



BOARD OF EDUCATION

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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – DECEMBER 08, 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 December 01, 2023

DIVERSITY, EQUITY, AND INCLUSION – Carlos Castillo, Chief Officer

DEI-1 Jamaal Washington African American Academic Acceleration Fall 2023 and Spring 2024 Afterschool Reading

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Academic Officer

ID-1 Marie Williams Farber Educational Campus Update
ID-2 Tonisha Hargrove-Williams Quarterly Data Reports for Principals for the 2023/24 School Year

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: December 08, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items for the last two weeks:

- Met with Executive Cabinet
- Met with the Wallace Foundation regarding ECPI (Equity Centered Pipeline Initiative) work
- Attended the Annual Coat Drive Event
- Attended the Foundation for Fresno Unified Schools Holiday Party
- Participated in the Harvard PELP (Public Education Leadership Project) Triad Meeting
- Attended Fresno C2C (Cradle to Career) Partnership Table Meeting
- Attended the Making Spirits Brighter Event at Addams Elementary School

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



Date: 12/08/23

Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent

Date: December 08, 2023

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for December 01, 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 December 01, 2023 are attached and include the following articles:

- Speaker Rivas Makes Committee Chair Changes – November 30, 2023
- On California Funding Formula's 10th Anniversary, Celebrate Progress But Double Down on Fairness – November 29, 2023
- Many Rural California Communities are Desperate for School Construction Money. Will a New Bond Measure Offer Enough Help? – November 27, 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: 12/08/23



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DATE: December 1, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

LAO Fiscal Outlook Expected Next Week; Tax Receipts Down \$26 Billion

In our last *Sacramento Weekly Update*, we informed you that the Legislative Analyst's Office (LAO), the Legislature's nonpartisan policy and fiscal advisor, was delaying the release of its *Fiscal Outlook* report due to the extension of final payments for tax year 2022 to November 16. The report, which provides an updated analysis of the state's economic and budget conditions, is largely viewed by Capitol insiders as the unofficial kickoff to the budget season.

We have heard rumors that the LAO plans on releasing its *Fiscal Outlook* report next week, which we will be sure to detail in next week's *Update*.

As a precursor to its report, the LAO reported this week that 2022 tax receipts came in \$26 billion lower than 2023 Budget Act estimates. This steep drop in state revenues equates to a significant downward adjustment to the 2022-23 Proposition 98 minimum guarantee of approximately \$10.4 billion. This means that lawmakers will have to decide whether to leave the prior-year minimum guarantee at the June 2023 level of \$107.4 billion (essentially over-appropriating the minimum guarantee) or take action to align the state's spending obligation to K-12 schools and community colleges with the lower state revenues (or approximately \$97 billion).

While we will have to wait until Governor Gavin Newsom's January State Budget proposal to see how his Administration plans on addressing the revenue shortfall, there are likely to be discussions in the Capitol around tapping into the Proposition 98 reserve to prevent cuts to core education funding. At the 2023-24 Budget Act, the balance of the education rainy day fund was \$10.8 billion. The authority of the Legislature to make automatic withdrawals from the fund is formulaic and requires the Proposition 98 minimum guarantee to be lower in one fiscal year than it was in the prior fiscal year. When this occurs, the Legislature can only withdraw funds from the Proposition 98 reserve account in an amount sufficient to bring funding up to the prior-year level. Alternatively, if the Governor declares a State Budget emergency, the Legislature has the discretion to make withdrawals from the rainy day fund in any amount.

One thing is for sure: we will all be waiting on pins and needles to see what the Governor has to say about this shortfall when he releases this 2024-25 State Budget proposal next month.

Leilani Aguinaldo

Speaker Rivas Makes Committee Chair Changes

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
November 30, 2023

When Assemblymember Robert Rivas (D-Salinas) was sworn in as Assembly Speaker back in June, we indicated there was a chance that he would make committee chair changes prior to the 2024 legislative year (see "[Rivas Sworn in as Assembly Speaker](#)" in the June 2023 *Fiscal Report*).

