

Adopted Budget 2024/25

(559) 457-3000 • 2309 Tulare Street, Fresno, CA, 93721 • www.fresnounified.org




Fresno Unified
School District

ACHIEVING
our GREATEST
Potential!



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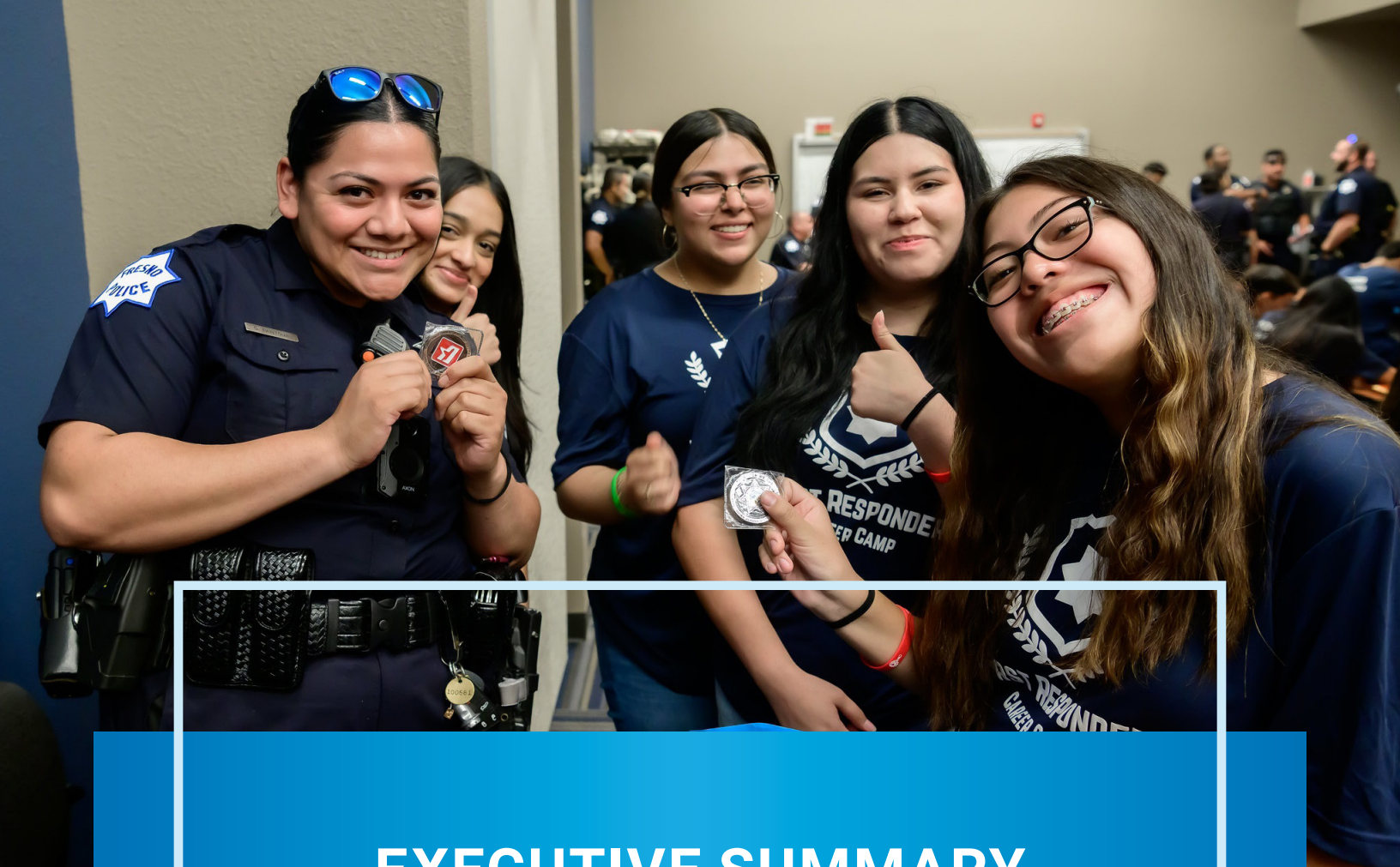
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Interim Superintendent's Message



July 1, 2024

Dear community member,

Thank you for taking the time to learn more about Fresno Unified School District's 2024/25 Adopted Budget.

I consider it an honor and a privilege to serve as the interim superintendent of the third largest school district in the state. The district continues a tradition of fiscal stewardship that has made us one of the most stable school systems in the state, particularly among large urban districts.

Hundreds of individuals within and outside our system work to provide input in the development of the proposed budget. Data dives, labor partner negotiations, more than 40 community LCAP meetings, cabinet reviews, and public board discussions combined to create an inclusive and transparent process. In addition, the Fresno Unified Board of Education has taken steps to ensure that each decision is made based on what is best for the students and families they serve. This publication seeks to provide our Fresno community with information that highlights our common purpose and shared values, promotes transparency and understanding, and outlines the roadmap utilized in maintaining our commitment to fiscal stability for our system.

The 2024/25 Adopted Budget includes recommendations that continue to balance the board of education's investments in extensive student programs and supports, competitive employee compensation, and prudent fiscal stewardship.

If you have questions, please feel free to reach out to me or call our Business and Financial Office at (559) 457-3535.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Misty Her'. The signature is fluid and cursive.

Misty Her
Interim Superintendent





This Meritorious Budget Award is presented to

FRESNO UNIFIED SCHOOL DISTRICT

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2023–2024.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.




John W. Hutchison
President


Siobhán McMahon, CAE
Chief Operations Officer/
Interim Executive Director

District History



Fresno Unified School District has an elaborate history dating back to the 1800s. Elisha Cotton Winchell was the first Superintendent of the two Fresno County Schools in 1860. Fresno Senior High School was established in 1889, and the first principal was T.L. Heaton who also served as the first Superintendent of Fresno City Schools from 1889 to 1896.

Meanwhile, areas adjacent to Fresno were populated by a number of “farming colonies,” that created their own communities and schools. As the City of Fresno grew, the schools and districts were consolidated into the Fresno Unified School District.

The Wolters Colony, established in 1892, was annexed to the Fresno Unified School District on June 16, 1959. The Scandinavian School District, created by the Scandinavian Home Colony in 1879, was annexed to the Fresno Unified School District in 1964. Other schools and school districts established during this period included Roeding District, which was created in 1898 and merged into the Fresno Unified School District in 1951, and Kirk School which was annexed to the Fresno Unified School District in 1980.

The Calwa School District was annexed to the Fresno Unified School District in 1947, causing the elementary and secondary districts of the Fresno City Schools, allowing the unification of the Fresno schools.

Columbia School is one of the oldest school sites in continuous operation in the district. The school housed the first kindergarten in Fresno. The site was first purchased for school use by the Fresno City Schools Board of Education in 1889 for \$2,280. Lincoln, Lowell, Jefferson, and Jackson schools were also constructed between 1890 and 1914.

Due to the growing population of Fresno, bonds were successfully passed in 1914, 1919, and 1925. The bonds funded the construction of a considerable number of schools including the third and final location for Fresno High school, Edison High School, Roosevelt High School and Burroughs, Fremont, and Franklin elementary schools.

The Fig Garden area was first developed when a large tract of land was promoted by a group of capitalists in 1920. As the land was developed, a school was built for grades 1 through 8, which later became part of Fresno Unified School District.

Originally part of Teilman School District, Teilman School #2 was annexed to the Fresno Unified School District in 1931, and later the school’s name was changed to Jane Addams School.

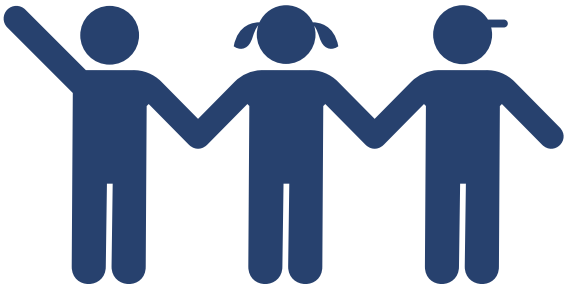
Mayfair Elementary School is named for an area of Fresno which includes homes and businesses which developers called “Mayfair.” This school was one of the first schools built after World War II with funds derived from the 1945 bond issue.

The 1950s brought more growth to the area creating the need for additional schools to be built. To mark the 100th birthday of Fresno Unified School District, the Board of Education named a school under construction Centennial Elementary School in 1956, which opened in 1957/58. Easterby was annexed in 1965 to the Fresno Unified School District. The Bullard School District became part of Fresno Unified in 1958/59. Bullard TALENT served as a rural training school in the early 1920s through an agreement with the Fresno State Teachers College.

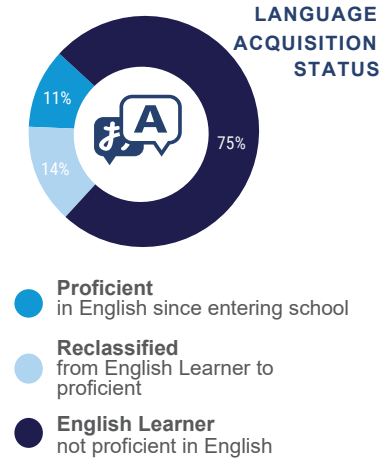
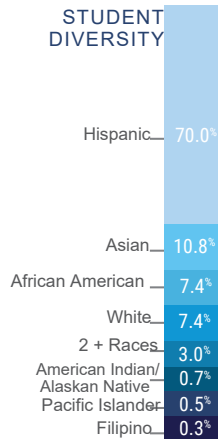
The history of the Fresno Unified School District is the story of consolidation over decades of growth. Today, the district serves almost 68,000 students and operates 67 elementary schools, 14 middle schools, 10 high schools, 6 alternative schools, and 3 special education schools. There are also 10 charter schools within Fresno Unified boundaries.

District Overview

Fresno Unified School District

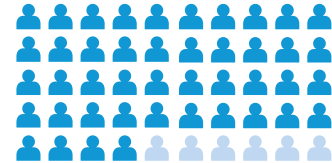
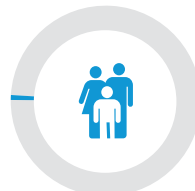


67,352 TK-12th grade STUDENTS

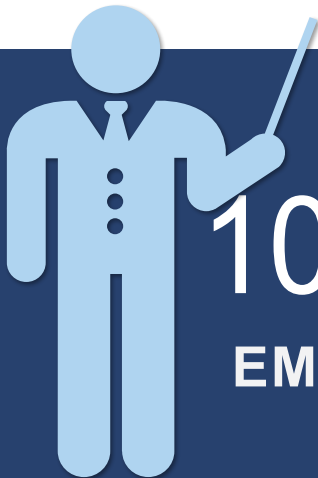


STUDENT GROUPS

Supplemental & Concentration Grant funding is based on enrollment of "High Needs" students:



88% of students classified as High Needs



10,000+ EMPLOYEES

100* SCHOOLS



- 67 Elementary Schools
- 14 Middle Schools
- 10 High Schools
- 6 Alt Ed/Adult Schools
- 3 Special Education Schools

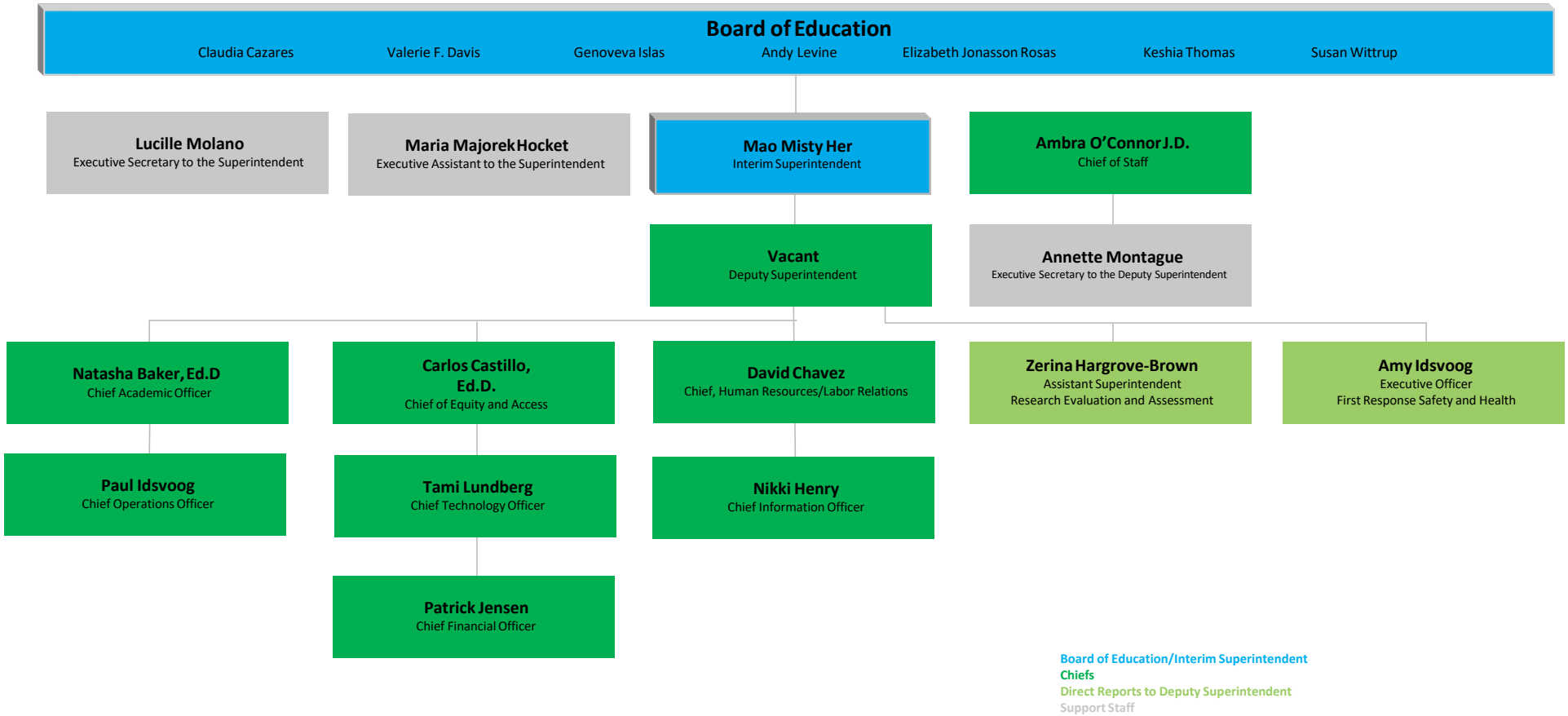
*Charter Schools not included in count

Board Members and Executive Cabinet List

Board Members	Term
Susan Wittrup, President	November 2026
Valerie F. Davis, Clerk	November 2026
Veva Islas	November 2026
Claudia Cazares	November 2024
Elizabeth Jonasson Rosas	November 2024
Andy Levine	November 2024
Keshia Thomas	November 2026

Executive Cabinet	Title
Mao Misty Her	Interim Superintendent
Open	Deputy Superintendent
Patrick Jensen	Chief Financial Officer
Ambra O’Conner, J.D.	Chief of Staff
Natasha Baker, Ed.D.	Chief Academic Officer
Nikki Henry	Chief Information Officer
Tami Lundberg	Chief Technology Officer
Carlos Castillo	Chief of Equity and Access
David Chavez	Chief, Human Resources/Labor Relations
Paul Idsvoog	Chief Operations Officer & Classified Labor Management

OFFICE OF THE SUPERINTENDENT (559) 457-3884





ACHIEVING
our **GREATEST**
Potential!

VISION



Fresno Unified School District—Where students, families, and staff are valued and empowered to achieve their greatest potential.

MISSION



We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

VALUES



We Value Learning



We Value Positive Behavior



We Value People & Our Community



We Value Accountability

GOALS



Student Goals



Improve academic performance at challenging levels



Expand student-centered and real-world learning experiences



Increase student engagement in their school and community



Staff Goal

Increase recruitment and retention of staff reflecting the diversity of our community



Family Goal

Increase inclusive opportunities for families to engage in their students' education

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GOAL

#1



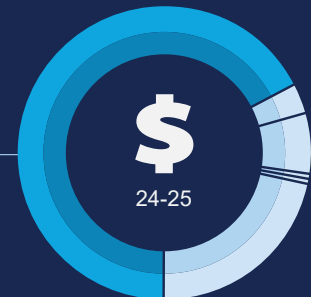
STUDENT GOAL
Improve Academic Performance at Challenging Levels

HIGHLIGHTED PROGRESS INDICATORS

	IMPROVE PERFORMANCE ON ELA SBAC	-49.8*	TBD	TBD	↑ -4.8
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	IMPROVE PERFORMANCE ON MATH SBAC	-80.6*	TBD	TBD	↑ -35.6
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	INCREASE ENGLISH LEARNER PROGRESS (ELPI)	46.8%	TBD	TBD	↑ 76.8%
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	IMPROVE PERFORMANCE ON CAST	16.0%	TBD	TBD	↑ 31.0%
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	INCREASE ENGLISH LEARNER RECLASSIFICATION RATE	6.55%	TBD	TBD	↑ 10.0%
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		

*Distance from standard

Goal #1
 Budgeted Expenditures



Goal #1 Budgeted Expenditures

\$1,116.4M

The budget for Goal #1 is **66.9%** of the total LCAP expenditure of **\$1,668M**

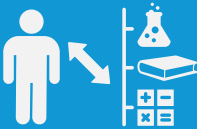


ACTIONS & EXPENDITURES

1.01	Designated School Investment	\$27.5M
1.02	Additional Teacher Supply Funds	\$2.0M
1.03	Middle & High School Redesign	\$20.6M
1.04	Eliminate Elementary Combination Classes	\$11.6M
1.05	Instructional Supports and Instructional Coaches	\$33.3M
1.06	Additional Teachers Above Base Staffing	\$29.3M
1.07	Additional School Site Administration Above Base	\$10.5M
1.08	African American Academic Acceleration	\$6.1M
1.09	Early Childhood Education Developmental and Educational Supports	\$19.0M
1.10	Additional Supports for Libraries	\$1.3M
1.11	BASE: Analysis, Measurement, and Accountability	\$5.5M
1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	\$5.9M
1.13	Expand Alternative Education	\$2.6M
1.14	Maintain Additional Services for Phoenix Community Day School	\$5.7M
1.15	After School Tutoring	\$71.1M
1.16	Extended Summer Learning	\$42.0M
1.17	All Teachers are Teachers of English Learner (EL) Students	\$21.4M
1.18	Expansion of Dual Language Immersion Programs	\$3.0M
1.19	BASE: Instruction	\$445.0M
1.20	BASE: Professional Learning	\$47.8M
1.21	BASE: Technology Access and Support	\$23.4M
1.22	BASE: Early Learning	\$1.4M
1.23	High Quality School Site Health Services	\$17.7M
1.24	Upgrading Access to Technology	\$3.2M
1.25	Student Technology Access and Annual Refresh	\$16.6M
1.26	Regional Instructional Managers	\$2.9M
1.27	Early Interventions	\$4.0M
1.28	Supports for Foster Youth / Project Access	\$2.2M
1.29	Supports for Homeless Youth	\$2.5M
1.30	BASE: Special Education	\$231.1M



GOAL #2



STUDENT GOAL

Student-Centered & Real-World Learning Experiences

Equip every student for future success

Promote intellectual curiosity, critical thinking, and problem-solving in order to be prepared for college and career



4

Actions & Services

9

Progress Indicators

State priorities addressed:



4. Student Achievement

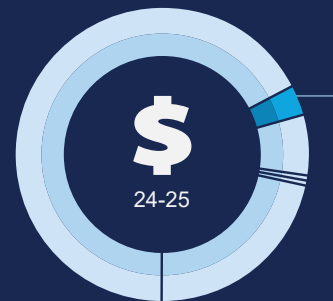


7. Course Access



8. Student Outcomes

GOAL #2 Budgeted Expenditures



Goal #2 Budgeted Expenditures

\$52.8M

The budget for Goal #2 is 3.2% of the total LCAP expenditure of \$1,668M



PROGRESS INDICATORS



INCREASE A-G COMPLETION RATE



INCREASE AP EXAM PASS RATE



INCREASE SENIORS THAT ARE COLLEGE READY (as measured by CCI)



INCREASE GRADUATION RATE



ACTIONS & EXPENDITURES

2.01 Linked Learning, ROP, and CTE Pathway Development	\$29.8M
2.02 CTE STEM PK-6 Kids Invent!	\$1.5M
2.03 Men's and Women's Alliance	\$1.8M
2.04 School Counselors & Resource Counseling Assistants	\$19.9M





GOAL #3



STUDENT GOAL
Increase Student Engagement in Their School & Community

Strengthen our school-community bond
Create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values



16 Actions & Services

7

Progress Indicators

State priorities addressed:



1. Basic Services

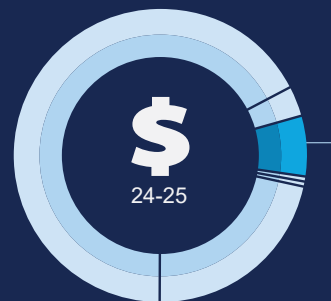


5. Student Engagement



8. Student Outcomes

GOAL #3
Budgeted Expenditures



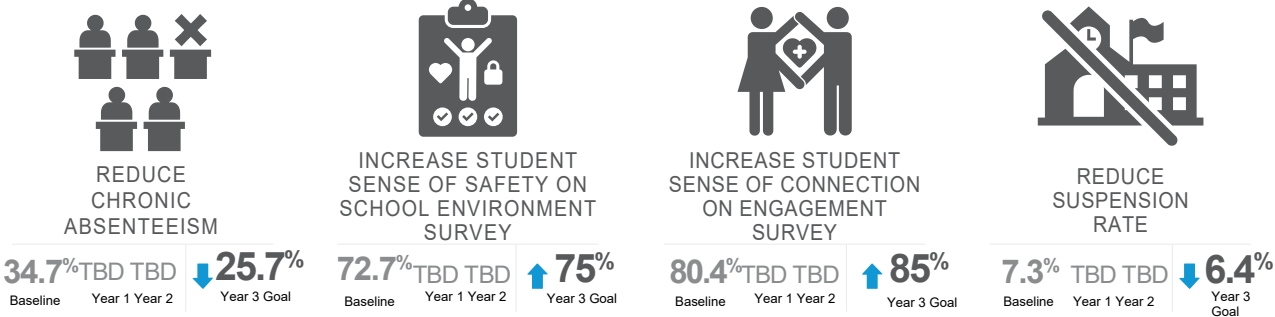
Goal #3 Budgeted Expenditures

\$110.2M

The budget for Goal #3 is 7% of the total LCAP expenditure of \$1,668M



PROGRESS INDICATORS



ACTIONS & EXPENDITURES

3.01 Increase School Allocations for Athletics	\$16.0M
3.02 District-Funded Educational Enrichment Trips	\$4.5M
3.03 District Arts Collaborative Project	\$0.1M
3.04 Increased Funding for Music	\$25.6M
3.05 Student Peer Mentor Program	\$0.7M
3.06 Social Emotional Supports	\$0.9M
3.07 School Climate and Culture Expansion	\$8.5M
3.08 Restorative Practices / Relationship Centered Schools	\$3.8M
3.09 BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	\$18.4M
3.10 Campus Climate and Culture Teachers	\$1.3M
3.11 Home School Liaisons	\$5.7M
3.12 Mental Health Supports	\$11.3M
3.13 Transportation Services	\$2.5M
3.14 Decrease Suspension Rate to Increase Attendance and Academic Success	\$0.0M
3.15 Campus Safety Assistants	\$7.6M
3.16 Diversity, Equity, and Inclusion	\$3.1M



GOAL #4

STAFF GOAL
Increase Recruitment & Retention of Staff

Empowering Students Through Staff Diversity
 Recruit and retain a diverse and skilled staff to enhance educational outcomes and ensure our workforce reflects the community's diversity, fostering a rich learning environment

1 Action & Service

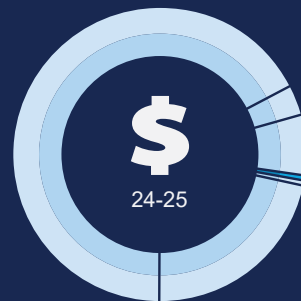
3 Progress Indicators

State priorities addressed:

1. Basic Services

7. Course Access

GOAL #4
 Budgeted Expenditures



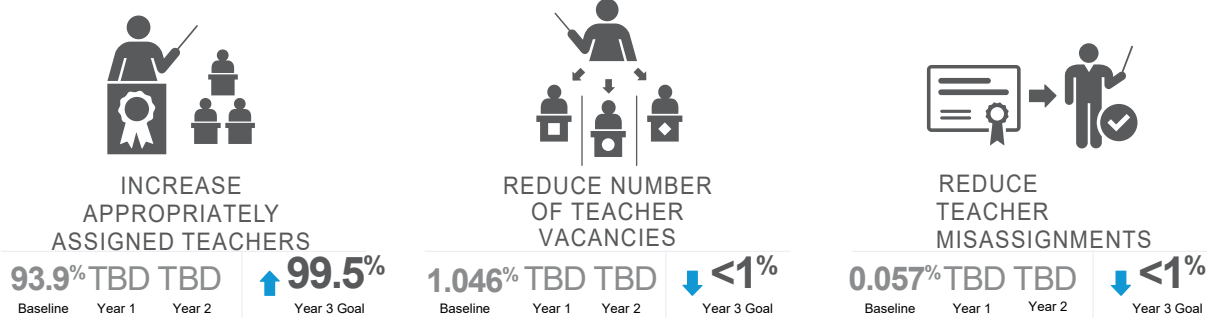
Goal #4 Budgeted Expenditures

\$13.8M

The budget for Goal #4 is 0.4% of the total LCAP expenditure of \$1,668M



PROGRESS INDICATORS



ACTIONS & EXPENDITURES

4.01 BASE: Recruitment, Selection and Retention of Human Capital \$13.8M





GOAL #5



FAMILY GOAL
Increase Inclusive Opportunities for Families

Foster an environment that broadens access and participation for all families, ensuring diversity and inclusion are at the heart of community engagement and educational opportunities



2

Actions & Services

1

Progress Indicators

State priorities addressed:

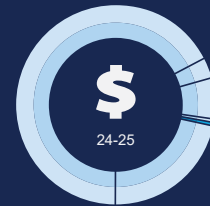


3. Parent Involvement



5. Student Engagement

GOAL #5
Budgeted Expenditures



Goal #5 Budgeted Expenditures

\$6.1M

PROGRESS INDICATORS



INCREASE STUDENT SENSE OF CONNECTION ON ENGAGEMENT SURVEY

Year	Metric
Baseline	80.4%
Year 1	TBD
Year 2	TBD
Year 3 Goal	↑ 85%

ACTIONS & EXPENDITURES

5.01 Parent Engagement Investments \$4.3M

5.02 Expanded Student, Parent and Community Communication \$1.8M





GOAL

#6



Investments Contributing to All Fresno Unified School District Goals

Allocate resources strategically to support and reinforce all district goals, fostering a well-rounded educational experience that prioritizes student achievement, community engagement, and a diverse and inclusive learning environment



7 Actions & Services



0 Progress Indicators

State priorities addressed:



GOAL #6 Budgeted Expenditures



Goal #6 Budgeted Expenditures

\$357.2M

ACTIONS & EXPENDITURES

6.01	School Site Allocations to be Prioritized by each School's Site Council	\$25.1M
6.02	BASE: Central Office Administration	\$8.6M
6.03	BASE: Business and Financial Services	\$19.8M
6.04	BASE: Operational Services	\$204.1M
6.05	BASE: Other Expenses	\$27.8M
6.06	One-time Recovery Resources	\$64.2M
6.07	School Site Allocations to be Prioritized by each School's Site Council to Support the Lowest-Performing Student Groups in Red on the CA Dashboard	\$7.8M

 **THE EQUITY MULTIPLIER**

Understanding Equity Multiplier Funding

What is the Equity Multiplier?

The Equity Multiplier is part of California's Local Control Funding Formula, designed to boost funding to schools facing the greatest challenges. This initiative targets additional financial support to schools with high numbers of socioeconomically disadvantaged students, ensuring they receive the necessary resources for quality education. By focusing on these schools, the Equity Multiplier aims to promote educational equity, helping every student succeed regardless of their background.



Key Point: Unlike LCFF funds which are provided at the district level, equity multiplier funds are provided directly to schools.

Who receives the funding?



High Socioeconomic Disadvantage

Schools qualify if more than 70% of students are socioeconomically disadvantaged. This includes students who are eligible for free or reduced-price meals, homeless students, foster youth, and others with economic hardships



Nonstability Rates Over 25%

Funding also targets schools where a significant portion of students do not maintain continuous enrollment, indicating high turnover and instability

 **14** Equity Multiplier Schools

- Phoenix Secondary
- J. E. Young Academic Center
- Cambridge Continuation High
- Dewolf Continuation High
- Fresno High
- Addams Elementary
- Lowell Elementary
- Muir Elementary
- Turner Elementary
- Wolters Elementary
- Fort Miller Middle
- Lawless Elementary
- Fulton
- Phoenix Elementary Academy Community Day



Aligning Funds with Needs

Any student group that receives a red performance level on a dashboard indicator must be supported by specific actions aimed at improving outcomes and opportunities for that student group. These actions are defined in the Equity Multiplier goals.



EQUITY MULTIPLIER GOALS

FUSD's Equity Multiplier Goals

FOCUS
GOAL
#7
INVESTING
\$2.4M



English Language Arts

Schools: Addams Elementary, Fort Miller M.S., Fresno H.S., Lawless Elementary, Lowell Elementary, Muir Elementary, Turner Elementary, Wolters Elementary

FOCUS
GOAL
#8
INVESTING
\$1.4M



Mathematics

Schools: Addams Elementary, Fort Miller M.S., Fresno H.S., Lowell Elementary, Muir Elementary, and Turner Elementary

FOCUS
GOAL
#9
INVESTING
\$0.1M



English Learner Progress

Schools: Cambridge Continuation H.S., Turner Elementary

FOCUS
GOAL
#10
INVESTING
\$0.4M



Chronic Absenteeism

Schools: Lawless Elementary, Muir Elementary, and Phoenix Secondary

FOCUS
GOAL
#11
INVESTING
\$3.8M



Graduation Rate / Career & College Readiness

Schools: Cambridge Continuation H.S., DeWolf Continuation H.S., Fresno H.S., J.E.Young Academic Center

FOCUS
GOAL
#12
INVESTING
\$3.2M



Suspension Rate

Schools: Addams Elementary, Fort Miller M.S., Fresno H.S., Fulton, Lawless Elementary, Lowell Elementary, Muir Elementary, Phoenix Elementary, Phoenix Secondary, Turner Elementary, and Wolters Elementary

Pandemic Related Funding

To date, the district has been awarded nearly \$788.0 million in one-time funding from various state and federal resources. These resources are intended to help districts navigate and respond to the impact of the pandemic. The district’s strategic planning of one-time resources has centered on providing increased student access to instructional and social-emotional interventions, reimagining facility and technology use, and redefining health and safety expectations.

All funds are anticipated to be obligated by September 30, 2024.



Federal Recovery Summary Four Year Overview (in millions)

	Item Description	2020/21	2021/22	2022/23	2023/24 Estimated Actuals
Expanded Learning Opportunities	Additional Instruction Time (all grade levels)	\$ -	\$ 10.0	\$ -	\$ -
	Expanded Summer & Winter learning (including Alternative & Special Education)	\$ -	\$ 32.7	\$ 5.8	\$ 21.2
	Expanded After School Programs	\$ -	\$ 7.4	\$ -	\$ -
	Middle School & High School Enrichment Opportunities	\$ -	\$ 3.8	\$ -	\$ -
	eLearn Academy	\$ -	\$ 12.8	\$ 8.4	\$ 0.2
	Simultaneous Teaching	\$ -	\$ 32.3	\$ -	\$ -
Targeted Student Supports	Literacy Class Size Supports	\$ -	\$ 17.6	\$ 2.0	\$ -
	Credit Recovery	\$ -	\$ 1.6	\$ 0.6	\$ 2.1
	School Site Support (to be planned through the SPSA)	\$ -	\$ 1.5	\$ -	\$ -
	Student Group Support (African American, English Learners, Early Learners, Arts, Athletics)	\$ -	\$ 3.3	\$ 5.6	\$ 1.7
Training & Resource Supports	Two Day Voluntary Professional Learning Summit and Three Additional Planning & Student Engagement Days	\$ -	\$ 6.3	\$ 1.5	\$ 1.0
	Curriculum & Instruction Supports	\$ -	\$ 5.6	\$ 6.1	\$ 13.5
	Teacher Development Supports	\$ -	\$ 3.9	\$ 4.4	\$ 4.2
	Leadership Development Supports	\$ -	\$ -	\$ 0.3	\$ 1.1
	Student supports (student books, employability skills, skills contract)	\$ -	\$ 2.8	\$ 2.0	\$ 0.8
Health, Social-Emotional & Mental Health Supports	Health Services Support	\$ -	\$ 5.3	\$ 1.5	\$ 0.2
	Social-Emotional/Mental Health Supports	\$ -	\$ 3.0	\$ 2.1	\$ 3.0
	Special Education Support	\$ -	\$ -	\$ 6.7	\$ 4.0
Facility & Technology Enhancements	Classroom HVAC Upgrades*	\$ -	\$ 13.0	\$ 6.2	\$ 107.7
	Student Desk Replacements, Cafeteria and Outdoor Tables*	\$ -	\$ 4.2	\$ 2.5	\$ 2.7
	Technology Upgrades (Interactive Panels, Wi-Fi Expansion, Security, Classroom Telecom Upgrades)*	\$ -	\$ 1.5	\$ 20.3	\$ 14.1
	Upgrade Equipment (HR, Cafeteria)*	\$ -	\$ -	\$ -	\$ 2.0
	Student Support Services - Office Space, Media Centers, Science Lab	\$ -	\$ -	\$ 1.1	\$ 38.9
	CNG Busses	\$ -	\$ -	\$ -	\$ 1.5
	Farber Facilities (Expanded Alternative Education/CTE)*	\$ -	\$ -	\$ 31.1	\$ 16.1
	Autonomous Scrubbers Sanitation System	\$ -	\$ -	\$ -	\$ 1.8
	Outdoor Support Space (Pending CDE Approval)*	\$ -	\$ -	\$ -	\$ -
	Sub Total	\$ -	\$ 168.6	\$ 108.2	\$ 237.8
Pandemic Learning and Recovery Commitment	\$ 107.5	\$ 60.9	\$ 69.7	\$ 20.0	
Indirect	\$ -	\$ 8.4	\$ 3.5	\$ 3.3	
Total	\$ 107.5	\$ 237.9	\$ 181.4	\$ 261.1	
Beginning Balance Recovery Funds	\$ 787.9	\$ 680.4	\$ 442.5	\$ 261.1	
Ending Balance Recovery Funds	\$ 680.4	\$ 442.5	\$ 261.1	\$ -	

*Project costs can carry-over from one budget year to the next; expenses are recognized as they are completed

State Education Budget

Proposition 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for K-12 schools and community colleges. Proposition 2, enacted by voters in 2014, changed state budgeting practices relating to reserves and debt payments. The Public School System Stabilization Account was established, also referred to as the Proposition 98 Rainy Day Fund, within the Proposition 98 Guarantee as a mechanism to lessen the impact of volatile state revenues on K-14 schools.

Minimum Guarantee:

The Guarantee, which went into effect in the 1988/89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986/87, General Fund revenues, per capita personal income, and school attendance growth or decline. As of the 2013/14 school year the Local Control Funding Formula is the primary mechanism for distributing these funds to support all students attending K-12 public schools in California.

The Guarantee continues to be in Test 1 for 2024/25 (as it has for 2020/21, 2021/22, 2022/23, and 2023/24). Test 1 requires the state to spend at least as much as it did on K-12 and community colleges in 1986-87 (approximately 40% of the state General Fund). Under Test 1, a decrease in funding is attributable to the decline in overall state revenues. Property tax estimates have increased from the Governor’s initial projections in January; these have helped to offset some of the decrease in the minimum guarantee over the next three years.

Total K-14 Proposition 98 base guarantee funding at the final adopted budget is \$97.5 billion in 2022/23, \$98.5 billion in 2023/24, and \$111.2 billion in 2024/25. There is a maintenance factor that is also applied to each year: \$6.2 million in 2022/23, \$8.3 million in 2023/24, and \$4.1 million in 2024/25. The maintenance factor is not currently part of the guarantee but will be owed in future years based on revenues. The chart below shows the state’s education funding through Proposition 98 from 2009/10 to the present.

Proposition 2 - State Rainy-Day Fund:

In a fiscal year when all of the following conditions are met, a deposit is made into the Rainy Day Account. At the State level, the Rainy Day Fund has two avenues for making reserves deposits and paying debt. First, it requires the state to set aside 1.5% of the total General Fund revenues. Second, it requires the state to aside a portion of capital gains revenues that exceed a specified threshold. These amounts are combined and then split between paying down debt and the rainy-day reserve account. In order to access funds from both the Rainy Day and Public School System Stabilization Account, the Governor must declare a budget emergency (declared June 26, 2024).

Public School System Stabilization Account (PSSSA):

This is the Proposition 98 Rainy-Day Fund specifically designed for K-14 schools. It is designed as a mechanism to lessen the impact of volatile state revenues on K-14 school funding. The calculation for required deposit into this account is heavily reliant on taxes and capital gains in

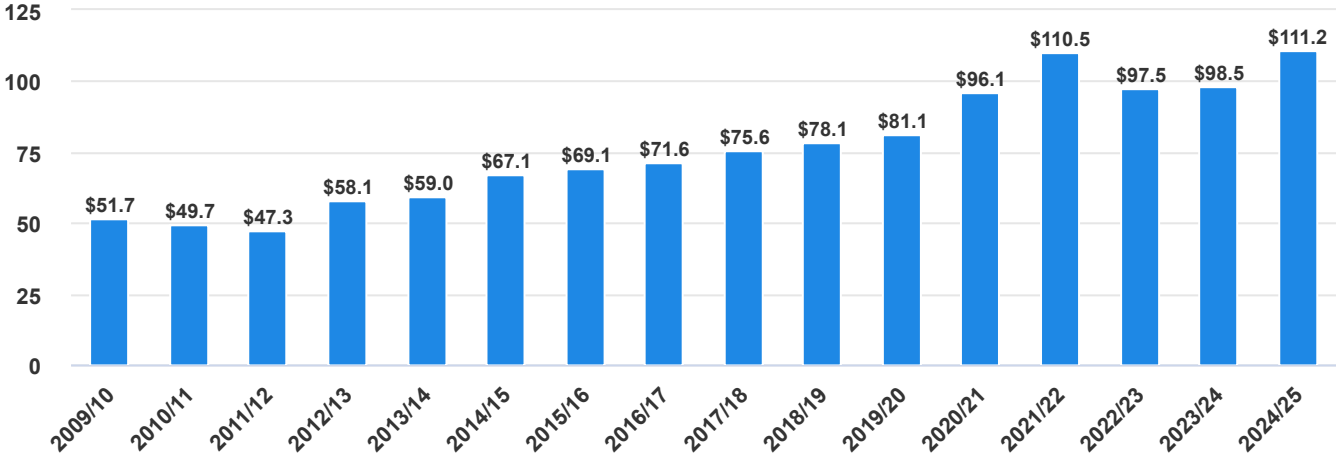


the state. Deposits are required only when the state projects capital gains revenue will exceed 8% of total General Fund revenue. Due to the budget emergency, the state is able to suspend required transfers into the PSSSA and return funds that have been transferred to this account back to the General Fund to address the budget shortfall. The State’s new projected reserve is \$8.4 billion; the entire \$8.4 billion will be withdrawn in 2023/24, including \$2.6 billion to pay a deferral from 2022/23. The State budget does include a discretionary payment into the reserve of \$1.1 billion in 2024/25.

Why does this matter? There is a statutory cap of 10 percent on a school district reserve in fiscal years immediately succeeding those in which the balance in this Account is equal to or greater than three (3) percent of the total K-12 share of the Prop 98 Guarantee. Due to the reduction in deposits based on lower revenue in prior years, the local reserve cap is not triggered in the 2024/25 budget year and is not projected to be triggered in the 2025/26 budget year. A copy of the Governor’s Budget can be found at: <http://www.ebudget.ca.gov/>

Source: Prop-98-and-K-12-Funding-May-Revision (ca.gov)
Source: 2024-25 State Budget Agreement Reached | SSC (sscal.com)
Source: Capitol Advisors “Budget Perspectives Workshop 2024-25 Budget Act”

Proposition 98 Funding-State Level
In Billions



Strategic Budget Development Process

Budget Development Guided by:

Board Adopted Goals

The **Goals** support: Student, Family and Staff. The purpose of the Fresno Unified School District Goals is to give the District direction to improve student outcomes.

Student:

- 1. Improve academic performance at challenging levels
- 2. Expand student-centered and real-world learning experiences
- 3. Increase student engagement in their school and community

Family:

- 4. Increase inclusive opportunities for families to engage in their students' education

Staff:

- 5. Increase recruitment and retention of staff reflecting the diversity of our community

Board Adopted Core Beliefs and Commitments

Student Learning, High Quality Instruction, Leadership, Safety, Culture

Board Policy on Theory of Action

All processes related to our core business of teaching/learning will provide a stable, long-term framework for improving student achievement

Board Policy on Accountability

Provide the framework of how the school district will measure individual school success

Board Policy on Data Dashboard

Strategic indicators that provide a comprehensive snapshot of the operational health of the district and progress towards the Board's strategic goals

Board Policy of Professional Learning

Build the skills and knowledge of all employees and strengthen the capacity of the entire district to fulfill its educational mission for the benefit of its students

Board Policy on Reserves

Stable Economic Times

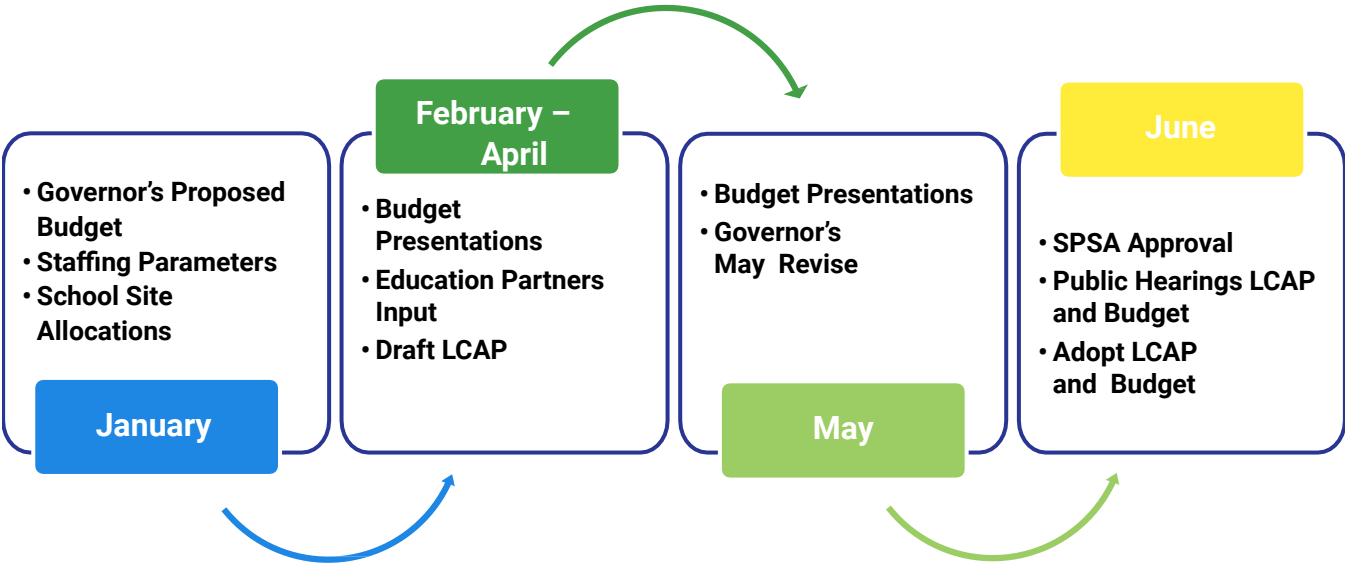
- Reserve for economic uncertainty 5-10%
- Workers' Compensation 90% / GASB 45 funding plan

Volatile Economic Times

- Reserve for economic uncertainty 2-4%
- Workers' Compensation 70% / Suspend GASB 45 funding plan



Financial Reporting Timelines



Budget Development/Background

Local Education Agencies (LEAs) are required to adopt a budget prior to July 1st of each year (the fiscal year is from July 1-June 30). The “adopted budget” is only the first blueprint of what the LEA expects in revenues and expenditures since the preparation of this budget started well before the State finalized the budget for the year. Since the State finalizes its fiscal budget on June 30th, there are times when adjustments are required. A school district has 45 days to present a revised budget to the Board from the date the State budget was enacted.

The 2024/25 Adopted Budget includes recommendations that continue to balance the Board of Education’s investments in extensive student programs and supports, competitive employee compensation, prudent fiscal stewardship, addressing unfinished learning, and responding to the impacts of the pandemic. It also keeps at the forefront the Board’s mission to nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

Budget Preparation/Process: This is the first step in the development of the budget. The district projects the costs to continue existing programs, adjusts any costs related to enrollment projections, and factors in any other outside costs not controlled by the District (such as insurance, retirement contributions, legal costs, etc).

Estimates are also done to project federal, state and local revenues. Beginning balances for the year are calculated based on the estimated actuals of the current fiscal budget year.

Departments are asked to review any potential budget requests (either increase or decrease) to their current fiscal year and submit for review. Presentations are made for both Board and public input. Final approval of the Adopted Budget is required by June 30th.

Budget Revisions/Adjustment: The budget department and financial services division either receives or initiates well over 12,000 budget transfer requests annually to make adjustments to the adopted budget. There are certain limitations on what a site or department can initiate (i.e., they cannot transfer funds from a restricted program such as Title I funds to an unrestricted fund). Budget adjustments are generally moving funds from one object to another but not increasing the overall budget for the given department.

- Budget Revisions are generally done on a schedule (i.e. first interim, second interim, etc) and often require Board approval. Revision parameters that require Board approval are:
 - ◆ Any adjustment from Undistributed Reserves
 - ◆ Any revisions that change the number of ongoing positions
 - ◆ Any revisions to reflect unanticipated new revenue during the fiscal year

Changes in Reserve Levels

The 2023/24 Year-End Estimated ending balance at Second Interim was projected at \$134.0 million. The revised projected Unrestricted General Fund ending balance is \$156.6 million. The difference of \$22.6 million is due primarily to the following components:

- A decrease in Transportation add-on revenue due to disallowance of transportation costs in restricted funds of (\$1.1 million)
- An increase in interest income of \$7.0 million, an increase in MediCal Administrative Activities as one-time of \$1.8 million and increase in reimbursement of \$200,000
- Recognize the March 2024 unrealized loss reduction from -3.87% to -3.29% as one-time revenue of \$11.5 million; total increase \$20.5 million
- Salary and benefits saving of \$2.9 million based on year-to-date expenditures
- New savings of \$0.3 million in the following areas:
 - ◆ Utility savings - \$1.1 million
 - ◆ Increased security contracts - (\$1.5 million)
 - ◆ Increased translation contracts - (\$0.3 million)
 - ◆ Savings of school site and department supplies - \$1.0 million
- An increase in Special Education Speech Pathologist contracts of (\$6.0 million)
- An increase in Special Education Pareducator contracts of (\$1.0 million)

As discussed earlier, the minimum reserve level is 2%, however in order to plan for the fiscal uncertainty of the future, the district has continued to operate with higher reserve levels. These will continue to be adjusted and monitored to reflect the current budgetary needs of the budget using sound fiscal policies.

Reserve Levels-Estimated/Adopted/Projected (in Millions)

	Estimated 2023/24	Budget 2024/25	Projected 2025/26	Projected 2026/27
Ongoing Funds:				
Revenues	\$ 1,055.45	\$ 1,046.54	\$ 1,054.71	\$ 1,075.47
- Expenses, Sources/Uses	1,050.35	1,116.44	1,113.23	1,099.89
Ongoing Net Change in Fund Balance	5.10	(69.90)	(58.52)	(24.42)
One-Time Funds:				
One-Time Revenues	\$ 15.30	\$ 4.00	\$ 0.00	\$ 0.00
One-Time Expenses	30.52	36.70	38.60	8.50
One-Time State and Federal Recovery Funds	261.10	-	-	-
One-Time State and Federal Recovery Expenses	261.10	-	-	-
One-Time Net Change in Fund Balance	(15.22)	(32.70)	(38.60)	(8.50)
Total Unrestricted General Fund:				
Beginning Balance	\$ 328.39	\$ 318.27	\$ 215.67	\$ 118.55
Ending Balance	\$ 318.27	\$ 215.67	\$ 118.55	\$ 85.63
Cash, Inventory, Prepaid Assets	5.26	5.26	5.26	5.26
Committed for Future Textbook Adoptions	29.15	17.75	8.95	8.95
Committed Pandemic Learning and Recovery	122.40	58.20	7.50	-
Reserve for One-Time Expenses and Carryover	4.90	-	-	-
Change in Reserve	\$ 23.60	\$ (22.10)	\$ (37.62)	\$ (25.42)
Reserve level	8.84%	8.06%	6.05%	4.65%

Reserve Type (in millions)	Estimated 2023/24	Planned Change	Proposed 2024/25	Recommended Level 2024/25
Unrestricted General Fund	\$ 156.56	\$ (22.10)	\$ 134.46	\$ 134.46
Workers' Compensation	32.10	-	32.10	32.10 ⁽¹⁾
General Liability Reserve	5.17	-	5.17	5.17 ⁽¹⁾
Health Fund Incurred But Not Paid	25.05	1.11	26.16	26.16 ⁽¹⁾
Other Post-Employment Benefits (OPEB)	80.60	5.31	85.91	644.01 ⁽¹⁾
Health Fund Unencumbered Reserves	\$ 125.65	\$ 22.28	\$ 147.93	\$ 34.00 ⁽²⁾

⁽¹⁾ Recommended level is provided by actuarial study

⁽²⁾ Recommended level is provided by the Joint Health Management Board contracted consultant

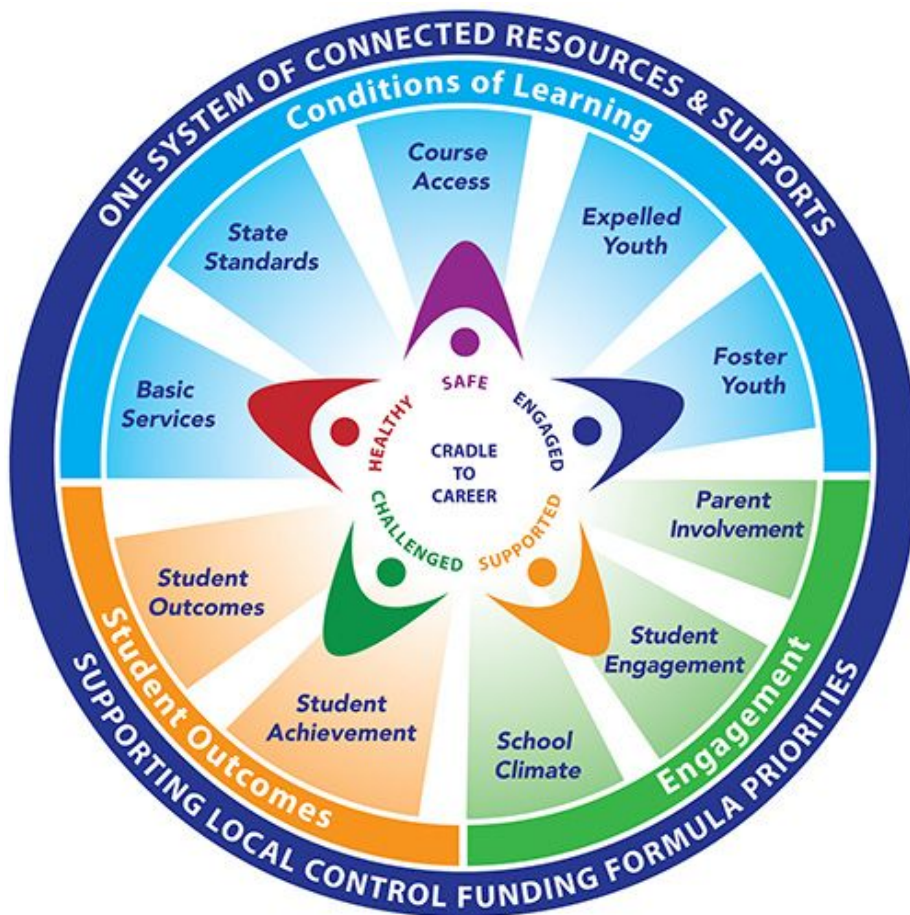
Committed Fund Balance	2024/25	2025/26	2026/27
- Future Textbook Adoption	\$ 17.8	\$ 9.0	\$ 9.0
- Pandemic Learning and Recovery	\$ 58.2	\$ 7.5	-

A full copy of Fresno Unified School District’s 2024/25 Proposed Budget is available in the Board of Education office, the Fiscal Services Department, and on the Fiscal Services website at the following link: <http://www.fresnounified.org/dept/fiscalservices>

A summary of all budgets is included.

Local Control Funding Formula (LCFF)

The Local Control Funding Formula (LCFF) was enacted in 2013/14; it replaced the previous finance system which had been in existence for roughly 40 years. For school districts the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previous K–12 funding streams that existed at the time. The Local Control Funding Formula is the primary source of funding that can be designated for general purpose, Special Education, and other miscellaneous program expenses. It is important to note that the LCFF funding includes the Cost of Living Adjustment (COLA) increase of 1.07% for the budget year 2024/25.



The heart of the overall school finance system in California is the funding formula. All districts receive a uniform base amount per pupil, with different amounts depending on the grade level. Districts will receive the most funding for high school grades, where instruction costs the most and additional funding for grades K-3. In the past, older 4-year-olds in transitional kindergarten were treated the same as kindergartners for funding purposes. The 2022/23 school year was the first that included the new implementation for the Transitional Kindergarten program included in the Governor’s budget. Districts receive less funding for students in middle/upper grades. The target for full implementation remains 2025/26 and continues to be a priority in the Governor’s Budget.

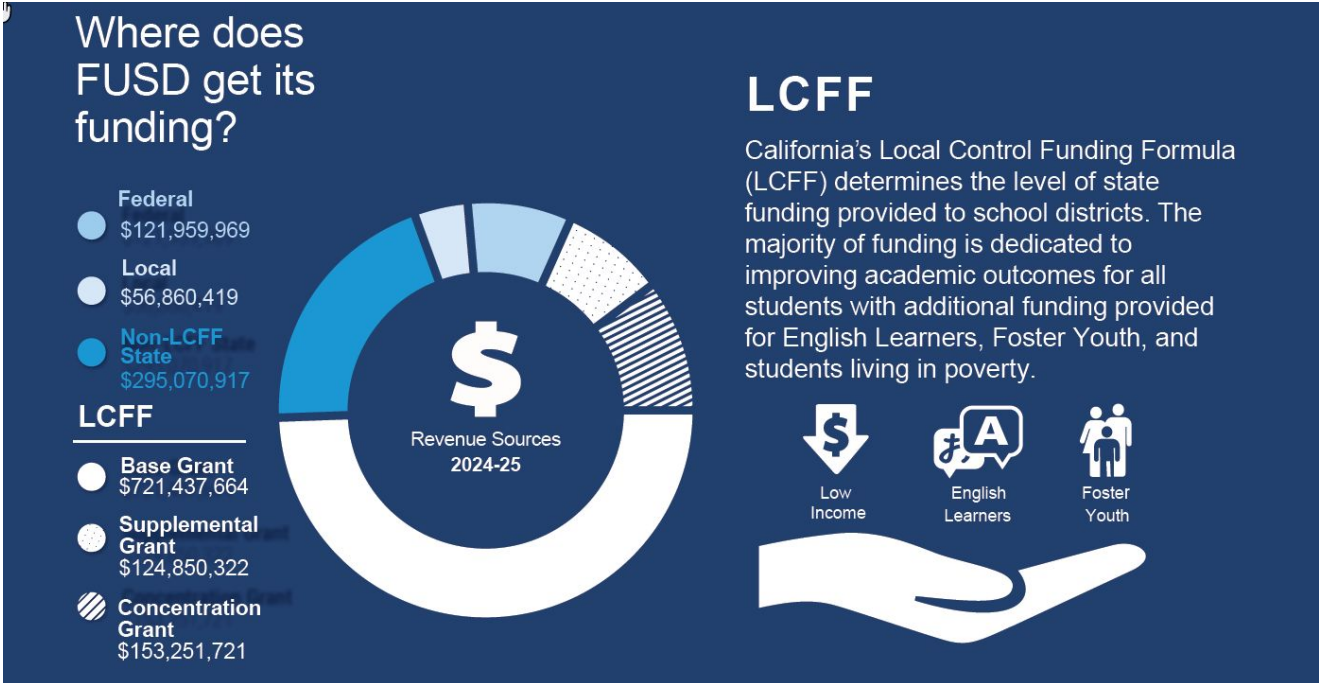


In addition to the base grant, districts receive additional funds based on the number of low income, English learners, homeless students or foster children who attend. These students are referred to as “high-need” and an Unduplicated Pupil Percentage (UPP) is utilized to determine how many “high need” students are enrolled at each school district. Unduplicated means that even though a student may fall into more than one category (for instance they are both an English learner and a foster youth), they are only counted once for the purposes of the funding formula. At Fresno Unified School District, the Unduplicated Pupil Percentage for 2023/24 is 88.03% (used for Adopted 2024/25 budget).

Districts receive an additional 20 percent of the base – a “supplemental grant”– for each high-needs student enrolled in a district.

In addition to supplemental and base grants, when high-needs students make up at least 55 percent of a district’s enrollment, districts receive a “concentration grant” equal to 50 percent of the base grant for every high-needs student above the 55 percent threshold. This threshold figure is based on agreement among proponents of the new system that it costs school districts more to effectively educate high-needs students concentrated in high-poverty communities.

The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English Learners, Foster Youth, and students living in poverty.

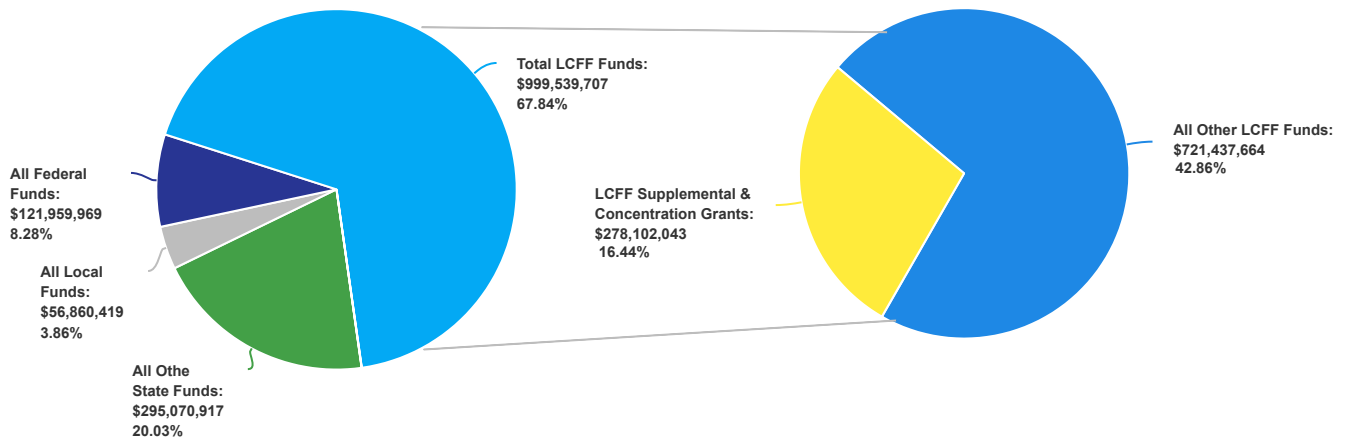


LCFF Funding for Fresno Unified School District

The total revenue projected for Fresno Unified School District is \$1,473,431,012:

- \$999,539,707 is Local Control Funding Formula (LCFF)
 - ◆ Of the \$999,539,707 in LCFF Funds, \$278,102,043 is generated based on the enrollment of high needs students (foster youth, English learner, and low income students)
- \$295,070,917 is Other State Funds
- \$56,860,419 is Local Funds
- \$121,959,969 is Federal Funds

Projected Revenue by Fund Source



Most Fresno Unified students are disproportionately impacted by higher concentrations of poverty than the average city in California. Fresno County ranks as the second poorest metropolitan county (Tulare ranks last) in California (21.3%)*. Within the City of Fresno, the US Census reports that 35.1% of children that attend Fresno Unified School District live with incomes below the Federal poverty level compared to 15.5% statewide.**

Poverty rates within the City of Fresno are also significantly higher in the following groups: Native Hawaiian (33.9%), Black residents (33.3%), American Indian (24.4%), Asian residents (23.1%), and for Hispanic or Latino residents (22.7%)***. It is also important to recognize that these statistics do not adequately count the homeless population. Bottom-line, poverty affects Fresno school age students to a greater degree than the statewide average.

Below you will find comparative data for both per capita income and median household income in both the City and County of Fresno, the City of Clovis, the State of California and the US. This data represents the most recent Census data, 2018-2022.

Income and Poverty Comparison

	City of Fresno	City of Clovis	Fresno County	State	US
Per Capita Income****	\$29,293	\$41,909	\$30,130	\$45,591	\$41,261
Median Household Income****	\$63,001	\$98,554	\$67,756	\$91,905	\$75,149

Sources:
 *California Poverty Rate by County (indexmundi.com)
 **SAIPE (census.gov)
 ***<https://www.city-data.com/poverty/poverty-Fresno-California.html>
 ****U.S. Census Bureau QuickFacts: Fresno County, California



What Makes Up a School District’s Funding?

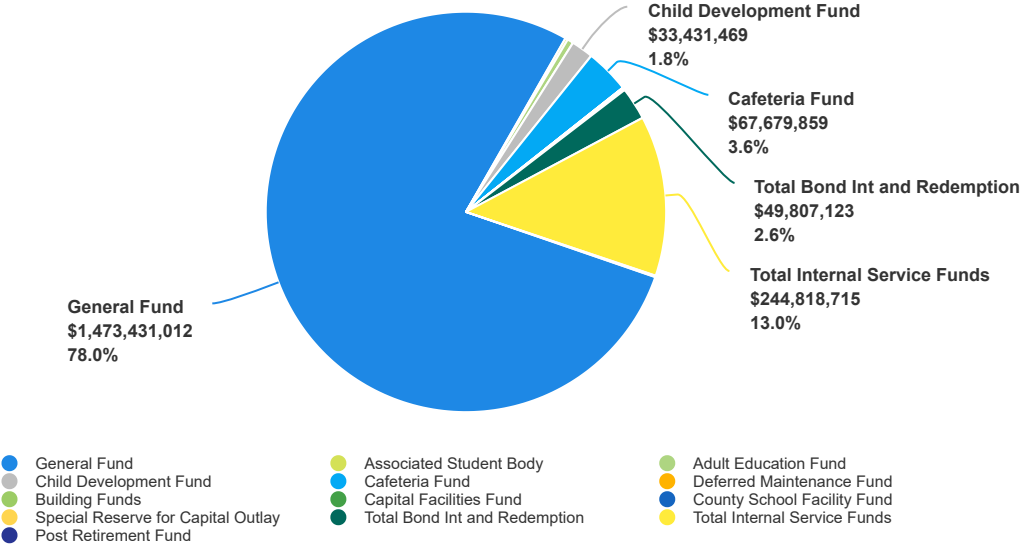
The District’s total budgeted revenue for 2024/25 is \$1,888,704,719. This is a decrease of \$320,472,949 from the 2023/24 projected revenue of \$2,209,177,668. The General Fund makes up the largest part of the District’s total revenue, accounting for 78.01% with the other funds accounting for the balance of the revenue.

