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Mao Misty Her

BOARD COMMUNICATIONS – SEPTEMBER 27, 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 Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
September 20, 2024

ENGAGEMENT & EXTERNAL PARTNERSHIPS – Wendy McCulley, Chief Officer

EEP-1 Wendy McCulley Monthly Update – September

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

ID-1 Marie Williams, Ed.D. Elementary History-Social Science Instructional
Materials Adoption

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: September 27, 2024

Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Met with FTA President, Manuel Bonilla
- Site visits at Addams and Gaston
- Visited three classrooms during site visits
- Met with Superintendent's Cabinet
- Participated in the Central Valley Regional Foundation Governance Committee Meeting
- Attended *It's Basic Documentary* Screening at Maya Theater
- Attended State of the County
- Attended the United Way Board Meeting
- Attended the Fresno County Superintendent's Network Meeting
- Met with Assemblywoman Esmerelda Soria and Fresno County Superintendents
- Held listening session with Consul Nuria Zúñiga
- Met with labor partners
- Attended the Fresno Business Council Member Mixer
- Held listening session with Sade Williams, GO Public Schools
- Held listening session with Chamber of Commerce
- Attended the Bullard Regional Family Engagement Event
- Attended the 7th Annual Khmer Event

Approved by Interim Superintendent



Mao Misty Her _____



Date: 09/27/24

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: September 27, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for September 20, 2024

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for September 20, 2024 are attached and include the following articles:

- Tepid Support for School Bond in Latest PPIC Poll – September 19, 2024
- House Rejects GOP Plan to Extend Government Funding, Sending Johnson Back to Drawing Board – September 19, 2024
- Pandemic Recovery in Schools Will be a 'Long Slog,' Says Sobering National Report – September 17, 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: 09/27/24



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www.sscal.com

DATE: September 20, 2024

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

Governor Newsom Bill Action Update

Governor Gavin Newsom is making gradual progress on the hundreds of bills that were sent to him at the end of the legislative session; however, he will need to pick up the pace if he intends to make his mark on all of the measures currently sitting on his desk before September 30. As a reminder, if the Governor does not take action on a bill, it automatically becomes law without his signature. However, we believe that Governor Newsom will act on all of the bills that were sent to him by the Legislature at the end of session.

This week Governor Newsom signed several bills related to Artificial Intelligence (AI). The Governor made national news signing Assembly Bill (AB) 2655 (Berman, Statutes of 2024) into law. AB 2655 requires large online platforms to remove or label deceptive and digitally altered or created content related to elections. He signed additional AI measures that look to address the ethical concerns surrounding AI and protect individuals from the misuse of digital content. The new laws impose new requirements on AI developers and social media platforms to ensure responsible technology use while safeguarding Californians from harm.

The Governor also [signed](#) a comprehensive bipartisan housing package into law to help address homelessness and housing scarcity. The Governor announced the release of guidance on up to \$2.2 billion in funding for HomeKey+ permanent supportive housing to be made available ahead of schedule through Proposition 1 (2024).

One of the housing bills he signed was [Senate Bill \(SB\) 937](#) (Wiener, Statutes of 2024), which prohibits a local government from requiring payment of fees or charges for public improvements or facilities on a designated residential development project before the development receives a certificate of occupancy, except under certain conditions. The bill authorizes a local government to collect certain unpaid fees or charges in accordance with a specified procedure if the housing developer does not post a performance bond or letter of credit.

The California Association of School Business Officials (CASBO) requested a veto on SB 937 because they believe that it could have implications for local educational agencies (LEAs). CASBO argues that the bill could impede the ability to provide adequate school facilities and create severe overcrowding that impacts current and new students alike by:

- Forcing schools to wait until the development is occupied and students show up before they can receive any funding to perform any mitigations
- Preventing schools from being able to charge current fees when the project is occupied and, with the significant escalations seen in the construction market, this could erode the purchasing power of the fees leaving the local LEA to shoulder the burden
- Causing great confusion for LEA personnel on collecting the correct fee

SB 937 will officially go into effect on January 1, 2025.

We will continue to monitor the Governor's actions and provide another update next week. Stay tuned.

No Agreement on Stopgap Measure

The new federal fiscal year begins on October 1, 2024, and with no time left to approve the 12 appropriations measures that comprise the federal budget, Congress has been trying to negotiate a continuing resolution (CR) to avert a government shutdown and keep the government funded at fiscal year (FY) 2024 levels.

