



## **BOARD OF EDUCATION**

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## **INTERIM SUPERINTENDENT**

Mao Misty Her

## **BOARD COMMUNICATIONS – OCTOBER 11, 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  
October 03, 2024

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

ID-1	Marie Williams, Ed.D.	Principal Supervisor Site Supervision Assignments
ID-2	Jeremy Ward	Fresno Unified Winter Enrichment Camps 2024/25
ID-3	Jeremy Ward	2024/25 Winter Intersession Credit Recovery Program

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: October 11, 2024  
Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Attended the two-day Wallace Equity Centered Pipeline Initiative Professional Learning Community convening
- Site visits at Edison, Vinland and University High School
- Visited two classrooms while at site visits
- Guest on *The Rachael Maves Podcast*
- Guest speaker in the Teacher Academy class at Edison High School
- Attended the Asian Pacific Islander Desi American Leadership Council at California State University Fresno
- Spoke at the Duncan Car Donation Event at Duncan
- Met with Executive Cabinet

Approved by Interim Superintendent

Mao Misty Her  \_\_\_\_\_


Date: 10/11/24


Fresno Unified School District  
Board Communication

**BC Number BFS-1**

From the Office of the Interim Superintendent

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive 

Cabinet Approval: 

Date: October 11, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for October 03, 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 October 03, 2024 are attached and include the following articles:

- Changes to Traditional Independent Study Documentation Requirements – October 01, 2024
- Use It or Lose It: California Schools Race to Spend the Last of Their Pandemic Funds – September 30, 2024
- California Economy is Having a 'Subpar' Year in 2024, Study Shows – October 02, 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: 10/11/24



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[www.sscal.com](http://www.sscal.com)

DATE: October 3, 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 Takes Final Bill Actions**

Governor Gavin Newsom took his final actions on bills this past Monday, September 30, 2024. Overall, the Legislature sent the Governor 1,206 bills in 2024, which is the most during Newsom's six-year tenure as California's chief executive. Of the measures sent to him, the Governor signed 1,017 into law and vetoed the other 189 for a veto rate of 15.7%, the second highest rate since he assumed office in 2019 (the highest was 16.5% in his first year as Governor).

One of the bills he signed on Monday was Assembly Bill (AB) 176 (Committee on Budget, Statutes of 2024), a cleanup budget trailer bill that we have been tracking since its introduction in August. While AB 176 mostly makes technical, cleanup changes to the education provisions of the Enacted Budget, the bill makes several significant amendments to programmatic areas, including the following:

- **Expanded Learning Opportunities Program (ELO-P):** Requires local educational agencies (LEAs) to report final expenditures for their 2021-22 and 2022-23 ELO-P funds to the California Department of Education (CDE) by October 31, 2024. If an LEA fails to report final expenditures to the CDE, then the LEA shall forfeit all of its 2021-22 and 2022-23 ELO-P funds. For 2023-24 ELO-P funds, and each fiscal year thereafter, the bill requires reporting of final expenditures to the CDE by September 30 of the second fiscal year following the fiscal year in which the appropriation is made (remember that starting in 2023-24, LEAs have two fiscal years to spend ELO-P funds). Failure to report will lead to the forfeiture of that fiscal year's ELO-P funds.
- **Instructional Continuity Plan:** Extends the sunrise dates for when new instructional continuity plans shall be added to existing LEA school safety plans for funding J-13A hold harmless provisions to July 1, 2026. The bill also clarifies "temporarily reassigned" for pupils in emergency situations to

TK mean temporarily reassigned to another LEA outside of the school district, but within the county or an immediately adjacent county, in which the pupil's parent or guardian resides.

- **Independent Study:** Clarifies the documentation standard for independent study pupil work product and asynchronous activities that do not produce a pupil work product. The bill conforms independent study changes to standards for duration and program agreements. More information about the independent study components of the bill can be found in the *Fiscal Report* article below entitled "Changes to Traditional Independent Study Documentation Requirements."
- **Attendance Recovery:** Further clarifies that students cannot be credited with more than five days of attendance per school week for school districts and county offices of education and no more than one day of attendance per day of attendance per calendar day on which school is taught for charter schools. It also clarifies that attendance recovery program ratios are 10 pupils to 1 certificated teacher for transitional kindergarten and kindergarten and 20 pupils to 1 certificated teacher for grades 1-12, inclusive.