Summary of Revenue - All Funds

Fund Name	2023/24 Estimated Actual Revenue	2024/25 Budgeted Revenues	Difference
General Fund Unrestricted	\$ 1,070,716,323	\$ 1,050,513,277	\$ (20,203,046)
General Fund Restricted	697,366,850	422,917,735	(274,449,115)
Total General Fund	\$ 1,768,083,173	\$ 1,473,431,012	\$ (294,652,161)
Adult Education Fund	9,851,021	9,379,920	(471,101)
Child Development Fund	35,391,670	33,431,469	(1,960,201)
Cafeteria Fund	69,672,124	67,679,859	(1,992,265)
Deferred Maintenance Fund	2,904	-	(2,904)
Building Fund	2,767,397	2,275,483	(491,914)
Developer Fee/ Capital Facilities Fund	1,944,708	1,385,000	(559,708)
County School Facility Fund	1,044,631	600,000	(444,631)
Special Reserve for Capital Outlay	40,000	40,000	-
Total Bond interest and Redemption	62,977,039	49,807,123	(13,169,916)
Total Internal Service/ Self Insurance Funds	246,714,161	244,818,715	(1,895,446)
Post Retirement Fund	7,347,995	2,000,000	(5,347,995)
ASB Student Body	3,340,845	3,856,138	515,293
Total	\$ 2,209,177,668	\$ 1,888,704,719	\$ (320,472,949)



Summary of Revenue Sources by Fund



Fresno Unified School District - All Funds Combined
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ 779,548,202	\$ 847,472,812	\$ 957,765,700	\$ 1,012,160,191	\$ 999,539,707	\$ 1,009,209,708	\$ 1,030,964,524	\$ 1,053,670,573
Federal Revenues	200,536,288	345,174,923	328,789,002	428,594,033	179,653,105	185,128,011	179,653,101	179,653,101
State Revenues	211,832,320	258,122,560	466,214,129	371,422,754	343,605,933	322,772,684	333,605,933	333,605,933
Other Local Revenues	282,477,898	317,677,670	337,734,811	397,000,690	363,905,974	372,602,842	370,802,842	370,802,842
Other Sources	11,127,593	-	-	-	-	-	-	-
Total Revenues	\$ 1,485,522,301	\$ 1,768,447,965	\$ 2,090,503,642	\$ 2,209,177,668	\$ 1,886,704,719	\$ 1,889,713,245	\$ 1,915,026,400	\$ 1,937,732,449
\$ Increase/(Decrease)	\$ 128,680,277	\$ 282,925,664	\$ 322,055,677	\$ 118,674,026	\$ (322,472,949)	\$ 3,008,526	\$ 25,313,155	\$ 22,706,049
% Increase/(Decrease)	12.72%	19.05%	18.21%	5.68%	-14.60%	0.16%	1.34%	1.19%
EXPENDITURES								
Certificated Salaries	\$ 453,026,180	\$ 530,819,789	\$ 530,868,518	\$ 594,243,465	\$ 617,343,966	\$ 633,197,027	\$ 595,673,966	\$ 595,024,813
Classified Salaries	168,268,047	186,142,498	216,164,619	233,708,353	273,339,291	276,896,939	273,384,439	274,638,881
Employee Benefits	323,164,820	371,604,947	422,141,600	476,283,387	475,584,786	489,085,912	470,558,821	475,279,800
Books and Supplies	90,254,767	123,277,023	146,362,329	173,866,503	168,890,313	155,953,277	146,614,447	146,564,447
Services and Other Operating Expenditures	278,173,185	343,766,282	405,385,974	458,943,407	511,663,808	437,891,001	419,352,446	417,434,646
Capital Outlay	77,368,053	81,994,371	81,536,801	230,473,922	16,593,104	32,091,011	310,337,387	29,635,470
Other Outgo/Debt Service	57,517,464	234,529,500	69,616,174	66,049,385	60,534,401	60,584,401	60,534,401	60,534,401
Total Expenditures	\$ 1,447,772,516	\$ 1,872,134,410	\$ 1,872,076,015	\$ 2,233,568,422	\$ 2,123,949,669	\$ 2,085,699,568	\$ 2,276,455,907	\$ 1,999,112,458
\$ Increase/(Decrease)	\$ 56,069,425	\$ 424,361,894	\$ (58,395)	\$ 361,492,407	\$ (109,618,753)	\$ (38,250,101)	\$ 190,756,339	\$ (277,343,449)
% Increase/(Decrease)	4.03%	29.31%	0.00%	19.31%	-4.91%	-1.80%	9.15%	-12.18%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 87,323,078	\$ 81,932,078	\$ 53,644,806	\$ 76,174,375	\$ 88,443,520	\$ 14,442,818	\$ 14,442,818	\$ 14,442,818
(Transfer Out)	(87,323,078)	(81,932,078)	(53,644,806)	(76,174,375)	(88,443,520)	(12,596,474)	(10,981,892)	(10,981,892)
Sources	183,586,250	570,470	103,891,619	-	2,000,000	-	-	-
Uses	-	-	-	-	-	32,572,040	42,572,040	\$ 57,572,040
Contributions	-	-	(1)	-	-	-	-	-
Total Other Financing Sources	\$ 183,586,250	\$ 570,470	\$ 103,891,618	\$ -	\$ 2,000,000	\$ 34,418,384	\$ 46,032,966	\$ 61,032,966
Beginning Fund Balance	652,446,972	873,783,007	770,667,032	1,092,986,277	1,068,595,523	833,350,573	671,782,634	356,386,093
Fiscal Year Transactions	221,336,035	(103,115,975)	322,319,245	(24,390,754)	(235,244,950)	(161,567,939)	(315,396,541)	(347,043)
Audit Adjustment	-	-	-	-	-	-	-	-
Ending Fund Balance	\$ 873,783,007	\$ 770,667,032	\$ 1,092,986,277	\$ 1,068,595,523	\$ 833,350,573	\$ 671,782,634	\$ 356,386,093	\$ 356,039,050

Summary of Expenses - All Funds

Fund Name	2023/24 Estimated Actual Expenses	2024/25 Budgeted Expenses	Difference
General Fund Unrestricted	\$ 935,264,857	\$ 982,655,652	\$ 47,390,795
General Fund Restricted	830,121,428	678,422,092	(151,699,336)
Total General Fund	\$ 1,765,386,285	\$ 1,661,077,744	\$ (104,308,541)
Adult Education Fund	10,029,989	10,011,665	(18,324)
Child Development Fund	33,533,077	36,003,509	2,470,432
Cafeteria Fund	66,642,086	67,635,487	993,401
Deferred Maintenance Fund	3,359,313	5,456,409	2,097,096
Total Building Funds	273,000	250,000	(23,000)
Developer Fee/ Capital Facilities Fund	178,831	2,746,614	2,567,783
County School Facility Fund	69,968,831	57,357,409	(12,611,422)
Special Reserve for Capital Outlay	894,681	1,359,111	464,430
Total Bond interest and Redemption	61,481,209	56,500,855	(4,980,354)
Total Internal Service/ Self Insurance Funds	218,933,166	222,213,287	3,280,121
Post Retirement Fund	61,390	150,000	88,610
ASB Student Body	2,826,564	3,187,579	361,015
Total	\$ 2,233,568,422	\$ 2,123,949,669	\$ (109,618,753)

Budgeted Ending Balances by Fund

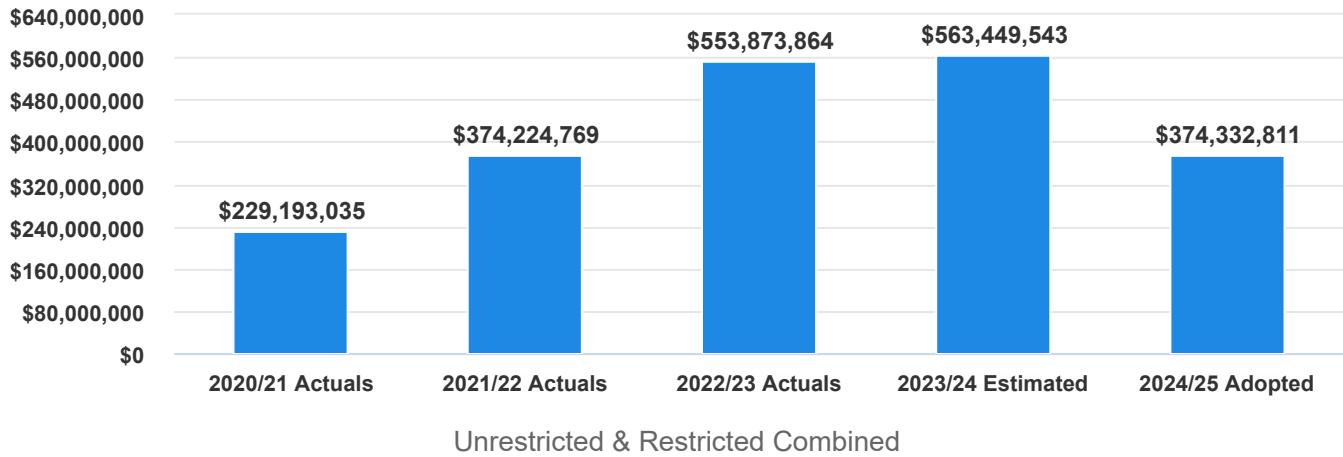
Fund Name	2024/25 Estimated Beginning Balance	2024/25 Budgeted Revenues	2024/25 Budgeted Expenditures	Projected Other Financing Sources	2024/25 Budgeted Ending Balance
General Fund					
Unrestricted	\$ 318,264,089	\$ 1,050,513,277	\$ 982,655,652	\$ (170,457,128)	\$ 215,664,586
General Fund					
Restricted	245,185,454	422,917,735	678,422,092	168,987,128	158,668,225
Total General Fund	\$ 563,449,543	\$ 1,473,431,012	\$ 1,661,077,744	\$ (1,470,000)	\$ 374,332,811
Adult Education Fund	1,224,921	9,379,920	10,011,665	-	593,176
Child Development					
Fund	2,572,041	33,431,469	36,003,509	-	1
Cafeteria Fund	23,565,200	67,679,859	67,635,487	-	23,609,572
Deferred Maintenance					
Fund	-	-	5,456,409	5,456,409	-
Total Building Funds	79,035,710	2,275,483	250,000	(79,446,611)	1,614,582
Developer Fee/ Capital					
Facilities Fund	5,158,085	1,385,000	2,746,614	(40,500)	3,755,971
County School Facility					
Fund	46,447,569	600,000	57,357,409	74,000,702	63,690,862
Special Reserve for					
Capital Outlay	1,896,980	40,000	1,359,111	-	577,869
Total Bond interest					
and Redemption	121,823,143	49,807,123	56,500,855	-	115,129,411
Total Internal Service/					
Self Insurance Funds	139,641,000	244,818,715	222,213,287	(2,000,000)	160,246,428
Post Retirement Fund	80,559,477	2,000,000	150,000	3,500,000	85,909,477
ASB Student Body	3,221,854	3,856,138	3,187,579	-	3,890,413
Total	\$ 1,068,595,523	\$ 1,888,704,719	\$ 2,123,949,669	\$ -	\$ 833,350,573



Fresno Unified School District - General Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ 779,548,202	\$ 847,472,812	\$ 954,717,023	\$ 1,012,160,191	\$ 999,539,707	\$ 1,009,209,708	\$ 1,030,964,524	\$ 1,053,670,573
Federal Revenues	170,530,398	293,017,805	270,046,403	369,371,751	121,959,969	121,959,965	121,959,965	121,959,965
State Revenues	171,938,651	230,100,898	399,756,490	317,526,248	295,070,917	285,070,917	285,070,917	285,070,917
Other Local Revenues	18,408,329	38,883,276	15,933,182	69,024,983	56,860,419	51,360,419	50,360,419	50,360,419
Other Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 1,140,425,580	\$ 1,409,474,791	\$ 1,640,453,098	\$ 1,768,083,173	\$ 1,473,431,012	\$ 1,467,601,009	\$ 1,488,355,825	\$ 1,511,061,874
\$ Increase/(Decrease)	\$ 128,680,277	\$ 269,049,211	\$ 230,978,307	\$ 127,630,075	\$ (294,652,161)	\$ (5,830,003)	\$ 20,754,816	\$ 22,706,049
% Increase/(Decrease)	12.72%	23.59%	16.39%	7.78%	-16.67%	-0.40%	1.41%	1.53%
EXPENDITURES								
Certificated Salaries	\$ 444,220,667	\$ 521,092,622	\$ 519,899,450	\$ 581,346,589	\$ 604,284,738	\$ 601,499,738	\$ 582,614,738	\$ 581,965,585
Classified Salaries	148,682,793	164,336,137	190,895,573	205,931,597	242,111,602	246,899,102	243,386,602	244,641,044
Employee Benefits	302,524,312	348,507,758	394,318,111	448,417,319	444,541,191	443,764,033	440,161,291	444,882,270
Books and Supplies	76,577,446	96,734,612	109,968,616	133,440,836	129,673,044	120,394,564	111,255,734	111,255,734
Services and Other Operating Expenditures	79,574,274	126,917,590	177,508,908	221,674,996	232,738,631	205,890,158	187,591,591	186,152,662
Capital Outlay	2,019,909	3,694,894	51,752,074	172,222,125	6,405,789	3,992,789	3,992,789	3,992,789
Other Outgo/Debt Service	344,378	1,707,668	2,985,876	2,352,823	1,322,749	1,322,749	1,322,749	1,322,749
Total Expenditures	\$ 1,053,943,779	\$ 1,262,991,281	\$ 1,447,328,608	\$ 1,765,386,285	\$ 1,661,077,744	\$ 1,623,763,133	\$ 1,570,325,494	\$ 1,574,212,833
\$ Increase/(Decrease)	\$ 39,858,058	\$ 209,047,502	\$ 184,337,327	\$ 318,057,677	\$ (104,308,541)	\$ (37,314,611)	\$ (53,437,639)	\$ 3,887,339
% Increase/(Decrease)	3.93%	19.83%	14.60%	21.98%	-5.91%	-2.25%	-3.29%	0.25%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 6,836,688	\$ 4,141,622	\$ 3,419,556	\$ 4,063,259	\$ 5,486,409	\$ 5,486,409	\$ 5,486,409	\$ 5,486,409
(Transfer Out)	(16,308,419)	(5,593,398)	(4,853,446)	(4,856,409)	(6,956,409)	(6,956,409)	(6,956,409)	(6,956,409)
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	30,000,000	40,000,000	55,000,000
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ (9,471,731)	\$ (1,451,776)	\$ (1,433,890)	\$ (793,150)	\$ (1,470,000)	\$ 28,530,000	\$ 38,530,000	\$ 53,530,000
Beginning Fund Balance	152,182,965	229,193,035	374,224,769	553,873,864	563,449,543	374,332,811	246,700,687	203,261,018
Fiscal Year Transactions	77,010,070	145,031,734	191,690,600	1,903,738	(189,116,732)	(127,632,124)	(43,439,669)	(9,620,959)
Audit Adjustment	-	-	(12,041,505)	7,671,941	-	-	-	-
Ending Fund Balance	\$ 229,193,035	\$ 374,224,769	\$ 553,873,864	\$ 563,449,543	\$ 374,332,811	\$ 246,700,687	\$ 203,261,018	\$ 193,640,059

General Fund Balance History



Components of Ending Fund Balance

The General Fund has reflected higher balances due to the one-time, restricted funding available from the pandemic and learning loss. Since the last of this funding must be obligated by the end of September, 2024, the General Fund balance will return to a more “historical average” as seen in the General Fund Multi-Year Projection. Listed below is a visual of the reserve types showing the increase and corresponding decline due to expenditure of one-time funds.

Components of Ending Fund Balance (in millions)					
Reserve Type	2020/21 Actuals	2021/22 Actuals	2022/23 Unaudited Actuals	2023/24 Estimated	2024/25 Adopted Budget
Reserve for Economic Uncertainties	\$113.7	\$146.8	\$133.0	\$156.6	\$134.5
Restricted	\$29.7	\$77.5	\$225.5	\$245.2	\$158.7
Committed	\$25.9	\$105.0	\$178.4	\$151.5	\$76.0
Assigned	\$56.2	\$40.3	\$11.7	\$4.9	\$0.0
Cash, Inventory, Pre-Paid Assets	\$3.6	\$4.6	\$5.3	\$5.2	\$5.1
Total	\$229.1	\$374.2	\$553.9	\$563.4	\$374.3



Average Daily Attendance and Funding

Total Average Daily Attendance (ADA) is defined as the total days of student attendance divided by the total day of instruction. Attendance is important for several reasons.

California school districts, to include Fresno Unified, receive a significant portion of their funding from the State. Prior to 2013/14, school districts received their funding based on a revenue limit model that had existed for almost 40 years. In 2013/14 the Local Control Funding Formula (LCFF) replaced this model of funding; the LCFF continued to use ADA as a basis of the calculation but instead created targets based on student populations and gave spending flexibility to districts.

Due to challenges from the pandemic, districts have suffered ADA losses. Since funding is based on a district's ADA, the Governor's Budget addressed these potential LCFF ADA funding losses by providing an option to utilize the average of the three prior years' Average Daily Attendance for the Local Control Funding Formula (LCFF). The budget utilizes this formula for estimated Average Daily Attendance (ADA); assumptions include a 92% attendance rate in 2024/25, 2025/26, and 2026/27 and approximately 900 student enrollment decline in each year. These assumptions equate to a decrease of \$12.6 million in 2024/25, \$9.7 million in 2025/26, and \$21.8 million in 2026/27.

New to the 2024/25 Budget Act, but effective July 1, 2025 (2025/26 budget year), is an Attendance Recovery Program (ARP) which is intended to allow Local Educational Agencies to operate an ARP program to make up lost attendance and therefore increase funding and accountability for the district. Key components of this program include:

- ◆ Participation in the program must to voluntary
- ◆ Students must be under the immediate supervision and control of a certificated employee in the district
- ◆ Attendance must be tracked and reported separately from regular attendance
- ◆ Class size ratios cannot exceed 20 to 1, or 10 to 1 for TK/K programs
- ◆ Excludes students in non-classroom based programs, independent study, and charter schools

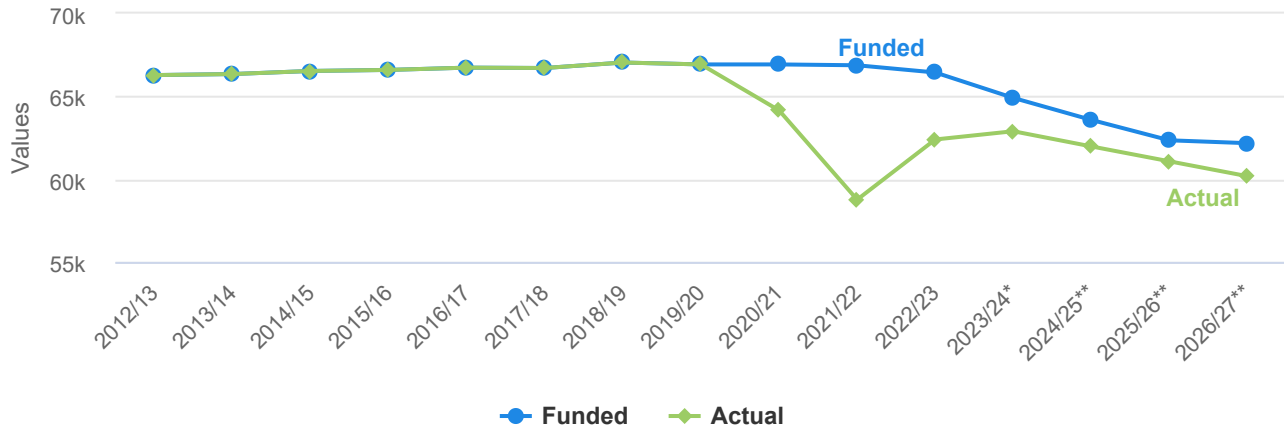
While the funding component of ADA is critical, there are other key factors related to ADA. Based on national data, chronic absences in kindergarten are associated with lower academic performance in first grade. The impact is twice as great for students from low income families. Other studies have found a strong relationship between sixth-grade attendance and the percentage of student's graduating on time or within a year of their expected high school graduation. Chronic absenteeism increases achievement gaps at the elementary, middle, and high school level making it more difficult to stay on track to graduate. Furthermore, students with histories of chronic absenteeism have a higher chance of becoming involved with the juvenile justice system.

Source: Capitol Advisors "Budget Perspectives Workshop 2024-25 Budget Act"

Average Daily Attendance

SY	Funded	Actual
2012/13	66,286	66,286
2013/14	66,348	66,348
2014/15	66,535	66,535
2015/16	66,598	66,598
2016/17	66,736	66,736
2017/18	66,714	66,714
2018/19	67,045	67,045
2019/20	66,930	66,930
2020/21	66,930	64,154
2021/22	66,881	58,759
2022/23*	66,434	62,395
2023/24**	64,907	62,893
2024/25**	63,577	61,975
2025/26**	62,345	61,075
2026/27**	62,172	60,175

ADA, Funded vs Actual

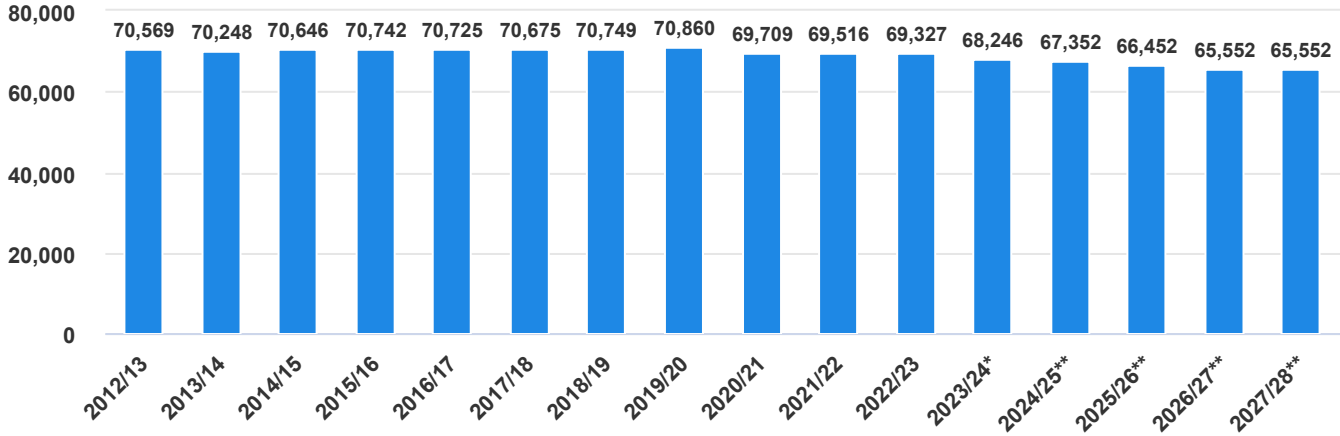


*Estimated, **Projected

Student Enrollment

Below is Fresno Unified School District’s enrollment by year. The district experienced a decline in enrollment during the pandemic and enrollment did not bounce back once students returned to in person learning; this trend is consistent with State-wide enrollment with no short term relief in sight. As a result, enrollment is planned down through 2026/27 (approximately 900 students per year) and flat for 2027/28.

Fresno Unified District Enrollment



*Estimated, **Projected



Staffing-Site Allocations

Each year, at the beginning of the budget development process, the first discussion with the Board of Education is around the district’s staffing parameters. Staffing parameters are established per the collective bargaining agreement and are designed to ensure equitable allocation of resources across the system. Teachers are allocated to classrooms based on a ratio of the number of students per teacher. Other resources, such as office staff and administration, are based on the general school enrollment. Custodial services are allocated to schools based on the square footage of the physical plant and health care services are allocated based on the medical needs of the student population at the school.

Elementary School Baseline Staffing

Description	Elementary School Baseline Staffing
Classroom Teachers	TK = 1 teacher to 24 students (teacher choice of augmentation aide or up to \$5,000 annual stipend if exceeding Classroom guidelines of 1-3 student or 4 or more students) K-3rd Grade = 1 teacher to 23 students 4th to 6th Grade = 1 teacher to 28 students Elimination of combination classes in TK-6th grade Where sufficient permanent classrooms are available
Additional Teachers	Designated Schools = 1 additional certificated FTE Instructional Coach
Classroom Aides	Kindergarten classrooms = 2 to 3 (6 hour aides)
Custodial	3-5 FTE based on school square footage
Safety	Campus Safety - .75 FTE to 1 FTE
Clerical	Office Manager Office Assistant(s) = 1 to 2 FTE Library Technician
Health Care Professionals	Home School Liasion School Psychologist Registered Nurse (1 to 3 days/week) Licensed Vocational Nurse or Health Assistant (2 to 4 days/week)
Administration	Staffing based on student medical support needs Principal



Middle School Baseline Staffing

Description	Middle School Baseline Staffing
Classroom Teachers	1 teacher to 27 students (teacher choice of augmentation aide or up to \$5,000 annual stipend if exceeding Classroom guidelines of 1-3 student or 4 or more students)
Additional Teachers	Middle School Redesign = 1 to 8 certificated FTE Transition Teacher = 1 FTE Campus Culture = 0.4 FTE School Climate = .6 FTE
Safety	Campus Safety Assistants = 3 to 4 FTE
Custodial	4 to 7 FTE based on square footage
Clerical	Office Manager Office Assistant = .4375 FTE to 2 FTE Attendance Records Assistant Library Technician Home School Liasion
Health Care Professionals	School Psychologist Registered Nurse = 1 FTE Licensed Vocational Nurse or Health Assistant (2 to 3 days/week) Staffing based on student medical support needs
Administration	Principal 1 to 2 Vice Principals Guidance Learning Advisor (GLA) Counselor 2 to 2.6 FTE

High School Baseline Staffing

Description	High School Baseline Staffing
Classroom Teachers	1 teacher to 28 students (teacher choice of augmentation aide or up to \$5,000 annual stipend if exceeding Classroom guidelines of 1-3 student or 4 or more students)
Additional Teachers	Professional Learning Updraft System "PLUS" Teams = 2 to 3 FTE Targeted Improvement Actions = 5 to 7 FTE Librarian
Safety	School Resource Officer and Probation Officer Campus Safety Assistants = 7 to 11
Custodial	6 to 15 FTE based on square footage 2 FTE based on Physical Education
Clerical	Office Manager, Registrar, Assistant Registrar and Financial Technician Office Assistant = 1 to 5 FTE Attendance Records Assistant = 2 FTE Library Technician Resource Counseling Assistant
Health Care Professionals	School Psychologist = 2 FTE Registered Nurse = 1 FTE Licensed Vocational Nurse = .875 to 1.75 FTE (based on student medical support needs)
Administration	Principal Vice Principals = 2 to 6 FTE Counselors = 3 to 11 FTE Campus Culture Director and Athletic Director



Ratio of ADA to Certificated Teacher FTE

The following table shows Fresno Unified as well as comparable districts ratio of Certificated teacher FTE's in relation to Average Daily Attendance for years 2019/20, 2020/21, 2021/22, and 2022/23 (the most recent certified data point).

The calculation is derived from taking the ADA and dividing by the number of FTE's. The ratio can decrease for the following reasons:

1. ADA is reduced but FTE remains constant
2. ADA remains constant but FTE is increased
3. Combination of both of above

While Fresno Unified's ratio increased from prior year due to a reduction in FTE, it should be noted that the ratio remains lower than 2019/20 due to the continued investment in certificated teachers to support class size reduction and learning recovery.

District Name	ADA				Teacher Salary Schedule FTE				RATIO			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
Fresno Unified	66,930	66,930	58,759	62,395	3,874.00	3,896.52	4,395.14	4,006.00	17.28	17.18	13.37	15.58
Clovis Unified	42,026	41,556	39,396	40,246	1,905.00	1,921.75	1,965.17	1,948.00	22.06	21.62	20.05	20.66
Central Unified	15,049	15,039	14,120	14,283	742.00	720.40	704.80	726.00	20.28	20.88	20.03	19.67
Madera Unified	19,147	19,144	17,661	18,494	1,078.00	1,050.02	1,088.00	1,135.00	17.76	18.23	16.23	16.29
Sanger Unified	12,154	10,667	12,088	12,383	632.00	630.60	667.40	657.00	19.23	16.92	18.11	18.85
Elk Grove Unified	61,035	60,769	56,175	57,295	3,242.00	3,132.21	3,175.80	2,841.00	18.83	19.40	17.69	20.17
Long Beach Unified	68,183	68,159	59,927	59,480	3,260.00	3,168.61	3,303.71	3,272.00	20.92	21.51	18.14	18.18
San Bernardino Unified	45,844	45,872	39,754	41,276	2,699.00	2,645.00	2,704.00	2,532.00	16.99	17.34	14.70	16.30
Corona-Norco Unified	50,620	50,643	47,543	47,689	2,419.00	2,399.80	2,447.10	2,453.00	20.93	21.10	19.43	19.44
San Francisco Unified	50,096	50,227	44,706	44,905	3,695.00	3,647.85	3,652.23	3,916.00	13.56	13.77	12.24	11.47
Sacramento Unified	39,947	39,943	34,177	35,138	2,216.00	2,214.96	2,169.26	2,105.00	18.03	18.03	15.76	16.69

Source: School Services of California 2022/23 SABRE report

Per Pupil Site Allocations

School Type	2024/25 Rates	2024/25 Amount
Instructional Supplies *		
Elementary Schools	\$16.10 per student plus \$4,000 per site	\$ 889,740
Middle Schools	\$41.26 per student	\$ 411,613
High Schools	\$57.06 per student	\$ 827,631
Alternative Education	\$56.62 per student	\$ 155,578
Special Ed	\$51.87 per student plus \$4,000 per site	\$ 30,425
Sub-Total		\$ 2,314,987

* 90% of instructional supply funds support classroom instruction

Library Supplies		
Elementary Schools	\$11,000 per site	
Middle Schools	\$15,750 per site	
High Schools	\$21,000 per site	
Sub-Total		\$ -

Per Teacher Classroom Allocation		
All	\$500 per teacher	\$ 2,148,497
Sub-Total		\$ 2,148,497
Total School Site Instructional Supplies		\$ 4,463,484

School Type	2024/25 Rates	2024/25 Amount
Extra-Curricular / Co Curricular		
All Schools		\$ 18,400,000
Sub-Total		\$ 18,400,000

Site Allocations - Prioritized by the School Site Council		
All Schools		\$ 36,600,000
Sub-Total		\$ 36,600,000
Grand Total		\$ 59,463,484



Taxes and School Districts

California’s overall tax system consists of three roughly equal parts: Personal Income Tax, Property Tax, and Sales and Use taxes. Education is funded by a mix of these sources, especially income taxes and property taxes. This reliance on taxes creates a challenge for California school budgeting: volatility. Property values (and therefore property tax receipts) vary with the economic cycle, but they don’t tend to change massively. Income taxes, however, are significantly exposed to the booms and busts of the stock market. The top 1% of income earners in California generate around 40% of the state’s income taxes, and their fortunes can change a lot from year to year.

As mentioned above, Property taxes factor into the total funding for the district. Property taxes are calculated based on the valuation assigned to a given secured property multiplied by the given city’s (or county if outside of the city limits) property tax rate.

Assessed Value is the value of all taxable, both real (secured) and personal (unsecured) property within the district’s boundaries. These include: Non-residential properties such as commercial, industrial and agricultural as well as residential properties to include single family homes, condos, and apartments. Tax-exempt properties, such as government, school, churches, and non-profits are not assessed.

The following chart tracks the assessed value changes within Fresno Unified.



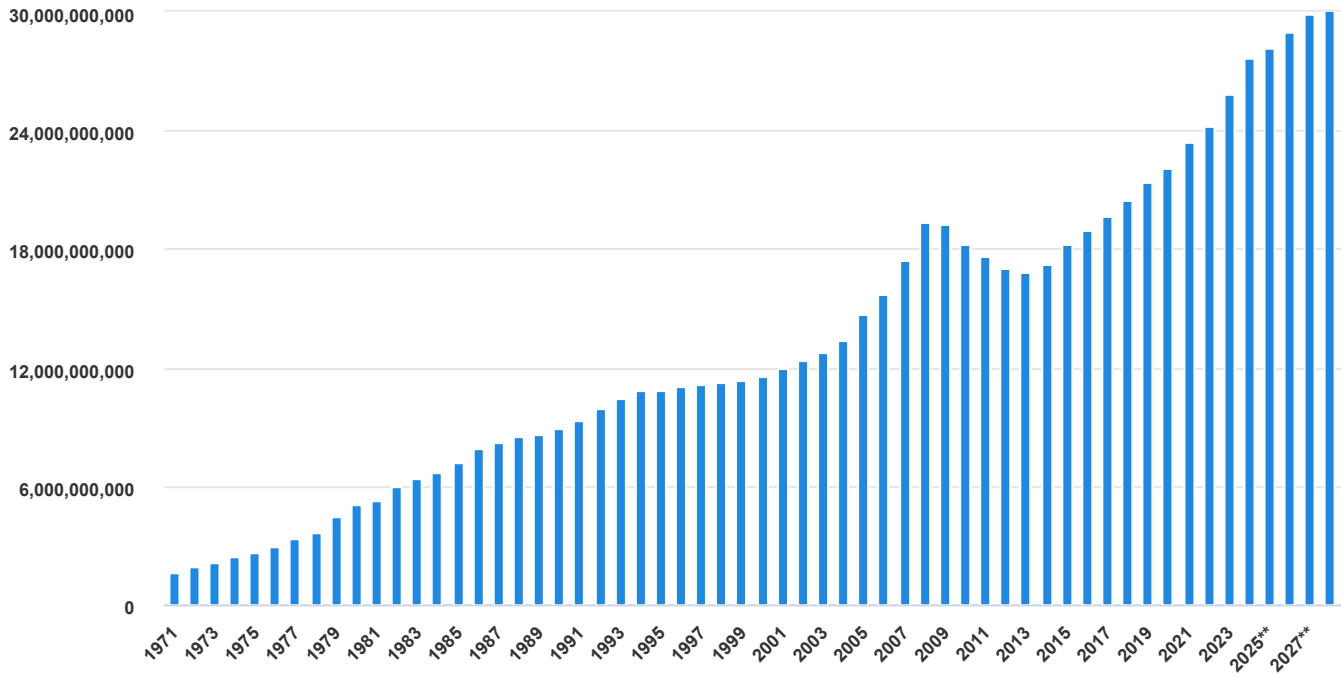
Fresno Unified Historical Assessed Value

FY	Total Assessed Value
1971	\$ 1,613,555,364
1972	\$ 1,968,123,028
1973	\$ 2,165,586,820
1974	\$ 2,427,079,504
1975	\$ 2,652,455,584
1976	\$ 2,948,197,404
1977	\$ 3,312,271,592
1978	\$ 3,618,608,472
1979	\$ 4,453,081,072
1980	\$ 5,057,205,316
1981	\$ 5,308,174,024
1982	\$ 5,970,919,292
1983	\$ 6,398,607,292
1984	\$ 6,727,660,362
1985	\$ 7,211,838,631
1986	\$ 7,892,076,356
1987	\$ 8,214,436,317
1988	\$ 8,518,064,237
1989	\$ 8,582,542,291
1990	\$ 8,896,369,775
1991	\$ 9,337,455,381
1992	\$ 9,952,878,714
1993	\$ 10,443,669,668
1994	\$ 10,838,947,183
1995	\$ 10,842,817,846
1996	\$ 11,072,819,742
1997	\$ 11,106,350,174
1998	\$ 11,211,549,660
1999	\$ 11,340,880,153

FY	Total Assessed Value
2000	\$ 11,524,249,968
2001	\$ 11,968,887,498
2002	\$ 12,360,340,149
2003	\$ 12,805,715,382
2004	\$ 13,417,781,012
2005	\$ 14,697,403,870
2006	\$ 15,714,870,741
2007	\$ 17,434,026,382
2008	\$ 19,339,203,286
2009	\$ 19,237,871,495
2010	\$ 18,228,747,597
2011	\$ 17,599,905,184
2012	\$ 17,022,608,394
2013	\$ 16,789,928,344
2014	\$ 17,267,313,223
2015	\$ 18,211,001,213
2016	\$ 18,946,468,815
2017	\$ 19,688,609,126
2018	\$ 20,449,286,346
2019	\$ 21,361,372,118
2020	\$ 22,088,253,793
2021	\$ 23,438,673,939
2022	\$ 24,238,976,280
2023	\$ 25,887,958,933
2024*	\$ 27,630,205,806
2025**	\$ 28,182,809,922
2026**	\$ 29,028,294,220
2027**	\$ 29,899,143,046
2028**	\$ 30,796,117,338

*Estimated, **Projected Source: Keygent Corp.

Fresno Unified Historical Assessed Value

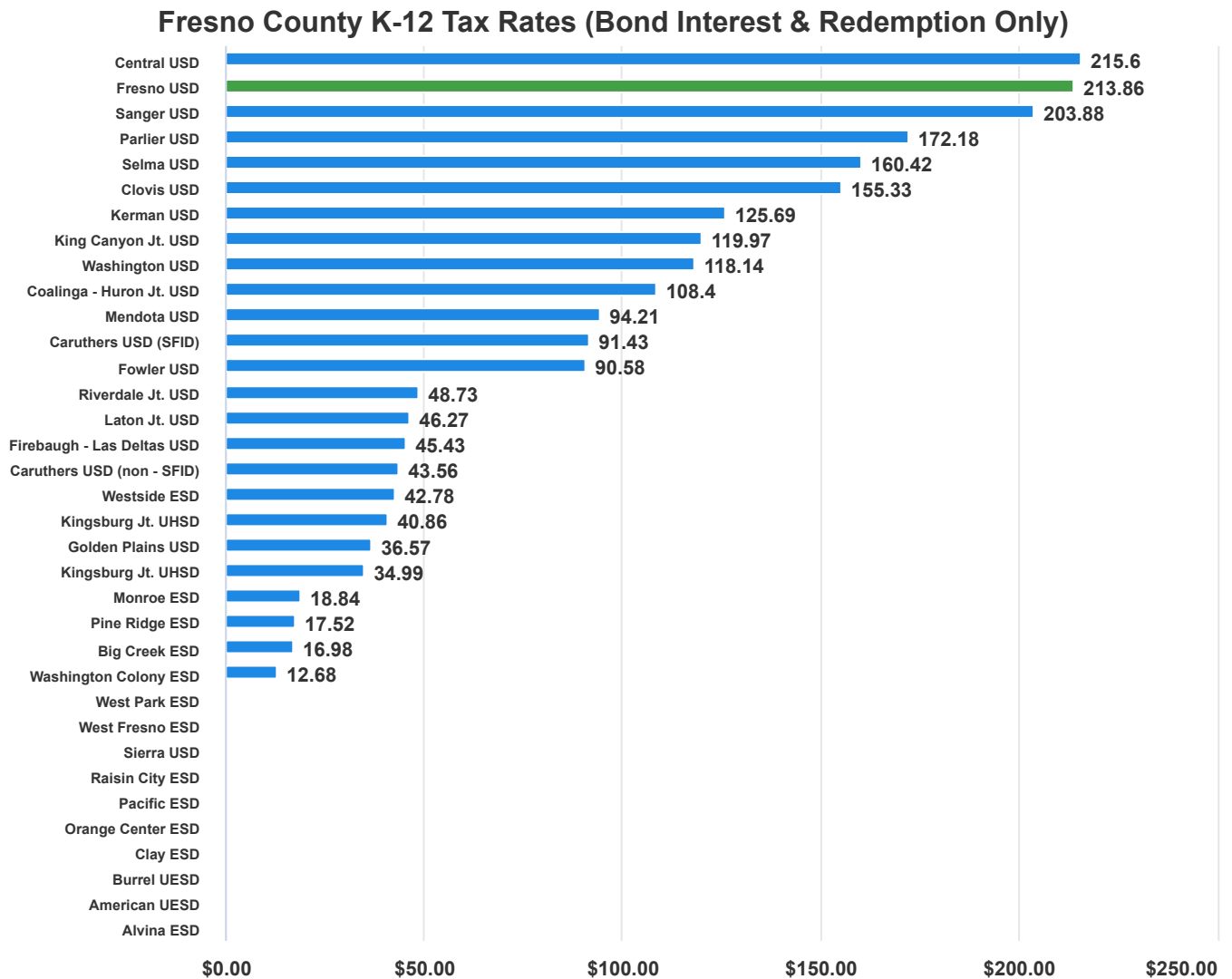


**Projected



As described earlier, there are two types of property, secured and unsecured. Taxes are calculated and due in two installments on November and February 1st of each year. Property taxes on the remaining “unsecured” property are due on January 1st.

The graph listed below shows the most recent K12 tax rates for cities within Fresno County (values reflect % per \$1000 of assessed value).



Debts/General Obligations Bonds

A General Obligation Bond (GO) is a common method of financing used by school districts to raise funds for capital projects.

- GO's have the lowest borrowing cost of any financing option available to school districts
- Repayment (both principal and interest) is made from the taxes levied on the assessed value (AV) of properties within the school district's boundaries
- Repayment of the bond does not encroach on the district's general fund
- A General Obligation Bond does require the approval of the district's registered voters

School districts commonly seek multiple GO bond authorizations to meet their ongoing project needs and structure them based on the scope, cost, and timing of these projects.



Debts Issued by the District

The district has the following debt outstanding:

General Obligation (“GO”) Bonds

Issue	Date Issued	Maturity	Issue Amount	Outstanding
2002 GO Refunding Bonds, Series A	December 2002	August 2026	\$ 65,485,000	\$ 8,270,000
2004 GO Refunding Bonds, Series B	November 2004	August 2027	58,040,000	9,885,000
GO Bonds, Election of 2001, Series F ⁽¹⁾	December 2009	August 2025	29,429,022	5,499,047
GO Bonds, Election of 2010, Series E	September 2015	August 2045	54,998,095	17,624,707
2016 GO Refunding Bonds, Series B ⁽³⁾	October 2016	August 2046	59,590,988	59,590,988
2015 GO Refunding Bonds	July 2015	August 2030	14,555,000	8,950,000
GO Bonds, Election of 2010, Series F	October 2016	August 2041	30,010,000	25,890,000
2016 GO Refunding Bonds, Series A	October 2016	August 2041	60,480,000	60,480,000
GO Bonds, Election of 2016, Series B	August 2019	August 2043	75,000,000	53,840,000
2019 GO Refunding Bonds	October 2019	August 2041	103,738,005	103,138,025
2020 GO Refunding Bonds	September 2020	August 2047	92,615,000	87,435,000
GO Bonds, Election of 2016, Series C	September 2020	August 2043	45,000,000	36,295,000
GO Bonds, Election of 2016, Series D	June 2021	August 2036	45,000,000	36,490,000
GO Bonds, Election of 2020, Series A	June 2021	August 2055	80,000,000	63,940,000
2021 GO Refunding Bonds, Series A	December 2021	August 2029	30,290,000	23,060,000
2021 GO Refunding Bonds, Series B	December 2021	August 2045	70,360,000	69,705,000
GO Bonds, Election of 2020, Series B	August 2022	August 2055	125,000,000	108,880,000
GO Bonds, Election 2016, Series A	May 2016	August 2046	59,996,623	22,719,294
Total			1,099,587,733	801,692,061



ORGANIZATIONAL SECTION

District History.....	58	2023/24 Adopted Budget Priorities.....	100
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District History



Fresno Unified School District has an elaborate history dating back to the 1800s. Elisha Cotton Winchell was the first Superintendent of the two Fresno County Schools in 1860. Fresno Senior High School was established in 1889, and the first principal was T.L. Heaton who also served as the first Superintendent of Fresno City Schools from 1889 to 1896.

Meanwhile, areas adjacent to Fresno were populated by a number of “farming colonies,” that created their own communities and schools. As the City of Fresno grew, the schools and districts were consolidated into the Fresno Unified School District.

The Wolters Colony, established in 1892, was annexed to the Fresno Unified School District on June 16, 1959. The Scandinavian School District, created by the Scandinavian Home Colony in 1879, was annexed to the Fresno Unified School District in 1964. Other schools and school districts established during this period included Roeding District, which was created in 1898 and merged into the Fresno Unified School District in 1951, and Kirk School which was annexed to the Fresno Unified School District in 1980.

The Calwa School District was annexed to the Fresno Unified School District in 1947, causing the elementary and secondary districts of the Fresno City Schools, allowing the unification of the Fresno schools.

Columbia School is one of the oldest school sites in continuous operation in the district. The school housed the first kindergarten in Fresno. The site was first purchased for school use by the Fresno City Schools Board of Education in 1889 for \$2,280. Lincoln, Lowell, Jefferson, and Jackson schools were also constructed between 1890 and 1914.

Due to the growing population of Fresno, bonds were successfully passed in 1914, 1919, and 1925. The bonds funded the construction of a considerable number of schools including the third and final location for Fresno High school, Edison High School, Roosevelt High School and Burroughs, Fremont, and Franklin elementary schools.

The Fig Garden area was first developed when a large tract of land was promoted by a group of capitalists in 1920. As the land was developed, a school was built for grades 1 through 8, which later became part of Fresno Unified School District.

Originally part of Teilman School District, Teilman School #2 was annexed to the Fresno Unified School District in 1931, and later the school’s name was changed to Jane Addams School.

Mayfair Elementary School is named for an area of Fresno which includes homes and businesses which developers called “Mayfair.” This school was one of the first schools built after World War II with funds derived from the 1945 bond issue.

The 1950s brought more growth to the area creating the need for additional schools to be built. To mark the 100th birthday of Fresno Unified School District, the Board of Education named a school under construction Centennial Elementary School in 1956, which opened in 1957/58. Easterby was annexed in 1965 to the Fresno Unified School District. The Bullard School District became part of Fresno Unified in 1958/59. Bullard TALENT served as a rural training school in the early 1920s through an agreement with the Fresno State Teachers College.

The history of the Fresno Unified School District is the story of consolidation over decades of growth. Today, the district serves almost 68,000 students and operates 67 elementary schools, 14 middle schools, 10 high schools, 6 alternative schools, and 3 special education schools. There are also 10 Charter Schools within Fresno Unified’s boundaries.

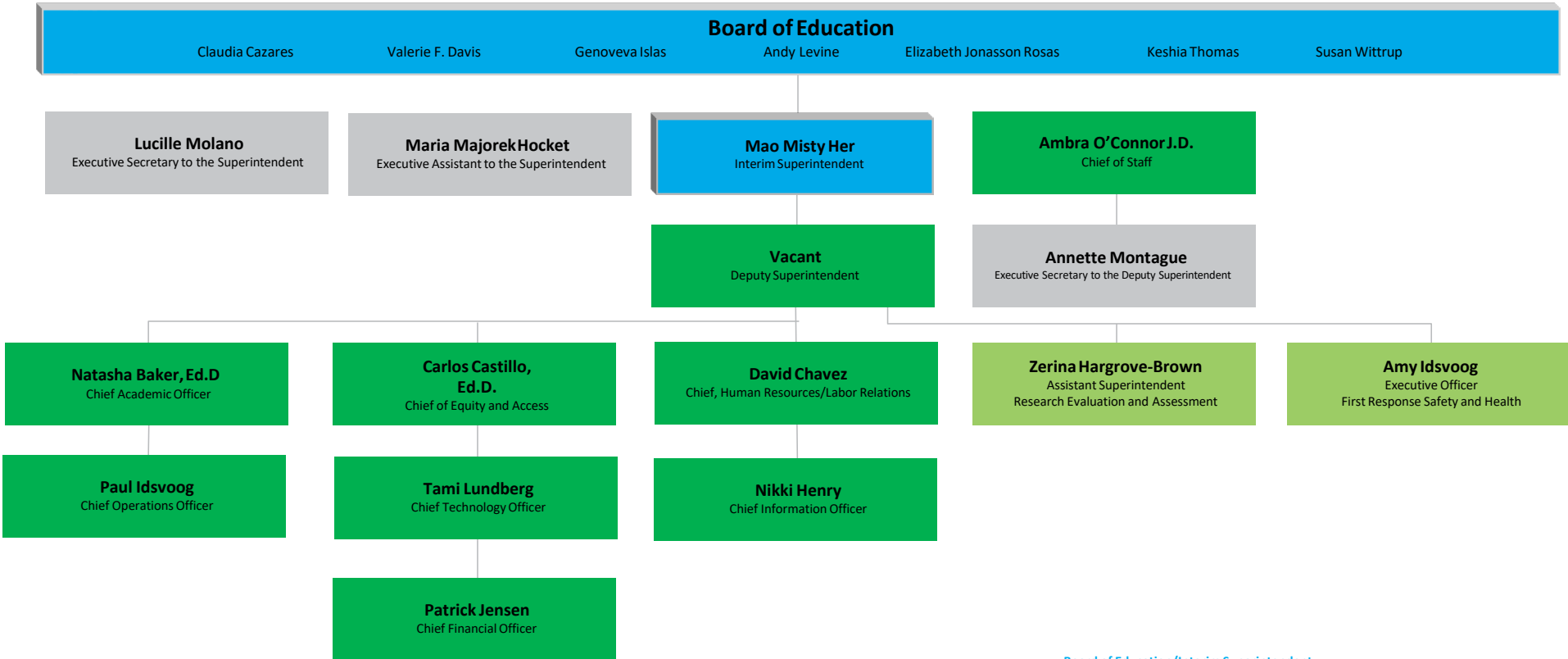
Board Members and Executive Cabinet List

Board Members	Term
Susan Wittrup, President	November 2026
Valerie F. Davis, Clerk	November 2026
Veva Islas	November 2026
Claudia Cazares	November 2024
Elizabeth Jonasson Rosas	November 2024
Andy Levine	November 2024
Keshia Thomas	November 2026

Executive Cabinet	Title
Mao Misty Her	Interim Superintendent
Open	Deputy Superintendent
Patrick Jensen	Chief Financial Officer
Ambra O’Conner, J.D.	Chief of Staff
Natasha Baker, Ed.D.	Chief Academic Officer
Nikki Henry	Chief Information Officer
Tami Lundberg	Chief Technology Officer
Carlos Castillo	Chief of Equity and Access
David Chavez	Chief, Human Resources/Labor Relations
Paul Idsvoog	Chief Operations Officer & Classified Labor Management



OFFICE OF THE SUPERINTENDENT (559) 457-3884



Board of Education/Interim Superintendent
 Chiefs
 Direct Reports to Deputy Superintendent
 Support Staff



Role of the Board

Governance:

A Board Consisting of seven members governs Fresno Unified. Their responsibility is to represent the voters of the District in policy making and budgetary decisions as provided by the laws of the State of California. Each of the members must live in the specific area he or she represents. Board members serve four-year terms and can be re-elected. The Superintendent is the Chief Executive Officer and educational leader. His/Her duties include overseeing the educational program and making sure the policies and budget decisions of the governing board are carried out.

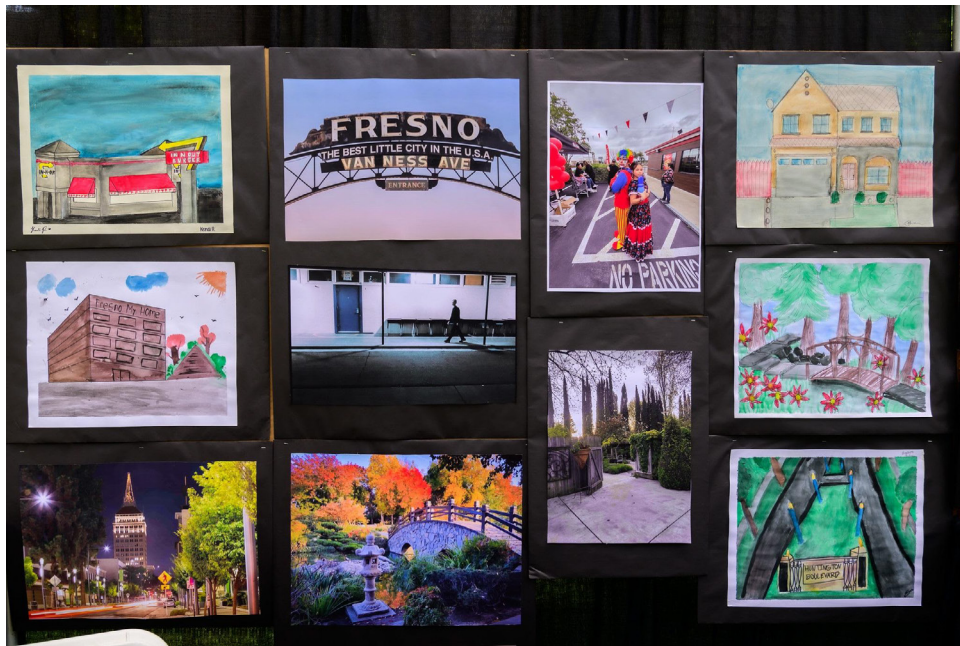
Role and Responsibilities of the Board:

Per Board Policy 9000, the Governing Board is elected by the community to provide leadership and citizen oversight of the district's schools. The Board shall work with the Superintendent to fulfill its major roles, which include:

1. Setting the direction for the district through process that involves the community, parents/guardians, students, and staff and is focuses on student learning and achievement
2. Establishing an effective and efficient organizational structure for the district by:
 - a) Employing the Superintendent and setting policy for hiring of other personnel
 - b) Overseeing the development and adoption of policies
 - c) Establishing academic expectations and adopting curriculum and instructional materials
 - d) Establishing budget priorities and and adopting the budget
 - e) Providing safe, adequate facilities that support the district's instructional program
 - f) Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
 - a) Establishing and adhering to standards of responsible governance
 - b) Making decisions and providing resources that support district priorities and goals
 - c) Upholding Board policies
 - d) Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the district's schools by evaluating the Superintendent and setting policy for the evaluation of other personnel
 - a) Monitoring and evaluating the effectiveness of policies
 - b) Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements

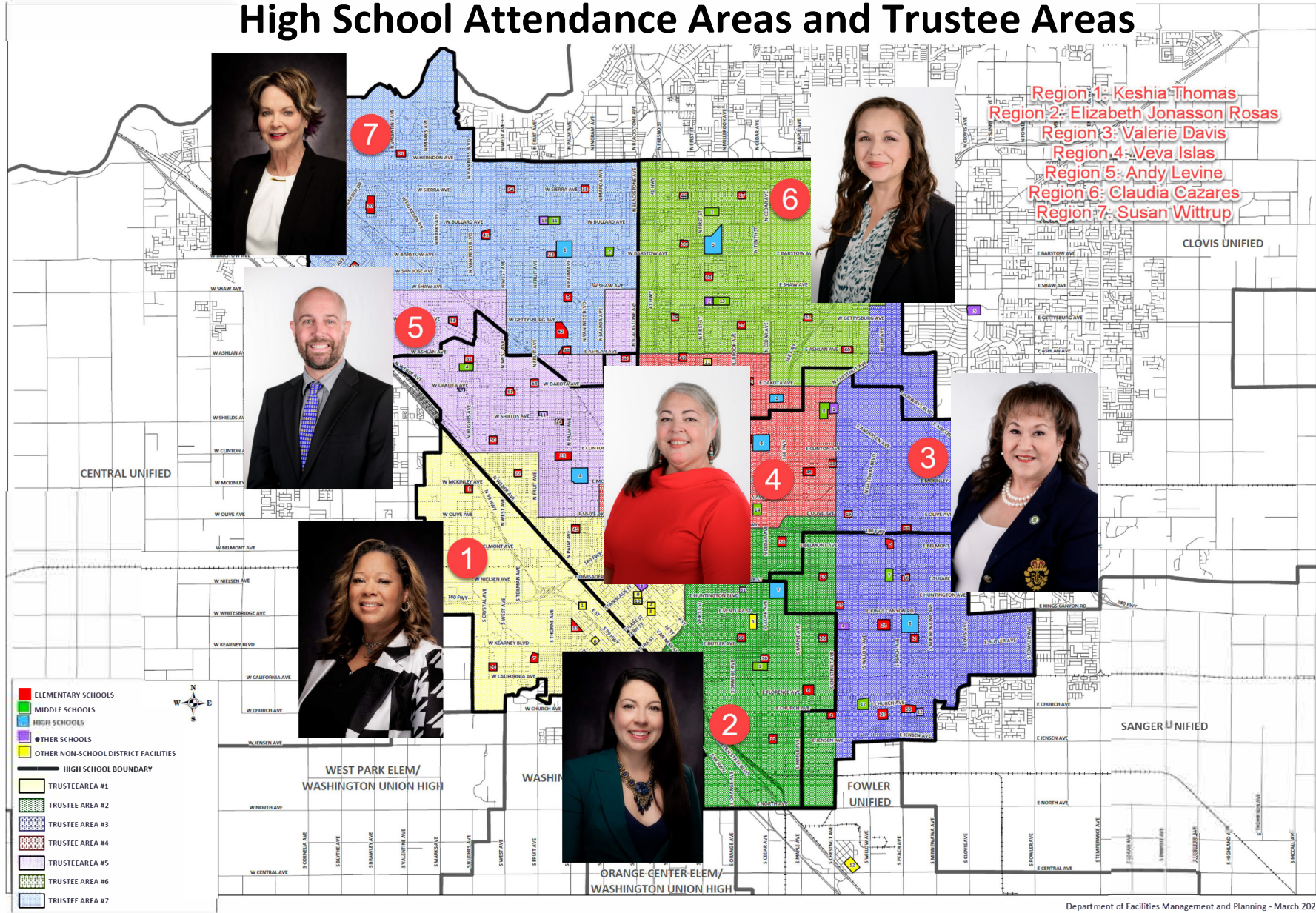
- c) Monitoring student achievement and program effectiveness and requiring program changes as necessary
- d) Monitoring and adjusting district finances
- e) Monitoring the collective bargaining process

The Board is authorized to establish and finance any program or activity that is not in conflict with, or inconsistent with, or preempted by law. (Education Code 35160)



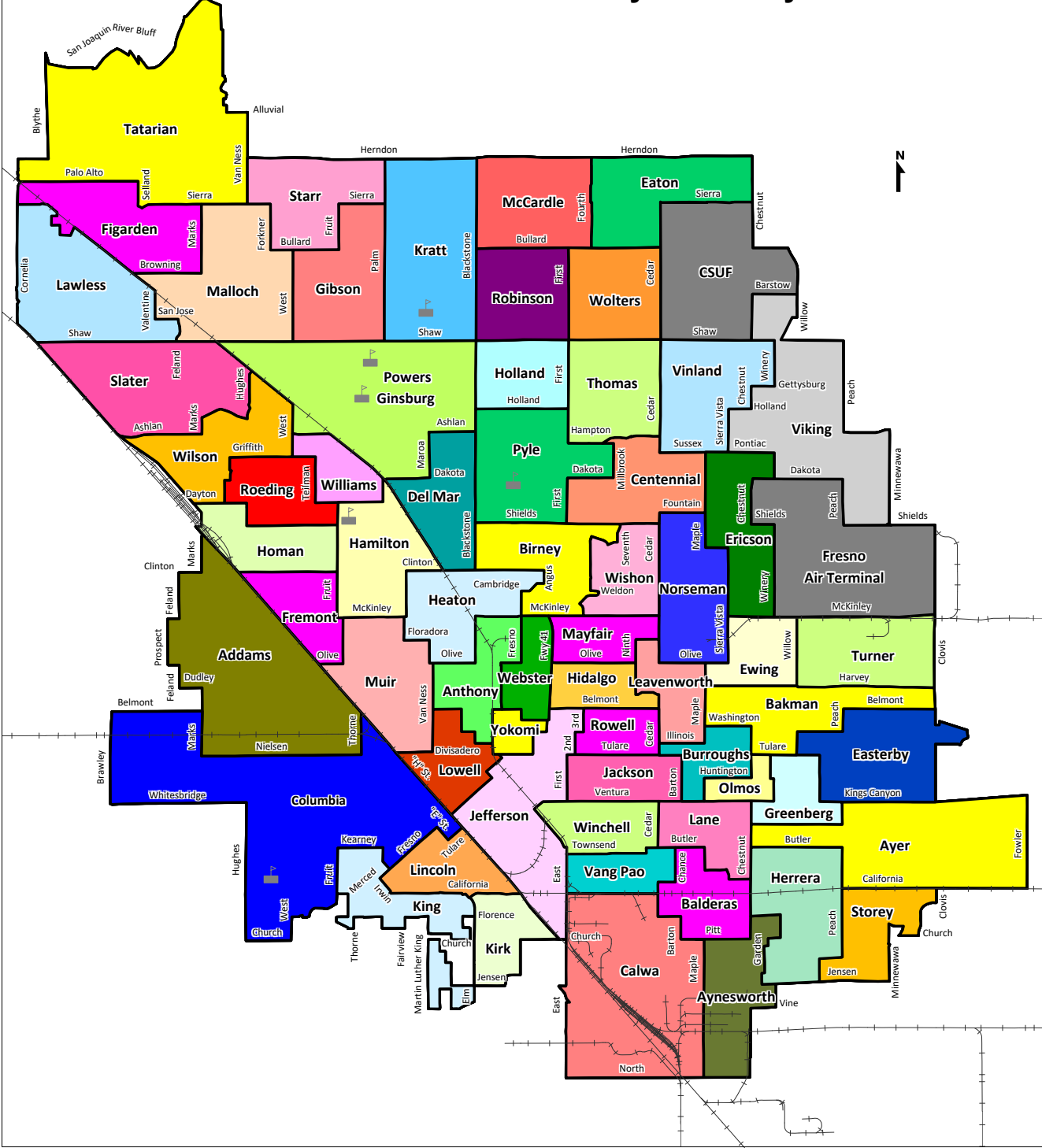
FRESNO UNIFIED SCHOOL DISTRICT

High School Attendance Areas and Trustee Areas



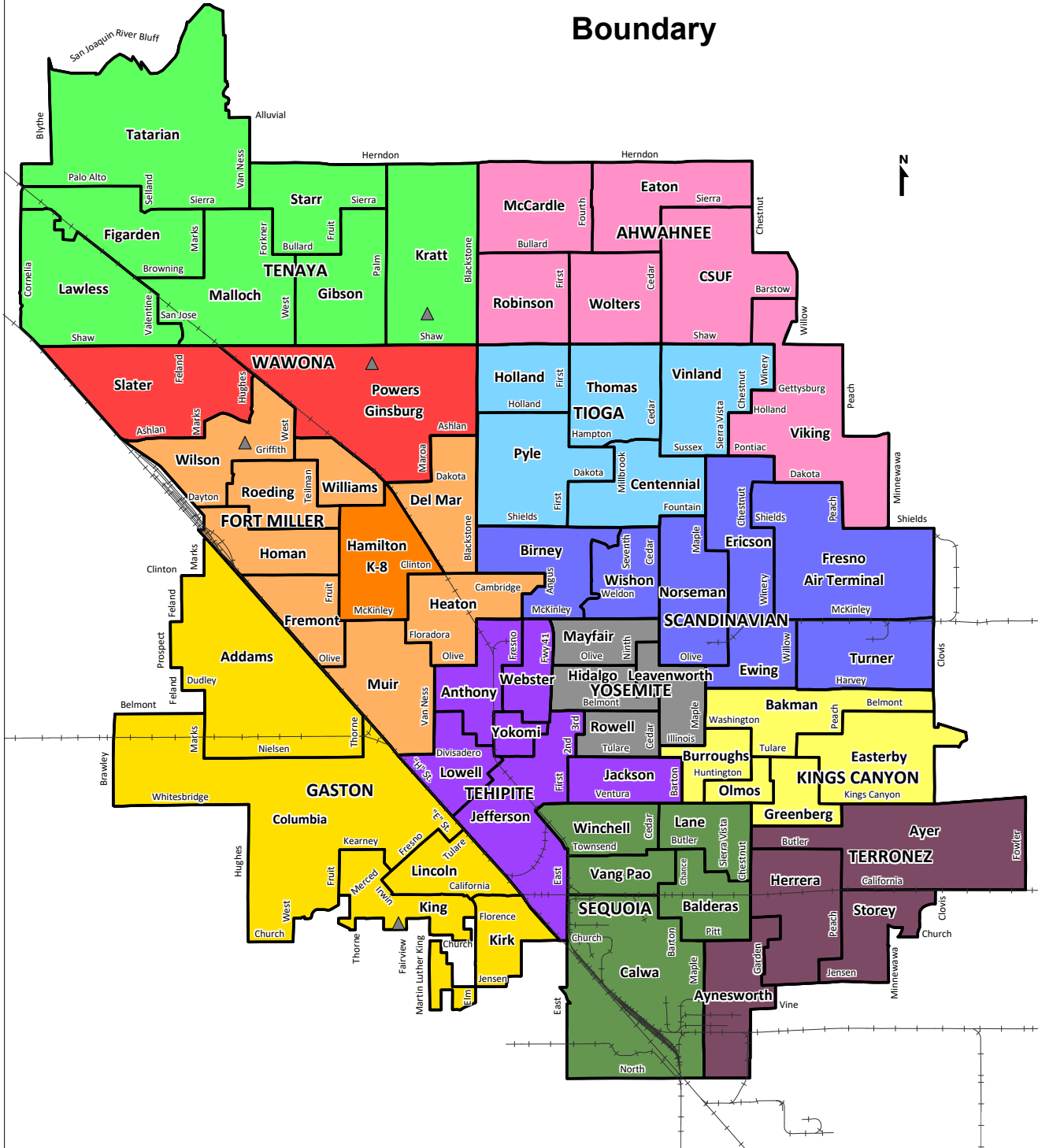
Department of Facilities Management and Planning - March 2022

Fresno Unified School District Elementary Boundary



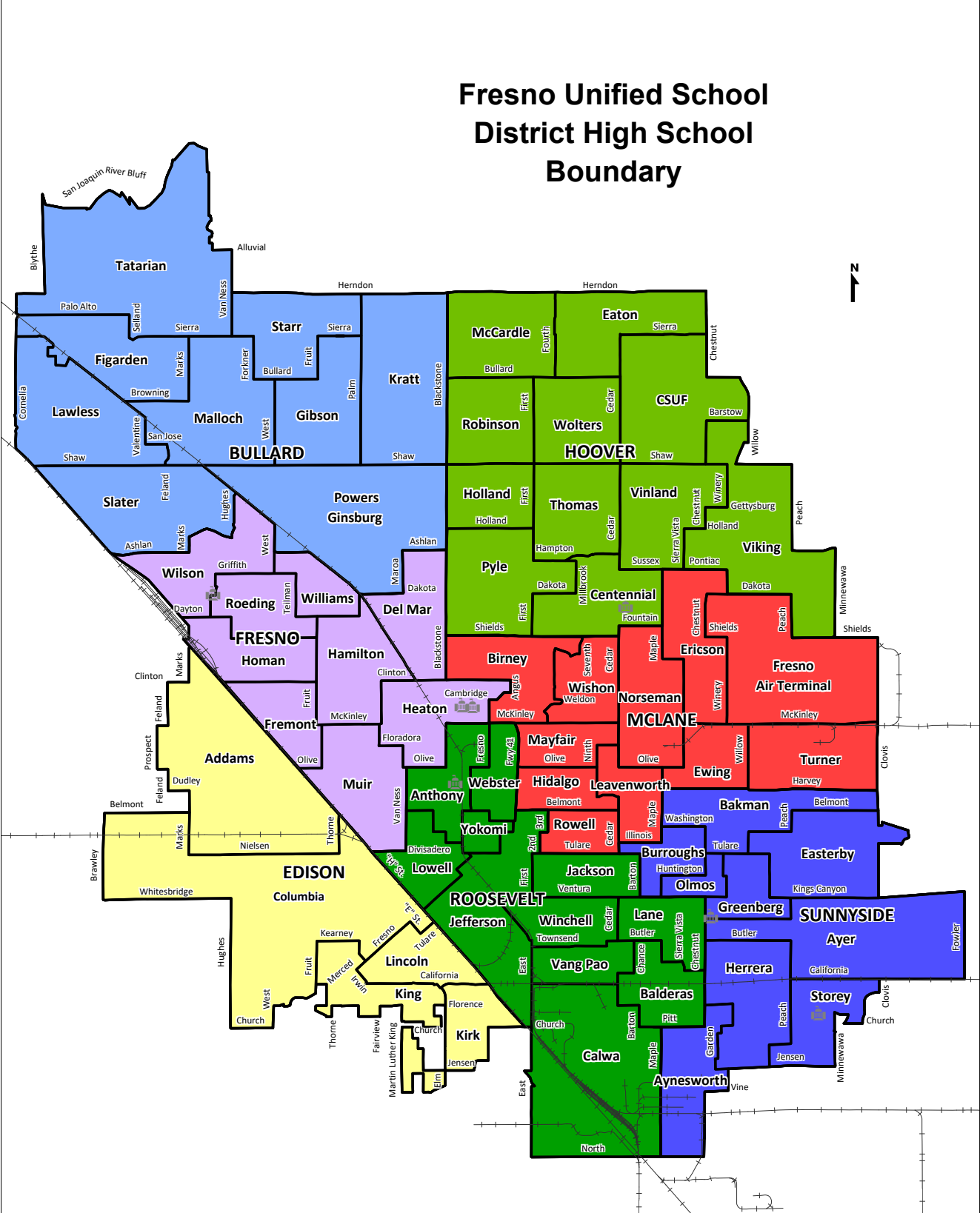
■ Baird 5-8 | Bullard TALENT K-8 | Manchester GATE 2-6 | Phoenix Academy 1-6 | Sunset K-6 | Wawona Elem. DI
 Department of Facilities Management and Planning - February 2022

Fresno Unified School District Middle School Boundary



▲ Baird 5-8 | Bullard TALENT K-8 | Computech 7-8 | Cooper Academy 6-8
Department of Facilities Management and Planning - February 2022

Fresno Unified School District High School Boundary



Cambridge Cont. | Design Science | DeWolf Cont. | Duncan Polytechnical | J.E. Young 7-12 | Patiño School of Entrepreneurship | Phoenix Secondary 7-12
 Department of Facilities Management and Planning - February 2022

District Overview

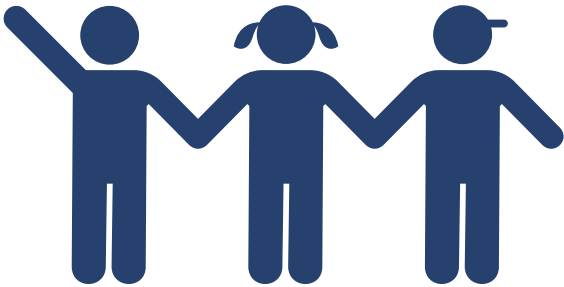
Located in the heart of the Central Valley, Fresno Unified is the third largest school district in California with an enrollment estimated at 67,352 students in grades Pre-K to 12th grade (does not include charter schools), and an additional 10,000 adult learners served through Fresno Adult School. Through high quality instruction, district programs, services and resources, the District is focused on building college and career ready graduates among its 67 elementary schools, 14 middle schools, 10 high schools, 6 alternative schools (to include one adult school), and 3 special education schools. In addition, the district provides oversight and evaluation to 10 neighborhood charter schools.

The students and staff reflect the rich diversity that is the hallmark of Fresno’s agriculture community. The student population is 70.0% Hispanic or Latino; 10.8% Asian; 7.4% African American, 7.4% White, 0.7% American Indian/Alaskan Native, 0.5% Pacific Islander, and 0.3% Filipino. The remaining 2.9% are of two or more races or other ethnicities.

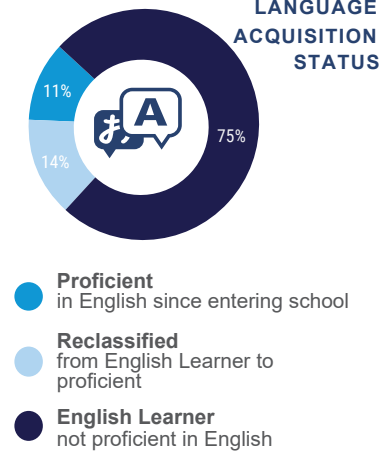
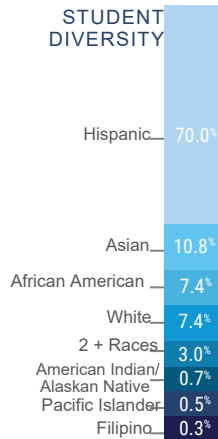


District Overview

Fresno Unified School District

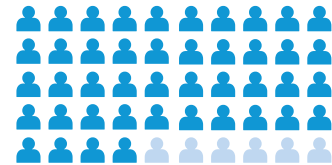
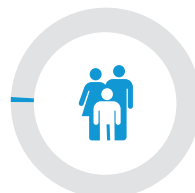


67,352 TK-12th grade STUDENTS



STUDENT GROUPS

Supplemental & Concentration Grant funding is based on enrollment of "High Needs" students:



88% of students classified as **High Needs**



10,000+
EMPLOYEES

100*
SCHOOLS



- 67 Elementary Schools
- 14 Middle Schools
- 10 High Schools
- 6 Alt Ed/Adult Schools
- 3 Special Education Schools

*Charter Schools not included in count

Mission

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

Core Beliefs and Commitments

- Student Learning: Every student can and must learn at grade level and beyond
- High Quality Instruction: Teachers must demonstrate the ability and desire to educate each child at a high level
- Leadership: Leaders must perform courageously and ethically to accomplish stated goals
- Safety: A safe learning and working environment is crucial to student learning
- Culture: Fresno Unified is a place where:
 - ◆ Diversity is valued
 - ◆ Educational excellence and equity are expected
 - ◆ Individual responsibility and participation by all is required
 - ◆ Collaborative adult relationships are essential
 - ◆ Parents, students and the community as a whole are vital partners
- Student Learning: We will provide all students access to high quality options and a variety of activities; we will implement, continue or expand practices proven to raise student achievement and eliminate practices that do not
- High Quality Instruction: We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable
- We expect teacher performance toward desired results
- Leadership: We will require the timely delivery of high-quality service to every site; we will sustain and monitor a financial plan that ensures the viability of the district and provide clear expectations and regularly support professional growth
- Safety: We will provide a safe, clean, and orderly learning and working environment
- Culture: We will establish collaborative relationships with staff, parents, and the community. We strongly encourage and welcome the valuable contributions of our families. We expect and depend upon individual responsibility



District Goals

The purpose of the five Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the five District goals, it is expected that all students will be in school, on time and ready to learn every day.