Last week we reported that Speaker Mike Johnson (R-LA) postponed a vote on a CR that would keep the federal government funded at FY 2024 levels for six months. He brought the measure up for a vote on Wednesday and it failed passage 202-220. Fourteen Republicans joined 206 Democrats to vote against the measure, while 3 Democrats joined 199 Republicans to vote for the bill.

The bill faces political challenges as Speaker Johnson included language in the CR requiring that people registering to vote must provide proof of citizenship. Senate Majority Leader Chuck Schumer (D-NY) said that he will reject the CR if it includes the language requiring proof of citizenship for registering to vote. If Johnson is unable to get enough Republicans to approve a stopgap measure, he may have to reach across the aisle to get the necessary votes to keep the government temporarily funded. However, he would need to remove the language requiring proof of citizenship to register to vote if he wants to get Democratic support.

If Congress is unable to approve a CR by midnight on September 30, then the federal government will go into a partial shutdown. It is important to note that previous shutdowns have not led to significant fiscal impacts for K-12 education since most funding for LEAs are from state and local dollars and most schools receive the bulk of their federal aid by July 1. This means that the current school year's Title I and Individuals with Disabilities Education Act funding has already been disbursed to LEAs.

We will continue to monitor these discussions and provide another update next week.

Leilani Aguinaldo

Tepid Support for School Bond in Latest PPIC Poll

By Kyle Hyland and Dave Heckler
School Services of California Inc.'s *Fiscal Report*
September 19, 2024

The Public Policy Institute of California (PPIC) released its monthly [survey](#) on September 19, 2024. The survey provides some of the first polling data for the ten statewide ballot measures that voters will decide this November, including Proposition 2 (2024), the K-14 school facilities bond measure.

If approved by voters, Proposition 2 would issue \$10 billion in bonds to fund the construction and modernization of K-14 public education facilities. The survey found that if the election were held today 54% of likely voters would vote for the measure while 44% said they would vote against it. The remaining 2% said they did not know. In contrast, Proposition 4 (2024), another ballot measure that would provide \$10 billion in bonds for safe drinking water, has support from nearly two-thirds of likely voters.

While support for Proposition 2 is strong with Democratic voters, with 74% in support, only half of independent voters and about one of five Republican voters reported they would vote yes on Proposition 2.

It is important to note that the survey included language that the state fiscal impact for Proposition 2 would be about \$500 million annually for 35 years to repay the bond. The survey let respondents know that the measure is supported by the California Teachers Association, the California School Nurses Organization, and the Community College League of California. The survey also said that opponents include the Howard Jarvis Taxpayers Association.

The last time a statewide education facilities bond was placed before voters was the March 3, 2020, primary election ballot. That measure, unfortunately named Proposition 13 (2020), failed passage with 47% voting for the proposition and 53% voting against it.

The Proposition 2 conditions are much different than Proposition 13, however. Proposition 2 has a lower price tag than Proposition 13 (\$10 billion versus \$15 billion), does not include the University of California and California State University systems like Proposition 13 did, is on the General Election ballot versus the primary ballot, is not being decided weeks before a global health crisis, and did not draw the unfortunate proposition number of 13.

We will continue to monitor public opinion regarding Proposition 2 and will provide periodic updates on polling in subsequent articles.

Note: The federal government will go into a partial government shutdown if Congress cannot reach agreement on a stopgap spending measure by September 30.

House Rejects GOP Plan to Extend Government Funding, Sending Johnson Back to Drawing Board

By Kaia Hubbard
CBS News
September 19, 2024

The House rejected Speaker Mike Johnson's plan to keep the government funded on Wednesday, with a small group of Republicans joining most Democrats to oppose the measure and sending lawmakers scrambling for a backup plan with less than two weeks until a possible government shutdown.

The legislation, which would fund the government through March 28, 2025, fell short by a vote of 202 in favor to 220 opposed. Fourteen Republicans joined all but three Democrats to oppose the bill, which also included a measure aimed at targeting the practice of illegal voting that Democrats view as a nonstarter.

The voting portion of the legislation, known as the SAVE Act, would require proof of citizenship to register to vote in federal elections. The House passed the measure earlier this year.

"The play that we ran tonight was the right play," Johnson said after the vote, while expressing disappointment that the bill didn't pass. "So now we go back to the playbook, draw up another play and we'll come up with a solution."

Although it's already illegal for noncitizens to vote in federal elections, Johnson has argued that there's no federal mechanism to enforce it.

Former President Donald Trump weighed in ahead of the vote on Wednesday, encouraging Republicans only to back a continuing resolution if the voting measure is attached — and suggesting that they let the government shutdown if not.

"If Republicans don't get the SAVE Act, and every ounce of it, they should not agree to a Continuing Resolution in any way, shape, or form," Trump wrote on Truth Social.