Last week, Speaker Rivas announced that he was making several changes to the committee chair assignments. These changes are done for a variety of political and practical reasons, such as the former committee chair being termed out of the Legislature soon. We detail some of those changes below.

On the budget side, the Speaker Rivas has appointed Assemblymember Jesse Gabriel (D-Encino) to replace Assemblymember Phil Ting (D-San Francisco) as chair of the Assembly Budget Committee. Assemblymember Ting terms out of the Legislature at the end of 2024.

Assemblymember David Alvarez (D-San Diego) has been tapped to replace Assemblymember Kevin McCarty (D-Sacramento) as the chair of the Assembly Budget Subcommittee No. 3 on Education Finance. This is the subcommittee that vets the K-12 and higher education proposals for the State Budget. Now that Assemblymember McCarty is no longer a member of the Assembly Budget Committee, he was appointed chair of the Assembly Public Safety Committee.

On the policy side, Speaker Rivas has appointed Assemblymember Buffy Wicks (D-Oakland) to replace Assemblymember Chris Holden as chair of the Assembly Appropriations Committee beginning January 22, 2024. This is an important committee as any policy bill that is deemed to have a fiscal impact must pass this committee to reach the Assembly floor. Like Assemblymember Ting, Assemblymember Holden terms out of the Legislature at the end of 2024.

Assemblymember Blanca Pacheco (D-Downey) has been tapped to replace Assemblymember James Ramos (D-Highland) as chair of the Assembly Rules Committee. The Assembly Rules Committee effectively determines which policy committees a bill must pass through in the Assembly. Assemblymember Ramos will vacate the committee and slide over as chair of the Budget Subcommittee No. 6 on Public Safety.

Since there were no announcements regarding a change in chair for the Assembly Education Committee, it is safe to assume that Assemblymember Al Muratsuchi (D-Torrance) will retain his chairmanship over the committee when the Legislature reconvenes in January.

On the Senate side, Senate President pro Tempore Toni Atkins (D-San Diego) has yet to announce any changes to her chairs from last year. It is important to note that, at some point in 2024, Senator Mike McGuire (D-Healdsburg) will succeed Atkins as the Senate leader and we may see some changes to committee chairs after the transition is officially made (see "[McGuire Chosen as the Next Senate Leader](#)" in the September 2023 *Fiscal Report*). We will be sure to provide an update to the field in a subsequent article once that information is released.

Note: It has been ten years since Governor Jerry Brown and the Legislature decided to overhaul the public education financing system and install the Local Control Funding Formula.

On California Funding Formula's 10th Anniversary, Celebrate Progress But Double Down on Fairness

By Bruce Fuller and Julien Lafortune
EdSource
November 29, 2023

Former governor Jerry Brown headlines a party next week toasting the Local Control Funding Formula (LCFF), California's ten-year-old reshaping of school finance, the nation's most ambitious effort to target public investment toward narrowing disparities in student achievement.

In 2013, Brown and the Legislature recast state funding to shift dollars toward districts that serve greater shares of low-income and non-English-speaking children. The logic remains compelling: educators labor to bring all children over proficiency hurdles in reading and math, so greater resources must go to students who have the farthest to climb.

Party goers in Sacramento do have cause to celebrate. The extra funding has worked to lift performance among students living in areas of concentrated poverty. Test scores, graduation rates, and college readiness have all seen increases stemming from the extra funding, according to research from the Learning Policy Institute and the Public Policy Institute of California.

Education funding also soared under both Brown and Gov. Gavin Newsom, fueled by a robust economy, the voter-approved Proposition 98 set aside for schools, and pandemic-era aid from Washington. State funding for K–12 education has grown more than 40% since 2017.

But California's schools still produce grossly unequal results among racial and economic groups. While reading proficiency among fourth graders climbed from 40% to 49% between 2014 and 2019, with slightly greater gains for low-income students, racial disparities failed to budge. White children in California have continued to achieve at three grade levels above Latino peers over the past quarter century, according to the National Assessment of Educational Progress — gaps were even larger for Black children. The picture is similar for math.