Student:

1. Improve academic performance at challenging levels
2. Expand student centered and real-world learning experiences
3. Increase student engagement in their school and community

Staff:

4. Increase recruitment and retention of staff reflecting the diversity of our community

Families:

5. Increase inclusive opportunities for families to engage in their students' education

While these were used to develop each department's budgets, the new Interim Superintendent has further narrowed down the district's focus for the 2024/25 school year to the following:

- Improve Student Outcomes
- Achieve Operational Excellence

Focusing more specifically on teaching and learning as well as customer service should drive growth throughout the district as a whole.



GOAL

#1



STUDENT GOAL
Improve Academic Performance at Challenging Levels

HIGHLIGHTED PROGRESS INDICATORS

	IMPROVE PERFORMANCE ON ELA SBAC	-49.8*	TBD	TBD	↑ -4.8
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	IMPROVE PERFORMANCE ON MATH SBAC	-80.6*	TBD	TBD	↑ -35.6
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	INCREASE ENGLISH LEARNER PROGRESS (ELPI)	46.8%	TBD	TBD	↑ 76.8%
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	IMPROVE PERFORMANCE ON CAST	16.0%	TBD	TBD	↑ 31.0%
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		
	INCREASE ENGLISH LEARNER RECLASSIFICATION RATE	6.55%	TBD	TBD	↑ 10.0%
<small>Baseline</small>	<small>Year 1</small>	<small>Year 2</small>	<small>Year 3 Goal</small>		

*Distance from standard

Goal #1
 Budgeted Expenditures



Goal #1 Budgeted Expenditures

\$1,116.4M

The budget for Goal #1 is **66.9%** of the total LCAP expenditure of **\$1,668M**

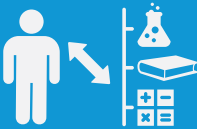


ACTIONS & EXPENDITURES

1.01	Designated School Investment	\$27.5M
1.02	Additional Teacher Supply Funds	\$2.0M
1.03	Middle & High School Redesign	\$20.6M
1.04	Eliminate Elementary Combination Classes	\$11.6M
1.05	Instructional Supports and Instructional Coaches	\$33.3M
1.06	Additional Teachers Above Base Staffing	\$29.3M
1.07	Additional School Site Administration Above Base	\$10.5M
1.08	African American Academic Acceleration	\$6.1M
1.09	Early Childhood Education Developmental and Educational Supports	\$19.0M
1.10	Additional Supports for Libraries	\$1.3M
1.11	BASE: Analysis, Measurement, and Accountability	\$5.5M
1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	\$5.9M
1.13	Expand Alternative Education	\$2.6M
1.14	Maintain Additional Services for Phoenix Community Day School	\$5.7M
1.15	After School Tutoring	\$71.1M
1.16	Extended Summer Learning	\$42.0M
1.17	All Teachers are Teachers of English Learner (EL) Students	\$21.4M
1.18	Expansion of Dual Language Immersion Programs	\$3.0M
1.19	BASE: Instruction	\$445.0M
1.20	BASE: Professional Learning	\$47.8M
1.21	BASE: Technology Access and Support	\$23.4M
1.22	BASE: Early Learning	\$1.4M
1.23	High Quality School Site Health Services	\$17.7M
1.24	Upgrading Access to Technology	\$3.2M
1.25	Student Technology Access and Annual Refresh	\$16.6M
1.26	Regional Instructional Managers	\$2.9M
1.27	Early Interventions	\$4.0M
1.28	Supports for Foster Youth / Project Access	\$2.2M
1.29	Supports for Homeless Youth	\$2.5M
1.30	BASE: Special Education	\$231.1M



GOAL #2



STUDENT GOAL

Student-Centered & Real-World Learning Experiences

Equip every student for future success

Promote intellectual curiosity, critical thinking, and problem-solving in order to be prepared for college and career



4

Actions & Services

9

Progress Indicators

State priorities addressed:



4. Student Achievement

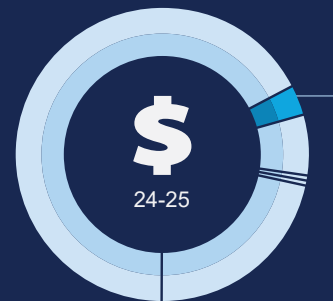


7. Course Access



8. Student Outcomes

GOAL #2 Budgeted Expenditures



Goal #2 Budgeted Expenditures

\$52.8M

The budget for Goal #2 is 3.2% of the total LCAP expenditure of \$1,668M



PROGRESS INDICATORS



INCREASE A-G COMPLETION RATE



INCREASE AP EXAM PASS RATE



INCREASE SENIORS THAT ARE COLLEGE READY (as measured by CCI)



INCREASE GRADUATION RATE



ACTIONS & EXPENDITURES

2.01	Linked Learning, ROP, and CTE Pathway Development	\$29.8M
2.02	CTE STEM PK-6 Kids Invent!	\$1.5M
2.03	Men's and Women's Alliance	\$1.8M
2.04	School Counselors & Resource Counseling Assistants	\$19.9M





GOAL #3



STUDENT GOAL
Increase Student Engagement in Their School & Community

Strengthen our school-community bond
Create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values



16 Actions & Services

7

Progress Indicators

State priorities addressed:



1. Basic Services

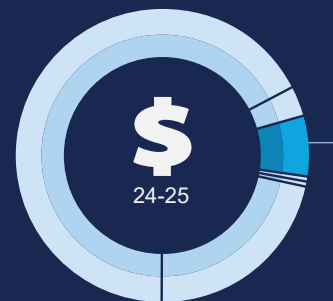


5. Student Engagement



8. Student Outcomes

GOAL #3
Budgeted Expenditures



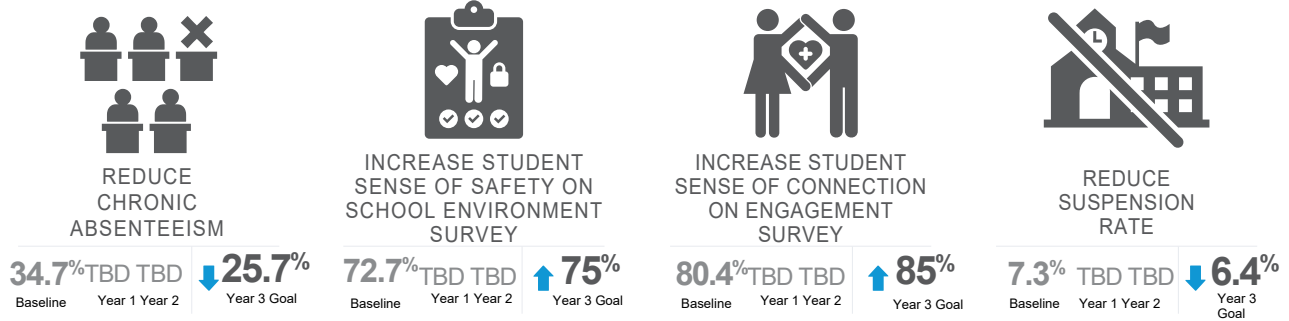
Goal #3 Budgeted Expenditures

\$110.2M

The budget for Goal #3 is 7% of the total LCAP expenditure of \$1,668M



PROGRESS INDICATORS



ACTIONS & EXPENDITURES

3.01 Increase School Allocations for Athletics	\$16.0M
3.02 District-Funded Educational Enrichment Trips	\$4.5M
3.03 District Arts Collaborative Project	\$0.1M
3.04 Increased Funding for Music	\$25.6M
3.05 Student Peer Mentor Program	\$0.7M
3.06 Social Emotional Supports	\$0.9M
3.07 School Climate and Culture Expansion	\$8.5M
3.08 Restorative Practices / Relationship Centered Schools	\$3.8M
3.09 BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	\$18.4M
3.10 Campus Climate and Culture Teachers	\$1.3M
3.11 Home School Liaisons	\$5.7M
3.12 Mental Health Supports	\$11.3M
3.13 Transportation Services	\$2.5M
3.14 Decrease Suspension Rate to Increase Attendance and Academic Success	\$0.0M
3.15 Campus Safety Assistants	\$7.6M
3.16 Diversity, Equity, and Inclusion	\$3.1M



GOAL #4

STAFF GOAL
Increase Recruitment & Retention of Staff

Empowering Students Through Staff Diversity
Recruit and retain a diverse and skilled staff to enhance educational outcomes and ensure our workforce reflects the community's diversity, fostering a rich learning environment

1 Action & Service

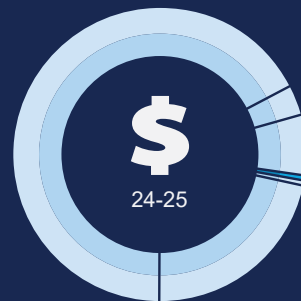
3 Progress Indicators

State priorities addressed:

1. Basic Services

7. Course Access

GOAL #4
Budgeted Expenditures



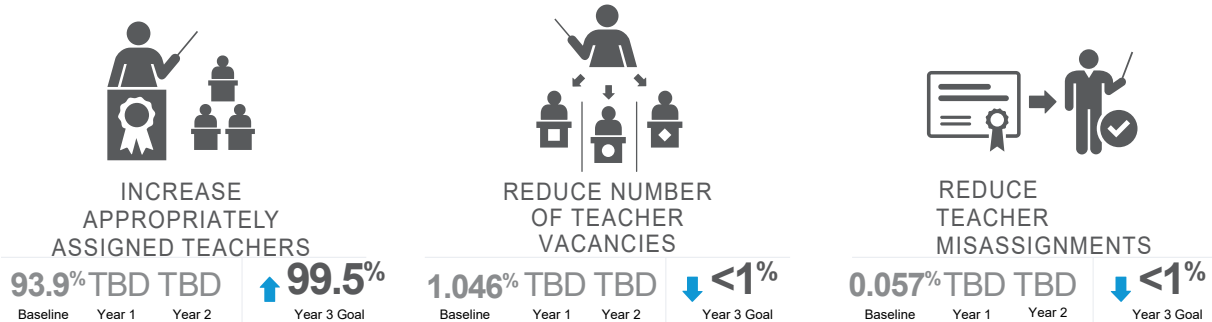
Goal #4 Budgeted Expenditures

\$13.8M

The budget for Goal #4 is 0.4% of the total LCAP expenditure of \$1,668M



PROGRESS INDICATORS



ACTIONS & EXPENDITURES

4.01 BASE: Recruitment, Selection and Retention of Human Capital \$13.8M





GOAL #5



FAMILY GOAL
Increase Inclusive Opportunities for Families

Foster an environment that broadens access and participation for all families, ensuring diversity and inclusion are at the heart of community engagement and educational opportunities



2 Actions & Services

1 Progress Indicators

State priorities addressed:

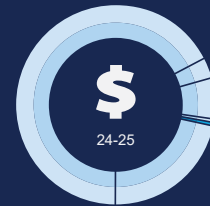


3. Parent Involvement



5. Student Engagement

GOAL #5
Budgeted Expenditures



Goal #5 Budgeted Expenditures
\$6.1M

PROGRESS INDICATORS



INCREASE STUDENT SENSE OF CONNECTION ON ENGAGEMENT SURVEY

Year	Metric
Baseline	80.4%
Year 1	TBD
Year 2	TBD
Year 3 Goal	↑ 85%

ACTIONS & EXPENDITURES

5.01 Parent Engagement Investments	\$4.3M
5.02 Expanded Student, Parent and Community Communication	\$1.8M





GOAL #6



Investments Contributing to All Fresno Unified School District Goals

Allocate resources strategically to support and reinforce all district goals, fostering a well-rounded educational experience that prioritizes student achievement, community engagement, and a diverse and inclusive learning environment

7 Actions & Services

0 Progress Indicators

- State priorities addressed:
- Basic Services
 - Academic Standards
 - Parent Involvement
 - Student Achievement
 - Student Engagement
 - School Climate
 - Course Access
 - Student Outcomes

GOAL #6
Budgeted Expenditures



Goal #6 Budgeted Expenditures

\$357.2M

ACTIONS & EXPENDITURES

6.01	School Site Allocations to be Prioritized by each School's Site Council	\$25.1M
6.02	BASE: Central Office Administration	\$8.6M
6.03	BASE: Business and Financial Services	\$19.8M
6.04	BASE: Operational Services	\$204.1M
6.05	BASE: Other Expenses	\$27.8M
6.06	One-time Recovery Resources	\$64.2M
6.07	School Site Allocations to be Prioritized by each School's Site Council to Support the Lowest-Performing Student Groups in Red on the CA Dashboard	\$7.8M

Strategic Budget Development Process

Budget Development Guided by:

Board Adopted Goals

The **Goals** support: Student, Family and Staff. The purpose of the Fresno Unified School District Goals is to give the District direction to improve student outcomes.

Student:

1. Improve academic performance at challenging levels
2. Expand student-centered and real-world learning experiences
3. Increase student engagement in their school and community

Family:

4. Increase inclusive opportunities for families to engage in their students' education

Staff:

5. Increase recruitment and retention of staff reflecting the diversity of our community

Board Adopted Core Beliefs and Commitments

Student Learning, High Quality Instruction, Leadership, Safety, Culture

Board Policy on Theory of Action

All processes related to our core business of teaching/learning will provide a stable, long-term framework for improving student achievement

Board Policy on Accountability

Provide the framework of how the school district will measure individual school success

Board Policy on Data Dashboard

Strategic indicators that provide a comprehensive snapshot of the operational health of the district and progress towards the Board's strategic goals

Board Policy of Professional Learning

Build the skills and knowledge of all employees and strengthen the capacity of the entire district to fulfill its educational mission for the benefit of its students

Board Policy on Reserves

Stable Economic Times

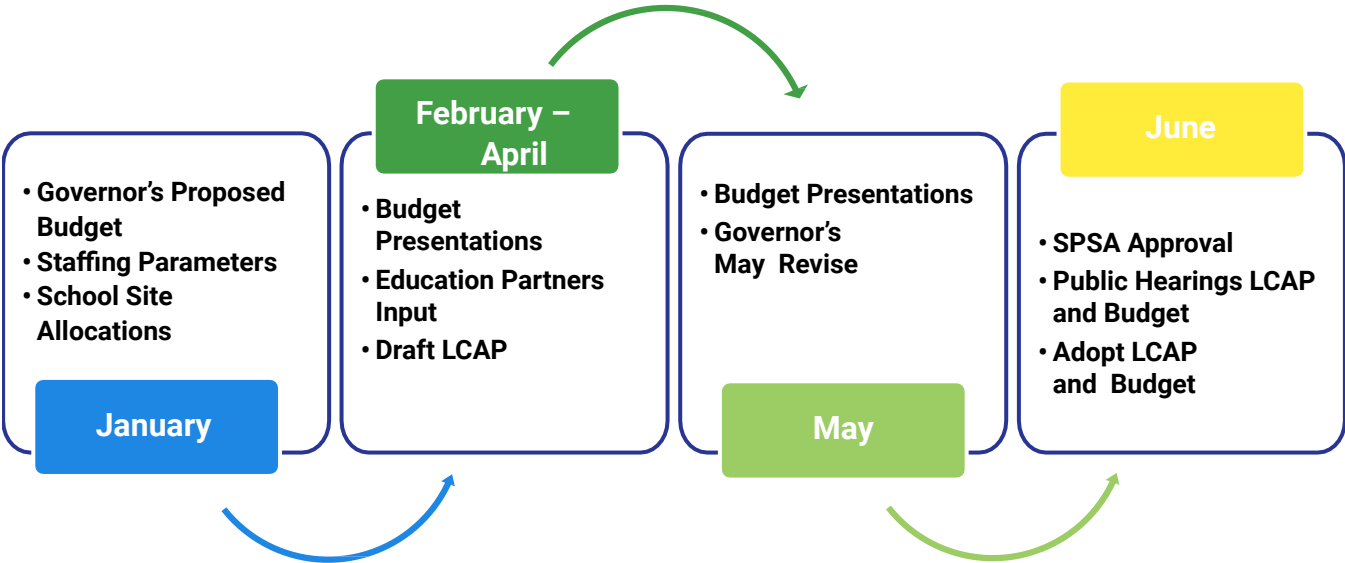
- Reserve for economic uncertainty 5-10%
- Workers' Compensation 90% / GASB 45 funding plan

Volatile Economic Times

- Reserve for economic uncertainty 2-4%
- Workers' Compensation 70% / Suspend GASB 45 funding plan



Financial Reporting Timelines



State Education Budget Proposition 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for K-12 schools and community colleges. Proposition 2, enacted by voters in 2014, changed state budgeting practices relating to reserves and debt payments. The Public School System Stabilization Account was established, also referred to as the Proposition 98 Rainy Day Fund, within the Proposition 98 Guarantee as a mechanism to lessen the impact of volatile state revenues on K-14 schools.

Minimum Guarantee:

The Guarantee, which went into effect in the 1988/89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986/87, General Fund revenues, per capita personal income, and school attendance growth or decline. As of the 2013/14 school year the Local Control Funding Formula is the primary mechanism for distributing these funds to support all students attending K-12 public schools in California.

The Guarantee continues to be in Test 1 for 2024/25 (as it has for 2020/21, 2021/22, 2022/23, and 2023/24). Test 1 requires the state to spend at least as much as it did on K-12 and community colleges in 1986-87 (approximately 40% of the state General Fund). Under Test 1, decrease in funding is attributable to the decline in overall state revenues. Property tax estimates have increased from the Governor's initial projections in January; these have helped to offset some of the decrease in the minimum guarantee over the next three years.

Total K-14 Proposition 98 base guarantee funding at final adopted budget is \$97.5 billion in 2022/23, \$98.5 billion in 2023/24, and \$111.21.2 billion in 2024/25. The chart below shows the state's education funding through Proposition 98 from 2009/10 to the present. There is a maintenance factor that is also applied to each year: \$6.2 million in 2022/23, \$8.3 million in 2023/24, and \$4.1 million in 2024/25. The maintenance factor is not currently part of the guarantee but will be owed in future years based on revenues. The chart below shows the state's education funding through Proposition 98 from 2009/10 to the present.

Proposition 2 - State Rainy-Day Fund:

In a fiscal year when all of the following conditions are met, a deposit is made into the Rainy Day Account. At the State level, the Rainy Day Fund has two avenues for making reserves deposits and paying debt. First, it requires the state to set aside 1.5% of the total General Fund revenues. Second, it requires the state to aside a portion of capital gains revenues that exceed a specified threshold. These amounts are combined and then split between paying down debt and the rainy-day reserve account. In order to withdraw funds from both the Rainy Day and Public School System Stabilization Account, the Governor must declare a budget emergency (declared June 26, 2024).

Public School System Stabilization Account (PSSSA):

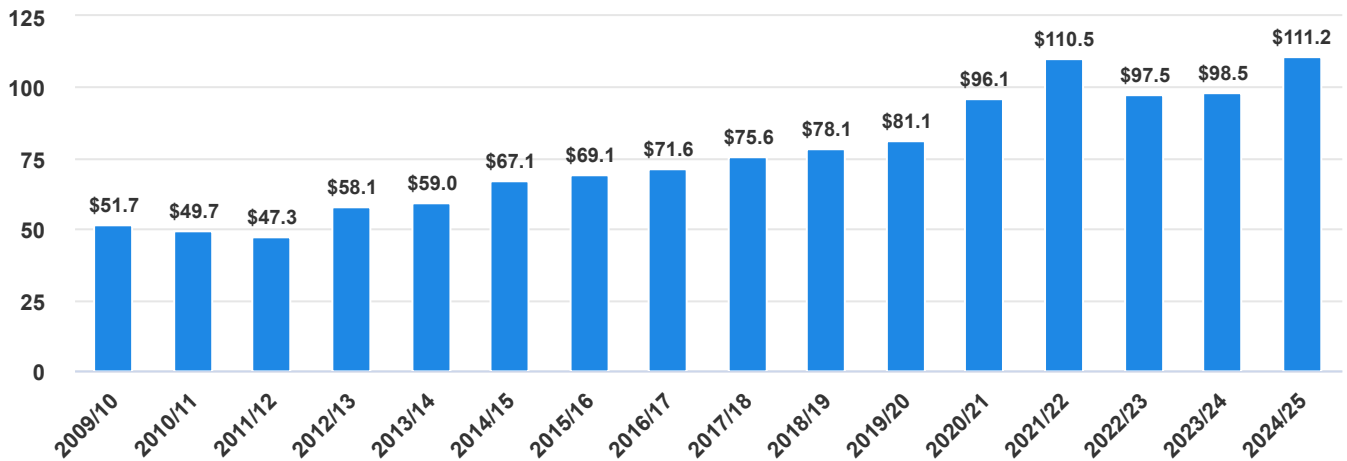
This is the Proposition 98 Rainy-Day Fund specifically designed for K-14 schools. It is designed as a mechanism to lessen the impact of volatile state revenues on K-14 school funding. The calculation for required deposit into this account is heavily reliant on taxes and capital gains in the state. Deposits are required only when the state projects capital gains revenue will exceed

8% of total General Fund revenue. Due to the budget emergency, the state is able to suspend required transfers into the PSSSA and return funds that have been transferred to this account back to the General Fund to address the budget shortfall. The State’s new projected reserve is \$8.4 billion; the entire \$8.4 billion will be withdrawn in 2023/24, including \$2.6 billion to pay a deferral from 2022/23. The State budget does include a discretionary payment into the reserve of \$1.1 billion in 2024/25.

Why does this matter? There is a statutory cap of 10 percent on a school district reserve in fiscal years immediately succeeding those in which the balance in this Account is equal to or greater than three (3) percent of the total K-12 share of the Prop 98 Guarantee. Due to the reduction in deposits based on lower revenue in prior years, the local reserve cap is not triggered in the 2024/25 budget year and is not projected to be triggered in the 2025/26 budget year. A copy of the Governor’s Budget can be found at: <http://www.ebudget.ca.gov/>

Source: Prop-98-and-K-12-Funding-May-Revision (ca.gov)
 Source: 2024-25 State Budget Agreement Reached | SSC (sscal.com)
 Source: Capitol Advisors “Budget Perspectives Workshop 2024-25 Budget Act”

Proposition 98 State Level
 (In Billions)



LCFF Funding

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. The LCFF is California’s formula for determining the level of state funding provided to school districts. LCFF funds include a base level of funding for all Local Educational Agencies (LEAs), and extra funding called “supplemental and concentration” grants; these are based on the enrollment of high needs students (foster youth, English learners, and low-income students) at a given LEA.

The LCFF gives the school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

It is important to note that the LCFF funding includes the COLA increase of 1.07% for the budget year 2024/25.



LCAP DEVELOPMENT & PARTNER ENGAGEMENT

How is the LCAP developed?



The LCAP is developed through a collaborative process that involves working with parents and other educational partners (parents, staff, students, and community members). By gathering input and feedback from these partners, we are able to create a plan that supports student learning and well-being and that reflects the needs and priorities of our community



TIMELINE OF LCAP DEVELOPMENT



- Plan to engage educational partners



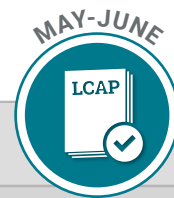
- Connect with the community and collect feedback



- Present mid-year update to Board of Education
- Write the LCAP draft



- Receive input on the draft
- Update and revise the draft



- Feedback from PAC and DELAC
- LCAP Public Hearing
- BOE approves LCAP/Budget

Key Point:

The final authority for all budget decisions at Fresno Unified School District is the Board of Education



Listening to our Educational Partners

Key Themes from Feedback:



Academics
Focus on improving academic performance



Engagement/School Climate
Increase engagement opportunities



Staff Support
Provide support and resources for staff



Mental/Physical Health
Support the mental & physical health of students



School Safety
More plans, protocols, resource officers

BY THE NUMBERS



44+
ENGAGEMENT OPPORTUNITIES



8,387
SURVEYS



9,059
PARTICIPANTS

Fresno Unified Driving Governance - Budget

Education Code section 42127 requires the Governing board of each school district to adopt a budget on or before July 1st and be prepared in the format prescribed by Education code 42126. Once adopted, the budget is submitted to the County Office of Education for review and certification.

The Governing Board has adopted a Board Policy (BP) that addressed the critical nature of sound budgeting practices (Board Policy 3100 - Business and Non Instructional Operations). The district budget must:

- Show a complete plan and itemized statement of all expenditures and revenues for the following fiscal year
- Show a comparison of revenues and expenditures against current year
- Include appropriations limit and total appropriations subject to limitations as determined pursuant to Government Code 7900-7914
- In stable economic conditions, budget plan must provide general reserve for economic uncertainty of five (5) to ten (10) percent; Workers Compensation liability reserve at 90 percent; full funding for the General Liability reserve; and for the Health Fund Incurred but Not Paid Claims reserve; and, adhering as closely as possible to the 50-year plan to fund the GASB 75 Liability reserve.
- In volatile economic conditions, general reserve for economic uncertainty of **two (2) to four (4) percent**; Workers Compensation liability reserve at seventy (70) percent; and, suspending contributions from the Unrestricted General Fund to the GASB 75 Liability reserve, after consultation with the County Superintendent.
- Hold a public hearing on the proposed budget (Ed code 42103 and 42127)
- The Board shall adopt the district budget at a public meeting held after the date of the public hearing but on or before July 1 of each year.
- The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians
- The budget that is presented must adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction
- No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting documentation
- If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to their recommendations at a public meeting on or before October 8th. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations

Budget Criteria and Standards

- The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified by the State as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves
- In addition, they shall provide the supplemental information which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures
- The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth.
- The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures

Long-Term Financial Obligations

- The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims
- The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations
- When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year
- When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, whether or not it will reserve in the budget sufficient amounts to fund the present value

of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve

Budget Amendments

- No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act
- Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures
- In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections



Significant Accounting Policies And Terms

The District accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's California School Accounting Manual. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board and by the American Institute of Certified Public Accountants.

Due to construction projects often taking longer than one year, the District prepared multi-year budgets for projects accounted for in all Capital Project Funds. Anticipated revenues and expenditures for all projects were budgeted in fiscal year 2023/24. The available balances at year-end will become the revised budget for fiscal year 2024/25.

The District is a fiscally accountable district which means the District issues its own payroll and vendor warrants. The District is still subject to oversight by the Fresno County Superintendent of Schools (FCSS). The District must submit its first interim budget, second interim budget, adopted budget, and actual financial reports to FCSS for review and approval. FCSS requires the District to do internal audits of each of its warrant registers. Additionally, on a periodic basis, FCSS will conduct audits of those District warrants issued. The following is a summary of the significant accounting policies:

Fund Accounting: The accounts of the District are organized based on funds or account groups, each of which is a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues and expenditures, as appropriate. District resources are allocated to, and accounted for, in individual funds based upon the purpose for which they are to be spent and how spending activities are controlled. The District accounts are organized into major and non-major governmental, proprietary, and fiduciary funds.

Governmental Funds:

- The General Fund is the main operating fund of the District and is used to manage all financial resources except those required to be accounted for in another fund.
- The Building Fund accounts for the acquisition of major governmental capital facilities and buildings from bond proceeds.
- The Capital Facilities Fund accounts for revenues received from developer fees.
- Special Revenue Funds account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. Funds in this category include the Adult Education Fund, Child Development Fund, Cafeteria Fund, and Deferred Maintenance Fund.
- Capital Projects Funds are used to account for the acquisition and/or construction of all major governmental general fixed assets. Funds in this category include the County School Facilities Program Fund and the Special Reserve Fund.
- Debt Service Funds account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs. The Bond Interest and Redemption Fund is an example of a debt service fund.

Proprietary Funds:

- One type of Proprietary Fund is the Internal Service Fund. This fund renders services to other organizational units of a Local Educational Agency on a cost reimbursement basis. The fund is generally self-supporting. Health and welfare activities are accounted for in this fund.

Fiduciary Funds:

- This type of fund is used to account for assets held by the LEA in a trustee or agency capacity for others that cannot be used to support the LEA's own programs. Pension (and other employee benefit) trust funds are used to report resources that are required to be held in trust for the members and beneficiaries of defined benefit plans, or other employee benefit plans. The Retiree Benefit Fund is an example of this type of fund.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide revenues and expenditures are recorded using the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Accrual:

- Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual:

- Revenues are recorded in the fiscal year in which the resources are measurable and become available. Available means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Revenue from property taxes are recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements are recognized in the fiscal year in which all eligibility requirements have been satisfied.
- Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first then unrestricted resources as they are needed.

Budgets and Budgetary Accounting: Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all government funds. By State law, the District's Governing Board must adopt a final budget no later than July 1. A public hearing is conducted prior to adoption to receive comments. The budget is revised by the District's Governing Board during the year to consider unanticipated income and expenditures. Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

Encumbrances: Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are initiated. Encumbrances are liquidated when the commitments are paid.

Inventories: Inventories are recorded using the consumption method, in that inventory acquisitions are initially recorded in inventory accounts and the cost is recorded as expenditure at the time items are requisitioned. Inventories are valued on the weighted average method. Reported inventories are equally offset by a fund balance reserve which indicates that these amounts are not available for appropriation and expenditure even though they are a component of net current assets.

Prepaid Expenditures: The District has the option of reporting expenditures in governmental funds for prepaid items either when purchased or during the benefiting period. The District chooses to report expenditures in the benefiting period.

Capital Assets: Assets purchased or acquired with an original cost of \$15,000 or more are reported as capital assets (the limit is \$5,000 if Federal funds are being used). (*Board Policy 3400*)

Fund Balance Categories: GASB 54 requires the fund balance amounts to be properly reported within the fund balance categories below:

- Non-spendable – This is the fund balance associated with revolving cash funds, inventories and prepaids.
- Restricted – This includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.
- Committed – This includes amounts that can be used only for the specific purposes determined by a formal action of the Governing Board (the District’s highest level of decision-making authority).
- Assigned – These funds are intended to be used by the government (District) for specific purposes but do not meet the criteria to be classified as restricted or committed.
- Unassigned – This is the residual classification for the General Fund and includes all spendable amounts not contained in the other classifications.

Source: California School Accounting Manual, 2019 Edition

What is a Fund?

California state law requires districts to organize their financial reporting by “fund”. The California School Accounting Manual (CSAM), which governs school district budgeting and accounting processes in the state, defines a “fund” as, “a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances. These funds are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.” (Section 101)

Local educational agencies (LEAs) such as Fresno Unified, use these funds to summarize their financial activities and status. The principal role of these funds is to clearly demonstrate fiscal accountability by separating the financial transactions of the LEA into different categories.

There are three different types of funds: Governmental Funds, Proprietary Funds, and Fiduciary Funds.

Governmental Funds consist of:

- General Fund (main operating fund for the school district)
- Special Revenue Fund (used to account for special revenue sources that are restricted or committed to an expenditure for specified purposes, other than debt service or capital projects)
- Capital Projects Fund (used to account for financial resources that are restricted, committed, or assigned for the acquisition or construction of major capital facilities and other capital assets that are not financed by proprietary funds or trust funds)
- Debt Service Fund (used to account for the accumulation of restricted, committed, or assigned resources for, and the payment of, principal and interest on general long-term debt)
- Permanent Fund (used to report resources for which a formal trust agreement exists and that are restricted to the extent that the earning, but not the principal, may be used for the purposes that support the LEA’s own programs)

Proprietary Funds consist of:

- Enterprise Fund (used to account for activities for which fees are charged to external users for goods or services)
- Internal Service Fund (used to account for goods or services provided on a cost-reimbursement basis to other funds or departments within the LEA and, occasionally, to other agencies)

Fiduciary Funds consist of:

- Pension Fund/and other employee benefits (used to report resources that are required to be held in trust for the members and beneficiaries of defined benefit pension plans, defined contribution plans, other post employment benefit plans, or other employee benefit plans.
- Agency Fund (used to account for resources in which the LEA’s role is purely custodial such as Student Body Fund)

(Source: California School Accounting Manual, October 2011)

Fresno Unified Fund Listing

General Fund:

- Unrestricted – Fund 03
- Restricted – Fund 06

Special Revenue Funds:

- Student Activity Special Revenue Fund – Fund 08
- Adult Education Fund – Fund 11
- Cafeteria Fund – Fund 13
- Child Development Fund – Fund 12
- Deferred Maintenance Fund – Fund 14

Capital Projects Funds:

- Building Fund – Fund 21
 - ◆ Adult Education Building Fund
 - ◆ Measure X, Series D Building Fund
 - ◆ Measure M, Series A Building Fund
 - ◆ Measure M, Series B Building Fund
- Capital Facilities Fund – Fund 25
- County School Facility Fund – Fund 35
- Reserve for Capital Outlay – Fund 40

Debt Service Funds:

- Bond Interest & Redemption Fund – Fund 51

Internal Service Funds:

- Health Fund – Fund 67
- Liability Fund – Fund 68
- Worker's Compensation Fund – Fund 69
- Defined Benefits Fund – Fund 70

Fiduciary Funds:

- Post Retirement Fund – Fund 71

2024/25 Budget Development & Assumptions

Local Education Agencies (LEAs) are required to adopt a budget prior to July 1st of each year (the fiscal year is from July 1-June 30). The “adopted budget” is only the first blueprint of what the LEA expects in revenues and expenditures since the preparation of this budget started well before the State finalized the budget for the year. Since the State finalizes its fiscal budget on June 30th, there are times when adjustments are required. A school district has 45 days to present a revised budget to the Board from the date the State budget was enacted.

The 2024/25 assumptions outlined are based on guidance received from School Services of California (“SSC”), as well as the Governor’s May Revised Budget for 2024/25 (“the May Revise”) information:

- The Governor’s summary states, “Emerging from the pandemic, the state’s economy has been resilient but has behaved in ways that have defied traditional forecasts and historical precedent.”
- “The May Revision includes significant spending cuts to government operations, reductions to programs and pauses of new investments.”
- “Immediate risks to the forecast remain driven by persistent inflation and elevated interest rates”.
- “If inflation takes longer to cool and interest rates remain high for longer than projected....could deepen the expected economic slowdown and push the economy into a mild recession”.
- A new term that is being discussed is Stagflation, “which occurs when there is simultaneous slow growth, high unemployment, and rising costs, is now a concern.”
- “The May Revision, and what will become the 2024-25 Enacted Budget in late June, has some risks. The risks noted by the Governor include the federal government tightening economic policy, underperformance of the stock market, and the volatility of California’s progressive tax structure and its reliance on a small group of high-income taxpayers.”
- The 2024/25 budget proposal relies on a combination of borrowing, deferring implementation of planned investments, and, in the case of K-12, reduction in one-time funding.
- The prior guidance in January 2024 from SSC projected the cost-of-living adjustments (COLA) as follows: 0.76% 2024/25, 2.73% 2025/26, and 3.11% in 2026/27. Current guidance projects the funded COLA as follows: 1.07% in 2024/25, 2.93% in 2025/26, and 3.08% in 2026/27. Furthermore, the proposed budget utilizes the average of the three prior years’ Average Daily Attendance (ADA) for Local Control Funding Formula (LCFF) funding. The LCFF assumptions include a 92% attendance rate in 2024/25, 2025/26, and 2026/27 and approximately 900 student enrollment decline in each year. These proposals equate to a decrease of \$12.6 million in 2024/25, (\$1.0 million from the January Governor’s Proposal due to final attendance for 2023/24 and increase COLA). Further increases are also projected of \$9.7 million and \$21.8 million in 2025/26 and 2026/27, respectively.
- The May Revise proposes California State Teachers’ Retirement System (CalSTRS) employer costs will remain at 19.10% in 2024/25, 2025/26, and 2026/27.

- The May Revise proposed California Public Employees' Retirement System (CalPERS) employer costs have been updated from the Governor's January Proposal at 27.80% in 2024/25, 28.50% in 2025/26, and 28.90% in 2026/27. This equates to an increase of \$1.8 million in 2024/25, and increases are projected of \$800,000 and \$1.0 million in 2025/26 and 2026/27, respectively.
- The Workers' Compensation Rate is estimated to decrease by \$2.7 million to maintain the liability reserve at 90%.

Budget Preparation/Process: This is the first step in the development of the budget. The district projects the costs to continue existing programs, adjusts any costs related to enrollment projections, and factors in any other outside costs not controlled by the District (such as insurance, retirement contributions, legal costs, etc).

Estimates are also done to project federal, state and local revenues. Beginning balances for the year are calculated based on the estimated actuals of the current fiscal budget year.

Departments are asked to review any potential budget requests (either increase or decrease) to their current fiscal year and submit for review. Presentations are made for both Board and public input. Final approval of the Adopted Budget is required by June 30th.

Capital projects often take longer than one budget year to complete; expenses are posted to Fund 35 as they are incurred; at the end of the FY, any remaining expenses will roll to the next BY. As a result, while planned projects might be slated for FY 2024/25, a large portion of the expense could be rolled into the future budget year. The anticipated revenues and expenses were budgeted in 2023/24 and any fund balance will roll into 2024/25 as the revised budget (once audit is completed). A list of current projects can be found in the Financial Section labeled "Projects Funded by Outstanding Bonds".

Budget Revisions/Adjustment: The budget department and financial services division either receives or initiates well over 12,000 requests annually to make adjustments to the adopted budget (most are in the form of budget transfers). There are certain limitations on what a site or department can initiate (i.e., they cannot transfer funds from a restricted program such as Title I funds to an unrestricted fund). Budget adjustments are generally moving funds from one object to another but not increasing the overall budget for the given department.

- Budget Revisions are generally done on a schedule (i.e. first interim, second interim, etc) and often require Board approval. Revision parameters that require Board approval are:
 - ◆ Any adjustment from Undistributed Reserves
 - ◆ Any revisions that change the number of ongoing positions
 - ◆ Any revisions to reflect unanticipated new revenue during the fiscal year

2023/24 Estimates: The 2023/24 Year-End Estimated ending balance at Second Interim was projected at \$134.0 million. The revised projected Unrestricted General Fund ending balance is \$156.6 million. The difference of \$22.6 million is due mainly to the following components:

- A decrease in Transportation add-on revenue due to disallowance of transportation costs in restricted funds of (\$1.1 million)
- An increase in interest income of \$7.0 million, an increase in MediCal Administrative Activities as one-time of \$1.8 million and increase in reimbursement of \$200,000
- Recognize the March 2024 unrealized loss reduction from -3.87% to -3.29% as one-time revenue of \$11.5 million; total increase \$20.5 million
- Salary and benefits saving of \$2.9 million based on year-to-date expenditures
- New savings of \$0.3 million in the following areas:
 - ◆ Utility savings - \$1.1 million
 - ◆ Increased security contracts - (\$1.5 million)
 - ◆ Increased translation contracts - (\$0.3 million)
 - ◆ Savings of school site and department supplies - \$1.0 million
- An increase in Special Education Speech Pathologist contracts of \$6.0 million
- An increase in Special Education Pareducator contracts of \$1.0 million

As discussed earlier, the minimum reserve level is 2%, however in order to plan for the fiscal uncertainty of the future, the district has continued to operate with higher reserve levels. These will continue to be adjusted and monitored to reflect the current budgetary needs of the budget using sound fiscal policies.

2024/25 Estimates: The Adopted Budget includes recommendations that continue to balance the Board of Education's investments in extensive student programs and supports, competitive employee compensation, prudent fiscal stewardship, addressing unfinished learning, and responding to the impacts of the pandemic. It also keeps at the forefront the Board's mission to nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

In addition, the multi-year estimates include increases in expenses based on current employee bargaining agreements, an increase in transportation reimbursements (based on prior year), and PERS employer cost increases to name a few. State budget contractions are also taken into account in projecting future revenue.

Source: [Budget Summary \(ca.gov\)](#)

Source: School Services of California

Budget Focus by Goals

For the 2024/25 Adopted Budget year all expenditures have been allocated to one of the five Goals:

- Improve academic performance at challenging levels
- Increase student engagement in the school & community
- Expand student centered & real-world experiences
- Increase inclusive opportunities for families to engage in their student's education
- Increase recruitment and retention of staff reflecting the diversity of the community

In addition, we have further categorized the planned expenditures into the following:

Ongoing: Planned addition to budget, either personnel or supply/contract is planned to continue beyond the current budget year

One-time: These are programs that are being funded using the district allocation of one-time funds from the State (not guaranteed to continue into the next fiscal year)



2024/25 Adopted Budget Priorities

Area/ Department	Overall School Site Investments	Ongoing/ One-time/ One-time Recovery
LCFF	1.07% COLA, equates to a decrease of approximately (\$12.6) million, (\$8.6) million base and (\$4.0) million supplemental/concentration	Ongoing
Education Protection Account	For 2024/25, the EPA funds are estimated to be 49% of the LCFF funds. This equates to \$222.0 million. All funds will be used to support teacher salary and benefit costs	Ongoing
State Revenue	Recognize a decrease in transportation add-on revenue due to disallowance of transportation costs in restricted funds of (\$1.1 million)	Ongoing
Elementary Site Improvements	Investments include: Classroom teachers provided per the collective bargaining agreement; Resources for an additional teacher provided at designated elementary schools and an instructional coach at each elementary school; Classroom kindergarten aides provided to each elementary school; Custodial staff provided based on square footage; Clerical supports including an office manager, office assistant, library technician, and home school liaison; Health care professionals include a registered nurse, licensed vocational nurse or health assistant, and a school psychologist; Site leadership positions include a principal and vice principal	Ongoing
Middle School Site Improvements	Investments include: Classroom teachers provided per the collective bargaining agreement; Safety investments include campus safety assistants; Custodial staff provided based on square footage; Clerical supports include an office manager, office assistant, attendance records assistant, library technician, and a school psychologist; Health care professionals include a registered nurse, licensed vocational nurse or health assistant, and a school psychologist; Site leadership positions include a principal, vice principal, guidance learning advisor, and counselor	Ongoing
High School Site Improvement	Investments include: Classroom teachers provided per the collective bargaining agreement; Additional teachers include professional learning updraft system teams, librarian, targeted improvement actions; Safety investments include a school resource officer, probation officer, and campus safety assistants; Custodial investments provided based on square footage and may include a PE custodian, pool custodian, and auditorium as necessary based on school facilities; Clerical support include an office manager, registrar, assistant registrar, financial technician, office assistant, attendance records assistant, library technician, and resource counseling assistant; Health care professionals include a registered nurse, licensed vocational nurse, and school psychologist; Site leadership positions include a principal , vice principal, counselor, campus culture director, and athletic director	Ongoing
Teacher Instructional Supplies	In accordance with the current employee bargaining agreements, the 2024/25 includes an ongoing increase from \$315 to \$500 per FTA bargaining member of \$600,000	Ongoing



Area/ Department	Improve Academic Performance at Challenging Levels	
Analysis, Measurement & Accountability	Budget includes an additional 1.0 FTE Executive Officer (offset by reductions in Data Psychometrics), 2.0 FTE Executive Directors offset by reductions of 1.0 FTE Program Technician, 1.0 FTE Information System Specialist, substitute salaries, contracts and sub-agreements, equipment and graphics totaling a net decrease of (\$266,000)	Ongoing
Health Services	Budget includes an additional 9.0 FTE nurses (\$1.5 million already included in multi-year projections) offset by reductions in contracted nurse services, material and supplies totaling a net decrease of (\$3.0 million). In addition, an increase of 8.75 FTE licensed Vocational Nurses will be delayed from 2024/25 to 2025/26	Ongoing
School Safety & Security	Budget includes an additional 41.0 FTE Campus Safety (\$2.5 million already included in multi-year), additional 3.0 FTE Security Guards (offset with CIS contract and funded by the Liability Fund), increase for transportation cost, badge software and safe routes to schools offset by reduction in supplies and contracts totaling a net increase of \$93,000. In addition, the Proposed Budget includes \$300,000 in one-time funds to support an additional 15 sites for safe routes to schools	Ongoing & One-time
Emergency Response	Budget includes a reduction of a Manager II and Administrative Secretary totaling a decrease of (\$320,000)	Ongoing
African American Academic Acceleration (A4)	Budget includes \$1.3 million in one-time funds to support expanded student leadership	One-time
Alternative Education	Budget includes consolidation of JE Young, Cambridge, and eLearn at Farber. The consolidation includes reduction of two FTE Principals, a Vice Principal, a Guidance Learning Coordinator, an Attendance Records Assistant, an Office Assistant, .20 FTE Athletic Director, an Office Manager, conversion of two Registrars to Registrar Assistants, and conversion of a Counselor-to-Counselor Resource Assistant. In addition, a reduction of Library Technician, Teacher supplemental salaries, and materials and supplies totaling a decrease of (\$1.6 million)	Ongoing
Instructional Division	Budget includes a reduction of teachers on special assignment to 185 days, a Budget Technician, a Teacher on Special Assignment, 0.5 FTE Analyst I, and supplemental contracts. In addition, restructure of Data Psychometrics with reduction of an Assistant Superintendent, an Administrative Analyst, an Administrative Secretary, a Teacher on Special Assignment and conversion of 2.0 Executive Officers to Analysis, Measurement, and Accountability and Department of Equity Inclusion totaling a decrease of (\$2.5 million)	Ongoing

Area/ Department	Improve Academic Performance at Challenging Levels	
Curriculum & Instruction	Budget includes a reduction of 0.50 FTE Analyst, a Literacy Coach, a Customer Service Representative, a Director, a Manager II, supplemental salaries, professional consulting contracts, travel and materials and supplies totaling a decrease of (\$1.6 million). In addition, K-6 History textbooks will be allocated from the Committed Fund Balance of \$11.4 million. Subsequently, as presented at the April 24, 2024, Board meeting, the Proposed Budget includes \$1.4 million in one-time funds to continue recovery supports	Ongoing & One-time
Special Education	Budget includes a reduction of four Regional Instructional Managers, and reassignment of three Literacy Coaches and six Teachers on Special Assignment to return to classroom instruction totaling a decrease of (\$2.1 million)	Ongoing
Information Technology	Budget includes reduction of supplies and services offset by increase for district Microsoft licenses and 5% contract increases (\$250,000 already included in the multi-year projections) totaling an increase of \$270,000. In addition, a request of one-time support for district cyber security training of \$143,000	Ongoing
Enterprise Services	Budget includes a reduction of a Technical Support Specialist, facility rental contract, conversion of a Software Developer II to Systems Administrator, conversion of Technician Support Specialist to Technician Support Specialist II offset by increase of Human Enterprise system maintenance (\$250,000 already included in multi-year projections), and increase of Financial system maintenance (\$300,000 already included in multi-year projections) totaling a decrease of (\$149,000). In addition, a request of one-time support for Human Enterprise system upgrade (\$2.5 million already included in multi-year projections)	Ongoing & One-time
Learner Support Services	Budget includes a reduction of a Help Desk support, a Customer Service Representative, classroom software management, T-Mobile hotspots based on usage, supplies offset by expansion of computer refresh to site office staff of equipment refresh, additional Coordinator II, and a Technician Support Specialist totaling an increase of \$725,000	Ongoing
Network	Budget includes a reduction of supplies and services totaling a decrease of (\$80,000)	Ongoing

Area/ Department	Increase Student Engagement in the School & Community	
Student Engagement	Budget includes a reduction in supplemental salaries, supplies, travel, and services totaling a decrease of (\$1.1 million). Subsequently, as presented at the April 24, 2024, Board meeting, the Proposed Budget includes \$90,000 to support kNOW more contract and \$1.2 million in one-time funds to support the athletic bridge program	Ongoing & One-time



Area/ Department	Increase Student Engagement in the School & Community	
Arts & Music Education	Budget includes a reduction in supplemental salaries, supplies and services totaling a decrease of (\$190,000). In addition, Proposition 28 Arts and Music Education Funding allocates \$12.9 million to 100 school sites. Site plans were developed in winter 2023 and allocates 46.4 Teacher FTE	Ongoing
Early Learning	Budget includes a reassignment of three Teachers on Special Assignment to return to classroom instruction totaling a decrease of (\$480,000)	Ongoing
Prevention & Intervention	Budget includes reassignments of eight Climate and Culture Specialist and one Teacher on Special Assignment to return to classroom instruction. Furthermore, reductions of 3 Counseling Resource Assistants, one Clinical Social Worker, 1.0 FTE Prevention Intervention Specialist, one School Counselor, one Social Emotional Manager, two Social Emotional Manager duty days, 0.80 FTE Teacher, supplemental salaries, travel, supplies and services offset by an additional Secretary totaling a net decrease of (\$3.0 million). In addition, the Budget includes one-time allocations for three years utilizing the Committed Fund Balance for Pandemic Recovery for the following supports: three Restorative Practice Counselors, a Manager III, ten Clinical Social Workers, two Behavior Intervention Specialist, one Behavior Support Advisor, a Child Welfare & Attendance Specialist, contract for Registered Behavior Technicians, Care Solace contract, and professional learning supports totaling \$4.5 million	Ongoing & One-time
Diversity, Equity, & Inclusion	Budget includes an additional 1.0 FTE Executive Officer (offset by reductions in Data Psychometrics), one Manager III offset by reduction in supplemental salaries and services totaling a decrease of (\$65,000)	Ongoing
Plant Operations	Budget includes increase for utilities (\$1.5 million already included in the multi-year projections), waste and recycling, indoor air quality testing, air filters, rehabilitation of fields, and pest control services totaling \$820,000. In addition, a request of one-time support for computer equipment of \$150,000	Ongoing & One-time
Facilities Management & Planning	Budget includes a decrease in supplies of (\$4,000)	Ongoing
Plant Maintenance	Budget includes maintaining the required 3% contribution of the general fund	Ongoing
Nutrition Services	Budget includes conversion 20 employees from 3.5-hours to 6-hours, additional Nutrition Services Manager, a 0.875 FTE Cook/Baker offset by reduction of 1.8 FTE Nutrition Services Operator and an Office Assistant totaling \$375,000	Ongoing
Transportation	Budget includes a reduction of First Student contract based on experience totaling a decrease of (\$1.0 million)	Ongoing
Purchasing & Warehouse	Budget includes a reduction of baseline classroom materials based on actual experience, copier maintenance, and equipment totaling a decrease of (\$390,000)	Ongoing

Area/ Department	Expand Student Centered & Real-World Learning Experiences	
Expanded Learning	Budget includes a reassignment of two Teachers on Special Assignment to return to classroom instruction and shift summer school support to the Expanded Learning Opportunities Program totaling a decrease of (\$1.5 million). In addition, the Expanded Learning Program has reserved \$49.3 million to assist with the Aviation facility	Ongoing
College and Career Readiness	Budget includes a reduction of 1.2 FTE Senior High Teacher extra periods, travel, supplies, and services totaling a decrease of (\$720,000). Subsequently, as presented at the April 24, 2024, Board meeting, the Proposed Budget includes \$30,000 to support Latino Student Union Coordinator	Ongoing
Career Technical Education	Budget includes a reduction of 1.2 FTE Senior High Teacher extra periods, travel, supplies, and services totaling a decrease of (\$1.3 million)	Ongoing
English Learners	Budget includes a reassignment of four Teachers on Special Assignment to return to classroom instruction totaling a decrease of (\$640,000)	Ongoing

Area/ Department	Increase Inclusive Opportunities for Families to Engage in their Student's Education	
Communications	Budget includes a reduction for event costs of (\$120,000)	Ongoing
Parent University	Budget includes a reduction for contracts of (\$250,000)	Ongoing
Translation Services	Budget includes a shift of two Senior Bilingual Interpreters from ESSER and translating services totaling \$540,000	Ongoing
School Leadership	Budget includes a reduction of a Manager III, supplemental salaries, classified substitute salaries, supplies, services, and bus passes based on usage totaling a decrease of (\$1.0 million)	Ongoing
Engagement and External Partnerships	Budget includes reductions of supplies and services totaling a decrease of (\$60,000)	Ongoing



Area/ Department	Increase Recruitment and Retention of Staff Reflection the Diversity of the Community	
Board Office	Budget includes reductions for supplemental salaries, supplies, and services totaling a decrease of (\$28,000). In addition, a request of one-time support for 2024 election costs of \$35,000 (already included in multi-year projections)	Ongoing
Superintendent's Office	Budget includes reductions of an Administrator and reduction of travel totaling a decrease of (\$267,000)	Ongoing
Business & Financial Services	Budget includes reductions of contracts totaling a decrease of (\$37,000)	Ongoing
Fiscal Services	Budget includes reductions of supplies and services totaling a decrease of (\$25,000)	Ongoing
Payroll	Budget includes reductions an Analyst II and an Employee Service Center Specialist offset by an additional Administrative Analyst totaling a decrease of (\$75,000)	Ongoing
State & Federal	Budget includes reductions of two Program Technicians, supplemental salaries, supplies, travel, and services offset by an additional Budget Technician II totaling a decrease of (\$150,000)	Ongoing
Risk Management & Workers' Comp	Budget includes three Security Guards offset by contract reductions. In addition, the proposed rate for the liability rate remains the same at 1.15% and Workers' Compensation rate changes from 1.30% to .85% due to savings in claims. Budget also includes \$250,000 to create the Office of Accessibility	Ongoing
Health Benefits & Defined Benefits	Budget includes an employee contribution of \$22,000 per active employee. The Budget is provided by the Joint Health Management Board (JHMB)	Ongoing
Teacher Professional Development	Budget includes a reassignment of 15 Teachers on Special Assignment to return to classroom instruction and reduction of supplemental salaries totaling a decrease of (\$2.5 million)	Ongoing
Human Resources	Budget includes a reduction of a Manager I, a Coordinator I, an Administrative Secretary II, supplies, and services totaling a decrease of (\$695,000)	Ongoing

Board of Education Approved One-time Expenditures

The Adopted Budget includes \$36.7 million in one-time expenditures as follows:

- Cybersecurity training \$0.1 million
- Maintenance equipment \$0.2 million
- Security safe routes to school \$0.3 million
- Lawson Software Upgrade \$2.5 million
- Designed Science Facility Carryover \$0.9 million
- Education Center Facility Carryover \$1.5 million
- Early Learning Recovery Carryover \$1.0 million
- One-Time Salary increase \$21.3 million
- K-6 History Textbook Adoption \$11.4 million
- Social Emotional Supports \$4.6 million
- African American Student Supports \$1.3 million
- Curriculum Supports \$1.4 million
- Student Engagement Support \$1.2 million
- Utilize Restricted Lottery (\$5.0) million
- Utilize Arts and Music Block grant (\$6.0) million



Strategic Budget Development Calendar

Budget Preparation/Process: This is the first step in the development of the budget. The district projects the costs to continue existing programs, adjusts any costs related to enrollment projections, and factors in any other outside costs not controlled by the District (such as insurance, retirement contributions, legal costs, etc).

Estimates are also done to project federal, state and local revenues. Beginning balances for the year are calculated based on the estimated actuals of the current fiscal budget year.

Departments are asked to review any potential budget requests (either increase or decrease) to their current fiscal year and submit for review. Presentations are made to both the Board and public for input. Final approval of the Adopted Budget is required by June 30th.

Budget Revisions/Adjustment: The budget department and financial services division either receives or initiates well over 12,000 budget transfer requests annually to make adjustments to the adopted budget. There are certain limitations on what a site or department can initiate (i.e., they cannot transfer funds from a restricted program such as Title I funds to an unrestricted fund). Budget adjustments are generally moving funds from one object to another but not increasing the overall budget for the given department.

- Budget Revisions are generally done on a schedule (i.e. first interim, second interim, etc) and often require Board approval. Revision parameters that require Board approval are:
 - ◆ Any adjustment from Undistributed Reserves
 - ◆ Any revisions that change the number of ongoing positions
 - ◆ Any revisions to reflect unanticipated new revenue during the fiscal year

There are numerous opportunities for the public to interact with the school district regarding the development of the school district's budget. Participation and comments by the community are always welcome, but there are some points when it is more advantageous for community participation than others. The following identifies the critical developmental steps in:

- Budget development calendar
- Budget monitoring cycles
- Closing and auditing prior year revenues and expenses

December	The process of developing the budget begins with a request to Facilities for enrollment projections and budget development request to Benefits/Risk Management for next year's internal service rates.
January	The Governor's proposed State Budget is released on January 10th of each year, and a discussion regarding the impact on the district is reviewed and highlighted with the Board shortly thereafter. Internal service rates are established. District projected enrollment numbers are finalized. Based on the Governor and District's assumptions, budget projections are completed for next year.
February/March	Budget adjustments/reductions are presented to Cabinet for prioritization. The results are presented to the Board for their approval. Based on the above results, instructions for budget development are completed, and planning documents for District staff are distributed and then returned to the district office.
April	Development of the first preliminary budget is in the works. Board priorities are considered for inclusion in the preliminary budget and potential expansions or reductions in program and personnel are completed.
May	In May, the Governor releases his "May Revise" with his proposed amendments for the development of the subsequent year's budget for the State. The characteristics of the May Revise and its impact on public education are an important guide for determining the direction of the following year's fiscal options. The Board will continue to evaluate the proposed budget for the coming fiscal year.
June	Final study sessions and hearings by the Board are held on the development of the budget for the coming year. The public is welcome to comment on the proposed budget. The budget is adopted prior to July 1 each year.
July	In accordance with the State Constitution, the State Budget is adopted, and the process of closing the district's books on the prior fiscal year's revenues and expenditures begins. These two actions - establishment of prior-year revenues, expenses, and the district's ending balance, and the adoption of the State's final support levels for public education - are important steps in development of the district's final expenditure plan.
August	In accordance with State law, the district must amend its adopted budget to reflect the State's actions within 45 days after the Governor's signature on the State Budget. This revision is an important step in determining the final expenditure plans for the coming fiscal year. Concurrently, the county superintendent's review and comments on the proposed budget are received by the district, and if the actions of the local agency have been disapproved by the county superintendent, additional review steps must be taken in the budget development. An important step in the development of the final budget is an update on the beginning fund balances to reflect the unaudited actuals from the closeout of the prior fiscal year that ended on June 30. This beginning balance, along with the revised revenues as adopted in the Governor's final budget, creates the financial characteristics of the expenditure plan of the coming fiscal year.



Budget Monitoring Cycles

October	There are two points during the fiscal year when the local agency reviews the revenues and expenditures to date. The First Interim Report covers the district's expenditures through October 31 and provides projections of revenues and expenses for the balance of the fiscal year.
December	The Board receives the First Interim Report in public session and reaches a conclusion as to whether its fiscal condition is positive, qualified, or negative. The Interim Report will reflect the projected ending balance of the district for the current fiscal year based upon actual revenues and expenditures through October 31 and estimated actuals for the balance of the fiscal year.
January	The Second Interim Report reflects actual revenues and expenditures through January of each year and also projects revenues and expenses through the balance of the fiscal year.
March	The Board receives the Second Interim Report and again must reach conclusions as to whether the district has a positive, qualified, or negative certification. This is the final interim review of the district's revenues and expenditures unless the Board concludes that a "Third Interim Report" would also be helpful to the Board.

Closing and Auditing the Prior Fiscal Year

July/August	The Board must also take actions to close the prior fiscal year and to review the district's revenues and expenditures. During the summer months, the district's staff closes the books for the prior fiscal year and develops unaudited actual revenues and expense for each of the district accounts.
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School District Reserve Levels

The 2014 State Budget Act and the passage of Proposition 2 in November 2014 established a hard cap on district reserves (the total dollars a district must hold in reserve in their adopted budget for unforeseen circumstances), if all of the following conditions are met:

1. Proposition 98 must be funded based on Test 1
2. Full repayment of the maintenance factor prior to 2014/15
3. Proposition 98 provides sufficient funds to support pupil attendance growth and the statutory COLA
4. Capital gains exceed 8% of General Fund revenues

However, Senate Bill 751 which became effective January 1, 2018 adjusted school district reserve cap law by:

- Requiring that the reserve cap be triggered in a fiscal year immediately after a fiscal year in which the amount of monies in the Public School System Stabilization Account is equal to or exceeds three (3) percent of the combined total of General Fund revenues appropriated for school districts and allocated local proceeds of taxes (Prop 98 funding), as specified, for that fiscal year
- Adjusted the reserve cap from a combined assigned and unassigned ending fund balance based on the size of the district to a combined assigned or unassigned ending balance, in the General Fund (01) and Special Reserve Fund for Other Than Capital Outlay (17), of 10% of those Funds for all districts
- Reserves would be capped at 10% as long as the amount in the Public School System Stabilization Account remained a 3% or greater of the Proposition 98 amount in each preceding year
 - ◆ The State must notify local educational agencies when the conditions are and are no longer applicable*
- Basic aid school districts and districts with fewer than 2,501 average daily attendance (ADA) are exempt from the reserve requirement

*For the budget year 2024/25, the reserve cap of 10% is not in effect since the reserve balance from Prop 98 does not meet the 3%+ threshold in the previous year(s).

Since California School Districts are funded through the LCFF funding formula (which is heavily reliant on State incomes and property taxes), the reserve is a way to smooth out some of the volatility and ensure there is enough funding available. The reserve is a way for the school district to have a “savings account” or “rainy day fund”.

Source: Governor’s May revise [Budget Summary \(ca.gov\)](#)

Fresno Unified Unrestricted General Fund Reserve Levels

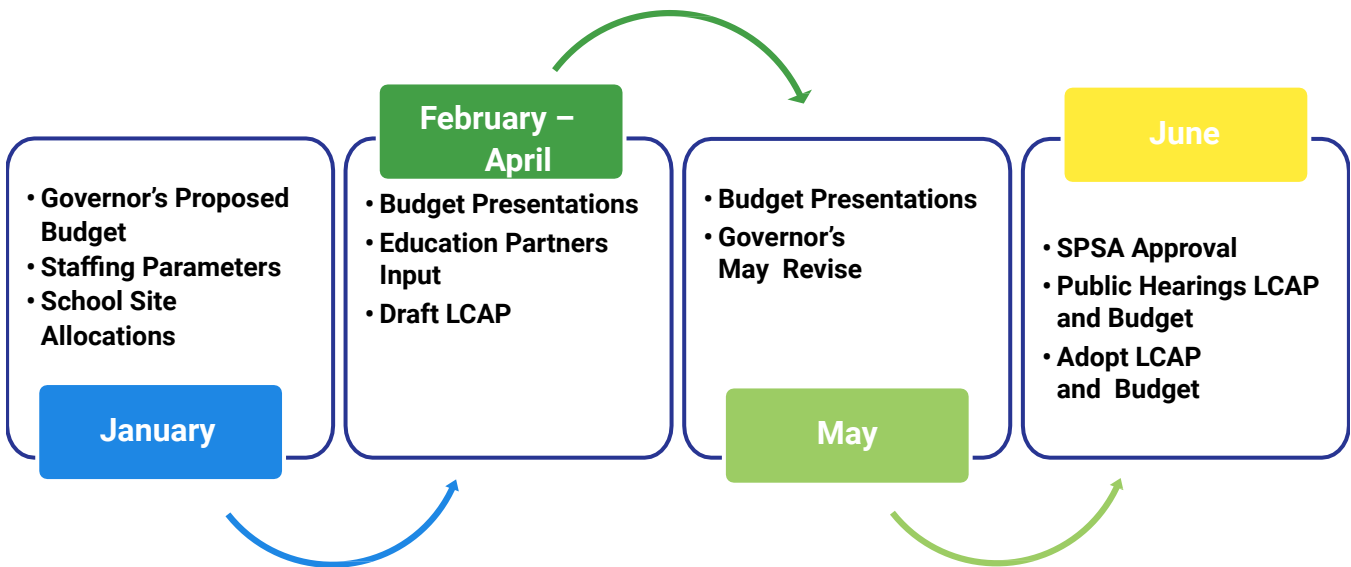
In response to this, school districts plan a reserve level. For a district the size of Fresno Unified, the state minimum required reserve for economic uncertainties is 2%. The district's Board Policy 3100 recognizes the importance of having a healthy reserve and calls for a reserve level of 5-10% during stable times and 2-4% in volatile economic conditions. Since the States' budget is in an operational deficit the district is operating under the "volatile economic conditions" parameter.



Department Budgets

Budget discussions for district departments begin after winter break for the following year and are designed to meet department needs, goals and priorities. Department leaders submit requests for additional funding, both ongoing and one-time in early February. These initial requests include justification for additional investments and proposed reductions. Initial department proposals are considered by the district’s cabinet members. After this initial review, proposals are presented to the Board and the public during regularly agenzized meetings of the Board of Education. Budgets may be revised based on these discussions. A public hearing is held on the proposed budget in May and the Board adopts the budget in June. Department directors and managers are responsible for meeting the goals within their established budgets. To aid in this responsibility, budget managers are provided training and online tools. In addition, all budgets are monitored and supported by a Fiscal Services Analyst.

