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BOARD COMMUNICATIONS – OCTOBER 06, 2023

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson Superintendent Calendar Highlights

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
September 28, 2023

BFS-2 Ashlee Chiarito Local Control and Accountability Plan Engagement

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Marie Williams Roosevelt Region Literacy Plan Presentation

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: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: October 06, 2023
Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Gave interview with, Jessica Harrington, ABC30, regarding Every Child Is A Reader Initiative
- Met with the Educational Leadership Foundation to discuss the Latinx High School Graduate Celebration
- Attended the President's Advisory Board on African American Student Success at Fresno State
- Observed bus driver class at Cesar Chavez Adult School
- Held two days of negotiations meetings with Fresno Teachers Association
- Attended Fresno Downtown Rotary Club of Fresno 5,000 Meeting event

Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 10/6/23 _____

Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent
To the Members of the Board of Education

Date: October 06, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:



Regarding: School Services Weekly Update Reports for September 28, 2023

The purpose of this board communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for September 28, 2023 are attached and include the following articles:

- Governor Newsom Signs Book Banning Bill – September 27, 2023
- The Federal Government Might Shut Down (Yes, Again). Here's What Schools Need to Know – September 26, 2023
- 2024 State Ballot Battle to Determine if Voters Can Pass School Parcel Taxes By Majority Vote – September 22, 2023

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 Superintendent
Robert G. Nelson Ed.D.



Date: 10/06/23



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DATE: September 28, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Signs Education Bills

Governor Gavin Newsom has begun to act on the bills sent to him by the Legislature at the end of the 2023 legislative session. Over the past week, he has signed the following noteworthy education bills into law:

- Assembly Bill (AB) 5 (Zbur, Statutes of 2023) requires local educational agencies (LEAs) to provide at least one hour of training annually to all certificated staff, beginning with the 2025-26 school year through the 2029-30 school year, on cultural competency in supporting LGBTQ+ students.
- AB 1078 (Jackson, Statutes of 2023) makes various changes to the requirements on local school governing boards regarding the adoption of instructional materials for use in schools, including a provision that would prohibit a governing board from disallowing the use of an existing textbook, other instructional material, or curriculum that contains inclusive and diverse perspectives. AB 1078 is an urgency bill, meaning it took effect immediately upon signature. For more details on this bill, please see the *Fiscal Report* article below.
- Senate Bill (SB) 432 (Cortese, Statutes of 2023) clarifies certain provisions of last year's AB 1667 (Cooper, Statutes of 2022) related to the recovery of pension overpayments from the California State Teachers' Retirement System to retired teachers due to errors in reported compensation.
- SB 760 (Newman, Statutes of 2023) requires LEAs to provide at least one all-gender restroom for pupil use at each of its school sites by July 1, 2026.
- SB 857 (Laird, Statutes of 2023) requires the State Superintendent of Public Instruction (SSPI), by July 1, 2024, to convene an advisory task force to identify the statewide needs of LGBTQ+ pupils and report its findings to the Legislature, SSPI, and Governor by January 1, 2026.

A notable, non-education bill signed into law this week is AB 1228 (Holden, Statutes of 2023). AB 1228 reflects an agreement between the state's fast-food

workers and fast-food companies. In exchange for a wage increase to \$20 an hour for fast-food workers beginning April 1, 2024, the labor groups sponsoring the bill agreed to remove a provision that would have made restaurant companies liable for workplace violations committed by their franchisees. While not directly an education bill, the increase to \$20 an hour beginning next April for fast-food workers is \$4 more per hour than the state's minimum wage, which will increase to \$16 per hour beginning January 1, 2024, and thus may shrink the labor market for LEAs for certain staff positions.

Governor Newsom has until October 14, 2023, to sign or veto legislation. We will continue to provide bill signing updates when the Governor takes action on bills affecting education in subsequent *Weekly Updates*.

Government Shutdown Looming

With the 2024 federal fiscal year scheduled to begin on October 1, 2023, it is clear that Congress will be unable to approve the 12 annual appropriations bills that comprise the federal budget before this Saturday, September 30, 2023.

While the U.S. Senate and White House are pushing for Congress to approve a continuing resolution (CR) that will keep the federal government funded at fiscal year (FY) 2023 levels and avert a government shutdown, there are currently not enough House Republicans on board to make that happen. Unless the House Republicans agree to a CR over the next couple of days, the U.S. will go into a partial government shutdown when the clock strikes midnight on Sunday.