As a budget bill, AB 176 went into effect immediately upon Governor Newsom's signature.

In addition to AB 176, Governor Newsom signed the following bills over the last week:

- AB 1871 (Alanis, Statutes of 2024) includes personal finance within the history-social sciences area of study within the adopted course of study for grades 7 -12
- AB 1997 (McKinnor, Statutes of 2024) redefines "annualized pay rate" to mean the salary a person could earn during a school term in a position subject to membership if creditable service were performed for that position on a full-time basis, to be determined pursuant to a publicly available pay schedule by a prescribed method
- AB 2245 (Carrillo, Statutes of 2024) requires, beginning July 1, 2025, service as an instructor in classes conducted at a regional occupational center or program operated by a single school district to be included in computing the service required to attain permanent employee status at a school district
- Senate Bill (SB) 1244 (Newman, Statutes of 2024) authorizes a community college district (CCD) to enter into a College and Career Access Pathway (CCAP) partnership with an LEA located within the service area of another CCD under specified circumstances
- SB 1288 (Becker, Statutes of 2024) requires the State Superintendent of Public Instruction to convene a working group on artificial intelligence (AI), and requires that working group to develop expanded guidance and a model policy on AI for use by LEAs
- SB 1315 (Archuleta, Statutes of 2024) requires the CDE to conduct a report on the number and types of reports that LEAs are required to submit on an annual basis

Unless otherwise specified in the bill, these measures will take effect on January 1, 2025.

One of the most significant measures that Governor Newsom vetoed last week was AB 359 (Holden, D-Pasadena). AB 359 would have made various changes and clarifications related to CCAP partnerships.

Specifically, the bill would have clarified that CCAP partnerships can offer dual enrollment opportunities to all pupils, would have removed CCAP requirements regarding consultation with local workforce boards, and would have clarified that students should receive college credit for CCAP courses.

The Governor vetoed this measure because it would have created significant General Fund costs that are not reflected in the 2024-25 State Budget. The Governor made a similar refrain in other bills he vetoed that would have added significant costs that were not accounted for in the State Budget.

We will go over another batch of education bills that the Governor took action on in next week's *Sacramento Update*.

*Leilani Aguinaldo*

## Changes to Traditional Independent Study Documentation Requirements

By Patti F. Herrera, EdD, and Wendi McCaskill  
School Services of California Inc.'s *Fiscal Report*  
October 1, 2024

Yesterday, September 30, 2024, Governor Gavin Newsom signed Assembly Bill (AB) 176, which includes cleanup language for the education provisions of the 2024-25 Enacted Budget. Included in this cleanup language are refinements to documentation requirements for traditional independent study programs.

The 2024-25 Enacted Budget included several changes to independent study programs immediately operative, which we covered in the July 2024 *Fiscal Report* article, "[2024-25 Enacted Budget Affects Independent Study](#)." Some of the changes affect traditional independent study only since they are specific to student work product. These changes included the expansion of work product for the purposes of generating traditional independent study average daily attendance (ADA) to include the time value spent by a pupil engaged in asynchronous instruction regardless of whether work product is produced if a computer-based or online program documents their participation. Time value can be generated in multiple ways as displayed in the table below.

Traditional Independent Study Time Value		
Work Product		Synchronous Instruction Participation
Work product time value, which includes: <ul style="list-style-type: none"><li>Time value spent in asynchronous instruction for which an actual work product is not produced or created, and/or</li><li>Time value of actual work product produced by the student</li></ul>	Or	A combination of work product time value and verified time value of participation in synchronous instruction

The requirement that local educational agencies (LEAs) maintain documentation of each hour or fraction thereof of work product and the time the pupil was engaged in online or computer-based asynchronous instruction was also included in the 2024-25 Enacted Budget. The language in AB 176 clarifies that LEAs must maintain documentation of hours or fractions of an hour of time value generated based on time spent in online or computer-based asynchronous instruction and work product produced, as opposed to documentation of each hour. This requirement applies to all independent study work product, including but not limited to work packets. It does not, however, require the documentation of time value for each assignment.