Financial Reporting Timelines



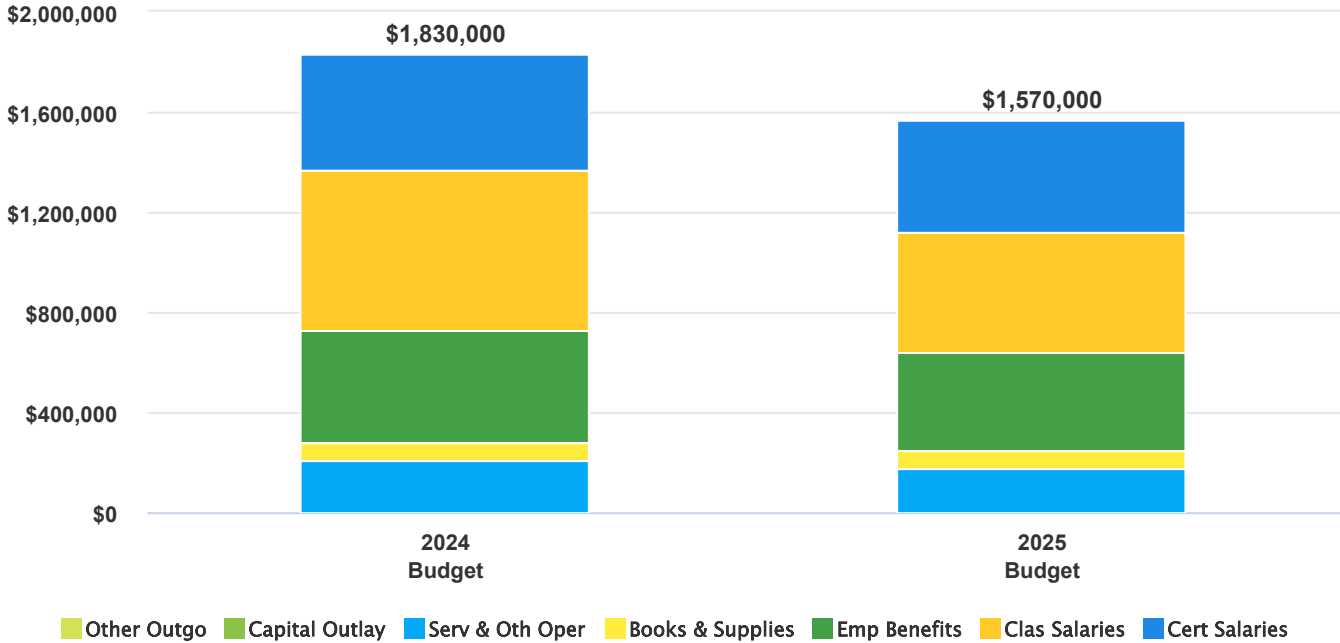
Superintendent's Office

**Increase Recruitment and Retention of Staff Reflecting the diversity of the Community*

2024/25 Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce 1.0 FTE Administrator General - (\$240,000)
- Reduce Travel budget - (\$27,000)

Net Adjustments: 1.0 FTE - (\$267,000) ongoing



Board of Education

**Increase Recruitment and Retention of Staff Reflecting the diversity of the Community*

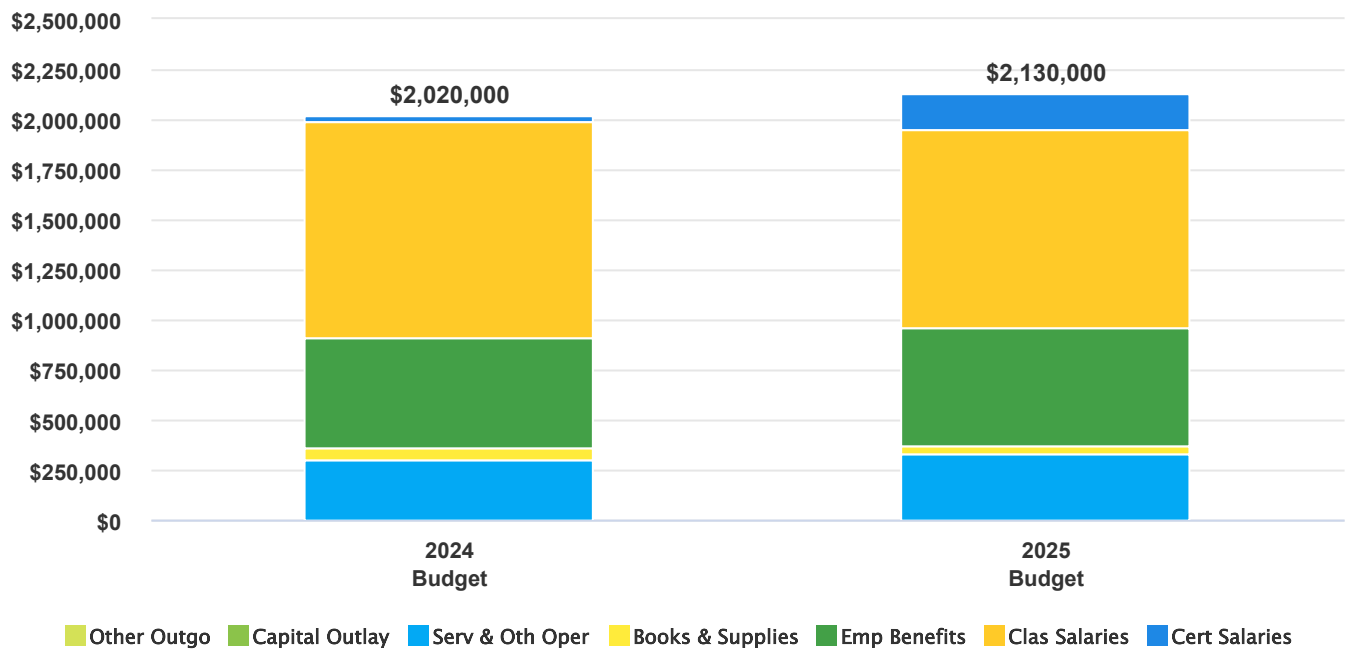
2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc.
- Reduce supplemental salaries - (\$8,000)
- Reduce supplies and services - (\$20,000)

One-Time:

- 2024 Election Cost (already included in the Multi-Year Projections of \$35,000)

Net Adjustments: (\$28,000) ongoing



Business and Financial Services Division

**Increase Recruitment and Retention of Staff Reflecting the diversity of the Community*

Our Mission:

- ▶ Collaborate with a growth mind-set
- ▶ Guide fiscal policy
- ▶ Report timely and accurately
- ▶ Advocate sound business practices
- ▶ Ensure all are valued and supported to achieve positive student outcomes and personal success

Departments:

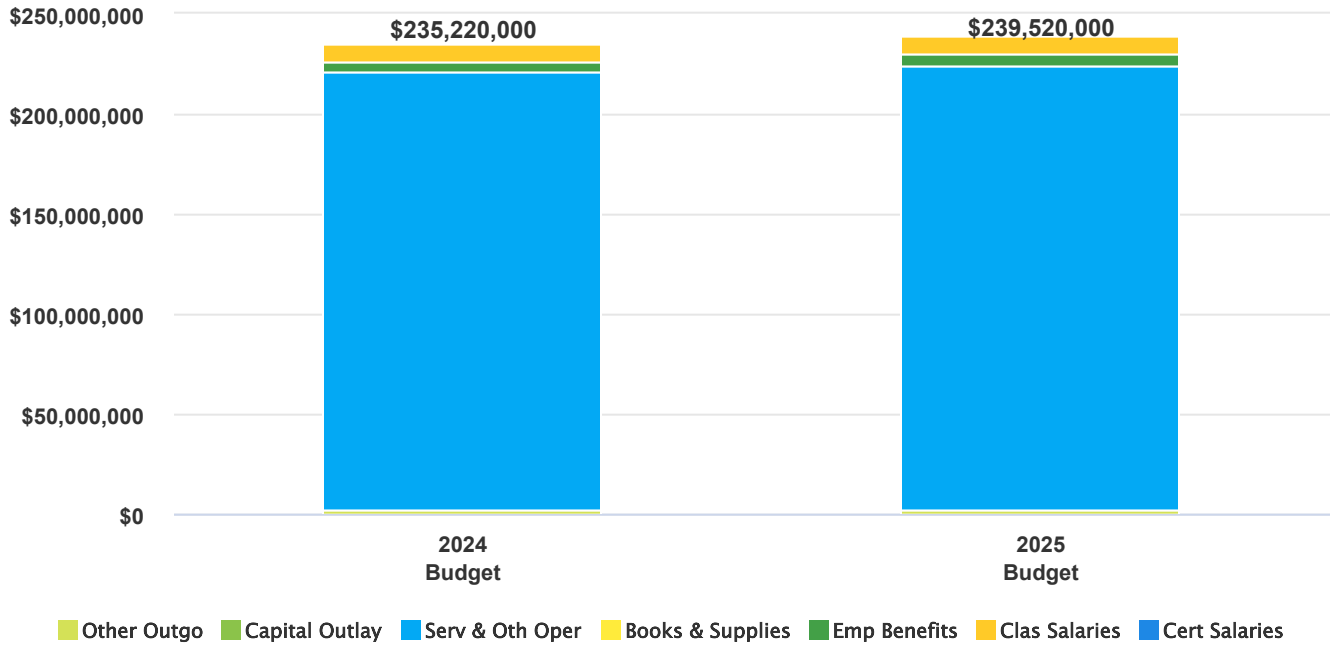
- Fiscal Services
- Payroll
- Health Benefits & Defined Benefits
- State and Federal Programs
- Legal
- Risk Management and Workers' Compensation

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc.
- Reduce contracts - (37,000)
- Reduce supplies and services - (\$50,000)
- Reduce 1.0 FTE Analyst II Payroll - (\$175,000)
- Add 1.0 FTE Administrative Analyst - \$210,000
- Reduce 2.0 FTE Program Technician State & Federal - (\$200,000)
- Add 1.0 FTE Budget Technician II State & Federal - \$105,000
- Reduce supplemental salaries - (\$15,000)
- Reduce travel - (\$15,000)
- Employee Contribution to Health Plan \$22,000 per active employee
- Security guards 3.0 FTE offset by contract reductions
- Liability rate remained the same at 1.15%
- Workers' Compensation rate from 1.30% to 0.85% due to savings in claims
- Create Office of Accessibility (ADA) - \$250,000

Net Adjustments: 2.0 FTE - \$73,000 ongoing

ORGANIZATIONAL SECTION



Instructional Division

Our Vision for Student Success:

Fresno Unified is committed to preparing college and career ready graduates. To achieve this level of readiness, every student can and must learn at grade level and beyond. We have a deliberate, intentional culture of learning with high expectations where every day, every educator and every student seeks to learn and strives for growth. We support and challenge each other to stay focused on what matters most: ensuring that in every classroom our students are tackling relevant, challenging content, taking ownership for their learning, and improving every day.

Theory of Action:

- Get the right people in the right work
- Invest all stakeholders in a shared vision of effective instruction that drives our work
- Establish a diverse, inclusive, accountable community that embraces a culture of learning with high expectations
- Ensure a coherent and effective instructional system to support schools in achieving our shared vision

Departments:

- Instructional Division Cabinet
- Early Learning
- Adult Education
- Alternative Education
- Arts and Music
- English Learner Services
- Career Technical Education
- College & Career Readiness
- Prevention & Intervention
- Expanded Learning
- Student Engagement
- Charter Office
- Curriculum & Instruction
- Teacher Development
- School Leadership
- Special Education
- Psychological & Guidance Services

Instructional Division

**Improve academic performance at challenging levels*

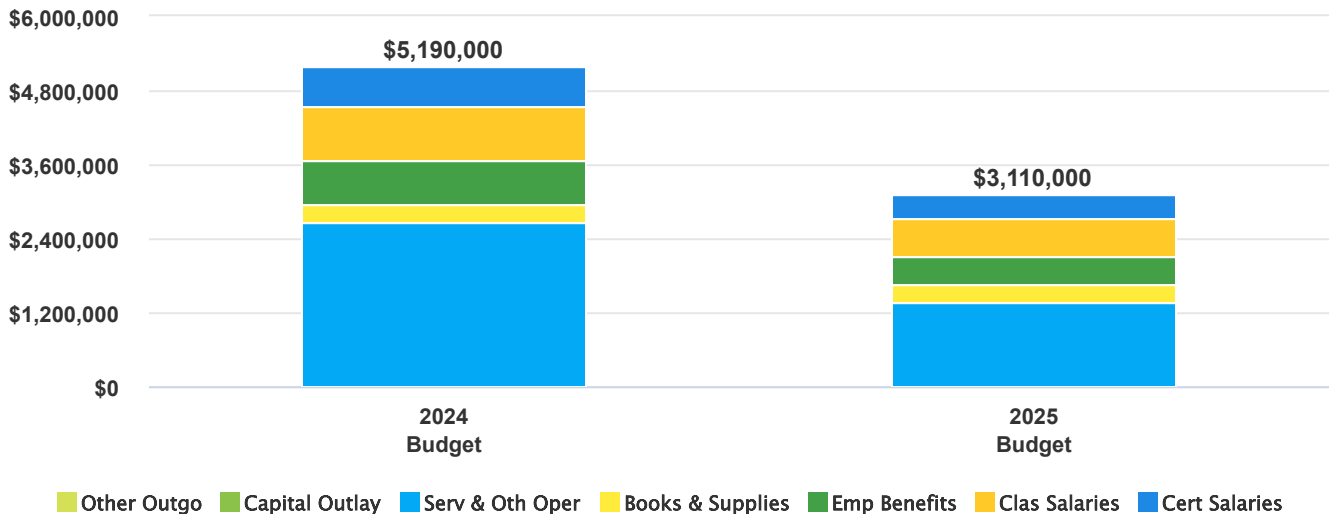
2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Decrease Teachers on Special Assignment to 185 day (equates to 3.1 FTE) - (\$530,000)
- Decrease of 1.0 FTE Budget Tech I - (\$100,000)
- Decrease of 0.5 Analyst I FTE (now split funded with CIPL) - (\$85,000)
- Decrease in Teacher Supplemental Contracts - (\$62,000)
- Reduce 1.0 FTE Teacher, Spec Assignment - (\$170,000)
- **Consolidate Data Psychometrics with Instructional Division**
 - ◆ Reduce 1.0 FTE Assistant Superintendent - (\$265,000)
 - ◆ Reduce 1.0 FTE Administrative Analyst - (\$210,000)
 - ◆ Reduce 1.0 FTE Administrative Secretary - (\$115,000)
 - ◆ Reduce 1.0 FTE Teacher, Special Assignment - (\$170,000)
 - ◆ Reduce supplies and contracts - (\$830,000)

Note: Converted 2.0 FTE Executive Officer to Analysis, Measurement and Accountability and Department of Diversity, Equity, and Inclusion from Data Psychometrics - \$500,000

Net Adjustments: (9.6) FTE - (2.5 million) ongoing

Chief Academic Officer Instructional Division



Early Learning

**Increase Student Engagement in the School and Community*

Mission:

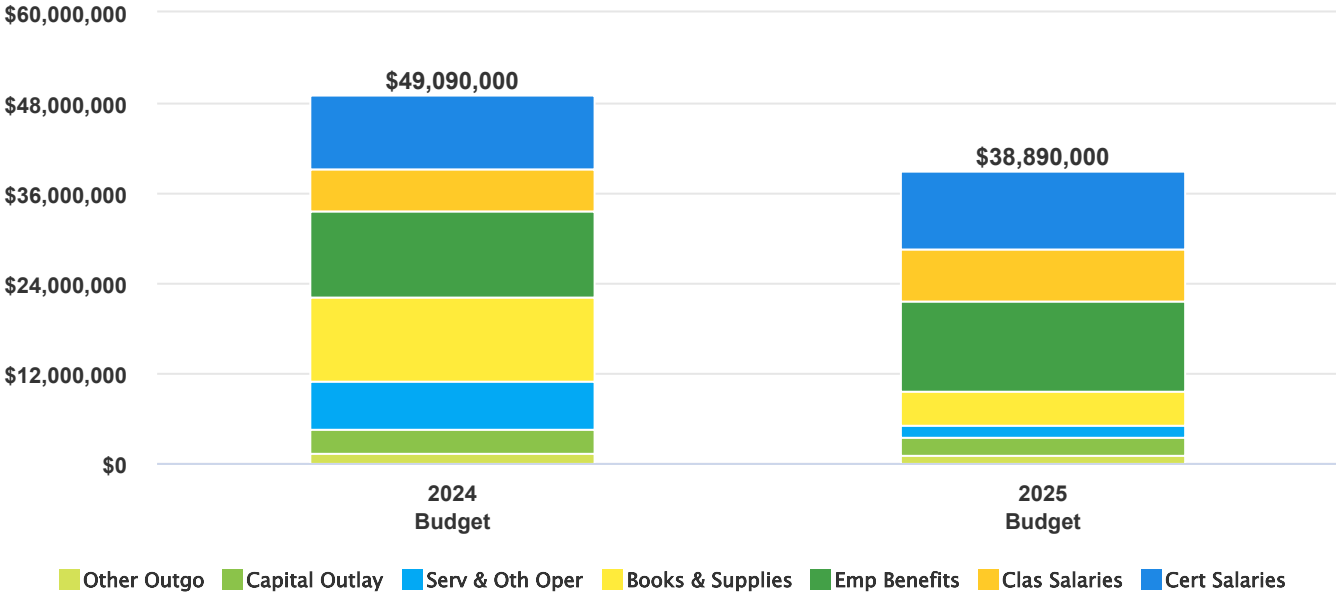
To ensure children of all abilities in Fresno Unified School District have an equitable start for college, career, and life readiness, the Early Learning Department provides nurturing, child-centered environments and high-quality educational programs that value and respect the needs, languages, and cultures of all students, families, staff, and community.

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce 3.0 FTE Teacher on Special Assignment - (\$480,000)

Note: 2023/24 includes \$4.1 million in one-time funds and several Early Learning grants ending

Net Adjustments: (\$190,000) ongoing



Adult Education

**Improve academic performance at challenging levels*

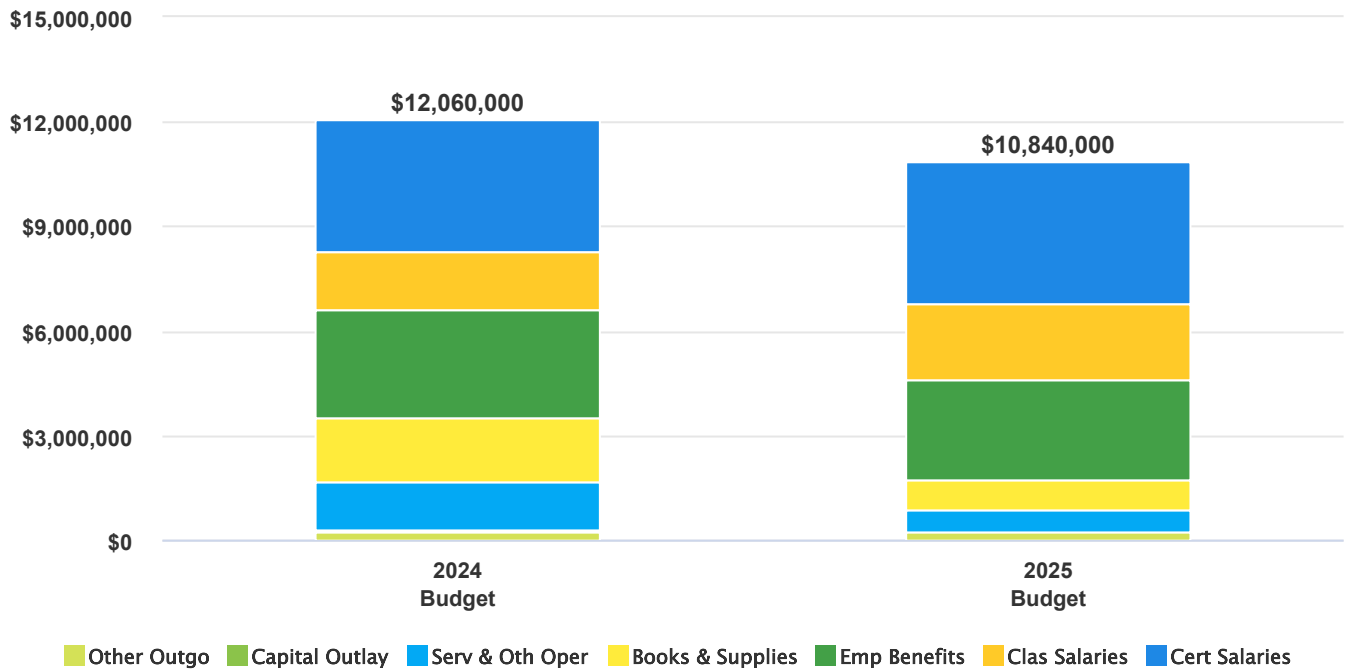
Mission:

Support our adult learners in our school district’s vision of empowering our valued students, families, and staff to achieve their greatest potential.

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc

Note: Carryover not included in 2024/25



Alternative Education

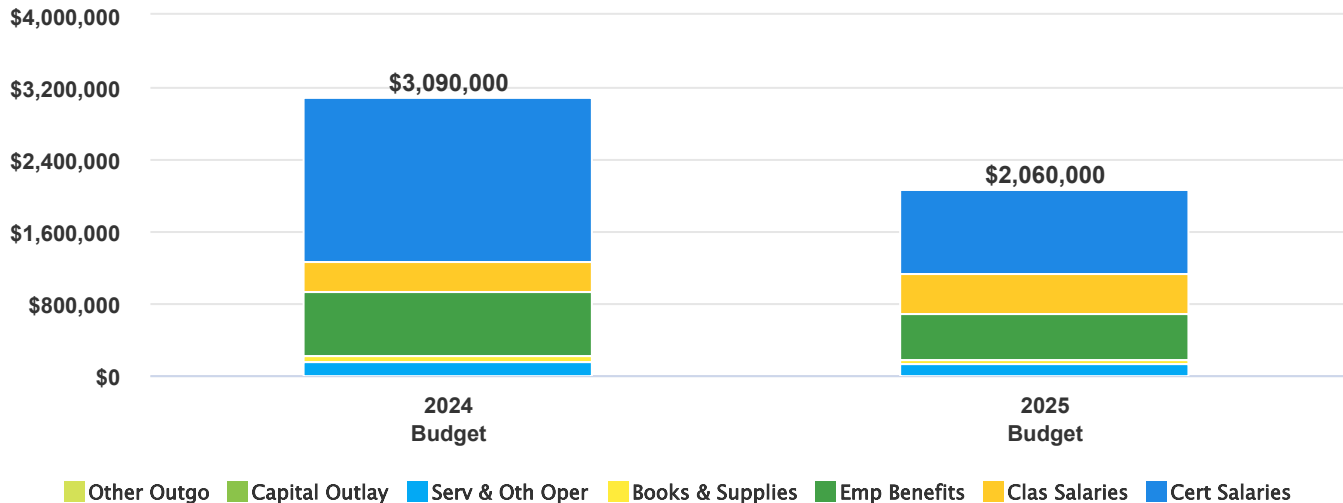
**Improve academic performance at challenging levels*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Consolidate JE Young, Cambridge, and eLearn at Farber:
 - ◆ Reduce 2.0 FTE Principal - (\$430,000)
 - ◆ Reduce 1.0 FTE Vice Principal - (\$190,000)
 - ◆ Reduce 1.0 FTE Guidance Learning Coordinator - (\$165,000)
 - ◆ Reduce 1.0 FTE Attendance Records Assistant - (\$80,000)
 - ◆ Reduce 1.0 FTE Office Assistant - (\$85,000)
 - ◆ Reduce 0.2 FTE Athletic Director - (\$30,000)
 - ◆ Reduce 1.0 FTE Office Manager - (\$80,000)
 - ◆ Convert 2.0 FTE Registrar to 2.0 Registrar Assistant - (\$45,000)
 - ◆ Convert 1.0 FTE Counselor to 1.0 FTE Counselor Resource Assistant - (95,000)
- Reduce 1.0 FTE Library Technician - (\$75,000)
- Reduce teacher supplemental salaries - (\$410,000)
- Reduce material and supplies - (\$25,000)

Note: 2023/24 includes 3.0 Teacher FTE in one-time funds; 7.2 FTE adjustments are site-based and note included in Alternative Education

Net Adjustments: (8.2) FTE - (1.6 million) ongoing



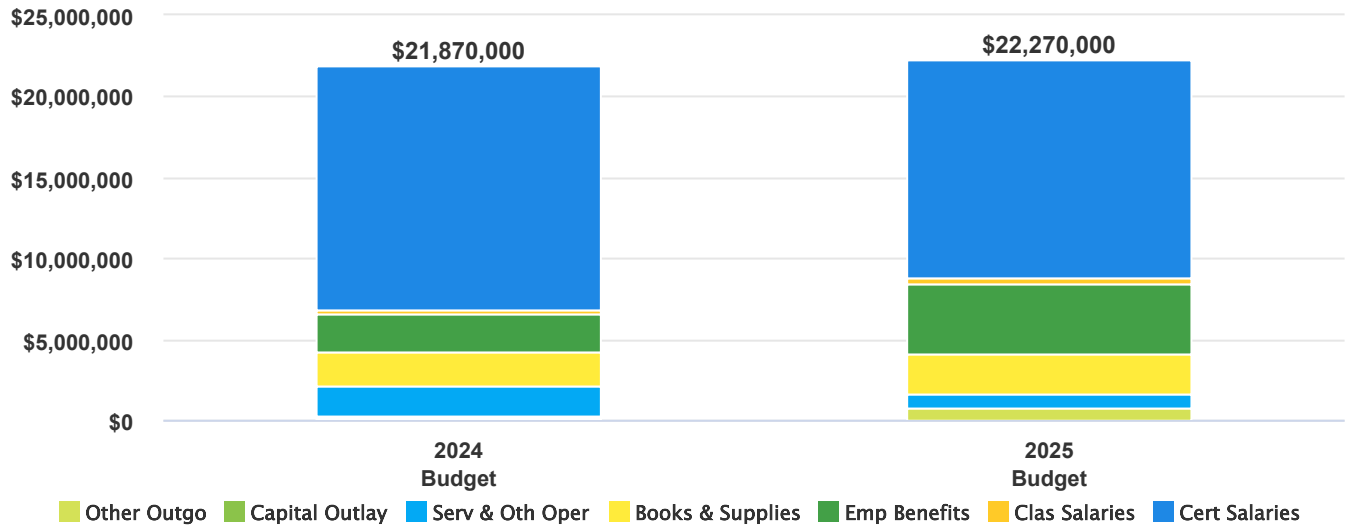
Arts & Music

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc.
- Reduce supplemental salaries - (\$30,000)
- Reduce supplies - (\$55,000)
- Reduce contracts and services - (\$105,000)
- Proposition 28 Arts and Music Education Funding Program allocates \$12.9 million to 100 school sites. Site plans were developed in winter 2023.
 - ◆ Proposition 28 requires 90% to be allocated to personnel
 - ◆ 2023/24 includes 46.4 Teacher FTE

Net Adjustments: (\$190,000) ongoing



English Learner Services

**Expand Student Centered and Real-World Learning Experiences*

Mission:

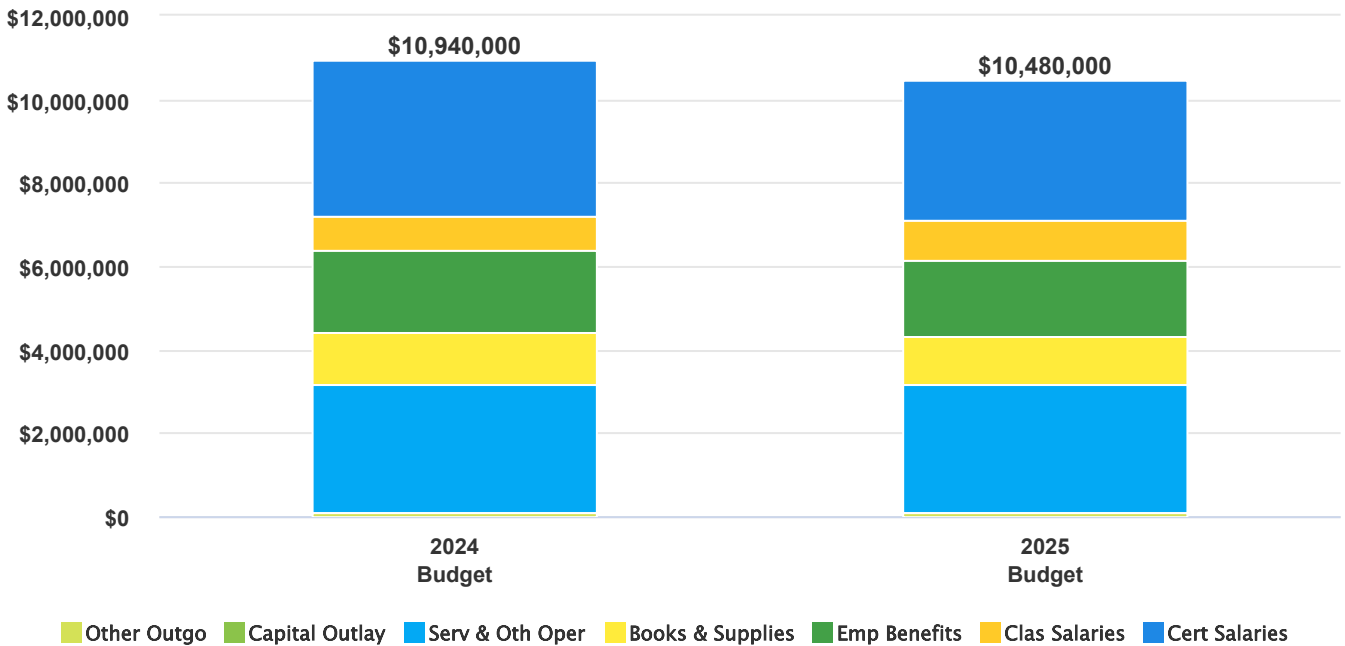
The mission of the Department of English Learners Services is to provide schools with quality instructional support, guidance, and direction to improve instruction for English Learners and ensure their academic success.

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Reduce 3.0 FTE Teacher on Special Assignment - (\$480,000)

Note: 2023/24 includes \$720,000 in one-time funds

Net Adjustments: (3.0) FTE - (\$480,000) ongoing



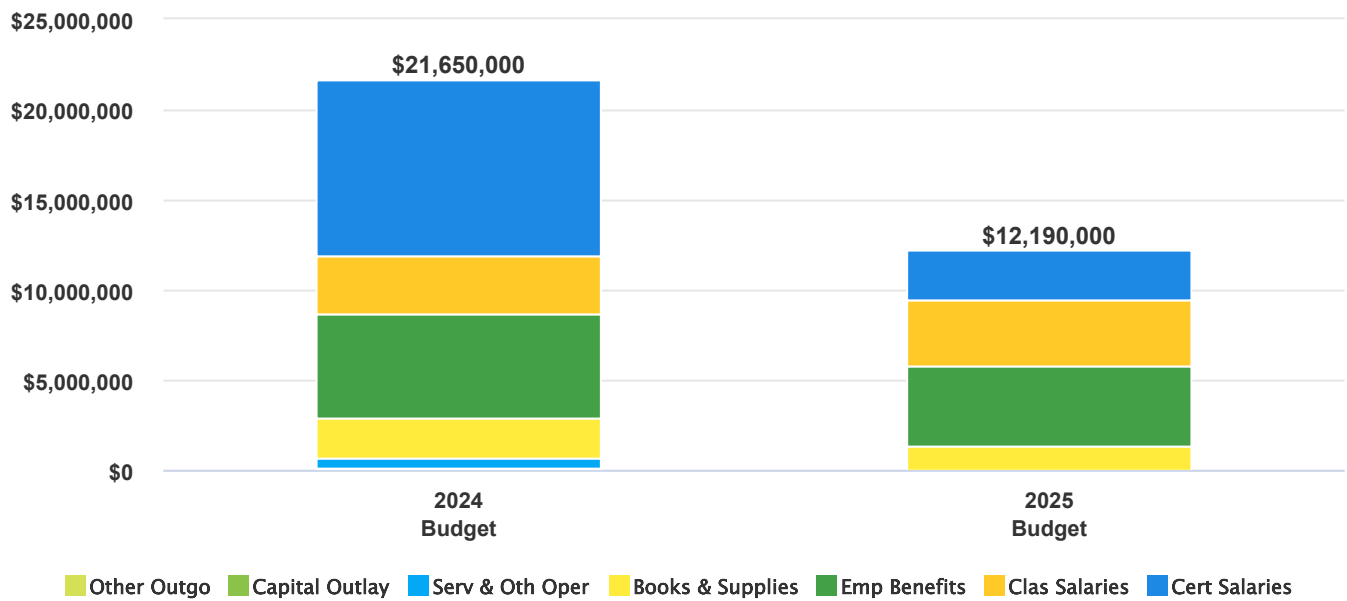
Career Technical Education Services

**Expand Student Centered and Real-World Learning Experiences*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Reduce 2.0 FTE Teacher on Special Assignment - (\$320,000)
- Reduce supplemental salaries - (\$90,000)
- Reduce travel - (\$420,000)
- Reduce supplies - (\$405,000)
- Reduce contracts and services - (\$70,000)

Net Adjustments: (2.0) FTE - (\$1.3 million) ongoing



College & Career Readiness

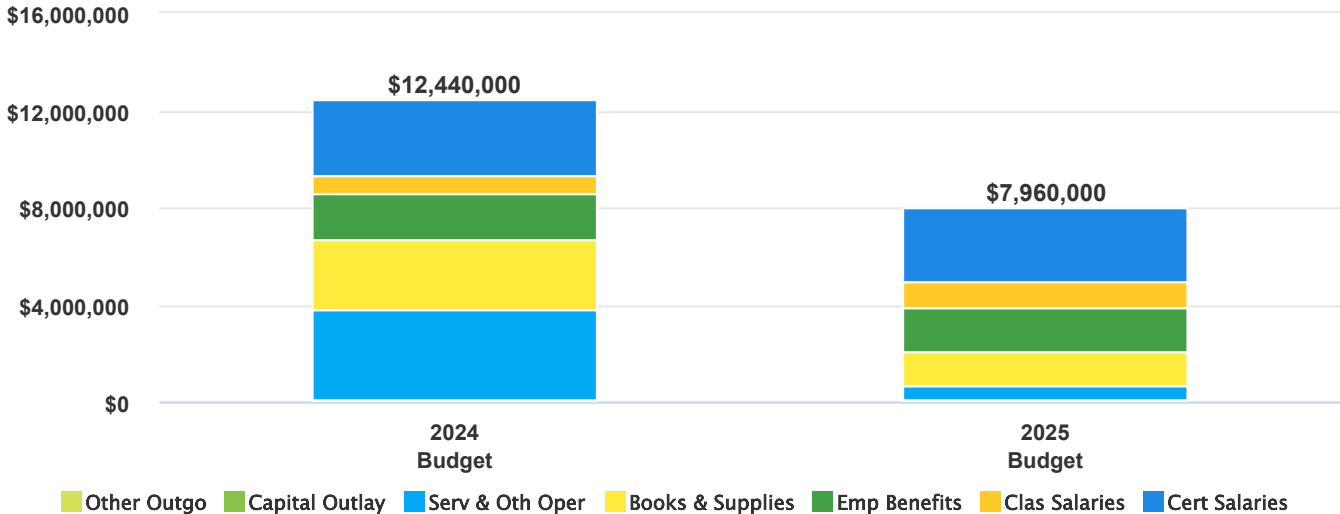
**Expand Student Centered and Real-World Learning Experiences*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Reduce 1.2 FTE Senior High Teacher extra periods - (\$195,000)
- Reduce travel - (\$40,000)
- Reduce supplies - (\$20,000)
- Reduce contracts and services - (\$465,000)
- Increase support for Latino Student Union Coordinator - \$30,000

Note: 2023/24 includes 2.7 million in one-time recovery funds

Net Adjustments: (1.2) FTE - (\$690,000) ongoing



Prevention & Intervention

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce 8.0 FTE Climate and Culture Specialist - (\$1.2 million)
- Reduce 1.0 FTE Teacher on Special Assignment - (\$150,000)
- Reduce 3.0 FTE Counseling Resource Assistant - (\$210,000)
- Reduce 0.6 FTE Clinical Social Worker - (\$96,000)
- Reduce 1.5 FTE Prevention and Intervention Specialist - (\$150,000)
- Add 1.0 FTE Secretary - \$90,000
- Reduce 0.5 FTE School Counselor - (\$82,000)
- Reduce 5.0 FTE and reduce duty days for 2.0 FTE Child Welfare & Attendance Specialist - (\$460,000)
- Reduce duty days Social Emotional Manager 1.0 FTE (\$20,000)
- Reduce 0.8 FTE Teachers - (\$110,000)
- Reduce supplemental and substitute salaries - (\$190,000)
- Reduce travel - (\$2,000)
- Reduce supplies - (\$215,000)
- Reduce contracts and services - (\$260,000)

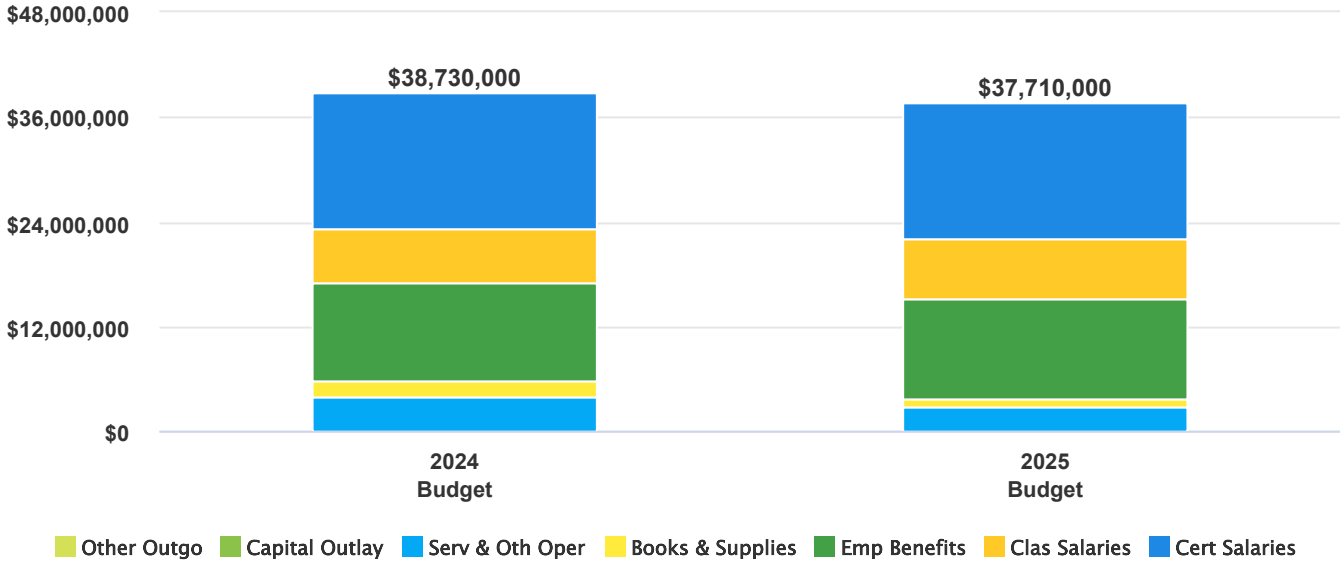
2024/25 One-Time Budget Notes:

- Continued Support of One-Time Funding
- Continue 3.0 FTE Restorative Practices Counselors - \$475,000
- Continue 1.0 FTE Manager III - \$188,000
- Continue 1.0 FTE Office Assistant III - \$85,000
- Continue 10.0 FTE Clinical Social Workers - \$1,600,000
- Continue 2.0 FTE Behavior Intervention Specialist - \$210,000
- Continue 1.0 FTE Behaviour Support Advisor - \$175,000
- Continue 1.0 FTE Guidance Learning Advisor - \$165,000
- Continue 1.0 FTE Child Welfare & Attendance Specialist - \$85,000
- Continue contract for Registered Behavior Technicians - \$675,000
- Continue Care Solace contract - \$185,000
- Continue Professional Learning support - \$640,000

Note: 2023/24 includes \$5.4 million in one-time funds



Net Adjustments: (16.3 FTE) - (\$3.0 million) ongoing; (2.0 FTE) - \$5.4 million one-time



Expanded Learning

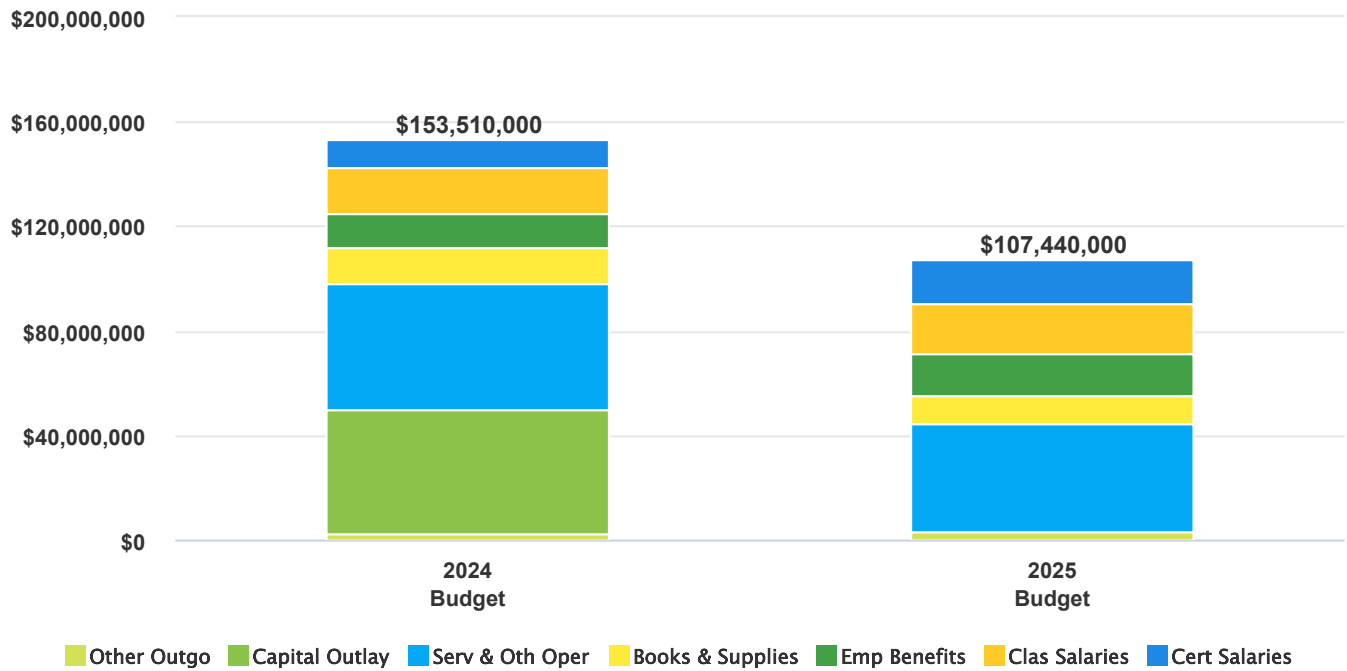
**Expand Student Centered and Real-World Learning Experiences*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Supported by Expanded Learning Opportunities Program (ELOP), After School Grant, 21st Century
- Reduce 6.0 FTE Teacher on Special Assignment - (\$960,000)
- Carryover of \$49.3 million to assist with Aviation facility
- Shift Summer School Support to ELOP (\$1.2 million)

Note: 2024/25 includes Includes reserve of \$49.3 million to assist with Aviation facility

Net Adjustments: (2.0) FTE - (\$2.16 million) ongoing



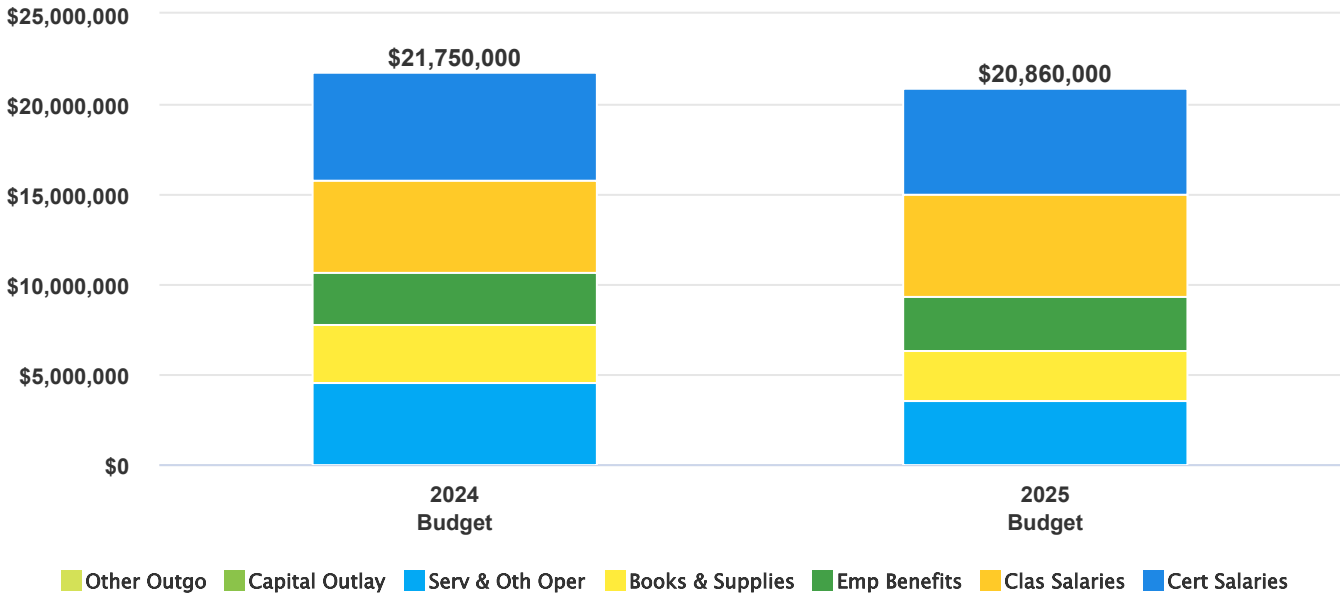
Student Engagement

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce supplemental salaries - (\$390,000)
- Reduce supplies - (\$140,000)
- Reduce contracts and services - (\$585,000)
- Reduce travel - (\$15,000)

Net Adjustments: (\$1.1 million) ongoing

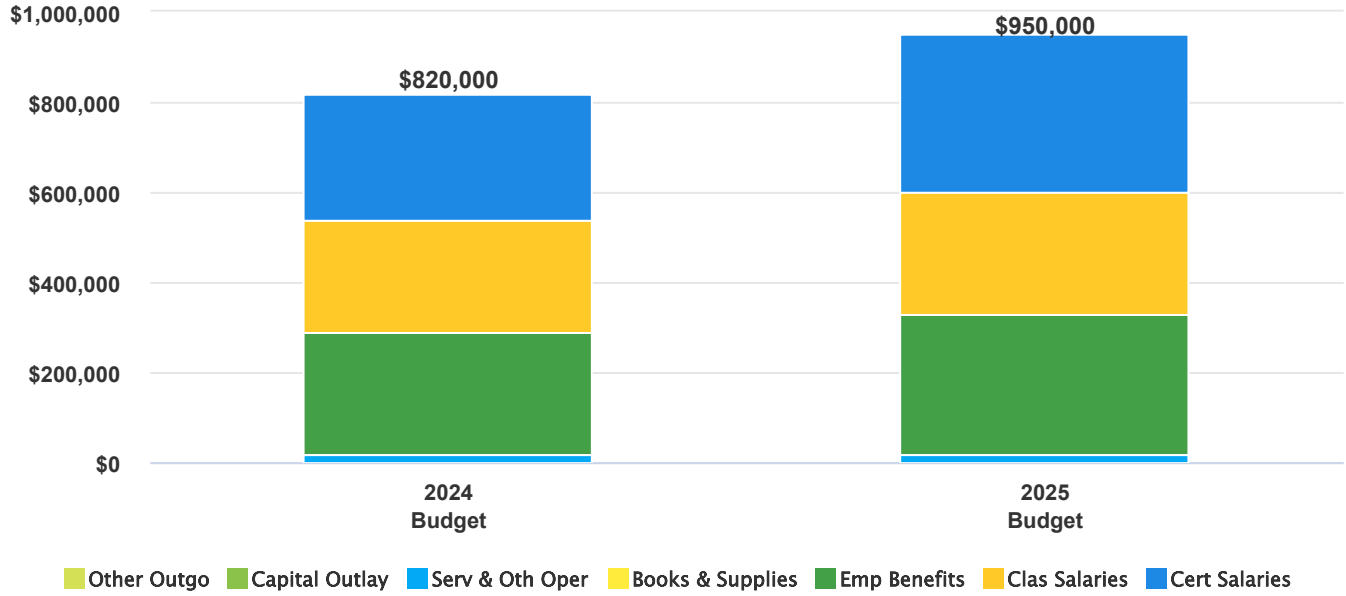


Charter Office

2024/25 Ongoing Budget Notes:

- Add 1.0 FTE Manager II - \$160,000

Net Adjustments: 1.0 FTE - \$160,000 ongoing



Curriculum & Instruction

**Improve academic performance at challenging levels*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Eliminate 0.5 FTE Analyst I - (*Existing Analyst Position now split funded 0.5*) - (\$80,000)
- Reduce 13.0 Teachers on Special Assignment - (\$2.1 million)
- Reduce 1.0 FTE Customer Service Representative (split Title I & Base Unit) - (\$95,000)
- Reduce 1.0 FTE Director Instructional Support - (\$230,000)
- Reduce 1.0 FTE Manager II General - (\$195,000)
- Reduce substitute salaries for training - (\$85,000)
- Reduce supplemental salaries for training - (\$271,000)
- Reduce professional/consulting contracts - (\$225,000)
- Reduce travel - (\$115,000)
- Reduce materials & supplies - (\$200,000)

2024/25 One-time Budget Notes:

- Continue recovery support - \$1.4 million

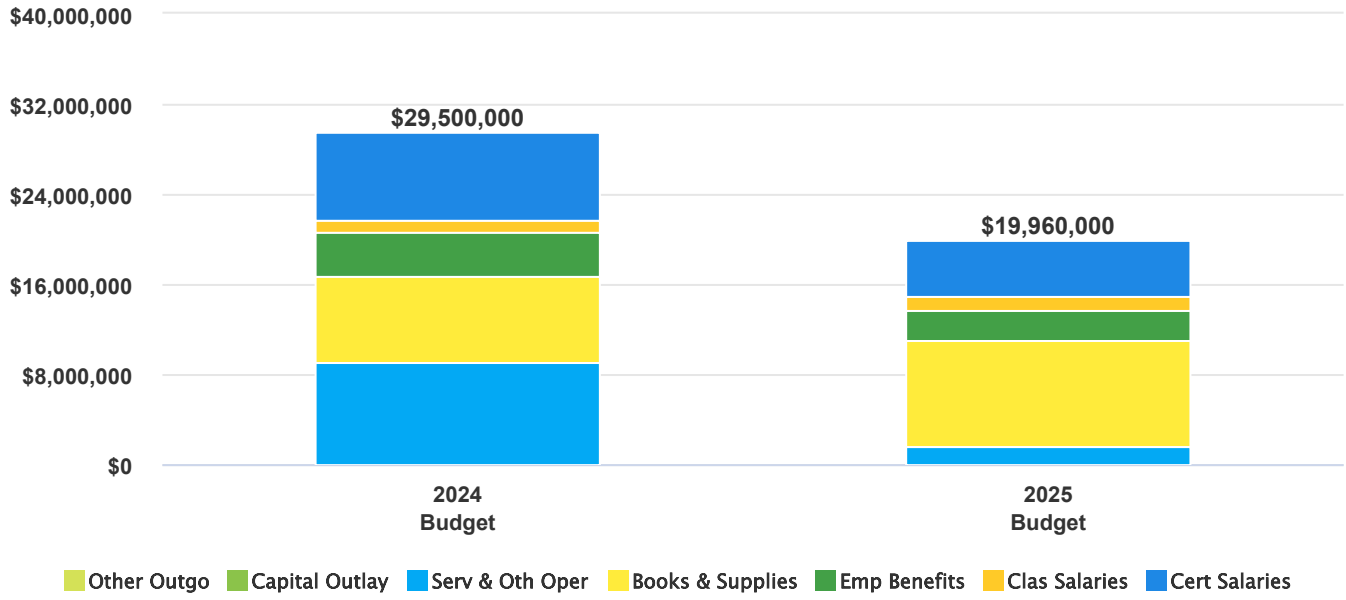
Uncommit Future Textbook Reserve Balance:

- K-6 History - \$11.4 million

Note: 2023/24 includes \$10.9 million one-time ESSER funds and \$0.5 million in one-time Ethnic Study grant

Net Adjustments: (4.5) FTE - (1.6 million) ongoing; \$1.4 million one-time

ORGANIZATIONAL SECTION



Teacher Professional Development

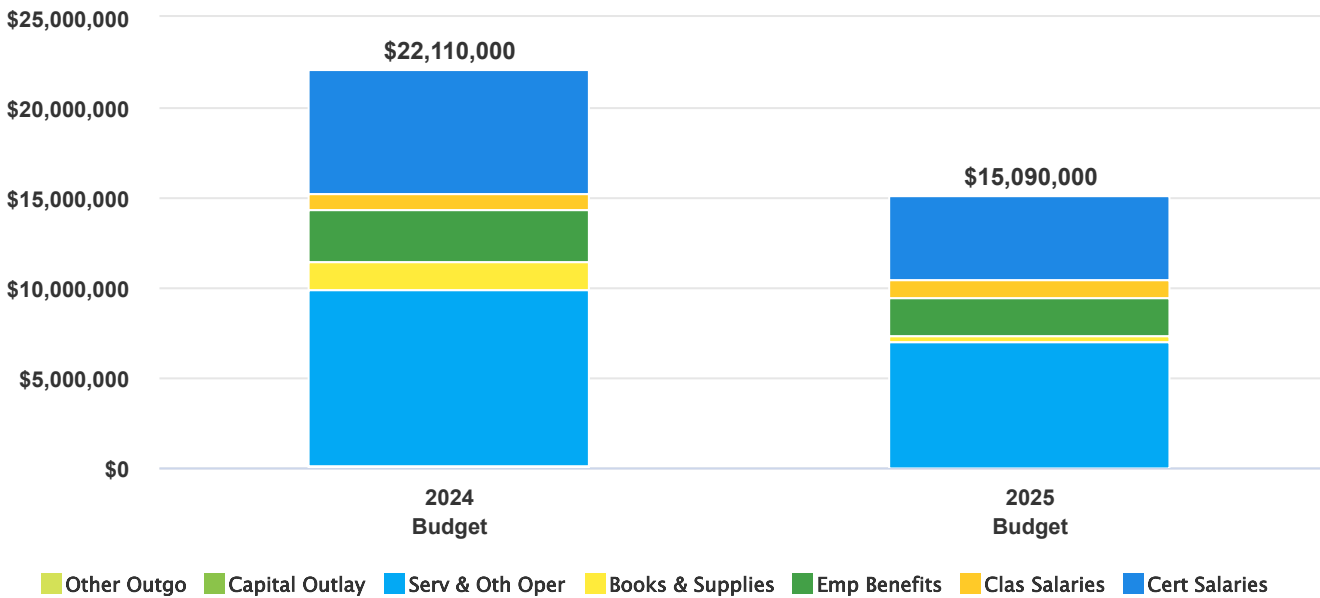
**Increase Recruitment and Retention of Staff Reflecting the Diversity of the Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce 15.0 FTE Teacher on Special Assignments - (\$2.3 million)
- Reduce supplemental salaries - (\$245,000)

Note: 2023/24 includes \$4.4 million in one-time funds

Net Adjustments: (15.0) FTE - (\$2.5 million) ongoing



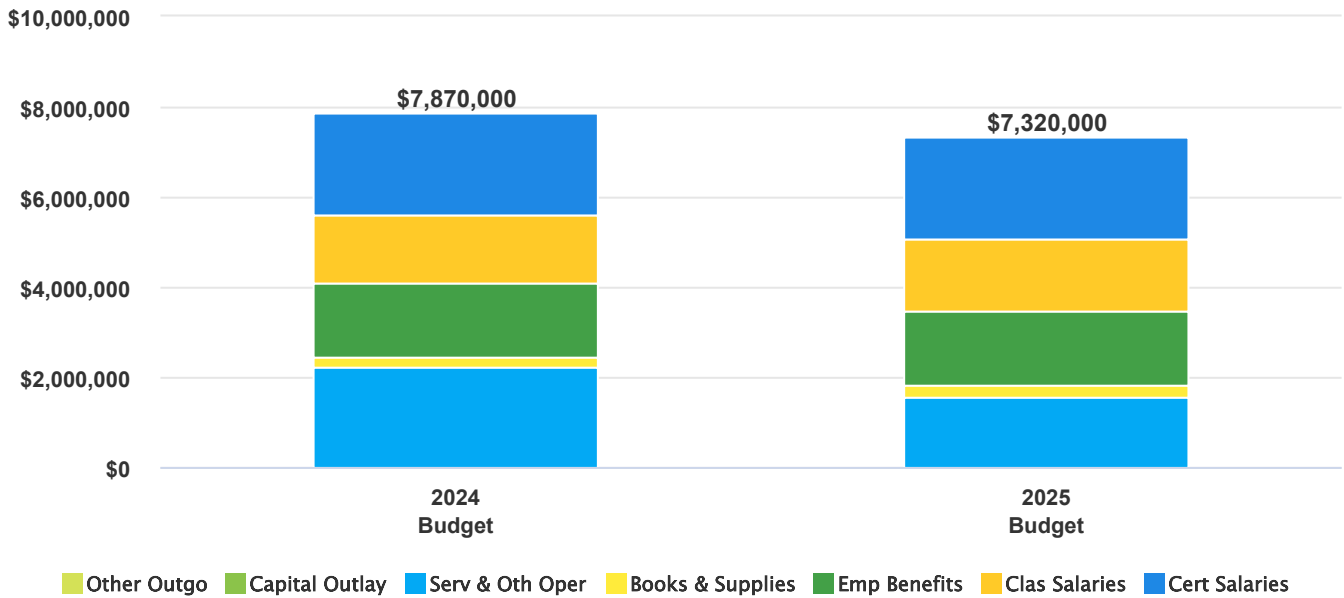
School Leadership

**Increase Inclusive Opportunities for Families to Engage in their Student’s Education*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce 1.0 FTE Manager III - (\$220,000)
- Reduce supplemental salaries - (\$15,000)
- Reduce classified sub salaries - (\$25,000)
- Reduce supplies and services - (\$275,000)
- Reduce bus passes based on usage - (\$475,000)

Net Adjustments: (1.0 FTE) - (\$1.0 million) ongoing



Special Education

**Improve Academic Performance at Challenging Levels*

Mission:

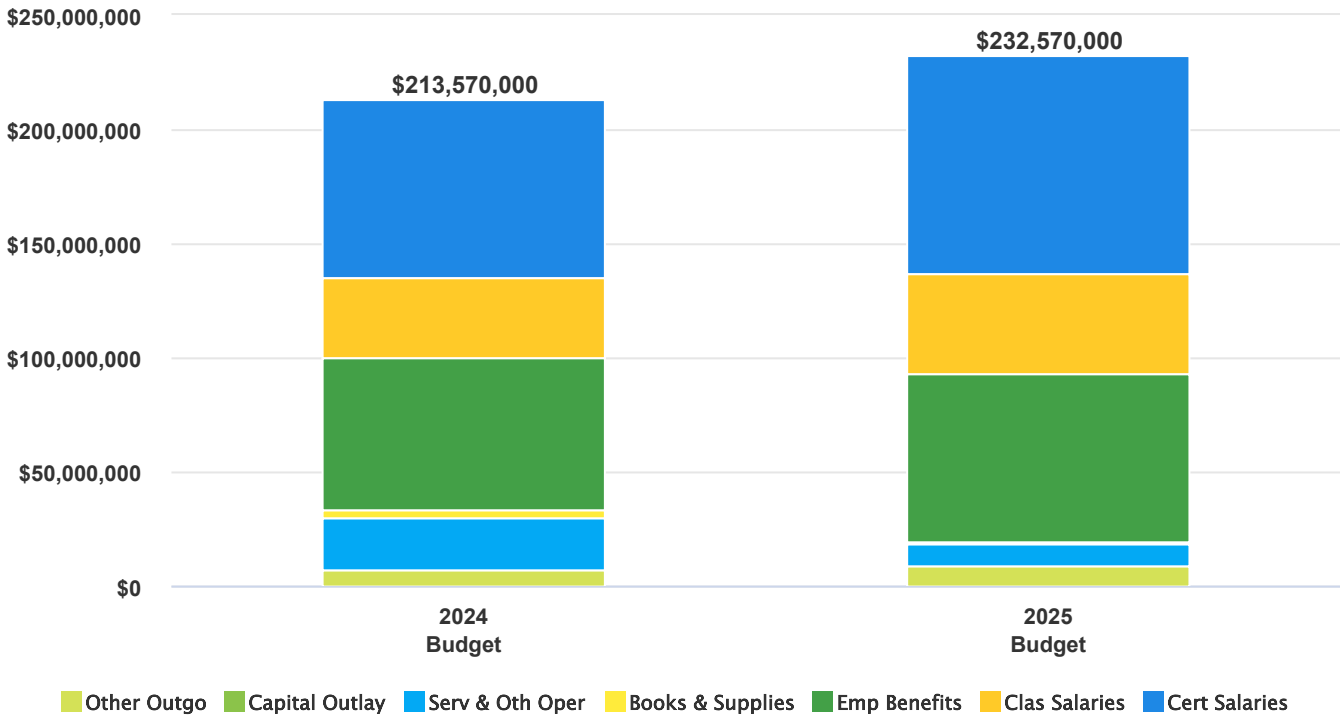
To provide early interventions and appropriate Pre-Kindergarten thru 12th grade education that prepares all students for a seamless transition to adult life with the expectations that all students will learn and become productive citizens.

