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Mao Misty Her

BOARD COMMUNICATIONS – DECEMBER 13, 2024

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

OFFICE OF THE SUPERINTENDENT – Mao Misty Her, Interim Superintendent

S-1 Mao Misty Her Interim Superintendent Calendar Highlights

BUSINESS & FINANCIAL SERVICES – Patrick Jensen, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports
for December 06, 2024

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

DEI-1 Rita Baharian Learning Communities for School Success
Program Grant Update Cohort V

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: December 13, 2024

Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Spoke at the December Principal's Meeting
- Met with Executive Cabinet Team
- Met with Leading Schools Team
- Met with labor partners
- Held ACSA Quarterly Meeting
- Participated in Labor Management Partnership Meeting
- Met with ACSA Principals
- Attending the Hmong Heritage Education Day
- Attending the Hmong Heritage Day New Year Celebration event
- Speaking at the Fresno High School Football banquet hosted by The Fresno Center

Approved by Interim Superintendent



Mao Misty Her _____



Date: 12/13/24

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: December 13, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for December 06, 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 December 06, 2024 are attached and include the following articles:

- Legislature Convenes the 2025-26 Legislative Session – December 04, 2024
- California Lawmaker Proposes Bill to Keep Immigration Officers Out of Schools, Child Care – December 05, 2024
- California Must Put Money, Mandates Behind Promises of Bilingual Education, Researchers Say – December 05, 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: 12/13/24



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DATE: December 6, 2024

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Legislature Convenes Special Session

On Monday, December 2, 2024, the Legislature convened the 2025-26 Legislative Session as well as the special session called for by Governor Gavin Newsom to bolster the state's resources to preempt the legal battles that California is expected to have with the incoming Trump Administration. In the *Fiscal Report* article below, entitled "Legislature Convenes the 2025-26 Legislative Session," we provide an overview of Monday's organizational session.

During Monday's special session there were three bills introduced by the Legislature:

- SBX1 1 (Wiener, D-San Francisco) is a budget bill that includes \$25 million in funding proposed by Governor Newsom for the Department of Justice (DOJ) to bolster legal resources and adds \$10 million for county counsels and city attorneys for similar purposes. It also expands on that effort by including \$25 million for legal aid efforts and legal services for local communities.
- ABX1 1 (Gabriel, D-Encino) is a budget bill that sets aside up to \$25 million in funding to cover the costs of potential litigation related to the new federal administration.
- ABX1 2 (Gabriel) is a budget bill that immediately allocates \$500,000 to fund initial case preparation at the DOJ.

While these bills were introduced on Monday, they are not expected to receive a committee hearing nor be debated on the house floors until the Legislature returns in January.

When lawmakers are convened in special session, they are only permitted to discuss and consider the issues cited in the Governor's proclamation. This means that bills can only be heard in the special session if they fall within the stated purpose of the proclamation. The Assembly and Senate Rules

Committees are the arbiters of whether a bill's subject matter falls within the confines of the special session proclamation.

The Legislature will return to Sacramento on Monday, January 6, 2025.

Parental Leave Bill Reintroduced

On Monday, Assemblymember Cecilia Aguiar-Curry (D-Winters) introduced Assembly Bill (AB) 65, which is a reintroduction of a measure she authored last year to require K-14 districts to provide up to 14 weeks of paid pregnancy leave for employees who experience pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions.

Last year's version, AB 2901, made it to the second house but never received a vote on the Senate floor. The bill was amended in the Senate Appropriations Committee to delay implementation of the bill to January 1, 2028, and placed a "contingent upon an appropriation" tag on the measure. That amended version was never taken up by the Senate and was instead sent to the inactive file where the measure died.

The current version of the bill does not include the delayed implementation or "continent upon an appropriation" language, which means that for now Assemblymember Aguiar-Curry and the bill's sponsors want this measure to go into effect on January 1, 2026, regardless of if there is an appropriation for implementation.

The bill cannot be heard in committee until January and likely will not be heard in its first committee until February or March. This is a measure that we will be tracking closely.