This explicit requirement to document hours or fraction of an hour for all work product adds complexity to traditional independent study work product time value documentation requirements in place prior to 2024-25, which required LEAs to register daily or hourly attendance credit as appropriate to the program. LEAs must now ensure that they are also documenting hours or fractions of an hour of actual work product time value prior to the conversion of those hours to days of attendance for attendance recording and reporting.

## **Work Product and Teacher Supervision**

As noted in the table above, independent study attendance is generated based on the time value of student work product or a combination of the time value of student work product and the time value of verified participation in synchronous instruction. The definition of work product also includes work completed on an online or computer-based instructional activity that does not result in a producible student work product if the computer program documents pupil participation. This is commonly referred to as asynchronous online or computer-based instruction. Of course, asynchronous instruction also includes participation in instructional activities outside the presence of a teacher that is not performed via computer or online, as has been the case since the inception of the program.

LEAs can continue to use the value of time attending or participating in assigned events or activities like plays, lectures, or physical activity that occur outside of the presence of a certificated employee or classroom in their work product time value calculations, along with the time value of producible work product that is the outcome of independent study assignments not performed online or through a computer-based activity. Time value of all work product, whether it is time spent on assigned asynchronous instruction that does not result in a producible work product or time value of tangible work product produced by the student, must now be documented in hours or fraction of an hour.

Importantly, the time value that student work product earns continues to be at the discretion of the certificated teacher employed by the LEA, including the engagement or participation in online or computer-based asynchronous instruction. Statute requires a certificated teacher to personally judge student work product and determine its time value. This requirement remains unchanged and is the case for all work product, whether it includes asynchronous instruction that does not result in a producible work product or a hand drawn picture.

## **ADA**

Independent study is provided under the general supervision of a teacher employed by the LEA and is coordinated and evaluated by a supervising teacher.

When a student participates in independent study, they are assigned work by a certificated teacher of the LEA and a date by which that work is due. Sometimes work assigned results in an actual tangible work product like an essay or drawing. Sometimes work assigned results in a documented amount of time spent performing or participating in activities assigned outside of a classroom or the presence of a teacher, like watching a play, a lecture, walking a mile, or participating in asynchronous online instruction.

To generate attendance, it is required that school district and county office of education (COE) students turn their assigned work in by the due date and generate at least a minimum days' worth of work for each day that attendance is claimed. Once turned in, certificated teachers employed by the LEA must personally judge the work product for time value and a supervising teacher (if the supervising teacher is a different person than the certificated teacher judging work product for time value) must review the time value assigned.

Charter school students are required to return their work by the due date and generate a day of attendance for each day on which they documented engagement in instruction through an engagement record and for which a certificated teacher determined that the student completed a days' worth of work. Charter schools do not have an applicable minimum day to evaluate against, so certificated teachers must make a determination with regard to the conversion of hours to a days' worth of work product. The daily engagement record is still



required and as in the past, attendance cannot be claimed on a day for which there was no documented student engagement.

Now with the signing of AB 176, time value must be documented in hours or fraction of an hour, which can then be converted to days of attendance for COE, school district, or charter school students participating in independent study.

Time value of synchronous instruction is required to be applied to the day on which it is earned. With the exception of charter schools, whose students must be engaged in instruction on each day that is claimed for attendance, school district and COE students generate time value for work product completed during the assignment period. Attendance credit is based on the number of days attendance credit is earned, after the conversion from total hours for that assignment period, with no student generating more than one unit of ADA for the year.

Independent study attendance must be recorded in days or hours, depending on the type of program, for the purpose of reporting ADA. Beginning with the 2024-25 school year, time value of pupil work product must first be documented in hours or fraction of an hour before converting to days. When calculating time value to determine the number of days of attendance a student has earned in traditional independent study, LEAs must sum any hours or fraction of an hour of time value generated from student work product and each hour or fraction of an hour of time value generated for synchronous instruction participation and determine, based on the total hours generated, how many attendance days are earned for each assignment period.

