Baker, Ed.D., Chief Officer

ID-1 Tangee Pinheiro, Ed.D. Significant Disproportionality and California
Department of Education Intensive Level I
Monitoring

OPERATIONAL SERVICES – Paul Idsvoog, Chief Officer

OS-1 Drone Jones Deployment of Grants Funded Air Purifiers in
School Classrooms/Spaces

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 23, 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:

- Curb appeal visits pre-first day at the schools as follows: Anthony, Adult Transition Program, Ayer, Aynesworth, Bakman, Bullard, Bullard Talent, Burroughs, Calwa, Centennial, Columbia, Computech, Del Mar, Eaton, Ericson, Fort Miller, Fresno, Gaston, Gibson, Heaton, Herera, Holland, Hoover, King, Kirk, Lawless, Lincoln, Lowell, Malloch, Mayfair, McCardle, Muir, Norseman, Patiño, Powers-Ginsburg, Rata, Robinson, Roeding, Roosevelt, Rowell, Scandinavian, Slater, Storey, Sunnyside, Tatarian, Tenaya, Terronez, Wawona, Williams, Wilson, and Wolters
- Gave live interview with Brisa Colon, ABC30, at Hamilton regarding first day of school
- Gave live interview with Chelsea Edwards, FOX26, at Hoover regarding first day of school
- Site visits at the schools/sites as follows: Adult Transition Program, Ahwahnee, Baird, Bakman, Bullard, DeWolf, Duncan, Eaton, Ericson, Ewing, Farber, Fremont, Gibson, Hamilton, Holland, Homan, Hoover, Kratt, Leavenworth, Lori Ann Infant Center, McLane, Manchester GATE, McLane, Mayfair, Muir, Norseman, Nutrition Services, Olmos, Rata, Roeding, Rowell, Starr, Tatarian, Tehipite, Tenaya, Tioga, Transportation, Turner, Wawona, Williams, Wilson, Wishon, Wolters, and Yosemite
- Visited and observed 82 classrooms during site visits
- Met with labor partners
- Attended United Way Board Meeting
- Gave interview with Juanita Stevens, Education Matters
- Attended Golden Heart Celebration Luncheon at Lori Ann Infant Center
- Speaking at the SEIU 152 Women's Equality Day
- Attending the Women's Equality Day event presented by the National Women's Political & Caucus

Approved by Interim Superintendent
Mao Misty Her _____

Date: 08/23/2024

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 23, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for August 15, 2024

The purpose of this communication is to provide the Board with a copy of the 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 15, 2024, are attached and include the articles as follows:

- Smiles, 'Butterflies' and a Little Boy Cries 'I Want My Mom.' It's LAUSD's First Day of School – August 12, 2024
- Oakland School Ordered Closed By State and Local Officials Opens Its Doors Anyway – August 09, 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: 08/23/2024



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www.sscal.com

DATE: August 15, 2024

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Encourages Cell Phone Ban in the Classroom

To start off the 2024-25 academic year, Governor Gavin Newsom sent a letter to all school districts, highly encouraging them to restrict student cell phone use in the classroom. In his letter, Newsom explained the consequences of excessive smartphone use among youth, stressing increased mental health struggles and the rising amount of cell phone distractions reported in the classroom by teachers. Through restricting cell phone use among students, Newsom states that concentration is boosted, academic performance improves, and better social interactions are fostered.

In 2019, Newsom took the first steps to ban student phone use in the classroom by signing Assembly Bill (AB) 272 (Muratsuchi) into law, which allows school districts the authority to manage smartphone use during school hours. Newsom praises select districts, such as Santa Barbara Unified School District (USD) and Los Angeles USD, that acted on this law and saw positive results by restricting cell phone use on campus, such as higher grades, rising student engagement, less bullying, and less damage to facilities on campus. Although AB 272 does not require districts to ban cell phones, Newsom still highly encourages districts to follow suit with those that have implemented these restrictions. He explains that creating a smartphone-free environment will allow students to be fully engaged in the classroom.

Newsom indicates he will work with the Legislature to further limit smartphone use on school campuses. AB 3216 (Hoover, R-Folsom) and Senate Bill (SB) 1283 (Stern, D-Los Angeles) are current bills being considered in the Legislature. AB 3216 would *require* the governing body of a local educational agency (LEA) to adopt policies that limit or ban smartphone use by students on school sites. The bill has wide, bipartisan support and is expected to eventually be on the Governor's desk. SB 1283 would allow an LEA governing body to limit or prohibit the student use of social media while at school site. The future of this bill is not as clear, as it has been opposed by the American Civil Liberties Union (ACLU) and others.

Master Plan on Higher Education Update

Earlier this week, the Assembly Select Committee on the Master Plan for Higher Education in California met to discuss the ongoing development of the Master Plan for Career Education. Work on the plan is expected to finish by the end of this year. The hearing started by recapping the four foundational efforts of the plan: breaking down siloes to emphasize coordination in the offering of career education, strengthening career pathways for students, prioritizing hands-on learning, and advancing universal access and affordability.

Five panelists spoke on the existing challenges and opportunities that career education is currently facing. Some topics touched on the high cost of living in certain parts of the state and the expense of attaining a college degree, a vision to bring education and workforce together to emphasize regional perspectives, the importance of giving the employer a voice in providing career education to ensure students learn appropriate and needed job skills, and needing to do more to create an equal playing field for individuals with disabilities.

Notably, Assemblymember Al Muratsuchi (D-Torrance) made comments in support of regional occupational centers/programs and the successful results of their regional collaborations.

Leilani Aguinaldo

Note: Los Angeles USD starts off the 2024-25 academic year facing renewed challenges, including transportation to school, declining enrollment, school safety, and meeting basic needs.

Smiles, ‘Butterflies’ and a Little Boy Cries ‘I Want My Mom.’ It’s LAUSD’s First Day of School

By Howard Blume, Veronica Roseborough, and Kate Sequeira
Los Angeles Times
August 12, 2024

“I get butterflies in my stomach,” said Alberto Angulo of the first day of school.

He’s a fourth-grade teacher at Main Street Elementary in South Los Angeles. And he’s far from alone in his nervous excitement.

For students and parents, the first day of school Monday at Los Angeles Unified was a crush of new schedules, new teachers and new things to learn, along with a modicum of excitement — and those familiar butterflies. And then around lunchtime — a magnitude 4.4 quake. By early afternoon the district said no damage was reported but the quake apparently triggered some real-life campus earthquake drills, adding to the jitters of the day.

For Angulo, his hint of first-day nervousness combined with the thrill of meeting new students, setting his classroom rules and recruiting students to his folklórico group.

“We can teach that traditional Mexican folk dance, which is something that I’m very passionate about, since that’s part of my culture,” said Angulo, who is starting his ninth year at the school and will have 22 students with him in Room 22.

Demeras Tillman dropped off her three elementary school children at Main Street, a school she has come to rely on.

“They actually care for the kids,” Tillman said. “We’ve had nothing but great support from people in the office to the teachers, everybody’s understanding and helpful.”

Veronica Cortez calmly and cheerfully welcomed 4-year-olds confronting their first day of school in transitional kindergarten. A few were eagerly digging into a breakfast of milk, apple and cinnamon bun, but a boy named Axel, nattily dressed in new khakis and a green shirt, was wailing: “I want my mom” and finally plopped the side of his head on the table in front of his chair.

At the Girls Academic Leadership Academy in the University Park neighborhood near USC, students walked onto their new campus, a refurbished LAUSD administration building. The students at the grade six-12 school had formerly used a portion of the Los Angeles High campus.

Rose Agamegwa, a college and career counselor, described the change as “liberating” for the girls and staff to have their own campus.

Staff at Bandini Street Elementary in San Pedro cheered, shook clappers and waved pom-poms to welcome the new 4- and 5-year-olds as parents crowded in front of the school's gate, waving, taking photos and calling out goodbyes, unable to enter school grounds.

"Usually he's upset when he gets up, but today he was ready to fly out of bed," said Claudia Reyes as she stood outside the gate with her kindergarten son, Legend.

Challenges ahead

For the Los Angeles Unified School District the opening of the 2024-25 academic year is also about taking on renewed challenges.

Supt. Alberto Carvalho, entering the third full school year of his administration, is confronting lagging student achievement, declining enrollment, school safety worries, absenteeism and budget constraints.

He was up at 4:30 a.m. for an early start at a bus yard, then on to Main Street Elementary and a roster of other campuses.

Carvalho has hailed the rise in state test scores at every grade level that took the math and English assessments, although students are struggling to reach pre-pandemic levels. Attendance is following a similar trendline — much better but still in need of improvement.

Even though families were raving about her school, Main Street Principal Eva Rodriguez-Chavez said she has had to cope with declining enrollment, just like most other local schools. And she's also pushing for better attendance rates, just as at other schools.

"My message to parents today: Please bring your child every day on time. We can't support, we can't do our job if they're not here. If you're worried, like, 'I'm not sure how my child is feeling,' we've got a full-time nurse who will check it out and make that determination with you."

Chronic absenteeism — defined as missing at least 10% of the school year — soared when pandemic-shuttered campuses reopened in spring 2021. Just over 45% of students were chronically absent in 2021-22. The percentage dropped to 36.5% the following year, in 2022-23, the most recent year for which data have been posted. These numbers far exceed pre-pandemic levels, which already were considered high.

For Jordan High senior Katherine Castro, the 2024 academic year embodies the familiar as well as the new — and portends memorable moments ahead.

"It's like a fresh new start and I try to reflect on the year before and what I can do better," said Katherine, who is looking forward to senior events — like a trip to Disneyland — and who intends to join the first college-going generation of her family. "It feels nice to go back to school, especially since this is my last year."

Getting to school

There is a complex infrastructure behind getting schools opened and students into class. And one important element for many students is the school bus.

Over the years, budget cutting limited daily bus service almost exclusively to students in magnet programs — meant to promote integration — and for students with disabilities. Yet there are about 25,000 empty seats on existing routes as school opens and officials have decided to try to fill them as a new service to families.

The district is advertising “transportation for all.” What that has meant is that parents can contact the transportation division to request an available seat if a bus stops where that student needs to go. This year the transportation division also has tried to add stops based purely on demand.

“It’s about how to be more efficient with the resources we have,” said transportation director Daniel Kang. “So we’ve brought in several routing experts, consultants, to provide their solutions and using our routing software as well.”

Some 59 operating buses are electric — with 250 expected to be in service by the end of year. They cost twice as much — about \$350,000 apiece — and require the construction of charging centers, but are expected to save money over time in fuel costs, while also reducing pollution.

Families can coordinate transportation needs through the district’s online “parent portal.”

There’s definitely room for improvement in the view of L.A. parents who took part in a recent survey commissioned by HopSkipDrive, a tech-based transportation vendor.

About 40% of parents who drive their children to and from school say these obligations have caused them to miss work, with a similar number saying the task has interfered with their ability to seek out or accept new job opportunities. And 44% of those who drive to and from school said that “navigating and waiting in the pick-up or drop-off lane is one of the most stressful parts of their day.”

Keeping students in school

The district accelerated an outreach campaign that includes home visits. AI-enhanced software that was supposed to provide reminders and suggest resources has been shelved after the company that created it cratered financially.

Another strategy offers students and families support through wellness clinics such as the one that just opened adjacent to Jordan High in Watts. It will serve students as well as an estimated 1,000 nearby community members who can walk in or make appointments.

The needs are especially acute at Jordan. Compared with elsewhere in the school system, families in that area have the highest rates of asthma, the largest number of emergency-room visits for assaults, the greatest eligibility for Medi-Cal services and the most pressing need for dental care, said Ron Tanimura, the district’s director of student medical services and Medi-Cal programs.

Katherine, the Jordan High student, said that the clinic provides help and privacy for students, whether for contraceptive services or required physicals for sports.