It is important to note that previous shutdowns have not led to significant fiscal impacts for K-12 education since most funding for LEAs are from state and local dollars and most schools receive the bulk of their federal aid by July 1. This means that the current school year's Title I and Individuals with Disabilities Act funding has already been disbursed to LEAs.

However, if the shutdown drags on, it could have an impact on federal school meal reimbursement and federally funded childcare services like the Head Start Program.

We will provide more information on the negotiations between Congress and the White House in next week's *Update*.

Leilani Aguinaldo

Governor Newsom Signs Book Banning Bill

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
September 27, 2023

On September 25, 2023, Governor Gavin Newsom signed [Assembly Bill \(AB\) 1078](#) (Jackson, Statutes of 2023) into law. As an urgency measure, the bill went into effect immediately upon the Governor's signature.

AB 1078 prohibits a governing board from refusing to use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group. Any violation of this requirement from a governing board constitutes as unlawful discrimination and thus authorizes complaints to be filed with the applicable local educational agency (LEA) under the Uniform Complaint Procedures or with the State Superintendent of Public Instruction (SSPI) directly.

AB 1078 requires a fiscal penalty to be imposed when the SSPI determines that a school district's textbooks or instructional materials are insufficient. The fiscal penalty would be equal to the amount of the district's Instructional Materials Block Grant apportionment received for the 2012-13 fiscal year, adjusted for each year's cost-of-living adjustment through the fiscal year in which the district's noncompliance was determined. The fiscal penalty would be levied as a reduction to a district's Local Control Funding Formula allocation.

Additionally, the bill requires the county superintendent of schools to do both of the following if they determine that there are insufficient textbooks or instructional materials:

- The county superintendent of schools must provide the school district with the opportunity to remedy the deficiency no later than the second month of the school term.
- If the deficiency is not remedied, the bill requires the county superintendent to request the California Department of Education (CDE) to purchase the textbooks or instructional materials necessary to comply with the specified sufficiency requirements.

The amount necessary for the textbook or instructional materials purchased by the CDE would be considered a loan. If the district does not repay the loan based on an agreed upon repayment schedule, at the request of the SSPI, the State Controller's Office will reduce the district's Principal Apportionment or another apportionment of state funds to recoup the funds.

Since the provisions of AB 1078 are already in effect, we strongly recommend LEAs review the new law with their legal counsel to fully understand the fiscal implications that could be levied against you should your textbooks or instructional materials be deemed insufficient by the state.

Note: The federal government will enter a partial shutdown on October 1, 2023, if Congress does not send a stopgap measure to President Joe Biden.

The Federal Government Might Shut Down (Yes, Again). Here's What Schools Need to Know

By Mark Lieberman
EducationWeek
September 26, 2023

For the second time this year, the federal government is barreling toward a fiscal crisis of its own making. This time, it could lead to a shutdown of operations on Oct. 1. Most schools should largely expect business as usual, though—unless the federal shutdown drags on.

By Oct. 1, Congress needs to approve a new “continuing resolution” that sets federal spending for the next year. House Republicans have been pushing for massive cuts to federal spending, including an 80 percent reduction in the billions of Title I funds that high-need school districts receive. House Democrats, who have pushed to increase funding for that program, in a press release called cuts of that magnitude represent an “assault on education.”

Even beyond partisan squabbles, a schism has opened among Republicans in the House: Far-right lawmakers like Reps. Matt Gaetz, R-Fla., and Marjorie Taylor Greene, R-Ga., have threatened to oust House Speaker Kevin McCarthy, R-Calif., from his leadership post if he collaborates at all with Democrats in an effort to avert the shutdown. Other Republicans would be more open to a bipartisan deal to keep the government operating.

If political tensions don't ramp down, the federal government will shut down on Sunday, Oct. 1. This shutdown would be the 15th since 1980, the fourth in the 21st century, and the first under President Joe Biden. The last shutdown, under President Donald Trump, was the longest in U.S. history, lasting 35 days in late 2018 and early 2019.

Lawmakers may yet reach a last-minute deal. They managed this past May to narrowly avert what would have been a catastrophic breach of the nation's debt ceiling.

Previous shutdowns haven't led to dramatic impacts for most K-12 schools.