<b>Calculation of Attendance Days—School District or COE</b>	
	<b>Example:</b>
Work product time value <sup>1</sup> including: <ul style="list-style-type: none"> <li>Documented time value spent in asynchronous instruction for which a work product was not produced, and</li> <li>Time value of actual work product produced by the student</li> </ul>	10 hours of computer-documented time value spent in online asynchronous instruction that did not result in a producible work product as determined by the certificated teacher + 20 hours of time value for essays and packet work completed and turned in
+	+
Verified synchronous instruction participation time value <sup>2</sup>	10 hours
=	=
Total hours of traditional independent study time value	40 hours
÷	÷
Hours in the minimum day that applies to the students' grade span	4 hours (minimum day for grades 4-12)
=	=
Days of attendance	10 days of attendance

<sup>1</sup>As judged by a certificated teacher employed by the COE or school district

<sup>2</sup>Synchronous instruction participation time value must be augmented by time value of work product to generate attendance for apportionment

Charter School Calculation of Nonclassroom-Based Attendance Days	
	<b>Example:</b>
Work product time value <sup>1</sup> including: <ul style="list-style-type: none"> <li>Documented time value spent in asynchronous instruction for which a work product was not produced, and</li> <li>Time value of actual work product produced by the student</li> </ul>	10 hours of computer-documented time spent in online asynchronous instruction that did not result in a producible work product as determined by the certificated teacher + 20 hours of time value for essays and packet work completed and turned in
+	+
Verified synchronous instruction participation time value <sup>2</sup>	7 hours
=	=
Total hours of traditional independent study time value	37 hours
Student engagement record indicates the days on which the student was engaged in instructional activities that generated time value	9 days
Teacher determination of number of days total hours equate to	9 days
=	=
Days of attendance	9 days of attendance

<sup>1</sup>As judged by a certificated teacher employed by the charter school

<sup>2</sup>Synchronous instruction participation time value must be augmented by time value of work product to generate attendance for apportionment

## Traditional Independent Study Recordkeeping

Traditional independent study has multiple recordkeeping requirements, most of which have been in statute or regulations for decades. For point of reference, listed below are the traditional independent study records requirements, with the new requirement listed in bold first:

Traditional Independent Study Recordkeeping Requirements	Authority	Ongoing or New
<b>Documented hours or fraction of an hour of work product time value</b>	<b>Education Code Section (EC §) 51747.5</b>	<b>New</b>
Verification of each hour or fraction of an hour of synchronous instruction time value	EC § 51747.5	Ongoing
A daily or hourly attendance register, as appropriate to the program in which students are enrolled as time values of work product are personally judged by a certificated teacher and reviewed by the supervising teacher (if they are two different people)	California Code of Regulations (CCR), Title V, Section 11703	Ongoing
A separate listing of independent study pupils by grade level, program and school	CCR, Title V, Section 11703	Ongoing
Units of curriculum taken and completed for students in kindergarten and grades 1-8	CCR, Title V, Section 11703	Ongoing

Course credits attempted and awarded for students in grades 9-12	CCR, Title V, Section 11703	Ongoing
Written agreements	CCR, Title V, Section 11703	Ongoing
Student work samples	CCR, Title V, Section 11703	Ongoing
Documented participation and non-participation in live interaction and synchronous instruction	EC § 51747.5	Ongoing
Written or computer-based evidence of student engagement that included but isn't limited to all assignments, assessments, and associated grades for each class	EC § 51747.5 (c)	Ongoing
Daily engagement records (charter schools only)	CCR, Title V, Section 11960	Ongoing

Considering that the requirements for documenting time value of pupil work product have been modified, we encourage you to create a local protocol for documenting hours of work product time value and converting those hours to attendance days for attendance recording and reporting purposes.