“There’s going to be more athletes this year,” said Katherine, who plans to study forensics in college. In the past, some girls who wanted to be on the soccer team “didn’t do their physical, so they weren’t a part of it, because they didn’t have a clinic to go to.”

She also appreciates the mental health component.

“Having the wellness clinic is like you have another place to go to that’s not necessarily inside the school, because maybe you’re insecure about other students seeing you.”

School safety

Officials view a pending cellphone ban as a major safety upgrade — mobile devices have been used to organize fights and drug sales on or near campuses. They hope to reverse a significant rise in fights and drugs on campus.

The district has tried to make campuses safer from outside threats by limiting entry and installing surveillance cameras. Threats inside a campus — such as bullying and vaping — are supposed to be managed through greater counseling resources and restorative justice, through which students who treat others badly or break rules are supposed to take responsibility for their actions and attempt to make amends.

The role of school police remains a topic of intense debate. Since mid-2020, officers have been limited to off-campus patrols, entering only to make arrests, conduct investigations or respond to an emergency situation.

One faction of students and parents wants to entirely eliminate the school police department, saying their presence traumatizes students and makes them feel unsafe.

Countering them are pro-police parents who, by the end of the last school year, had collected about 5,000 signatures on a petition calling for school police to be returned to campus.

“We’re here as parents fighting for more security and safety in the schools,” said Diana Guillen, a leader within the district’s parent-advisory committees at a school board meeting this month.

“All these programs that you’re doing truly don’t have an impact,” Guillen said. “I think if you want to take school police away, it has to be once the programs are already functioning — not when you’re experimenting with them. Because you’re playing with our kids lives.”

Meeting basic needs: Food

School food has a poor reputation and L.A. Unified richly deserved it for years — combining poor nutrition with sketchy taste. It did not help that, for a time, the district built new schools without working kitchens, relying instead on trucked-in entrees assembled in a central kitchen and then reheated at the school.

But a succession of efforts has improved the menu. This year’s annual taste-testing of new offerings took place at the new kitchen at Belvedere Middle School in East L.A.

Students sampled and rated an acai bowl with fresh fruit and a cheesy jalapeno biscuit with hot honey chicken. A nod to cultural diversity appeared in the birria bowl and arroz con pollo. And vegans could try chickpea masala or a fresh bar with fruit, vegetables and hummus.

All produce is sourced within 200 miles, central kitchen supervisor Javier Gutierrez said proudly.

A \$65,000 “combi” oven allowed cafeteria staff to follow a two-step process for making fresh cinnamon rolls — one temperature for the dough to rise and a different setting for the cooking, explained culinary supervisor Jamie Ginsburg.

Salik Mian, a junior at Chatsworth High — and a self-described picky eater who used to eat only white rice at Chinese restaurants, savored his first bite: “I love that actually.”

Note: North Oakland Community Charter School, whose charter was revoked by the Oakland USD board in June, welcomes students for the first day of school.

Oakland School Ordered Closed By State and Local Officials Opens Its Doors Anyway

By Jill Tucker
San Francisco Chronicle
August 9, 2024

An Oakland charter school ordered to shut down in June by the city’s school board — a closure later affirmed by a Superior Court judge and state education officials — opened its doors anyway to students Friday, the first scheduled day of classes, drawing immediate rebuke from district officials.

“As (North Oakland Community Charter School) does not hold an active charter, it is not legally permitted to operate a charter school or open the 2024-2025 school year as a charter school, and will not receive state funding to do so,” district officials said in a statement Friday after confirming students were at the school site.

Officials at North Oakland Community Charter School, located in the Longfellow neighborhood on 42nd Street near Adeline Street, said students were at the campus as planned for the first day of school, but there was no instruction taking place. They had hoped to find a way to appeal the school board’s decision to shut them through the Alameda County Office of Education after the school filed a lawsuit and a judge sided with the district at the end of July.

But the California Department of Education, in a letter dated Thursday, confirmed the effective date of closure was June 30.

Shae’Onna Muhammad, chair of the Board of Directors and a parent at the school, said families of about 140 students were still interested in attending this school year despite the order to close. Because of the state letter, Friday would be the last day of employment for teachers and the school would not be open next week, she said.

“We’re just hosting a space for kids to be able to play because we can’t have the teachers provide instruction,” she said. “We aren’t receiving information on how to do an abrupt closure.”

As of Friday afternoon, the school’s website was still active, encouraging families to enroll for the 2024-25 school year, with options available at www.chooseousd.org.

Oakland Unified starts the school year on Monday. Families with students who were attending North Oakland Community Charter School last year can still enroll their children in district schools.


The school board voted to close the school in early June, citing achievement levels that fell short of required expectations based on a signed agreement between the school and the district, with closure as a consequence of failing to meet those expectations.

Current school leadership say the agreement was signed by the prior administration and there had been confusion, a lack of communication and misinformation, which didn't allow for a fair fight to keep the school open.

"We don't see why we need to close," Muhammad said. "We're not crazy people that don't want to close a school. We don't know what happened."

Fresno Unified School District
Board Communication

BC Number BFS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Patrick Jensen
Cabinet Approval: 

Date: August 23, 2024

Phone Number: 457-6225

Regarding: Results of Issuance and Sale of the General Obligation Bonds, Election of 2020, Series C, and Refunding Bonds

The purpose of this communication is to update the Board on the sale of the General Obligation Bonds, Election of 2020, Series C and Refunding Bonds.

As previously shared in a Board Communication dated August 02, 2024, prior to the sale, the district received an affirmation of its strong 'Aa3' credit rating from Moody's Investor's Service. In its credit report, Moody's cited the following district strengths:

- "Growing central valley economy"
- "Long-term enrollment trends will remain relatively stable"
- "Healthy finances with reserves at 26% of operating revenues"
- "The district's finances will stay sound despite projected spend downs, benefiting from prudent management, conservative budgeting practices and an adopted reserve policy"

On August 14, 2024, Fresno Unified School District completed a successful sale of the (i) General Obligation Bonds, Election of 2020, Series C for \$60 million and (ii) Refunding Bonds for \$18.6 million. The Series C bonds were issued to provide funds for educational facility improvements approved under Measure M. The Refunding Bonds were issued to refinance two prior District bonds (General Obligation Bonds, Election of 2010, Series E, and 2015 General Obligation Refunding Bonds). The overall interest rate environment was higher since the sale of Measure M, Series A and Series B in June 2021, and August 2022, respectively. The increase in rates was primarily driven by recessionary fears and the Federal Reserve's actions to combat inflation. However, with the Federal Reserve signaling the end of rate hikes, investor interest has rebounded. As a result, the district was able to secure significant investor demand for the bonds and produce a great result for taxpayers.

The sale of both series of bonds produced over \$647 million in total investor orders, which was 8.2x the \$78.6 million available for sale, receiving orders from 68 separate investment accounts including top tier and globally recognized investment accounts spanning retail investors, banks, separately managed accounts, money managers, bond funds, and insurance companies. Strong investor demand helped contribute to lower overall borrowing cost benefitting local taxpayers.

The refunding (refinancing) of the two previous bond issuances resulted in taxpayer savings of \$7.4 million vs the \$3 million estimate last presented to the Board.

The final all-inclusive interest rate for Series C was 4.06%, much lower from preliminary projections presented to the Board in May 2024, where the estimated interest rate was 4.40%. The final rate achieved of 4.06% resulted in \$9.3 million in lower borrowing costs, a very successful outcome for taxpayers.

If you have any questions pertaining to the information in this communication, or require additional information, please call Patrick Jensen at 457-6225.

Approved by Interim Superintendent
Mao Misty Her 

Date: 08/23/2024

Fresno Unified School District
General Obligation Bonds, Election of 2020, Series C
2024 General Obligation Refunding Bonds (Federally Taxable)

Final Financing Summary

Sale Date:	August 14, 2024
Closing Date:	August 28, 2024
Sale Method:	Negotiated
Underlying GO Rating:	Aa3/--/--
Optional Redemption (Series C):	8/1/2032 @ 100%
Optional Redemption (Refunding):	Non-Callable

Sources and Uses:

Sources:

	Series C	GO Refunding
Par Amount	\$ 60,000,000	\$ 18,610,000
Premium	1,210,464	-
Total	\$ 61,210,464	\$ 18,610,000

Uses:

Deposit to Building Fund	\$ 60,000,000	\$ -
Deposit to Escrow Fund	-	18,431,004
Deposit to Debt Service Fund	884,864	-
Underwriters' Discount	132,600	41,128
Costs of Issuance	193,000	137,868
Total	\$ 61,210,464	\$ 18,610,000

Costs of Issuance Detail:

Items	Provider	Series C	GO Refunding
Bond Counsel	Jones Hall	\$ 75,000	\$ 55,000
Disclosure Counsel	Jones Hall	14,000	9,000
Bond Counsel Expenses	Jones Hall	500	500
Financial Advisor	Keygent LLC	40,000	40,000
Financial Advisor Expenses	Keygent LLC	1,500	1,500
Printing/Posting	Avia Communications	1,500	1,500
Demographic Data	California Municipal Stats	1,303	347
Credit Rating	Moody's Investors Service	53,684	14,316
Escrow Verification Agent	Causey Demgen & Moore	-	3,000
Trustee/Escrow Agent/COI	U.S. Bank	1,875	3,875
Contingency/Expenses		3,638	8,830
Total		\$ 193,000	\$ 137,868



Fresno Unified School District
General Obligation Bonds, Election of 2020, Series C

Final Financing Summary

Debt Service Schedule:

Date	Principal	Coupon (%)	Yield (%)	Yield to Maturity (%)	Interest	Debt Service Fund	Net Debt Service
10/1/24	\$ 3,925,000.00	5.000	3.100	-	\$ 17,989.58	\$ (17,989.58)	\$ 3,925,000.00
8/1/25	11,890,000.00	5.000	2.540	-	2,293,445.00	(866,874.57)	13,316,570.43
8/1/26	-	-	-	-	1,884,900.00	-	1,884,900.00
8/1/27	-	-	-	-	1,884,900.00	-	1,884,900.00
8/1/28	-	-	-	-	1,884,900.00	-	1,884,900.00
8/1/29	-	-	-	-	1,884,900.00	-	1,884,900.00
8/1/30	-	-	-	-	1,884,900.00	-	1,884,900.00
8/1/31	-	-	-	-	1,884,900.00	-	1,884,900.00
8/1/32	-	-	-	-	1,884,900.00	-	1,884,900.00
8/1/33	370,000.00	5.000	2.620	2.839	1,884,900.00	-	2,254,900.00
8/1/34	460,000.00	5.000	2.650	3.038	1,866,400.00	-	2,326,400.00
8/1/35	550,000.00	5.000	2.760	3.264	1,843,400.00	-	2,393,400.00
8/1/36	650,000.00	5.000	2.800	3.404	1,815,900.00	-	2,465,900.00
8/1/37	755,000.00	5.000	2.840	3.523	1,783,400.00	-	2,538,400.00
8/1/38	870,000.00	5.000	2.900	3.638	1,745,650.00	-	2,615,650.00
8/1/39	995,000.00	5.000	2.930	3.721	1,702,150.00	-	2,697,150.00
8/1/40	1,120,000.00	5.000	3.090	3.870	1,652,400.00	-	2,772,400.00
8/1/41	1,260,000.00	5.000	3.180	3.966	1,596,400.00	-	2,856,400.00
8/1/42	1,410,000.00	5.000	3.250	4.042	1,533,400.00	-	2,943,400.00
8/1/43	1,570,000.00	5.000	3.310	4.105	1,462,900.00	-	3,032,900.00
8/1/44	1,740,000.00	5.000	3.380	4.168	1,384,400.00	-	3,124,400.00
8/1/45	1,920,000.00	4.000	4.090	-	1,297,400.00	-	3,217,400.00
8/1/46	2,095,000.00	4.000	4.090	-	1,220,600.00	-	3,315,600.00
8/1/47	2,275,000.00	4.000	4.090	-	1,136,800.00	-	3,411,800.00
8/1/48	2,470,000.00	4.000	4.090	-	1,045,800.00	-	3,515,800.00
8/1/49	2,675,000.00	4.000	4.090	-	947,000.00	-	3,622,000.00
8/1/50	2,890,000.00	4.000	4.130	-	840,000.00	-	3,730,000.00
8/1/51	3,115,000.00	4.000	4.130	-	724,400.00	-	3,839,400.00
8/1/52	3,355,000.00	4.000	4.130	-	599,800.00	-	3,954,800.00
8/1/53	3,610,000.00	4.000	4.130	-	465,600.00	-	4,075,600.00
8/1/54	3,875,000.00	4.000	4.130	-	321,200.00	-	4,196,200.00
8/1/55	4,155,000.00	4.000	4.130	-	166,200.00	-	4,321,200.00
Total	\$ 60,000,000.00				\$ 44,541,834.58	\$ (884,864.15)	\$ 103,656,970.43