Leilani Aguinaldo

Legislature Convenes the 2025-26 Legislative Session

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
December 4, 2024

On Monday, December 2, 2024, the California State Legislature officially convened the 2025-26 legislative session.

While Monday's floor session was primarily organizational, designed to swear in the 80 Assemblymembers and 20 Senators elected this past November, a number of lawmakers used this opportunity to also introduce legislation. It is important to note that each Assemblymember and Senator is permitted to introduce 35 bills over the two-year legislative session. The deadline for lawmakers to introduce bills for the 2025 legislative year is Friday, February 21, 2025.

The Legislature also convened the special session called by Governor Gavin Newsom to bolster the state's resources to preempt the legal battles that California is expected to have with the incoming Trump Administration (see the article "[Special Session to Convene on December 2](#)" in the November 2024 *Fiscal Report*). The budget chairs of both houses introduced legislation to provide \$25 million in the 2024-25 State Budget to cover the costs of potential litigation. While these bills were introduced, they will not be debated on the house floors until the Legislature returns to Sacramento in January.

The makeup of the Assembly going into the new session is 60 Democrats, 19 Republicans, and 1 vacancy. The lone vacancy is in Assembly District (AD) 32, which was previously held by Assemblymember Vince Fong (R-Bakersfield) who had to resign after winning California's 20th Congressional District seat. Governor Newsom is required to call a special election for AD 32 within 14 calendar days of the occurrence of the vacancy.

The makeup of the Senate is 30 Democrats, 9 Republicans, and 1 vacancy. The vacancy is in Senate District (SD) 36, which was previously held by Senator Janet Nguyen (R-Huntington Beach) who resigned her seat after winning election to the Orange County Board of Supervisors. Governor Newsom will have to issue a proclamation to call for a special election for SD 36 within the next two weeks.

With their supermajority in both houses retained, Democrats can conceivably pass any legislation requiring a higher two-thirds vote threshold, such as tax increases, constitutional amendments, or urgency measures, without having to reach across the aisle for Republican votes. However, the varied (and sometimes conflicting) interests among members of the Democratic caucuses could make rallying the necessary votes difficult for any supermajority-vote measures, especially for any measures that increase taxes.

Monday's agenda also included the election of Senate and Assembly leadership positions, with Senate President pro Tempore Mike McGuire (D-North Coast) and Assembly Speaker Robert Rivas (D-Salinas) swiftly reelected to their leadership posts.

With the leadership positions established, we should find out about committee assignments and chairs soon. It would not be surprising to see Assemblymember David Alvarez (D-San Diego) and Senator John Laird (D-Santa Cruz) retain their leadership posts of the Assembly Budget Subcommittee No. 3 on Education Finance and Senate Budget Subcommittee No. 1 on Education, respectively. We also expect Assemblymember Al Muratsuchi (D-Torrance) to again chair the Assembly Education Committee. However,

we will see a change in leadership for the Senate Education Committee as Senator Josh Newman (D-Fullerton) lost his reelection bid to Republican and former Assemblymember Steven Choi. When the committee assignments are announced, we will publish an article detailing the chairs and membership of the relevant education policy and budget committees and subcommittees.

After the Legislature approved a couple of housekeeping resolutions, they adjourned for the month and will not return to Sacramento until Monday, January 6, 2025.

Note: AB 49 (Muratsuchi, D-Torrance) would prohibit local educational agencies from allowing an officer of the U.S. Immigration and Customs Enforcement to enter a school for any purpose without providing valid identification, a written statement, a valid judicial warrant, and approval from the superintendent of the district or county office or the principal of a charter school.

California Lawmaker Proposes Bill to Keep Immigration Officers Out of Schools, Child Care

By Mathew Miranda
The Sacramento Bee
December 5, 2024

With deportation fears rising, a California lawmaker has introduced a measure to restrict immigration officers from school campuses and child care centers.

