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INTERIM SUPERINTENDENT

Mao Misty Her

BOARD COMMUNICATIONS – OCTOBER 25, 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 18, 2024

ENGAGEMENT & EXTERNAL PARTNERSHIPS – Wendy McCulley, Chief Officer

EEP-1 Wendy McCulley Monthly Update - October

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

ID-1 Marie Williams, Ed.D. Novels in Secondary English Language Arts
ID-2 Marie Williams, Ed.D. Independent Contract Services with Write Tools LLC

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 25, 2024
Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Participated in United Way Board of Directors Meeting
- Attended Public Education Leadership Project (PELP) Triad Session with Harvard University, Rochester City School District and Fayette County Public Schools
- Met with labor partners
- Attending the Special Guerrilla Unit Veterans Event

Approved by Interim Superintendent

Mao Misty Her 


Date: 10/25/24


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: October 25, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for October 18, 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 18, 2024 are attached and include the following articles:

- CalPERS Employer Contribution Rate Estimates – October 17, 2024
- Transitional kindergarten Can't Expand Without the Right Kind of Classrooms – October 16, 2024
- Prop 2 Explained: What California's \$10 Billion School Bond Measure Means for Taxpayers – October 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: 10/25/24



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www.sscal.com

DATE: October 18, 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 Signs Special Session Legislation

With the Legislature on recess and with Governor Gavin Newsom done acting on bills, it was another quiet week in Sacramento.

The biggest news this week was that on Monday the Assembly voted in concurrence with the Senate amendments for Assembly Bill 1 of the Second Extraordinary Session ([ABX2-1](#)), the single piece of legislation from the special session called by Governor Newsom. Governor Newsom quickly [signed](#) the bill into law the same day. ABX2-1 will take effect 90 days from the special session adjournment.

ABX2-1 allows the state to require oil refiners to maintain a minimum inventory of fuel to avoid supply shortages that create higher gasoline prices for consumers and higher profits for the industry. It also authorizes the California Energy Commission to require refiners to plan for resupply during refiner maintenance outages. It is important to note that the bill will not have an impact on Proposition 98 or K-14 education.

Now that the special session has come to a close, lawmakers have returned to their districts, where many of them will be campaigning over the next several weeks right up to the November 5, 2024, General Election.

New Smartphone and Social Media Laws Coming

We have provided consistent updates on legislation throughout the 2024 legislative year, and by far one of the hot legislative topics was how to limit student use of cell phones and social media on school sites.

Out of all the bills that the Governor signed related to smartphones and social media, the two bills that will have the most direct impact on local educational agencies (LEAs) are:

- Assembly Bill (AB) 3216 (Hoeover, R-Folsom) requires an LEA to adopt a policy to limit or prohibit the use of smartphones by students at a school site or while students are under the supervision and control of an employee

of that LEA. The bill requires this policy to be updated by the LEA governing board every five years. The bill clarifies that this law does not authorize monitoring, collecting, or otherwise accessing any information related to a student's online activities.

- Senate Bill (SB) 1283 (Stern, D-Los Angeles) authorizes an LEA to adopt a policy to limit or prohibit students from using social media while at a school site or under the supervision and control of an employee of the LEA. Like AB 3216, this bill clarifies that this law does not authorize monitoring, collecting, or otherwise accessing any information related to a student's online activities. It is important to note that SB 1283 is permissive and not a requirement.

The mandate for AB 3216 does not kick in until July 1, 2026, while SB 1283 will go into effect on January 1, 2025.

Leilani Aguinaldo

CalPERS Employer Contribution Rate Estimates

By Michelle McKay Underwood and Teddi Wentworth
School Services of California Inc.’s *Fiscal Report*
October 17, 2024

The most recent California Public Employees’ Retirement System (CalPERS) Schools Pool Actuarial Valuation report (report), as of June 30, 2023, was released this fall. Although the actual investment return for fiscal year 2023-24 was not known at the time the report was prepared, updated projections were provided in a circular letter, which estimate future employer contribution rates as follows:

Fiscal Year	Updated: Estimated School Employer Contribution Rate ¹	Estimated School Employer Contribution Rate ²
2024-25	27.05% (Actual)	27.05% (Actual)
2025-26	27.40%	27.60%
2026-27	27.50%	28.00%
2027-28	28.50%	29.20%
2028-29	28.20%	29.00%
2029-30	27.80%	28.80%

¹As of August 30, 2024
²Prior to August 30, 2024

Across the projection period, the employer contribution rate has improved marginally compared to the prior estimates. The projection assumes that all actuarial assumptions will be realized and that no further changes to assumptions, contributions, benefits, or funding will occur during the projection period. That makes this the best estimation at this time, but it is still subject to change by the time the 2025-26 rate is adopted by the CalPERS Board this spring.