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc.
- Reduce 4.0 FTE Instructional Regional Manager II - (\$720,000)
- Reduce 3.0 FTE Literacy Coach and 6.0 FTE Teacher, Special Assignment - (\$1.4 million)
- Support staffing parameters increase 12 classrooms, 12.5 FTE Teachers and 33.7 FTE classified support - \$4.8 million

Note: 2023/24 includes \$3.82 million in one-time funds

Net Adjustments: 33.2 FTE - 2.1 million ongoing

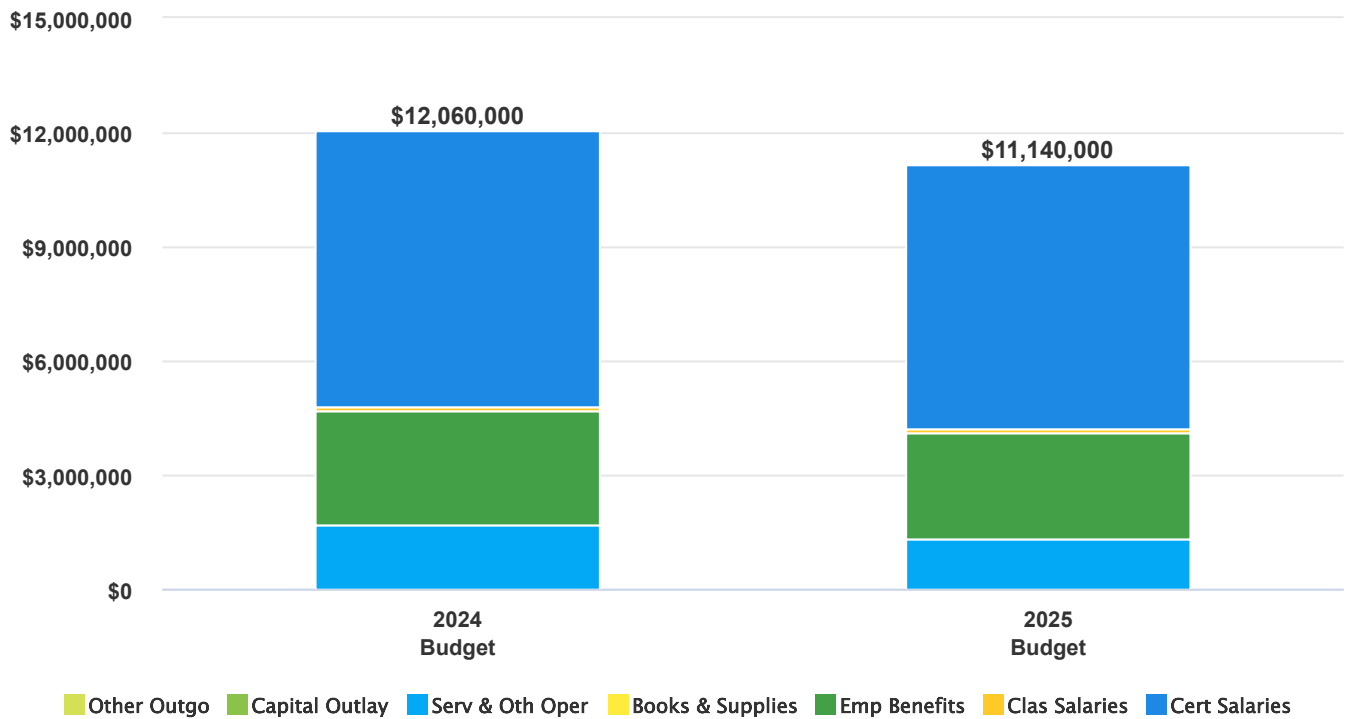


Psychological & Guidance Services

**Improve Academic Performance at Challenging Levels*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.



Human Resources

**Increase Recruitment and Retention of Staff Reflecting the Diversity of the Community*

Human Resources oversees the following:

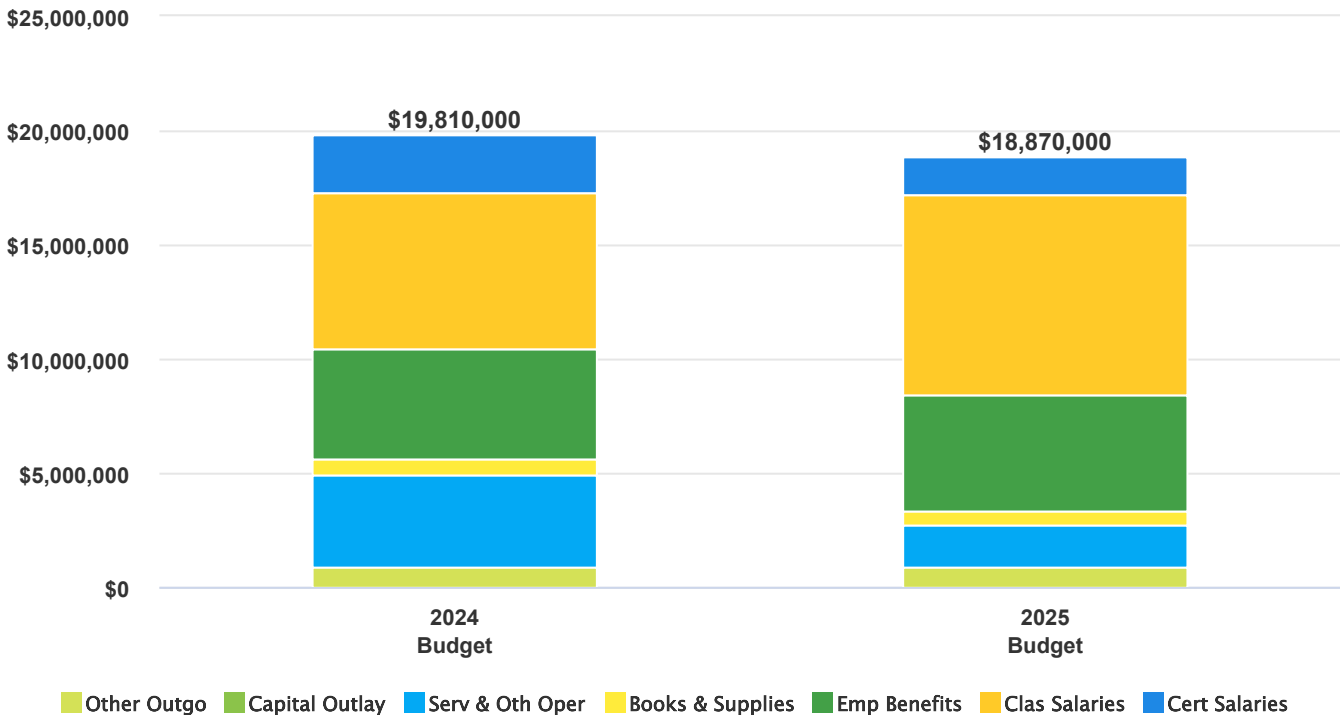
- Human Resources
- Classified Development
- Leadership Development
- Labor Relations

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce 1.0 FTE Manager I - (\$210,000)
- Reduce 1.0 FTE Coordinator I - (\$155,000)
- Reduce 1.0 FTE Administrative Secretary II - (\$140,000)
- Reduce 1.0 FTE Data Specialist II - (\$115,000)
- Reduce supplies and services - (\$75,000)

Note: 2023/24 includes \$2.2 million in one-time funds

Net Adjustments: (4.0) FTE - (\$695,000) ongoing



Operational Services Division

Departments:

- Facilities Management & Planning
- Nutritional Services
- Plant Maintenance
- Plant Operations
- Operational Services
- Purchasing & Warehouse
- Transportation

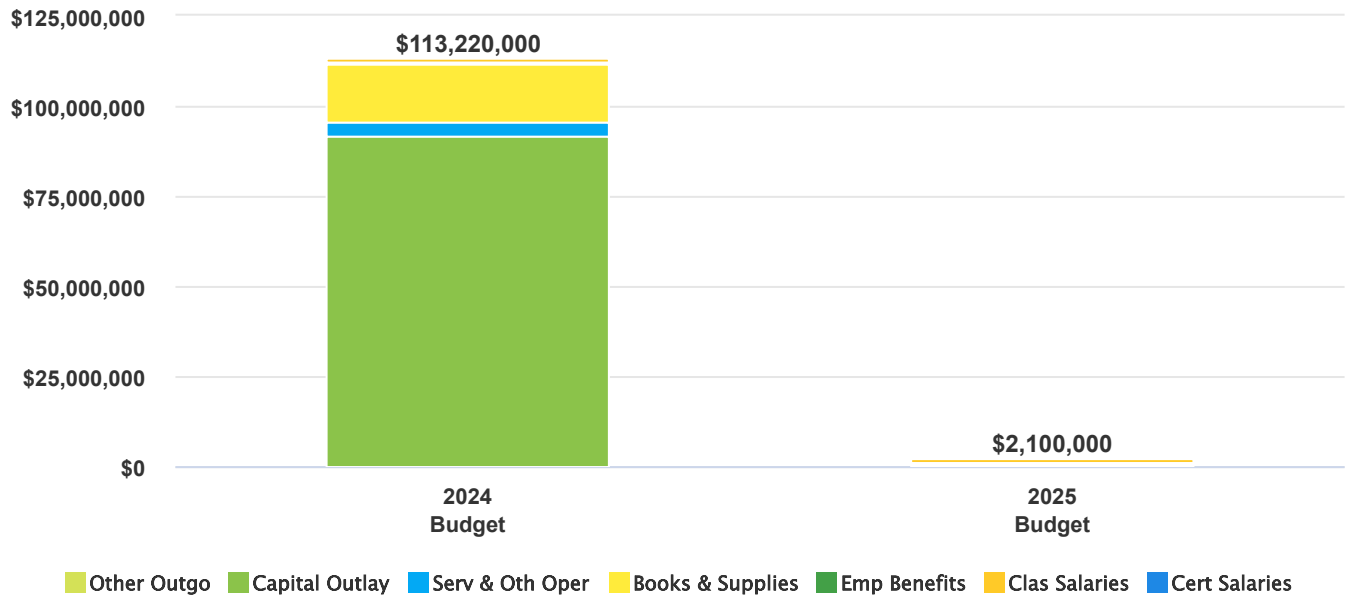
Facilities Management & Planning (General Fund)

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Reduce supplies - (\$4,000)
- Decrease due to spending down one-time recovery funds

Net Adjustments: (\$4,000) ongoing



Nutritional Services

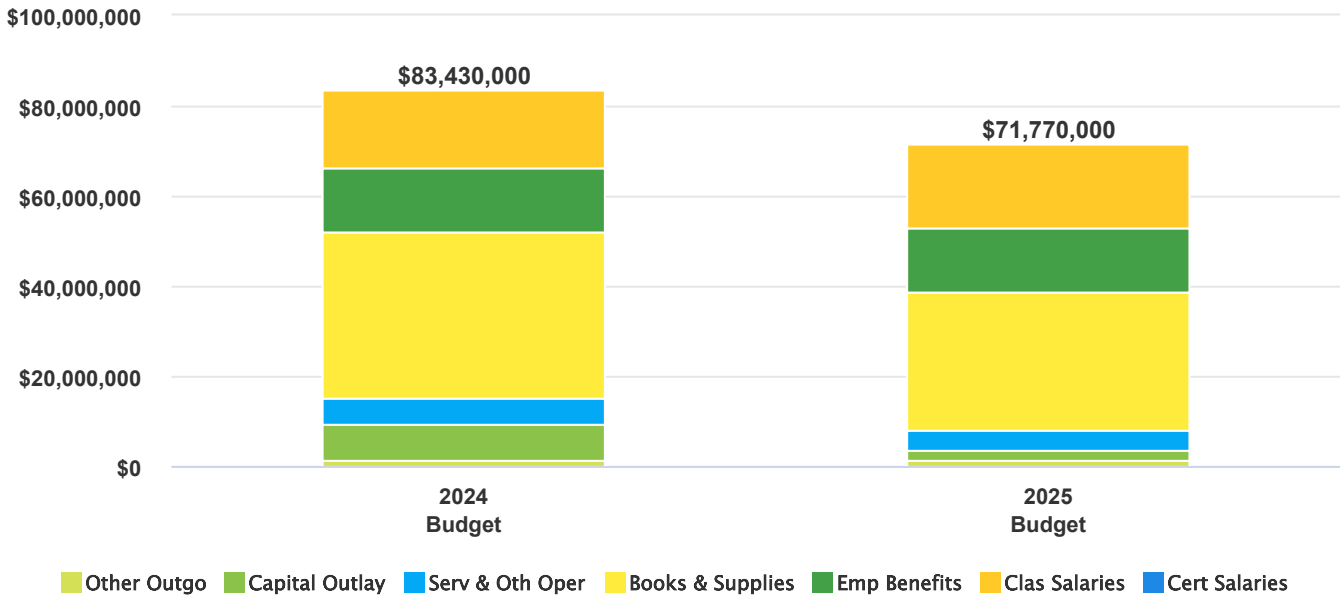
**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Convert 0.38 FTE to 0.75 FTE Nutrition Services Assistant, total of 7.3 FTE - \$420,000
- Add 1.0 FTE Nutrition Services Manager - \$100,000
- Add 0.88 FTE Cook/Baker - \$65,000
- Reduce 1.8 FTE Nutrition Services Operator - (125,000)
- Reduce 1.0 FTE Office Assistant - (\$85,000)

Note: 2023/24 includes \$8.0 million in one-time funds for Kitchen Infrastructure Grant

Net Adjustments: 6.4 FTE - \$375,000 ongoing

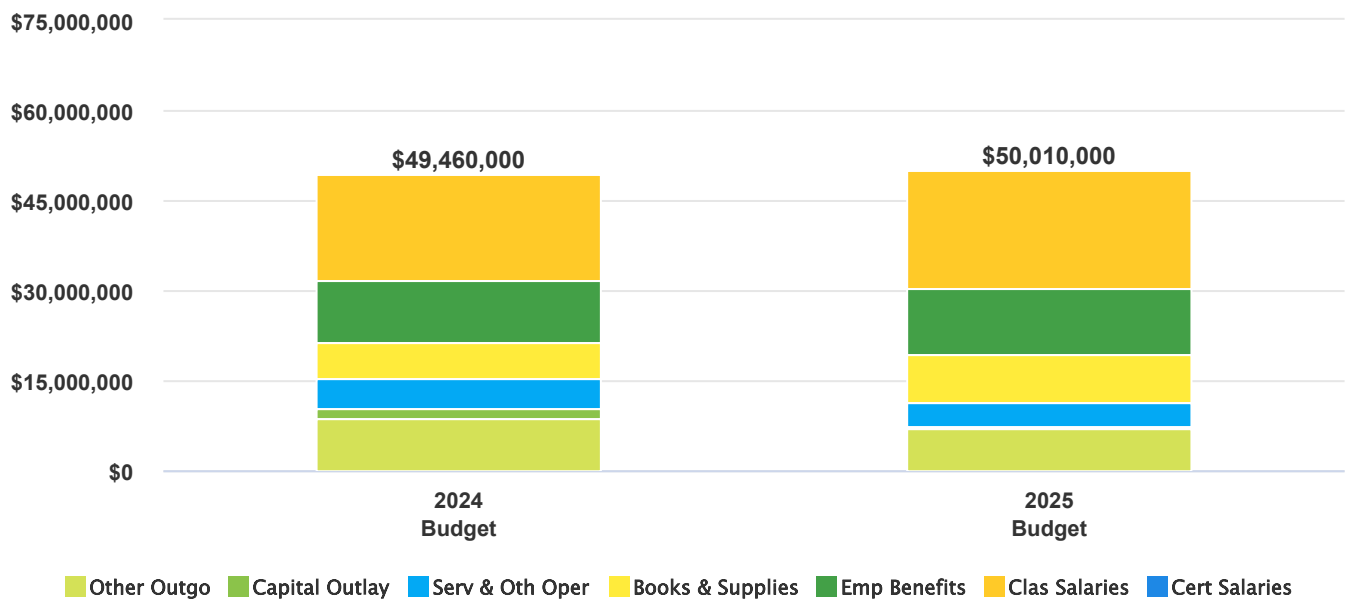


Plant Maintenance (Trades)

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc
- Required 3% contribution of the General Fund



Plant Operations (General Fund)

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

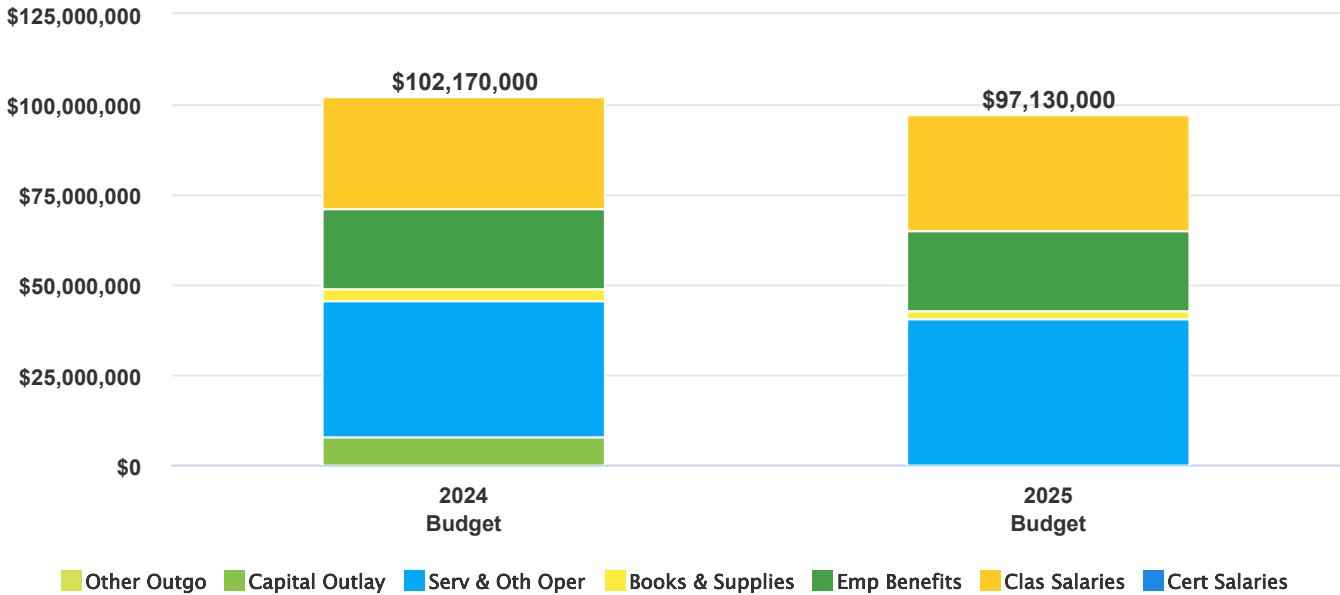
- Includes: salary increase, statutory benefits, etc.
- Increase Utilities (Already included in the Multi-Year of \$1.5 million)
- Increase waste and recycling - \$280,000
- Increase indoor air quality testing - \$110,000
- Increase air filter support - \$200,000
- Increase to support rehabilitation of fields - \$180,000
- Increase for pest control services - \$50,000

2024/25 One-Time Budget Notes:

- Add support for computer equipment - \$150,000

Note: 2023/24 includes \$4.5 million in one-time funds

Net Adjustments: \$820,000 ongoing; \$150,000 one-time

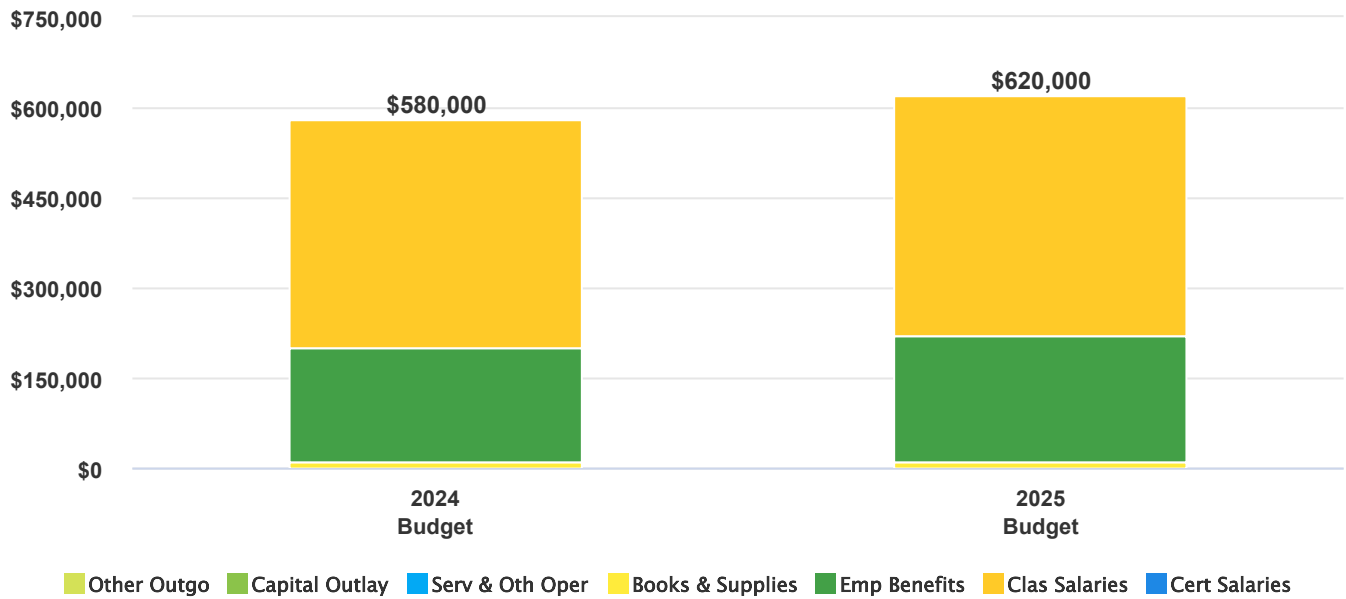


Operational Services (General Fund)

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc.



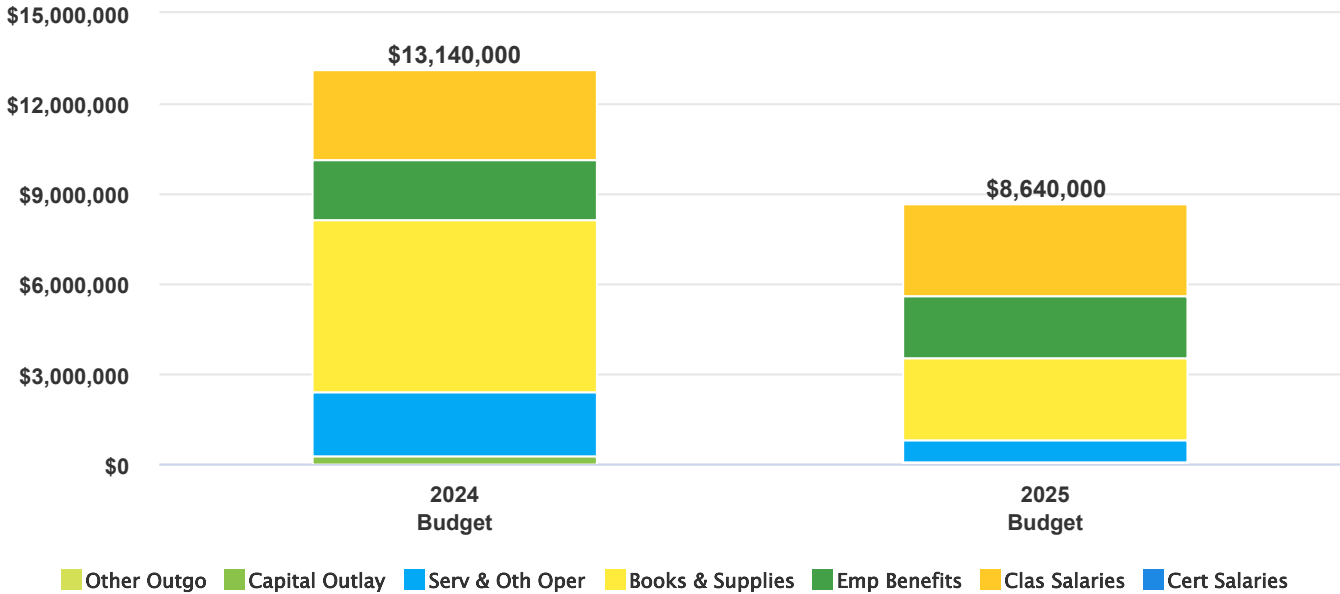
Purchasing, Warehouse, Mailroom & Graphics

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Reduce baseline classroom based on actual experience - (\$250,000)
- Reduce copier Maintenance - (\$120,000)
- Reduce equipment - (\$20,000)

Net Adjustments: (\$390,000) ongoing



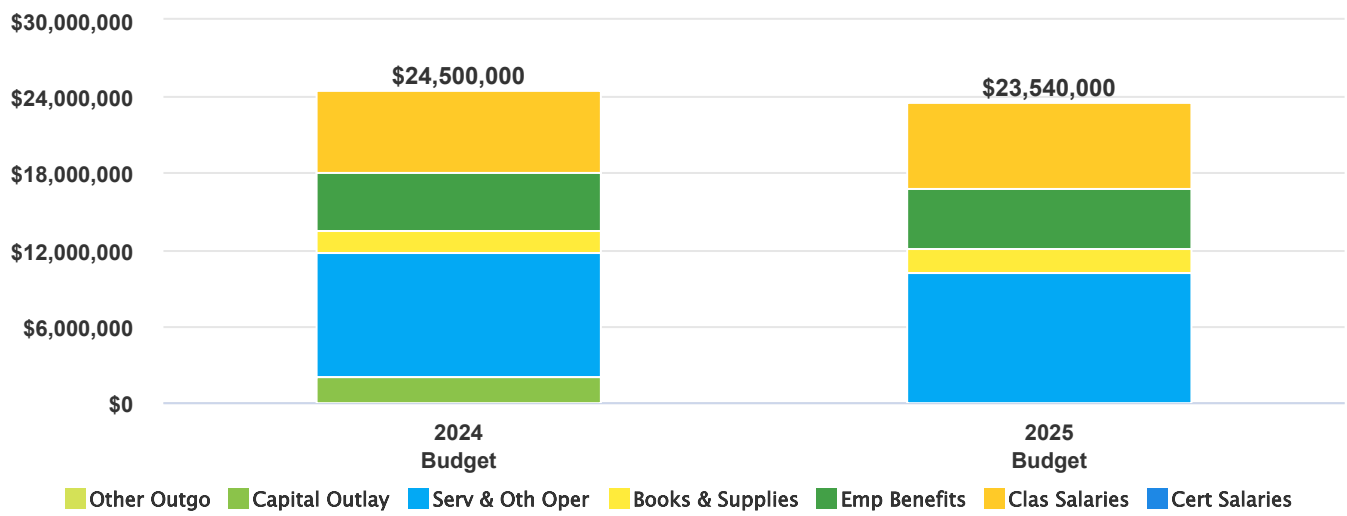
Transportation

**Increase Student Engagement in the School and Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Reduce First Student contract based on actual experience - (\$1.0 million)

Net Adjustments: (\$1.0 million) ongoing



Technology Services

**Improve Academic Performance at Challenging Levels*

Departments:

- Information Technology Services
- Enterprise Applications
- Learner Support Services
- Network

2024/25 Ongoing Budget Notes:

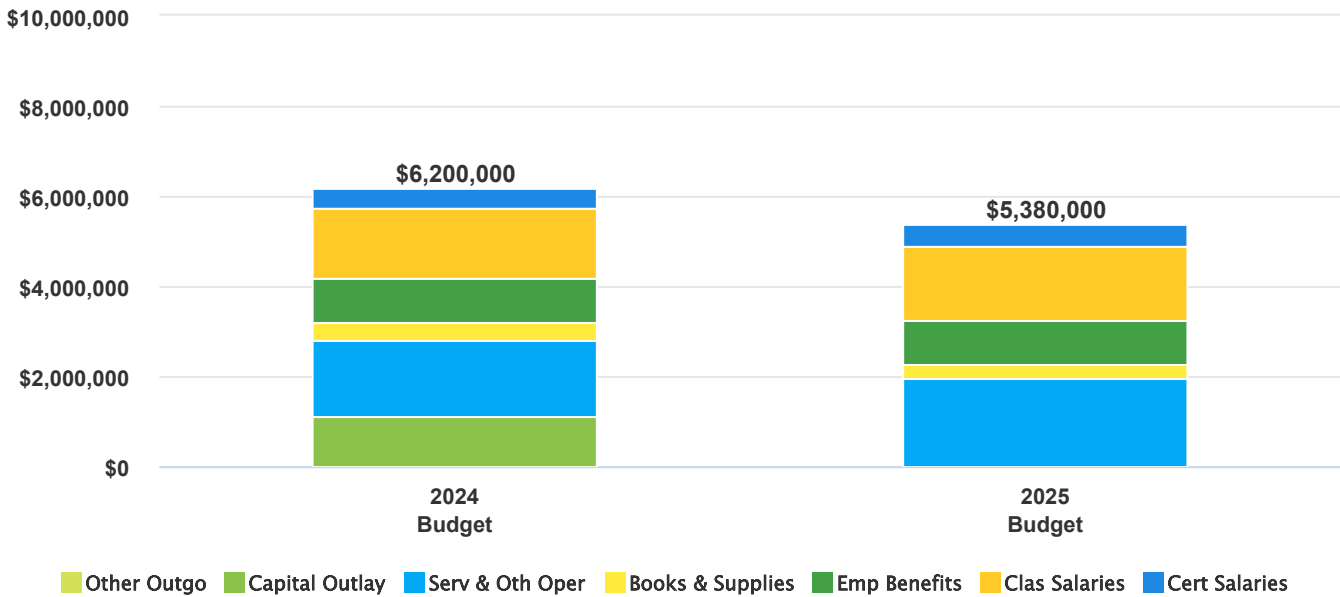
- Includes: salary increase, statutory benefits, etc.
- Reduce supplies and services - (\$80,000)
- Increase district Microsoft licenses - \$350,000
- Add 5% for contract increases - (\$250,000 already included in Multi-Year Projections)

2024/25 One-time Budget Notes:

- District Cybersecurity training - \$143,000

Note: 2023/24 includes \$1.5 million in one-time funds

Net Adjustments: \$270,000 ongoing; \$143,000 one-time



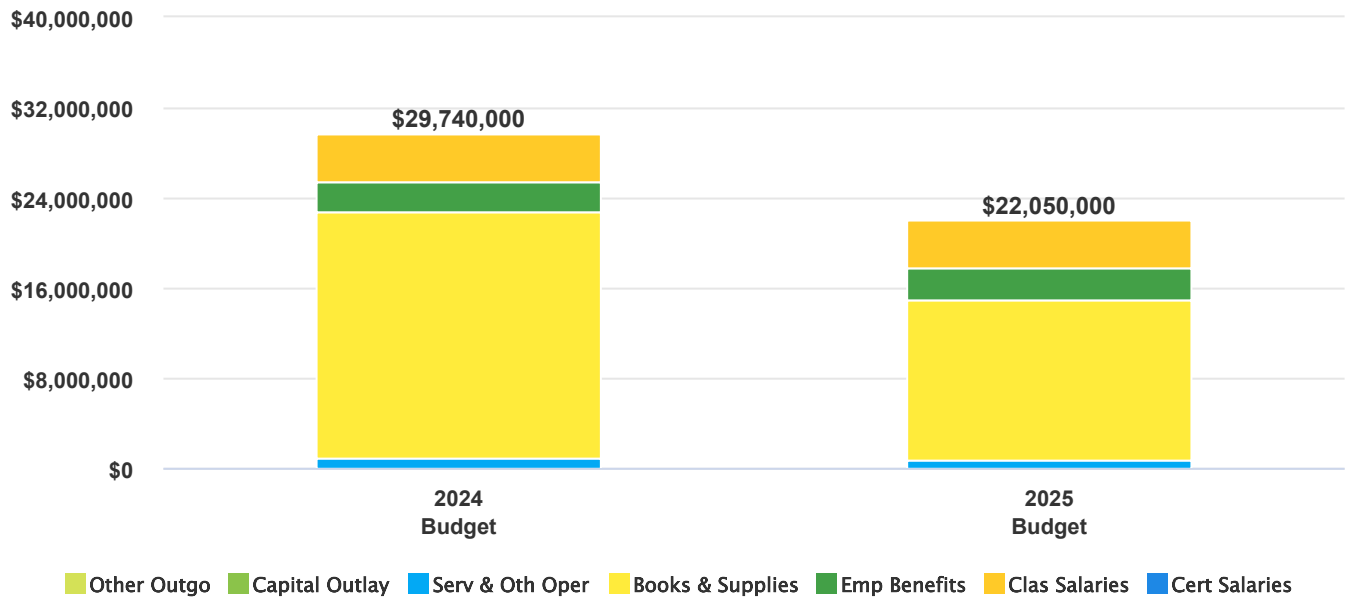
Information Technology - Enterprise Services

**Improve Academic Performance at Challenging Levels*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce enterprise applications - (\$39,000)
- Convert 1.0 FTE Software Developer II to 1.0 FTE Systems Administrator - \$10,000
- Convert 1.0 FTE Tech. Support Specialist III to 1.0 FTE Tech. Support Specialist II - (\$10,000)

Net Adjustments: (\$39,000) ongoing



Information Technology - Learner Support

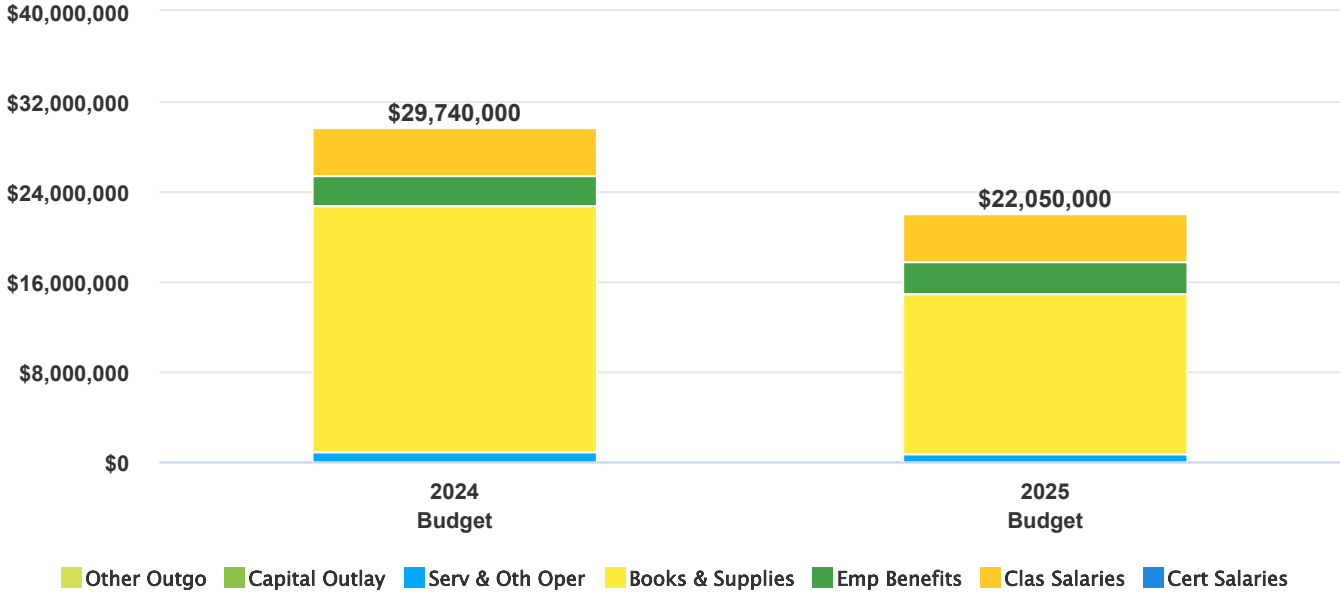
**Improve Academic Performance at Challenging Levels*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce 1.0 FTE Help Desk Support - (\$105,000)
- Reduce 1.0 FTE Customer Service - (\$95,000)
- Reduce classroom management software - (\$75,000)
- Reduce T-mobile hotspot to actual usage - (\$100,000)
- Reduce supplies - (\$295,000)
- Expand computer refresh to site office staff
 - ◆ Equipment - \$1.1 million
 - ◆ Add 1.0 FTE Coordinator II - \$185,000
 - ◆ Add 1.0 FTE Technician Support Specialist I - \$110,000

Note: 2023/24 includes \$8.4 million in one-time funds

Net Adjustments: \$725,000 ongoing



Information Technology - Network

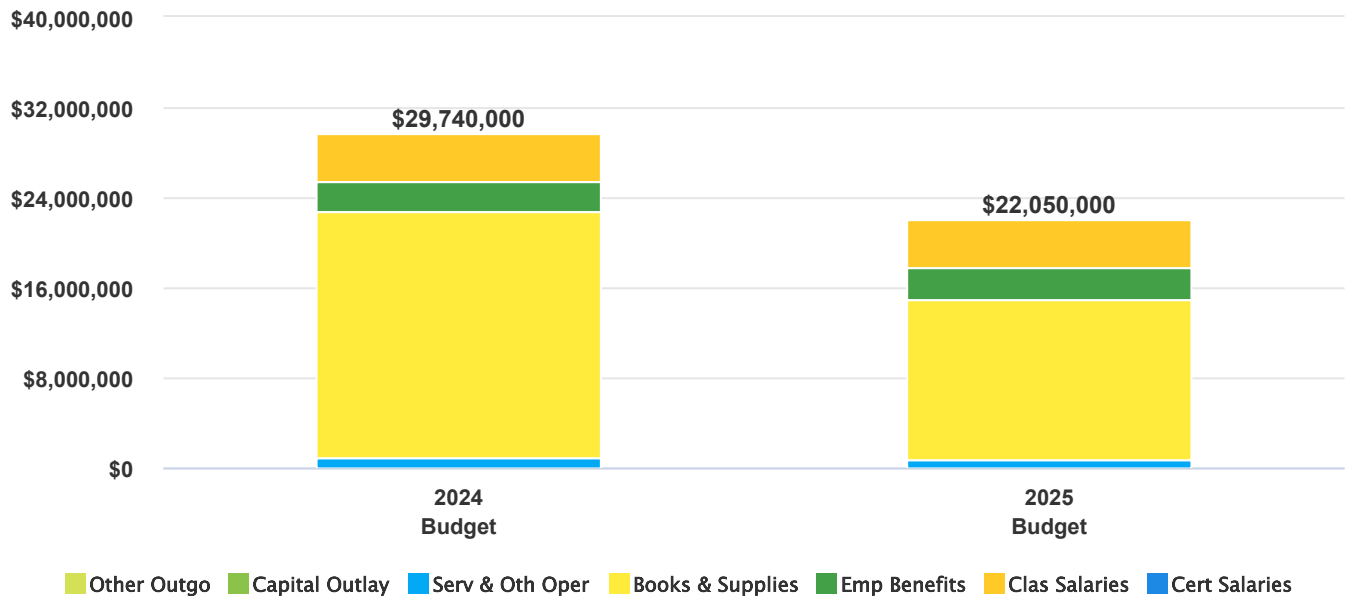
**Improve Academic Performance at Challenging Levels*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce supplies and services - (\$80,000)

Note: 2023/24 includes \$6.2 million in one-time funds

Net Adjustments: \$270,000 ongoing



Diversity, Equity & Inclusion

Mission:

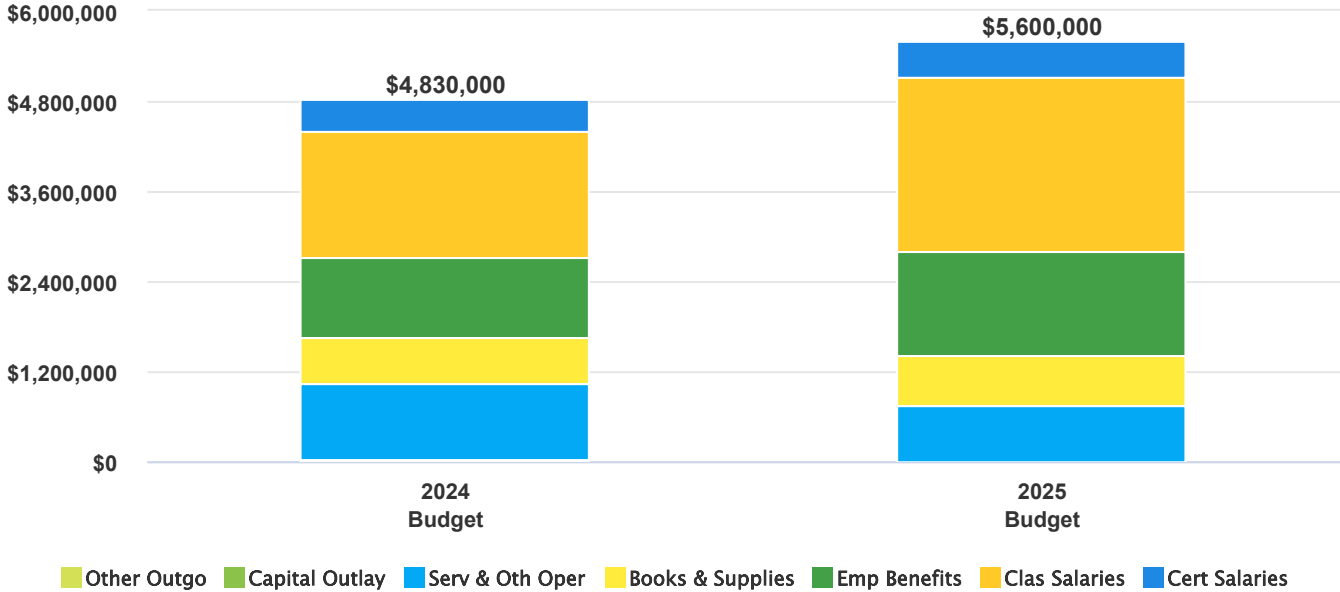
**Increase Student Engagement in the School and Community*

The mission of Diversity, Equity, and Inclusion is to advance educational equity from cradle to career by improving learning opportunities and addressing disparities that result in social inequity. We will apply a human-centered, systems-minded approach, and rely on a collegueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking and impact.

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc.
- Add 1.0 FTE Executive Officer (*offset by reduction in Data Psychometrics*)
- Add 1.0 FTE Manager III - \$150,000
- Reduce supplemental salaries - (\$107,000)
- Reduce contracts and services - (\$108,000)

Net Adjustments: 2.0 FTE - (\$65,000) ongoing



African American Student Academic Acceleration (A4)

**Improve academic performance at challenging levels*

2024/25 Ongoing Budget Notes:

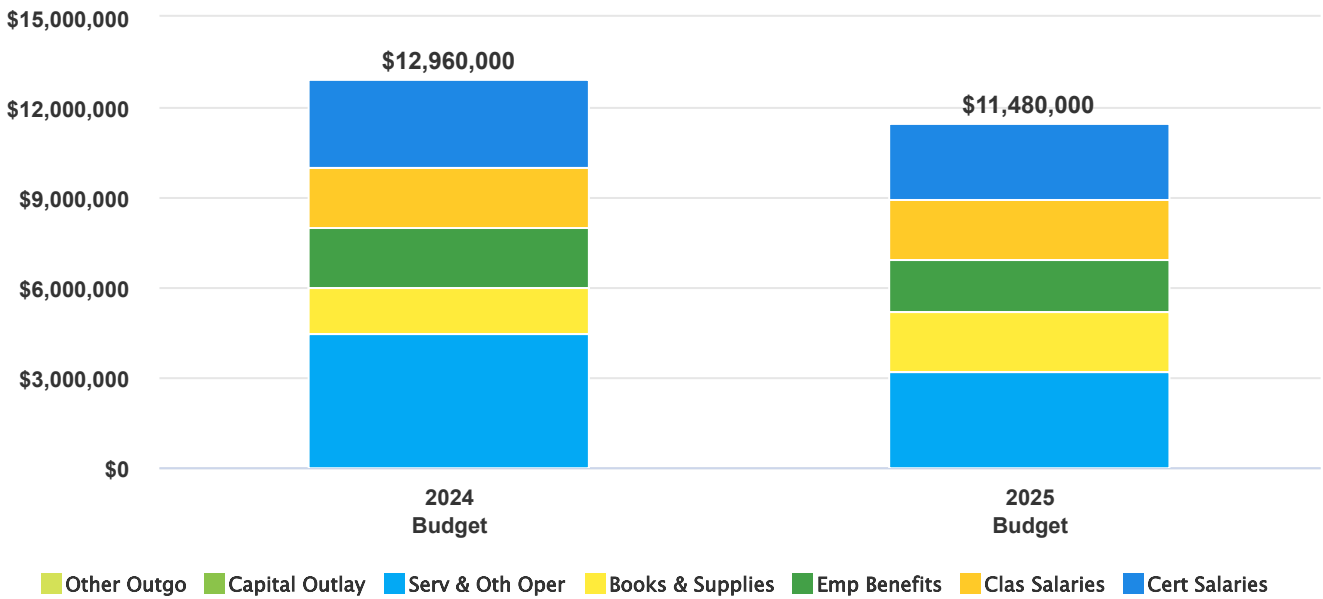
- Includes: salary increase, statutory benefits, etc
- Reduce 1.0 FTE Teacher on Special Assignment (\$160,000)

2024/25 One-time Budget Notes:

- Continue Recovery Support - \$1.3 million

Note: 2023/24 includes \$1.3 million and 1.0 FTE Program Manager in one-time funds

Net Adjustments: (1.0) FTE - (\$160,000)



Communications and Parent University

Our Vision

The Fresno Unified Family are made proud ambassadors of the district by being thoroughly engaged, empowered and informed through reliable, trustworthy, and transparent communications.

Our Mission

The Communications team works to engage, empower and inform all students, staff and families through consistent, clear, and deeply humanized communications that are easily accessible for anyone, anywhere.

Departments:

- Communications
- Parent University
- Translation Services

Communications

Mission:

**Increase Inclusive Opportunities for Families to Engage in their Student's Education*

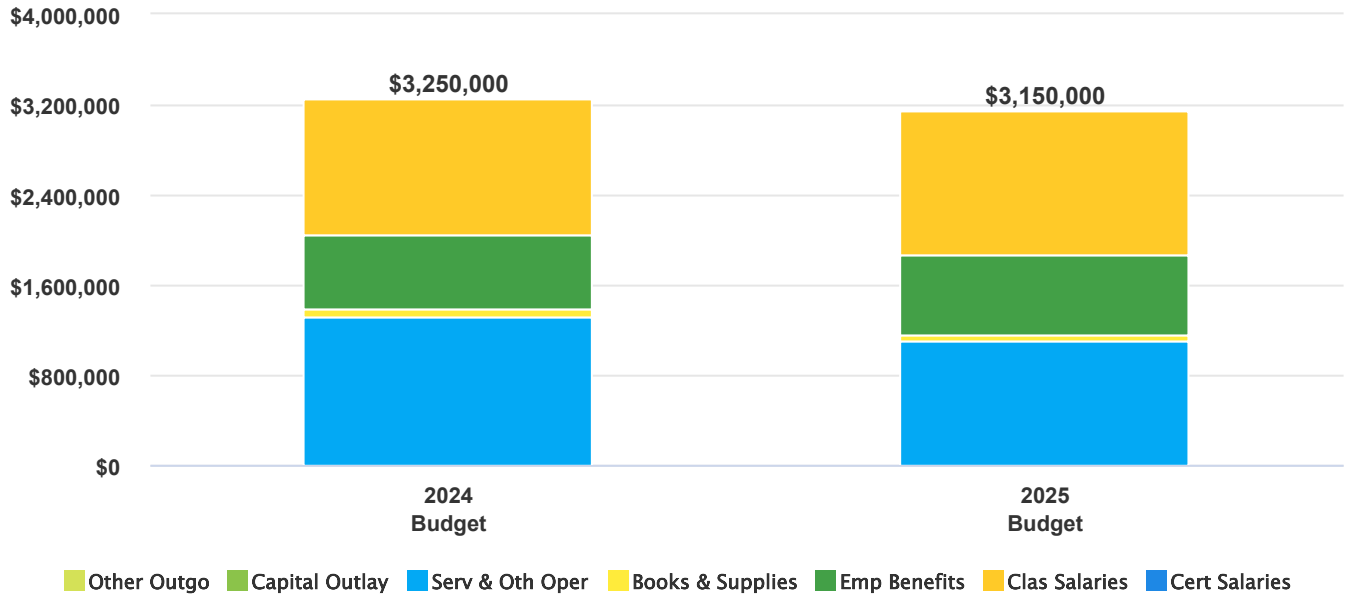
The Communications team works to engage, empower and inform all students, staff and families through consistent, clear, and deeply humanized communications that are easily accessible for anyone, anywhere.

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce event costs - (\$120,000)

Net Adjustments: (\$120,000) ongoing

Communications



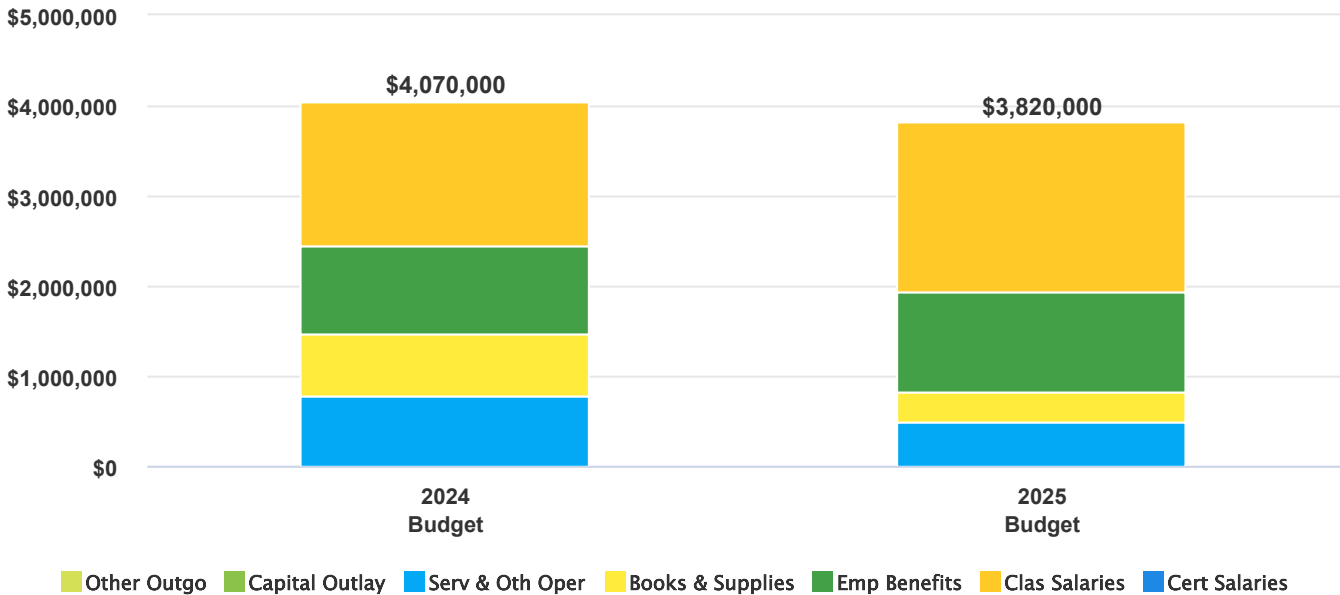
Parent University

**Increase Inclusive Opportunities for Families to Engage in their Student’s Education*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Reduce contracts - (\$250,000)

Net Adjustments: (\$250,000) ongoing



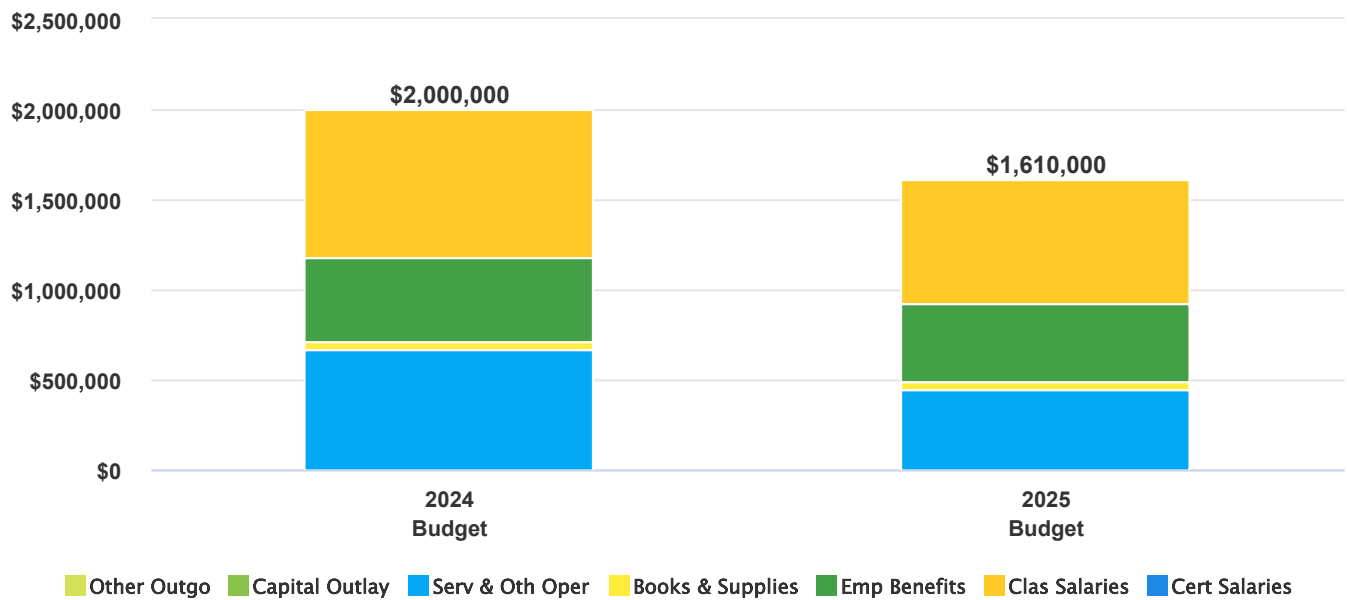
Translation Services

**Increase Inclusive Opportunities for Families to Engage in their Student’s Education*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.
- Shift 2.0 FTE Senior Bilingual Interpreter from ESSER Funds to ongoing - \$270,000
- Increase translating services - \$270,000

Net Adjustments: \$540,000 ongoing



Engagement & External Partnerships

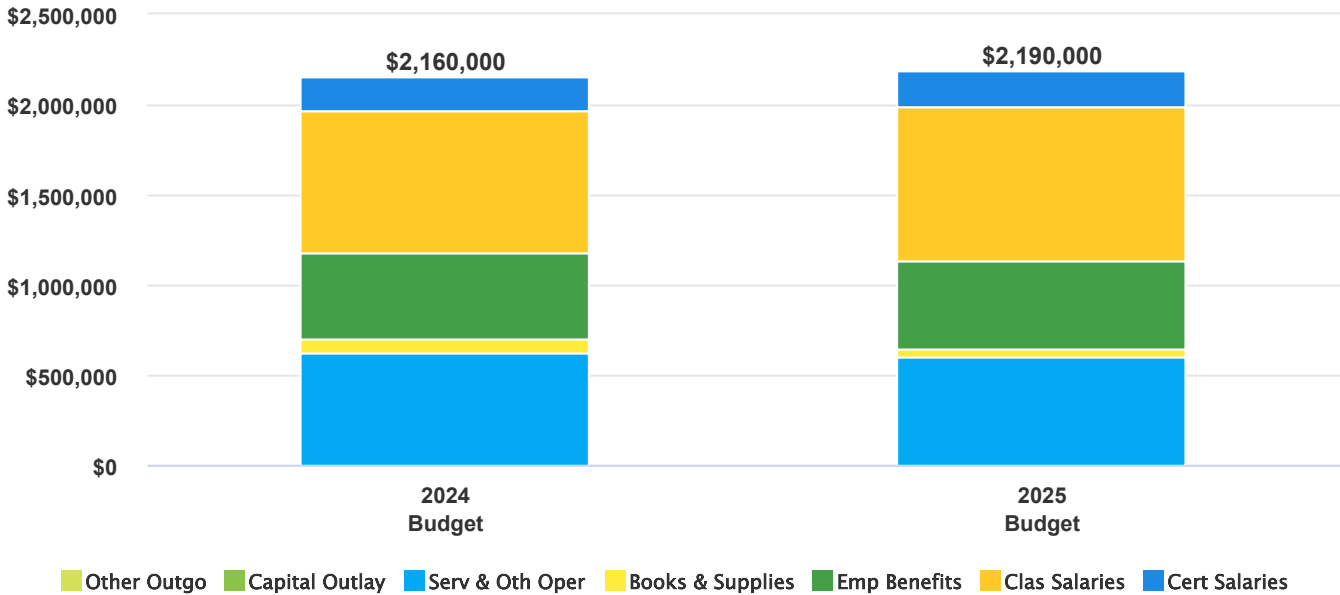
**Increase Inclusive Opportunities for Families to Engage in their Student’s Education*

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc.
- Reduce supplies and services - (\$60,000)

Note: 2023/24 includes \$67,000 in one-time savings

Net Adjustments: (\$60,000) ongoing



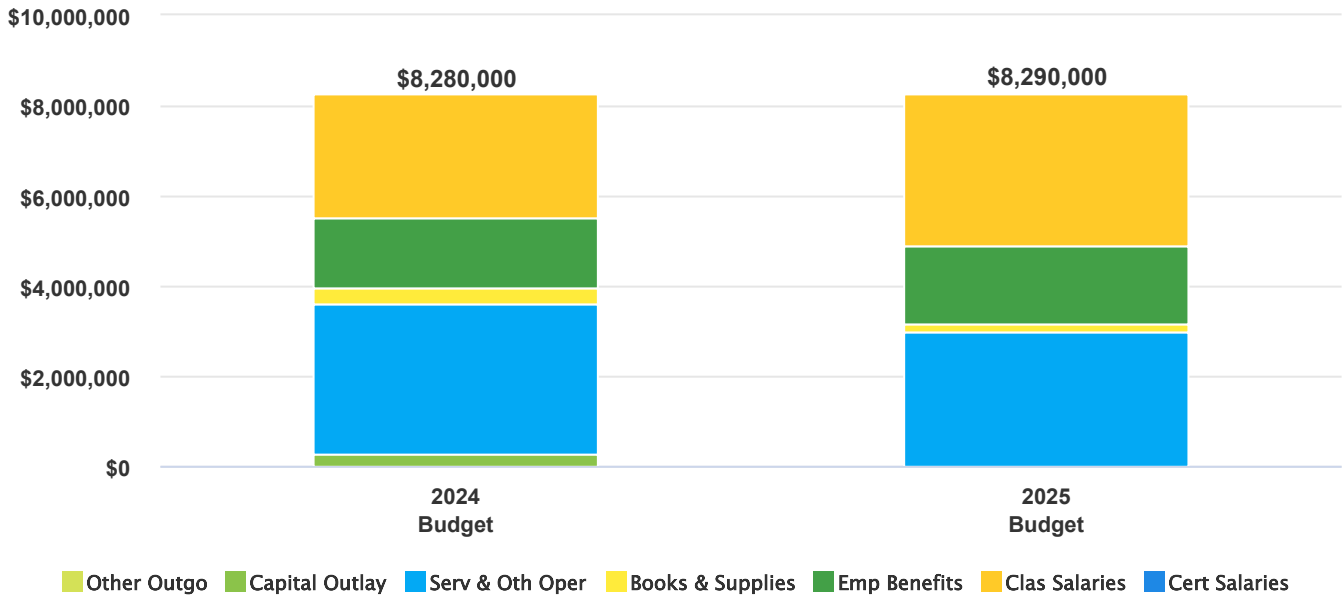
Analysis, Measurement, and Accountability

**Improve academic performance at challenging levels*

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc
- Add 1.0 FTE Executive Officer (*offset by reductions in Data Psychometrics*)
- Add 2.0 FTE Executive Director - \$490,000
- Reduce 1.0 FTE Program Technician - (\$100,000)
- Reduce 1.0 FTE Information System Specialist - (\$171,000)
- Reduce substitute salaries - (\$20,000)
- Reduce contracts & sub-agreements - (\$450,000)
- Reduce other equipment & maintenance - (\$10,000)
- Reduce direct graphics - (\$5,000)

Net Adjustments: 1.0 FTE - (\$266,000) ongoing



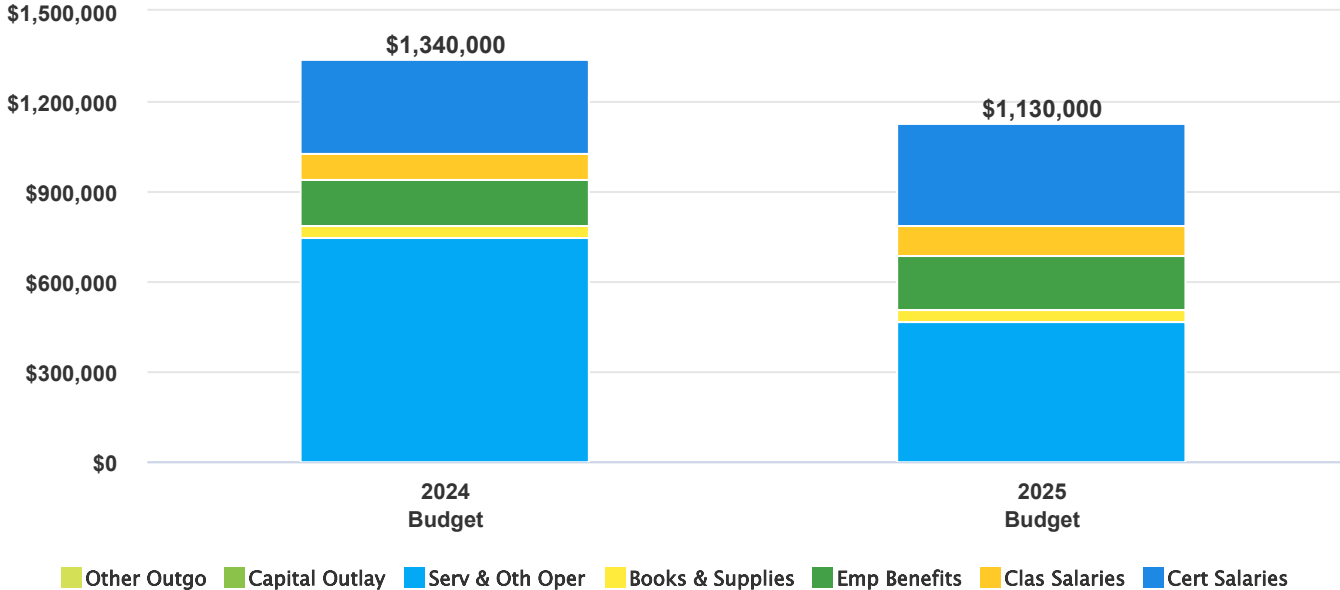
Deputy Superintendent

**Increase Recruitment and Retention of Staff Reflecting the diversity of the Community*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc.

Note: 2023/24 includes \$280,000 in one-time funds



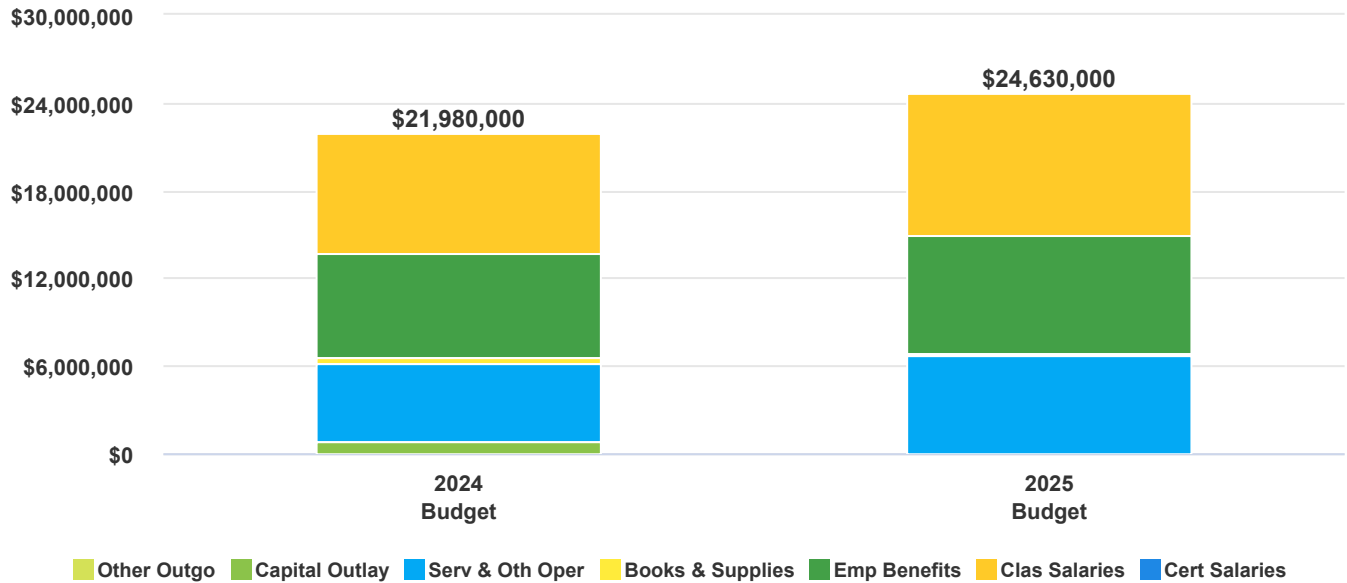
School Safety & Security

**Improve academic performance at challenging levels*

2024/25 Ongoing Budget Notes:

- Net increase includes: salary increase, statutory benefits, etc
- Add 41.0 FTE Campus Safety (*Already Included in the Multi-Year of \$2.5 million*)
- Add 3.0 FTE Security Guards (Offset with CIS contract reduction) - *Funded by Liability*
- Increase Transportation Cost - \$70,000
- Safe Routes to Schools education/implementation for 15 current pilot sites - \$75,000
- Increase licensing for badge software - \$60,000
- Reduce supplies and contracts - (\$112,000)

Net Adjustments: 44.0 FTE - \$93,000 ongoing



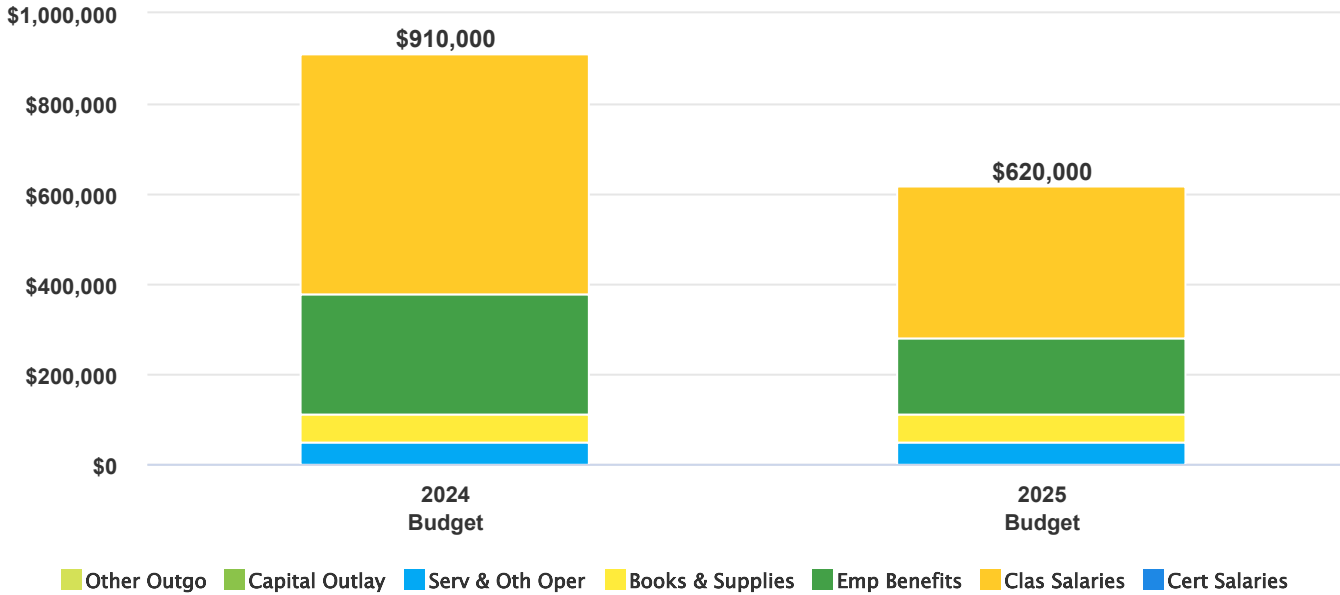
Health & Emergency Response

**Improve academic performance at challenging levels*

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Reduce 1.0 FTE Manager II - (\$210,000)
- Reduce 1.0 FTE Administrative Secretary - (\$110,000)

Net Adjustments: (2.0) FTE - (\$320,000) ongoing



Health Services

**Improve academic performance at challenging levels*

Mission:

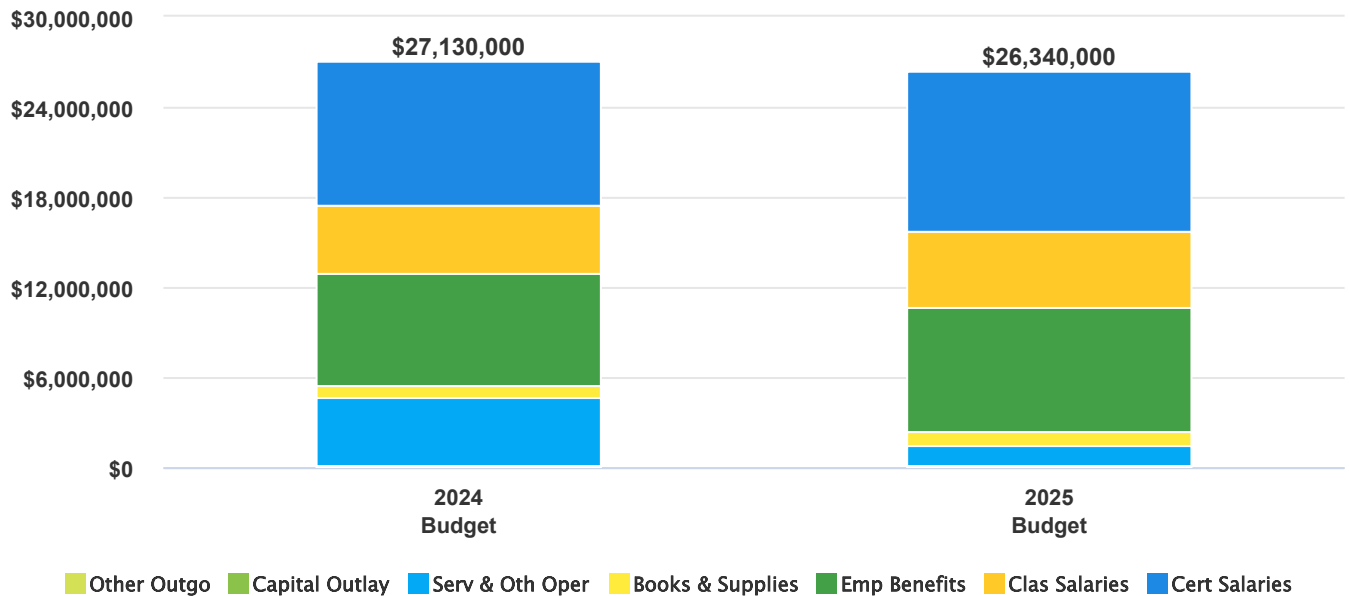
Support students’ educational success by providing whole-child health and wellness within the school setting. Advocating for the physical, mental, and social health needs of students. Working closely with families and the community in supporting students’ optimal educational outcomes.

2024/25 Ongoing Budget Notes:

- Includes: salary increase, statutory benefits, etc
- Add 9.0 FTE Nurse (*Already included in Multi-Year Projections of \$1.5 million*)
- Reduce material and supplies - (\$350,000)
- Delay implementation of 8.75 FTE Licensed Vocational Nurses from 2024/25 to 2025/26
- Reduce Nursing Services contract - (\$2.6 million)

Note: 2023/24 includes additional 9.0 FTE Nurse’s and 7.5 FTE LVN’s

Net Adjustments: 9.0 FTE - (\$3.0 million) ongoing





FINANCIAL SECTION

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What Makes Up a School District’s Funding?

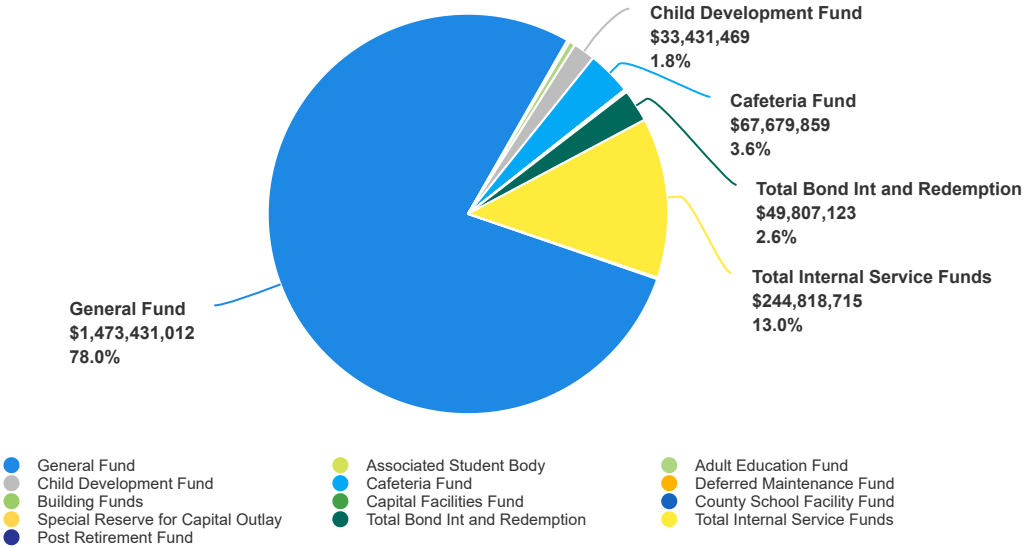
The District’s total budgeted revenue for 2024/25 is \$1,888,704,719. This is a decrease of \$320,472,949 from the 2023/24 projected revenue of \$2,209,177,668. The General Fund makes up the largest part of the District’s total revenue, accounting for 78.01% with the other funds accounting for the balance of the revenue.