Assemblymember Al Muratsuchi, D-Torrance, unveiled the bill Monday and cited President-elect Donald Trump's threat to deport millions of undocumented immigrants. Under Assembly Bill 49, schools and child care staff could bar U.S. Immigration and Customs Enforcement officers from accessing sites without a valid ID, written statement of purpose, court order and approval from the superintendent.

Even with these conditions met, officers could only access areas where children are not present. Muratsuchi estimated minimal costs associated with his bill, given that no new programs would be mandated.

"We know that this is coming, and we need to do everything we can to protect our immigrant students as well as their families," Muratsuchi said.

About 146,000 undocumented children between 3 to 17 are enrolled in California schools, according to the Migration Policy Institute. Per federal law, public schools cannot deny admission based on immigration status.

Last month, Gov. Gavin Newsom sent a letter to school leaders to remind them that certain protections for immigrant families already exist. In most cases, court orders are required for schools to grant access to immigration officers or share personal information about students or their families.

"I am compelled to reaffirm the state's unwavering commitment to the rights and dignity of all students within our education system, including immigrant students and students from immigrant families," Newsom wrote.

There is not a history of ICE conducting raids at schools, said Kevin Johnson, the former dean of the UC Davis School of Law. ICE generally discourages enforcement at “sensitive locations” including schools, hospitals and places of worship.

Still, Johnson acknowledged the uncertainty of a second Trump presidency and his mass deportation agenda. Under his first term, immigration enforcement officers went to courthouses, workplaces and stores. There’s also a history of undocumented parents being arrested after dropping off their children at school.

“If you want to arrest undocumented people, that’s a ripe picking ground because a dutiful parent taking their school is not going to be in the school but nearby,” Johnson said.

Project 2025, a set of policy proposals with ties to former and upcoming Trump administration officials, recommends rescinding all ICE memoranda restricting enforcement in “sensitive zones.” Johnson said these proposals — along with Trump’s ongoing public statements — have created fear among immigrant families.

“The word on the street in the immigrant community is that all bets are off, and it could be that if we take our kids to schools or our kids are in school they could end up in immigration enforcement hands,” Johnson said.

Note: A new report argues that California needs to mandate bilingual education in districts with significant numbers of English learners and invest much more to support districts to offer it.

California Must Put Money, Mandates Behind Promises of Bilingual Education, Researchers Say

By Zaidee Stavely
EdSource
December 5, 2024

California needs to mandate bilingual education in districts with significant numbers of English learners and invest much more to support districts to offer it, according to a new report released Thursday.

The report, “Meeting its Potential: A Call and Guide for Universal Access to Bilingual Education in California” was published as part of a package of research and policy proposals on civil rights in education by the UCLA Civil Rights Project.

The authors said California is far behind other states in enrolling students in bilingual programs, despite having published documents like the English Learner Roadmap and Global California 2030, that lay out a vision for significantly expanding bilingual education in the state.

“It’s particularly significant because of the loud promises the state has made on behalf of bilingual education,” said Conor P. Williams, senior fellow at The Century Foundation and one of the authors of the report. “When it comes down to actual resources devoted, they’ve come so far short.”

The authors of the report recommend three main actions for California state leaders to take: Expand bilingual education programs with more funding and requirements for districts to offer them; prioritize enrollment of English learners in bilingual programs; and invest more in bilingual teacher preparation programs.

In order to expand bilingual education programs, the authors said California should follow the lead of Texas and pass legislation that requires districts to offer bilingual education if they have at least 20 students in any grade level that speak the same home language. In addition, they recommend the state provide districts more funding for every student enrolled in a bilingual program.

The authors said this “carrot and stick” approach in Texas has helped the state enroll a much higher percentage (36.7%) of English learners in bilingual programs. In contrast, California has enrolled only 16.4 % of English learners in bilingual programs.

The report cites research that shows bilingual education improves academic achievement, progress in learning English, retention of home language, high school graduation and college attendance, in addition to other benefits.