CalPERS employer contribution rates will be included in the next version of our School Services of California Inc. Financial Projection Dartboard to be prepared with the 2025-26 Governor’s Budget proposal in January 2025. The current California State Teachers’ Retirement System (CalSTRS) employer contribution rate of 19.10% is expected to remain the same in fiscal year 2025-26. CalSTRS has not released outyear projections.

Note: According to a Legislative Analyst's Office budget brief, 25% of districts said they did not have adequate classroom space to meet projected transitional kindergarten enrollment.

Transitional kindergarten Can't Expand Without the Right Kind of Classrooms

By Zaidee Stavely and Lasherica Thornton
EdSource
October 16, 2024

This is the fourth in a series of stories on the challenges impacting California's efforts to offer high-quality instruction to all 4-year-olds by 2025.

Transitional kindergarten for all 4-year-olds has been touted as a way to boost declining enrollment and offer universal preschool. One major roadblock: Some districts just don't have the space.

Some districts do not have room to accommodate additional transitional kindergarten, or TK, classes at all schools. Others, especially those in less affluent areas, lack the resources to add toilets and playground equipment made for 4-year-olds. A lack of state funding makes the problem worse.

"We're going to see inequitable outcomes as a result of the inequitable access to appropriate facilities for transitional kindergarten," said Jessica Sawko, education director at Children Now, an advocacy organization. "The state needs to continue to invest in the facilities that it has asked school districts to create."

Some districts, such as Oakland Unified, are losing potential TK students because they don't have space at all schools. Some elementary schools in Oakland don't have any TK classrooms, and many have only one. As a result, some children end up on waitlists for their preferred school, and families are opting to wait until kindergarten to enroll their children.

Oakland district spokesperson John Sasaki acknowledged in an email that "there is a general capacity issue as we build out TK-appropriate classroom spaces," noting that demand also varies between schools.

"School A may have 100 applications for 24 seats and school B may have 15 applications for 24 seats. Those families for school A may not go to school B because it's far away, etc. and so it's less that we weren't able to accommodate, and more about family choice and preference," Sasaki wrote.

Emily Privot McNamara applied for her 4-year-old son to attend transitional kindergarten in Oakland as soon as the district opened enrollment in 2023.

She was hoping for her son to attend his neighborhood school, Montclair Elementary, less than a two-minute drive from their house. Her neighbors told her getting into Montclair for kindergarten was easy for their children, since the district gives priority to students who live in the neighborhood.

But getting into TK there was different. Montclair has far fewer TK classrooms than kindergarten classrooms; in 2023-24 the school enrolled 28 students in TK, compared to 90 in kindergarten. McNamara's son didn't get into Montclair or Thornhill Elementary, another nearby school. Instead, the district offered him a seat at Emerson Elementary, more than 3 miles from their house and a 10-minute drive each way.

The McNamaras considered sending their son to Emerson for TK and then moving him to Montclair for kindergarten, but felt that would be too many transitions.

“We’d had several years of shifts and changes. We wanted to start consistency. The idea was once we got into TK, we could stay there a number of years,” McNamara said.

So the McNamaras declined the spot at Emerson and kept their son in private preschool, paying \$1,900 a month for tuition. They stayed on the waitlist for Montclair but were never admitted.

McNamara’s son is one of 143 children who applied to transitional kindergarten in Oakland Unified in 2023-24 but ultimately chose not to enroll, according to Sasaki. That number is equivalent to about 12% of the district’s total transitional kindergarten enrollment that year.

TK enrollment has been lower than expected statewide. According to the California Department of Education, 151,491 students were enrolled in TK in the 2023-24 school year, far below projections. The Learning Policy Institute had estimated that between 159,500 and 199,400 would enroll.

Oakland Unified and Alum Rock Unified in San Jose are both trying to use empty space creatively, revamping previously closed elementary school campuses and converting them into early childhood centers to serve both TK and younger students in preschool. Oakland gives priority at this center and another early childhood center to students who come from neighborhoods with schools that don’t have a single transitional kindergarten classroom. Yet the situation in Oakland, where some schools are under-enrolled, while others have waitlists, shows that expanding TK is more complicated than simply filling empty classrooms with 4-year-olds, said Jeff Vincent, who co-directs the Center for Cities + Schools at UC Berkeley and has done extensive research on school facilities.