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*Note: The deadline for committing federal COVID-19 relief money was September 30, 2024, and schools that have not planned to spend their money by then or received an extension must send it back to the US Department of Education.*

## **Use It or Lose It: California Schools Race to Spend the Last of Their Pandemic Funds**

By Carolyn Jones  
*CalMatters*  
September 30, 2024

Despite the dire forecast for education funding, some California schools may soon find themselves doing something counter-intuitive: returning money to the government.

The deadline for committing federal COVID-19 relief money is Sept. 30, and schools that haven't planned to spend their money by then or received an extension must send it back to the U.S. Department of Education.

"It's not a hard fiscal cliff, but it's a big deal because it's the last time districts can make decisions about how to spend this money," said Bella DiMarco, a policy analyst for FutureEd, an education think tank at Georgetown University's McCourt School of Public Policy. "Some districts have been planning for this from Day One, but others are going to be scrambling at the last minute."

Dozens of California school districts still hadn't spent the majority of their Elementary and Secondary School Emergency Relief Act money as of Aug. 28, according to a [database](#) compiled by Georgetown's Edunomics Laboratory. In some cases, districts risked leaving millions of dollars on the table.

Overall, California schools hadn't yet spent \$1.8 billion of the \$13.5 billion they were allotted when the final – and largest – of the pandemic relief grants rolled out in 2021.

School districts contacted by CalMatters said they intend to spend the money before the deadline, or had already committed it to vendors — such as organizations providing after-school programs — but there was a lag in the paperwork.

The pandemic relief funds were an unprecedented windfall for schools, intended to help them reopen safely for in-person instruction and help students who fell behind during remote learning. In all, the federal government gave \$190 billion to schools through several waves of COVID relief grants.

By mid-September, most of California's largest districts — including Los Angeles Unified, San Diego Unified, San Francisco Unified and Elk Grove Unified — had spent close to all their funds. A few, such as Fresno Unified, had unspent millions but did not respond to requests for an explanation.

Long Beach Unified, with 64,000 students, still had not spent \$66 million — roughly 30% — of its \$212 million allotment. The district plans to spend it all by the deadline on needs including playground equipment (\$11 million) and classroom modernization (\$14 million), said spokesperson Elvia Cano.

"While we have carefully paced our spending to maximize impact, we remain on track to allocate the remaining resources before the deadline," Cano said.

The end of pandemic relief grants comes at a precarious time for schools. While Gov. Gavin Newsom largely spared K-12 schools from cuts in his budget, the future could be grim as enrollment continues to decline, absenteeism remains high and the economy remains uncertain. Los Angeles Unified, for example, has seen its enrollment drop by 20% over the past decade, while absenteeism was higher than 30% last year. Because California funds its schools based on the number of students who show up every day, those empty seats mean the district receives millions less from the state.

School districts relied on their pandemic relief grants to pay for one-time investments they might not have been able to afford otherwise, like new heating, air conditioning and ventilation systems. They also spent the money on tutoring, after-school programs and mental health services to help students catch up academically and regain social-emotional skills. And some districts used the money to hire permanent staff or raise teacher salaries, which puts them in a vulnerable position as grant funding expires.

"Even if you're a district that didn't get a lot of (pandemic relief) money, you might have some tough budget decisions ahead," said Julien Lafortune, a researcher at the Public Policy Institute of California who studies school funding.

School districts have known for almost four years that the money would be ending, and should not be blindsided by the cut-off, said Rebecca Thiess, who manages fiscal research at the Pew Charitable Trusts. They should have evaluated their spending to see what worked, what didn't, and how they'd fund programs going forward.

"Schools received a lot of funding, which provided an opportunity for a lot of new programs and investments," she said. "But they should have approached this opportunity mindfully so they're not in a difficult position when the money runs out."

Pandemic relief money wasn't quite no-strings-attached, which is one reason for some districts' slow spending, said Tatia Davenport, chief executive of the California Association of School Business Officials. The guidelines and reporting requirements were complicated, which was a big strain on districts with small administrative staffs, she said. Those districts also struggled to launch new programs because staff were already overburdened.

Davenport's group is advising districts with surplus relief money to look back over recent expenses and see if anything can be paid for with pandemic grant money.