The good news: Brown's funding formula helped sustain progress made by educators and kids since 2002, continuing to boost *average* test scores, especially in districts with concentrated poverty. The sobering news: *inequalities* among students remained unmoved despite gains for all demographic groups in reading and math.

So, what have we learned over the past decade that could inform more potent school finance policies?

First, only a small slice of local control funding — just 7% — is dedicated specifically to districts serving the largest concentrations of low-income families. For some, the impact was eye-popping: districts in which nearly all students are from impoverished families enjoyed a 13% gain in the share meeting grade-level standards. But most low-income students do not attend schools in these districts and so receive much less targeted funding. And *schools* with concentrated poverty in economically mixed districts lose out on this additional funding.

Policy makers and researchers remain in the dark over whether local boards mirror the spirit of the formula when allocating dollars between schools, and this holds consequences for kids. If districts spend dollars equally across all students, then low-income kids only partially benefit, even as the formula targets districts with more high-need students.

Newsom did target fresh funding to low-performing schools this year, dubbed the *equity multiplier*. The dollar augmentation is modest, but the new mechanism recognizes “that we have not sufficiently structured the reform to get dollars to highest-needs schools in a consistent way,” Jessenia Reyes, a policy analyst at Catalyst California in Los Angeles, told us.

Second, how districts choose to deploy their funding matters. Local control funding operates like a dump truck, unloading extra dollars to the district — it’s not a backpack, where targeted dollars follow the child. Districts do not always target extra funds to the students who generate them: for each dollar a school generates due to its socioeconomic “need,” spending goes up only by 63 cents in the average district; the rest is spread more equally across all other schools in the district. Data suggest this targeting, or lack thereof, varies considerably across districts.

Los Angeles Unified — pressed by equity advocates — has pioneered a Student Needs Equity Index that pinpoints the most challenged schools, then distributes \$700 million in flexible dollars to their principals and teacher leaders. Despite equaling less than 5% of the district’s yearly budget, this progressivity among schools has helped to boost reading scores for English learners.

When local boards award extra funding to their most hard-pressed schools, contentious politics may come to light. Spreading new dollars across all schools holds broad appeal to labor leaders and parents. But “if we are really trying to implement equity, some kids may not need the [additional] resources,” said Ana Teresa Dahan, managing director of GPSN, the nonprofit formerly known as Great Public Schools Now.

Third, as we learn more about how spending varies among schools, we arrive at the effects of something quite sacred: teacher seniority. More experienced and highly qualified teachers tend to migrate to more affluent schools. So, serious efforts to equalize school budgets require incenting the best teachers to remain committed to poor communities.

Even when districts focus extra resources on their most challenged schools, principals often assign more senior teachers to high-achieving kids, as we found in Los Angeles. More robust targeting of funds among schools may fail to narrow gaps within schools until principals are better coached to weigh strategic options.

Yes, policy leaders deserve to pause and party on, celebrating a decade of high hopes and discernible progress in elevating disadvantaged students. But avoid the hangover. Fresh policy options and sober attention to school-level spending and staffing are urgently needed.

Note: Lawmakers will have to negotiate with the Newsom Administration on whether to place a school facilities bond before voters next November and will also have to decide how much that bond should be and if the California State University and University of California should be included.

Many Rural California Communities are Desperate for School Construction Money. Will a New Bond Measure Offer Enough Help?

By Carolyn Jones
CalMatters
November 27, 2023

As California's fund to fix crumbling schools dwindles to nothing, lawmakers are negotiating behind the scenes to craft a ballot measure that would be the state's largest school construction bond in decades.

But some beleaguered school superintendents say the money will not be nearly enough to fix all the dry rot, leaky roofs and broken air conditioners in the state's thousands of school buildings. And it won't change a system that they say favors wealthy, urban, left-leaning areas that can easily pass local bond measures to make needed repairs.