Net Repayment Ratio:	1.73 to 1
True Interest Cost:	4.06%
All-Inclusive Interest Cost:	4.09%

Fresno Unified School District
2024 General Obligation Refunding Bonds (Federally Taxable)


Final Financing Summary

Debt Service Schedule:

Date	Principal	Coupon (%)	Yield (%)	Interest	Total Refunding Debt Service	Prior Refunded Debt Service	Total Savings
10/1/24	\$ 17,990,000.00	5.478	5.478	\$ 90,336.79	\$ 18,080,336.79	\$ -	\$ (18,080,336.79)
8/1/25	620,000.00	4.618	4.618	26,484.23	646,484.23	695,637.50	49,153.27
8/1/26	-	-	-	-	-	1,345,637.50	1,345,637.50
8/1/27	-	-	-	-	-	756,137.50	756,137.50
8/1/28	-	-	-	-	-	2,628,637.50	2,628,637.50
8/1/29	-	-	-	-	-	2,635,100.00	2,635,100.00
8/1/30	-	-	-	-	-	1,644,225.00	1,644,225.00
8/1/31	-	-	-	-	-	500,550.00	500,550.00
8/1/32	-	-	-	-	-	500,550.00	500,550.00
8/1/33	-	-	-	-	-	500,550.00	500,550.00
8/1/34	-	-	-	-	-	1,760,550.00	1,760,550.00
8/1/35	-	-	-	-	-	1,853,300.00	1,853,300.00
8/1/36	-	-	-	-	-	1,855,800.00	1,855,800.00
8/1/37	-	-	-	-	-	1,957,600.00	1,957,600.00
8/1/38	-	-	-	-	-	2,063,000.00	2,063,000.00
8/1/39	-	-	-	-	-	2,176,600.00	2,176,600.00
8/1/40	-	-	-	-	-	3,322,800.00	3,322,800.00
Total	\$ 18,610,000.00			\$ 116,821.02	\$ 18,726,821.02	\$ 26,196,675.00	\$ 7,469,853.98

Fresno Unified School District
Board Communication

BC Number DEI-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zerina Hargrove, Ed.D.
Cabinet Approval: 
Carlos Castillo (Aug 22, 2024 11:42 PDT)

Date: August 23, 2024

Phone Number: 457-3808

Regarding: Academic Return on Investment Review Board relating to Independent Contracts

The purpose of this board communication is to provide the Board with information on the Academic Return on Investment (AROI) process and the work of the Academic Return on Investment Review Board (ARB) as it relates to independent contracting for Fresno Unified School District.

AROI is a process to proactively evaluate the academic return on Fresno Unified School District investments intended to increase student academic and socio-emotional success. Fresno Unified School District presents leaders and key educational partners with the tools needed to make informed decisions for staff to invest wisely and responsibly, securing successful trajectories for our students as they matriculate from pre-school through the twelfth grade in Fresno Unified School District.

Starting in October 2023, the Department of Analysis, Measurement, and Accountability began collaborating with multiple departments to create a framework to implement an AROI process throughout the Fresno Unified School District. The team met with all departments to prepare for the 2024/25 budget cycle. The AROI framework supports all departments by applying an evaluative process to their work, including applying growth metrics to measure success. This process was incorporated into the district's independent contracting process by requiring a completed logic model in each contract. The ARB reviewed all contracts of \$250,000 or more. The ARB reviewed over \$89 million worth of contracts for the June and August contract process.

The critical component of this work consists of providing support in ensuring that all the district's strategic initiatives have clear objectives, metrics that measure progress towards the objectives, and clear outcomes that indicate success for the program.

If you have any questions regarding the information in this communication or require additional information, please contact Zerina Hargrove at (559) 457-3808.


Approved by Interim Superintendent

Mao Misty Her 

Date: 08/23/2024

Fresno Unified School District
Board Communication

BC Number DEI-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jacqueline Austin, Program Manager
Cabinet Approval: 
Carlos Castillo (Aug 22, 2024 11:54 PDT)

Date: August 23, 2024

Phone Number: 457-3802

Regarding: The Office of African American Academic Acceleration Reading Program Results

The purpose of this communication is to provide the Board with a summary of the results of the Office of African American Academic Acceleration (A4) Afterschool Reading Program provided to students during the Fall 2023 and Spring 2024 semesters. This program provided supplemental literacy instruction to kindergarten through fourth grade African American scholars (including African American multiracial scholars) who measured one or more grade levels behind on the iReady English Language Arts (ELA) diagnostic. The program continued partnership with the Springboard Collaborative, which utilizes its successful framework that aligns families and teachers in partnership aimed towards collectively leading scholars to their targeted reading goals. Each session consisted of three hours of targeted small group literacy instruction weekly for nine weeks and the inclusion of a pre & post assessment for students.

The fall afterschool sessions were held from October 2023 through December 2023, serving 11 elementary school sites and 398 students in grades K-4. Over the duration of the program, average student attendance was 85%, and the average participation for family workshops was 72%. Students read/listened to 26,800 books. The elementary school sites that hosted the program in fall were the following: Del Mar, Ericson, Greenberg, King, Kirk, Lawless, Lincoln, Pyle, Roeding, Williams, and Wilson.

The spring afterschool session consisted of serving 16 elementary school sites. All 11 fall sites returned for the spring session, which ran from February 2024 through April 2024. The spring session served 525 students in grades K-4. The spring session had high rates of participation as the average instructional student attendance was 85% and the participation for family workshops was 80%. Students also increased the number of books read/listened to a total of 40,593 read during the session. The sites that participated during Spring 2024 were the following: Del Mar, Ericson, Greenberg, Heaton, King, Kirk, Lawless, Lincoln, Mayfair, Norseman, Pyle, Roeding, Slater, Thomas, Williams, and Wilson.

2023/2024 Afterschool Assessment Highlights:

For Fall 2023 easyCBM results across all sites, student growth reflected for second through fourth grade students that took the Passage Reading Fluency assessment increased by 66% (n=127). Kindergarten through third grade students that took the Word Reading Fluency increased by 74% (n=180) and kindergarten through first grade students that took the Phoneme Segmentation Fluency increased by 66% (n=92).

For Spring 2024 easyCBM results across all sites, student growth reflected for second through fourth grade students that took the Passage Reading Fluency assessment increased by 74% (n=268). Kindergarten through third grade students that took the Word Reading Fluency assessment increased by 72% (n=259) and kindergarten through first grade students that took the Phoneme Segmentation Fluency increased by 75% (n=102).

Note: easyCBM results “n” represents the number of students who completed both a pre and post assessment. The percentages reflect those students who were administered the appropriate grade level assessments to measure growth.

The 2023/24 Springboard Collaborative Impact Reports for Fall 2023 and Spring 2024 Afterschool Reading Programs are attached.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jacqueline Austin at (559) 457-3802.

Approved by Interim Superintendent

Mao Misty Her



Date: 08/23/2024



Impact Report

FUSD Fall 2023

Fall 2023



Highlighted Accomplishments



Reach

436 students served

50 teachers/ staff

11 schools participated

Engagement

72% average family workshop attendance

85% average instructional attendance



Growth

50% of students met their goal for books read



“Thank you Springboard for getting Jalaysia/Demarea making them interested to read!!”

- Jacqueline, Springboard Collaborative family member

Reach Data Deep Dive

Snapshot of Demographics

Race/Ethnicity

1.5% Asian

0.7% American Indian/Alaska Native

68.4% African American/Black

28.1% Hispanic/Latino

1.3% White

0.0% Multiracial/Other

0.0% Unreported



Snapshot of Grade Levels

Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade +
14%	21%	22%	23%	20%

"[Springboard] gives me a way to better serve students I see throughout the regular day. It helps me with their struggles and find their strengths."

- Springboard Collaborative teacher



Engagement Data Deep Dive

Instructional Attendance

436 students served
(attended at least one day)

398 students met
attendance minimum*

21 hours of teacher-led
instruction

85% average instructional
attendance

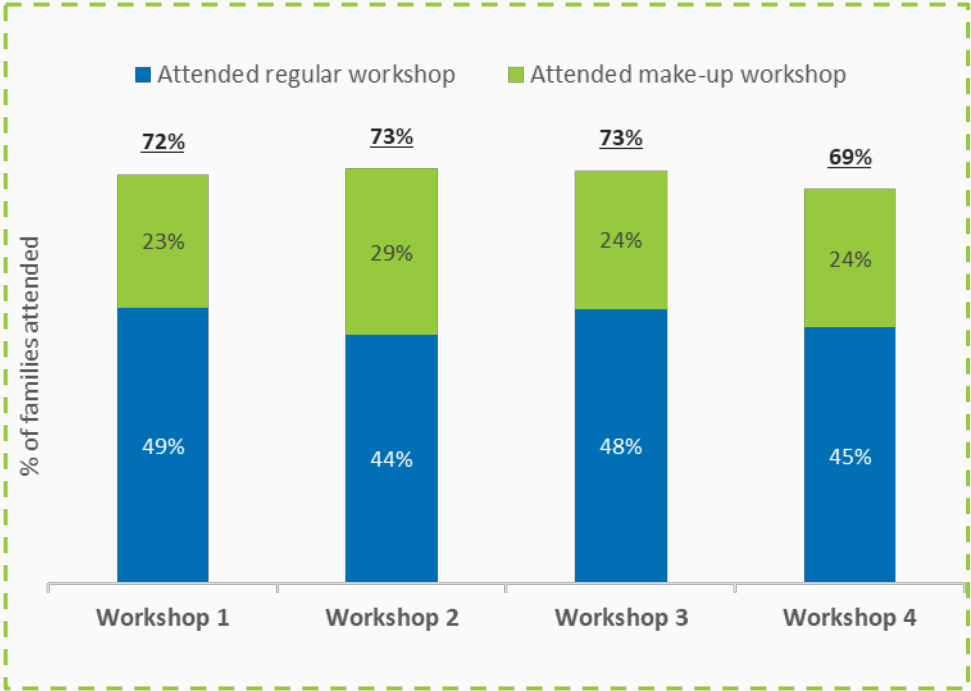
Family Engagement

72% average family
workshop attendance

79% families attended at
least one workshop

97% team building huddle
participation**

Average family workshop attendance



*Includes students who attended 25% days of programming or more and did not withdraw from the program except where otherwise noted.
**Internal and external evaluations consistently showed a significant positive link between huddle participation and improved student outcomes.