Summary of Revenue - All Funds

Fund Name	2023/24 Estimated Actual Revenue	2024/25 Budgeted Revenues	Difference
General Fund Unrestricted	\$ 1,070,716,323	\$ 1,050,513,277	\$ (20,203,046)
General Fund Restricted	697,366,850	422,917,735	(274,449,115)
Total General Fund	\$ 1,768,083,173	\$ 1,473,431,012	\$ (294,652,161)
Adult Education Fund	9,851,021	9,379,920	(471,101)
Child Development Fund	35,391,670	33,431,469	(1,960,201)
Cafeteria Fund	69,672,124	67,679,859	(1,992,265)
Deferred Maintenance Fund	2,904	-	(2,904)
Building Fund	2,767,397	2,275,483	(491,914)
Developer Fee/ Capital Facilities Fund	1,944,708	1,385,000	(559,708)
County School Facility Fund	1,044,631	600,000	(444,631)
Special Reserve for Capital Outlay	40,000	40,000	-
Total Bond interest and Redemption	62,977,039	49,807,123	(13,169,916)
Total Internal Service/ Self Insurance Funds	246,714,161	244,818,715	(1,895,446)
Post Retirement Fund	7,347,995	2,000,000	(5,347,995)
ASB Student Body	3,340,845	3,856,138	515,293
Total	\$ 2,209,177,668	\$ 1,888,704,719	\$ (320,472,949)



Summary of Revenue Sources by Fund



Summary of Expenses - All Funds

Fund Name	2023/24 Estimated Actual Expenses	2024/25 Budgeted Expenses	Difference
General Fund Unrestricted	\$ 935,264,857	\$ 982,655,652	\$ 47,390,795
General Fund Restricted	830,121,428	678,422,092	(151,699,336)
Total General Fund	\$ 1,765,386,285	\$ 1,661,077,744	\$ (104,308,541)
Adult Education Fund	10,029,989	10,011,665	(18,324)
Child Development Fund	33,533,077	36,003,509	2,470,432
Cafeteria Fund	66,642,086	67,635,487	993,401
Deferred Maintenance Fund	3,359,313	5,456,409	2,097,096
Total Building Funds	273,000	250,000	(23,000)
Developer Fee/ Capital Facilities Fund	178,831	2,746,614	2,567,783
County School Facility Fund	69,968,831	57,357,409	(12,611,422)
Special Reserve for Capital Outlay	894,681	1,359,111	464,430
Total Bond Interest and Redemption	61,481,209	56,500,855	(4,980,354)
Total Internal Service/ Self Insurance Funds	218,933,166	222,213,287	3,280,121
Post Retirement Fund	61,390	150,000	88,610
ASB Student Body	2,826,564	3,187,579	361,015
Total	\$ 2,233,568,422	\$ 2,123,949,669	\$ (109,618,753)

Summary of Expenses by Object- All Funds

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Certificated Salaries	\$ 594,243,465	\$ 617,343,966	3.89%
Classified Salaries	233,708,353	273,339,291	16.96%
Employee Benefits	476,283,387	475,584,786	-0.15%
Books and Supplies	173,966,503	168,890,313	-2.92%
Contracts and Services	458,943,407	511,663,808	11.49%
Capital Outlay	230,473,922	16,593,104	-92.80%
Other Outgo	66,049,385	60,534,401	-8.35%
Totals	\$ 2,233,668,422	\$ 2,123,949,669	-4.91%

Budgeted Ending Balances by Fund

Fund Name	2024/25 Estimated Beginning Balance	2024/25 Budgeted Revenues	2024/25 Budgeted Expenditures	Projected Other Financing Sources	2024/25 Budgeted Ending Balance
General Fund					
Unrestricted	\$ 318,264,089	\$ 1,050,513,277	\$ 982,655,652	\$ (170,457,128)	\$ 215,664,586
General Fund					
Restricted	245,185,454	422,917,735	678,422,092	168,987,128	158,668,225
Total General Fund	\$ 563,449,543	\$ 1,473,431,012	\$ 1,661,077,744	\$ (1,470,000)	\$ 374,332,811
Adult Education Fund	1,224,921	9,379,920	10,011,665	-	593,176
Child Development Fund	2,572,041	33,431,469	36,003,509	-	1
Cafeteria Fund	23,565,200	67,679,859	67,635,487	-	23,609,572
Deferred Maintenance Fund	-	-	5,456,409	5,456,409	-
Total Building Funds	79,035,710	2,275,483	250,000	(79,446,611)	1,614,582
Developer Fee/ Capital Facilities Fund	5,158,085	1,385,000	2,746,614	(40,500)	3,755,971
County School Facility Fund	46,447,569	600,000	57,357,409	74,000,702	63,690,862
Special Reserve for Capital Outlay	1,896,980	40,000	1,359,111	-	577,869
Total Bond interest and Redemption	121,823,143	49,807,123	56,500,855	-	115,129,411
Total Internal Service/ Self Insurance Funds	139,641,000	244,818,715	222,213,287	(2,000,000)	160,246,428
Post Retirement Fund	80,559,477	2,000,000	150,000	3,500,000	85,909,477
ASB Student Body	3,221,854	3,856,138	3,187,579	-	3,890,413
Total	\$ 1,068,595,523	\$ 1,888,704,719	\$ 2,123,949,669	\$ -	\$ 833,350,573

Fresno Unified School District - All Funds Combined
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ 779,548,202	\$ 847,472,812	\$ 957,765,700	\$ 1,012,160,191	\$ 999,539,707	\$ 1,009,209,708	\$ 1,030,964,524	\$ 1,053,670,573
Federal Revenues	200,536,288	345,174,923	328,789,002	428,594,033	179,653,105	185,128,011	179,653,101	179,653,101
State Revenues	211,832,320	258,122,560	466,214,129	371,422,754	343,605,933	322,772,684	333,605,933	333,605,933
Other Local Revenues	282,477,898	317,677,670	337,734,811	397,000,690	363,905,974	372,602,842	370,802,842	370,802,842
Other Sources	11,127,593	-	-	-	-	-	-	-
Total Revenues	\$ 1,485,522,301	\$ 1,768,447,965	\$ 2,090,503,642	\$ 2,209,177,668	\$ 1,886,704,719	\$ 1,889,713,245	\$ 1,915,026,400	\$ 1,937,732,449
\$ Increase/(Decrease)	\$ 128,680,277	\$ 282,925,664	\$ 322,055,677	\$ 118,674,026	\$ (322,472,949)	\$ 3,008,526	\$ 25,313,155	\$ 22,706,049
% Increase/(Decrease)	12.72%	19.05%	18.21%	5.68%	-14.60%	0.16%	1.34%	1.19%
EXPENDITURES								
Certificated Salaries	\$ 453,026,180	\$ 530,819,789	\$ 530,868,518	\$ 594,243,465	\$ 617,343,966	\$ 633,197,027	\$ 595,673,966	\$ 595,024,813
Classified Salaries	168,268,047	186,142,498	216,164,619	233,708,353	273,339,291	276,896,939	273,384,439	274,638,881
Employee Benefits	323,164,820	371,604,947	422,141,600	476,283,387	475,584,786	489,085,912	470,558,821	475,279,800
Books and Supplies	90,254,767	123,277,023	146,362,329	173,866,503	168,890,313	155,953,277	146,614,447	146,564,447
Services and Other Operating Expenditures	278,173,185	343,766,282	405,385,974	458,943,407	511,663,808	437,891,001	419,352,446	417,434,646
Capital Outlay	77,368,053	81,994,371	81,536,801	230,473,922	16,593,104	32,091,011	310,337,387	29,635,470
Other Outgo/Debt Service	57,517,464	234,529,500	69,616,174	66,049,385	60,534,401	60,584,401	60,534,401	60,534,401
Total Expenditures	\$ 1,447,772,516	\$ 1,872,134,410	\$ 1,872,076,015	\$ 2,233,568,422	\$ 2,123,949,669	\$ 2,085,699,568	\$ 2,276,455,907	\$ 1,999,112,458
\$ Increase/(Decrease)	\$ 56,069,425	\$ 424,361,894	\$ (58,395)	\$ 361,492,407	\$ (109,618,753)	\$ (38,250,101)	\$ 190,756,339	\$ (277,343,449)
% Increase/(Decrease)	4.03%	29.31%	0.00%	19.31%	-4.91%	-1.80%	9.15%	-12.18%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 87,323,078	\$ 81,932,078	\$ 53,644,806	\$ 76,174,375	\$ 88,443,520	\$ 14,442,818	\$ 14,442,818	\$ 14,442,818
(Transfer Out)	(87,323,078)	(81,932,078)	(53,644,806)	(76,174,375)	(88,443,520)	(12,596,474)	(10,981,892)	(10,981,892)
Sources	183,586,250	570,470	103,891,619	-	2,000,000	-	-	-
Uses	-	-	-	-	-	32,572,040	42,572,040	\$ 57,572,040
Contributions	-	-	(1)	-	-	-	-	-
Total Other Financing Sources	\$ 183,586,250	\$ 570,470	\$ 103,891,618	\$ -	\$ 2,000,000	\$ 34,418,384	\$ 46,032,966	\$ 61,032,966
Beginning Fund Balance	652,446,972	873,783,007	770,667,032	1,092,986,277	1,068,595,523	833,350,573	671,782,634	356,386,093
Fiscal Year Transactions	221,336,035	(103,115,975)	322,319,245	(24,390,754)	(235,244,950)	(161,567,939)	(315,396,541)	(347,043)
Audit Adjustment	-	-	-	-	-	-	-	-
Ending Fund Balance	\$ 873,783,007	\$ 770,667,032	\$ 1,092,986,277	\$ 1,068,595,523	\$ 833,350,573	\$ 671,782,634	\$ 356,386,093	\$ 356,039,050

Fresno Unified School District - General Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ 779,548,202	\$ 847,472,812	\$ 954,717,023	\$ 1,012,160,191	\$ 999,539,707	\$ 1,009,209,708	\$ 1,030,964,524	\$ 1,053,670,573
Federal Revenues	170,530,398	293,017,805	270,046,403	369,371,751	121,959,969	121,959,965	121,959,965	121,959,965
State Revenues	171,938,651	230,100,898	399,756,490	317,526,248	295,070,917	285,070,917	285,070,917	285,070,917
Other Local Revenues	18,408,329	38,883,276	15,933,182	69,024,983	56,860,419	51,360,419	50,360,419	50,360,419
Other Sources	-	-	-	-	-	-	-	-
	\$	\$	\$	\$	\$	\$	\$	\$
Total Revenues	1,140,425,580	1,409,474,791	1,640,453,098	1,768,083,173	1,473,431,012	1,467,601,009	1,488,355,825	1,511,061,874
\$ Increase/(Decrease)	\$ 128,680,277	\$ 269,049,211	\$ 230,978,307	\$ 127,630,075	\$ (294,652,161)	\$ (5,830,003)	\$ 20,754,816	\$ 22,706,049
% Increase/(Decrease)	12.72%	23.59%	16.39%	7.78%	-16.67%	-0.40%	1.41%	1.53%
EXPENDITURES								
Certificated Salaries	\$ 444,220,667	\$ 521,092,622	\$ 519,899,450	\$ 581,346,589	\$ 604,284,738	\$ 601,499,738	\$ 582,614,738	\$ 581,965,585
Classified Salaries	148,682,793	164,336,137	190,895,573	205,931,597	242,111,602	246,899,102	243,386,602	244,641,044
Employee Benefits	302,524,312	348,507,758	394,318,111	448,417,319	444,541,191	443,764,033	440,161,291	444,882,270
Books and Supplies	76,577,446	96,734,612	109,968,616	133,440,836	129,673,044	120,394,564	111,255,734	111,255,734
Services and Other Operating Expenditures	79,574,274	126,917,590	177,508,908	221,674,996	232,738,631	205,890,158	187,591,591	186,152,662
Capital Outlay	2,019,909	3,694,894	51,752,074	172,222,125	6,405,789	3,992,789	3,992,789	3,992,789
Other Outgo/Debt Service	344,378	1,707,668	2,985,876	2,352,823	1,322,749	1,322,749	1,322,749	1,322,749
	\$	\$	\$	\$	\$	\$	\$	\$
Total Expenditures	1,053,943,779	1,262,991,281	1,447,328,608	1,765,386,285	1,661,077,744	1,623,763,133	1,570,325,494	1,574,212,833
\$ Increase/(Decrease)	\$ 39,858,058	\$ 209,047,502	\$ 184,337,327	\$ 318,057,677	\$ (104,308,541)	\$ (37,314,611)	\$ (53,437,639)	\$ 3,887,339
% Increase/(Decrease)	3.93%	19.83%	14.60%	21.98%	-5.91%	-2.25%	-3.29%	0.25%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 6,836,688	\$ 4,141,622	\$ 3,419,556	\$ 4,063,259	\$ 5,486,409	\$ 5,486,409	\$ 5,486,409	\$ 5,486,409
(Transfer Out)	(16,308,419)	(5,593,398)	(4,853,446)	(4,856,409)	(6,956,409)	(6,956,409)	(6,956,409)	(6,956,409)
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	30,000,000	40,000,000	\$ 55,000,000
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ (9,471,731)	\$ (1,451,776)	\$ (1,433,890)	\$ (793,150)	\$ (1,470,000)	\$ 28,530,000	\$ 38,530,000	\$ 53,530,000
Beginning Fund Balance	152,182,965	229,193,035	374,224,769	553,873,864	563,449,543	374,332,811	246,700,687	203,261,018
Fiscal Year Transactions	77,010,070	145,031,734	191,690,600	1,903,738	(189,116,732)	(127,632,124)	(43,439,669)	(9,620,959)
Audit Adjustment	-	-	(12,041,505)	7,671,941	-	-	-	-
Ending Fund Balance	\$ 229,193,035	\$ 374,224,769	\$ 553,873,864	\$ 563,449,543	\$ 374,332,811	\$ 246,700,687	\$ 203,261,018	\$ 193,640,059

General Fund Revenue

The District categorizes its General Fund revenue into five sources:

1. LCFF revenue
2. Federal revenue
3. Other State revenue
4. Other Local revenue
5. Other sources



The General Fund adopted budget revenue projections include the following assumptions:

- The estimated funded ADA (Average Daily Attendance) for 2023/24 is 64,907. The ADA used for the adopted 2024/25 budget is 63,577
- The 2024/25 adopted budget assumes a State cost-of-living adjustment of 8.22%
- LCFF Supplemental and Concentration revenue projections are calculated based on historical averages of the district's unduplicated pupil percentage (UPP) for students living in poverty, English learners, and foster youth
- Grant adjustments are based on award letters and historical funding

LCFF Revenue Sources

In fiscal years 1973/74 through 2012/13, California school districts operated under general purpose Revenue Limits established by the State Legislature. In general, Revenue Limits were calculated for each school district by multiplying the actual Average Daily Attendance (ADA) by a base Revenue Limit. The basic Revenue Limit calculations were adjusted annually in accordance

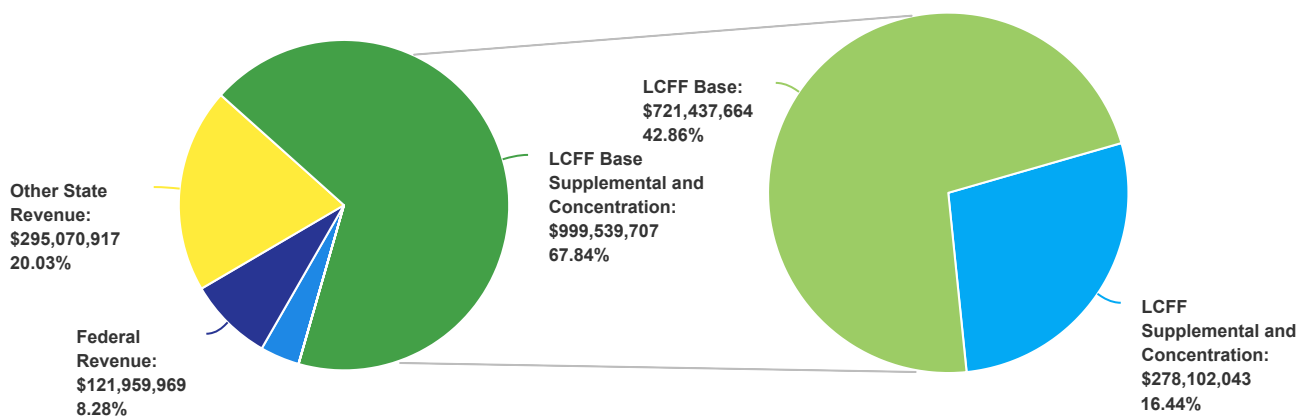
with several factors designated primarily to provide cost of living increases and to equalize revenue among all California school districts of the same type.

The LCFF became the new funding model for school districts within the State of California beginning in the 2013/14 fiscal year and accomplished three broad goals; funding schools more equitably, making more decisions at the local level, and measuring school achievement using multiple metrics and not just test scores.

For Fresno Unified School District, LCFF sources represent the main revenue source by generating approximately 67.8% of General Fund revenues in 2024/25. It is currently anticipated that \$999,539,707 will be received from LCFF Sources in 2024/25. This represents a decrease of \$12,620,484 as compared to the 2023/24 Estimated Actuals.

The LCFF provides up to three separate grants to a district. The Base Grant is allocated to districts for each average daily attendance (ADA) reported. The Supplemental Grant provides an additional 20% of base grants to districts, based on the unduplicated pupil percentage (UPP). The UPP is the percentage of the district’s target student population. The target students are eligible for free and reduced price meals, English learners, foster youth, or homeless. If a district has a UPP greater than 55%, the LCFF provides an additional 65% of the base grant referred to as the Concentration Grant. The District’s 2024/25 Unduplicated Pupil Count (UPP) is projected to be 88.12%, therefore the District is eligible for the Concentration Grant. The Supplemental and Concentration Grant funds must be used on programs benefiting the students within the target population. These funds are allocated to programs outlined in the District’s LCAP, created based on consultation with parents, staff, students and our community.

2024/25 Adopted General Fund Revenue Sources



<p>LCFF Base Grant</p>	<p>Uniform base grant for each school district and charter school based on the grade span of the pupils, i.e. kindergarten through grade 3 (K-3), grades 4-6, grades 7-8, grades 9-12, multiplied by units of average daily attendance (ADA). For school districts, funded ADA is equal to the greater of current or prior year ADA*</p>
<p>K-3 Grade Span Adjustment of 10.4%</p>	<p>As a condition of receiving these funds, school districts are required to maintain an average class enrollment of no more than 24 pupils in K-3, unless the district has collectively bargained an alternative average class enrollment in those grades for each school site. Charter schools receive the adjustment but do not have to comply with this condition</p>
<p>Grades 9-12 Adjustment of 2.6%</p>	<p>There are no compliance requirements associated with this adjustment</p>
<p>Supplemental Grant</p>	<p>Equal to 20% adjusted base grant multiplied by the ADA and the unduplicated percentage of targeted disadvantaged pupils (English learners, students that qualify for free or reduced-price meal, foster youth, or any combination of these factors).</p>
<p>Concentration Grant</p>	<p>Equal to 65% of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of a school district's or charter school's enrollment</p>



LCFF Revenue Sources

It is currently projected that \$999,539,707 will be received from LCFF sources in 2024/25. This represents a decrease of \$12,620,484 compared to the 2023/24 Estimated Actuals. The largest increases or changes are due to the district's poverty rate.

The decrease of \$12.6 million in the (Local Control Funding Formula) revenue is due primarily to the decrease in enrollment.

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)	Percent Change
LCFF Sources	\$ 1,012,160,191	\$ 999,539,707	\$ (12,620,484)	-1.2%

Local Control Funding Formula (LCFF) Sources	2024/25 Budgeted Change
State Aid - Current Year	\$ (9,442,291)
Education Protection Account State Aid - Current year	(3,078,451)
State Aid - Prior Year	-
Homeowners' Exemptions	-
Timber Yield Tax	-
Other Subventions/In-Lieu Taxes	-
Secured Roll Taxes	3,048
Unsecured Roll Taxes	-
Prior Years' Taxes	-
Supplemental Taxes	-
Education Revenue Augmentation Fund (ERAF)	-
Community Redevelopment Funds	-
Penalties and Interest from Delinquent Taxes	-
Royalties and Bonuses	-
Other In-Lieu Taxes	(3,048)
Non-LCFF Adjustment	-
Unrestricted LCFF Transfers - Current Year	-
All Other LCFF Transfers - Current Year	-
Transfers to Charter Schools in Lieu of Property Taxes	(99,742)
Property Taxes Transfers	-
LCFF/Revenue Limit Transfers - Prior Years	-
Total LCFF Sources	\$ (12,620,484)

Federal Revenue Sources

Federal Revenues, which represent approximately 8.3% of the General Fund in 2024/25 are restricted in nature, which means that they must be expended on specific programs. Major sources include Title I, Title II, Title III, Special Education, English Learner, and Migrant Education.

It is currently projected that \$121,959,969 will be received from Federal Revenue sources in 2024/25. This represents a decrease of \$247,411,782 compared to the 2023/24 Estimated Actuals. Significant changes in Federal Revenue sources are noted on this page. The largest changes are due to the district's poverty rate. Given Title I entitlement amounts are largely dependent on these demographics; the district received an increase in funding for the 2024/25 fiscal year.

Federal revenues decreased due to the expenditure of one-time pandemic grant funds in Facilities (which are recognized as they are spent) and a decrease in Special Education Discretionary Grants. Details on projects are listed in the expenditure classification section under Capital Outlay as well as in the Informational Section under Projects Funded by Outstanding Bonds.



	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)	Percent Change
Federal Sources	\$ 369,371,751	\$ 121,959,969	\$ (247,411,782)	-66.98%

	2024/25 Budgeted Change
Federal Sources	
Maintenance and Operations	\$ -
Special Education Entitlement	758,183
Special Education Discretionary Grants	(1,337,270)
Child Nutrition Programs	-
Donated Food Commodities	-
Forest Reserve Funds	-
Flood Control Funds	-
Wildlife Reserve Funds	-
FEMA	-
Interagency Contracts Between LEAs	-
Pass-Through Revenues from Federal Sources	-
Title I, Part A, Basic	4,794,001
Title I, Part D, Local Delinquent Programs	-
Title II, Part A, Supporting Effective Instruction	(456,262)
Title III, Part A, Immigrant Student Program	132,591
Title III, Part A, English Learner Program	1,337,281
Public Charter Schools Grant Program (PCSGP)	-
Other NCLB / Every Student Succeeds Act	1,588,577
Career and Technical Education	-
All Other Federal Revenue	(254,228,883)
Total Federal Sources	\$ (247,411,782)

Other State Revenue

Other State Revenues represent approximately 20.0% of total General Fund revenue in 2024/25. It is currently anticipated that approximately \$295,070,917 will be realized from Other State Revenues in 2024/25. This represents a decrease of \$22,455,331, or 7.07%, when compared to 2023/24 Estimated Actuals.

The largest portion of Other State Revenues is for The Career Technical Education (CTE) Incentive Grant Program and the Special Education Master Plan. The CTE program has been a focal point for the State. Special Education's AB602 increase is due to COLA adjustments. It's important to note, the State and Federal Government do not adequately fund Special Education and each year the district contributes general fund dollars for increasing special education costs.

Other State Revenue also includes the California State Lottery which was established by a constitutional amendment in November of 1984 and revised by Proposition 20 in 1999. Lottery funds must be used for the education of students and cannot be used for non-instructional purposes. These two categories represent the largest portions of contribution to State Revenue for the district.

The After School Grant (ACES) is reduced due to utilization of carryover funds in 2023/24. Other State Revenue is mainly decreased due to STRS on behalf which shows a lower contribution rate required by districts in 2024/25 along with one-time entitlements received in 2023/24 for Literacy Coach and Reading Specialist grant offset by increased grant awards for 2024/25 for the Equity Multiplier.

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)	Percent Change
Other State Revenue	\$ 317,526,248	\$ 295,070,917	\$ (22,455,331)	-7.07%

Other State Revenue Sources	2024/25 Budgeted Change
Other State Apportionments	
ROC/P Entitlement	
Prior Years	\$ -
Special Education Master Plan	
Current Year	528,672
Prior Years	(64,784)
All Other State Apportionments - Current Year	-
All Other State Apportionments - Prior Years	-
Child Nutrition Programs	-
Mandated Costs Reimbursements	37,500
Lottery - Unrestricted and Instructional Materials	(23,764)
Tax Relief Subventions	
Restricted Levies - Other	
Homeowners' Exemptions	-
Other Subventions/ In-Lieu Taxes	-
Pass-Through Revenues from	
State Sources	-
After School Education and Safety (ASES)	(787,931)
Charter School Facility Grant	-
Drug/ Alcohol/ Tobacco Funds	-
California Clean Energy Jobs Act	-
Career Technical Education Incentive	
Grant Program	6,726,190
American Indian Early Childhood Education	-
Specialized Secondary	-
Implementation All Other State Revenue	(28,871,214)
Total Other State Revenue	\$ (22,455,331)

Other Local Revenue

The Other Local Revenues section of the budget, which represents approximately 3.9% of total General Fund revenues in 2024/25 is both unrestricted and restricted. Major sources of revenue in this category include interest on investments and leases and rental of facilities. It is currently anticipated that \$56,860,419 will be realized in 2024/25 from Other Local Revenues. This represents a decrease of \$12,164,564 when compared to the 2023/24 Estimated Actuals.

Other Sources

All other financing sources included in the Adopted for the General Fund are Interfund transfers and are accounted for in other sources as described in the California School Accounting Manual.

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)	Percent Change
Other Local Revenue	\$ 69,024,983	\$ 56,860,419	\$ (12,164,564)	-17.62%

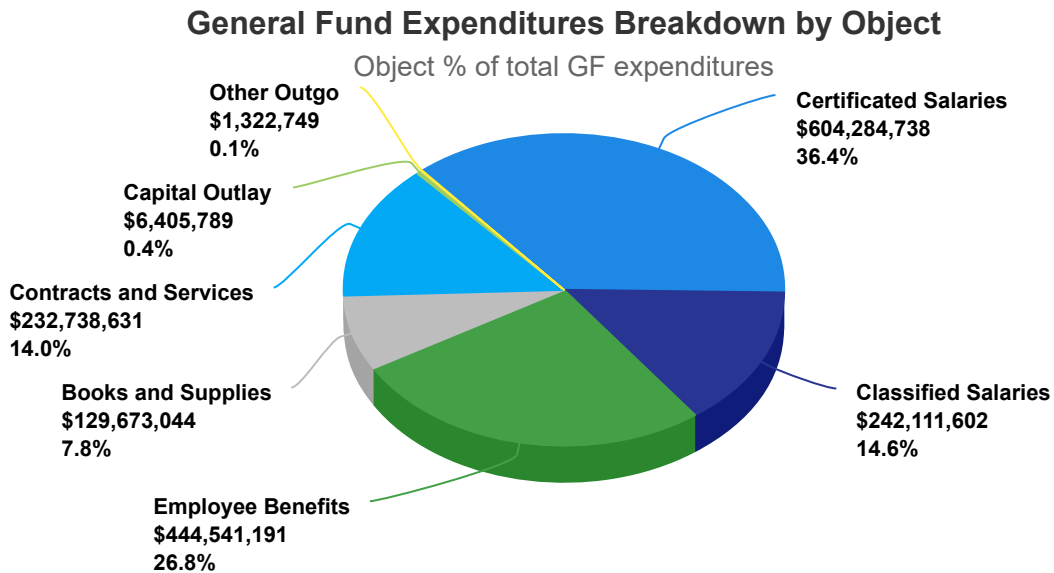
	2024/25 Budgeted Change
Local Revenue Sources	
County and District Taxes	
Other Restricted Taxes	
Secured Roll	\$ -
Unsecured Roll	-
Prior Years' Taxes	-
Supplemental Taxes	-
Non-Ad Valorem Taxes	
Parcel Taxes	-
Other	-
Community Redevelopment Funds	
Not Subject to LCFF Deduction	(934,137)
Penalties and Interest from	-
Delinquent Non-LCFF	-
Taxes	(25,151)
Sales	
Sale of Equipment/Supplies	6,964
Sale of Publications	-
Food Service Sales	-
All Other Sales	-
Leases and Rentals	82,613
Interest	(2,000,000)
Net Increase (Decrease) in the Fair Value of Investments	(6,700,000)
Fees and Contracts	
Adult Education Fees	-
Non-Resident Students	-
Transportation Fees From Individuals	-
Interagency Services	-
Mitigation/Developer Fees	-
All Other Fees and Contracts	-
Other Local Revenue	
Plus: Misc Funds Non-LCFF	
(50%) Adjustment	-
Pass-Through Revenues From	



Local Revenue Sources	2024/25 Budgeted Change
Local Sources	-
All Other Local Revenue	(2,594,853)
Tuition	-
All Other Transfers In	-
Transfers of Apportionments	
Special Education SELPA Transfers	
From Districts or Charter Schools	-
From Country Offices	-
From JPAs	-
ROC/P Transfers	
From Districts or Charter Schools	-
From County Offices	-
From JPAs	-
Other Transfers of Apportionments	
From Districts of Charter Schools	-
From County Offices	-
From JPAs	-
All Other Transfers In from All Others	-
Total Other Local Revenue Sources	\$ (12,164,564)

Expenditure Detail by Object/Classification - General Fund

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Certificated Salaries	\$ 581,346,589	\$ 604,284,738	3.95%
Classified Salaries	205,931,597	242,111,602	17.57%
Employee Benefits	448,417,319	444,541,191	-0.86%
Books and Supplies	133,440,836	129,673,044	-2.82%
Contracts and Services	221,674,996	232,738,631	4.99%
Capital Outlay	172,222,125	6,405,789	-96.28%
Other Outgo	2,352,823	1,322,749	-43.78%
Totals	\$ 1,765,386,285	\$ 1,661,077,744	-5.91%



Expenditure Classifications within the General Fund

Certificated Salaries - Objects 1000-1999

Certificated salaries include teachers, administrators, counselors, librarians, supervisors, psychologists, and other employees who maintain a credential with the State of California. Classroom teachers and other certificated positions are provided to schools based upon the collective bargaining agreement. This expenditure category represents approximately 36.4% of total General Fund budgeted expenditures in 2024/25. It is projected that \$604,284,738 will be expended on certificated salaries in 2024/25 which represents an increase of \$22,938,149 from 2023/24 estimated actuals. The Full Time Equivalent (FTE) plan for 2024/25 is flat; while the district is planning enrollment down, the FTE for Certificated employees remains flat to support lower class sizes. Changes in certificated salaries for 2024/25 are primarily related to the following:

- Step / Column / Attrition changes
- Planned 3.0% salary increase
- One-time salary payment 2.5%
- Per current employee bargaining agreement, reassignment of Teachers on Special Assignment to classrooms to reduce class size
- Investment in additional staffing - 9.0 FTE Certificated Nurses
- Reduction of teachers on special assignment (designated schools) work calendar to 185 days

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Certificated Salaries	\$ 581,346,589	\$ 604,284,738	3.95%



Classified Salaries - Objects 2000-2999

Classified salaries include all of the District’s support staff. This includes instructional aides, clerical, custodial, maintenance, grounds, transportation, non-credentialed administrative staff, and other personnel who are not required to maintain an educational credential with the State of California. These expenditures represent approximately 14.6% of total General Fund expenditures in 2024/25. It is projected that \$242,111,602 will be expended on classified salaries which represents an increase of \$36,180,005 from 2023/24 estimated actuals. The Full Time Equivalent (FTE) plan for 2024/25 is planned to increase by a total of 34.57 FTE’s.

Major changes in classified salaries for 2024/25 are primarily related to the following:

- Step/Attrition changes
- Planned 3.0% salary increase
- One-time salary payment 2.5%
- Additional investment in custodial, HVAC repair and irrigation maintenance employees
- Additional 41.0 FTE Campus Safety and 3.0 FTE Security Guards (offset by reduction in CIS contract and funded by the Liability Fund)
- Decrease of 21.25 FTE in Management and Administration

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Classified Salaries	\$ 205,931,597	\$ 242,111,602	17.57%

Employee Benefits - Objects 3000-3999

Employee benefits include all employer contributions to State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), Social Security, and Health & Welfare benefits provided to all eligible employees. These expenditures represent approximately 26.8% of the total budgeted expenditures in 2024/25.

Major increases to Employee Benefits expenditures are due to the following:

- Increase in the Public Employees Retirement System Rate (PERS) to 27.05% from 26.68% in 2023/24 - 1.8 million increase in 2024/25
- Contribution of \$22,000 per active employee (Health)

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Employee Benefits	\$ 448,417,319	\$ 444,541,191	-0.86%



Employee benefits not relating to health and welfare are based upon a percentage of the employee's salary. District benefit costs, calculated as a percentage of salary except for health benefits, are as follows:

Employer Benefit Costs	Percentage	Dollar Amount
CalSTRS	19.10%	
CalPERS	27.80%	
OASDI	6.20%	
Medicare	1.45%	
Defined Benefits	3.305%	
State Unemployment Insurance	0.05%	
Workers' Compensation	0.85%	
Disability	0.73%	
Liability	1.15%	
Employer Contribution Toward Health and Welfare Package		\$ 22,000

Multi-year Items:

The benefit rate for Workers' Compensation results in a reserve level estimated at 97% in 2024/25. Per Board Policy 3100, "during stable times, the district will maintain Workers' Compensation liability at 90%". The rate decrease equates to a savings of \$2.7 million in 2024/25.

It should also be noted that in accordance with the current employee bargaining agreements, the 2024/25 district's health contribution level is \$22,000 per active employee participant (as seen above). The district's health contribution is estimated to remain status quo for 2025/25 and increase to \$24,547 for 2026/27 - equating to \$5.9 million.

PERS Employer Costs continue to increase (chart to follow). These changes equate to an increased cost of \$1.8 million in 2025/26.

The multi-year projections include a \$1.5 million contribution from the Unrestricted General Fund and \$2.0 million from the Health Fund for all years. The GASB 75 reserve, otherwise referred to as the Other Post-Employment Benefit Reserve (OPEB), is estimated at \$85.9 million as of June 30, 2025.

California Pension Plans

Rising pension costs continue to create an increasing obligation for school districts across the state. The chart below illustrates the district’s rate for both CalSTRS and CalPERS.

CalSTRS Employer Rates	
2013/14	8.25%
2014/15	8.88%
2015/16	10.73%
2016/17	12.58%
2017/18	14.43%
2018/19	16.28%
2019/20	17.10%
2020/21	18.40%
2021/22	18.10%
2022/23	19.10%
2023/24	19.10%
2024/25	19.10%

Source: SSC Dartboard 5.21.24

CalPERS Employer Rates	
2013/14	11.44%
2014/15	11.77%
2015/16	11.85%
2016/17	13.89%
2017/18	15.53%
2018/19	18.06%
2019/20	19.72%
2020/21	22.70%
2021/22	24.60%
2022/23	25.37%
2023/24	26.68%
2024/25*	27.05%
2025/26*	27.60%

* Estimated rates provided by CalPERS

In addition to the current rates, school districts have been burdened with the responsibility for paying down the state’s unfunded pension liability.

Joint Health Management Board (JHMB)

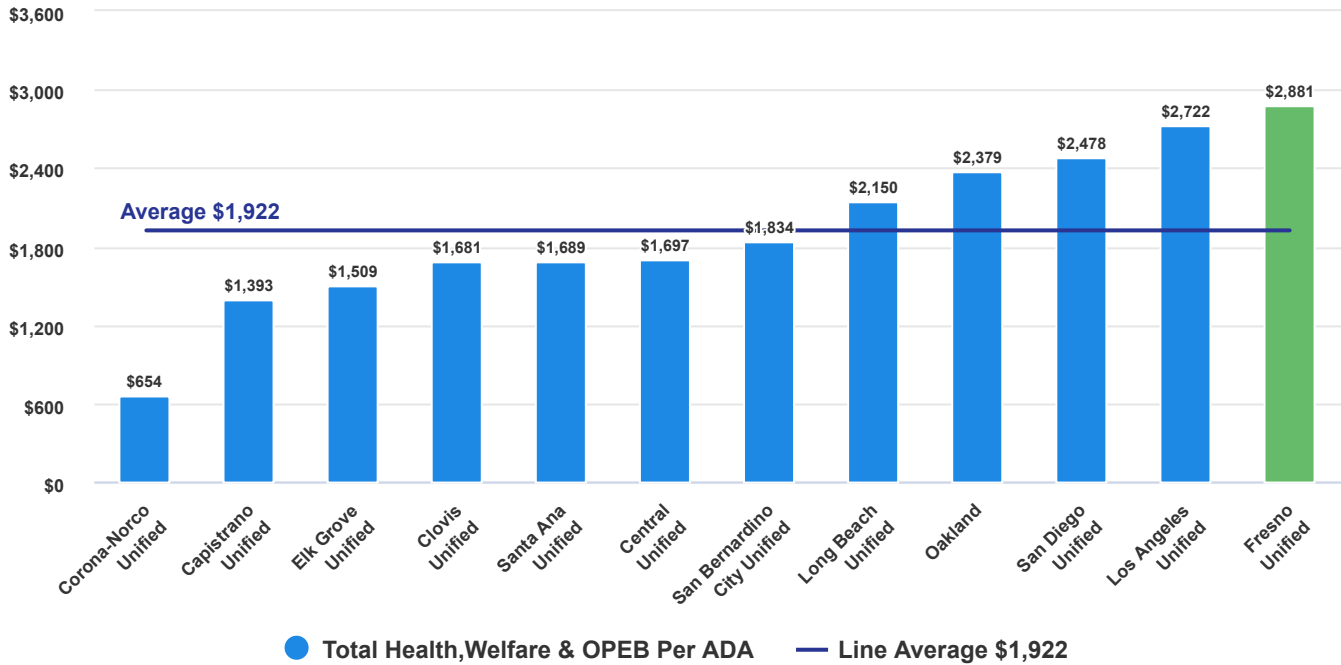
The Joint Health Management Board (JHMB) functions ensure that the District’s employee-benefit plans meet the requirements of each union’s collective bargaining agreement and contracts, while maintaining the most affordable benefits available for both the District and its employees and retirees. It is comprised of members from several groups working within the Fresno Unified School District, including management and representatives from each of the unions with members working within the District.

JHMB Mission:

- Share responsibility and to build unity between the District and the participating Employee Labor Units;
- Manage and maintain the highest quality health benefits possible on behalf of Active and Retired Employees
- Promote informed and proactive decisions regarding health benefits in the most cost-effective, innovative and efficient manner;
- Develop and promote wellness education; and
- Enable participants to become informed and responsible health care consumers.



Fresno Unified
Employee Health, Welfare & OPEB Expense
Per ADA, 2022/23 General Fund



Source: 2022/23 CADIE Report

Books and Supplies-Objects 4000-4999

Books and Supplies include those items which are consumed and generally not capitalized, such as textbooks, library books, and supplies for the classroom, office, custodial, maintenance, and transportation areas. With the implementation of the State’s Standardized Account Code Structure and GASB Statement No. 34, all equipment under \$15,000 per item is now reflected in this category. Books and supplies expenditures represent approximately 7.8% of total expenditures in the 2024/25 adopted budget. It is anticipated that approximately \$129,673,044 will be expended on books, supplies, and other materials during 2024/25. This represents a decrease of \$3,767,792 from the 2023/24 estimated actuals.

Modifications to the Books and Supplies classification include the following:

- In accordance with the current employee bargaining agreements, the 2024/25 budget includes an ongoing increase from \$315 to \$500 per FTA bargaining member - increase of \$600,000
- In anticipation of reduced funding, most departments have reduced their supply requests for the 2024/25 budget year

The district has \$17.8 million for textbook adoption which is in the “committed fund balance” and and therefore not part of the expense budget for Adopted 2024/25.

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Books and Supplies	\$ 133,440,836	\$ 129,673,044	-2.82%



Contracted Services and Other Operating Expenditures - Objects 5000-5999

Contracted Services and Other Operating Expenditures include items such as utilities, repairs, professional services, travel, leases, postage, legal fees, liability insurance, and other service contracts. These expenses represent 14.0% of total expenditures in the 2024/25 adopted budget. It is anticipated that \$232,738,631 will be expended in this classification in 2024/25. This represents an increase of \$11,063,635 from 2023/24 estimated actuals.

Following are major changes included in the Contracted Services/Other Operating Expenditures classification for 2024/25:

- Reductions in contracted nurse services, material and supplies totaling a net decrease of (\$3.0 million)
- Reduction of First Student contract based on historical expense - (\$1.0 million)
- Increase in Microsoft licenses
- Increase in Financial & Human Resources system maintenance
- One-time funds used for the following:
 - ◆ Cyber security training
 - ◆ Upgrade for Human Enterprise system
 - ◆ Contracts for Registered Behaviour Support Technicians and CareSolace

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Services and Other Operating Expenditures	\$ 221,674,996	\$ 232,738,631	4.99%

Capital Outlay – Objects 6000-6999

Capital Outlay includes the cost of new and replacement equipment over \$25,000 per item as well as General Fund expenditures for sites and buildings. It is anticipated that \$6,405,789 will be expended in this classification for the fiscal year 2024/25. This represents a decrease of \$165,816,336 from the 2023/24 estimated actuals. The Capital Outlay budget reflects the spending down of one-time funds that are being carried over from ongoing projects and finished in 2024/25

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Capital Outlay	\$ 172,222,125	\$ 6,405,789	-96.28%

Other Outgo/Interfund Transfers In and Out-Object Series 7000-7999

Other Outgo expenditures include transfers to other funds, debt service payments, and indirect cost transfers. Interfund Transfers In and Out are funds transferred between District funds. These expenses represent a small portion of total expenditures in 2024/25.

	2023/24 Estimated Actuals	2024/25 Adopted Budget	Increase / (Decrease)
Other Outgo	\$ 2,352,823	\$ 1,322,749	-43.78%



General Fund Shifts from Previous Year

Revenues

- Revenues include the COLA of 1.07%
- The decrease in revenue is primarily due to lower enrollment

Expenditures

- Expenditures include:
 - ◆ Step/Column changes
 - ◆ Planned 3% ongoing salary increase and a 2.5% one-time payment in the Adopted Budget in accordance with the current bargaining agreement
- The increase in Employee benefits is due to the following:
 - ◆ Increase in the Public Employees Retirement System Rate (PERS) to 27.8% from 26.68% in 2023/24 - \$1.4 million in 2024/25
- Spend out of one-time funds in Capital Outlay

General Fund Balance

Over the period of 2024/25 to 2026/27, the General Fund balance will see a reduction from the beginning balance of \$563,449,542. This is due to the following reasons:

- The district is utilizing/spending down one-time funds
- Utilization of the fund balance in 2024/25 and 2025/26 to continue pandemic recovery needs
- In addition, utilization of one-time block grants: The Learning Recovery Block Grant and the Arts, Music, & Instructional Material Block Grant

Reserve Levels-Estimated/Adopted/Projected (in Millions)

	Estimated 2023/24	Budget 2024/25	Projected 2025/26	Projected 2026/27
Ongoing Funds:				
Revenues	\$1,055.45	\$1,046.54	\$1,054.71	\$1,075.47
- Expenses, Sources/Uses	1,050.35	1,116.44	1,113.23	1,099.89
- Supplemental/Concentration Expanded Programs	-	-	-	-
Ongoing Net Change in Fund Balance	5.10	(69.90)	(58.52)	(24.42)
One-Time Funds:				
One-Time Revenues	\$ 15.30	\$ 4.00	\$ 0.00	\$ 0.00
One-Time Expenses	30.52	36.70	38.60	8.50
One-Time State and Federal Recovery Funds	261.10	-	-	-
One-Time State and Federal Recovery Expenses	261.10	-	-	-
One-Time Net Change in Fund Balance	(15.22)	(32.70)	(38.60)	(8.50)
Total Unrestricted General Fund:				
Beginning Balance	\$ 328.39	\$ 318.27	\$ 215.67	\$ 118.55
Ending Balance	\$ 318.27	\$ 215.67	\$ 118.55	\$ 85.63
Cash, Inventory, Prepaid Assets	5.26	5.26	5.26	5.26
Committed for Future Textbook Adoptions	29.15	17.75	8.95	8.95
Committed Pandemic Learning and Recovery	122.40	58.20	7.50	-
Designated Funds	-	-	-	-
Reserve for One-Time Expenses and Carryover	4.90	-	-	-
Net Unrestricted General Fund Balance	\$ 156.56	\$ 134.46	\$ 96.84	\$ 71.42
Change in Reserve	\$ 23.60	\$ (22.10)	\$ (37.62)	\$ (25.42)
Reserve level	8.84%	8.06%	6.05%	4.65%

Different Reserve Types

The district has six types of reserves. The following table lists the current projected 2023/24 reserve levels and the corresponding change to the reserve level for the 2024/25 fiscal year.

Reserve Type (in millions)	Estimated 2023/24	Planned Change	Proposed 2024/25	Recommended Level 2024/25
Unrestricted General Fund	\$ 156.56	\$ (22.10)	\$ 134.46	\$ 134.46
Workers' Compensation	32.10	-	32.10	32.10 ⁽¹⁾
General Liability Reserve	5.17	-	5.17	5.17 ⁽¹⁾
Health Fund Incurred But Not Paid	25.05	1.11	26.16	26.16 ⁽¹⁾
Other Post-Employment Benefits (OPEB)	80.60	5.31	85.91	644.01 ⁽¹⁾
Health Fund Unencumbered Reserves	125.65	22.28	147.93	34.00 ⁽²⁾

⁽¹⁾ Recommended level is provided by actuarial study

⁽²⁾ Recommended level is provided by the Joint Health Management Board contracted consultant

(in Millions)	Estimated 2023/24	Adopted 2024/25	Projected 2025/26	Projected 2026/27
Net Unrestricted General Fund Balance	\$ 156.56	\$ 134.46	\$ 96.84	\$ 71.42
Reserve Level	8.84%	8.06%	6.05%	4.65%

The 2023/24 Year-End Estimated ending balance at Second Interim was projected at \$134.0 million. The revised projected Unrestricted General Fund ending balance is \$156.6 million. The difference of \$22.6 million is due primarily to the following components:

- A decrease in Transportation add-on revenue due to disallowance of transportation costs in restricted funds of (\$1.1 million)
- An increase in interest income of \$7.0 million, an increase in MediCal Administrative Activities as one-time of \$1.8 million and increase in reimbursement of \$200,000
- Recognize the March 2024 unrealized loss reduction from -3.87% to -3.29% as one-time revenue of \$11.5 million; total increase \$20.5 million
- Salary and benefits saving of \$2.9 million based on year-to-date expenditures
- New savings of \$0.3 million in the following areas:
 - ◆ Utility savings - \$1.1 million
 - ◆ Increased security contracts - (\$1.5 million)
 - ◆ Increased translation contracts - (\$0.3 million)
 - ◆ Savings of school site and department supplies - \$1.0 million
- An increase in Special Education Speech Pathologist contracts of (\$6.0 million)
- An increase in Special Education Pareducator contracts of (\$1.0 million)

As discussed earlier, the minimum reserve level is 2%, however in order to plan for the fiscal uncertainty of the future, the district has continued to operate with higher reserve levels. These will continue to be adjusted and monitored to reflect the current budgetary needs of the budget using sound fiscal policies.

Committed Fund Balance	2024/25	2025/26	2026/27
- Future Textbook Adoption	\$ 17.75	\$ 8.95	\$ 8.95
- Pandemic Learning and Recovery	\$ 58.2	\$ 7.5	-

A full copy of Fresno Unified School District’s 2024/25 Proposed Budget is available in the Board of Education office, the Fiscal Services Department, and on the Fiscal Services website at the following link: <http://www.fresnounified.org/dept/fiscalservices>

A summary of all budgets is included.



Detailed General Fund Reports

The following reports provide the reader with a more detailed and comparative view of revenues and expenditures. The first report following this narrative is a view of expenditures by object classifications reflecting 2022/23 actual activity, 2023/24 Estimated Actuals and the 2024/25 Adopted Budget.

- Certificated Salaries
- Classified Salaries
- Employee Benefits
- Book and Supplies
- Services and Other Operating Expenditures
- Capital Outlay
- Other Outgo/Debt Service
- Other Financing Uses

The second report shows an alternative view of the same information by function. The function classifications are:

- Instructional (classroom costs)
- Instructional support
- Pupil Services (guidance/counseling, health services, library, school administration)
- Ancillary Services (school sponsored activities, athletics, co-curricular)
- Community Services (community recreation fee-based programs)
- Enterprise (technology)
- General Administration (board, district administration, financial, human resources, warehouse, data processing)
- Plant Services/Operations (maintenance, custodial, grounds, security)
- Other Outgo (debt service, transfers between funds and agencies)

Description	Object Codes	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
REVENUES AND OTHER FINANCING USES					
	LCFF Sources	\$ 954,717,023	\$ 1,012,160,191	\$ 999,539,707	\$ (12,620,484)
	Federal Revenues	270,046,404	369,371,751	121,959,969	(247,411,782)
	State Revenues	399,756,490	317,526,248	295,070,917	(22,455,331)
	Other Local Revenues	15,933,182	69,024,983	56,860,419	(12,164,564)
	Other Sources				
	Transfers In	3,419,555	4,063,259	5,486,409	1,423,150
Total Revenues		\$1,643,872,654	\$ 1,772,146,432	\$1,478,917,421	\$ (293,229,011)
	\$ Increase / (Decrease)	243,794,151	128,273,778	(293,229,011)	(1,772,146,432)
EXPENDITURES AND OTHER FINANCING USES BY OBJECT					
	Certificated Salaries	\$ 519,899,450	\$ 581,346,589	\$ 604,284,738	\$ 22,938,149
	Classified Salaries	190,895,573	205,931,597	242,111,602	36,180,005
	Employee Benefits	394,318,111	448,417,319	444,541,191	(3,876,128)
	Books and Supplies	109,968,616	133,440,836	129,673,044	(3,767,792)
	Services and Other Operating Expenditures	177,508,907	221,674,996	232,738,631	11,063,635
	Capital Outlay	51,752,074	172,222,125	6,405,789	(165,816,336)
	Other Outgo/Debt Service	2,985,876	2,352,823	1,322,749	(1,030,074)
	Other Financing Uses	4,853,446	4,856,408	6,956,409	2,100,001
				\$	
Total Expenditures		\$ 1,452,182,053	\$ 1,770,242,693	1,668,034,153	\$ (102,208,540)
	\$ Increase / (Decrease)	253,688,631	318,060,640	(102,208,540)	(1,770,242,693)
Beginning Fund Balance		362,183,263	553,873,864	563,449,543	
Fiscal Year Transactions		191,690,601	1,903,739	(189,116,732)	
Audit Adjustments		-	7,671,940	-	
Ending Fund Balance		\$ 553,873,864	\$ 563,449,543	\$ 374,332,811	\$ -

*Revenues/Expenditures include Transfers In/Out

Object Code	Object Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
REVENUES BY OBJECT					
8011	Revenue Limit State Aid - Current Year	\$ 818,299,028	\$ 709,458,181	\$ 700,015,890	\$ (9,442,291)
8012	Education Protection Account (EPA)	55,645,048	225,040,309	221,961,858	(3,078,451)
8019	State Aid - Prior Years	(64,288)	-	-	-
8021	Homeowners' Exemptions	501,049	501,049	501,049	-
8022	Timber Yield Tax	-	-	-	-
8029	Other Subventions/In-Lieu Taxes	541,217	541,217	541,217	-
8041	Secured Rolls Tax	70,134,116	70,146,724	70,149,772	3,048
8042	Unsecured Roll Taxes	3,428,699	3,428,699	3,428,699	-
8043	Prior Years Taxes	654,669	242,175	242,175	-
8044	Supplemental Taxes	2,307,974	1,992,801	1,992,801	-
8045	Education Revenue Augmentation Fund	(2,294,981)	(2,849,664)	(2,849,664)	-
8047	Community Redevelopment Funds	9,831,794	7,945,455	7,945,455	-
8048	Penalty and Interest from Delinquent Taxes	(1)	-	-	-
8081	Royalties and Bonuses	-	-	-	-
8082	Other In-Lieu Taxes	1,411	3,048	-	(3,048)
8089	Less: Non-LCFF (50%) Adjustment	-	-	-	-
8091	Unsecured LCFF Transfer - Current Year	-	-	-	-
8091	All Other LCFF Transfers - Current Year	-	-	-	-
8096	Transfers To Charter in Lieu of Property Tax	(4,268,712)	(4,289,803)	(4,389,545)	(99,742)
8097	Property Taxes Transfers	-	-	-	-
8099	LCFF/Revenue Limit Transfers - Prior Years	-	-	-	-
Total LCFF Resources		\$ 954,717,023	\$ 1,012,160,191	\$ 999,539,707	\$ (12,620,484)
8110	Maintenance and Operations	-	-	-	-
8181	Special Education - Entitlement	14,662,742	17,948,852	18,707,035	758,183
8182	Special Education - Discretionary Grants	3,433,139	2,621,429	1,284,159	(1,337,270)
8220	Child Nutrition Programs	-	-	-	-
8221	Donated Food Commodities	-	-	-	-
8260	Forest Reserve Funds	-	-	-	-
8270	Flood Control Funds	-	-	-	-
8280	Wildlife Reserve Funds	-	-	-	-
8281	FEMA	-	-	-	-
8285	Interagency Contracts Between LEAs	692,653	722,200	722,200	-
8287	Pass-Through Revenues from Federal Sources	-	-	-	-
8290	Title I, Part A Basic	60,398,280	64,905,407	69,699,408	4,794,001
8290	Title I, Part D Local and Delinquent Programs	-	-	-	-
8290	Title II, Part A, Supporting Effective Instruction	6,772,417	6,337,298	7,056,468	719,170

FINANCIAL SECTION

Object Code	Object Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
8290	Title II, Part A, Immigrant Student Program	52,166	37,377	169,968	132,591
8290	Title III, Part A English Learner	1,355,979	1,637,437	2,974,718	1,337,281
8290	Public Charter Schools Grant Program	-	-	-	-
8290	Other NCLB/ ESSA	8,471,316	9,450,344	11,038,921	1,588,577
8290	Career Technical Education	1,133,975	1,453,153	1,453,153	-
8290	All other Federal Revenue	173,073,735	264,258,254	8,853,939	(255,404,315)
	Total Federal Revenue	\$ 270,046,402	\$ 369,371,751	\$ 121,959,969	\$ (247,411,782)
8311	Special Education Master Plan Current Year	62,325,138	63,384,888	63,913,560	528,672
8319	ROC/P Entitlement Prior Year	-	-	-	-
8319	Special Education Master Plan Prior Year	1,297,712	64,784	-	(64,784)
8311	All Other State Apportionments - Current Year	1,389,804	1,482,314	1,482,314	-
8319	All Other State Apportionments - Prior Year	-	-	-	-
8520	Child Nutrition Programs	-	-	-	-
8550	Mandated Cost Reimbursements	2,592,325	2,946,699	2,984,199	37,500
8560	Lottery - Unrestricted and Instructional Materials	18,344,559	16,246,336	16,222,572	(23,764)
8575	Homeowners' Exemptions	-	-	-	-
8576	Other Subventions/In-Lieu Taxes	-	-	-	-
8587	State Sources	-	-	-	-
8590	After School Education and Safety	4,101,002	16,521,808	15,733,877	(787,931)
8590	Career Technical Education Incentive Grant	-	-	-	-
8590	California Clean Energy Jobs Act	65	-	-	-
8590	Drug/Alcohol/Tobacco Funds	-	-	-	-
8590	Grant Program	5,468,528	1,709,221	8,435,411	6,726,190
8590	American Indian Early Childhood Education	-	-	-	-
8590	Specialized Secondary	-	-	-	-
8590	Implementation All Other State Revenue	304,237,358	215,170,198	186,298,984	(28,871,214)
	Total Other State Revenue	\$ 399,756,491	\$ 317,526,248	\$ 295,070,917	\$ (22,455,331)

Object Code	Object Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
8615	Secured Roll	-	-	-	-
8616	Unsecured Roll	-	-	-	-
8617	Prior Years' Taxes	-	-	-	-
8618	Supplemental Taxes	-	-	-	-
8621	Parcel Taxes	-	-	-	-
8622	Other Taxes	-	-	-	-
8625	Not Subject to LCFF Deduction	990,151	1,995,100	1,060,963	(934,137)
8629	Penalties and Interest from Delinquent Non-LCFF Taxes	-	25,151	-	(25,151)
8631	Sale of Equipment and Supplies	99,013	35,563	42,527	6,964
8632	Sale of Publications	-	-	-	-
8634	Food Service Sales	-	-	-	-
8639	All Other Sales	-	-	-	-
8650	Leases And Rentals	283,663	302,387	385,000	82,613
8660	Interest	9,625,472	10,100,000	8,100,000	(2,000,000)
8662	Net Increase (Decrease) in the Fair Value of Investments	(16,952,687)	11,500,000	4,800,000	(6,700,000)
8671	Adult Education Fees	-	-	-	-
8672	Non-Resident Students	-	-	-	-
8675	Transportation Fees From Individuals	-	-	-	-
8677	Interagency Services	-	-	-	-
8681	Mitigation/Developer Fees	-	-	-	-
8689	All Other Fees and Contracts	-	-	-	-
8691	Mics Funds Non-LCFF (50%) Adjustment	-	-	-	-
8697	Local Sources	1,320,000	800,000	800,000	-
8699	All Other Local Revenue	20,567,571	44,266,782	41,671,929	(2,594,853)
8710	Tuition	-	-	-	-
8781-8783	All Other Transfer In	-	-	-	-
8791	Special Education SEPLA Transfers from District or Charter Schools	-	-	-	-
8792	From County Offices	-	-	-	-
8793	From JPAs	-	-	-	-
8791	ROC/P Transfers From Districts or Charter Schools	-	-	-	-
8792	From County Offices	-	-	-	-
8793	From JPAs	-	-	-	-
8791	Other Transfers from District or Charter Schools	-	-	-	-
8792	From County Offices	-	-	-	-
8793	From JPAs	-	-	-	-
8799	All Other Transfers In from All Others	-	-	-	-
Total Local Revenue		\$ 15,933,183	\$ 69,024,983	\$ 56,860,419	\$ (12,164,564)

Object Code	Object Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
Total Revenue		\$ 1,640,453,099	\$ 1,768,083,173	\$ 1,473,431,012	\$ (294,652,161)



Object Code	Object Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
EXPENDITURES BY OBJECT					
1100	Certificated Teacher Salaries	\$ 398,640,857	\$ 451,142,299	\$ 473,579,326	\$ 22,437,027
1200	Certificated Pupil Support Salaries	45,469,072	50,316,525	54,812,088	4,495,563
1300	Certificated Supervisor and Administrators Salaries	59,171,288	60,888,925	59,082,956	(1,805,969)
1900	Other Certificated Salaries	16,618,239	18,998,840	16,810,368	(2,188,472)
	Total Certificated Salaries	\$ 519,899,456	\$ 581,346,589	\$ 604,284,738	\$ 22,938,149
2100	Classified Instructional Salaries	39,259,148	42,074,961	59,309,531	17,234,570
2200	Classified Support Salaries	83,566,672	85,324,494	91,133,763	5,809,269
2300	Classified Supervisors' and Administrators' Salaries	21,691,085	33,684,453	44,538,229	10,853,776
2400	Clerical, Technical and Office Salaries	40,378,984	41,614,180	43,391,664	1,777,484
2900	Other Classified Salaries	5,999,673	3,233,509	3,738,415	504,906
	Total Classified Salaries	\$ 190,895,562	\$ 205,931,597	\$ 242,111,602	\$ 36,180,005
3100-3102	STRS	141,478,628	188,432,846	160,066,363	(28,366,483)
3201-3202	PERS	37,693,859	49,243,313	61,609,423	12,366,110
3301-3302	OASDI/Medicare/Alternative	21,176,837	23,038,627	25,564,545	2,525,918
3401-3402	Health and Welfare Benefits	135,658,552	135,907,213	150,898,910	14,991,697
3501-3502	Unemployment Insurance	3,329,042	379,078	413,326	34,248
3601-3602	Workers Compensation Insurance	11,296,664	10,028,788	7,187,508	(2,841,280)
3701-3702	OPEB, Allocated	42,851,117	40,636,783	37,870,599	(2,766,184)
3751-3752	OPEB, Active Employees	-	-	-	-
3901-3902	Other Employee Benefits	833,429	750,671	930,517	179,846
	Total Employee Benefits	\$ 394,318,128	\$ 448,417,319	\$ 444,541,191	\$ (3,876,128)
4100	Approved Text & Core Curricula Materials	16,409,663	4,599,279	9,901,653	5,302,374
4200	Books & Other Reference Materials	3,157,590	5,195,748	4,407,222	(788,526)
4300	Materials & Supplies	54,213,624	79,669,671	91,697,679	12,028,008
4400	Non Capitalized Equipment	36,030,425	43,773,173	23,416,929	(20,356,244)
4700	Food	157,362	202,965	249,561	46,596
	Total Books and Supplies	\$ 109,968,664	\$ 133,440,836	\$ 129,673,044	\$ (3,767,792)
5100	Sub-agreements for Services	73,961,797	86,579,601	58,515,228	(28,064,373)
5200	Travel & Conferences	4,717,972	3,748,129	4,271,254	523,125

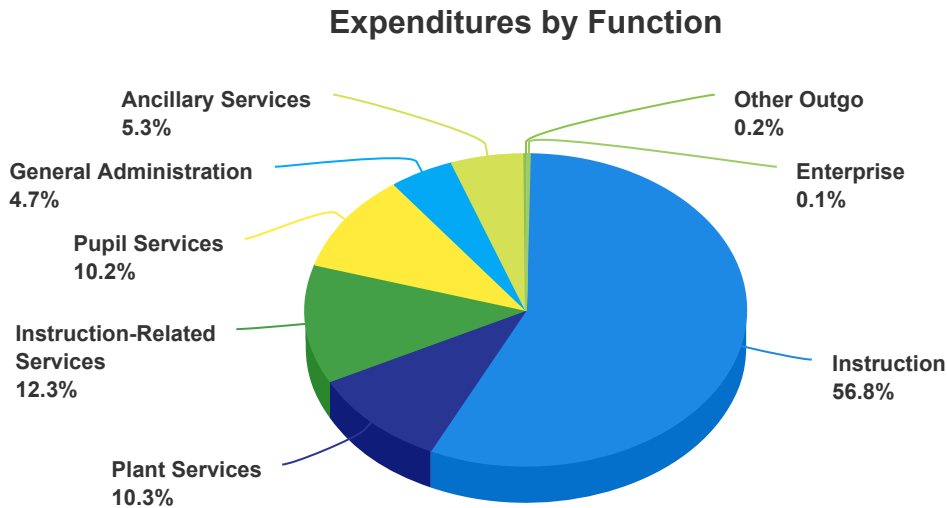
FINANCIAL SECTION

Object Code	Object Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
5300	Dues & Memberships	230,096	221,670	248,110	26,440
5400	Insurance	8,186,928	8,874,263	9,697,424	823,161
5500	Operational Housekeeping Services	34,235,185	34,776,445	38,558,495	3,782,050
5600	Rentals, Leases & Repairs and Noncapitalized Improvements	9,547,911	11,967,123	11,813,242	(153,881)
5710	Transfers of Direct Costs	(771)	(1)	-	1
5750	Transfers of Direct Costs - Interfund	(281,015)	4,845	(4,169,793)	(4,174,638)
5800	Professional/Consulting Service and Operating Expenditures	44,848,974	73,031,809	110,075,806	37,043,997
5900	Communications	2,061,086	2,471,112	3,728,865	1,257,753
Total Services and other Operating Expenditures		\$ 177,508,163	\$ 221,674,996	\$ 232,738,631	\$ 11,063,635
6100	Land	8,873,705	1,865,260	-	(1,865,260)
6170	Land Improvements	-	-	-	-
6200	Buildings and Improvements of Buildings	34,488,291	150,130,315	2,560,237	(147,570,078)
6300	Books and Media for New School Libraries or Major Expansion of School Libraries	-	-	-	-
6400	Equipment	8,219,657	14,807,132	3,644,975	(11,162,157)
6500	Equipment Replacement	191,224	5,419,418	200,577	(5,218,841)
6600	Lease Assets	-	-	-	-
Total Capital Outlay		\$ 51,772,877	\$ 172,222,125	\$ 6,405,789	\$ (165,816,336)
7110	Tuition for Instruction Under Interdistrict Attendance Agreements	-	-	-	-
7130	State Special Schools Cost	75,533	62,229	62,884	655
7141	Payments to Districts or Charter Schools	-	-	-	-
7142	Payments to County Offices	2,226,812	2,081,539	1,504,358	(577,181)
7143	Payments to JPAs	-	-	-	-
7211	Transfers of Pass-Through Revenues to Districts or Charter Schools	1,320,000	800,000	800,000	-
7212	To County Offices	-	-	-	-
7213	To JPAs	-	-	-	-
7221	Special Education SELPA Transfers of Apportionments to Districts or Charter Schools	-	-	-	-
7222	To County Offices	-	-	-	-
7223	To JPAs	-	-	-	-
7221	ROC/P Transfers of Apportionments To Districts or Charter Schools	-	-	-	-
7222	To County Offices	-	-	-	-
7223	To JPAs	-	-	-	-

Object Code	Object Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
7221	Other Transfers of Apportionments	-	-	-	-
7222	Other Transfers of Apportionments	-	-	-	-
7223	Other Transfers of Apportionments	-	-	-	-
7281-7283	All Other Transfers To JPA	1,524,424	1,624,408	1,666,304	41,896
7299	All Other Transfers Out to All Others	-	-	-	-
7438	Debt Service - Interest	-	-	-	-
7439	Other Debt Service - Principal	-	-	-	-
7310	Transfers of Indirect Costs	1	-	-	-
7350	Transfers of Indirect Costs - Interfund	(2,160,894)	(2,215,353)	(2,710,797)	(495,444)
Total Other Outgo		\$ 2,985,876	\$ 2,352,823	\$ 1,322,749	\$ (1,030,074)
Total Expenditures		\$ 1,447,348,726	\$ 1,765,386,285	\$ 1,661,077,744	\$ (104,308,541)



Financial Data	Function Name	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted Budget	2023/24 vs. 2024/25 Difference
EXPENDITURES BY FUNCTION					
1000-1999	Instruction	\$ 790,394,648	\$ 919,541,389	\$ 944,124,010	\$ 24,582,621
2000-2999	Instruction-Related Services	181,116,647	180,660,370	203,482,496	22,822,126
3000-3999	Pupil Services	156,032,203	165,330,039	168,639,784	3,309,745
4000-4999	Ancillary Services	59,424,097	85,662,963	88,522,865	2,859,902
5000-5999	Community Services	315,411	379,609	346,902	(32,707)
6000-6999	Enterprise	2,085,434	1,809,571	2,175,250	365,679
7000-7999	General Administration	61,020,041	70,901,741	78,022,461	7,120,720
8000-8999	Plant Services	191,793,358	336,532,427	171,730,430	(164,801,997)
9000-9999	Other Outgo	5,146,769	4,568,176	4,033,546	(534,630)
Total Expenses		\$ 1,447,328,608	\$ 1,765,386,285	\$ 1,661,077,744	\$ (104,308,541)



Other Funds

The following contains financial information regarding the following funds other than the General Fund:

Special Revenue Funds:

- Student Activity Special Revenue Fund – Fund 08
- Adult Education Fund – Fund 11
- Cafeteria Fund – Fund 13
- Child Development Fund – Fund 12
- Deferred Maintenance Fund – Fund 14

Capital Projects Funds:

- Building Fund – Fund 21
 - ◆ Adult Education Building Fund
 - ◆ Measure X, Series D Building Fund
 - ◆ Measure M, Series A Building Fund
- Capital Facilities Fund – Fund 25
- County School Facility Fund – Fund 35
- Reserve for Capital Outlay – Fund 40

Debt Service Funds:

- Bond Interest & Redemption Fund – Fund 51

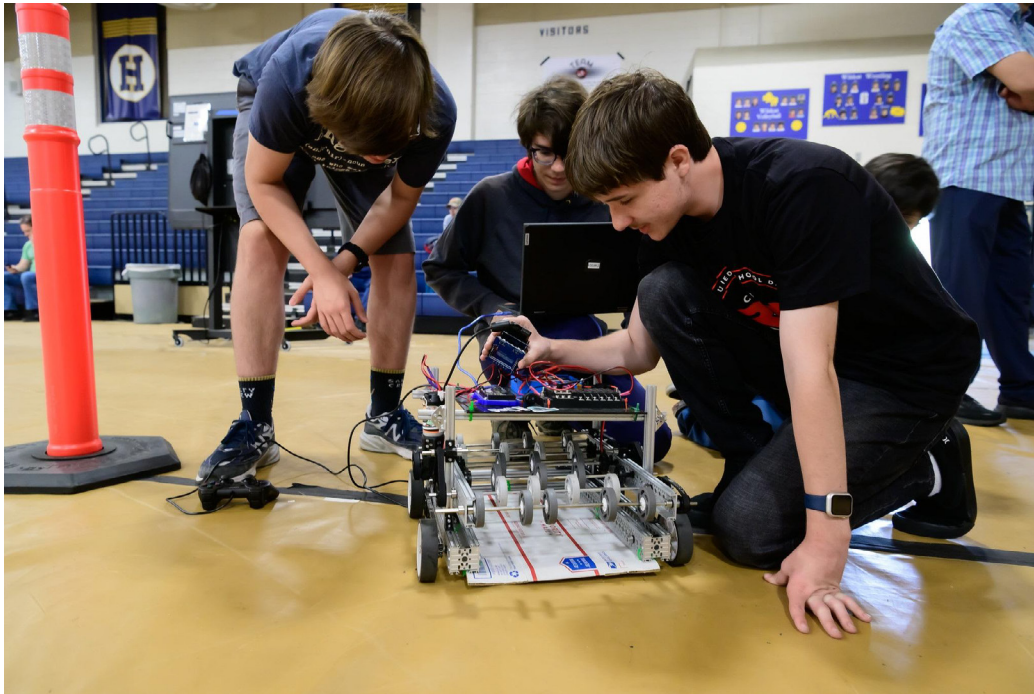
Internal Service Funds:

- Health Fund – Fund 67
- Liability Fund – Fund 68
- Worker’s Compensation Fund – Fund 69
- Defined Benefits Fund – Fund 70
- Post Retirement Fund - Fund 71

Student Body Fund

The Student Body Fund, otherwise known as Associated Student Body Fund (ASB), consists of funds raised and spent by student organizations. ASB’s must be made up of current students and regulated by specific fundraising and spending rules. The organizations are also subject to audit by the district.

Starting with the 2020/21 school year, the California Department of Education established Fund 8 (previously fund 95) to track all Student Body revenues and expenditures.