"The big question is, why can't our kids have school buildings that are safe and as nice as other kids' schools, just a few miles away?" said Helio Brasil, superintendent of Keyes Union School District, a rural TK-8 district in a low-income area south of Modesto. "This school is in such bad shape it can feel like a jail. ... I'm speaking up about this because I feel the system needs to be fixed. I don't want the next generation of students to have to experience this."

Two bills are currently under consideration in the Legislature, both of which would bring in billions to repair school facilities. Assembly Bill 247 would raise \$14 billion for K-12 schools and community colleges, while Senate Bill 28, at \$15.5 billion, includes the University of California and California State University, as well.

Legislators are likely to pick only one bill to send to Gov. Gavin Newsom for approval. AB 247 might have the advantage because it doesn't include the state's four-year university systems, both of which have means to raise their own revenue. So far it's garnered little opposition, while SB 28 is opposed by two contractors' associations because the bill prioritizes projects that use union labor.

The California Taxpayers Association is neutral on AB 247 but opposes SB 28 because it would increase the amount of money school districts could borrow, leading to higher property taxes. AB 247 doesn't change the borrowing limit.

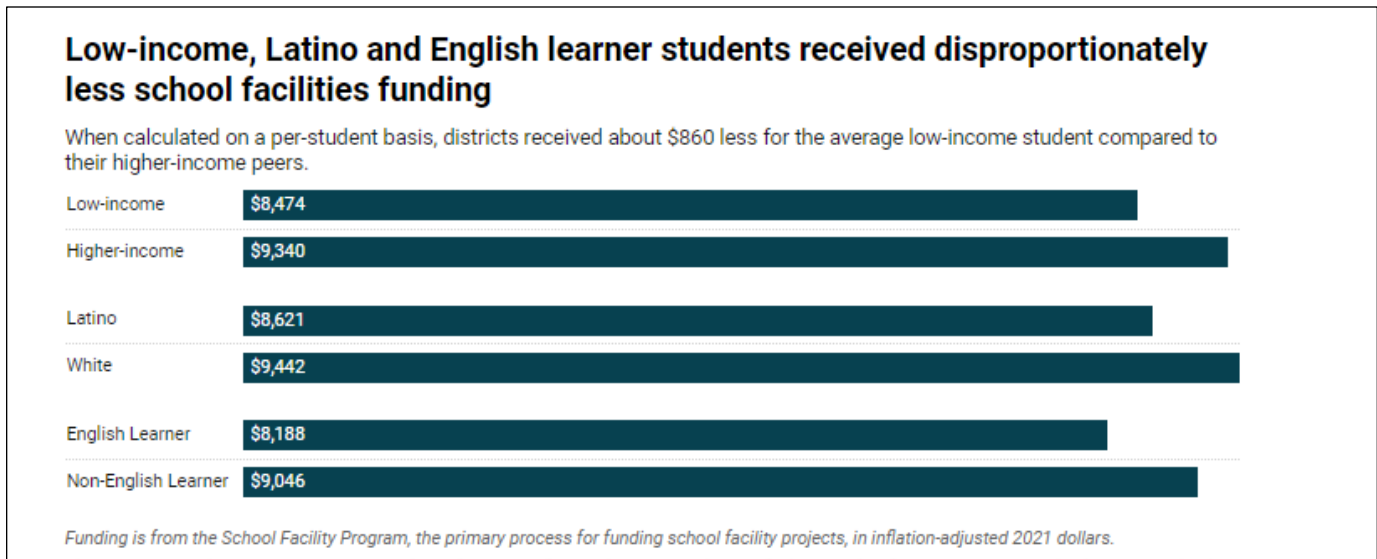


Chart: Erica Yee, CalMattersSource: [PPIC analysis](#) of CA Dept. of General Services and Dept. of Education data from 1998-2021
• [Get the data](#) • Created with [Datawrapper](#)

“It should also be remembered that the school districts get to write the ballot questions, and they always use wording that encourages a ‘yes’ vote and buries the part about the tax increase,” said association spokesman David Kline.