Growth Data Deep Dive

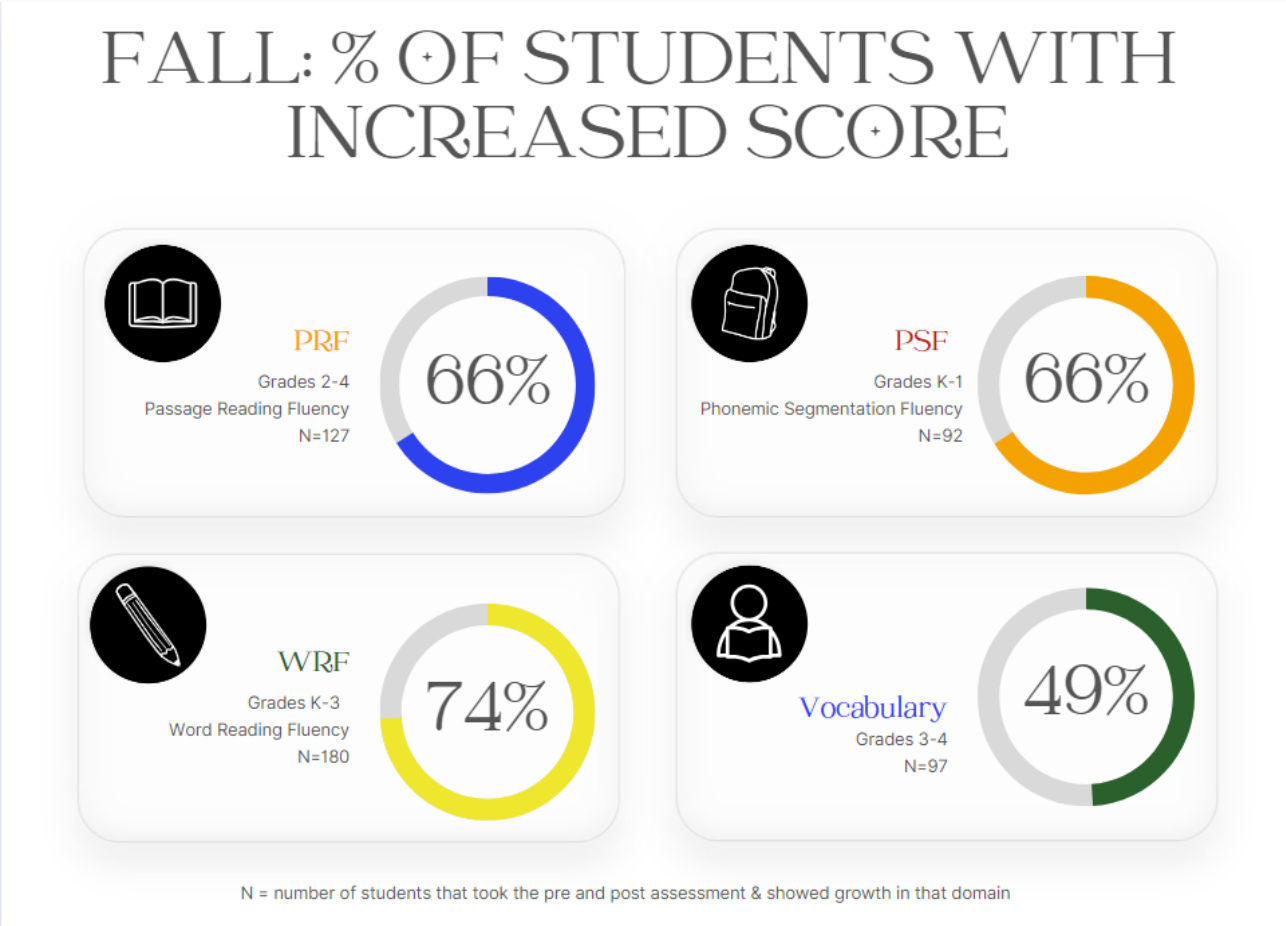


Students were given a 1-on-1 assessment through EasyCBM. EasyCBM was designed to give teachers insights into measuring instructional supports and provide a means to promote effectiveness in teaching.

EasyCBM provided curriculum-based measures in literacy for oral reading fluency, vocabulary, and other key assessment points.

Program assessments were given to determine our scholars' current skills and potential for growth. In addition to assessments, families were able to reflect on students' reading progress with tips provided by Springboard Connect and a reading survey.

Percentage of students that showed growth on EasyCBM subtests



Note: easyCBM result “n” represents the number of students who took a pre and post assessment. The percentage reflects those students who were administered the appropriate grade-level assessments to measure growth. Phonemic Segmentation Fluency (PSF) (n=), Word Reading Fluency (WRF) (n=), Vocabulary (VOCAB) (n=), and Passage Reading Fluency (PRF) (n=).

Teams Celebrated Student Learning

At the completion of the program, students had the opportunity to earn incentives through mastering strategies, achieving either growth or stretch book goals, and attending instructional sessions and family workshops. Teachers then hosted an End of Program Learning Bonus Celebration to celebrate the progress and achievements of scholars during the learning accelerator. We want to thank our teachers, our site leaders, and all staff who supported making this a successful program.

27,000

Total books read



Incentives earned by students

196 - Tier 1: Books

58 - Tier 2: Backpack, school supplies, & books

154 - Tier 3: Tablet, backpack, school supplies, & books





Impact Report

**Fresno Unified School
District**

Spring 2024



Highlighted Accomplishments



Reach

555 students served

80 teachers trained

16 schools participated

Engagement

80% average family workshop attendance

84% average instructional attendance



Growth

68% of students met books read targets



“I can't wait to get back to the Family Workshops! I love meeting new families I never would have made contact without you! Thank you for the opportunities to be a part of this program. It has been critical in the advancement of my granddaughter's reading experience.”

- Katrina, Springboard family member



Reach Data Deep Dive



Snapshot of Demographics

Race/Ethnicity

2.9% Asian 36.6% Hispanic/Latino
0.5% American Indian/Alaska Native 1.5% White
58.5% Black



“This program was a great experience and supported a variety of readers. There were multiple platforms that allowed students to navigate and learn during program.”

- Alexandra, Springboard Collaborative teacher

Snapshot of Grade Levels

Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade +
10%	22%	24%	23%	21%

Engagement Data Deep Dive

Instructional Attendance

555 students served
(attended at least one day)

531 students met attendance
minimum*

24 hours of teacher-led
instruction

84% average instructional
attendance

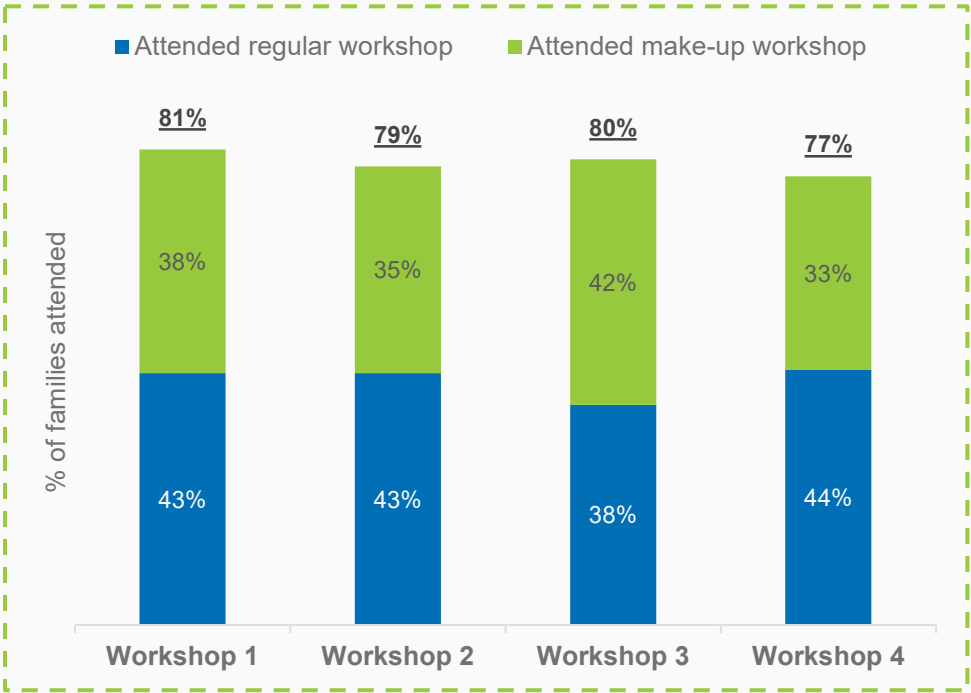
Family Engagement

80% average family
workshop attendance

84% families attended at
least one workshop

96% team building huddle
participation*

Average family workshop attendance



*Internal and external evaluations consistently showed a significant positive link between huddle participation and improved student outcomes.
*Attendance minimum is students who attended 25% days of programming or more and did not withdraw from the program except where otherwise noted.

Growth Data Deep Dive

Students were given a 1-on-1 assessment through easyCBM. easyCBM was designed to give teachers insights into measuring instructional supports and provide a means to promote effectiveness in teaching.

easyCBM provided curriculum-based measures in literacy for oral reading fluency, vocabulary, and other key assessment points.

Program assessments were given to determine our scholars' current skills and potential for growth. In addition to assessments, families were able to reflect on students' reading progress with tips provided by Springboard Connect and a reading survey.

Percentage of students that showed growth on easyCBM subtests

SPRING: % OF STUDENTS WITH INCREASED SCORE



N = number of students that took the pre and post assessment & showed growth in that domain

Note: easyCBM result “n” represents the number of students who took a pre and post assessment. The percentage reflects those students who were administered the appropriate grade-level assessments to measure growth. Phonemic Segmentation Fluency (PSF) (n=), Word Reading Fluency (WRF) (n=), Vocabulary (VOCAB) (n=), and Passage Reading Fluency (PRF) (n=).

Teams Celebrated Student Learning

At the completion of the program, students had the opportunity to earn incentives through mastering strategies, achieving either growth or stretch book goals, and attending instructional sessions and family workshops. Teachers then hosted an End of Program Learning Bonus Celebration to celebrate the progress and achievements of scholars during the learning accelerator. We want to thank our teachers, our site leaders, and all staff who supported making this a successful program.

40,371

Total books read &
listened to



Incentives earned by students

236- Tier 1: Books

80 - Tier 2: Backpack, school supplies, & books

209 - Tier 3: Tablet/Tech Toy, backpack, school supplies, & books



Session Insights



Program Components

- The continued implementation of the FELA (Family Educator Learning Accelerator) framework. The FELA framework aligns families and teachers in partnerships aimed toward collectively leading scholars to their targeted reading goals.
- Fall Session consisted of 3 hours weekly of targeted small group literacy instruction for 9- weeks
- Families, scholars, and teachers came together for cycles of family workshops which provided hands-on practice that upskilled families to reinforce literacy skills at home.
- program incorporated an incentive structure that brought families, teachers, and scholars together to celebrate the achievement of targeted reading goals at the end of the program.

Professional Development

- Professional Development cycles for teachers included a rigorous 3-part literacy series (Introduction to Curriculum-Based Measurement, Introduction to Literacy Instruction Skills, and easyCBM Assessment Administration and Scoring Practice) which aimed to build the literacy assessment and instructional capacities within our site-based reading program teachers
- Program data and qualitative feedback from participating educators informed the development of a more targeted series of Professional Development sessions, comprehensive curriculum mapping, and summative post assessment to measure teachers' literacy instruction capacity.