But the measure, billed as a sweetener for House conservatives who often oppose stopgap bills to keep the government funded, wasn't enough to get the legislation over the finish line with a razor-thin Republican majority, even after House leadership delayed the vote last week to build GOP support.

What happens next in the government funding fight?

With the failed vote, Johnson's next move remains unclear. He has repeatedly told reporters that he remained focused on the opening play, and that he wasn't having "alternative conversations."

Senate leaders will likely use the failed House vote to get in the driver's seat on government funding, pushing their own stopgap measure to keep the government funded and kickstart negotiations.

Senate Majority Leader Chuck Schumer said Wednesday morning that he's hopeful that "once the speaker's CR fails, he moves on to a strategy that will actually work — bipartisan cooperation."

“It’s the only thing that’s kept the government open every time we have faced a funding deadline,” Schumer said. “That’s what we’re willing and happy to do. And the clock is ticking.”

Meanwhile, Johnson began putting the blame on Senate leaders Wednesday, saying House Republicans were not the ones who “put us in this situation.” The Louisiana Republican cited the appropriations work in both chambers so far, saying Senate Democrats have brought “nothing to the table.”

“It is the Senate that has put us in this situation to have to have a CR,” Johnson said. “We are the responsible governing party here and we are doing the right thing.”

Sen. Susan Collins, a Maine Republican and the top GOP appropriator in the upper chamber, called on Schumer to bring the full-year funding bills to the floor, criticizing Democratic leadership for wasting time on the issue.

“It does not have to be this way,” Collins said, adding that if Schumer had prioritized bringing the appropriations bills to the floor, the two chambers could have sent the full-year funding bills to the president’s desk before the end of the fiscal year. Congress rarely passes all 12 appropriations bills on time, opting instead for continuing resolutions that extend funding before adopting omnibus packages late in the calendar year.

Sen. Patty Murray of Washington, the top Democratic appropriator in the Senate, acknowledged Collins’ complaints on the Senate floor, saying that she shares the “absolute urgency” about passing the full year funding bills by year’s end, while urging that a bipartisan continuing resolution is necessary to avert a shutdown in the short term.

Murray has made clear that Democrats are seeking a shorter time frame for a funding measure, opting for a three-month stopgap bill rather than six to avoid “leav[ing] countless programs, including our military, stuck in limbo for half a year.” House Republicans are generally opposed to a three-month continuing resolution that tees up a funding fight around the holidays.

Caitlin Yilek contributed to this report.

Note: A report by the Center for Reinventing Public Education states that the slow pace of recovery from the pandemic has left an indelible mark on education, with long-term implications for students' income, racial inequity, and social mobility in the United States.

Pandemic Recovery in Schools Will be a 'Long Slog,' Says Sobering National Report

Young, disabled, English learners and homeless students are coming back too slowly from effects, reports states

By Emma Gallegos
EdSource
September 17, 2024

Nearly five years after Covid-19 began, a national report released Tuesday shows that recovery from the pandemic for students will be a “long slog.”

“The State of the American Student,” a report by the Center for Reinventing Public Education (CRPE) states that the findings are “sobering, daunting, and discouraging,” and that the slow pace of recovery from the pandemic has left an indelible mark on education, with long-term implications for students’ income, racial inequity and social mobility in the United States.

“If policymakers and educators do not get serious about ensuring these students have access to proven interventions, then we will continue to see the educational impact of the pandemic reverberate for many years, both in our schools and in our economy,” the report stated.

For the last three years, CRPE — a research organization out of the Mary Lou Fulton Teachers College at Arizona State University — has released annual reports examining the academic, social, emotional and mental health effects of the pandemic on students. CRPE Executive Director Robin Lake said the reports were an attempt to ensure that schools wouldn’t go back to business as usual before students were “made whole.”

Fears that the pandemic would widen pre-existing opportunity gaps have come to fruition, according to the report’s summary of a wide span of research. The report focuses extra attention on certain groups: young children, disabled students, English learners and homeless students, and students who still lag far behind from where they would have been if not for the pandemic. Lake added these groups were largely not well served by schools before the pandemic began.

The report takes a sweeping look at the issues that have been harming students’ recovery since 2020, including chronic absenteeism, staffing shortages, poor teacher morale and student disengagement. These are all signs pointing to a pandemic recovery effort that will require a “long haul.”

Struggling students need more attention

Currently, schools are facing “gale-force” headwinds trying to address these challenges, the report states. Pandemic-era funding is drying up, declining school enrollment is stretching district finances, and many educators are facing burnout. But the worst part is that the problem is underappreciated, Lake said.