“Bilingual education should not be a partisan issue, because of the vast and wide-reaching benefits of it,” said Ilana Umansky, associate professor of education at the University of Oregon and one of the authors of the report. “It’s very telling that a state like Texas mandates bilingual education in a lot of circumstances and incentivizes bilingual education and has twice the enrollment of English learners in bilingual education as California.”

In addition to expanding the number of bilingual programs, the authors also called on state and district leaders to make sure there are spaces set aside in bilingual programs for English learners, that they are located in neighborhoods where English learners live or that they can easily reach by transportation.

“It’s critical to prioritize English learners, because it’s English-learner-classified students that most need and benefit from bilingual programs,” Umansky said.

Umansky said many dual-language immersion programs are often located in neighborhoods where most families speak English, because English-speaking parents are often the loudest advocates pushing for them. And she said some districts outright bar recent immigrant students from enrolling in bilingual programs, incorrectly assuming they are not beneficial for them.

Finally, the report’s authors are recommending the state also invest more in bilingual teacher preparation programs and in making such programs more affordable for students. They pointed out that after voters passed Proposition 227 in 1998, limiting bilingual education in California, many bilingual teacher preparation programs were closed.


“Prop 227 had such a devastating effect on traditional bilingual teacher programs, we have got to invest in them. They have to be bigger, they have to be stronger, and we have to have support for the programs and support for the students,” Umansky said.

Proposition 227 was overturned in 2016, when voters passed a separate measure, Proposition 58.

“California has put its foot down about saying, ‘We believe in multilingualism, we’re going to get students to be multilingual,’” Umansky said. “Now is the moment to really start putting money and efforts behind those intentions.”

Fresno Unified School District
Board Communication

BC Number DEI-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Rita Baharian, Prevention & Intervention Executive
Cabinet Approval: 

Date: December 13, 2024
Phone Number: 457-3340

Carlos Castillo (Dec 12, 2024 11:24 PST)

Regarding: Learning Communities for School Success Program Grant Update Cohort V

The purpose of this Board communication is to provide the Board with an update on the three-year Learning Communities for School Success Program (LCSSP) grant awarded in August 2021. The grant supports the development of systems and structures for our Multi-Tiered System of Support (MTSS) framework by enhancing Tier II targeted interventions, strengthening social emotional supports, and refining our intensive behavioral support system.

Using grant funds, we hired the last two Tier II Intervention Specialists for the 2023/24 academic year to assist in implementing Tier II structures, and provide interventions and supports at the grant sites to address social emotional, behavioral, and attendance needs.

The grant site data indicators, including intervention outcomes, suspension rate, office discipline referrals (ODR), and attendance rate, demonstrated progress during the 2023/24 school year across the eight grant sites. Among the 360 students who received Tier II interventions, notable improvements were observed: 88% demonstrated a decrease in suspensions, 75% showed a reduction in ODRs, and 49% increased their attendance. Additionally, 68% of students improved in teacher behavior rating scale scores from pre to post intervention. Of the students who received Tier III interventions, substantial improvements were noted: 78% exhibited a minimum 50% reduction in target behavior, 72% improved in reducing suspensions, 59% had no subsequent suspensions, 82% showed reduced in ODRs, 28% had no subsequent ODRs, 66% demonstrated growth in their pre-identified social-emotional skills by one severity band, and 61% increased overall attendance.

The Grant Project Team, made up of representatives from the grant sites, convened four times last school year to collaborate. Team members analyzed attendance data to develop strategies for supporting students who were chronically absent and had opportunities to reflect on their site action plans to strengthen Tier II structures.

As we continue refining our Tier III system, a cross-departmental team continues to develop a Student Success Team guidebook that will support sites through the referral process, identify areas of student need, and support the development of the educational plan. Resources were piloted at a middle school during the second semester to collect feedback before systemwide implementation. Finally, grant funds enabled us to assign intervention staff at the five grant sites during Summer Academy in June. They focused on ensuring students had access to supports and interventions, fostering a supportive learning environment.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Rita Baharian at 457- 3340.

Approved by Interim Superintendent

Mao Misty Her 

Date: 12/13/24