Appendix

1. Springboard Collaborative Definitions
2. What is the FELA Methodology?
3. A Journey of a Springboard Collaborative Teacher
4. A Journey of a Springboard Collaborative Parent
5. A Journey of a Springboard Collaborative Student

Springboard Collaborative Definitions



Applicable to All Metrics and Charts

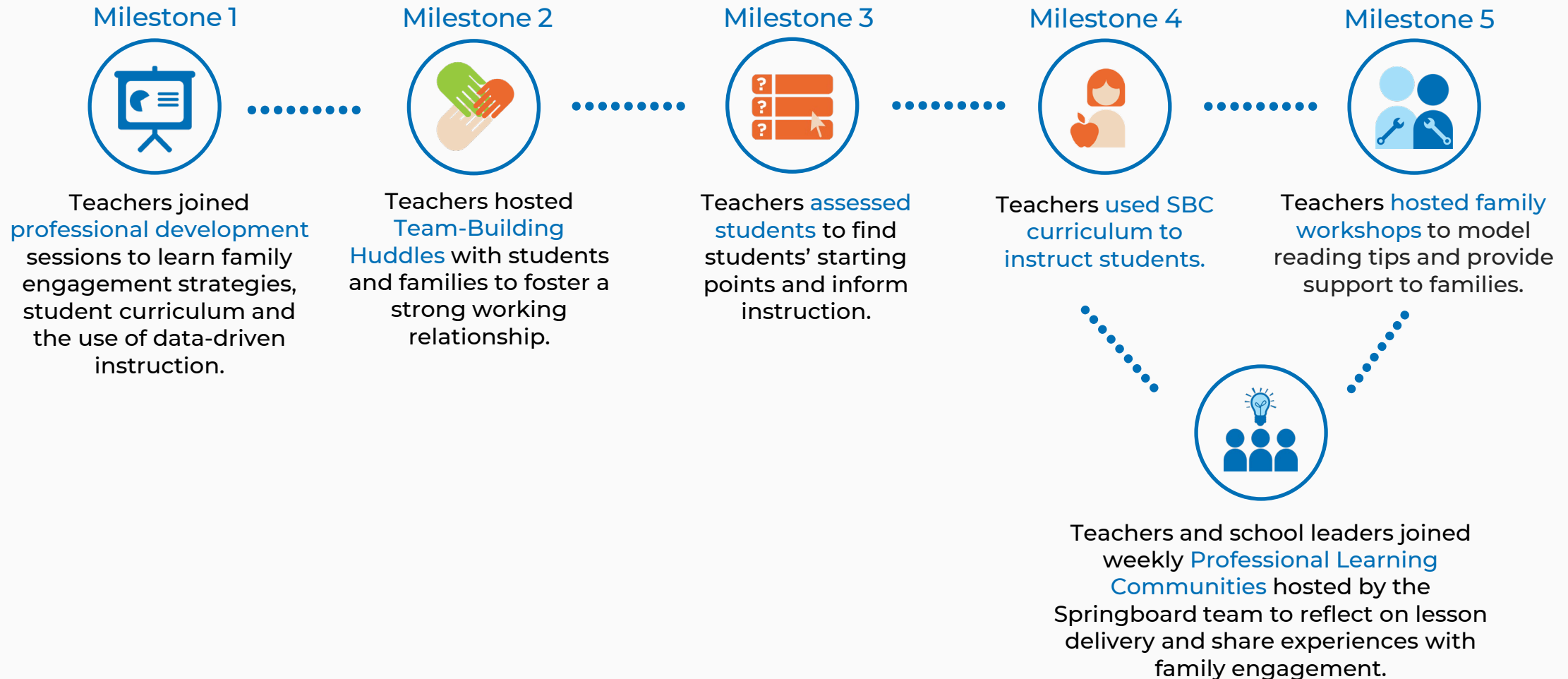
Active students	Students who attended at least one day of programming and did not withdraw.
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What is the FELA Methodology?

Springboard Collaborative's core methodology, the Family-Educator Learning Accelerator (FELA), is a 5-10-week initiative that brings together teachers and families to enhance family engagement and accelerate student learning.



A Journey of a Springboard Teacher



A Journey of a Springboard Family Member

Milestone 1



Families joined **Team-Building Huddles** to connect with teachers and discuss their children's specific needs and interests.

Milestone 2



Families received a **letter** that outlines where their child is, where we want them to go, and how the family-educator team is going to get them there.

Milestone 3



Families participated in **Family Workshops** to learn and practice reading tips to help improve at-home reading.

Milestone 4



Families read with their children every day to practice new tips and track at-home reading progress.

Milestone 5



Families and teachers **celebrated their students' reading achievement!**

A Journey of a Springboard Student

Milestone 1



Students joined **Team-Building Huddles** to connect with teachers and share their interests.



Milestone 2



Students attended **teacher-led instructional sessions** to practice reading with teachers.



Milestone 3



Students practiced **reading at home independently and with families** every day.




Milestone 4



Students participated in a **learning celebration party** to celebrate each other's achievement and receive incentives.

Fresno Unified School District
Board Communication

BC Number EEP-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Chief
Approved by: 

Date: August 23, 2024
Phone Number: 457-3885

Regarding: Monthly Update - August

The purpose of this board communication is to provide the Board with an update about the Foundation for Fresno Unified Students.

We are pleased to formally announce The Foundation for Fresno Unified Schools has rebranded to the Foundation for Fresno Unified Students. This change reflects our continued focus and commitment to making sure that the students of Fresno Unified have the tools to reach their full potential.

The Foundation's first-ever Community Impact Report has now been released. This annual report marks a significant milestone, detailing our activities and financial performance, reflecting on the progress and successes achieved over the past year. It allows us to share our strategic priorities for the coming year, ensuring they align directly with the district goals outlined by our Interim Superintendent: Positive Student Outcomes and Operational Excellence. By aligning our priority strategies with these district goals, we are committed to enhancing the educational experience and operational efficiency for the benefit of our students. We invite you to explore the attached Community Impact Report and celebrate the collective achievements that have made this year a success.

Last year, the Foundation participated in Giving Tuesday and this year we are actively recruiting for participation in our own virtual Giving Day: Peak Potential on August 29, 2024. This fundraising effort will focus on funding Adopt-A-School projects that are submitted by our schools. Please see the attached flyer for more information.

This year, our annual Fall Event will provide a different experience for our community as we look to host a concert to benefit the students of Fresno Unified. Scheduled for Wednesday, October 16, 2024, at 7:00 p.m., the Noir event at Warnors Theatre for Performing Arts will showcase Grammy nominated Black Violin, an orchestral duo featuring violinists Wil Baptiste and Kev Marcus. Tickets start at \$49 and can be purchased at Ticketmaster. The Foundation is also seeking sponsors to help allow Fresno Unified School District orchestra students to attend as guests, free of charge.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Wendy McCulley at (559) 457-3885.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/23/2024



www.foundation4fUSD.org

The **FOUNDATION**
for **FRESNO UNIFIED STUDENTS**



COMMUNITY IMPACT REPORT

2024

Learn. Innovate. Amplify.



OUR MISSION

The Foundation for Fresno Unified Students works to help make sure every student, in every school, has the tools and resources to reach their highest potential.

As the strategic fundraising partner for Fresno Unified, we gather with our schools and greater community to accelerate progress for our students through highlighting the great things going on in Fresno Unified and funding the highest-impact investments.

OUR VISION

To empower every child to achieve more.

OUR BOARD OF DIRECTORS

Robert Nelson, Ed.D., Chairman

Misty Her, Vice Chairman

Wendy McCulley, President & CEO

Elizabeth Dooley, Treasurer

Antonio Avila, Secretary

Allysunn Walker, Board Member

Pao Yang, Board Member

MESSAGE FROM OUR CEO

Accelerating student achievement.

Thanks to you, in just a few short years, The Foundation for Fresno Unified Schools has built a strong organizational base and loyal group of early supporters upon which to grow.

Led by a dedicated Board of Directors, The Foundation is poised for advancement. Our operational mission, vision, core values, and bylaws guide our meaningful work and keep us squarely focused on what is in the best interests of Fresno Unified students.

The majority of K-12 students in Fresno attend Fresno Unified which is why we, along with our greater community, want to ensure that these kids get their very best start to success...because we know that at the heart of Fresno is an educated child.


Remember how going to school taught you to think, discover, create, and begin to imagine what is possible? Our students are just like you. They are worthy of investment, and philanthropy is the key to enriching opportunities for broader access, wellness, academic achievement, and social mobility. The Foundation for Fresno Unified Schools was founded to make sure every student, in every school, has the tools and resources to reach their full potential, and it is this very emphasis that has become the catalyst for changing our name to:

The Foundation for Fresno Unified **Students**

There is no question that donors give to do good and with support from donors, like you, our students have the opportunity to achieve more.

I hope you are inspired by the impact you are already making. This 2024 Annual Community Impact Report demonstrates the many ways The Foundation for Fresno Unified Students, together with you, is accelerating our students' ability to Learn. Innovate. Amplify.




Wendy McCulley
President & CEO
The FOUNDATION
for FRESNO UNIFIED STUDENTS



OUR STUDENTS*



The heart of Fresno is an educated child.

Students in FUSD
69,327

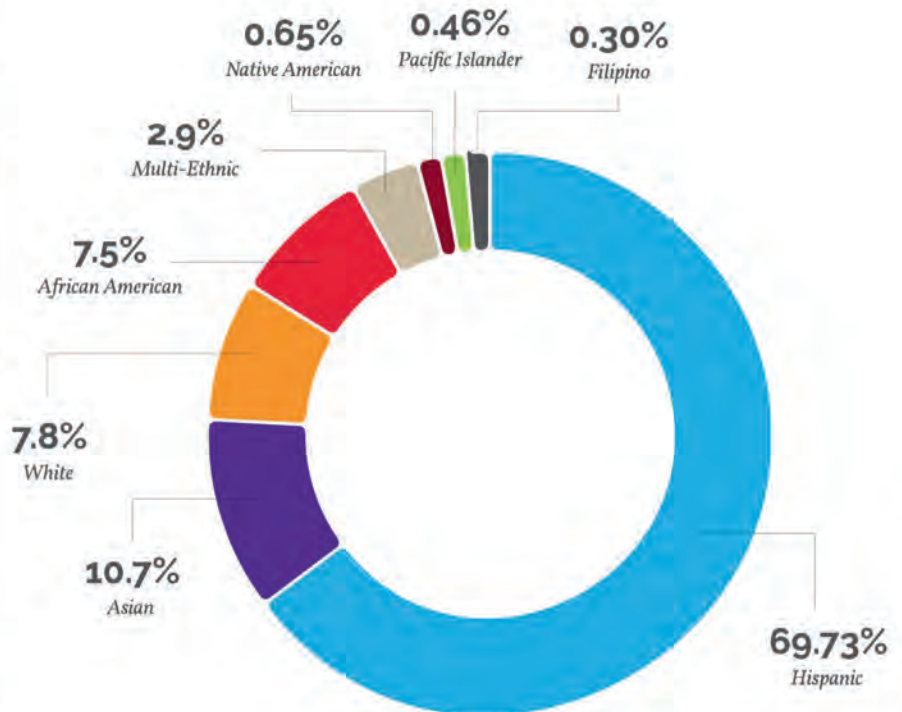
School Campuses
108

Socio-Economically
Disadvantaged
88%

English Learners
20%

Students with
Disabilities
13%

California Largest
School Districts
3rd



OUR FUTURE



We are in good
hands!

OUR FOUNDATION



We deepen a culture of philanthropy for Fresno Unified and our next generation of leaders by:



Generating Support



Unifying Efforts



Maximizing Impact



Sustaining Tomorrow



Enhancing Learning



Empowering Partnerships



OUR CORNERSTONES



We inspire and grow philanthropy to strengthen important student outcomes across the district:

LEARN

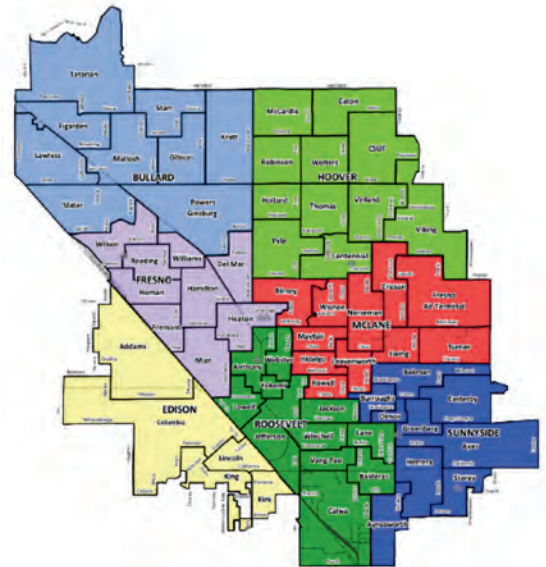
We foster diverse literacies and bolster district initiatives by offering academic support, apprenticeship programs, and opportunities for mini-grants, ensuring students have the tools to thrive.