“A lot of districts, on paper, they’re under-enrolled,” said Vincent. “However, the devil’s in the details on that, right? Is there potential extra space where it’s actually needed? And what’s the condition and quality of those spaces, and what would it take to turn them into TK-appropriate classrooms?”

A problem statewide

According to a February 2023 Legislative Analyst’s Office (LAO) budget brief, 25% of districts said they did not have adequate classroom space to meet projected transitional kindergarten enrollment. Similarly, a survey conducted by the California Department of Education and analyzed by the Learning Policy Institute found that 18% of school districts did not have enough classroom space for transitional kindergarten expansion, and more than a third cited facilities as the biggest challenge.

That report found that school districts will need 946 additional classrooms to enroll all projected transitional kindergarten students in 2025-26. TK has been gradually expanding since 2022 to reach all the state’s 4-year-olds by the 2025-26 school year.

One of the challenges for districts is the requirement for transitional kindergarten classrooms.

State guidelines for TK and kindergarten classrooms are more stringent than for classrooms for older children. New classrooms must include bathrooms with toilets sized for young children, and be at least 1,350 square feet. Renovated classrooms must be at least 1,250 square feet. In contrast, classrooms for grades 1-12 must be at least 960 square feet.

Victoria Wang, one of the authors of the report, said some districts told the Learning Policy Institute that the lack of classrooms has made it difficult to offer full-day TK and that they are instead offering half-day morning and afternoon TK sessions in the same classrooms, in order to accommodate more students. Parents who need a longer program to meet their child care needs are unlikely to enroll in half-day TK.

Many districts cited not being able to provide bathrooms connected to classrooms as a challenge.

“If they don’t have a bathroom that’s in the actual classroom space, a staff member will need to walk with the child to go to the bathroom,” Wang said. “That’s just an additional layer of challenge staffing-wise.”

In San Juan Unified, near Sacramento, lack of classrooms “has been a concern,” said spokesperson Raj Rai. In 2023-24, 16 of the district’s 28 transitional kindergarten classrooms had waitlists, and about 249 students who applied eventually declined to enroll in TK at the schools where they were assigned, she said. The district has been offering spots in state-subsidized preschool to some families on the waitlist.

San Diego Unified and San Francisco Unified also had waitlists at some schools, but they would not share how many of the children who applied did not enroll.

Some districts that wanted to expand to more 4-year-olds faster than the state’s phased timeline for TK expansion could not because of facilities constraints, Wang said. The state required schools to offer TK to all 4-year-olds who would turn 5 before April 2 in 2023-24, and to all 4-year-olds who would turn 5 before June 2 in 2024-25, but districts could enroll younger children if they had room and met stricter rules: a 1:10 adult-child ratio and a maximum class size of 20.

A spokesperson for Garden Grove Unified in Orange County said the district had to place 84 children who were younger than the TK birthday cutoff on a waitlist this year; 25 had been pulled from the list as of mid-September.

Inequitable access to funding

Districts are often forced to choose between renovating current classrooms, demolishing, then reconstructing new transitional kindergarten classrooms, or purchasing portables, said John Rodriguez, facilities planning director for Central Unified, a 16,000-student district in Fresno County.

“What do you do when there’s growth?” he said. “And where’s the money going to come from?”

This year, overall facilities funding was cut by \$500 million to address the budget shortfall, and funding set aside for transitional kindergarten facilities has run out. The state had provided \$490 million in grants to construct or retrofit early education facilities, including for TK, in 2021-22 and \$100 million in 2022-23, but that funding was “oversubscribed,” the LAO budget brief found. Additional promised funding of \$550 million for TK facilities was first delayed to 2024-25, then to 2025-26, and ultimately was eliminated from the budget altogether.

“It puts at risk the ability for school districts who do not currently have the right facilities to provide those proper learning environments,” Sawko, from Children Now, said.

California voters will be able to vote in November on \$40 billion in local construction bonds and on a \$10 billion statewide bond to put toward facilities, but none of those funds would be exclusively for

transitional kindergarten. Because districts are also struggling to meet facilities needs such as outdated or deteriorating buildings, TK may not take priority.

The ability to build new classrooms or renovate old ones is often tied to a district's property wealth, said Sara Hinkley, California program manager for the Center for Cities + Schools at UC Berkeley.