But there's always a possibility of more severe effects if a shutdown drags on—federal funds for school meals and child care services could run out; aid programs that help feed low-income families may shut down; and hundreds of thousands of federal workers, as well as school staff whose positions are funded with federal dollars, will miss paychecks.

Here's a look at the most likely effects of a federal government shutdown on K-12 schools.

Most federal funding for K-12 schools won't take a hit

The federal government typically supplies less than 10 percent of the nation's annual spending on K-12 schools. Districts collectively get the vast majority of their budgets from state and local funding sources, though the proportions vary widely from district to district.

Schools receive most of their federal aid under an arrangement known as “forward funding,” which means schools receive their funds for the upcoming school year on July 1, even though the federal government’s fiscal year doesn’t start until Oct. 1. The July 1 date has already passed, so this school year’s funding for Title I, the Individuals with Disabilities Education Act, and other smaller programs is already in place.

One major exception: Impact Aid could take an immediate hit. Roughly 1 in 10 of the nation’s school districts, serving roughly 10 million students, receive Impact Aid grants from the federal government. That’s because their districts include land that’s owned by the federal government, which doesn’t pay property taxes.

Districts can’t raise local revenue off that land, so the federal Impact Aid program helps make up the difference partially or entirely. Those districts serve a wide variety of vulnerable populations: students whose military parents frequently move from place to place, students who live in low-rent public housing operated by the federal government, and students from Native American tribes.

Many of these districts are among the roughly 2,900 out of the nation’s 13,000 districts that rely on the federal government for more than 10 percent of their annual operating budgets, Education Week reported earlier this year.

Payments for schools that serve those students roll out on a different cycle than other pools of education funds. Some school districts could lose funds they’re expecting to receive on Oct. 1 to help pay for basic line items like operating expenses and teacher salaries, said Nicole Russell, executive director of the National Association of Federally Impacted Schools.

Another program likely to feel immediate effects is Head Start, which provides early learning services for children up to age 5 and receives federal grants on a monthly basis. Some federal government websites could shut down, temporarily blocking the public’s access to federal research and U.S. Department of Education resources like databases of evidence-based practices.

A longer-term shutdown could cause more substantial problems

October is the month when many school districts report enrollment counts to the federal government—data that the federal government relies on for a number of purposes, including to determine federal aid.

But that process for districts receiving Impact Aid is more complex than for the average school district.

Many districts, those that receive Impact Aid and those that don’t, have recently seen considerable turnover among administrative staff who handle federal grants.

Employees who are newer to the process might turn to the U.S. Department of Education for technical assistance, but no one’s likely to pick up the phone during a shutdown. If the government ceases operations, 90 percent of the department’s employees would likely be furloughed immediately, as has happened during past shutdowns.

“If they get information wrong, if they don’t perform the count to the department’s standards and the department can’t use the data they come up with, because they don’t do it correctly, that could cost districts incredible amounts of money,” Russell said.

Shutdown or no shutdown, turmoil in federal funding has been causing problems for years

The prospect of a government shutdown is so common that federal agencies can often redistribute guidance documents from previous shutdowns to help illustrate how a new one will play out.

In 2021, the U.S. Department of Education’s shutdown memo highlighted the possibility that some federal grant programs for schools would be delayed or disrupted if a shutdown prevented workers from carrying them out.

Even if that doesn’t happen this time, broader turmoil with federal appropriations in the last decade has taken a toll on schools, Russell said. When lawmakers can’t agree on how to keep the government funding, ripple effects eventually include added costs for districts.

Some districts have had to request early payments from the federal government or even take out loans when the annual schedule for federal appropriations shifts because of heated budget negotiations in Congress, she said.

Note: Legislative Democrats are placing a constitutional amendment before voters on the March 2024 ballot that would require initiatives to comply with any increased voter approval threshold that it seeks to impose on future ballot measures.

2024 State Ballot Battle to Determine if Voters Can Pass School Parcel Taxes By Majority Vote

Court decision permitting some parcel taxes by majority vote is in jeopardy

By John Fensterwald
EdSource
September 22, 2023

A late-session strategy by Democrats in the California Legislature to sabotage a tax-limitation initiative may determine whether citizen groups can propose a school parcel tax requiring only a majority of voters to pass.