INNOVATE

We push the boundaries of K-12 education with groundbreaking technological and mental health innovations, providing students with resources that go beyond conventional standards.

AMPLIFY

We empower students through mentorship, partnerships, and scholarships, magnifying their potential and opening doors to brighter futures.





LEARN. INNOVATE. AMPLIFY.

Every contribution, no matter how small, makes a significant difference.

Our Adopt-A-School program invites Fresno Unified school communities to submit wish lists of education-based needs not always able to be funded by the district. In our inaugural year, 66 schools shared their wishes, and 10 schools had their wishes come true!

When donors fulfill a wish, they become partners in education, directly contributing to the success and well-being of our students. Wishes can take many forms, but the most common include:

- Donated Materials: Essential items such as books, classroom supplies, and basic necessities like backpacks, shoes, coats, and sweatshirts.
- Academic Support: Tutors and academic mentors are in high demand for students who are struggling in class or just need a little extra assistance.
- Student Mentoring: Volunteers to guide students along their educational path. These mentors can be effective, positive role models offering students steady encouragement and advice.

Each item on a school's wish list represents a step toward a brighter future for our students. **Adopt-A-School: There are wishes waiting for you!**



A Wish Fulfilled

The Foundation applied on behalf of Del Mar Elementary to be selected as one of 18 Title 1 elementary school recipients across the US for the Office Depot Start Proud! Back-to-School Program.

Congratulations Del Mar Elementary!

This award provided:

- 1,000 backpacks worth of school supplies valued at \$120,000.
- One teacher named as All-Star Teacher along with equipment and supplies valued at \$2,000.
- Office Depot merchandise cards for the principal valued at \$20,000.
- A back-to-school assembly celebration on the first day of school.

Thanks to Office Depot, parents will not have to purchase backpacks and supplies for students this year!

The total value of Office Depot's generous donation is \$142,000!



LEARN. INNOVATE. AMPLIFY.



We support and supplement district initiatives pioneering innovation in education.

Two examples are currently underway focused on delivering cutting-edge mental health resources and innovative technology education. With the support of student focus groups and advisory teams, Student Mental Health and Technology Education initiatives are informed by the student voice.

These initiatives will make a significant impact on our students' lives:

01. Student Mental Health

Our Student Mental Health initiative, in partnership with DoSomething Strategic, aims to reimagine mental health support across Fresno Unified. We are committed to creating a youth-centered mental health solution that prioritizes peer-to-peer support and actively involves students in the development process.

When we innovate in mental health, we directly contribute to our students' success and well-being through:

- Ecosystem Assessment: Auditing current mental health resources and identifying key gaps.
- Student Advisory Council: Ensuring student voices shape our strategy.
- Primary Research: Conducting focus groups, listening tours, and surveys to gather comprehensive data.
- Strategy Development and Implementation: Developing a strategic roadmap and engaging the community through town hall meetings.

02. Technology Education

Our Technology Education initiative, in collaboration with DARO, aims to revolutionize tech education throughout the district. Positioned strategically between Silicon Valley and Silicon Beach, Fresno has the potential to become a center for technological innovation. We are focused on bridging the gap between California's tech education standards and global advancements, ensuring our students are equipped for competitive careers in technology.

We achieve this by:

- Project Scoping and Initial Research: Assessing the regional technical landscape.
- Discovery and Stakeholder Engagement: Collecting insights from local stakeholders.
- Landscape Analysis and Review: Identifying gaps and opportunities for collaboration.
- Regional Convening: Bringing together key stakeholders to foster a sustainable technology ecosystem.





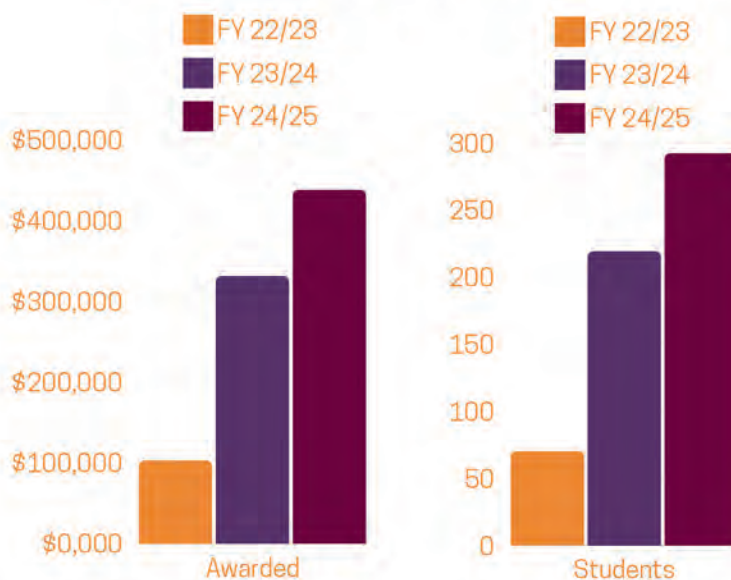
BUILDING FUTURES, TOGETHER

In partnership with you, The Foundation for Fresno Unified Students again raised the bar, awarding over \$424,000 to 292 FUSD students. Although there are almost 5,000 graduating seniors worthy of investment each year, we are proud to award more scholarships than ever, rivaling some of the most philanthropic non-profit foundations in California. We work closely with donors to create impactful scholarship opportunities, whether through our scholarship fund, community scholarship fund, or establishing named scholarships, endowed or non-endowed.

Kimmy Liu - Senior

"As a first-generation college student from a low-income Chinese American family, education was my path to a better future. My parents worked tirelessly to give me opportunities they never had. Overcoming the challenges of COVID, speech anxiety, and financial concerns, I found my place in Robotics and Asian clubs, embracing my identity. Winning the Amazon Scholarship was a dream come true, allowing me to attend Cal Poly San Luis Obispo without financial stress. I aim to work in engineering, address environmental issues, and pursue art, giving back to my family and community."

STUDENT SCHOLARSHIPS



Christian Delgado - Senior

"Receiving the \$10,000 Amazon Scholarship is a beacon of hope for my dreams in filmmaking and photography. Middle school was tough, as math was a barrier and my dad's illness added to the challenge. His resilience taught me perseverance. In high school, an IEP helped me find a passion for storytelling. Winning the scholarship at Bullard High's awards ceremony felt surreal. It's not just financial support but recognition of my journey and a step toward my dream of attending California State University, Northridge. This scholarship empowers me to pursue filmmaking and make a meaningful impact."



THANK YOU!

neighborhood

INDUSTRIES

Special thank you to Neighborhood Industries for warehousing and transporting clothing donations from one destination to the next. Neighborhood Thrift and Black Marketplace also served as external drop-off locations.

As partners, we are now exploring the feasibility of collection bins at strategic locations to generate additional revenue and to keep our high school clothing closets well-stocked. These bins will also support Neighborhood Industries' mission by promoting sustainable recycling practices.

LEARN. INNOVATE. AMPLIFY.

SUITED FOR SUCCESS

Graduating seniors want to look sharp as they pursue summer internships, job interviews, and collegiate opportunities. The Foundation for Fresno Unified Students helps these students dress for success by making professional clothing available for free. During our inaugural Suit Drive last year, we collected approximately 2,000 donated items from generous community donors. This year, we more than doubled our donations, reaching our 5,000-item goal to outfit students in our schools.

The clothing received was new or gently used. Drop-off locations were easy to access thanks to caring local retailers like Starbucks on Kern Street, Anthropologie in Fig Garden Shopping Center, J. Crew Factory in Riverpark Shopping Center, and Neighborhood Industries with two locations: Neighborhood Thrift and Black Marketplace. Be sure to thank these businesses for opening their doors to student success!

We also launched the first-ever Suited for Success shopping event at McLane High School with over 120 students who shopped until they dropped!





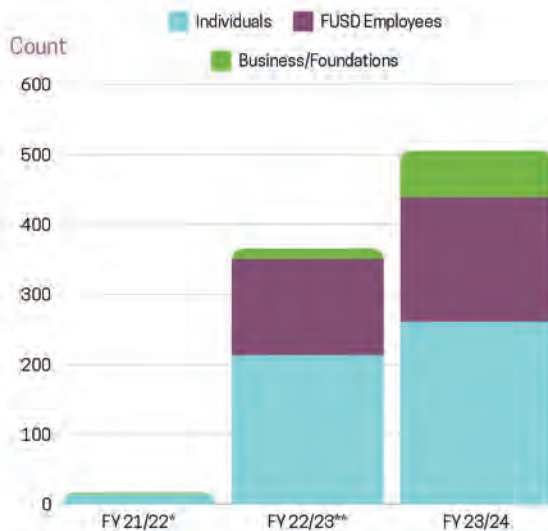
The FOUNDATION
for FRESNO UNIFIED STUDENTS

GROWING PHILANTHROPY

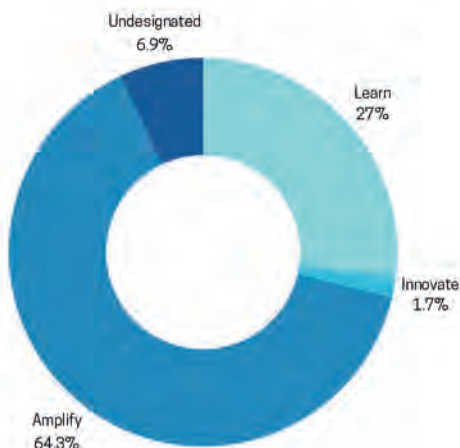
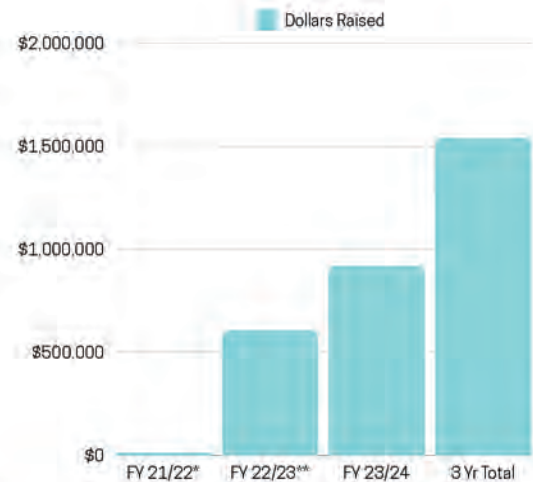


We foster a culture of philanthropy with the primary purpose of instilling a sense of ownership in our greater community, encouraging investment in accelerating educational outcomes and experiences for Fresno Unified students. We measure our impact through Return on Philanthropic Investment (ROPI) and Return on Mission (ROM). Our goal is to generate net financial gains sufficient to achieve our purpose while also coordinating mission-oriented efforts that produce social benefits greater than the resources invested.

Donors by Type



Donations Raised



**In FY 22/23, we received an unexpected \$20M donation from philanthropist, MacKenzie Scott. This significant donation has become a catalyst for additional donor and investment giving.