"The only way for districts to do real facility upgrades, like adding bathrooms and reconfiguring a number of classrooms, is by getting capital funding, which means going to their voters or tapping into an existing bond measure, and districts have really different capacities to do that," said Hinkley. "If they have less property wealth, they just have less ability to tap their voters to pay for those kinds of things."

Julie Boesch, the administrator for small school district support in Kern County, said some of the county's small districts don't have the classrooms to serve transitional kindergartners at all sites, so they bus them all to one school, sometimes far from home. Other superintendents have said they may not offer transitional kindergarten at all, she said.

She said one small school district north of Bakersfield is constructing a new building for transitional kindergarten but could not afford a new playground. Another district was approved for some state funding for a new TK building but had to put it off because it could not afford its portion. The district did not qualify for the state to pay the full share because its total assessed property value was just over the current \$5 million limit. That limit for a district to qualify for full financial help would be increased to \$15 million in assessed property value if voters pass Proposition 2, the state construction bond.

"People are really struggling with figuring out what to do and having enough money when they do get funding," Boesch said. "The frustrations are real."

Winters Joint Unified School District, a small district serving about 1,500 students in Yolo County in the Central Valley, had to divert funds planned for other facilities to meet the urgent demand for TK classroom space. According to Superintendent Rody Boonchouy, voters passed a bond measure in 2020 to address major maintenance issues, including adding a multipurpose room to an elementary school. But then, Gov. Gavin Newsom signed legislation to expand TK to all 4-year-olds.

"It was a big, 'Uh oh, what do we do?' Everything came to a halt and everything shifted toward, 'How do we ensure we have capacity for TK as it expands?'" Boonchouy said.

After a long process that included a demographic study and analysis of all facilities needs, the district is using some of the bond money to build four transitional kindergarten classrooms in a dedicated wing of the elementary school, with its own playground. The district was also able to do some maintenance at other schools, but it no longer has funds for the planned multipurpose room.

Without that bond money, the district wouldn't be able to build new TK classrooms at all, a situation Boonchouy knows many other districts face.

"Ideally, in a perfect world," Boonchouy said, "that legislation (expanding transitional kindergarten) would have come with money to build facilities for it."

Note: Proposition 2 would provide \$10 billion (\$8.5 billion for K-12 and \$1.5 billion for community colleges) in bond financing for K-14 facilities.

Prop 2 Explained: What California's \$10 Billion School Bond Measure Means for Taxpayers

By Jennah Pendleton
The Sacramento Bee
October 9, 2024

As schools across the state face a great deal of existential issues like staffing shortages, declining enrollment and inadequate special education programming, many teachers and staff must address these challenges from inside the walls of dilapidated buildings.

Should California add \$10 billion to state debt to help solve its school infrastructure problem?

Proposition 2 asks voters to approve \$10 billion in bond financing for aging public school and community college facilities across the state.

It's the second time in five years voters are being asked to allow the state to take on debt — California voters rejected a \$15 billion school bond in March 2020. The last successful school bond passed in 2016 and its \$9 billion in funds have since been spent, leaving very little in the bank for school repairs.

State legislators have set their sights on a lower number in the 2024 election and are hoping that Californians are less hesitant to spend than they were four years ago.

Over the course of 30 years, the bond would cost the state around \$18 billion, accounting for about \$500 million a year from the state budget.

What a 'yes' vote means

A "yes" on Prop. 2 authorizes \$10 billion in general obligation bonds for repair, upgrade and construction of facilities at K–12 public schools (including charter schools), community colleges, and career technical education programs, including for improvement of health and safety conditions and classroom upgrades.

What a 'no' vote means

A "no" vote means that the state could not borrow \$10 billion to build new or renovate existing public school facilities.

What do schools need the money for?

According to the Public Policy Institute of California, up to 38% of California students attend schools that do not meet minimum facility standards — this means damaged floors, malfunctioning electrical systems, gas leaks, power failures, broken water pipes, mold, pest infestations and water contaminants, which can result in temporary school closures.

The effects of poor school facilities reverberate beyond safety and comfort — Several studies have concluded that the quality of school facilities has a measurable effect on children’s learning outcomes and the retention of staff. Poor physical environments and loud classrooms are associated with truancy, behavior problems and lower student achievement. Reading speed, comprehension and math performance are adversely affected by room temperatures above 74 degrees. School safety and sustainability have also been shown to affect student learning.