Fresno Unified School District - Student Activity Special Revenue Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-
Other Local Revenues	479,968	2,643,814	2,643,815	3,340,845	3,856,138	3,856,138	3,856,138	3,856,138
Total Revenues	\$ 479,968	\$ 2,643,814	\$ 2,643,815	\$ 3,340,845	\$ 3,856,138	\$ 3,856,138	\$ 3,856,138	\$ 3,856,138
\$ Increase/(Decrease)	\$ (187,873)	\$ 2,163,846	\$ 1	\$ 697,030	\$ 515,293	\$ -	\$ -	\$ -
% Increase/(Decrease)	-28.13%	450.83%	0.00%	26.36%	15.42%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-
Books and Supplies	888,950	2,214,151	2,366,520	2,783,092	3,187,579	3,187,579	3,187,579	3,187,579
Services & Other Operating Expenditures	1,521	21,201	-	43,472	-	-	-	-
Capital Outlay	-	-	-	-	-	-	-	-
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 890,471	\$ 2,235,352	\$ 2,366,520	\$ 2,826,564	\$ 3,187,579	\$ 3,187,579	\$ 3,187,579	\$ 3,187,579
\$ Increase/(Decrease)	\$ 222,628	\$ 1,344,881	\$ 131,168	\$ 460,044	\$ 361,015	\$ -	\$ -	\$ -
% Increase/(Decrease)	33.34%	151.03%	5.87%	19.44%	12.77%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	2,457,388	2,046,885	2,455,347	2,705,739	3,221,856	3,890,415	4,558,974	5,227,533
Fiscal Year Transactions	(410,503)	408,462	277,295	514,281	668,559	668,559	668,559	668,559
Audit Adjustment	-	-	(26,903)	-	-	-	-	-
Ending Fund Balance	\$ 2,046,885	\$ 2,455,347	\$ 2,705,739	\$ 3,221,856	\$ 3,890,415	\$ 4,558,974	\$ 5,227,533	\$ 5,896,092

Fund 8: ASB Student Body Fund		2023/24 Estimated	2024/25 Adopted Budget	Difference
Object Name				
Beginning Fund Balance		\$ 2,705,739	\$ 3,221,856	\$ 516,117
REVENUES				
LCFF Sources (8010-8099)		\$ -	\$ -	\$ -
Federal Revenue Sources (8100-8299)		-	-	-
Other State Revenue (8300-8599)		-	-	-
Other Local Revenue (8600-8799)		3,340,845	3,856,138	515,293
Total Revenues		\$ 3,340,845	\$ 3,856,138	\$ 515,293
EXPENDITURES				
Certificated Salaries (1000-1999)		\$ -	\$ -	\$ -
Classified Salaries (2000-2999)		-	-	-
Employee Benefits (3000-3999)		-	-	-
Books and Supplies (4000-4999)		2,783,092	3,187,579	404,487
Services and Other Operating Expenditures (5000-5999)		43,472	-	(43,472)
Capital Outlay (6000-6999)		-	-	-
Other Outgo/Debt Service		-	-	-
Total Expenditures		\$ 2,826,564	\$ 3,187,579	\$ 361,015
OTHER FINANCING SOURCES/USES				
Transfer In (Transfer Out) Sources		\$ -	\$ -	\$ -
Uses		-	-	-
Contributions		-	-	-
Total Other Financing Sources		\$ -	\$ -	\$ -
Audit Adjustment		-	-	-
Ending Fund Balance		\$ 3,221,856	\$ 3,890,415	\$ 668,559



Adult Education Fund

This fund is used to account separately for federal, state, and local revenues that are restricted or committed for adult education programs. The Adult Education Fund, which is generally referred to as Fresno Adult School, generates revenue by offering classes that are either fee-based, or state authorized. State funding for Adult Education is in the fifth year of direct funding to the institution, through the State Consortia as California Adult Education Program (CAEP) funds. Additional Federal funds from the Workforce Innovation and Opportunity Act (WIOA) grant support Adult Basic Education (ABE) and English as a Second Language (ESL) programs. Student achievement benchmarks are a high priority and are used by the State to measure student success and generate revenue for Adult Education through the WIOA Grant. FAS also receives Federal funding through sources such as the Carl D. Perkins Vocational and Technical Education Act grant, and PELL student financial aid grants. Local revenue sources include the collection of class fees, testing fees, and from the Grapevine Cafe.



Money in this fund is expended for adult education purposes only. Expenditures in this fund may be made only for direct instructional costs, direct support costs, and indirect costs as specified in Education Code Section 52616.4.

Each year, adult schools throughout California serve millions of students with a wide range of classes and training opportunities. The Cesar Chavez Adult Education Center is the largest in Central California and the flagship for adult education in the San Joaquin Valley. The school offers a wide array of courses and programs in the areas of High School Equivalency (HSE) including (GED and HiSET), English as a Second Language (ESL), Adult Basic Education (ABE), Career Technical Education (CTE), High School Diploma, and Community Education. Students at Cesar Chavez Adult Education Center are supported to grow academically with the focus on transitioning to the workplace or postsecondary education. Cesar E. Chavez Adult Education Center located at 2500 Stanislaus Street.

The change reflected in the Adult Education Fund Balance reflects the spending of the Adult Education Block Grant on books and supplies (reflected in the increased expenses in Estimated 2023/24); this was a one-time revenue source.



Fresno Unified School District - Adult Education Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	1,281,987	1,343,085	1,399,507	1,685,502	1,654,826	1,654,826	1,654,826	1,654,826
State Revenues	5,938,853	6,158,209	5,841,360	7,584,891	7,129,737	7,129,736	7,129,736	7,129,736
Other Local Revenues	486,835	468,328	539,284	580,628	595,358	546,771	546,771	546,771
Total Revenues	\$ 7,707,675	\$ 7,969,622	\$ 7,780,151	\$ 9,851,021	\$ 9,379,921	\$ 9,331,333	\$ 9,331,333	\$ 9,331,333
\$ Increase/(Decrease)	\$ (352,688)	\$ 261,947	\$ (189,471)	\$ 2,070,870	\$ (471,100)	\$ (48,588)	\$ -	\$ -
% Increase/(Decrease)	-4.38%	3.40%	-2.38%	26.62%	-4.78%	-0.52%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ 2,621,428	\$ 2,766,108	\$ 2,683,054	\$ 3,094,485	\$ 3,338,119	\$ 3,338,119	\$ 3,338,119	\$ 3,338,119
Classified Salaries	1,369,170	1,440,931	1,543,500	1,530,929	2,171,707	2,171,707	2,171,707	2,171,707
Employee Benefits	2,136,633	2,246,669	2,497,365	2,414,103	2,836,826	2,836,826	2,836,826	2,836,826
Books and Supplies	305,587	183,231	722,440	1,620,076	876,749	700,000	500,000	450,000
Services & Other Operating Expenditures	859,381	840,673	708,493	1,137,387	553,730	553,730	300,000	300,000
Capital Outlay	-	-	-	17,000	-	-	-	-
Other Outgo/Debt Service	202,615	223,845	195,638	216,009	234,534	234,534	234,534	234,534
Total Expenditures	\$ 7,494,814	\$ 7,701,457	\$ 8,350,490	\$ 10,029,989	\$ 10,011,665	\$ 9,834,916	\$ 9,381,186	\$ 9,331,186
\$ Increase/(Decrease)	\$ 200,169	\$ 206,643	\$ 649,033	\$ 1,679,499	\$ (18,324)	\$ (176,749)	\$ (453,730)	\$ (50,000)
% Increase/(Decrease)	2.74%	2.76%	8.43%	20.11%	-0.18%	-1.77%	-4.61%	-0.53%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	1,532,662	1,745,523	2,013,688	1,403,888	1,224,920	593,176	89,593	39,740
Fiscal Year Transactions	212,861	268,165	(570,339)	(178,968)	(631,744)	(503,583)	(49,853)	147
Audit Adjustment	-	-	(39,461)	-	-	-	-	-
Ending Fund Balance	\$ 1,745,523	\$ 2,013,688	\$ 1,403,888	\$ 1,224,920	\$ 593,176	\$ 89,593	\$ 39,740	\$ 39,887



Fund 11: Adult Education		2023/24	2024/25	
Fund	Object Name	Estimated	Adopted Budget	Difference
Beginning Fund Balance		\$ 1,403,888	\$ 1,224,920	\$ (178,968)
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	1,685,502	1,654,826	(30,676)
	Other State Revenue (8300-8599)	7,584,891	7,129,737	(455,154)
	Other Local Revenue (8600-8799)	580,628	595,358	14,730
	Total Revenues	\$ 9,851,021	\$ 9,379,921	\$ (471,100)
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ 3,094,485	\$ 3,338,119	\$ 243,634
	Classified Salaries (2000-2999)	1,530,929	2,171,707	640,778
	Employee Benefits (3000-3999)	2,414,103	2,836,826	422,723
	Books and Supplies (4000-4999)	1,620,076	876,749	(743,327)
	Services and Other Operating Expenditures (5000-5999)	1,137,387	553,730	(583,657)
	Capital Outlay (6000-6999)	17,000	-	(17,000)
	Other Outgo/Debt Service	216,009	234,534	18,525
	Total Expenditures	\$ 10,029,989	\$ 10,011,665	\$ (18,324)
OTHER FINANCING SOURCES/USES				
	Transfer In	\$ -	\$ -	\$ -
	(Transfer Out)	-	-	-
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ -	\$ -	\$ -
	Audit Adjustment	-	-	-
Ending Fund Balance		\$ 1,224,920	\$ 593,176	\$ (631,744)

Charter Schools

Charter schools are public schools that are allowed to be deregulated in exchange for a contract for performance-based accountability. Although they are exempt from most state laws, they are still subject to the same federal laws as well as the terms of their charter contract.

Charter schools in the District serve a population of students possessing a wide variety of aptitude and skill levels. Some charters are designed to increase learning opportunities for students who are experiencing difficulty with the mainstream curriculum and are identified as academically low achieving. Also, the charter schools serve students employing the newest technologies and research-based teaching approaches in technology related areas.

A charter school comes into existence through a petition process. A petition containing at least 50% parents must be completed and submitted to the governing board of the school district. Within 30 days of receiving the petition, the school district must hold a public hearing in which it considers how much support the charter school will require. The school district has 60 days to either grant or deny the charter.

Charter schools have three main sources of funding:

- General-Purpose Block Grant funded by Average Daily Attendance (ADA)
- Categorical Block Grant also funded by ADA
- A variety of State and Federally funded programs including Economic Impact Aid, Class Size Reduction, and Title I for which the charter school must apply
- The general-purpose block grant is based on the statewide revenue limit and includes a payment called “in lieu of property taxes” from the sponsoring district. The categorical block grant is based on amounts fixed by the State.

The first charter school approved by Fresno Unified was the School of Unlimited Learning (SOUL) in fiscal year 1998/99. For fiscal year 2005/06, Fresno Unified School District will have 10 charter schools. Cornerstone Academy closed at the end of 2004/05 and CART transferred to Clovis Unified as the sponsoring agency in 2005/06.

The Alternate and Charter Education office is responsible for charter authorization review and oversight. There is a balance between respecting a charter school’s independence and mission, while holding every school accountable for educational results and public obligations. Ongoing monitoring, collaboration, review and serving as a clearing house and/or liaison between district schools and families exploring charter schools as an educational option, facilitating the renewal process and evaluating new charter proposals is the main mission of this office. Other services provided to Charter Schools include special education, payroll fingerprinting of employees, student information systems and maintenance.

The District has the option of placing the charter school revenue and expenses in the General Fund or the Charter School Fund. All charter schools with the exception of Dailey have been placed in the Charter School Fund. Sunset revenue and expenses are within the General Fund.

The District currently has 10 Charter Schools operating within its boundaries. Displayed below is a table showing the projected revenues, expenses, ending fund balances, and estimated ADA for Adopted 2024/25.

2024/25 Adopted Budget

Charter School	Estimated Beginning Balance	Revenues/ Transfers In	Expenditure/ Transfers Out	Projected Ending Fund Balance	Estimated ADA
Aspen Meadow Charter	\$ 478,499	\$ 6,074,756	\$ 5,931,058	622,197	288
Aspen Valley Prep	660,532	5,057,741	4,998,610	719,663	257
Aspen Ridge Public School	3,063,294	6,424,180	6,321,756	3,165,718	316
Carter G Woodson Charter	2,110,731	6,628,447	6,511,539	2,227,639	330
Endeavor Charter School*	2,052,292	4,607,450	4,382,606	2,277,136	336
Golden Charter School	2,176,198	8,310,955	7,338,930	3,148,223	376
Morris E Daily Charter School of Unlimited Learning	6,561,882 1,997,898	4,393,215 3,916,601	5,935,493 3,916,601	5,019,604 1,997,898	330 195
Sierra Charter	3,584,444	5,732,010	6,048,578	3,267,876	366
University High	5,476,928	7,122,110	6,242,844	6,356,194	480
Total	\$ 28,162,698	\$ 58,267,465	\$ 57,628,015	\$28,802,148	3,274

Cafeteria Fund

To comply with the accounting procedures established by the California Department of Education, all revenues and expenditures related to the operation of the District's comprehensive Nutrition Services Program, generally referred to as the Fresno Unified Nutrition Services Department, are accounted for in the District's Cafeteria Fund.

This fund is used to account separately for federal, state, and local resources to operate the district's food service program (Education Code sections 38090 and 38093). The principal revenues in this fund are:

- Child Nutrition Programs (Federal)
- Child Nutrition Programs (State)
- Food Service Sales
- Interest
- All Other Local Revenue

The Cafeteria Special Revenue Fund (Fund 13) shall be used only for those expenditures authorized by the governing board as necessary for the operation of the food service program (Education Code sections 38091 and 38100).

The Nutrition Services Department provides meals under the National School Breakfast, National School Lunch, Fresh Fruit and Vegetable, After School Snack, Child and Adult Care Food, and Seamless Summer Meal Programs. It is the goal of Nutrition Services to provide students nutritionally sound and appetizing meals to help them do their best in school each day.

Meals are provided at 106 sites (count includes selected County/Charter sites) utilizing 563 full and part-time Nutrition Services employees. There are 71,500 meals served daily: 15,000 Breakfasts, 45,500 Lunches, 3,300 Snacks and 7,500 Super Snacks. Additionally, about 400,000 summer meals are served each year, bringing the total to over 13.0 million meals served per year. Nutrition Services operates a state-of-the-art central kitchen. The Nutrition Center is over 100,000 square feet with Cook Chill and Bakery capacity, and a fully equipped test kitchen for recipe development and new product evaluation.

To receive Federal and State funding, the National School Lunch and Breakfast Programs are required to follow the USDA food-based meal pattern which meets USDA nutrient requirements for the students classified by age group. Daily and weekly specified quantities of each of the following five food groups must be met: fruits, vegetables, grains/whole grains, meat/meat alternates, and fluid milk (Nutrition Services offers 1% low fat, fat free plain, and fat free chocolate milk). Meals offered as part of the National School Lunch and Breakfast Programs are provided in age appropriate portions and meet USDA regulations aligning with the Dietary Guidelines for Americans. The USDA guidelines specify minimums and maximums for calories, limit sodium, and restrict saturated fat to no more than 10% of total calories. In addition, products must indicate zero grams trans-fat per serving. Internal and external audits are conducted to ensure adherence to National School Lunch and Breakfast Program regulations.

Due to participation in a special federal program, the Community Eligibility Provision, Food Nutrition Services offers all meals at no charge to students regardless of income levels. This

reduces burdens for both families and school administrators and helps ensure that all students receive nutritious meals. This practice further supports the district's efforts to eliminate all barriers to student learning, and helps ensure students are not hungry at school while they are trying to learn. The policy change is the result of the district implementing the Community Eligibility Provision, an option available to schools under the National School Lunch Program and School Breakfast Program. Meal applications are no longer required.

Fresno Unified School District - Cafeteria Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	26,621,511	49,629,013	55,929,072	55,895,585	55,490,194	55,490,194	55,490,194	55,490,194
State Revenues	4,792,607	2,538,083	10,358,274	12,817,987	10,911,860	10,911,860	10,911,860	10,911,860
Other Local Revenues	1,368,604	984,198	1,040,683	958,552	1,277,805	1,277,805	1,277,805	1,277,805
Total Revenues	\$ 32,782,722	\$ 53,151,294	\$ 67,328,029	\$ 69,672,124	\$ 67,679,859	\$ 67,679,859	\$ 67,679,859	\$ 67,679,859
\$ Increase/(Decrease)	\$ (14,537,944)	\$ 20,368,572	\$ 14,176,735	\$ 2,344,095	\$ (1,992,265)	\$ -	\$ -	\$ -
% Increase/(Decrease)	-30.72%	62.13%	26.67%	3.48%	-2.86%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	11,994,527	13,336,502	15,622,705	17,613,098	18,638,061	18,638,061	18,638,061	18,638,061
Employee Benefits	9,819,213	11,263,778	13,311,618	13,514,950	13,979,161	13,979,161	13,979,161	13,979,161
Books and Supplies	11,915,667	22,269,733	28,914,472	30,462,463	28,903,510	28,903,510	28,903,510	28,903,510
Services & Other Operating Expenditures	2,139,954	1,138,158	2,714,289	2,231,301	4,074,474	4,074,474	4,074,474	4,074,474
Capital Outlay	142,912	100,000	846,295	1,690,110	711,579	711,579	711,579	711,579
Other Outgo/Debt Service	1,404,577	1,179,104	1,173,096	1,130,164	1,328,702	1,328,702	1,328,702	1,328,702
Total Expenditures	\$ 37,416,850	\$ 49,287,275	\$ 62,582,475	\$ 66,642,086	\$ 67,635,487	\$ 67,635,487	\$ 67,635,487	\$ 67,635,487
\$ Increase/(Decrease)	\$ (11,719,193)	\$ 11,870,425	\$ 13,295,200	\$ 4,059,611	\$ 993,401	\$ -	\$ -	\$ -
% Increase/(Decrease)	-23.85%	31.72%	26.97%	6.49%	1.49%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	17,998,983	13,364,855	17,228,874	21,879,136	23,565,200	23,609,572	23,653,944	23,698,316
Fiscal Year Transactions	(4,634,128)	3,864,019	4,745,554	3,030,038	44,372	44,372	44,372	44,372
Audit Adjustment	-	-	(95,292)	(1,343,974)	-	-	-	-
Ending Fund Balance	\$ 13,364,855	\$ 17,228,874	\$ 21,879,136	\$ 23,565,200	\$ 23,609,572	\$ 23,653,944	\$ 23,698,316	\$ 23,742,688



**Fund 13:
Cafeteria
Special
Revenue**

Fund	Object Name	2023/24 Estimated	2024/25 Adopted Budget	Difference
Beginning Fund Balance		\$ 21,879,136	\$ 23,565,200	\$ 1,686,064
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	55,895,585	55,490,194	(405,391)
	Other State Revenue (8300-8599)	12,817,987	10,911,860	(1,906,127)
	Other Local Revenue (8600-8799)	958,552	1,277,805	319,253
	Total Revenues	\$ 69,672,124	\$ 67,679,859	\$ (1,992,265)
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -
	Classified Salaries (2000-2999)	17,613,098	18,638,061	1,024,963
	Employee Benefits (3000-3999)	13,514,950	13,979,161	464,211
	Books and Supplies (4000-4999)	30,462,463	28,903,510	(1,558,953)
	Services and Other Operating Expenditures (5000-5999)	2,231,301	4,074,474	1,843,173
	Capital Outlay (6000-6999)	1,690,110	711,579	(978,531)
	Other Outgo (7000-7999)	1,130,164	1,328,702	198,538
	Total Expenditures	\$66,642,086	\$ 67,635,487	\$ 993,401
OTHER FINANCING SOURCES/USES				
	Transfer In	\$ -	\$ -	\$ -
	(Transfer Out)	-	-	-
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ -	\$ -	\$ -
	Audit Adjustment	(1,343,974)	-	-
Ending Fund Balance		\$23,565,200	\$ 23,609,572	\$ 44,372

Child Development Fund

The District's Child Development Fund is authorized by the State Department of Education to account for the operation of various child development and preschool programs. These programs are accounted for in a separate fund to comply with state-wide accounting procedures.

This fund is used to account separately for federal, state, and local revenues to operate child development programs. The principal revenues and other sources in this fund are:

- State Preschool
- Child Development Apportionments
- Other State Revenue
- Interest
- Child Development Parent Fees



All monies received by the district for, or from the operation of, child development services covered under the Child Care and Development Services Act (Education Code Section 8200 et seq.) are deposited into this fund. The monies may be used only for expenditures for the operation of child development programs. The costs incurred in the maintenance and operation of child development services shall be paid from this fund, with accounting to reflect specific funding sources (Education Code Section 8328).

Fresno Unified School District operates several programs for early learners including the Lori Ann Infant Center, 5 child development centers, and preschool programs at 57 different elementary schools.

The Early Learning Centers provide families with:

- A highly qualified teaching staff
- Instruction aligned with California Preschool Foundations, focusing on social, emotional, and oral language development
- Families may qualify for low cost or no cost participation
- Centers are open Monday through Friday, 7:00 a.m. until 5:30 p.m., 246 days per year for early care and education service

The change in the Fund Balance for the Child Development Fund is due to a one-time grant being spent in 2023/24 of \$4.1 million.

Fresno Unified School District - Child Development Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	2,102,389	1,185,020	1,414,020	1,641,195	548,116	548,116	548,116	548,116
State Revenues	17,132,279	18,879,128	27,682,305	31,705,575	29,660,171	29,660,171	29,660,171	29,660,171
Other Local Revenues	134,640	491,695	2,583,393	2,044,900	3,223,182	3,223,182	3,223,182	3,223,182
Total Revenues	\$ 19,369,308	\$ 20,555,843	\$ 31,679,718	\$ 35,391,670	\$ 33,431,469	\$ 33,431,469	\$ 33,431,469	\$ 33,431,469
\$ Increase/(Decrease)	\$ 1,346,272	\$ 1,186,535	\$ 11,123,875	\$ 3,711,952	\$ (1,960,201)	\$ -	\$ -	\$ -
% Increase/(Decrease)	7.47%	6.13%	54.12%	11.72%	-5.54%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ 6,183,579	\$ 6,961,059	\$ 8,699,612	\$ 9,802,391	\$ 9,721,109	\$ 9,721,109	\$ 9,721,109	\$ 9,721,109
Classified Salaries	3,598,623	3,770,386	5,220,890	5,239,432	6,649,594	6,649,594	6,649,594	6,649,594
Employee Benefits	7,335,836	7,812,649	10,122,905	10,175,777	11,975,289	11,975,289	11,975,289	11,975,289
Books and Supplies	321,638	733,690	2,502,302	2,480,133	2,619,404	2,619,404	2,619,404	2,619,404
Services & Other Operating Expenditures	529,785	267,635	2,392,630	1,561,131	1,585,815	1,585,815	1,585,815	1,585,815
Capital Outlay	-	-	1,834,262	3,405,033	2,304,737	2,304,737	2,304,737	2,304,737
Other Outgo/Debt Service	696,452	801,123	906,767	869,180	1,147,561	1,147,561	1,147,561	1,147,561
Total Expenditures	\$ 18,665,913	\$ 20,346,542	\$ 31,679,368	\$ 33,533,077	\$ 36,003,509	\$ 36,003,509	\$ 36,003,509	\$ 36,003,509
\$ Increase/(Decrease)	\$ 642,877	\$ 1,680,629	\$ 11,332,826	\$ 1,853,709	\$ 2,470,432	\$ -	\$ -	\$ -
% Increase/(Decrease)	3.57%	9.00%	55.70%	5.85%	7.37%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	2,572,040	2,572,040	2,572,040
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,572,040	\$ 2,572,040	\$ 2,572,040
Beginning Fund Balance	-	703,395	912,696	665,494	2,572,040	-	-	-
Fiscal Year Transactions	703,395	209,301	350	1,858,593	(2,572,040)	-	-	-
Audit Adjustment	-	-	(247,552)	-	-	-	-	-
Ending Fund Balance	\$ 703,395	\$ 912,696	\$ 665,494	\$ 2,572,040	\$ -	\$ -	\$ -	\$ -



Fund 12: Child Development Fund		2023/24 Estimated	2024/25 Adopted Budget	Difference
Beginning Fund Balance		\$ 665,494	\$ 2,572,040	\$ 1,906,546
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	1,641,195	548,116	(1,093,079)
	Other State Revenue (8300-8599)	31,705,575	29,660,171	(2,045,404)
	Other Local Revenue (8600-8799)	2,044,900	3,223,182	1,178,282
	Total Revenues	\$ 35,391,670	\$ 33,431,469	\$ (1,960,201)
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ 9,802,391	\$ 9,721,109	\$ (81,282)
	Classified Salaries (2000-2999)	5,239,432	6,649,594	1,410,162
	Employee Benefits (3000-3999)	10,175,777	11,975,289	1,799,512
	Books and Supplies (4000-4999)	2,480,133	2,619,404	139,271
	Services and Other Operating Expenditures (5000-5999)	1,561,131	1,585,815	24,684
	Capital Outlay (6000-6999)	3,405,033	2,304,737	(1,100,296)
	Other Outgo (7000-7999)	869,180	1,147,561	278,381
	Total Expenditures	\$ 33,533,077	\$ 36,003,509	\$ 2,470,432
OTHER FINANCING SOURCES/USES				
	Transfer In	\$ -	\$ -	\$ -
	(Transfer Out)	-	-	-
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ -	\$ -	\$ -
	Audit Adjustment	-	-	-
Ending Fund Balance		\$ 2,572,040	\$ -	\$ (2,572,040)

Building Fund

This fund exists primarily to account separately for proceeds from the sale of bonds (Education Code Section 15146) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund (Fund 21) are proceeds from the sale or lease-with-option-to-purchase of real property (Education Code Section 17462) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (Education Code Section 41003). The principal revenues and other sources in this fund are:

- Proceeds from the Sale of Bonds
- Proceeds from the Sale/Lease–Purchase of Land and Buildings
- Rentals and Leases
- Interest

Expenditures in Fund 21 would therefore show up in Object 7619 as an expense (transfer out).

The Change in Fund Balance is due to the projects funded by Measure M carrying over into fiscal year 2024/25.



Fresno Unified School District - Building Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-
Other Local Revenues	1,545,984	1,951,022	(572,441)	2,767,397	2,275,483	2,275,483	2,275,483	2,275,483
Total Revenues	\$ 1,545,984	\$ 1,951,022	\$ (572,441)	\$ 2,767,397	\$ 2,275,483	\$ 2,275,483	\$ 2,275,483	\$ 2,275,483
\$ Increase/(Decrease)	\$ (77,307)	\$ 405,038	\$ (2,523,463)	\$ 3,339,838	\$ (491,914)	\$ -	\$ -	\$ -
% Increase/(Decrease)	-4.76%	26.20%	-129.34%	-583.44%	-17.78%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-	-	-
Services & Other Operating Expenditures	1,418,966	637,653	664,125	273,000	250,000	250,000	250,000	250,000
Capital Outlay	-	-	-	-	-	-	-	-
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 1,418,966	\$ 637,653	\$ 664,125	\$ 273,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
\$ Increase/(Decrease)	\$ 317,411	\$ (781,313)	\$ 26,472	\$ (391,125)	\$ (23,000)	\$ -	\$ -	\$ -
% Increase/(Decrease)	28.81%	-55.06%	4.15%	-58.89%	-8.42%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	(68,986,390)	(74,290,456)	(46,725,250)	(69,287,966)	(79,446,611)	(3,640,065)	(2,025,483)	(2,025,483)
Sources	171,350,180	537,850	125,497,250	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ 102,363,790	\$ (73,752,606)	\$ 78,772,000	\$ (69,287,966)	\$ (79,446,611)	\$ (3,640,065)	\$ (2,025,483)	\$ (2,025,483)
Beginning Fund Balance	42,633,434	145,124,242	72,685,005	145,829,279	79,035,710	1,614,582	-	-
Fiscal Year Transactions	102,490,808	(72,439,237)	77,535,434	(66,793,569)	(77,421,128)	(1,614,582)	-	-
Audit Adjustment	-	-	(4,391,160)	-	-	-	-	-
Ending Fund Balance	\$ 145,124,242	\$ 72,685,005	\$ 145,829,279	\$ 79,035,710	\$ 1,614,582	\$ -	\$ -	\$ -

Fund 21:		2023/24	2024/25	
Building Fund	Object Name	Estimated	Adopted Budget	Difference
Beginning Fund Balance		\$ 145,829,279	\$ 79,035,710	\$ (42,042,840)
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	-	-	-
	Other State Revenue (8300-8599)	-	-	-
	Other Local Revenue (8600-8799)	2,767,397	2,275,483	491,914
	Total Revenues	\$ 2,767,397	\$ 2,275,483	\$ 491,914
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -
	Classified Salaries (2000-2999)	-	-	-
	Employee Benefits (3000-3999)	-	-	-
	Books and Supplies (4000-4999)	-	-	-
	Services and Other Operating Expenditures (5000-5999)	273,000	250,000	23,000
	Capital Outlay (6000-6999)	-	-	-
	Other Outgo (7000-7999)	-	-	-
	Total Expenditures	\$ 273,000	\$ 250,000	\$ 23,000
OTHER FINANCING SOURCES/USES				
	Transfer In	\$ -	\$ -	\$ -
	(Transfer Out)	(69,287,966)	(79,446,611)	(10,158,645)
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ (69,287,966)	\$ (79,446,611)	\$ (10,158,645)
	Audit Adjustment	-	-	-
Ending Fund Balance		\$ 79,035,710	\$ 1,614,582	\$ 77,421,128



Bond Interest and Redemption Fund

This fund is used solely for the purpose of making principal and interest payments for bonds issued by the district (Education Code sections 15125–15262). Any premiums received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund (Fund 51). The principal revenues in this fund are:

- State Subventions for Homeowners' Exemptions
- Other Subventions/In-lieu Taxes
- Secured Roll Taxes
- Unsecured Roll Taxes
- Prior Years' Taxes
- Interest

Expenditures in this fund are limited to bond interest, redemption, and related costs. Any money remaining in this fund after the payment of all bonds and coupons payable from the fund, or any money in excess of an amount sufficient to pay all unpaid bonds and coupons payable from the fund, shall be transferred to the general fund upon order of the county auditor (Education Code Section 15234).

Fresno Unified School District - Bond Interest and Redemption Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	403,665	446,242	404,077	988,903	833,249	833,249	833,249	833,249
Other Local Revenues	56,596,286	60,203,889	64,273,017	61,988,136	48,973,874	48,973,874	48,973,874	48,973,874
Total Revenues	\$ 56,999,951	\$ 60,650,131	\$ 64,677,094	\$ 62,977,039	\$ 49,807,123	\$ 49,807,123	\$ 49,807,123	\$ 49,807,123
\$ Increase/(Decrease)	\$ 1,394,627	\$ 3,650,180	\$ 4,026,963	\$ (1,700,055)	\$ (13,169,916)	\$ -	\$ -	\$ -
% Increase/(Decrease)	2.51%	6.40%	6.64%	-2.63%	-20.91%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-	-	-
Services & Other Operating Expenditures	-	-	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-	-	-
Other Outgo/Debt Service	54,869,441	230,617,760	64,354,797	61,481,209	56,500,855	56,500,855	56,500,855	56,500,855
Total Expenditures	\$ 54,869,441	\$ 230,617,760	\$ 64,354,797	\$ 61,481,209	\$ 56,500,855	\$ 56,500,855	\$ 56,500,855	\$ 56,500,855
\$ Increase/(Decrease)	\$ 223,658	\$ 175,748,319	\$ (166,262,963)	\$ (2,873,588)	\$ (4,980,354)	\$ -	\$ -	\$ -
% Increase/(Decrease)	0.41%	320.30%	-72.09%	-4.47%	-8.10%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	12,236,120	22,908	3,832,449	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ 12,236,120	\$ 22,908	\$ 3,832,449	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	274,106,864	288,473,494	118,528,773	120,327,313	121,823,143	115,129,411	108,435,679	101,741,947
Fiscal Year Transactions	14,366,630	(169,944,721)	4,154,746	1,495,830	(6,693,732)	(6,693,732)	(6,693,732)	(6,693,732)
Audit Adjustment	-	-	(2,356,206)	-	-	-	-	-
Ending Fund Balance	\$ 288,473,494	\$ 118,528,773	\$ 120,327,313	\$ 121,823,143	\$ 115,129,411	\$ 108,435,679	\$ 101,741,947	\$ 95,048,215



Fund 51: Bond Interest and Redemption		2023/24 Estimated	2024/25 Adopted Budget	Difference
Fund	Object Name			
Beginning Fund Balance		\$ 120,327,313	\$ 121,823,143	\$ 1,495,830
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	-	-	-
	Other State Revenue (8300-8599)	988,903	833,249	(155,654)
	Other Local Revenue (8600-8799)	61,988,136	48,973,874	(13,014,262)
	Total Revenues	\$ 62,977,039	\$ 49,807,123	\$ (13,169,916)
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -
	Classified Salaries (2000-2999)	-	-	-
	Employee Benefits (3000-3999)	-	-	-
	Books and Supplies (4000-4999)	-	-	-
	Services and Other Operating Expenditures (5000-5999)	-	-	-
	Capital Outlay (6000-6999)	-	-	-
	Other Outgo (7000-7999)	61,481,209	56,500,855	(4,980,354)
	Total Expenditures	\$ 61,481,209	\$ 56,500,855	\$ (4,980,354)
OTHER FINANCING SOURCES/USES				
	Transfer In	\$ -	\$ -	\$ -
	(Transfer Out)	-	-	-
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ -	\$ -	\$ -
	Audit Adjustment	-	-	-
Ending Fund Balance		\$ 121,823,143	\$ 115,129,411	\$ (6,693,732)

Capital Facilities Fund

This fund is used primarily to account separately for monies received from fees levied on development projects. Interest earned in the Capital Facilities Fund (Fund 25) is restricted to this fund. The principal revenues in this fund are:

- Mitigation/Developer Fees
- Interest

Capital Facilities Fund expenditures are restricted to the items specified in agreements with the developer (Government Code Section 66006). Costs of justifying and adopting fees may be paid from Fund 25 (Education Code Section 17620). Administrative costs of collecting fees may be reimbursed from Fund 25 within the limitations of Education Code Section 17620. Eligible expenditures incurred in another fund may be reimbursed to that fund by means of an interfund transfer of direct costs (see Procedure 615).

An increase to the Capital Facilities Developer Fees was approved by the Board on June 17, 2020. Since January 1987, school districts have had the authority to levy fees for all new construction within the school district, including residential, commercial, and industrial development.

With the adoption of Senate Bill 50 (SB 50) and the passage of Proposition 1A by the California electorate on November 3, 1998, school districts are authorized to charge developer fees based on prescribed state guidelines.

Fresno Unified School District - Capital Facilities Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-
Other Local Revenues	970,661	1,621,973	2,160,470	1,944,708	1,385,000	1,385,000	1,385,000	1,385,000
Total Revenues	\$ 970,661	\$ 1,621,973	\$ 2,160,470	\$ 1,944,708	\$ 1,385,000	\$ 1,385,000	\$ 1,385,000	\$ 1,385,000
\$ Increase/(Decrease)	\$ (876,061)	\$ 651,312	\$ 538,497	\$ (215,762)	\$ (559,708)	\$ -	\$ -	\$ -
% Increase/(Decrease)	-47.44%	67.10%	33.20%	-9.99%	-28.78%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	-	15,668	583	46	-	-	-	-
Employee Benefits	-	8,735	270	26	-	-	-	-
Books and Supplies	376	18,797	-	9,587	41,250	41,250	41,250	41,250
Services & Other Operating Expenditures	137,823	87,702	2,758	44,698	1,228,968	1,228,968	1,228,968	900,097
Capital Outlay	2,409,625	984,038	29,756	124,474	1,476,396	1,476,396	1,476,396	1,476,396
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 2,547,824	\$ 1,114,940	\$ 33,367	\$ 178,831	\$ 2,746,614	\$ 2,746,614	\$ 2,746,614	\$ 2,417,743
\$ Increase/(Decrease)	\$ 861,689	\$ (1,432,884)	\$ (1,081,573)	\$ 145,464	\$ 2,567,783	\$ -	\$ -	\$ (328,871)
% Increase/(Decrease)	51.10%	-56.24%	-97.01%	435.95%	1435.87%	0.00%	0.00%	-11.97%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	(28,269)	(48,224)	(66,110)	(30,000)	(40,500)	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ (28,269)	\$ (48,224)	\$ (66,110)	\$ (30,000)	\$ (40,500)	\$ -	\$ -	\$ -
Beginning Fund Balance	2,569,428	963,996	1,422,805	3,422,208	5,158,085	3,755,971	2,394,357	1,032,743
Fiscal Year Transactions	(1,605,432)	458,809	2,060,993	1,735,877	(1,402,114)	(1,361,614)	(1,361,614)	(1,032,743)
Audit Adjustment	-	-	(61,590)	-	-	-	-	-
Ending Fund Balance	\$ 963,996	\$ 1,422,805	\$ 3,422,208	\$ 5,158,085	\$ 3,755,971	\$ 2,394,357	\$ 1,032,743	\$ -

Fund 25: Capital Facilities		2023/24	2024/25	
Fund	Object Name	Estimated	Adopted Budget	Difference
Beginning Fund Balance		\$ 3,422,208	\$ 5,158,085	\$ 1,735,877
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	-	-	-
	Other State Revenue (8300-8599)	-	-	-
	Other Local Revenue (8600-8799)	1,944,708	1,385,000	(559,708)
	Total Revenues	\$ 1,944,708	\$ 1,385,000	\$ (559,708)
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -
	Classified Salaries (2000-2999)	46	-	(46)
	Employee Benefits (3000-3999)	26	-	(26)
	Books and Supplies (4000-4999)	9,587	41,250	31,663
	Services and Other Operating Expenditures (5000-5999)	44,698	1,228,968	1,184,270
	Capital Outlay (6000-6999)	124,474	1,476,396	1,351,922
	Other Outgo (7000-7999)	-	-	-
	Total Expenditures	\$ 178,831	\$ 2,746,614	\$ 2,567,783
OTHER FINANCING SOURCES/USES				
	Transfer In	\$ -	\$ -	\$ -
	(Transfer Out)	(30,000)	(40,500)	(10,500)
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ (30,000)	\$ (40,500)	\$ (10,500)
	Audit Adjustment	-	-	-
Ending Fund Balance		\$ 5,158,085	\$ 3,755,971	\$ (1,402,114)

County Schools Facilities Fund

With the passage of SB50, the County School Facilities Fund was established pursuant to Education Code Section 17070.43 to receive apportionments from the State School Facilities Program authorized by the State Allocation Board for new school facility construction and modernization. The balance in the County Schools Facility Fund contains funds from Measure A, Measure K, and Measure Q projects that received state revenue after the projects were completed.

The principal revenues and other sources in this fund are:

- Intrafund revenue transfers in come from Bond proceeds which is the vast majority of revenue
- Interest

The current State bond has been fully expensed, however there is discussion about a new bond being included in the upcoming election.

Typical expenditures in this fund are payments for the costs of school sites, site improvements, buildings, building improvements, and furniture and fixtures capitalized as a part of the construction project.



Fresno Unified School District - County School Facilities Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	11,626,265	-	21,361,963	799,150	-	-	-	-
Other Local Revenues	1,071,482	309,198	595,942	245,481	600,000	600,000	600,000	600,000
Total Revenues	\$ 12,697,747	\$ 309,198	\$ 21,957,905	\$ 1,044,631	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
\$ Increase/(Decrease)	\$ 815,696	\$ (12,388,549)	\$ 21,648,707	\$ (20,913,274)	\$ (444,631)	\$ -	\$ -	\$ -
% Increase/(Decrease)	6.86%	-97.56%	7001.57%	-95.24%	-42.56%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	-	1,330,634	1,155,521	1,225,340	1,238,597	8,745	8,745	8,745
Employee Benefits	-	685,498	622,744	461,997	651,166	5,101	5,101	5,101
Books and Supplies	245,075	1,007,622	2,739,692	3,053,268	3,503,335	21,528	21,528	21,528
Services & Other Operating Expenditures	8,623,181	11,031,798	12,849,915	12,441,889	47,075,144	164,552	164,552	164,552
Capital Outlay	72,765,790	77,040,799	29,459,142	52,786,337	4,889,167	22,800,074	21,746,477	20,344,533
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 81,634,046	\$ 91,096,351	\$ 46,827,014	\$ 69,968,831	\$ 57,357,409	\$ 23,000,000	\$ 21,946,403	\$ 20,544,459
\$ Increase/(Decrease)	\$ 31,361,035	\$ 9,462,305	\$ (44,269,337)	\$ 23,141,817	\$ (12,611,422)	\$ (34,357,409)	\$ (1,053,597)	\$ (1,401,944)
% Increase/(Decrease)	62.38%	11.59%	-48.60%	49.42%	-18.02%	-59.90%	-4.58%	-6.39%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 62,177,971	\$ 70,197,058	\$ 43,371,805	\$ 65,254,708	\$ 74,000,702	\$ -	\$ -	\$ -
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ 62,177,971	\$ 70,197,058	\$ 43,371,805	\$ 65,254,708	\$ 74,000,702	\$ -	\$ -	\$ -
Beginning Fund Balance	59,478,776	52,720,448	32,130,353	50,117,061	46,447,569	63,690,862	41,290,862	19,944,459
Fiscal Year Transactions	(6,758,328)	(20,590,095)	18,502,696	(3,669,492)	17,243,293	(22,400,000)	(21,346,403)	(19,944,459)
Audit Adjustment	-	-	(515,988)	-	-	-	-	-
Ending Fund Balance	\$ 52,720,448	\$ 32,130,353	\$ 50,117,061	\$ 46,447,569	\$ 63,690,862	\$ 41,290,862	\$ 19,944,459	\$ 0



Fund 35: County Schools Facilities		2023/24 Estimated	2024/25 Adopted Budget	Difference
Fund	Object Name			
Beginning Fund Balance		\$ 50,117,061	\$ 46,447,569	\$ (3,669,492)
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	-	-	-
	Other State Revenue (8300-8599)	799,150	-	(799,150)
	Other Local Revenue (8600-8799)	245,481	600,000	354,519
	Total Revenues	\$ 1,044,631	\$ 600,000	\$ (444,631)
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -
	Classified Salaries (2000-2999)	1,225,340	1,238,597	13,257
	Employee Benefits (3000-3999)	461,997	651,166	189,169
	Books and Supplies (4000-4999)	3,053,268	3,503,335	450,067
	Services and Other Operating Expenditures (5000-5999)	12,441,889	47,075,144	34,633,255
	Capital Outlay (6000-6999)	52,786,337	4,889,167	(47,897,170)
	Other Outgo (7000-7999)	-	-	-
	Total Expenditures	\$ 69,968,831	\$ 57,357,409	\$ (12,611,422)
OTHER FINANCING SOURCES/USES				
	Transfer In	\$ 65,254,708	\$ 74,000,702	\$ 8,745,994
	(Transfer Out)	-	-	-
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ 65,254,708	\$ 74,000,702	\$ 8,745,994
	Audit Adjustment	-	-	-
Ending Fund Balance		\$ 46,447,569	\$ 63,690,862	\$ 17,243,293

Deferred Maintenance Fund

This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes (Education Code Section 17582). The principal revenues and other sources in this fund are:

- Interfund Transfers In

Moneys in this fund may be expended only for the following purposes:

1. Major repair or replacement of plumbing, heating, air-conditioning, paving, concrete, electrical, roofing, and floor/wall systems.
2. Exterior and interior painting of school buildings
3. The inspection, sampling, and analysis of building materials to determine the presence of asbestos-containing materials.
4. The encapsulation or removal of materials containing asbestos.
5. The inspection, identification, sampling, and analysis of building materials to determine the presence of materials containing lead

All local educational agencies (LEAs) are required by law to maintain their facilities in good repair as defined in Education Code Section 17002. Those LEAs that receive state funding for certain facilities construction and modernization projects are further required, as a condition of receipt of that funding, to contribute specified amounts to a restricted maintenance account.

The increases in expenditures in this Fund are due to the following:

- HVAC upgrades/replacements at school sites
- Safety and security improvements/replacements to include: PA systems, cameras, audio-visual systems, and carpet

Fresno Unified School District - Deferred Maintenance
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-
Other Local Revenues	3,923	2,844	2,963	2,904	-	-	-	-
Other Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 3,923	\$ 2,844	\$ 2,963	\$ 2,904	\$ -	\$ -	\$ -	\$ -
\$ Increase/(Decrease)	\$ 1,214	\$ (1,079)	\$ 119	\$ (59)	\$ (2,904)	\$ -	\$ -	\$ -
% Increase/(Decrease)	44.81%	-27.50%	4.18%	-1.99%	-100.00%			
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-
Books and Supplies	-	110,278	-	-	61,600	61,600	61,600	61,600
Services & Other Operating Expenditures	6,812,342	3,985,964	3,321,873	3,203,297	4,943,380	4,943,380	4,943,380	4,943,380
Capital Outlay	-	-	34,536	156,016	451,429	451,429	451,429	451,429
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 6,812,342	\$ 4,096,242	\$ 3,356,409	\$ 3,359,313	\$ 5,456,409	\$ 5,456,409	\$ 5,456,409	\$ 5,456,409
\$ Increase/(Decrease)	\$ 230,997	\$ (2,716,100)	\$ (739,833)	\$ 2,904	\$ 2,097,096	\$ -	\$ -	\$ -
% Increase/(Decrease)	3.51%	-39.87%	-18.06%	0.09%	62.43%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 6,808,419	\$ 4,093,398	\$ 3,353,446	\$ 3,356,409	\$ 5,456,409	\$ 5,456,409	\$ 5,456,409	\$ 5,456,409
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ 6,808,419	\$ 4,093,398	\$ 3,353,446	\$ 3,356,409	\$ 5,456,409	\$ 5,456,409	\$ 5,456,409	\$ 5,456,409
Beginning Fund Balance	-	-	-	-	-	-	-	-
Fiscal Year Transactions	-	-	-	-	-	-	-	-
Audit Adjustment	-	-	-	-	-	-	-	-
Ending Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Fund 14: Deferred Maintenance Fund		2023/24 Estimated	2024/25 Adopted Budget	Difference
Object Name				
Beginning Fund Balance				
		\$ -	\$ -	\$ -
REVENUES				
LCFF Sources (8010-8099)		\$ -	\$ -	\$ -
Federal Revenue Sources (8100-8299)		-	-	-
Other State Revenue (8300-8599)		-	-	-
Other Local Revenue (8600-8799)		2,904	-	(2,904)
Total Revenues		\$ 2,904	\$ -	\$ (2,904)
EXPENDITURES				
Certificated Salaries (1000-1999)		\$ -	\$ -	\$ -
Classified Salaries (2000-2999)		-	-	-
Employee Benefits (3000-3999)		-	-	-
Books and Supplies (4000-4999)		-	61,600	61,600
Services and Other Operating Expenditures (5000-5999)		3,203,297	4,943,380	1,740,083
Capital Outlay (6000-6999)		156,016	451,429	295,413
Other Outgo/Debt Service		-	-	-
Total Expenditures		\$ 3,359,313	\$ 5,456,409	\$ 2,097,096
OTHER FINANCING SOURCES/USES				
Transfer In (Transfer Out) Sources		\$ 3,356,409	\$ 5,456,409	\$ 2,100,000
Uses		-	-	-
Contributions		-	-	-
Total Other Financing Sources		\$ 3,356,409	\$ 5,456,409	\$ 2,100,000
Audit Adjustment		-	-	-
Ending Fund Balance		\$ -	\$ -	\$ -



Special Reserve for Capital Outlay Projects Fund

This fund exists primarily to provide for the accumulation of general fund monies for capital outlay purposes (Education Code Section 42840). This fund may also be used to account for any other revenues specifically for capital projects that are not restricted to fund 21, 25, 30, 35, or 49. Other authorized resources that may be deposited to the Special Reserve Fund for Capital Outlay Projects (Fund 40) are proceeds from the sale or lease-with-option-to-purchase of real property (Education Code Section 17462) and rentals and leases of real property specifically authorized for deposit to the fund by the governing board (Education Code Section 41003). Allowable revenues and other sources in this fund are:

- Federal, State, or Local Revenues
- Rentals and Leases
- Interest
- Other Authorized Interfund Transfers In
- Proceeds from Sale/Lease–Purchase of Land and Buildings

Transfers from the general fund to Fund 40 authorized by the governing board must be expended for capital outlay purposes. Proceeds from the sale or lease-with-option-to-purchase may be spent for capital outlay purposes, costs of maintenance of the LEA's property, and future maintenance and renovation of school sites (Education Code Section 17462). Expenditures for capital outlay are most commonly made against the 6000 object codes for capital outlay. Salaries of school district employees whose work is directly related to projects financed by Fund 40 revenues are capitalized as a part of the capital facilities project.

Fresno Unified School District - Special Reserve For Capital Outlay Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-
Other Local Revenues	44,561	34,996	85,914	40,000	40,000	1,200,000	1,200,000	1,200,000
Total Revenues	\$ 44,561	\$ 34,996	\$ 85,914	\$ 40,000	\$ 40,000	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000
\$ Increase/(Decrease)	\$ (30,397)	\$ (9,565)	\$ 50,918	\$ (45,914)	\$ -	\$ 1,160,000	\$ -	\$ -
% Increase/(Decrease)	-40.55%	-21.46%	145.50%	-53.44%	0.00%	2900.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	1,012,964	152,907	198,663	216,284	379,550	379,550	379,550	379,550
Employee Benefits	515,799	103,566	118,224	122,445	257,805	257,805	257,805	257,805
Books and Supplies	-	-	-	-	-	-	-	-
Services & Other Operating Expenditures	(1,314,660)	40,674	84,745	483,125	367,749	367,749	367,749	367,749
Capital Outlay	29,819	174,640	23,728	72,827	354,007	354,007	354,007	354,007
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 243,922	\$ 471,787	\$ 425,360	\$ 894,681	\$ 1,359,111	\$ 1,359,111	\$ 1,359,111	\$ 1,359,111
\$ Increase/(Decrease)	\$ (240,075)	\$ 227,865	\$ (46,427)	\$ 469,321	\$ 464,430	\$ -	\$ -	\$ -
% Increase/(Decrease)	-49.60%	93.42%	-9.84%	110.34%	51.91%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	3,807,855	3,608,494	3,171,703	2,751,661	1,896,980	577,869	418,758	259,647
Fiscal Year Transactions	(199,361)	(436,791)	(339,446)	(854,681)	(1,319,111)	(159,111)	(159,111)	(159,111)
Audit Adjustment	-	-	(80,596)	-	-	-	-	-
Ending Fund Balance	\$ 3,608,494	\$ 3,171,703	\$ 2,751,661	\$ 1,896,980	\$ 577,869	\$ 418,758	\$ 259,647	\$ 100,536



Fund 40: Special Reserve Fund for Capital Outlay		2023/24 Estimated	2024/25 Adopted Budget	Difference
Object Name				
Beginning Fund Balance		\$ 2,751,661	\$ 1,896,980	\$ (854,681)
REVENUES				
LCFF Sources (8010-8099)		\$ -	\$ -	\$ -
Federal Revenue Sources (8100-8299)		-	-	-
Other State Revenue (8300-8599)		-	-	-
Other Local Revenue (8600-8799)		40,000	40,000	-
Total Revenues		\$ 40,000	\$ 40,000	\$ -
EXPENDITURES				
Certificated Salaries (1000-1999)		\$ -	\$ -	\$ -
Classified Salaries (2000-2999)		216,284	379,550	163,266
Employee Benefits (3000-3999)		122,445	257,805	135,360
Books and Supplies (4000-4999)		-	-	-
Services and Other Operating Expenditures (5000-5999)		483,125	367,749	(115,376)
Capital Outlay (6000-6999)		72,827	354,007	281,180
Other Outgo/Debt Service		-	-	-
Total Expenditures		\$ 894,681	\$ 1,359,111	\$ 464,430
OTHER FINANCING SOURCES/USES				
Transfer In (Transfer Out)		\$ -	\$ -	\$ -
Sources		-	-	-
Uses		-	-	-
Contributions		-	-	-
Total Other Financing Sources		\$ -	\$ -	\$ -
Audit Adjustment		-	-	-
Ending Fund Balance		\$ 1,896,980	\$ 577,869	\$ (1,319,111)

Internal Service Fund

This fund is established for all the District’s self-insurance funds: Health, Liability, Workers’ Compensation, and Defined Benefits.

The health and welfare benefit programs include: medical, prescription, dental, vision, and short-term disability benefits provided for employees and retirees by the District. Contributions to the fund are made by other funds in the District that provide health and welfare coverage for employees and retirees as part of their program’s operating expenses. All expenditures related to the District’s self-insurance program, both actual claims and administrative costs, are reflected in this fund. Estimated costs for incurred-but-not-reported claims are accounted for in this fund.

The principal revenues in this fund are:

- Interest
- In-District Premiums/Contributions
- Interagency Revenues
- All Other Local Revenue



Fresno Unified School District - Self Insurance Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-
Other Local Revenues	201,370,551	219,067,665	248,451,542	246,714,161	244,818,715	244,818,715	256,904,170	256,904,170
Total Revenues	\$ 201,370,551	\$ 219,067,665	\$ 248,451,542	\$ 246,714,161	\$ 244,818,715	\$ 244,818,715	\$ 256,904,170	\$ 256,904,170
\$ Increase/(Decrease)	\$ 1,377,681	\$ 17,697,114	\$ 29,383,877	\$ (1,737,381)	\$ (1,895,446)	\$ -	\$ 12,085,455	\$ -
% Increase/(Decrease)	0.69%	8.79%	13.41%	-0.70%	-0.77%	0.00%	4.94%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	1,609,977	1,759,333	1,940,181	1,951,627	2,150,180	2,150,180	2,150,180	2,150,180
Employee Benefits	833,012	976,294	1,150,363	1,176,770	1,343,348	1,343,348	1,343,348	1,343,348
Books and Supplies	23	4,909	5,842	17,048	23,842	23,842	23,842	23,842
Services & Other Operating Expenditures	179,338,298	198,797,234	205,925,934	215,787,721	218,695,917	218,695,917	218,695,917	218,695,917
Capital Outlay	-	-	-	-	-	-	-	-
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 181,781,310	\$ 201,537,770	\$ 209,022,320	\$ 218,933,166	\$ 222,213,287	\$ 222,213,287	\$ 222,213,287	\$ 222,213,287
\$ Increase/(Decrease)	\$ (6,567,171)	\$ 19,756,460	\$ 7,484,550	\$ 9,910,846	\$ 3,280,121	\$ -	\$ -	\$ -
% Increase/(Decrease)	-3.49%	10.87%	3.71%	4.74%	1.50%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 8,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Transfer Out)	(2,000,000)	(2,000,000)	(2,000,000)	(2,000,000)	(2,000,000)	(2,000,000)	(2,000,000)	(2,000,000)
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ 6,000,000	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)
Beginning Fund Balance	40,824,474	66,413,715	81,943,610	113,860,005	139,641,000	160,246,428	180,851,856	213,542,739
Fiscal Year Transactions	25,589,241	15,529,895	37,429,222	25,780,995	20,605,428	20,605,428	32,690,883	32,690,883
Audit Adjustment	-	-	(5,512,827)	-	-	-	-	-
Ending Fund Balance	\$ 66,413,715	\$ 81,943,610	\$ 113,860,005	\$ 139,641,000	\$ 160,246,428	\$ 180,851,856	\$ 213,542,739	\$ 246,233,622

Fund 67: Self Insurance Fund		2023/24 Estimated	2024/25 Adopted Budget	Difference
Beginning Fund Balance		\$ 113,860,005	\$ 139,641,000	\$ 25,780,995
REVENUES				
	LCFF Sources (8010-8099)	\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)	-	-	-
	Other State Revenue (8300-8599)	-	-	-
	Other Local Revenue (8600-8799)	246,714,161	244,818,715	(1,895,446)
	Total Revenues	\$ 246,714,161	\$ 244,818,715	\$ (1,895,446)
EXPENDITURES				
	Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -
	Classified Salaries (2000-2999)	1,951,627	2,150,180	198,553
	Employee Benefits (3000-3999)	1,176,770	1,343,348	166,578
	Books and Supplies (4000-4999)	17,048	23,842	6,794
	Services and Other Operating Expenditures (5000-5999)	215,787,721	218,695,917	2,908,196
	Capital Outlay (6000-6999)	-	-	-
	Other Outgo/Debt Service	-	-	-
	Total Expenditures	\$ 218,933,166	\$ 222,213,287	\$ 3,280,121
OTHER FINANCING SOURCES/USES				
	Transfer In (Transfer Out)	\$ - (2,000,000)	\$ - (2,000,000)	\$ - -
	Sources	-	-	-
	Uses	-	-	-
	Contributions	-	-	-
	Total Other Financing Sources	\$ (2,000,000)	\$ (2,000,000)	\$ -
	Audit Adjustment	-	-	-
Ending Fund Balance		\$ 139,641,000	\$ 160,246,428	\$ 20,605,428



Retiree Benefit Fund

This fund exists to account separately for amounts held in trust from salary reduction agreements, other irrevocable contributions for employees' retirement benefit payments, or both. This fund is used only to account for the district's irrevocable contributions to a postemployment benefit plan for which a formal trust or an arrangement that is equivalent to a formal trust exists. Money may be contributed to the Retiree Benefit Fund (Fund 71) from other funds by periodic expense charges to those funds in amounts based on existing and future obligation requirements. Payments may be made from the fund for insurance, annuities, administrative costs, or any other authorized purpose (Education Code Section 42850). The principal revenues in this fund are:

- Interest
- In-District Premiums/Contributions
- All Other Local Revenue

Expenditures in Fund 71, Retiree Benefit Fund, are made using Object 5800, Professional/Consulting Services and Operating Expenditures.

This Fund shows an increase based on estimated costs. The district uses actuarial estimates to forecast liability and makes contributions based on these estimates.

Fresno Unified School District - Retiree Benefit Fund
 Three-Year Actuals, Unaudited, Adopted Budget, Three-Year Projection

	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Estimated	2024/25 Adopted	2025/26 Projected	2026/27 Projected	2027/28 Projected
REVENUES								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-
Other Local Revenues	11,123,667	(8,985,230)	2,448,039	7,347,996	2,000,000	2,000,000	2,000,000	2,000,000
Other Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 11,123,667	\$ (8,985,230)	\$ 2,448,039	\$ 7,347,996	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000
\$ Increase/(Decrease)	\$ 8,437,883	\$ (20,108,897)	\$ 11,433,269	\$ 4,899,957	\$ (5,347,996)	\$ -	\$ -	\$ -
% Increase/(Decrease)	314.17%	-180.78%	-127.25%	200.16%	-72.78%	0.00%	0.00%	0.00%
EXPENDITURES								
Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-
Books and Supplies	-	-	-	-	-	-	-	-
Services & Other Operating Expenditures	52,833	59,288	55,575	61,390	150,000	150,000	150,000	150,000
Capital Outlay	-	-	-	-	-	-	-	-
Other Outgo/Debt Service	-	-	-	-	-	-	-	-
Total Expenditures	\$ 52,833	\$ 59,288	\$ 55,575	\$ 61,390	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
\$ Increase/(Decrease)	\$ 9,488	\$ 6,455	\$ (3,713)	\$ 5,815	\$ 88,610	\$ -	\$ -	\$ -
% Increase/(Decrease)	21.89%	12.22%	-6.26%	10.46%	144.34%	0.00%	0.00%	0.00%
OTHER FINANCING SOURCES/USES								
Transfer In	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000
(Transfer Out)	-	-	-	-	-	-	-	-
Sources	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-
Total Other Financing Sources	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000
Beginning Fund Balance	54,854,091	69,424,925	63,880,407	69,772,871	80,559,477	85,909,477	91,259,477	96,609,477
Fiscal Year Transactions	14,570,834	(5,544,518)	5,892,464	10,786,606	5,350,000	5,350,000	5,350,000	5,350,000
Audit Adjustment	-	-	-	-	-	-	-	-
Ending Fund Balance	\$ 69,424,925	\$ 63,880,407	\$ 69,772,871	\$ 80,559,477	\$ 85,909,477	\$ 91,259,477	\$ 96,609,477	\$ 101,959,477



Fund 71: Retiree Benefit Fund		Object Name	2023/24 Estimated	2024/25 Adopted Budget	Difference
Beginning Fund Balance			\$ 69,772,871	\$ 80,559,477	\$ 10,786,606
REVENUES					
	LCFF Sources (8010-8099)		\$ -	\$ -	\$ -
	Federal Revenue Sources (8100-8299)		-	-	-
	Other State Revenue (8300-8599)		-	-	-
	Other Local Revenue (8600-8799)		7,347,996	2,000,000	(5,347,996)
	Total Revenues		\$ 7,347,996	\$ 2,000,000	\$ (5,347,996)
EXPENDITURES					
	Certificated Salaries (1000-1999)		\$ -	\$ -	\$ -
	Classified Salaries (2000-2999)		-	-	-
	Employee Benefits (3000-3999)		-	-	-
	Books and Supplies (4000-4999)		-	-	-
	Services and Other Operating Expenditures (5000-5999)		61,390	150,000	88,610
	Capital Outlay (6000-6999)		-	-	-
	Other Outgo/Debt Service		-	-	-
	Total Expenditures		\$ 61,390	\$ 150,000	\$ 88,610
OTHER FINANCING SOURCES/USES					
	Transfer In		\$ 3,500,000	\$ 3,500,000	\$ -
	(Transfer Out)		-	-	-
	Sources		-	-	-
	Uses		-	-	-
	Contributions		-	-	-
	Total Other Financing Sources		\$ 3,500,000	\$ 3,500,000	\$ -
	Audit Adjustment		-	-	-
Ending Fund Balance			\$ 80,559,477	\$ 85,909,477	\$ 5,350,000

Capital Projects Impact on the General Fund

The district receives funding for student growth to cover basic needs, however when this growth exceeds the capacity of current facilities the District will build a new school. While the school facility will be covered through capital expense, there are numerous other ongoing costs that are related to the opening of a new facility that are not covered by growth dollars.

Examples of these costs include:

- Technology staff, equipment, and supplies
- Maintenance, Custodial and Grounds staff, equipment, and supplies
- Psychologist staff, Counselors and Social Workers, and supplies
- Substitute and Co-Curricular stipends
- Transportation staff, equipment, and supplies
- Food service staff, equipment, and supplies
- School site, library, and nursing supplies
- Utilities and postage
- Insurance
- Vandalism
- Finance, Human Resources, Payroll, Purchasing and Warehouse staff, equipment, and supplies
- Administrative staff, equipment, and supplies



Deferred Maintenance Replacement Schedule

The following chart gives an overview of Fresno Unified's Deferred Maintenance schedule:

Category	System/Component	Life Expectancy in years
Electrical	Interior Lighting	20
Electrical	Exterior Lighting	30
Electrical	Transformer	25
Exterior	Paint	12
HVAC	Packaged Unit	20-25
HVAC	Chillers/Boilers/Tower	20-25
HVAC	Air Handler	20-30
HVAC	Mini Splits	15-20
HVAC	Split Units	15-20
Interior	Carpet	10
Plumbing	Gas Water Heater	15
Plumbing	Elec. Water Heater	20
Roof	Roofing	25

Projects Funded by Outstanding Bonds

The following chart gives an overview of project status and cost estimates for Capital Projects funded with Measure X and Measure M (our most recent Bonds). To simplify, the chart breaks projects by Elementary, Middle, High Schools as well as Specialized Programs/Other. These projects are being funded by either Bond revenue, One-time funds, or General Funds.

The first data column, "Estimated Project Cost for Current Bond - 2024/25 (M)" contains projects that are slated to be paid for by a new bond issuance. A bond issuance is generally done every 12-18 months to cover anticipated project costs. Generally speaking, while a bond issuance might be approved for \$325.0 million by taxpayers, a school district will only initiate partial bond issuances since there are constraints on the time they have to use the revenue. As mentioned in the Budget Development/Assumptions, projects typically take longer than one fiscal year to complete; any project's expenses that are not posted by the end of 2024/25 will roll to the 2025/26 budget year.

The second column, “Estimated Project Cost of Bond Savings Projects - 2024/25” contains the funds remaining from previous bond issuances where expenses were lower than anticipated and thus reflected savings (a fund balance) as well as State reimbursements. These savings can be utilized to pay for smaller projects and/or rolled as a fund balance to future years.

It is important to note that while the total Capital Expenditures “plan” equates to \$194.6 million in total, the budget only reflects those funds that were carried over from the previous year’s fund balance; any additional bond issuances are not reflected in new revenue. As the district posts expenses on projects, receives State reimbursement, and issues bonds, the budget will be updated.



	Estimated Project Cost for Current Bond - 2024/25 (M)		Estimated Project Cost of Bond Savings Projects - 2024/25	
Elementary Schools	\$	41,532,668	\$	5,080,198
Classroom Construction/Improvements		12,569,808		369,424
Cafeteria/Multi-purpose room (MPR)		15,206,048		711,880
HVAC Improvements				3,998,894
Site & Safety		8,050,000		
Student Support Spaces		1,706,812		
Deferred Maintenance & Small Capital Projects		4,000,000		
Middle Schools	\$	33,284,329	\$	4,648,335
Classroom Construction/Improvements				
Gym Construction/Improvements		24,305,000		2,218,839
CTE Construction		4,127,000		
HVAC Improvements		2,450,000		
Student Support Spaces				109,334
Site & Safety		892,329		2,320,162
Deferred Maintenance & Small Capital Projects		1,510,000		
High Schools	\$	65,261,498	\$	11,700,732
Classroom Construction/Improvements				1,537,500
Cafeteria/Multi-purpose room (MPR)				202,894
Gym Construction/Improvements		25,378,625		7,085,863
Theatre/Performing Arts Improvements		4,237,250		
CTE Construction		18,260,997		
Library Construction/Improvements		3,132,080		
Site & Safety				824,475
Sports/Fields		1,425,046		
Student Support Spaces		9,777,500		2,050,000
Deferred Maintenance & Small Capital Projects		3,050,000		
Specialized Program/Other	\$	28,736,740	\$	4,344,414
Farber Educational Center & Business Center		21,850,871		1,311,584
Student Support Services Spaces		871,091		
Accessibility & Inclusion				35,000
Safety & Security				1,776,051
Deferred Maintenance & Small Capital Projects		1,390,000		
Transportation		1,016,750		
Education Center		3,000,000		10,000
Misc.		608,028		1,211,779
Total Expenditures by Funding Source	\$	168,815,235	\$	25,773,679
Total Capital Expenditures		\$194,588,914		

Debts/General Obligations Bonds

A General Obligation Bond (GO) is a common method of financing used by school districts to raise funds for capital projects.

- GO Bonds have the lowest borrowing cost of any financing option available to school districts
- Repayment (both principal and interest) is made from the taxes levied on the assessed value (AV) of properties within the school district’s boundaries
- Repayment of the bond does not encroach on the district’s general fund
- A General Obligation Bond does require the approval of the district’s registered voters

School districts commonly seek multiple GO bond authorizations to meet their ongoing project needs and structure them based on the scope, cost, and timing of these projects.



Bond Market

Bonds and interest rates have an inverse correlation: as interest rates increase, bond prices fall. However, the more the Federal Reserve hikes interest rates, the better it is for municipal bond investors.

Municipal Bonds (or “munis”) have long been thought of as among the safest, most tax efficient debt investments available. When a bond is issued it has a “coupon rate” that is based on the current federal funds rate; changes to interest rates initiated by the Federal Reserve can cause the values of existing bonds to increase or decrease. If a bond is issued with a 4% coupon rate and the interest rate rises, the bond would automatically decrease in value if a new bond was issued with a higher coupon rate of 6%. This reduction in value compensates investors for purchasing a bond with lower interest payments than the newly issued bonds. Conversely, if interest rates decrease and new bonds are issued at lower coupon rates, the market value of the original bond increases.

The tax benefit for investing in municipal bonds is that any interest earned is not subject to federal income taxes.

In some cases, the District can take advantage of “refunding opportunities” which allow the issuer to “refund” and “replace” a bond issue with a lower coupon rate, resulting in an interest savings in the amount of the coupon rate differential. This usually occurs when the interest rates are sufficiently less than the coupon rate on the old bond or interest rates in the market have risen above the coupon rates on the old bond.

Since neither of the scenarios mentioned above exist in the current market, the district does not currently have any bond refinancing opportunities which could produce debt service savings.