The anti-tax initiative, called the Tax Protection and Government Accountability Act and organized by the California Business Roundtable and the anti-tax Howard Jarvis Taxpayers Association, has already qualified for the November 2024 election ballot. Among its provisions would be an expanded definition of taxes to include some revenue sources that state and local governments consider fees, thus making them harder to impose. And it would require all local special taxes — those passed to fund specific purposes, as opposed to general taxes, like sales and income taxes — to require a two-thirds majority to pass.

The initiative is partly aimed at school parcel taxes which, under a 1996 state ballot proposition, are considered special taxes, subject to the two-thirds vote majority. That’s a high threshold, which is why only about 1 in 8 school districts have passed a parcel tax, and only about 60% of the parcel taxes proposed historically have passed, according to Ed-Data. Many districts looked at the barrier and decided the odds of failure were too big to try.

Over the past two decades, two Bay Area state senators proposed lowering the threshold for passing a parcel tax to 55%, the same requirement for passing school construction bonds. But they couldn't come up with the two-thirds majority in the Legislature needed to place a constitutional amendment on a state ballot. [An analysis in 2019 by Michael Coleman](#), the creator of California Local Government Finance Almanac, found that historically 91% of parcel tax ballot measures would have passed, had the 55% threshold been in effect.

But two years ago, in a decision on a San Francisco ballot measure, a three-judge panel on the San Francisco-based California Court of Appeal unanimously ruled that a parcel tax initiated by citizens — and not put on the ballot by school boards and other government bodies — requires only a simple majority of 50% plus one vote for passage. The state Supreme Court declined to hear the case, leaving the appeals court ruling as the guiding decision.

“The two-thirds majority requirement only benefited wealthy communities that could afford well-funded campaigns,” said Carol Kocivar, a former president of the California State PTA and a frequent contributor to the parent education website Ed-100. “It’s a question of equity, to let voters speak by a majority vote on initiatives brought by the people, not by government.”

However, the victory in court could be short-lived if the Howard Jarvis-Business Roundtable initiative passes in 2024. It would overrule the court decision and require a two-thirds vote for special taxes without exception.

Enter the Democratic lawmakers. Assembly Constitutional Amendment 13, passed in the last week of the legislative session, is written to make the Tax Protection and Government Accountability Act harder to pass. It says that any state ballot measure put on the ballot after Jan. 1, 2024, that would raise the voter threshold for passing taxes would require the same proportion of voters to enact it.

In other words, an initiative raising all special taxes to a two-thirds threshold would need the authorization of two-thirds of voters. That could be hard to get in a tax-liberal state like California. Dozens of labor unions, including the California Teachers Association, and city and county governments supported the legislation.

Jon Coupal, president of the Howard Jarvis group, called ACA 13 “a dagger at the heart” of the initiative and a “cynical attack” on the initiative process that is “too clever by half.”

Assemblymember Christopher Ward, D-San Diego, called it a “common sense measure” to counter a system that allowed a simple majority of voters to impose on future voters a higher threshold to raise revenue.

But Coupal responded that every ballot measure changing the California Constitution has required only a majority vote, including the landmark Proposition 13 in 1978, which requires two-thirds approval of the Legislature for future state tax increases.

Supporters of ACA 13 assert that its provision would take priority, though Coupal disputes that. It’s possible that if both ballot measures pass, the one with the most votes would govern the outcome; based on its polling, Coupal said he is confident that his initiative would prevail.

For cash-strapped districts, a parcel tax subject to a majority vote could be a major boon. With state revenues projected to fall in districts with declining enrollments and an end by Jan. 1, 2025, of the availability of federal Covid assistance, Kocivar expects more districts will take advantage of the option. And the proposed uses for the extra funding might change to better reflect what parents and the community view as priorities.

Proponents would still need to gather enough signatures to place an initiative on the ballot — a significant challenge — but qualifying would signal popular support, she said.

Another challenge is the nature of a parcel tax. Because of the provisions of the 1978 anti-tax initiative Proposition 13, the amount of a parcel tax must be uniform and cannot be based on a property's value. The owner of a mobile home and a 10-bedroom mansion both pay the same amount, from about \$100 per year in many districts to upwards of \$1,000 annually in wealthy communities. Some recent parcel taxes charge by the square footage of a home or building, generally making it less regressive.

For now, local teachers and parent groups should keep plans for lower threshold parcel taxes in their back pockets until it's clear that the 2021 Court of Appeal's decision will prevail.