Addressing ‘the new reality’

Assemblymember Al Muratsuchi, chair of the Assembly education committee and a co-author of AB 247, said he’s confident the governor will approve a school bond for the November 2024 ballot, despite competition from a handful of other pricey bond proposals addressing housing, the fentanyl crisis and flood protection.

For Muratsuchi, a Democrat from Torrance, fixing broken schools should be a top priority for California, especially as wildfires and extreme weather intensify.

“Our classrooms are aging, but we also need to address our new reality,” he said. “Classrooms of the 21st century should not only address students’ technical needs, but the reality of climate change.”

Unlike most other states, California does not have a permanent funding stream for repairing school facilities. Money comes from state and local bonds, which generate finite amounts of money, usually through property taxes. Although California has lavished money on schools in the past few years, most of that money is earmarked for efforts to help students recover from the pandemic. It can’t be spent on construction.

Typically, larger, urban and more affluent districts, which also tend to be more liberal, have an easier time raising funds. Not only are voters more likely to approve new taxes – the usual way that districts repay bonds – but property values are higher, thereby bringing in more money. In addition, districts can qualify for matching funds from the state, so “the more you have, the more you get,” said Julien Lafortune, a researcher at the Public Policy Institute of California.

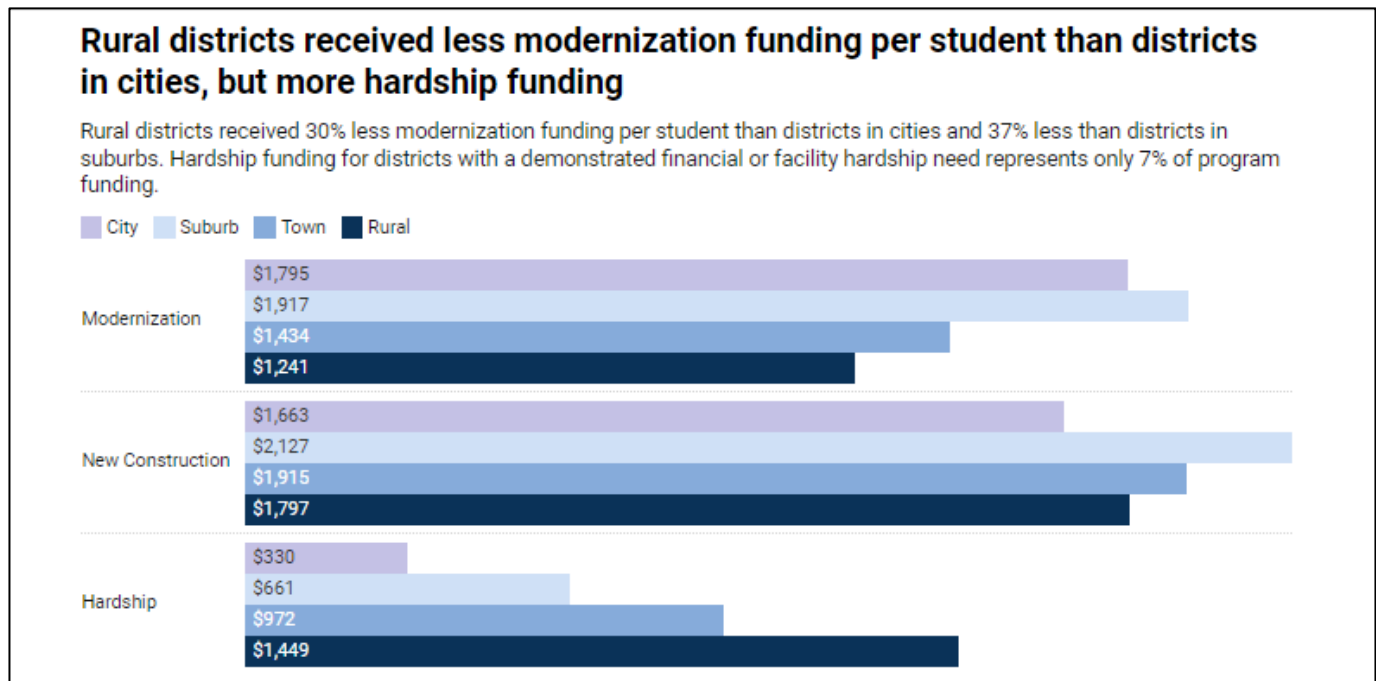
In 2022, for example, the Mill Valley School District in Marin County was able to raise \$194 million through a bond that taxed local property owners just 2.6 cents per \$100 of a property’s assessed value – in a city where the average home price hovers around \$2 million.