California is one of several states that does not pay for school repairs through a permanent funding stream. All things related to school facilities — maintenance, repairs, modernizations and new construction — are paid for by local or state bonds, and the state is having trouble keeping up. PPIC estimated in 2020 that maintaining and improving California’s K-12 school facilities could cost up to \$100 billion. It is estimated that schools in Sacramento County have \$10 billion in facilities needs alone.

Many schools in the state are in need of major renovations to maintain and upgrade aging buildings, plan for natural disasters, improve energy efficiency and ensure disability accommodations. Improved security infrastructure is also top of mind as schools deal with increased threats of violence.

Beyond these basic needs are classroom modernizations or facilities dedicated to specific educational programming or goals like improving arts or career training programs. Examples of these types of projects include constructing or modernizing STEM labs, performing arts venues, visual art studios, athletic gyms, fields and cafeterias.

Smaller and lower-income districts often suffer the worst from poor school facilities as they struggle to raise enough bond money through local measures. These districts largely rely on state bonds to repair or improve their buildings.

How would the money be distributed?

If passed, Prop. 2 would provide \$8.5 billion for public schools divided into four categories: \$4 billion for renovation of existing buildings, \$3.3 billion for new construction and the purchase of land, \$600 million for career technical education facilities and another \$600 million for charter schools. The remaining \$1.5 billion would be allocated to community college facilities.

To receive the money, a district must pass a bond of its own and then apply for a funding match of up to 65% for renovations and 55% for new construction. Lower-wealth school districts are meant to receive a higher match for their money, and districts that are unable to raise more than \$15 million can receive up to a 100% match.

Districts can also apply for funding to help build or renovate transitional kindergarten facilities as enrollment increases in response to the state’s implementation of universal transitional kindergarten.

Sacramento-area school districts that are seeking to pass local bond measures this November have high hopes for receiving a match from the state should their bonds be approved.

What is bond financing?

A bond is a loan. Governments use this method of long-term borrowing to raise money, often for major capital projects. The state obtains this money by selling bonds to investors, and taxpayers repay this money

with interest. The bond is paid back over a 30 year period and usually results in paying back about \$1.40 for each \$1 borrowed.

Voting for a bond does not directly raise your taxes, but it does limit what the government can spend on other things within its budget.

School districts can also put bond measures on the ballot, which fund facilities through similar means, but directly affect the tax rates for local property owners. [Read more about local school bonds here.](#)

Supporters of Prop. 2

Proponents for the measure, including State Superintendent of Public Instruction Tony Thurmond and both the California Democratic and Republican Parties, say that this money is crucial for California schools to upgrade their facilities and provide safe, effective learning environments for children. Committees campaigning for the measure have raised at least \$5.7 million, according to the Secretary of State.

“This money is badly needed,” said Rebeca Andrade, superintendent of Salinas City Elementary District in Monterey County. “We don’t have the money to make the basic, structural repairs that are needed at every one of our schools. Students need safe spaces to learn if they’re going to reach their full potential.”

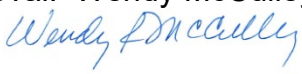
Opponents of Prop. 2

Assemblyman Bill Essayli and president of the Howard Jarvis Taxpayers Association submitted the arguments against Prop. 2, writing that the proposition is “another attempt to circumvent California’s financial problems by asking taxpayers to approve a \$10 billion bond for education financing that should have been included in this year’s \$288 billion budget package.”

Other opponents argue that the bond would perpetuate inequality by rewarding school districts that already have construction money through robust local bonds and disadvantaging districts with small tax bases. A nonprofit law firm, Public Advocates, has threatened to sue the state should the measure be passed.

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: 

Date: October 25, 2024
Phone Number: 457-3885

Regarding: Monthly Update - October

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


The Foundation held its Noir Event at Warnors Theatre on October 16, 2024. The evening featured Grammy-nominated Black Violin along with a performance from the Bullard High School Choir. There were over 1,500 attendees including sponsors, partners, staff, students, and parents. Additionally, we were supported by volunteers including CTE students. The event serves as the single largest fundraiser for the FUSD Scholarship and this year an estimated total of \$230,000 was pledged from 48 sponsors and donors, as well as concert attendees. Please visit our Facebook page to view media of the event.