Since the inception of The Foundation for Fresno Unified Students, our cornerstones have helped donors decide where to allocate their giving. The chart (at left) represents donor impact by cornerstone over the past three years. The innovation category was recently accelerated and is currently focused on student mental health and technology advancements.

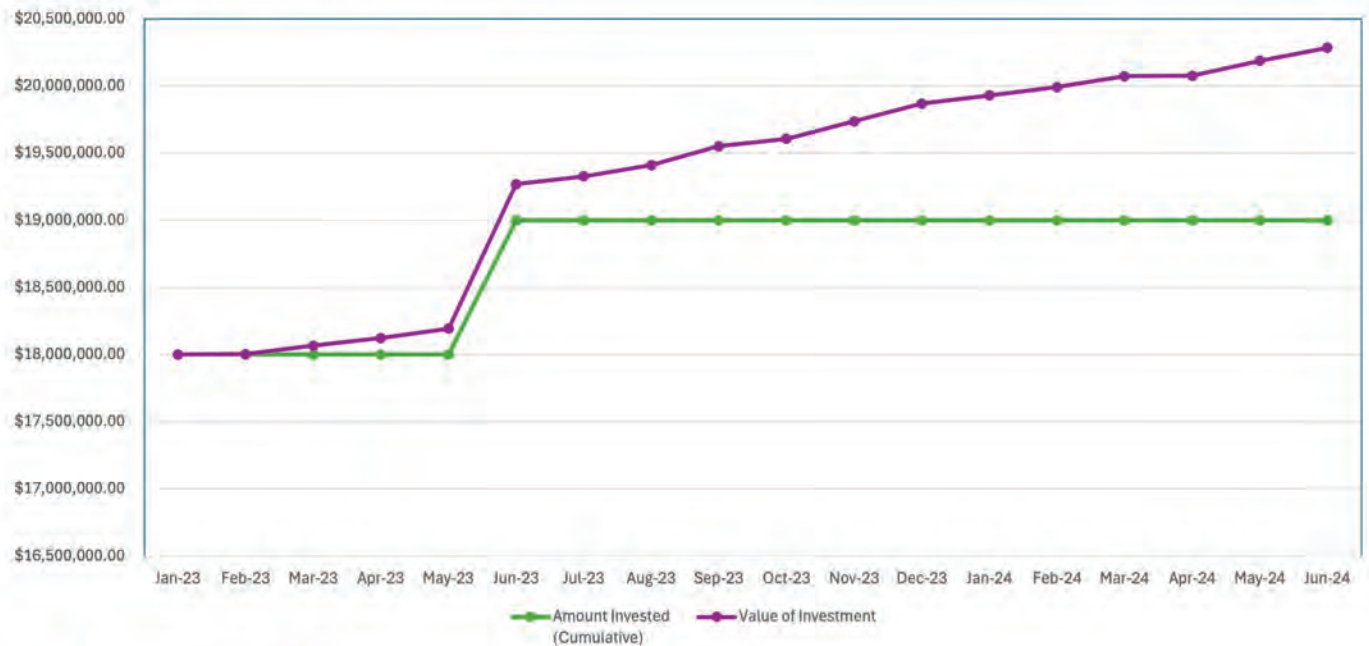


*Employees may have donated directly to FUSD prior to inception.



PHILANTHROPY HIGHLIGHTS

INVESTMENT GROWTH



ROPI

Return on
Philanthropic Investment

\$1 : \$4.94

FUNDRAISING GROWTH RATE

102%

ROM

Return on Mission

- Suited for Success
- Tablet Initiative
- Mentorships

Scholarship Awards

FY 22/23

\$332,000

FY 23/24

\$439,000

EVENTS ROPI

\$1 : \$3.35

Power of ONE

(Our Network of Employees)

This year, 178 employee donors have given through payroll deduction for a total of \$21,404 with an average gift of \$110.





STATE OF EDUCATION



“Elevating the State of Education event to the grandeur of this year’s Gala exceeded all our expectations, showcasing The Foundation’s unparalleled ability to create transformative experiences that benefit students.”

- Superintendent Dr. Bob Nelson





THANK YOU!

There is an art to making tea, and we selected the perfect panelists to ensure the ideal blend! Our Foundation intern, Zera Brown, kick-started the event with the facilitation of our student panel, much to everyone's enjoyment.

Thank you to Nikki Henry for setting the tone with expert facilitation, and to Mindy Casto for choosing a tea that prioritized community safety. Lorraine Salazar highlighted the value in every detail, while Robin McGehee infused the discussion with LGBTQ+ advocacy.

Jennifer Davis brought depth with her trauma expertise, Liset Garcia added a touch of spice, and Lindsay Sanders sweetened the experience with her focus on education.

Thank you all for making this event truly delightful!



FILL YOUR CUP EVERY YEAR

In celebration of International Women's Day and Women's History Month, The Foundation for Fresno Unified Students hosted the lively 'Spill the Tea' event on March 7, 2024. Nearly 180 guests gathered at The Painted Table Event Center to hear from a diverse group of student and professional panelists. Topics ranged from education to agriculture, offering fresh perspectives and meaningful dialogue.

Thanks to the generous support of sponsors like US Bank and Curriculum Associates, along with contributions from district departments and others, the event was a great success. We also launched our Women's Affinity Group, aiming to foster connections within our Central Valley community and advance The Foundation's mission to support Fresno Unified students.

As The Foundation continues to grow, we look forward to more inspiring events and initiatives that strengthen our community ties.



EMPOWERING EDUCATION



Employee Future Funders

Fresno Unified School District employees do not have to support the Foundation, they choose to. The employees of Fresno Unified give of their heart and energy every day to serve our students, so making a voluntary, additional financial investment for the benefit of these students just makes sense. We are thankful for the 178 employees, with that number still growing, who make annual donations to help accelerate student achievement.

Amplify Impact

We shout out first-time donors at the \$500 level and above who impact students! We are grateful for their super boost.



THROUGH COMMUNITY SUPPORT...

Ways to Give

Alumni Connect

Our alumni have gone on to do amazing things and credit their early education at Fresno Unified for giving them a strong start in life. Alumni are now proudly giving back by establishing scholarship funds during their annual reunion celebrations. These class donations grow over time for students that one day hope to be just like YOU!

Circle of Excellence

This circle is powered by a group of donors with a shared interest in educational excellence. Leadership gifts begin at the \$1,000 level and above. Leaders who make these generous donations trust The Foundation to invest wisely in our students through the cornerstones: Learn. Innovate. Amplify. To thank Circle of Excellence members, we host a reception in their honor to celebrate the significant difference they make possible each year.



Legacy Giving

Legacy donors make a lasting and meaningful impact on students by including Fresno Unified in their estate plans. A quality education is essential for success and visionary donors are often the multiplier. Consulting with a financial advisor to establish a legacy may result in a larger donation than thought possible due to tax savings. As well, talking with us early on can ensure that your wishes are fulfilled, and your legacy is thoughtfully recognized now and into the future.

FINANCIAL PICTURE



FISCAL YEAR ENDING JUNE 30, 2024

Statement of Activities

Revenue

Contributions & Grants	\$619,036
Event Sponsorships & Tickets	\$299,510
In-kind from FUSD	\$1,925,333
Investment Growth (net of fees)	\$1,068,112

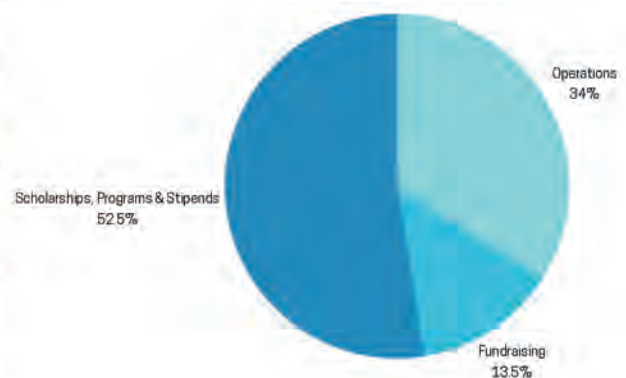
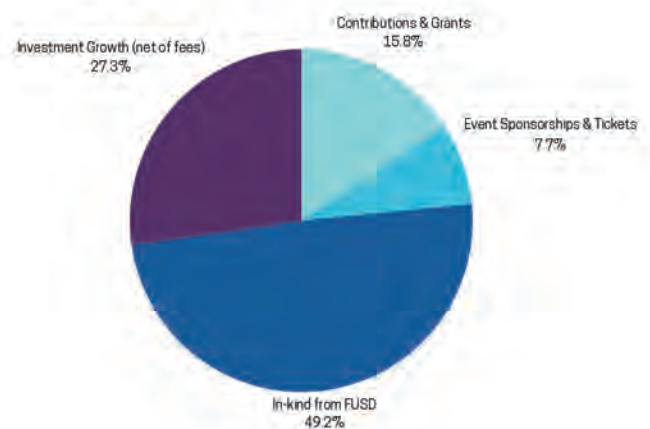
Total	\$3,911,991
-------	-------------

Expenses

Operations	\$1,013,848
Fundraising	\$402,043
Scholarships, Programs & Stipends	\$1,565,138

Total	\$2,981,029
-------	-------------

Revenue less Expenses	\$930,962
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Statement of Financial Position

Total Assets	\$22,209,528
Total Liabilities	\$506,000
Net Assets/Fund Balance	\$21,703,528

NOTE: Donor gifts to The Foundation contribute to the overall health and stability of the organization through an administrative fee. For FY 23/24, the administrative fees totaled \$14,225.



LOOKING AHEAD



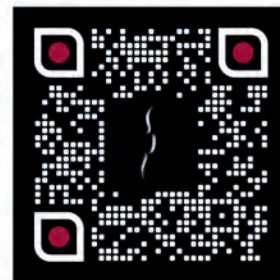
STRATEGIC PRIORITIES ALIGNED TO DISTRICT GOALS FOR 2024-2025

- Expand Community Partnerships: Strengthen relationships with local businesses and organizations to bolster support for students.
- Enhance Student Support Programs: Broaden access to scholarships, internships, and various opportunities for students.
- Strengthen Fundraising Efforts: Increase fundraising goals by engaging new and existing donors through innovative approaches.
- Boost Visibility and Champion Students: Elevate The Foundation's profile through comprehensive communication plans to advocate for students.
- Innovate Educational Programs: Introduce cutting-edge educational programs and resources that incorporate student feedback and needs.

The Noir Event

On October 16, 2024, experience an unforgettable night at Warnors Theater in Downtown Fresno with **Grammy-nominated Black Violin** and a talented group of Fresno Unified students. All proceeds support student scholarships. Don't miss this electrifying benefit concert!

Scan the QR code and purchase tickets today!



We're thrilled to pilot The Foundation Ambassador Program, with volunteer teachers at over 20 schools acting as Ambassadors for our initiatives. They will elevate our mission and enhance educational opportunities, supporting programs like Adopt-A-School, special events, and scholarship drives. Ambassadors will bridge the gap, amplifying outcomes and ensuring students have the resources for success through The Foundation.





The **FOUNDATION**
for FRESNO UNIFIED STUDENTS

ACHIEVING **MORE**

SUPPORT THE FOUNDATION FOR FRESNO UNIFIED STUDENTS:

MAKE A TAX-DEDUCTIBLE DONATION, recurring pledge, stock transfer, estate gift, or sponsor an event so more Fresno Unified students reach their full potential.

VOLUNTEER as a student mentor or Foundation Ambassador.

FOLLOW US on Facebook, LinkedIn, and Instagram.



Contact Information:

906 N Street, Suite 115
Fresno, CA 93721

559-457-3885

foundation@fresnounified.org

www.foundation4fUSD.org



The **FOUNDATION**
for **FRESNO UNIFIED STUDENTS**

www.foundation4fUSD.org



The FOUNDATION
for FRESNO UNIFIED STUDENTS

Giving Day: August 29, 2024

Peak Potential

Join us on August 29, 2024, for “Giving Day: Peak Potential,” a virtual event dedicated to empowering Fresno Unified students by supporting our schools. Your donations will be matched to specific needs identified through our Adopt-A-School program, ensuring that your contribution provides essential resources and helps unlock student potential.