Meanwhile, the same year in rural San Lucas, south of King City in Monterey County, the school district tried passing a bond that would have taxed property owners more than twice that rate, but because the average home price is below \$300,000 the bond would have raised only \$3.6 million. Regardless, voters said no.

“The system is inequitable. More (school facilities) money goes to higher-income students than lower-income students,” Lafortune said. “There’s an understanding in California that we shouldn’t have these big inequities when it comes to books, supplies, resources. There’s all these efforts to correct inequities. And yet that’s not something that exists for school facilities.”

The state has a hardship fund for school districts that can’t cover their share of the matching funds. But the process to get hardship money is complicated, time-consuming and can be overly burdensome for rural superintendents who may also be teaching classes, driving the bus and serving lunch.

In a recent report, the Public Policy Institute of California recommends that California survey the condition of the state’s thousands of school buildings and adopt a system that ensures the neediest districts get more money.



Funding is from the School Facility Program, the primary process for funding school facility projects, in inflation-adjusted 2021 dollars. Locale definitions from [NCES](#).

Chart: Erica Yee, CalMattersSource: [PPIC analysis](#) of CA Dept. of General Services and Dept. of Education data from 1998-2021
• [Get the data](#) • Created with [Datawrapper](#)

Although both bills in the Legislature include tweaks to make funding more equitable, they don’t go far enough, said Jeff Vincent, co-founder of the Center for Cities and Schools at UC Berkeley. Nearly 40% of California’s school districts can’t raise enough through local bonds — those that manage to pass them — to

cover necessary repair costs. Any statewide bond should include significant aid for rural, small and low-income districts.

“Districts in areas with lower property values are really struggling,” Vincent said. “This means that children in more disadvantaged communities tend to have schools in a greater state of disrepair. ... It’s not just a matter of aesthetics. It’s an issue of environmental health and safety.”

Better facilities, higher achievement

The stakes are high: students whose schools are in good condition perform 5% to 17% higher on standardized tests, are less likely to be suspended, and are more likely to attend school regularly, according to the California Department of Education. The reason, according to researchers, is that students focus better and have more pride in their school when buildings are comfortable and safe, with good air ventilation and temperature control.

Eric Gross, superintendent at Pacific Elementary School District in Santa Cruz County, has noticed that firsthand. For at least two decades, the roof has leaked so badly that staff have had to put trash cans in classrooms and hallways to collect rainwater during storms. Two engineers have recommended that a classroom be condemned, but the state took years before it finally approved the project earlier this month.

“The other day a teacher came to me and said, ‘The siding in my room is rotting.’ I said yeah, I know. She said, ‘OK, just wanted to make sure you knew.’ ... Our staff is great but there’s a level of demoralization. It’s frustrating but everyone just accepts it,” Gross said.

He’s come to rely on parent volunteers to perform basic maintenance at the 150-student school in the town of Davenport. Parents replace broken door handles, prune blackberry bushes, fix broken windows and build benches.

“On the first day of school I tell the families, there are no passengers on this ship. Everyone rows,” he said.

Small districts like his desperately need more assistance from the state, he said. Not just more money, but help managing large projects. Gross is too busy running the school to hire consultants, negotiate with contractors, submit the reams of required paperwork or oversee major projects.