Fresno Unified School District
Board Communication

BC Number BFS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ashlee Chiarito, Executive Officer
Cabinet Approval:

Date: October 06, 2023

Phone Number: 457-3661

Regarding: Local Control and Accountability Plan Engagement

The purpose of this board communication is to provide the Board with an update on the district's plan to engage with educational partners and collect input for the 2024/25 Local Control and Accountability Plan (LCAP). As a reminder, the purpose of this engagement is to collect input from a diverse group of school and community representatives with the goal of refining district plans to improve student outcomes.

This year, staff planned several strategies to engage with the community.

- The LCAP Executive Summary document is available on our website and is handed out at engagement events. This document is a quality, brief summary of the district's LCAP, and in efforts to raise more awareness for staff, students and parents, it is available at all schools
- A new LCAP Infographic was created. The Infographic sheet is a one-page visual tool that helps clarify the LCAP and communicates the district's goals and progress to our educational partners in an easy and understandable format
- In collaboration with Parent University and Home School Liaisons, we provided training and resources, and we are supporting schools to host LCAP 101 parent engagement hours at their sites
- Partnering with the Communications Team to create a communications plan to increase outreach to district staff and families describing how they can be involved in the LCAP. We are looking forward to utilizing ParentSquare to support this district-wide process
- Utilizing Let's Talk with the Customer Service Office to further support the community with questions and concerns they have about the LCAP
- Fresno Unified is partnering with the Fresno Housing Authority to conduct an LCAP Meeting at the Park Grove Commons property and to promote the regional LCAP Community meetings at the high schools
- Staff designed a contest to inspire student participation in the district's ThoughtExchange. Winning schools will receive additional contributions to their ASB or school site discretionary funds
- School sites benefit by having all their staff participate in the district's ThoughtExchange. For those school sites that participate, additional contributions to their ASB or school site discretionary funds will be made
- Conduct LCAP engagement in the Fall to gain community feedback prior to budget development

Beginning in October, the district will host seven LCAP Community Meetings where attendees will have an opportunity to receive updates on district spending priorities, student performance data, and provide feedback and input for future planning. To encourage participation and provide a meaningful family experience, participants will receive dinner, an adult and child Fresno Chaffee Zoo admission ticket along with a giraffe feeding.

Included with this communication is our promotional flyer for the LCAP Community Meetings. Documents will be translated into Spanish and Hmong.

LCAP Community Meetings starting at 5 pm:

Edison High School-Cafeteria	October 10, 2023
Fresno High School-Cafeteria	October 11, 2023
Roosevelt High School-Cafeteria	October 24, 2023
McLane High School–Library	October 25, 2023
Sunnyside High School–Cafeteria	October 26, 2023
Bullard High School–Cafeteria	November 07, 2023
Hoover High School–Cafeteria	November 08, 2023

As a reminder, another helpful method in soliciting educational partner feedback is through the online platform, ThoughtExchange. This online platform gathers, ranks, and organizes the feedback received during outreach efforts. Participants in an exchange can share thoughts and ideas in their own words, but they can also rate the thoughts and ideas of others in a safe and confidential environment. As in prior years, and to ensure transparency for our Fresno Unified community, the ThoughtExchange reports will be posted to the LCAP page of the district’s website. In the interactive exchange reports, individuals can see the common themes of the thoughts entered, as well as the specific ranking and wording of the individual thoughts shared.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at 457-3934.