“Perhaps the most concerning thing to us is how little discussion there is about these problems,” Lake said.

Politicians are not talking about pandemic recovery, especially when it comes to the groups that have been struggling the most, she said. For instance, CRPE pointed out how some states, including California, do a poor job communicating data about how students have fared since the pandemic.

Additionally, parents do not seem to know just how far behind their children are — thanks in part to grade inflation and some schools' poor communication, Lake said.

USC's Center for Economic and Social Research conducted interviews with the parents of disabled students.

One parent did not learn from the school that their child was failing two courses, making him ineligible to graduate from high school: "I didn't know until we were in the process of graduation," the parent told interviewers.

The number of students who are served under the Individuals with Disabilities Education Act has skyrocketed in recent years. It dipped during the peak of the pandemic when school campuses were closed, but surged again as students returned to the classrooms. It's not clear why, but different theories have emerged.

While it states that kindergartners who have not attended preschool are more likely to have academic and social struggles, including a rising number of behavioral issues and speech delays, the report notes that students who start school behind their peers may be being over-identified as having a disability or that the high numbers could be because students who might have simply been treading water in a previous era are now being correctly identified as having a disability.

The problems faced by disabled students exemplify many of the biggest struggles of pandemic recovery efforts in schools. Disabled students' academic performance has long lagged behind other students, but that gap has widened in the wake of the pandemic. The teacher shortage is particularly acute among special education teachers, now that they are needed most. Meanwhile, some effective efforts, such as tutoring, are not reaching disabled students. Low expectations for students with disabilities is a crisis that has failed to garner proper attention and resources, Lake said.

One parent interviewed for the report said that getting help for their disabled students required constant fighting. "Multiple times, they promised in-person, in-school tutoring — which they just were understaffed and were never able to find anyone," the parent said.

Another parent said that without speech therapy, their son with epilepsy fell behind in school during the pandemic.

"He fell further behind because my husband and I tried our best, but we can only do so much if you're not a teacher, which is very frustrating," the parent said in an interview.

Recovery solutions are straightforward

The strategies that helped schools recover have "not been rocket science," Lake said.

Many schools have been successful with programs such as tutoring, high-quality curricula, extending learning time and improving communication with parents. Some schools are making these strategies a permanent part of the school experience, which is good news: Tutoring and small-group instruction are some of the most powerful tools schools have at their disposal, the report states.

But scaling can be tricky, and many of the students who need help the most are not getting it, CRPE notes. Fewer than half of students who most needed that help enrolled in summer school, according to a Rand study, and just 1% of eligible students in Louisiana enrolled in a tutoring program for struggling readers.

The report recommends focusing on the specific needs of struggling students, such as students with a disability or English learners, rather than so-called average students. Addressing the issues that these students are struggling with will pay dividends for the broader student population, Lake said.

Some schools are demonstrating that recovery is possible, even if it's not the dominant story right now. Students and educators alike are struggling, but there is a renewed understanding of the crucial role that school plays in a community. That has led to some schools rebuilding and strengthening that institution.

“During the pandemic, you remember, there was so much talk about more joyful education, more engaging, more flexible,” Lake said. “We think that that has actually taken hold.”

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
Cabinet Approval: Wendy McCulley
Approved by: *Wendy McCulley*

Date: September 27, 2024

Phone Number: 457-3885

Regarding: Monthly Update - September

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

This year's Giving Day: Peak Potential raised a total of \$18,921 directly from community and business donations. This is a 44% increase over 2023's Giving Tuesday and a 69% increase from 2022's effort. All funds raised will directly support Adopt-A-School requests from schools across our district. Through Peak Potential, we've been able to fund many requests, including a garden project at Tioga Middle School to guitars and cases at DeWolf High School, and parent engagement resources at Leavenworth Elementary School. We're so excited about the variety of meaningful projects that are being fulfilled. The impact report will be published within the month.

The Foundation's effort to increase awareness throughout the district is aided by our newly established Foundation Ambassadors program we are piloting at 21 school sites. We are thankful to our extended team for spreading Foundation news at these sites across all regions. The Foundation has been hosting informational lunches at each site to introduce each Ambassador and providing resources to help build awareness. We appreciate their support and already have Ambassadors sending in ideas to increase community involvement.

The Foundation worked with Donating Simplified to receive a shipment of hand sanitizer wipes worth over \$500,000. The District's Warehouse and Facilities Department is managing the distribution across the entire district. This donation also jump-started the Farber High School logistics program by securing over \$100,000 worth of product for students to work with, providing them with hands-on experience in disbursing these essential items.