“I can teach your kids to read, but I am not a construction manager,” he said. “The state needs to step in to help superintendents like me, because we don’t have the time or expertise to do this on our own.”

Dry rot and gophers

Keyes Union School District, where Brasil has been superintendent for seven years, is a patchwork of deferred maintenance and jerry-rigging. Any money for repairs is long gone: The last time local voters passed a school construction bond was in 2005, and the state fund is depleted, as well. The elementary school gym, for example, doubles as a cafeteria, which means staff haul dozens of folding tables in and out daily. The middle school gym was never finished, so it lacks seating and locker rooms; students change in small, stuffy portables across the playground. Some of the roofs are 40 years old. A decade ago, an electrical malfunction sparked a pre-dawn fire in the Head Start building, engulfing it in flames.

But for the past two years, Keyes’ most pressing issue has been gophers. Lured by the adjacent almond orchards, gophers invaded the middle school soccer field — one of only two fields in the town and shared

with the community. The field was so pocked with divots and holes that anyone running across it risked an ankle injury or worse. The only way to make it usable again was to dig it up, regrade it and install new sod.

Brasil didn't have many financing options. The state rejected the district's request for repair money, so it had to borrow \$700,000 to complete the project.

"I wanted kids to have a nice, safe place to play, to run, to blow off steam after the pandemic. I would have rather spent that money on tutoring or after-school programs, but to me, this felt like the most important thing," Brasil said.


Jeff Roberts, superintendent of Plumas Lake Elementary School District in Yuba County, has a different problem. His school buildings are in good shape, but the district is growing so fast he needs to build an entire new school — or risk cutting programs and increasing class sizes.

In the early 2000s, the district had only 100 students. But due to a housing boom in the region, he anticipates 2,200 students by 2030. The amount of money needed to build a new school is daunting: a new school will cost \$70 million to \$100 million. The district can only raise \$18 million through a local bond. Developers' fees will bring in an additional \$20 million, but that still leaves the district with only half the money it needs. Roberts is relying on the state to pass a new school construction bond so he can apply for the remainder of the funds.

"I went into education for teaching and learning. Now, what I spend most of my time on is worrying about housing students," Roberts said. "If we can't figure this out, we're going to have to cut things like P.E., art, music to make room for students. It's extremely frustrating because we know that's not what's best for students' education."

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: Jamaal Washington
Cabinet Approval: 

Date: December 08, 2023

Phone Number: 457-3767

Carlos Castillo (Dec 6, 2023 19:33 PST)

Regarding: African American Academic Acceleration Fall 2023 and Spring 2024 Afterschool Reading Program

The purpose of this communication is to provide the Board with information about A4's launch of the Fall 2023 and Spring 2024 Afterschool Reading Program which has been designed to accelerate literacy proficiency amongst targeted Kindergarten – 4th grade African American (including African American multiracial) students who were measured to be 1 or more grade levels behind based on D1 iReady English Language Arts assessment scores.

This academic year features the first fall pilot session of A4's afterschool reading program as we continue working to expand this program across Fresno Unified School District's regions and school sites. There are several key components that continue to make this program unique and impactful for our Fresno Unified students and families. The program will continue to foster engagement with families through huddle-ups, family workshops, and celebrations which serve as fundamental points that connect and engage a village of adults (consisting of school site staff, teachers, and families) as partners with aligned interests in literacy growth. Family workshops will be offered up to four times during the program's nine weeks in both the fall and spring offerings. Additionally, providing scholars with access to the Raz-Kids virtual book library and learning software as well as physical copies of culturally relevant literature serves to collectively inspire an early love of reading. The program design also features an incentive structure that rewards students for afterschool instructional attendance, books read, and participation in family workshops. Assessments throughout the program for pre- and post-assessments will continue to be a key factor in tracking aspects of literacy growth in the afterschool hours.