To increase the total number of scholarships awarded to FUSD Students, we would like to introduce the Power of ONE (Our Network of Employees) campaign, which encourages staff to enroll in an automatic payroll deduction of at least \$1 per month. Signing up is easy, fast, and can be updated at any time. Since its creation, the FUSD Scholarship has always been funded in part by our own employees. Over the years, donations from businesses and community partners have increased the amount available to our students. Awards will be presented to the school and department with the most donors by the end of the 2024-25 academic year. Please see the attached flyer for more information.

This year's Giving Day: Peak Potential raised a total of \$18,921 directly from community and business donations. Funds raised fulfilled Adopt-A-School requests from 35 schools. Please see the attached Impact Report to learn more about the results of our Peak Potential campaign.

Significant donations were made in October that will allow for increased exposure to opportunities including a \$25K donation from PG&E to fund Coats for Kids throughout the district, \$10K from Groundswell to help fund the Hmong DLI cultural exchange program, and an in-kind donation valued at \$10K from Parsec Education that will allow for use of their newly developed application which provides AI-generated insights and themes from multiple recorded responses. Further, two televisions were donated to Ewing & Addicott to support CSI work and Quilt Culture has committed to providing 359 aprons for a value of \$5,385 to 26 autism classrooms.

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

Approved by Interim Superintendent
Mao Misty Her 

Date: 10/25/24



THE FOUNDATION
FOR FRESNO UNIFIED STUDENTS



POWER
OF ONE

Our Network of Employees

- Make a Difference with Just **\$1** a Month!
- 💰 Payroll deduction made easy: Start with as little as **\$1 per month** (or more!)—quick, simple, and you can adjust any time!
- 🎉 Compete to Win: Schools and departments with the most donors by the end of the school year will earn special awards!
- ⚾ Exclusive Grizzlies Ticket Giveaway: Commit to \$10 or more per month in October, November, or December 2024, and snag **2 FREE tickets to a Grizzlies game** (while supplies last)!



Scan the QR code or navigate to
www.tinyurl.com/FUSDPowerofONE



Be a part of something bigger. Donate today!

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Potential

Your Impact,
Our Thanks.



THE FOUNDATION
FOR FRESNO UNIFIED STUDENTS

8.29.2024

Our Giving Day



\$20,000.00

Funds Raised

\$15,000.00

\$10,000.00

\$5,000.00

\$0.00

Giving Tuesday, 2022

Giving Tuesday, 2023

Peak Potential, 2024

The Foundation for Fresno Unified Students initially celebrated Giving Tuesday but felt our students deserved their own dedicated day. We created **Peak Potential**, moving it to the back-to-school season with a goal of raising \$15,000. The funds will support students through Adopt A School wishes, directly benefitting Fresno Unified schools.



ADOPT
A SCHOOL

Wishes

162

Schools

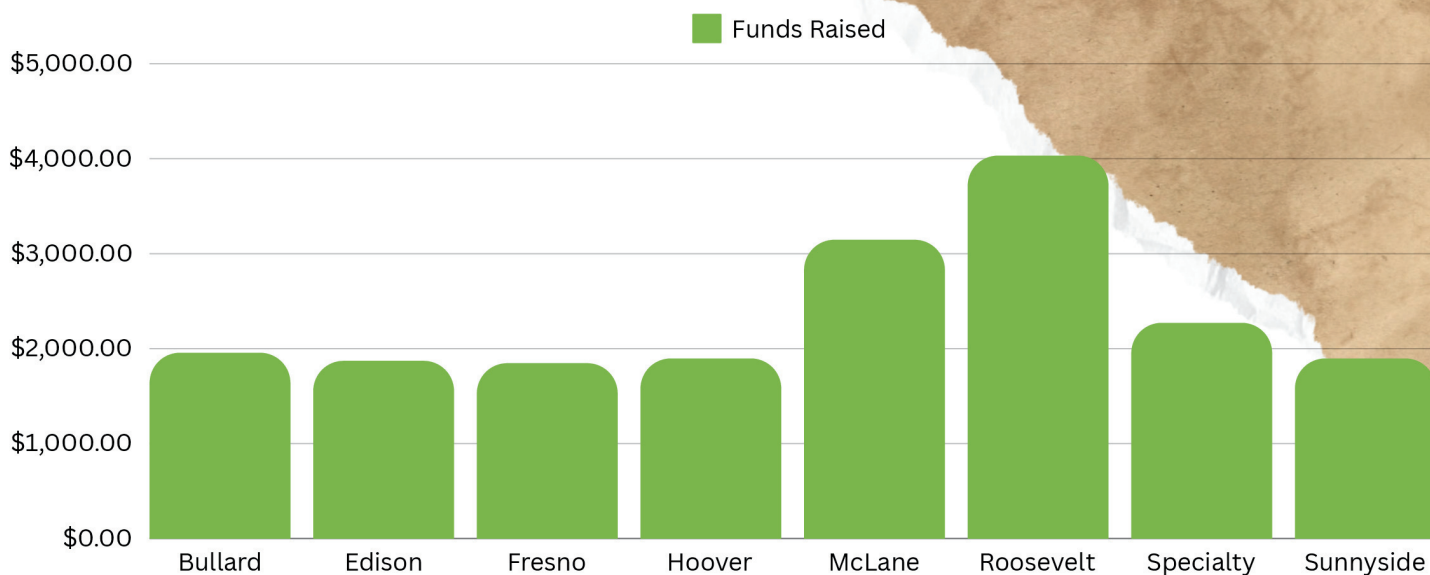
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Regions