Together, we can make a difference, one donation at a time!

www.tinyurl.com/PeakPotentialFresno



Donations support Adopt-A-School wishes...




More info



www.foundation4fUSD.org

Fresno Unified School District
Board Communication

BC Number HR-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Malati Gopal, Executive Officer
Cabinet Approval: David Chavez 

Date: August 23, 2024

Phone Number: 457-3713

Regarding: Recommendation for Deaf and Hard of Hearing Waiver

The purpose of this communication is to provide the Board an explanation for the recommendation of two Deaf and Hard of Hearing Waivers on the August 28, 2024, Board Meeting Agenda. The waivers were created in response to the need to fill hard-to-fill positions, such as Deaf and Hard of Hearing, that are not covered by emergency permits. Fresno Unified is actively recruiting fully credentialed candidates to fill vacant Special Education positions.

Requirements for Issuance (Education Code 44225)

Initial issuance requirements:

- Evidence that the employer attempted to recruit a credentialed teacher
- Verification that the candidate has been admitted into the credential program
- Candidate affirms that the Reading Instruction Competence Assessment (RICA) exam will be completed to meet credential requirements

Myra Stephanie Rubio and Zoraida Rodriguez Velasco hold a master's degree in Deaf Education. This is a one-year academic waiver for the 2024/25 school year. The employees are working toward passing the RICA exam, which requires special accommodation due to their disabilities (deaf and hard of hearing). Completion is expected in June 2025.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/23/2024



Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent** waivers only.

1. EMPLOYING AGENCY (include mailing address) Fresno Unified School District 2309 Tulare Street, Fresno CA 93721 NPS/NPA (list county code _____)	County/District CDS Code 	Contact Person: Bryant Vang Telephone #: 5594573505 EMail: bryant.vang@fresnounified.org
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2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number: _____

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Myra Stephanie Rubio
First Middle Last

Former Name(s) _____ Birth _____
Date¹ _____

Phone _____ Email Stephanie.Rubio@fresnounified.org

Waiver Title Education Specialist Instruction Credential: DHH

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment SPED DHH Teacher, Grades 1-3

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? ☒ Yes ☐ No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) ☐ Yes ☒ No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: EC44265

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 8/1/2024 to 6/30/2025

Ending date of school term, track, or year: 6/30/2025

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

- | | |
|--|--|
| <input checked="" type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|--|---|
| <input type="checkbox"/> Advertised in local/national newspapers | <input checked="" type="checkbox"/> Contacted IHE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input checked="" type="checkbox"/> Distributed job announcements |
| <input type="checkbox"/> Attended job fairs in California | <input type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other n/a

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- | | |
|---|--|
| <input type="checkbox"/> Administrative Services | <input type="checkbox"/> Multiple Subject Teaching |
| <input type="checkbox"/> Single Subject Teaching (all subject areas) | <input type="checkbox"/> Pupil Personnel Services: Counseling, Psychology, Social Work |
| <input type="checkbox"/> Designated Subjects – except driver education and training | <input type="checkbox"/> Reading Specialist/Certificate |
| <input type="checkbox"/> Teacher Librarian Services | <input type="checkbox"/> Teacher of English Learner Students |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- ☒ Distributed job announcements
- ☒ Contacted IHE placement centers
- ☒ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- ☐ Advertised in local/national newspaper
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Advertised in professional journals

Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position?

N/A _____

How many individuals credentialed in the authorization of the waiver request were interviewed?

N/A _____

What were the results of those interviews? (Please indicate answers in numbers)

- _____ Applicant(s) withdrew
- _____ Candidate(s) declined job offer
- _____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

Special Education DHH Teacher needing a Variable Term Waiver for the SPED DHH Credential Authorization until the SPED program is completed.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

The candidate possesses all of the skills, knowledge and ability to implement the subject matter, philosophical, social, and educational concepts relative to the duties and responsibilities listed on the Fresno Unified School District's job description for a Special Education Teacher.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
RICA	06/01/2025

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Kevin Her Position Principal

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes ☒ No ☐ Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

☐ Yes

☒ No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?

You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

☐ Yes

☒ No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

☐ Yes

☒ No

d. Are any criminal charges currently pending against you?

☐ Yes

☒ No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprimanded, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

☐ Yes

☒ No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

☐ Yes

☒ No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☒ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

- ☒ **Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

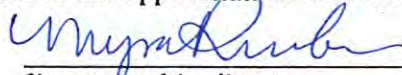
- ☐ **County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.



Signature of Applicant
(Sign full legal name as listed in #2)

6/18/24

Date

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature:



Title: Data Specialist II

Date:

7/24/24



Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: waivers@etc.ca.gov
Website: www.etc.ca.gov

CTC Use Only

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent waivers only**.

1. EMPLOYING AGENCY (include mailing address) Fresno Unified School District 2309 Tulare Street, Fresno CA 93721 NPS/NPA (list county code _____)	County/District CDS Code 	Contact Person: Tenishia Sharp Telephone #: 5594576286 Email: bryant.vatenishia.sharp@fresnounified.org
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2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number: _____

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Zoraida Rodriguez Velasco
First Middle Last

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

Phone# _____ Email Stephanie.Rubio@fresnounified.org

Waiver Title Education Specialist Instruction Credential: DHH

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment SPED DHH Teacher, Grades 9-12

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? ☒ Yes ☐ No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) ☐ Yes ☒ No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: EC44265

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 8 / 1 / 2024 to 6 / 30 / 2025

Ending date of school term, track, or year: 6 / 30 / 2025

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

- | | |
|--|--|
| <input checked="" type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|--|---|
| <input type="checkbox"/> Advertised in local/national newspapers | <input checked="" type="checkbox"/> Contacted IHE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input checked="" type="checkbox"/> Distributed job announcements |
| <input type="checkbox"/> Attended job fairs in California | <input type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other n/a

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- | | |
|--|--|
| <input type="checkbox"/> Administrative Services | <input type="checkbox"/> Multiple Subject Teaching |
| <input type="checkbox"/> Single Subject Teaching (all subject areas) | <input type="checkbox"/> Pupil Personnel Services: Counseling, Psychology, Social Work |
| <input type="checkbox"/> Designated Subjects -- except driver education and training | <input type="checkbox"/> Reading Specialist/Certificate |
| <input type="checkbox"/> Teacher Librarian Services | <input type="checkbox"/> Teacher of English Learner Students |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify all of the following:

- ☒ Distributed job announcements
- ☒ Contacted IHE placement centers
- ☐ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- ☐ Advertised in local/national newspaper
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Advertised in professional journals

Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position?

N/A _____

How many individuals credentialed in the authorization of the waiver request were interviewed?

N/A _____

What were the results of those interviews? (Please indicate answers in numbers)

- _____ Applicant(s) withdrew
- _____ Candidate(s) declined job offer
- _____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

The candidate possesses all of the skills, knowledge and ability to implement the subject matter, philosophical, social, and educational concepts relative to the duties and responsibilities listed on the Fresno Unified School District's job description for a Special Education Teacher.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
RICA	06/01/2025

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Courtney Curtis Position Principal

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes ☒ No ☐ Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

☐ Yes

☒ No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?

You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

☐ Yes

☒ No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

☐ Yes

☒ No

d. Are any criminal charges currently pending against you?

☐ Yes

☒ No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprimanded, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

☐ Yes

☒ No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

☐ Yes

☒ No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☒ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

- ☒ **Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

- ☐ **County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.



Signature of Applicant
(Sign full legal name as listed in #2)

7/24/2024
Date

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*


The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: 
Title: Data Specialist II
Date: 7/30/2024

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: Tangee Pinheiro, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: August 23, 2024
Phone Number: 457-3226

Regarding: Significant Disproportionality and California Department of Education Intensive Level I Monitoring

The purpose of this communication is to provide the Board with information that Fresno Unified School District has successfully transitioned out of Significant Disproportionality status for any subgroups for Special Education eligibility. This achievement means that specific subgroups are identified for special education services at a rate consistent with subgroup representation and demonstrates our ongoing commitment to equity and the delivery of appropriate services to all students in our district.

Fresno Unified had previously been identified as being Significantly Disproportionate since the 2015/16 school year. Through the commitment to excellence by our Special Education and Psychology and Guidance teams, we have addressed this disproportionate identification and are poised to retain our positive status for the 2025 Annual Determination letter. Our teams are to be highly commended for their efforts and achievement which will result in positive outcomes for our students.

For the 2024/25 school year, Fresno Unified is being monitored by the California Department of Education (CDE) under Intensive Level I Monitoring. As part of our proactive approach, we have voluntarily chosen to participate in supported monitoring with the CDE. We believe that this partnership will be instrumental in helping us enhance our processes and improve our outcomes on the Annual Determination Letter.

Our monitoring plan emphasizes understanding our current discipline processes and aims to reduce suspension rates system-wide, with a particular focus on African American students receiving special education services. By addressing this critical area, we are advancing our broader initiative to ensure that our disciplinary practices are equitable and supportive for all students, especially those who are most vulnerable.

Our collaboration with the CDE is focused on maintaining and advancing our progress in delivering equitable and effective support to all students. We are optimistic that the insights gained from this partnership will enhance our ability to meet the needs of all students and allow us to continue on our path of improvement.

If you have any questions pertaining to the information on this communication or require additional information, please contact Patrick Morrison at 457-3220.


Approved by Interim Superintendent

Mao Misty Her 

Date: 08/23/2024

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Drone Jones, Director
Cabinet Approval: 

Date: August 23, 2024

Phone Number: 457-3045

Regarding: Deployment of Grant Funded Air Purifiers in School Classrooms/Spaces

The purpose of this communication is to provide the Board with information regarding the deployment of new air purifiers in all classrooms/spaces throughout Fresno Unified School District to improve the indoor air quality of our schools. These air filtration units are identified as Oransi Air Purifiers that will continuously filter the classroom air for microbial pathogens, allergens, dust and other small air particles.

Classroom air purifiers are managed, assigned, and maintained by Plant Operation Services intended to filter indoor air. Allowing student performance to increase by enhancing cognitive function, productivity, attendance and overall health. The deployment of 9,063 Oransi Air Purifiers to every classroom was made possible through federal, state and regional grants.

- 7,855 Oransi Air Purifiers were deployed through a \$11,683,274 grant by the Federal American Rescue Plan (ESSER III) funds approved by the California Department of Education (CDE) and Fiscal Services. Also included were 789 high capacity Synexis Sentry air purifier units installed in large school spaces such as gymnasiums, multi-purpose rooms, and libraries.
- 1,208 Oransi Air Purifiers were also deployed through a \$658,985 grant through the San Joaquin Valley Air Pollution Control District (AB 617) for schools located within South Central Fresno.
- Additionally, 2,016 existing Pure and Clean HEPA filters and 960 cells were updated and redeployed to office spaces throughout the district funded by a \$470,000 grant provided through the Federal American Rescue Plan (ESSER III).

The Air Purifiers are lab tested to capture over 99% of virus-sized particles, pollutants and other hazardous contaminants. As a result, these deployed units will help fight the potential tripledemic of COVID (Coronavirus), RSV (Respiratory Syncytial Virus), and the flu which may prevent or reduce school staff and student infection rates. Subsequently, these classrooms assigned air purifiers may also contribute to the improvement of student absenteeism captured in the Average Daily Attendance.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Drone Jones at (559) 457-3043 or Alex Belanger at (559) 457-3070 or Paul Idsvoog at (559) 457-3134.

Approved by Interim Superintendent

Mao Misty Her 

Date: 08/23/2024