Ocean View School District, a TK-8 district in Huntington Beach in Orange County, used some of its relief money to lower class sizes. At first, the plan was to have fewer people in each classroom so students could return safely — and sooner — for in-person instruction. The lower student-to-teacher ratio was also intended to help boost student mental health and teacher morale.

The idea proved so popular that the district kept the smaller class sizes even after the threat of COVID-19 waned.

"Who doesn't like smaller class sizes? Teachers loved it, students loved it, families loved it," said Julianne Hoefer, interim superintendent. "It allowed us to build connections with students, nurture relationships, help students make up for learning gaps."

The district also used relief grants to start a five-week summer program that included academic tutoring as well as games, field trips and other fun activities to boost student engagement. Students also got two meals a day.

The program was "immensely popular" with families, more than half of whom are low income.

But with pandemic grants ending, the district now has to find a way to continue paying for the initiatives. It recently laid off 16 staff members, its first layoffs in recent memory.

"We have to figure out how to keep these programs," Hoefer said. "So far, one-time money keeps showing up but we'd like to find a permanent funding stream."

In Kings Canyon Unified, southeast of Fresno, the district has avoided layoffs because it spent most of its relief money on infrastructure improvements. The district hired a slew of temporary employees — counselors, health aides and teachers — but was able to find permanent funding to keep most of them on staff.

"We knew we had to be really smart about how we use this money, because we'll never see this kind of funding again," said Jose Guzman, assistant superintendent. "Our priority was to make kids safe, but also to make these investments sustainable."

Using its pandemic grant money, the district built nine health centers, with nurses, separate entrances and bathrooms for sick students. The centers helped keep students and staff safe during the pandemic and beyond.

Among the district's most popular projects were outdoor classrooms, dubbed "learning pavilions," at five school campuses. Initially the pavilions were for COVID-19 safety, but students and teachers liked them so much they're still used regularly. Not only do they reduce exposure to communicable diseases, Guzman said, but they boost mental health, as well.

“Our goal was to make our kids safe and happy, and this is what we did,” Guzman said. “Our community truly appreciates that.”

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*Note: In a cautiously optimistic forecast of the US economy, the economists at UCLA suggest that the effects of long COVID may finally be behind us, with just a few stubborn symptoms lingering mildly.*

## **California Economy is Having a ‘Subpar’ Year in 2024, Study Shows**

By David Lightman  
*The Sacramento Bee*  
October 2, 2024

California’s economy will grow more slowly than the rest of the nation this year, a new UCLA Anderson forecast said Wednesday.

With national economic growth not expected to pick up until after next month’s election, “a full year of subpar growth in California is forecast,” said Jerry Nickelsburg, director of the UCLA Anderson forecast.

Growth in 2025 and 2026 should be faster than the nation’s, Nickelsburg said, “but not by much.”

Reasons for the sluggish outlook are similar to those that California has faced for some time. Employment in sophisticated technology and in rural areas has been lagging, and housing continues to struggle.

The state’s unemployment rate has been among the highest in the United States all year, and the trends that have sent that rate up are expected to continue during the rest of 2024. The state’s economy grew at a 2.8% pace in the second quarter of this year, slightly less than the U.S.

Silicon Valley, San Francisco and San Diego all saw job growth proceed more slowly than in the rest of the country, thanks largely to a slowdown in the technology sector.

Also lagging has been the economy in the San Joaquin Valley, hit hard by a second straight year of what the report called “unusual winter weather.”

“The employment picture leads to a relatively weak California forecast for 2024 and a slow return to the national unemployment rate,” the outlook said.

California’s unemployment rate in August, the latest data available, was 5.3%. That tied the state with Illinois for the nation’s second highest rate. Nevada was first at 5.5%.

The UCLA forecast saw the California rate averaging 5.3% in the first three months of next year, then dropping to 4.9% in the spring and 4.4% in the summer. The rate is projected to stay at roughly that level through 2025 and 2026.

Nationally, the August rate was 4.2%. The federal Bureau of Labor Statistics will report the September rate on Friday.

UCLA saw the national rate averaging 4.4% in the first six months of next year, followed by 4.3% in the summer.