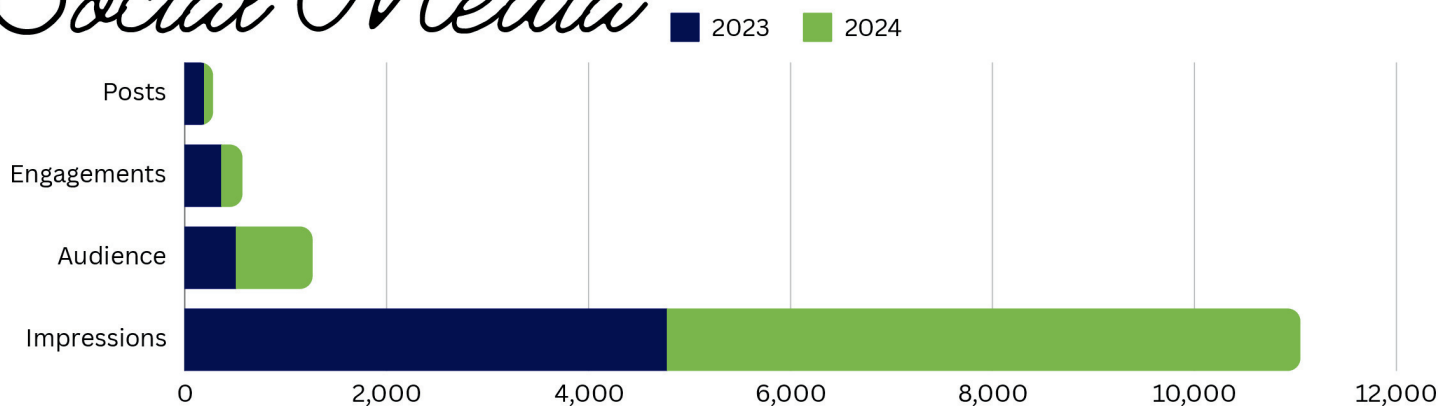
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...as of 8.29.2024

Our Results



Social Media



Wishes Granted



...as of 9.18.2024

Edison Region

3



It's truly inspiring to see how the Adopt-A-School initiative is making a tangible difference in the Edison region. Thanks to this initiative, we are able to fund a variety of essential items—everything from **backpacks** and **shoes** to **books, binders**, and even **hygiene supplies**.

The support extends beyond the basics, providing **arts enrichment** and **after-school resources**, and even **manga books** for the library. These contributions directly enhance the students' experience and ensure they have what they need to succeed, both academically and personally.

From **guitars** and **project supplies** to **Special Olympics equipment** and **parent engagement strategies**, these contributions to the Specialty region are creating opportunities for students to thrive. Additionally, meeting student needs with **incentives, food**, and **resources** demonstrates how deeply we are committed to supporting every aspect of their educational journey.



Specialty Region

*Pictures are representative of Adopt-A-School matches.

In the Sunnyside region, Adopt-A-School is empowering students through a variety of unique resources. From supporting one school's **Cubs Closet** to launching a **STEM Engineering Startup**, the program is fostering both creativity and academic growth. **Folklorico funds** help celebrate cultural heritage, while **crafting and board games** enhance meetings and provide engaging ways for students to connect. It's great to see such diverse and impactful support, reflecting the commitment to enriching student experiences both in and out of the classroom.

Sunnyside Region



In the Roosevelt region, our initiative is providing essential items like **pencils, backpacks, and notebooks**, while also enriching student activities with **portable soccer goal posts** and **garden supplies**.