A reminder that our single largest fundraising event for the FUSD Scholarship fund will occur on October 16, 2024, at Warnor's Theatre in Downtown Fresno. The Noir Event will feature Grammy-nominated group Black Violin. Sponsorships for this year's event will also allow our district's orchestra students and parents to attend. Please see the attached flyer for more information.

For more questions or information, please contact Wendy McCulley at 559-457-3885.

Approved by Interim Superintendent

Mao Misty Her *Mao Misty Her*

Date: 09/27/24

Quarterly Focus Areas Summary

2024-25



Adopt-A-School
QTR 1: 8-19-24 to 10-11-24



Power of ONE
QTR 2: 10-14-24 to 12-20-24



**Adopt-A-Project /
Scholarships**
QTR 3: 1-13-25 to 3-21-25



**Grateful Teacher:
Mentors Matter**
QTR 4: 3-24-25 to 6-12-25

2015



The FOUNDATION
for FRESNO UNIFIED STUDENTS

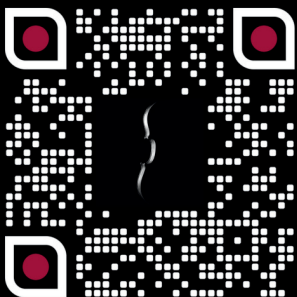
AMBASSADORS

| School | Region |
|-----------|-----------|
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| Tenaya | Bullard |
| Computech | Edison |
| Edison | Edison |
| King | Edison |
| Lincoln | Edison |
| Cooper | Fresno |
| Del Mar | Fresno |
| Fresno | Fresno |
| Ahwahnee | Hoover |
| Hoover | Hoover |
| Birney | McLane |
| McLane | McLane |
| Rowell | McLane |
| Calwa | Roosevelt |
| Jefferson | Roosevelt |
| Roosevelt | Roosevelt |
| Sequoia | Roosevelt |
| Greenburg | Sunnyside |
| Storey | Sunnyside |
| Sunnyside | Sunnyside |

2024 NOIR EVENT

Join us on October 16, 2024 at the historic Warnors Theater in Downtown Fresno for an electrifying night with **Grammy-nominated Black Violin** and an ensemble of talented Fresno Unified students. This unforgettable benefit concert supports student scholarships; every ticket purchase makes a difference. You won't want to miss the magic of this one-night-only event!

Scan the QR code and grab your tickets today! Be part of something special!




www.foundation4fUSD.org



Fresno Unified School District
Board Communication

BC Number ID-1

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

Date: September 27, 2024

Phone Number: 457-3731

Regarding: Elementary History-Social Science Instructional Materials Adoption

The purpose of this board communication is to provide the Board with an update on the adoption of kindergarten through sixth-grade History-Social Science (HSS) instructional materials that align with the Fair, Accurate, Inclusive, and Respectful Education Act (FAIR Act – Senate Bill 48) and the 2014 CA HSS Framework.

The adoption process adheres to *Education Code* (Section 6002) which states, “Each district shall provide for substantial teacher involvement in the selection of instructional materials and shall promote the involvement of parents and other members of the community in the selection of instructional materials.” To this end, the adoption team is composed of teacher representatives from all regions including dual language immersion, magnet, and alternative education schools. District departments including Diversity, Equity and Inclusion (DEI), English Learner Services, African American Academic Acceleration (A4), Gifted and Talented Education (GATE), Special Education, and Teacher Development also have representatives on this team.

The K-6 HSS Adoption Team met four times during the 2023/24 school year to build background and common understanding around the FAIR Act and literacy instruction inherent within the HSS curriculum and instruction as well as to co-develop the curriculum materials review rubric. Currently, the K-6 HSS Adoption Team is reviewing four potential providers to evaluate their California Department of Education adopted instructional materials. Based on the paper review rubric scores, the top two programs will move forward to the in-class review phase of the adoption, which will occur from November 2024 to early March 2025. During this phase, teachers and students will have access to digital platforms and physical materials to provide their feedback. Families and the community will also have access to these materials at elementary schools and Parent University for review and input. Board approval for K-6 HSS instructional materials is scheduled for April 2025. Professional learning aligned to the History/Social Science Framework and instructional materials will be provided for teachers during the end of 2024/25 and/or beginning of 2025/26 school years. The approved materials would then be in classrooms for the start of the 2025/26 school year.

If you have any questions pertaining to the information in this communication or require additional information, please contact Pamela Taylor at 457-3874.

Approved by Interim Superintendent

Mao Misty Her  _____

Date: 09/27/24