There was a brighter prediction for housing in California. The forecast said the market “may well be on the cusp of a trend toward normalization.”

Mortgage interest rates are at two year lows. The Federal Reserve is expected to continue cutting its target rate, considered a strong influence on other rate trends.

The forecast did come with a warning: “With existing home sales at depression levels, builders should be responding to new developments, but a very wet winter has resulted in very little growth in building permits.”


Still, the report saw better times ahead. Home sales should rebound as interest rates drop, it said, which will also boost the health of the finance sector.

Manufacturing of durable, or bigger, items such as computers should “turn around with new factories now in construction opening (and) increased demand as the economy grows over the next two years.”

Also looking up: Artificial intelligence development and commercial aerospace production.

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: October 11, 2024  
Phone Number: 457-3731

Regarding: Principal Supervisor Site Supervision Assignments

The purpose of this board communication is to provide the Board with information regarding the principal supervisor site supervision assignments.

The site supervision chart is attached to this board communication.

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

Approved by Interim Superintendent

Mao Misty Her  \_\_\_\_\_

Date: 10/11/24



## 2024-25 Supervision of Schools

<b>Kali Isom-Moore (14)</b>	<b>Sandra Toscano (14)</b>	<b>Billy Chan (12)</b>	<b>Rebecca Wheeler (13)</b>
<b>HR Asst. Superintendent: Jonie Diflippo</b>	<b>HR Asst. Superintendent: Edith Navarro</b>	<b>HR Asst. Superintendent: Yi "Isabelle" Xiong</b>	<b>HR Asst. Superintendent: Kim Collins</b>
Christine Silva - Admin. Asst. II 559-457-3678	Vacancy - Admin. Asst. II 559-457-3754	Ariana Cuenca - Admin. Asst. II 559-457-6168	Amanda Escalera - Admin. Asst. II 559-457- 3620
Laurie Henkel-Special Ed Manager III 457-3220	Deanna Hoffman-Special Ed Manager III 457-3220	Angela Dryden-Special Ed Manager III 457-3220	Ebony Hailey-Williams-Special Ed Manager III 457-3220
<b>Roosevelt Region K-12</b>	<b>McLane Region K-12</b>	<b>Sunnyside Region K-12</b>	<b>Fresno High K-12 / Specialty</b>
Anthony *Balderas *Calwa *Jackson Jefferson *Lane Lowell *Vang Pao Webster *Winchell Yokomi Sequoia Tehipite Roosevelt High	<b>Addicott</b> Birney Ericson *Ewing *Hidalgo *Leavenworth Mayfair Norseman *Rowell Turner Wishon Scandinavian *Yosemite McLane High	Ayer Aynsworth Bakman *Burroughs Easterby Greenberg *Herrera Olmos (LS) Storey Kings Canyon Terronez Sunnyside High	<b>Del Mar</b> <b>CART</b> Fremont Heaton Homan Muir *Roeding Williams Wilson Cooper Ft. Miller Hamilton K-8 Fresno High
<b>NOTE: CIPL/DPI/SPED/HR will align to each Regional Team</b>			
<b>Jennifer Alcantara (16)</b>	<b>Matt Ward (13)</b>	<b>Sandra Aguayo (13)</b>	<b>Rachael Maciel -7</b>
<b>HR Asst. Superintendent: Maria Mazzoni</b>	<b>HR Asst. Superintendent: Carlos Arrendondo</b>	<b>HR Asst. Superintendent: Javan Childs</b>	<b>HR Asst. Superintendent underlined in red for site.</b>
Brianda Bustamante - Admin. Asst. II 559-457-3753	Ah Her - Admin. Asst. II 559-457-3781	Imelda Sanchez - Admin. Asst. II 559-457-6169	Dawn Gardner - Analyst II 559-457-6131
Marissa Saldate-Special Ed Manager III 457-3220	Kate Alvarado-Special Ed Manager III 457-3220	Michael Fletcher-Special Ed Manager III 457-3220	
<b>Bullard Region K-12</b>	<b>Edison Region K-12 / Specialty</b>	<b>Hoover Region K-12</b>	<b>Alt Ed</b> <b>Specialty</b>
Figarden Bullard Talent K-8 Gibson *Wawona K-8 Kratt Baird 5-8 Lawless Tenaya Malloch <b>Lori Ann Infant</b> Powers- <b>Rata</b> Ginsburg Bullard High Slater Starr Tatarian	Addams Design Science Columbia Duncan King (LS) Patino Kirk Lincoln *Sunset Manchester Computech Gaston Edison High	*Centennial Vinland Eaton Wolters Holland Ahwahnee McCardle Tioga Pyle Hoover High Robinson Thomas Viking	<u>Carlos Arrendondo</u> Farber <u>Javan Childs</u> DeWolf <u>Jonie Difilippo</u> Cesar Chavez  <u>Yi "Isabelle Xiong"</u> Phoenix Elem Phoenix HS
			<u>Javan Childs</u> Adult Transition Program  <u>Carlos Arrendondo</u> Fulton
Designated Schools		* (DI) Dual-Immersion	