The afterschool reading program is scheduled to take place over nine weeks for both the fall and the spring. The fall pilot launched in October 2023, and the Spring will launch in February 2024. The program aims to serve over 1,000 students at 24 school sites each session, across all Fresno Unified regions.

For additional information or questions, please contact Jamaal Washington at 559-457-3767, or Tamar Grigsby at 559- 457-6161.


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



Date: 12/08/23

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: December 08, 2023

Number: 457-3554

Regarding: Farber Educational Campus Update

The purpose of this board communication is to provide the Board with information regarding Farber Educational Campus progress and future plans. On November 08, 2023, Farber Campus hosted a community event attended by staff, students and parents from Cambridge and JE Young, as well as community members residing within a one-mile radius of the Farber campus. Attendees were invited to watch a virtual tour and vote on external paint trim designs. Several options were presented and students, not in attendance at the community event, will have an opportunity to select their favorite color scheme in the coming weeks.

Construction is well underway at Farber Campus. Recent developments include the installation of science lab stations in the laboratory classrooms; footings on the outdoor Amphitheater Stage; parking areas being installed; and an outdoor yard for the Career Technical Education (CTE) Logistics program is nearing completion. Current estimates are that the Student Union / CTE Logistics building will be completed by December 2023, and the classrooms and office spaces will be completed in late March 2024.

Teachers are exploring opportunities to engage in civic education projects. Eight teachers from Cambridge and JE Young have volunteered to work on an extended civic engagement project for the second semester. Teachers will collaborate with leaders from the Civic Education Center, and student projects will be eligible for the California State Seal of Civic Engagement. Currently, several community-based organizations have committed to working on civic engagement and service-learning projects with Farber Educational Campus. Partners include: Poverello House, Central California Food Bank, American Red Cross, Ronald McDonald House Charities, and Beautify Fresno.

One example of a developing partnership is the work occurring with Central California Food Bank. The current work is focusing on the CTE Logistics Program as a key part of the receiving, fulfillment and distribution of food going to many elementary school food programs. Many other ideas and possibilities are under discussion, and this partnership will serve as a model for Farber and beyond. Students will learn the technical and scientific aspects of logistics, supply chain management and warehousing, while supporting elementary students, the Central California Food Bank, and the greater community.

Finally, Farber Educational Campus has a podcast called the Farber Frontlines. The most recent podcast features an interview with Francine and Murray Farber about their lives of civic engagement and service learning. The podcast can be accessed by visiting farber.fresnounified.org or Spotify.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Rachael Maciel at 457-3190.


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



Date: 12/08/23

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: Tonisha Hargrove-Williams, Executive Officer
Cabinet Approval: 

Date: December 08, 2023

Phone Number: 457-3731

Regarding: Quarterly Data Reports for Principals for the 2023/24 School Year

The purpose of this board communication is to provide the Board with information regarding the Quarterly Data Reports for Principals. With access to quarterly data delivered to principals during the school year, site leaders and their teams can celebrate successes, identify challenges, and make timely data-driven decisions that will close achievement gaps at challenging levels.

The Quarterly Data Reports for Principals cover indicators including academics, special education, English learners, student behavior and social-emotional well-being, finance, human resources, and operations. Indicators were selected after discussions with school site leaders, community members, trustees, and district office staff. Each indicator offers an actionable opportunity for school-site leaders to make timely data-driven decisions that will close achievement gaps at challenging levels.

The Quarterly Data Reports for Principals enhance principals' access to leading indicators generally used for decision making that impacts student performance and overall school improvement. Consistent delivery of these indicators to principals, early and often, empowers principals to make informed decisions, monitor progress efficiently, and focus on continuous school improvement.

This week, principals received the technical guide that outlines data definitions, an Excel workbook with protected student-level information, and an editable PowerPoint data presentation. Both the technical guide and presentations are attached to this board communication.

If you have any questions pertaining to the information in this communication or require additional information, please contact Chief Academic Officer Natasha Baker, Ed.D. at 559-289-0913.

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



Date: 12/08/23