Additionally, support for a **Roosevelt School of the Arts (RSA) trip** adds to unique learning experiences, making a big impact on both academics and extracurriculars.

Roosevelt Region



Donors

Our success is dependant upon local businesses and individual community members stepping up to answer the call for philanthropy. Thanks to the following corporate donors of over \$500 to Peak Potential this year!

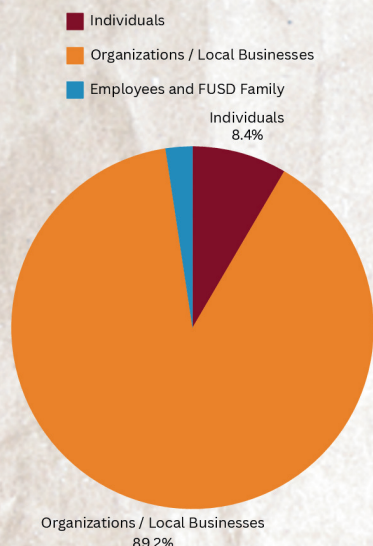


THE STEPPING STONES GROUP
Transforming Lives Together

**PAUL HALAJIAN
ARCHITECTS**



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Foundation Sponsor**



Our growth and impact are fueled by the generous support of new partners who joined us this year. We're excited to have brought in local businesses that share our vision for student success. Their collaboration has strengthened our foundation, and we're eager to build on this momentum, forming more meaningful partnerships in the future. Together, we're creating a brighter future for our community.

*Denotes a Foundation sponsor for all events throughout the entire year.

Next Year...

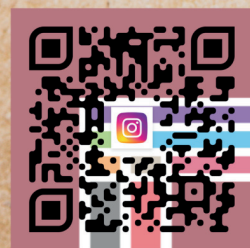
Mark your calendars, set reminders,
and consider a sponsorship or
donation!

August

28




THE FOUNDATION
FOR FRESNO UNIFIED STUDENTS



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 25, 2024
Phone Number: 457-3731

Regarding: Novels in Secondary English Language Arts

The purpose of this board communication is to provide the Board with information regarding how students access and engage with novels in Secondary English Language Arts. The Common Core State Standards identify Reading Anchor Standard 10: Read and comprehend complex literary and information texts independently and proficiently. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.

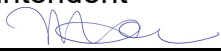
In accordance with the Common Core State Standards, and our Board adopted instructional materials, students read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, and films.

Instructed novels are listed below:

- Grade Seven: *Tangerine* by Edward Bloor
- Grade Eight: *The Giver* by Lois Lowry or *Fahrenheit 451* by Ray Bradbury
- Grade Nine: *To Kill a Mockingbird* by Harper Lee
- Grade Ten: *Things Fall Apart* by Chinua Achebe
- Grade Eleven: *Their Eyes Were Watching God* by Zora Neale Hurston
- Grade Twelve: Novel selections are determined by course (i.e., Advanced Placement Literature or Language, Expository Reading and Writing Course), and/or Dual Enrollment (English 1A)

Students access these texts by reading in class, listening to portions on audio, reading at home, and reading collaboratively in partners or small groups. We support the development of lifelong readers and encourage students to read for enjoyment, to make connections to their learning and gain a broad range of perspectives.


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

Approved by Interim Superintendent
Mao Misty Her 

Date: 10/25/24

Fresno Unified School District
Board Communication

BC Number ID-2

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

Date: October 25, 2024

Phone: 457-3731

Regarding: Independent Contractor Services Agreement with Write Tools LLC

The purpose of this board communication is to provide the Board with information regarding an independent services contractor agreement with Write Tools LLC (Write Tools) that will be presented for ratification on November 06, 2024.

Write Tools will provide a series of professional learning sessions in writing pedagogy for Greenberg teachers serving students in transitional kindergarten through grade six. Write Tools will provide eight days of training, demonstration lessons and coaching in informative and explanatory writing.

Professional learning sessions occurred August 14, August 15, and September 20, 2024. Future professional learning will occur on November 07 and 08, 2024 and January 23 and 24, and March 06 and March 07, 2025. The total amount of the contract is \$16,533.50.

Write Tools' Request for Qualifications (RFQ) was approved by the Board on August 09, 2023.

If you have any questions pertaining to the information in this communication or require additional information, please contact Billy Chan at 457-6168.

Approved by Interim Superintendent

Mao Misty Her 

Date: 10/25/24