Jeremy Ward


Assistant Superintendent -Cycle of Visitations/Supervision Support - Specialty/ Alt Ed Schools

Tangee Pinheiro

Instructional Superintendent SpEd- Cycle of Visitations

Fresno Unified School District  
Board Communication

**BC Number ID-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Jeremy Ward  
Cabinet Approval: 

Date: October 11, 2024

Phone Number: 248-7534

Regarding: Fresno Unified Winter Enrichment Camps 2024/25

The purpose of this board communication is to provide the Board with information regarding Fresno Unified's Winter Enrichment Camps for 2024/25.

The College and Career Readiness/Expanded Learning Department Winter Enrichment Camps will be offered from January 06, 2025 through January 10, 2025 and will be free-of-cost for students in grades Transitional Kindergarten (TK) through 12<sup>th</sup> grade.

Winter Enrichment Camps will focus on the themes of STEAM (Science, Technology, Engineering, Art, Math), Arts & Crafts, Adventure, Athletics, and College and Career Readiness

Families will receive a text message with the registration link that will open in November 2024.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at (559) 248-7534.


Approved by Interim Superintendent

Mao Misty Her  \_\_\_\_\_

Date: 10/11/24

Fresno Unified School District  
Board Communication

**BC Number ID-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Jeremy Ward  
Cabinet Approval: 

Date: October 11, 2024  
Phone Number: 248-7534

Regarding: 2024/25 Winter Intersession Credit Recovery Program

The purpose of this board communication is to provide the Board with information regarding the Fresno Unified 2024/25 Winter Intersession Credit Recovery Program. Consistent with the amount of days provided in summer for students to recover learning and credits, the Winter Intersession Credit Recovery Program will run from December 26, 2024, to January 10, 2025, offering a total of 11 days of instruction. Additionally, there will be an Institute Day on December 23, 2024, for onsite training and professional development for administrators and teachers to ensure a successful program launch.

The main objective of the Winter Intersession Credit Recovery Program is to provide students with opportunities to recover credits outside the regular school year, helping those students who are off-track to meet graduation and A-G requirements. This program is achieved through the collaborative effort of various departments including, but not limited to, school site administration and school site teachers, Special Education, Alternative Education, Curriculum, Instruction and Professional Learning, School Leadership, Transportation, Facilities and Operations, Counseling and Guidance, and Expanded Learning.

The College and Career Readiness Department remains conscientious of Fresno Unified's continued investment towards providing high quality learning supports and credit recovery opportunities throughout the winter break without reducing access to services. For 2024/25 winter intersession, as part of consolidation efforts, regions will be paired up to host the Winter Intersession Credit Recovery Program. Through collaboration with the Fresno Unified Transportation Department, students will be provided bussing services to ensure that all students have access to credit recovery during the winter intersession.

Winter Intersession Credit Recovery Program will be delivered in-person through direct instruction and/or the Edgenuity platform. Both forms of instruction will provide students with opportunities to recover credits.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at (559) 248-7534.

Approved by Interim Superintendent

Mao Misty Her 

Date: 10/11/24