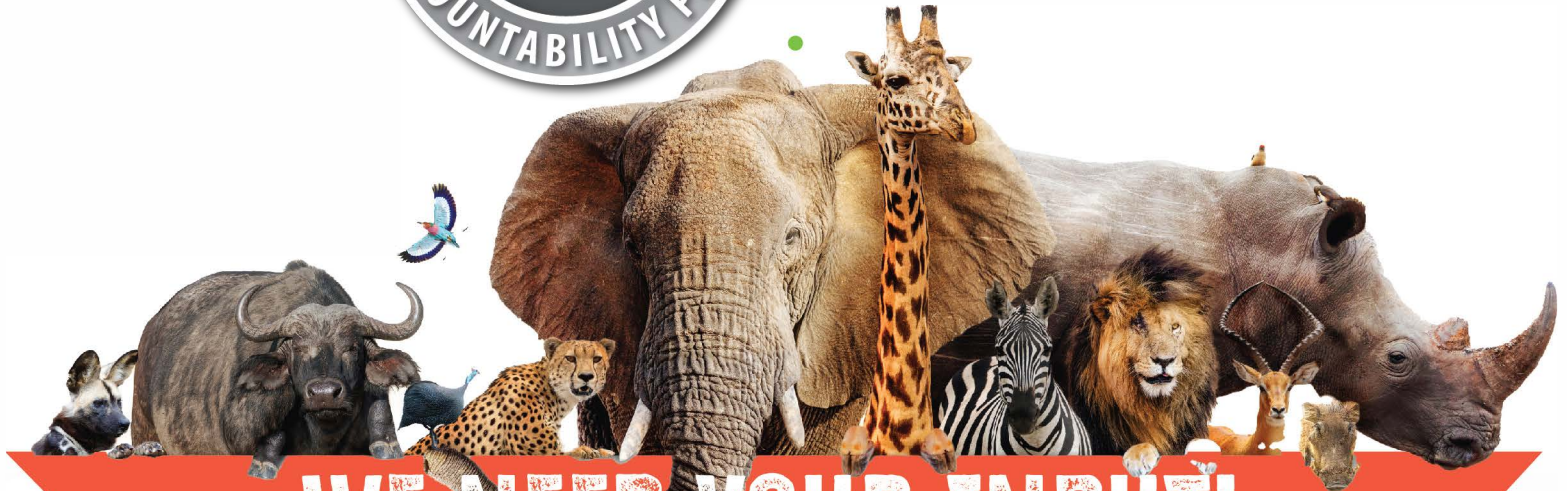
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/06/23



Come join us as we explore ways to improve education



WE NEED YOUR INPUT!

LCAP COMMUNITY MEETINGS - THE FUN STARTS AT 5 P.M.

OCTOBER 10

Edison High School — Cafeteria

OCTOBER 11

Fresno High School — Cafeteria

OCTOBER 24

Roosevelt High School — Cafeteria

OCTOBER 25

McLane High School — Library

OCTOBER 26

Sunnyside High School — Cafeteria

NOVEMBER 7

Bullard High School — Cafeteria

NOVEMBER 8

Hoover High School — Cafeteria

Childcare, dinner and translation services provided.

Each participant will receive:

- 1 Adult admission ticket
- 1 Child admission ticket
- + Giraffe feeding ticket


To the Chaffee Zoo!



“As we plan for the next school year, what are the most important things our district needs to think about in order to support all 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 06, 2023
Phone Number: 457-3678

Regarding: Roosevelt Region Literacy Plan Presentation

The purpose of this board communication is to provide the Board with an update on the presentation of the Roosevelt Region Literacy Plan, held on September 22, 2023.

Roosevelt regional principals presented a draft regional literacy plan to Superintendent Nelson, Executive Cabinet, and department leaders for the purpose of receiving feedback. The plan addressed the region's needs and strategies within multiple components common across all regional literacy plans, including a review of data, alignment to district vision and mission, theory of action, budget template, and alignment to research and the work of the Literacy Task Force. The region's plan focused on the importance of building the capacity of the principal to understand the components of a comprehensive literacy program. The student data presented demonstrated the importance of focusing on Tier I instruction through the implementation of research/evidence-based practices and a restructured system of assessments (Universal – Diagnostic – Progress Monitoring – Student Outcome). The literacy plan presentation highlighted the plan for professional learning for teachers, coaches, and site administrators through Language Essentials for Teachers of Reading and Spelling (LETRS) and Guided Reading. Additional data presented included the 2022/23 Benchmark Assessment System Data along with a glimpse into the Foundational Skills Assessment (FSA) which is administered in English and Spanish. Each data point included goal setting for the 2023/24 year. The plan also included a multi-year development for strong Professional Learning Communities, direct application of learning for Tier II and III through Multi-Tiered Systems of Support (MTSS) and building an effective family and school partnership. The families will receive support in understanding benchmarks for literacy in early grades, making the data comprehensible for families, and they will receive materials to support learning at home (flashcards, books, etc.).

Following the overview provided by the principals, Executive Cabinet, and district leaders provided feedback to support the region's development of the plan. The plan was commended for its focus on Tier I instruction and that principals are taking ownership in developing their own capacity to guide and create the necessary conditions to engage teaching staff and parents in their own learning.

Immediate next steps will include principals synthesizing the feedback received to further develop the literacy plan.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kali' Isom-Moore, 457-3869.

Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 10/06/23