Source: [Invest in Municipal Bonds During Rate Hikes \(investopedia.com\)](https://www.investopedia.com/articles/bonds/04/041510_municipal_bonds_during_rate_hikes.asp)

Debts Issued by the District

The district has the following debt outstanding:

Lease Revenue Bonds (“LRB”)

Issue	Date Issued	Maturity	Issue Amount	Outstanding
LRB, 2020 Refunding ⁽¹⁾	September 2020	June 2036	\$ 6,750,000	\$ 4,935,000
Total			\$ 6,750,000	\$ 4,935,000

Bond Repayment Schedule

Fiscal Year	Principal	Interest	Total
2024/25	24,334,725	12,184,446	36,519,171
2025/26	24,694,012	23,043,564	47,737,576
2026/27	23,818,588	22,769,531	46,588,119
2027/28	21,487,040	23,341,890	44,828,930
2028/29	21,640,259	23,077,111	44,717,370
2029/30	22,892,406	23,036,557	45,928,963
Thereafter	662,825,030	344,055,955	1,006,880,985
Total	801,692,060	471,509,054	\$ 1,273,201,115

*As of 6/1/2024



Bonding Capacity

Bonding capacity is the statutory limit on the amount of general obligation bonds that can be issued at a given time. Bonding capacity is based on:

- The current assessed value of the school district multiplied by the 2.50% statutory debt limit factor*
- The above amount, less outstanding general obligation bonds that are that are currently outstanding

*Fresno Unified received a bonding capacity waiver from the State Board of Education to increase the statutory debt limit factor to 4.0%
 For Fresno Unified School District, the estimated current bonding capacity is:

Estimated Current Bonding Capacity	
2023/24 Total Assessed Value ⁽¹⁾	\$ 27,630,205,806
Statutory Debt Limit Factor	x 4.00%
Bonding Capacity	1,105,208,232
Outstanding General Obligation Bonds	(801,692,061) ⁽²⁾
Available Bonding Capacity	\$ 303,516,171

⁽¹⁾Subject to confirmation by the County Auditor-Controller. Does not include unitary assessed values.

Debt Overview

The District has five voter-approved bond measured outstanding

- Measure A (March 1995)
 - ◆ \$215 million authorized with no unissued bonds remaining
- Measure K (March 2001)
 - ◆ \$199 million authorized with no unissued bonds remaining
- Measure Q (November 2010)
 - ◆ \$280 million authorized with no unissued bonds remaining
- Measure X (November 2016)
 - ◆ \$225 million authorized with no unissued bonds remaining
- Measure M (March 2020)
 - ◆ \$325 million
 - ◆ \$120 million unissued

Measure M

Measure M was approved by 59.77% of the voters on March 3, 2020. It authorizes the issuance of \$325 million in general obligation bonds for school improvements, is earmarked for replacing portable classrooms with permanent facilities, new infrastructure, plumbing, electricity, roofs, and concrete. *This is currently Fresno Unified's only general obligation bond with unissued bonds remaining.*

Measure M is structured to maintain the current tax rate of \$60.00 per \$100,000 of assessed valuation. The district has kept its commitment to the community; the tax rate has been stable for ten consecutive years. On August 16, 2022, Fresno Unified School District completed a successful sale of the General Obligation Bonds, Election of 2020, Series B for \$125 million. These bonds were issued to provide funds for educational facility improvements approved under Measure M. Despite the interest rates being higher than when the original bond sale occurred in June 2021, the district received significantly higher demand than was expected. The final all-inclusive rate was 4.07%, which resulted in \$29.5 million lower borrowing costs; a very successful outcome for taxpayers.

Measure X

Measure X was structured to maintain the current tax rate of \$188.86 per \$100,000 of assessed valuation. The district has kept its commitment to the community; the tax rate has been stable for ten consecutive years. There have been several bond issuances since the approval of Measure X in 2016. Most recently, the district was able to issue a sale of 2021 refunding General Obligation Bonds to refinance the existing Measure X bonds. The sale resulted in a very low all-inclusive interest cost of 2.86% which replaced the bonds' average interest rate of 4.38%. This difference in the interest rate will result in a significant benefit to taxpayers.

The following charts recap our current bonds, total obligations, and balances. As you will see, Measure X is almost completely expended and Measure M will be exhausted within the next two years.

Measure M Summary

	Measure M Obligations to date	Leveraged Federal Funding	Leveraged State Funding	Total Project Obligations
Total Approved	\$ 325,000,000			
Projects Planned or in Design	\$ 7,947,329	\$ -	\$ -	\$ 7,947,329
Projects in Construction	131,864,212	-	10,983,709	142,847,921
Completed Projects	44,298,897	-	3,000,000	47,298,897
Total	\$ 184,110,438	\$ -	\$ 13,983,709	\$ 198,094,147

Total Impact to Measure M (May 2024) \$ 184,110,438

Measure X Summary

	Measure X Obligations to date	Leveraged Federal Funding	Leveraged State Funding	Total Project Obligations
Total Approved	\$ 225,000,000			
Projects Planned or in Design	\$ 1,903,029	\$ -	\$ -	\$ 1,903,029
Projects in Construction	1,559,190	-	-	1,559,190
Completed Projects	213,563,864	-	7,973,917	221,537,781
Total	\$ 217,026,083	\$ -	\$ 7,973,917	\$ 225,000,000

Total Impact to Measure X (May 2024) \$ 217,026,083

General Obligation (“GO”) Bonds

Issue	Date Issued	Maturity	Issue Amount	Outstanding
2002 GO Refunding Bonds, Series A	December 2002	August 2026	\$ 65,485,000	\$ 8,270,000
2004 GO Refunding Bonds, Series B	November 2004	August 2027	58,040,000	9,885,000
GO Bonds, Election of 2001, Series F ⁽¹⁾	December 2009	August 2025	29,429,022	5,499,047
GO Bonds, Election of 2010, Series E	September 2015	August 2045	54,998,095	17,624,707
2016 GO Refunding Bonds, Series B ⁽³⁾	October 2016	August 2046	59,590,988	59,590,988
2015 GO Refunding Bonds	July 2015	August 2030	14,555,000	8,950,000
GO Bonds, Election of 2010, Series F	October 2016	August 2041	30,010,000	25,890,000
2016 GO Refunding Bonds, Series A	October 2016	August 2041	60,480,000	60,480,000
GO Bonds, Election of 2016, Series B	August 2019	August 2043	75,000,000	53,840,000
2019 GO Refunding Bonds	October 2019	August 2041	103,738,005	103,138,025
2020 GO Refunding Bonds	September 2020	August 2047	92,615,000	87,435,000
GO Bonds, Election of 2016, Series C	September 2020	August 2043	45,000,000	36,295,000
GO Bonds, Election of 2016, Series D	June 2021	August 2036	45,000,000	36,490,000
GO Bonds, Election of 2020, Series A	June 2021	August 2055	80,000,000	63,940,000
2021 GO Refunding Bonds, Series A	December 2021	August 2029	30,290,000	23,060,000
2021 GO Refunding Bonds, Series B	December 2021	August 2045	70,360,000	69,705,000
GO Bonds, Election of 2020, Series B	August 2022	August 2055	125,000,000	108,880,000
GO Bonds, Election 2016, Series A	May 2016	August 2046	59,996,623	22,719,294
Total			1,099,587,733	801,692,061

⁽¹⁾ The GO Bonds, Election of 2001, Series F secure payment of the \$41,398,000 Central Valley Support Services Joint Powers Agency 2009 GO Revenue Bonds (Fresno Unified School District Qualified School Construction Bonds) (the “2009 QSCBs”). Debt service on 2009 QSCBs is payable from debt service paid on the Series F Bonds and federal subsidy payments received with respect to the 2009 QSCBs.



District Credit Ratings

The three major credit rating agencies are Moody’s, Standard & Poor’s, and Fitch. Districts are rated on:

1. Local economy/tax base (30% of rating)
2. District finances (30% of rating)
3. District debt/pension obligations (20% of rating)
4. District management (20% of rating)

Based on that information, districts are assigned a rating in accordance with the respective rating scale. The District’s current ratings are ‘Aa3’ from Moody’s (as of July 11, 2024) and ‘A+’ from Standard & Poor’s (as of April 6, 2024). The District does not have a Fitch rating.

	Moody’s	Standard & Poor’s	Rating Description	
Investment grade	Aaa	AAA	Prime	
	Aa1	AA+	High grade	
	Aa2	AA		
	Aa3	AA-		
	A1	A+	Upper medium grade	
	A2	A		
	A3	A-		
	Non-Investment grade	Baal	BBB+	Lower medium grade
		Baa2	BBB	
		Baa3	BBB-	
Bal		BB+	Speculative	
Ba2		BB		
Ba3		BB-		
B1		B+	Highly speculative	
B2		B		
B3		B-		
		Caal& below	CCC+ & below	Extremely speculative/Default

Guiding Principles for Bond Investment:

- Align with Board priorities and ballot language
- Advance equity and provide facilities that meet baseline expectations
- Support programs and enhance the learning environment

Per Administrative Regulation (AR) 7214, following passage of a bond measure, “the Board shall appoint an independent citizen’s advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in the minutes pursuant to Education Code 15282.”

The citizen oversight committee consists of at least seven members consisting of the following (per Ed Code 15282):

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayer’s organization
4. One member who is a parent/guardian of a child enrolled in the district
5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teachers Association or school site council

District’s Compliance with Post-Issuance Requirements:

The District has monitored its compliance with post-issuance requirements, including:

- Assigning responsible personnel of the District to monitor and ensure compliance with the restrictions contained in each issuance’s tax certificate
- Providing adequate training to responsible District personnel to monitor compliance
- Establishing adequate record retention and calendaring mechanisms internally to ensure that the District will be able to establish post issuance compliance
- Maintaining records detailing the investment and expenditures of financing proceeds
- Seeking expert advice regarding compliance with the arbitrage rebate and yield restriction provisions
- Carefully monitoring and calendaring the dates by which financing proceeds should be expended to comply with yield restriction and rebate exceptions and the dates rebate must be paid, if applicable
- Monitoring use and retaining contracts related to the use of the projects financed by the issuances throughout the term of the financings
- Regularly consulting with the bond counsel and other District advisors regarding any issues that arise regarding post issuance compliance



Other Post-employment Benefits (OPEB)

Fresno Unified offers lifetime benefits to employees that meet the following criteria:

- The employee must have been hired permanently before July 1, 2005
- The employee must be at least 57.5 years of age
 - ◆ If the employee is at least 50 years old they can still qualify for lifetime benefits, however they will be required to pay the COBRA premium until the month they turn 57.5
- The employee must have at least 16 years of service with the District
- The employee must have filed for retirement with Human Resources and CalSTRS/CalPERS

In addition to lifetime benefits (for those that qualify), the district offers a Medicare Advantage Program (comparable to Plan A) as secondary to Medicare at the same rate as an active employee.

Due to the fact that the District offers these benefits, it maintains an account and reports the balance which is shown below:

Self-Insurance Fund

Amount accumulated/earmarked for OPEB in self-insurance fund	\$ 85,909,476
--	---------------

OPEB Liabilities:

Total OPEB liability	\$ 713,779,842
OPEB plan fiduciary net position	\$ 85,909,476
Total/Net OPEB liability	\$ 627,870,366

OPEB Contributions:	Budget Year		
	2024/25	2025/26	2026/27
OPEB actuarially determined contribution	\$ 64,931,180	\$ 66,879,915	\$ 66,879,915
OPEB amount contributed	\$ 41,334,641	\$ 41,334,641	\$ 43,111,195
Cost of OPEB benefits	\$ 35,086,433	\$ 36,125,324	\$ 37,295,213
Number of retirees receiving OPEB benefits	5,444.00	5,444.00	5,444.00



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Taxes and School Districts

California's overall tax system consists of three roughly equal parts: Personal Income Tax, Property Tax, and Sales and Use taxes. Education is funded by a mix of these sources, especially income taxes and property taxes. This reliance on taxes creates a challenge for California school budgeting: volatility. Property values (and therefore property tax receipts) vary with the economic cycle, but they don't tend to change massively. Income taxes, however, are significantly exposed to the booms and busts of the stock market. The top 1% of income earners in California generate around 40% of the state's income taxes, and their fortunes can change a lot from year to year.

As mentioned above, Property taxes factor into the total funding for the district. Property taxes are calculated based on the valuation assigned to a given secured property multiplied by the given city's (or county if outside of the city limits) property tax rate.

Assessed Value is the value of all taxable, both real (secured) and personal (unsecured) property within the district's boundaries. These include: Non-residential properties such as commercial, industrial and agricultural as well as residential properties to include single family homes, condos, and apartments. Tax-exempt properties, such as government, school, churches, and non-profits are not assessed.

The chart below tracks the assessed value changes within Fresno Unified.

As described earlier, there are two types of property, secured and unsecured. Taxes are calculated and due in two installments on November and February 1st of each year. Any unpaid taxes become delinquent and subject to a 10% penalty. If not paid by June 30th, the taxes are considered "in default" and the penalty increases to 1.5% per month until time of redemption (plus the cost of redemption). If, after five years or more, the taxes remain in arrears, the property is subject to sale by the Treasurer.

As discussed earlier, property taxes in the General Fund directly relate/impact the Local Control Funding Formula (LCFF) calculation.

The portion of the unsecured taxes are due on January 1st. If unpaid by August 31st, a 10% penalty is assessed. If not settled by October 31st, an additional 1.5% attaches to the unpaid tax bill on a monthly basis until paid. The local taxing authority has the following remedies available to collect delinquent unsecured personal property taxes:

- Civil action against taxpayer
- File certificate with County Clerk specifying certain facts in order to obtain a lien on certain property of the taxpayer
- File certificate of delinquency for record in the County Clerk and County Recorder's office in order to obtain a lien on certain property of taxpayer
- Seize and/or sell personal property, improvements, or possessory interests belonging or assessed to the assessee

Alternative Tax Collection Method and Apportionment

California provides counties with an optional alternative method for allocation delinquent property tax revenues. The Fresno County Board of Supervisors has approved the Alternative Method of Distribution of Tax Levies and Collections and Tax Proceed, otherwise known as the “Teeter Plan”. Using the accrual method of accounting, counties allocate property tax revenues based on the total amount of property tax billed, but not yet collected. The County apportions secured property taxes on a cash basis to local political subdivisions, including the District, for which the County acts as the tax-levying/ tax-collecting agency.

The Teeter Plan allows counties to finance property tax receipts for local agencies by borrowing against these liabilities to then advance the revenues to each taxing jurisdiction in the amount equal to the current year’s delinquent property taxes. In return, the counties receive the penalties and interest on delinquent taxes when they are collected. This method allows the District to receive their allocations up-front, however, they forfeit a portion of any potential penalties and interest that would have accrued on any delinquent payments.

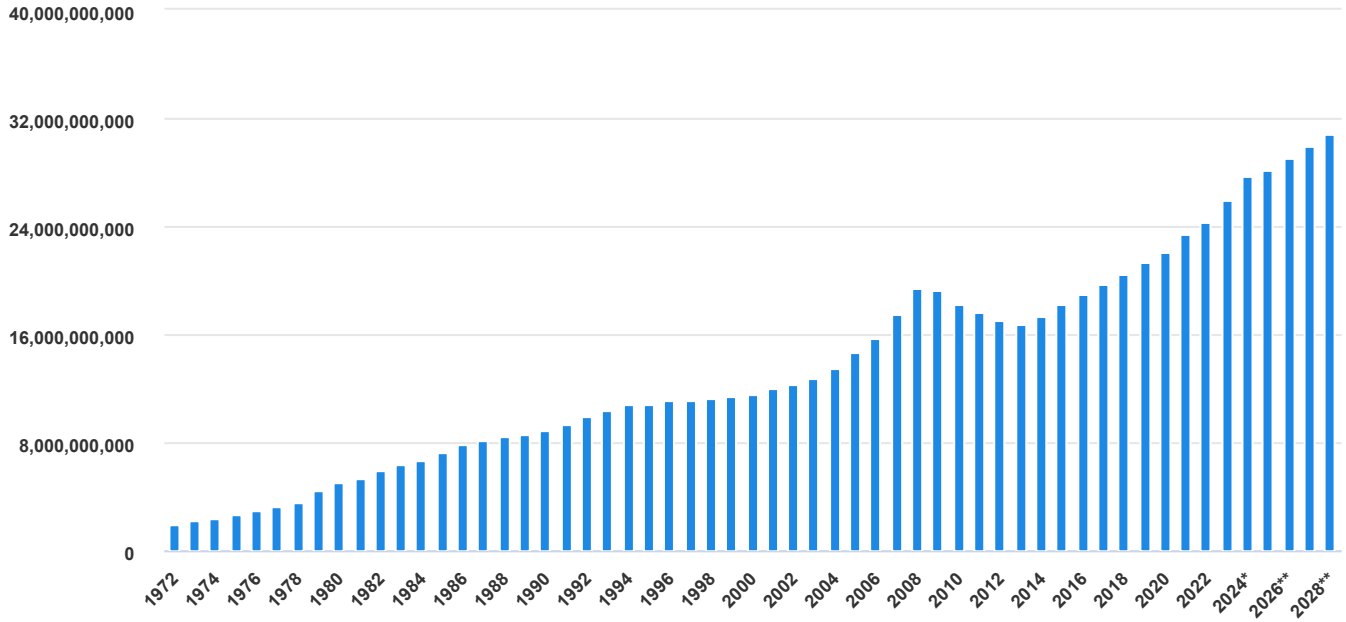
Fresno Unified Historical Assessed Value

FY	Total Assessed Value
1971	\$ 1,613,555,364
1972	\$ 1,968,123,028
1973	\$ 2,165,586,820
1974	\$ 2,427,079,504
1975	\$ 2,652,455,584
1976	\$ 2,948,197,404
1977	\$ 3,312,271,592
1978	\$ 3,618,608,472
1979	\$ 4,453,081,072
1980	\$ 5,057,205,316
1981	\$ 5,308,174,024
1982	\$ 5,970,919,292
1983	\$ 6,398,607,292
1984	\$ 6,727,660,362
1985	\$ 7,211,838,631
1986	\$ 7,892,076,356
1987	\$ 8,214,436,317
1988	\$ 8,518,064,237
1989	\$ 8,582,542,291
1990	\$ 8,896,369,775
1991	\$ 9,337,455,381
1992	\$ 9,952,878,714
1993	\$ 10,443,669,668
1994	\$ 10,838,947,183
1995	\$ 10,842,817,846
1996	\$ 11,072,819,742
1997	\$ 11,106,350,174
1998	\$ 11,211,549,660
1999	\$ 11,340,880,153

FY	Total Assessed Value
2000	\$ 11,524,249,968
2001	\$ 11,968,887,498
2002	\$ 12,360,340,149
2003	\$ 12,805,715,382
2004	\$ 13,417,781,012
2005	\$ 14,697,403,870
2006	\$ 15,714,870,741
2007	\$ 17,434,026,382
2008	\$ 19,339,203,286
2009	\$ 19,237,871,495
2010	\$ 18,228,747,597
2011	\$ 17,599,905,184
2012	\$ 17,022,608,394
2013	\$ 16,789,928,344
2014	\$ 17,267,313,223
2015	\$ 18,211,001,213
2016	\$ 18,946,468,815
2017	\$ 19,688,609,126
2018	\$ 20,449,286,346
2019	\$ 21,361,372,118
2020	\$ 22,088,253,793
2021	\$ 23,438,673,939
2022	\$ 24,238,976,280
2023	\$ 25,887,958,933
2024*	\$ 27,630,205,806
2025**	\$ 28,182,809,922
2026**	\$ 29,028,294,220
2027**	\$ 29,899,143,046
2028**	\$ 30,796,117,338

*Estimated, **Projected Source: Keygent Corp.

Fresno Unified Historical Assessed Value

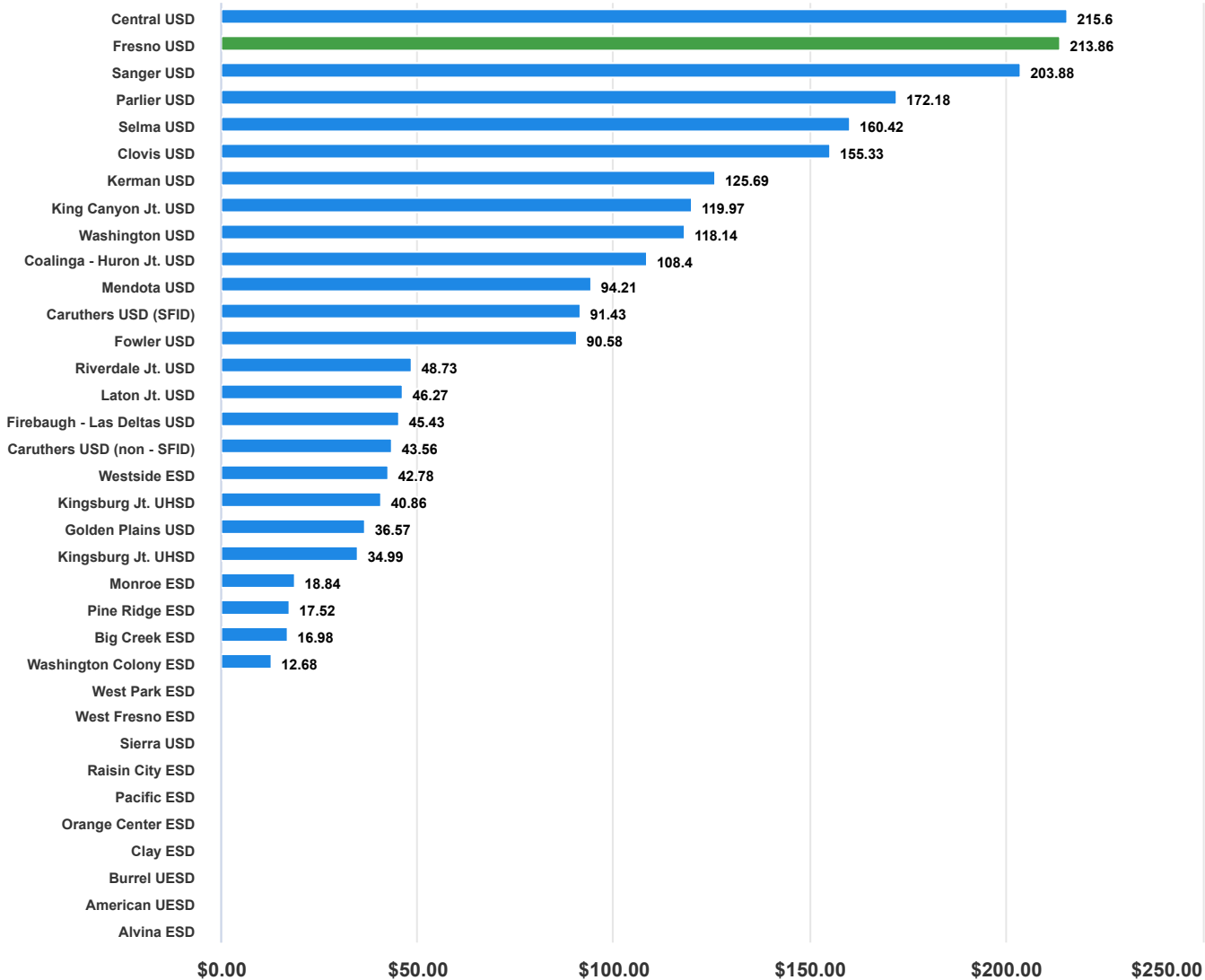


*Estimated, **Projected



The graph listed below shows the most recent K12 tax rates (Bond Interest and Redemption rates) for cities within Fresno County. The district does not receive information regarding the actual tax amounts collected.

2023/24 Fresno County K-12 Tax Rates (Bond Interest & Redemption only) *



*Keygent Corp.

Summary of Property Tax Rates-\$1 per \$1000 of Assessed Value

Fiscal Year	Fresno County Tax Rate	City Of Fresno General Tax Rate	Fresno Unified School District	State Center Community College	Total Tax	Assessed Value of Average Single Family Home (within boundaries of Fresno Unified)	Taxes Paid by Average Single Family Home
2017/18	\$ 1.00000	\$ 0.032438	\$ 0.188834	\$ 0.025934	\$1.24721	\$ 139,966.00	\$ 1,745.66
2018/19	\$ 1.00000	\$ 0.032438	\$ 0.188834	\$ 0.022966	\$1.24424	\$ 145,755.00	\$ 1,813.54
2019/20	\$ 1.00000	\$ 0.032438	\$ 0.188834	\$ 0.025786	\$1.24706	\$ 154,112.00	\$ 1,921.87
2020/21	\$ 1.00000	\$ 0.032438	\$ 0.213864	\$ 0.025672	\$1.27197	\$ 166,287.00	\$ 2,115.13
2021/22	\$ 1.00000	\$ 0.032438	\$ 0.213864	\$ 0.018088	\$1.26439	\$ 173,987.00	\$ 2,199.87
2022/23	\$ 1.00000	\$ 0.032438	\$ 0.213864	\$ 0.018088	\$1.26439	\$ 187,024.00	\$ 2,364.71
2023/24	\$ 1.00000	\$ 0.032438	\$ 0.213864	\$ 0.018088	\$1.26439	\$ 207,368.00	\$ 2,621.94
2024/25	\$ 1.00000	\$ 0.032438	\$ 0.213864	\$ 0.018088	\$1.26439	\$ 211,515.36	\$ 2,674.38
2025/26	\$ 1.00000	\$ 0.032438	\$ 0.213864	\$ 0.018088	\$1.26439	\$ 217,860.82	\$ 2,754.61
2026/27	\$ 1.00000	\$ 0.032438	\$ 0.213864	\$ 0.018088	\$1.26439	\$ 224,396.65	\$ 2,837.25

2024/25 - 2026/27 AV Estimates using district's projected AV growth rates (see next page)

Source: Fresno Unified Bond Administrators-Keygent Advisors, California Municipal Statistics, Inc.



Tax Rates

Projected Tax Rates

The District's projected bond tax rate for the 2024/25 fiscal year is .21386% or \$213.86 per \$100,000 of assessed valuation.

The District's projected tax rates are shown below and are based on the following assumptions:

Annual assessed value growth rate of:

- 2.0% in 2024/25
- 3.0% thereafter
- 2.0% secured tax delinquency per Fresno County Auditor-Controller
- No supplemental tax collections (which typically lower the annual tax rate)



Enrollment Trends Statewide

The state of California experienced its 6th consecutive decrease in total (-40,000) Public K-12 Enrollment during the 2022/23 school year (last certified data). The Department of Finance for the State of California projects that if the trend continues, the state will drop 661,500 resulting in a total enrollment of 5,191,000 by 2032-33. These projections are based on fertility and migration projections for the state.

When forecasting future enrollment, the most common methodology is to use the Grade Progression Ratio (GPR), cohort-survival, projection model to help predict enrollment for kindergarten through twelfth grade as well as high school graduates. The GPR is the result of dividing the enrollment in one grade level by the enrollment in one lower grade from the prior year. The resulting GPR represents the proportion of students expected to progress from one grade to the next. In addition to this information, historical trends, migration analysis and any additional demographic information is considered. For transitional kindergarten, kindergarten, and first grade, projected births are used to determine enrollment numbers. *

*[Public K-12 Graded Enrollment | Department of Finance \(ca.gov\)](#)



Fresno Unified Enrollment Projection Methodology

Fresno Unified employs an outside consulting firm to provide enrollment projections and analysis. ODELL Planning & Research, Inc. specializes in school facility planning, environmental analysis, and demographics. Below is a summary of the methodology used for enrollment projections.

Fresno Unified School District is predominantly “built out” meaning that there are few open tracts of land available for new housing construction. As a result, enrollment growth from new development is much less significant in our District than in some of our neighboring districts.

The historical ratio of births in the zip codes within the Fresno Unified boundaries to kindergarten enrollment in the district four and five years later*—known as the capture rate—is a tool used to project the Transitional Kindergarten (TK) and Kindergarten (K) enrollments. A factor in the TK and K enrollment projections recently has been the continuing downward trend for births in Fresno Unified’s boundary zip codes. However, in 2018 the total births were actually very similar to the 2017 births which therefore resulted in increased enrollment projections at some sites.

*A child is eligible for TK:

- In 2024/25 if they turn 5 years old between September 2, 2024 and June 2, 2025
- In 2025/26 (and each school year thereafter) LEAs are required to make TK available to all children who turn 4 by September 1 of the school year

Survival rates are another factor used in the cohort model for enrollment projections. Survival rates refer to the number of students enrolled in a grade compared to the number of students enrolled in the previous grade the previous year. Average survival rates are typically used to evaluate historical enrollment patterns as students move upward through grades in a district and are indicators of future enrollment trends within the district. The districts survival rates from grade to grade are nearly all less than 100 percent, indicating that more students in each grade leave the District or transfer out of the regular program into alternative programs than enter the regular program classes as students move upward through the grades.

The enrollment projections are based largely upon historical enrollment patterns, which in turn, reflect historical demographics, development, and economic condition in the Fresno Unified School District. If unforeseen economic and demographic changes take place in the district, the enrollment projections would not reflect these changed conditions.

It should be further noted that the enrollment projections are based on average survival numbers, residential development activity, birth rates, and kindergarten enrollment. The actual enrollments will vary from the projected enrollments each year.

Using the above mentioned methodologies and considering other factors such as the lingering impacts of the COVID pandemic, Fresno Unified is predicting district wide enrollment (excluding

charter schools) of 67,352 for 2024/25 which is a decline of 894 students from the 2023/24 enrollment.

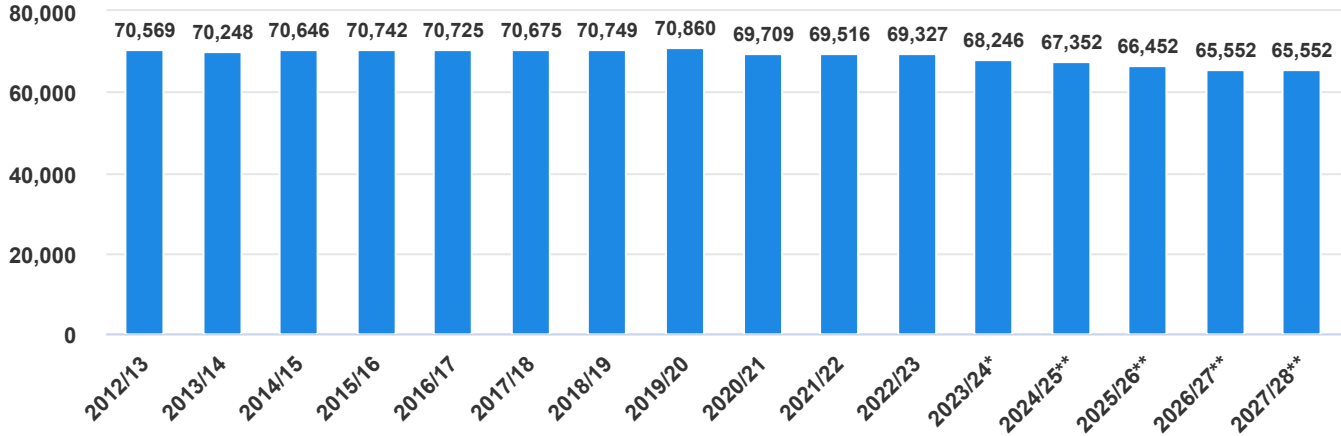
Source: ODELL Planning & Research, Inc



Student Enrollment

Below is Fresno Unified School District’s enrollment by year. The district experienced a decline in enrollment during the pandemic and enrollment did not bounce back once students returned to in person learning; this trend is consistent with State-wide enrollment with no short term relief in sight. As a result, enrollment is planned down through 2025/26 (approximately 900 students per year) and flat for the following two budget year estimates.

Fresno Unified District Enrollment



*Estimated, **Projected

Source: California Department of Education, Data Quest
*Non-Charter

Fresno Unified School District School Listing and Enrollment

Elementary School	Address	2024/25 Projected Enrollment
Addams	2117 W. McKinley Ave., Fresno, CA 93728	720
Addicott*	4784 E. Dayton Ave., Fresno, CA 93726	49
Anthony	1542 E. Webster St., Fresno, CA 93728	375
Ayer	5272 E. Lowe Ave., Fresno, CA 93727	537
Aynesworth	4765 E. Burns Ave., Fresno, CA 93725	510
Bakman	580 N. Helm Ave., Fresno, CA 93727	707
Balderas	4625 E. Florence Ave., Fresno, CA 93725	627
Birney	3034 E. Cornell Ave., Fresno, CA 93703	719
Bullard Talent	4950 N. Harrison Ave., Fresno, CA 93704	754
Burroughs	166 N. Sierra Vista Ave., Fresno, CA 93702	703
Calwa	4303 E. Jensen Ave., Fresno, CA 93704	569
Centennial	3830 E. Saginaw Way, Fresno, CA 93726	706
Columbia	1025 S. Trinity St., Fresno, CA 93706	547
Del Mar	4122 N. Del Mar Ave., Fresno, CA 93704	432
Easterby	5211 E. Tulare Ave., Fresno, CA 93727	588
Eaton	1451 E. Sierra Ave., Fresno, CA 93710	529
Ericson	4774 E. Yale Ave., Fresno, CA 93703	765
Ewing	4873 E. Olive Ave., Fresno, CA 93727	853
Figarden	6235 N. Brawley Ave., Fresno, CA 93722	576
Fremont	1005 W. Weldon Ave, Fresno, CA 93705	427
Gibson	1266 W. Barstow Ave, Fresno, CA 93711	349
Greenberg	5081 E. Lane Ave, Fresno, CA 93727	510
Hamilton	102 E. Clinton, Fresno, CA 93704	804
Heaton	1533 N. San Pablo Ave, Fresno, CA 93728	494
Herrera	5090 East Church Ave, Fresno, CA 93725	658
Hidalgo	3550 E. Thomas, Fresno, CA 93702	557
Holland	4676 N. Fresno St, Fresno, CA 93726	351
Homan	1602 W. Harvard, Fresno, CA 93705	521
Jackson	3750 E. Platt Ave, Fresno, CA 93702	317
Jefferson	202 N. Mariposa, Fresno, CA 93701	412
King	1001 E. Florence Ave, Fresno, CA 93706	536
Kirk	2000 E. Belgravia Ave, Fresno, CA 93706	426
Kratt	650 W. Sierra Ave, Fresno, CA 93704	627
Lane	4730 E. Lowe Ave, Fresno, CA 93702	571
Lawless	5255 N. Reese, Fresno, CA 93722	663
Leavenworth	4420 E. Thomas Ave, Fresno, CA 93702	741
Lincoln	1100 E. Mono, Fresno, CA 93706	520
Lowell	171 N. Poplar Ave, Fresno, CA 93701	286
Malloch	2251 W. Morris Ave, Fresno, CA 93711	520

Elementary School	Address	2024/25 Projected Enrollment
Manchester GATE	2307 E. Dakota Ave, Fresno, CA 93726	671
Mayfair	3305 E. Home, Fresno, CA 93703	519
McCardle	577 E. Sierra Ave, Fresno, CA 93710	446
Muir	410 E. Dennett Ave, Fresno, CA 93728	490
Norseman	4636 E. Weldon Ave, Fresno, CA 93703	586
Olmos	550 S. Garden, Fresno, CA 93727	535
Phoenix Elementary Academy**	3335 N. Arthur Ave, Fresno, CA 93705	26
Powers-Ginsburg	110 E. Swift, Fresno, CA 93704	425
Pyle	4140 N. Augusta Ave, Fresno, CA 93726	671
Robinson	555 E. Browning, Fresno, CA 93710	566
Roeding	1225 W. Dakota Ave, Fresno, CA 93705	639
Rowell	3460 E. McKenzie, Fresno, CA 93702	564
Slater	4472 N. Emerson Ave, Fresno, CA 93705	724
Starr	1780 W. Sierra, Fresno, CA 93711	352
Storey Elementary	5250 E. Church Ave, Fresno, CA 93725	513
Sunset	1755 S. Crystal Ave, Fresno, CA 93706	415
Tatarian	7120 N. Valentine Ave., Fresno, CA 93711	482
Thomas	4444 N. Millbrook Ave, Fresno, CA 93726	883
Turner	5218 E. Clay Ave, Fresno, CA 93727	562
Vang Pao	4100 East Heaton Ave., Fresno, CA 93702	801
Viking	4251 N. Winery, Fresno, CA 93726	609
Vinland	4666 N. Maple Ave, Fresno, CA 93726	585
Wawona K-8 (DI & boundary)	4524 N. Thorne, Fresno, CA 93704	686
Webster	2600 E. Tyler Ave, Fresno, CA 93701	293
Williams	525 W. Saginaw Way, Fresno, CA 93705	576
Wilson	2131 W. Ashlan Ave, Fresno, CA 93705	619
Winchell	3722 E. Lowe Ave, Fresno, CA 93702	660
Wishon	3857 E. Harvard Ave, Fresno, CA 93703	523
Wolters	5174 N. First St, Fresno, CA 93710	404
Yokomi	2323 E. McKenzie, Fresno, CA 93701	698

Middle School	Address	2024/25 Projected Enrollment
Ahwahnee Middle	1127 E. Escalon Ave., Fresno, CA 93710	709
Baird Middle	5500 N. Maroa Ave., Fresno, CA 93704	591
Computech Middle	555 E. Belgravia Ave., Fresno, CA 93706	819
Cooper Middle	2277 W. Bellaire Way, Fresno, CA 93705	544
Fort Miller Middle	1302 E. Dakota Ave, Fresno, CA 93704	627
Gaston Middle	1100 E. Church Ave, Fresno, CA	778
Kings Canyon Middle	5117 E. Tulare Ave, Fresno, CA 93727	844
Scandinavian Middle	3216 N. Sierra Vista, Fresno, CA 93726	836

Middle School	Address	2024/25 Projected Enrollment
Sequoia Middle	4050 E. Hamilton, Fresno, CA 93702	831
Tehipite Middle	630 N. Augusta, Fresno, CA 93701	471
Tenaya Middle	1239 W. Mesa, Fresno, CA 93711	919
Terronez Middle	2300 S. Willow, Fresno, CA 93725	645
Tioga Middle	3232 E. Fairmont Ave, Fresno, CA 93726	654
Yosemite Middle	1292 N. 9th St, Fresno, CA 93703	594

High School	Address	2024/25 Projected Enrollment
Adult Transition Program**	3132 E. Fairmont, Fresno 93726	167
Bullard High	5445 N. Palm Ave., Fresno, CA 93704	2362
Cambridge Cont. High**	1001 S. Chestnut Ave., Fresno, CA 93727	459
Design Science HS	2004 E Cambridge Ave., Fresno, CA 93703	232
DeWolf Cont. High**	2445 W. Dakota Ave., Fresno, CA 93705	126
Duncan PolyTech High	4330 E. Garland Ave., Fresno, CA 93726	1195
Edison High	540 E. California Ave., Fresno, CA 93706	2361
Fresno High	1839 N. Echo Ave, Fresno, CA 93704	1932
Fulton*	3058 N Millbrook Ave. Fresno, CA 93703	17
Hoover High	5550 N. First St, Fresno, CA 93710	2050
E Learn Academy (TK-12)**	822 N. Abby, Fresno, CA 93701	919
Young Secondary**	822 N. Abby Street, Fresno, CA 93701	247
McLane High	2727 N. Cedar Ave, Fresno, CA 93703	2061
Patino High	2000 E. Cambridge Ave, Fresno, CA 93703	228
Phoenix Secondary**	5090 E. Church Ave., Fresno, CA 93725	75
Rata*	1373 W. Mesa, Fresno, CA 93711	42
Roosevelt High	4250 E. Tulare St, Fresno, CA 93702	2177
Sunnyside High	1019 S. Peach Ave, Fresno, CA 93727	2761
Total Enrollment-LCFF funding		67,352

Pre-K not Included in Total

*Special Ed Schools

**Alternative Education Schools



For Information only Pre-Schools (free-standing)	Address	Not included in District totals for funding
Duncan Preschool	4330 E. Garland Ave., Fresno, CA 93726	22
Heaton CDC	1307 E. Home Fresno, CA 93728	37
King CDC	1001 E. Florence Fresno, CA 93706	32
Roosevelt PACE	4250 E. Tulare St, Fresno, CA 93702	0
Scandinavian Child-Center	3350 N. Sierra Vista Fresno, CA 93701	39
Webster CDC	2600 E. Tyler Fresno, CA 93701	21
Lori Ann Infant Center		576
LaVera Williams Early Learning Center		37
Total Pre-school enrollment		764

Charter Schools (informational only)		Not included in District totals for funding
Aspen Meadow Public School	1400 East Saginaw Way, Fresno, CA 93705	N/A
Aspen Ridge	3821 N. Clark Street, Fresno, CA 93726	N/A
Aspen Valley Prep Academy	4221 N. Huges Ave., Fresno, CA 93705	N/A
Carter G. Woodson Public Charter	3333 N. Bond Ave., Fresno, CA 93726	N/A
Dailey Elementary Charter	3135 N. Harrison Ave., Fresno, CA 93704	N/A
Endeavor	777 W. Shaw Ave., Fresno, CA 93704	N/A
Golden	1626 W. Princeton Ave., Fresno, CA 93705	N/A
School of Unlimited Learning	2336 Calaveras Street, Fresno, CA 93721	N/A
Sierra Charter School	1931 N. Fine Ave., Fresno, CA 93727	N/A
University High	2611 E. Matoian Msc Uh134, Fresno, CA 93740	N/A

Average Daily Attendance and Funding

Total Average Daily Attendance (ADA) is defined as the total days of student attendance divided by the total day of instruction. Attendance is important for several reasons.

California school districts, to include Fresno Unified, receive a significant portion of their funding from the State. Prior to 2013/14, school districts received their funding based on a revenue limit model that had existed for almost 40 years. In 2013/14 the Local Control Funding Formula (LCFF) replaced this model of funding; the LCFF continued to use ADA as a basis of the calculation but instead created targets based on student populations and gave spending flexibility to districts.

Due to challenges from the pandemic, districts have suffered ADA losses. Since funding is based on a district's ADA, the Governor's Budget addressed these potential LCFF ADA funding losses with a "Loss Mitigation" plan:

ADA can be reported using one of the following methods:

1. Current-year ADA
2. Prior-year ADA
3. Computed average ADA using the three most recent prior years' ADA

The budget utilizes this formula for estimated Average Daily Attendance (ADA); assumptions include a 92% attendance rate in 2024/25, 2025/26, and 2026/27 and approximately 900 student enrollment decline in each year. These assumptions equate to a decrease of \$12.6 million in 2024/25, \$9.7 million in 2025/26, and \$21.8 million in 2026/27.

New to the 2024/25 Budget Act, but effective July 1, 2025 (2025/26 budget year), is an Attendance Recovery Program (ARP) which is intended to allow Local Educational Agencies to operate an ARP program to make up lost attendance and therefore increase funding and accountability for the district. Key components of this program include:

- ◆ Participation in the program must be voluntary
- ◆ Students must be under the immediate supervision and control of a certificated employee in the district
- ◆ Attendance must be tracked and reported separately from regular attendance
- ◆ Class size ratios cannot exceed 20 to 1, or 10 to 1 for TK/K programs
- ◆ Excludes students in non-classroom based programs, independent study, and charter schools

While the funding component of ADA is critical, there are other key factors related to ADA. Based on national data, chronic absences in kindergarten are associated with lower academic performance in first grade. The impact is twice as great for students from lower socioeconomic families. Other studies have found a strong relationship between sixth-grade attendance and the percentage of student's graduating on time or within a year of their expected high school graduation. Chronic absenteeism increases achievement gaps at the elementary, middle, and high school level making it more difficult to stay on track to graduate.

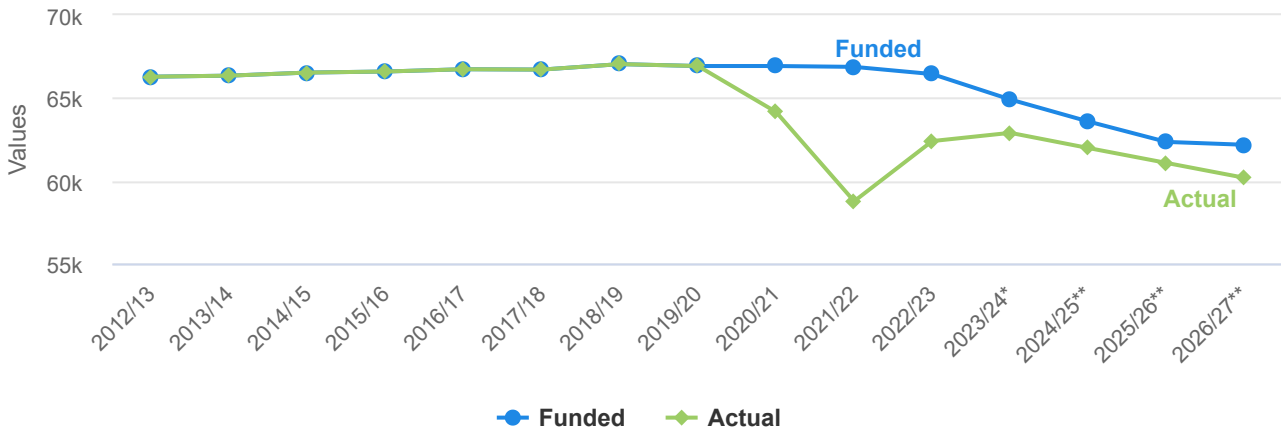
Source: Capitol Advisors "Budget Perspectives Workshop 2024-25 Budget Act"

Average Daily Attendance

SY	Funded	Actual
2012/13	66,286	66,286
2013/14	66,348	66,348
2014/15	66,535	66,535
2015/16	66,598	66,598
2016/17	66,736	66,736
2017/18	66,714	66,714
2018/19	67,045	67,045
2019/20	66,930	66,930
2020/21	66,930	64,154
2021/22	66,879	58,759
2022/23	66,444	62,395
2023/24*	64,907	62,893
2024/25**	63,577	61,975
2025/26**	62,345	61,075
2026/27**	62,172	60,175

*Estimated, **Projected

ADA, Funded vs Actual



*Estimated, **Projected

Options for Families

Fresno Unified is pleased to offer a variety of school choice options that allow for families to attend a school beyond their neighborhood school or to select a school close to their employment within Fresno Unified School District boundaries (E.C. 48204(b)). Families may request a school option by utilizing the Transfer Request Form. Requests may be made throughout the year; however, requests received before December 2, 2024 receive priority. Transfers granted are valid through the highest grade at the school. New transfers are required when entering the next school level (for example, when going from elementary to middle school, or from middle school to high school).

All students will receive admission to their neighborhood school. The neighborhood school is determined by your address.



My Address



My Neighborhood School

Neighborhood elementary schools feed into neighborhood middle schools that feed into neighborhood high schools. For families wanting to consider a different program, the district has four types of specializes programs.

Intra-District transfers:

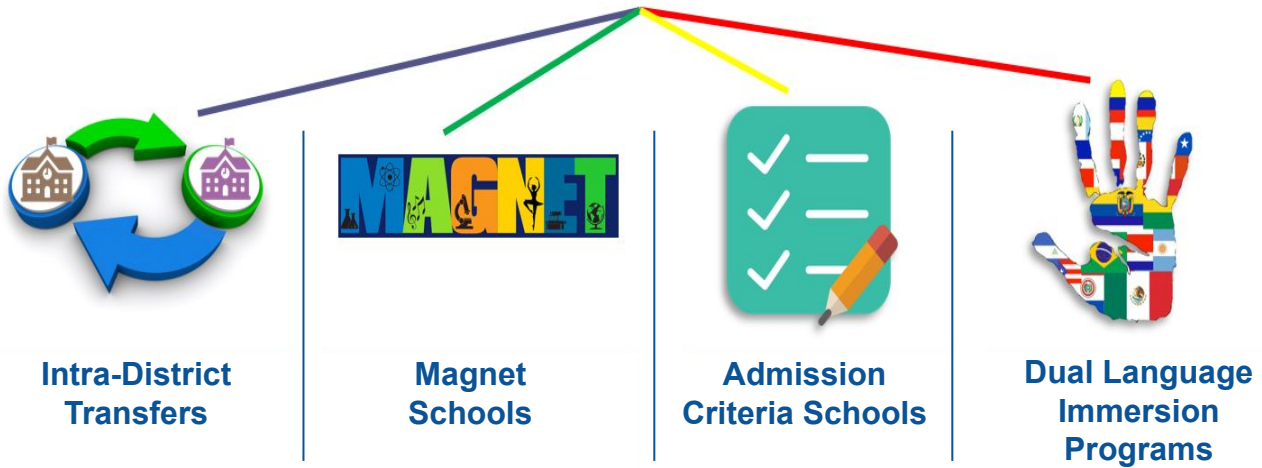
- Transfers to other neighborhood schools that are outside of the student’s attendance boundary
- Transfers are granted based on available space
- Transfers are good to the highest grade at the school level



Magnet School Transfer:

- Some Magnet Schools do not have an attendance boundary and are designed to offer special instruction and programs in order to attract a more diverse student body from throughout the district
- There are 11 magnet school options across all grade levels
- Themes offered range from performing and visual arts, science, medical, applied technology, and global and international studies
- Transportation is provided
- Selection is based upon a computerized random lottery selection

There are Four Transfer Options:



School	Program Type	Selection Criteria
Yokomi TK-6	Science Magnet	Lottery Parent has downtown employment
Hamilton TK-8	Global Studies Magnet	Lottery
Bullard Talent K-8	Performing Arts Magnet	Lottery
Baird 5-8	Agri-Business Magnet	Lottery
Cooper 6-8	International Baccalaureate Magnet	Lottery FHS feeder pattern students
Ahwahnee 7-8	Environmental Science Magnet	Lottery
Design Science 9-12	Early College	Lottery
Duncan Polytechnical 9-12	Career Pathways Medical & Applied Technology	Lottery
Fresno High 9-12	International Baccalaureate Magnet	Lottery
Patino 9-12	Entrepreneurship Magnet	Lottery
Roosevelt 9-12	School of the Arts Magnet	Lottery

Admission Criteria Schools:

- There are three admission criteria school options
 - ◆ GATE (Gifted and Talented Education)
 - ◆ STEM (Science/Technology/Engineering/Mathematics)
 - ◆ Science
 - ◆ STEAM (Science/ Technology/ Engineering /Arts/ Mathematics).
- Transportation is provided
- Admission for GATE programs requires that the student be GATE Certified
- Admission into Computech Middle requires the review of the academic portfolio of every applicant by a committee of district educators

School	Program Type	Selection Criteria
Manchester 2-6	GATE Admission Criteria	Certified GATE Lottery
Yokomi 2-6	GATE Admission Criteria	Certified GATE Lottery
Computech 7-12	Science/Technology Admission Criteria	Academic criteria ranking
Sunnyside 9-12	Science Admission Criteria	Application Packet

Dual Language Immersion Programs:

- Dual Language Immersion Programs instruct students to speak, read, and write in two languages
- There are two types of Dual Language Programs:
 - ◆ Those that do not have a boundary and are listed on the Transfers Request Form: Ewing Elementary, Leavenworth Elementary, Sunset Elementary, Wawona Middle School, Yosemite Middle School, and McLane High School
 - ◆ Those that have a boundary and are only available to students attending the neighborhood school: Balderas Elementary(Hmong), Birney Elementary, Burroughs Elementary, Calwa Elementary, Centennial Elementary, Herrera Elementary, Hidalgo Elementary, Jackson Elementary, Lane Elementary, Roeding Elementary, Rowell Elementary, Vang Pao Elementary (Hmong), and Sequoia Middle School (Hmong)
- Admittance in grades PreK-K is based upon a computerized random lottery, and admittance in grades 1st – 12th requires the student to pass a language assessment exam



School	Program Type	Selection Criteria
Ewing PK-6	Dual Language Immersion Spanish/English	Classes filled 50% English, 50% Spanish Lottery
Leavenworth PK-6	"	"
Sunset PK-6	"	"
Wawona PK-8	"	"
Yosemite 7-8	"	"
McLane 9-12	"	"
Vang Pao PK-3	Dual Language Immersion Hmong/ English	



Pathways and Programs

Fresno Unified prides itself in offering students with real world learning opportunities to prepare their students for life after high school. With this goal in mind, each high school campus provides unique “pathways” and programs for those interested in exploring beyond the normal curriculum.

Bullard High School:

- Biomedicine
- Business, Marketing, and Technology
- Law and Social Justice
- Computer Science
- Teacher Academy

Cambridge High School:

- Cybersecurity
- Marketing Communications
- Small Business Management
- Work Experience

DeWolf High School:

- Business Innovations and Certifications
- Construction Technology
- Work Experience Education

Duncan Polytechnical High School:

- Innovative Design and Applied Technology Academy (IDATA)
 - ◆ Automotive
 - ◆ Heavy Truck
 - ◆ Construction
 - ◆ Welding Fabrication
 - ◆ Manufacturing and Product Development
 - ◆ Aviation
- Medical Academy of Science and Health (MASH)
 - ◆ Nursing
 - ◆ Pharmacy Technician
 - ◆ Rehabilitation Therapy



Edison High School:

- Biomedicine
 - ◆ Biomedicine
 - ◆ Kinesiology
- Engineering Design and Development
- Green Energy Academy
- Computer Science
- Teacher Academy
- Technical Theater

Fresno High School:

- Army JROTC
- Construction, Design, and Architecture Technology
 - ◆ Mechanical Systems
 - ◆ Residential/Commercial Construction
- Warrior Entertainment (Digital Media)

Hoover High School:

- Arts, Media, and Entertainment
- Eco-Technology
- Public Service
- Construction Technology
- Teacher Academy

McLane High School:

- Academy of Finance and Entrepreneurship
 - ◆ Business
 - ◆ Banking
- Medical Education and Research Academy
- ArtVenture
- Teacher Academy

Patino School of Entrepreneurship:

- Business, Entrepreneurship, and Technology

Roosevelt High School:

- Health Academy
- Public Service
- Business and Marketing
- Fashion Design
- Teacher Academy

Sunnyside High School:

- Agriscience and Technology
- Health Sciences
- Multimedia and Marketing
- Video Production Academy
- Doctors Academy
- Teacher Academy



Families considering different school programs, should complete the Student Transfer Request Form located at the link below. The forms are available in English, Spanish or Hmong.

Web-based forms can be completed at: <https://stafed.fresnounified.org/transfer>

School Choice Timeline

December	January	February - May	August - September
<ul style="list-style-type: none">• Transfer Application Deadline• Application entry to student information system	<ul style="list-style-type: none">• Finalize Projected Enrollment for upcoming school year• Pre-registration of students	<ul style="list-style-type: none">• Student placement for the following school year	<ul style="list-style-type: none">• Backfill available seats after enrollment and drops are finalized

Staffing by Full Time Equivalent (FTE)

FTE by Defined Employee Group	Category	2019	2020	2021	2022	2023	2024	2025*
Craft Worker Building Trades	Plant & Maintenance Support	33.00	33.00	33.00	33.00	34.00	35.00	35.00
Crafts in FTA-BTU	Plant & Maintenance Support	119.00	119.00	117.00	117.00	85.00	136.00	136.00
Fresno Teachers Association	Certificated Teachers	3,998.57	4,042.17	3,980.31	4,214.99	4,225.82	4,211.06	4,207.68
Fresno Teachers Association Management (added 2025 FY)	Certificated Management	0.00	0.00	0.00	0.00	0.00	0.00	34.60
Not Represented Confidential	Confidential Administrative Support	20.06	20.06	20.06	19.06	22.06	25.06	24.06
Not Represented Management	Management & Administration	712.12	751.07	771.02	876.57	1,036.07	1,125.72	1,104.47
Not Represented Supervisory	Supervisors	65.50	62.80	57.50	52.50	50.50	58.50	58.50
Operations SEIU	Operations Support	605.75	609.44	610.44	616.31	628.81	659.31	659.31
White Collar CSEA 125	Classified Employees	1,947.50	1,926.02	1,969.56	2,172.09	2,314.91	2,664.06	2,720.88
Grand Total		7,501.50	7,563.56	7,558.89	8,101.52	8,397.17	8,914.71	8,980.50

*2025 Budgeted FTE

FTE is for General Fund, Budgeted Positions (Regular)



Full Time Equivalent (FTE) by Function	2019	2020	2021	2022	2023	2024	2025*
Ancillary Services	54.84	55.24	54.40	139.66	152.31	317.80	316.88
Attendance & Social Work Services	221.84	246.38	237.50	290.26	398.52	402.27	403.64
Board & Superintendent	23.06	23.06	25.06	27.06	25.06	28.06	26.06
Centralized Data Processing	7.00	16.00	14.00	12.56	11.00	12.00	12.00
Community Services	20.65	20.34	41.23	38.01	15.81	1.00	1.00
Enterprise	9.80	0.55	0.28	0.27	0.16	0.14	0.00
Guidance & Counseling Services	117.51	124.30	120.05	143.01	153.14	158.39	148.91
Health Services	132.35	136.10	141.04	148.60	150.08	180.20	188.45
In House Instructional Staff Development	12.25	14.75	14.75	18.75	17.00	17.00	20.00
Information Technology Combined	68.25	52.25	56.25	59.25	58.00	67.00	70.00
Instruction	3448.08	3364.07	3351.46	3487.87	3486.34	3477.93	3496.27
Instructional Administration of Special Projects	20.68	22.24	22.49	22.95	22.50	21.00	20.00
Instructional Library, Media & Technology	131.98	126.94	138.69	156.75	157.94	162.69	158.69
Instructional Supervision & Administration	194.44	204.41	196.50	228.71	326.54	275.62	255.03
Other General Administration	193.78	191.78	190.93	210.72	261.83	271.18	272.67
Other Instructional Resources	83.61	113.44	88.80	92.74	97.39	96.55	77.14
Other Pupil Services	22.87	22.87	23.87	21.86	22.12	29.12	31.73
Other Specialized Instructional Services: Special Education	142.24	158.74	157.24	166.86	164.46	164.84	163.84
Parent Participation	20.35	16.98	17.75	16.38	16.00	20.00	18.00
Plant Maintenance & Operations	702.40	705.84	704.84	709.71	690.31	777.31	777.31
Psychological Services	76.80	81.00	82.20	92.90	114.00	112.00	112.40
Pupil Testing Services	5.60	5.60	4.60	4.60	4.60	4.60	4.60
Pupil Transportation Combined	96.75	115.00	115.00	115.00	115.00	115.00	115.00
Resource Specialist: Special Education	213.31	221.88	227.88	237.13	239.69	234.63	236.63
Safety & Security	111.01	111.70	112.45	135.88	138.20	193.04	231.85
School Administration	501.10	506.25	496.53	514.00	509.98	535.21	532.28
Separate Classes: Special Education	808.45	843.91	862.35	948.35	990.94	1172.75	1222.31
Supplemental Aids & Services: Special Education	51.94	61.94	60.75	61.69	58.25	67.38	67.81
Grand Total	7492.94	7563.56	7558.89	8101.53	8397.17	8914.71	8980.50

*2025 Budgeted FTE

Personnel Changes

The district has made significant investments in several categories in the upcoming school year and in some cases, decreased where appropriate. Detailed below are brief explanations on significant changes from 2023/24 to adopted 2024/25.

- **Separate Classes (Special Education):** The district continues to see significant growth in the number of special needs classes. These would include Deaf/Hard of Hearing, SDC, Learning Handicap (to include severely), Autistic SDC, Mild/Moderate Handicap. Resources have been added/shifted in both Certificated Teachers and paraprofessionals to assist in the classrooms
- **Safety and Security:** The district continues to invest in safety in the adopted budget. Additional personnel added include additional Campus Safety employees and replacing three contracted security guards with Fresno Unified employees
- **Health and welfare of our students** continues to be a focus; adopted budget includes nine additional registered nurses
- Increase in the Instruction function is due to lower class size guidelines
- The reduction in Instructional Supervision and Administration and Other Instructional Resources is due to the redeployment of non-classroom instructors (Literacy Coaches and Teachers on Special Assignment) to the classroom. There is a partial offset increase in the Instructional function due to the lower class size guidelines that was negotiated in our last FTA contract negotiations

Elementary School Baseline Staffing

Description	Elementary School Baseline Staffing
Classroom Teachers	TK = 1 teacher to 24 students (teacher choice of augmentation aide or up to \$5,000 annual stipend if exceeding Classroom guidelines of 1-3 student or 4 or more students) K-3rd Grade = 1 teacher to 23 students 4th to 6th Grade = 1 teacher to 28 students Elimination of combination classes in TK-6th grade Where sufficient permanent classrooms are available
Additional Teachers	Designated Schools = 1 additional certificated FTE Instructional Coach
Classroom Aides	Kindergarten classrooms = 2 to 3 (6 hour aides)
Custodial	3-5 FTE based on school square footage
Safety	Campus Safety - .75 FTE to 1 FTE
Clerical	Office Manager Office Assistant(s) = 1 to 2 FTE Library Technician Home School Liasion
Health Care Professionals	School Psychologist Registered Nurse (1 to 3 days/week) Licensed Vocational Nurse or Health Assistant (2 to 4 days/week) Staffing based on student medical support needs
Administration	Principal 1 to 2 Vice Principals

Middle School Baseline Staffing

Description	Middle School Baseline Staffing
Classroom Teachers	1 teacher to 27 students (teacher choice of augmentation aide or up to \$5,000 annual stipend if exceeding Classroom guidelines of 1-3 student or 4 or more students)
Additional Teachers	Middle School Redesign = 1 to 8 certificated FTE Transition Teacher = 1 FTE Campus Culture = 0.4 FTE School Climate = .6 FTE
Safety	Campus Safety Assistants = 3 to 4 FTE
Custodial	4 to 7 FTE based on square footage
Clerical	Office Manager Office Assistant = .4375 FTE to 2 FTE Attendance Records Assistant Library Technician Home School Liasion
Health Care Professionals	School Psychologist Registered Nurse = 1 FTE Licensed Vocational Nurse or Health Assistant (2 to 3 days/week) Staffing based on student medical support needs
Administration	Principal 1 to 2 Vice Principals Guidance Learning Advisor (GLA) Counselor 2 to 2.6 FTE



High School Baseline Staffing

Description	High School Baseline Staffing
Classroom Teachers	1 teacher to 28 students (teacher choice of augmentation aide or up to \$5,000 annual stipend if exceeding Classroom guidelines of 1-3 student or 4 or more students)
Additional Teachers	Professional Learning Updraft System "PLUS" Teams = 2 to 3 FTE Targeted Improvement Actions = 5 to 7 FTE Librarian
Safety	School Resource Officer and Probation Officer Campus Safety Assistants = 7 to 11
Custodial	6 to 15 FTE based on square footage 2 FTE based on Physical Education
Clerical	Office Manager, Registrar, Assistant Registrar and Financial Technician Office Assistant = 1 to 5 FTE Attendance Records Assistant = 2 FTE Library Technician Resource Counseling Assistant
Health Care Professionals	School Psychologist = 2 FTE Registered Nurse = 1 FTE Licensed Vocational Nurse = .875 to 1.75 FTE (based on student medical support needs)
Administration	Principal Vice Principals = 2 to 6 FTE Counselors = 3 to 11 FTE Campus Culture Director and Athletic Director

Ratio of ADA to Certificated Teacher FTE

The following table shows Fresno Unified as well as comparable districts ratio of Certificated teacher FTE’s in relation to Average Daily Attendance for years 2019/20, 2020/21, 2021/22, and 2022/23 (the most recent certified data point).

The calculation is derived from taking the ADA and dividing by the number of FTE’s. The ratio can decrease for the following reasons:

1. ADA is reduced but FTE remains constant
2. ADA remains constant but FTE is increased
3. Combination of both of above

While Fresno Unified’s ratio increased from prior year due to a reduction in FTE, it should be noted that the ratio remains lower than 2019/20 due to the continued investment in certificated teachers to support class size reduction and learning recovery.

District Name	ADA				Teacher Salary Schedule FTE				RATIO			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
Fresno Unified	66,930	66,930	58,759	62,395	3,874.00	3,896.52	4,395.14	4,006.00	17.28	17.18	13.37	15.58
Clovis Unified	42,026	41,556	39,396	40,246	1,905.00	1,921.75	1,965.17	1,948.00	22.06	21.62	20.05	20.66
Central Unified	15,049	15,039	14,120	14,283	742.00	720.40	704.80	726.00	20.28	20.88	20.03	19.67
Madera Unified	19,147	19,144	17,661	18,494	1,078.00	1,050.02	1,088.00	1,135.00	17.76	18.23	16.23	16.29
Sanger Unified	12,154	10,667	12,088	12,383	632.00	630.60	667.40	657.00	19.23	16.92	18.11	18.85
Elk Grove Unified	61,035	60,769	56,175	57,295	3,242.00	3,132.21	3,175.80	2,841.00	18.83	19.40	17.69	20.17
Long Beach Unified	68,183	68,159	59,927	59,480	3,260.00	3,168.61	3,303.71	3,272.00	20.92	21.51	18.14	18.18
San Bernardino Unified	45,844	45,872	39,754	41,276	2,699.00	2,645.00	2,704.00	2,532.00	16.99	17.34	14.70	16.30
Corona-Norco Unified	50,620	50,643	47,543	47,689	2,419.00	2,399.80	2,447.10	2,453.00	20.93	21.10	19.43	19.44
San Francisco Unified	50,096	50,227	44,706	44,905	3,695.00	3,647.85	3,652.23	3,916.00	13.56	13.77	12.24	11.47
Sacramento Unified	39,947	39,943	34,177	35,138	2,216.00	2,214.96	2,169.26	2,105.00	18.03	18.03	15.76	16.69

Source: School Services of California 2022/23 SABRE report



Per Pupil Expenditures

School Type	2024/25 Rates	2024/25 Amount
Instructional Supplies *		
Elementary Schools	\$16.10 per student plus \$4,000 per site	\$889,740
Middle Schools	\$41.26 per student	\$411,613
High Schools	\$57.06 per student	\$827,631
Alternative Education	\$56.62 per student	\$155,578
Special Ed	\$51.87 per student plus \$4,000 per site	\$30,425
Sub-Total		\$2,314,987

* 90% of instructional supply funds support classroom instruction

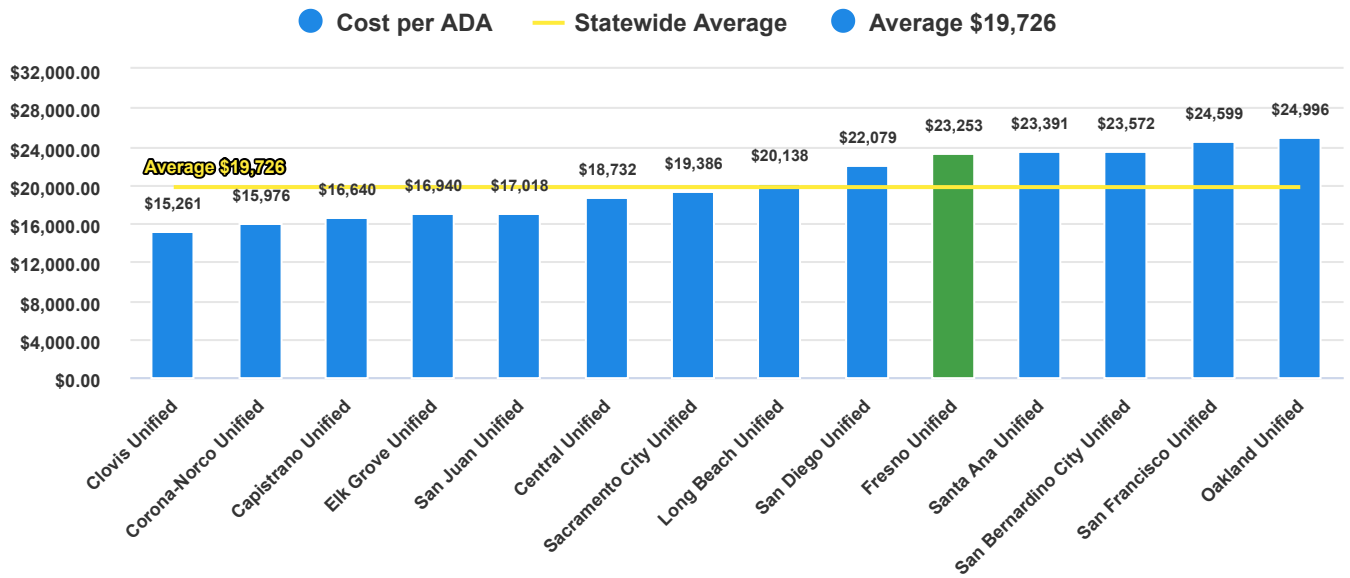
Library Supplies		
Elementary Schools	\$11,000 per site	
Middle Schools	\$15,750 per site	
High Schools	\$21,000 per site	
Sub-Total		\$-

Per Teacher Classroom Allocation		
All	\$500 per teacher	\$2,148,497
Sub-Total		\$2,148,497
Total School Site Instructional Supplies		\$4,463,484

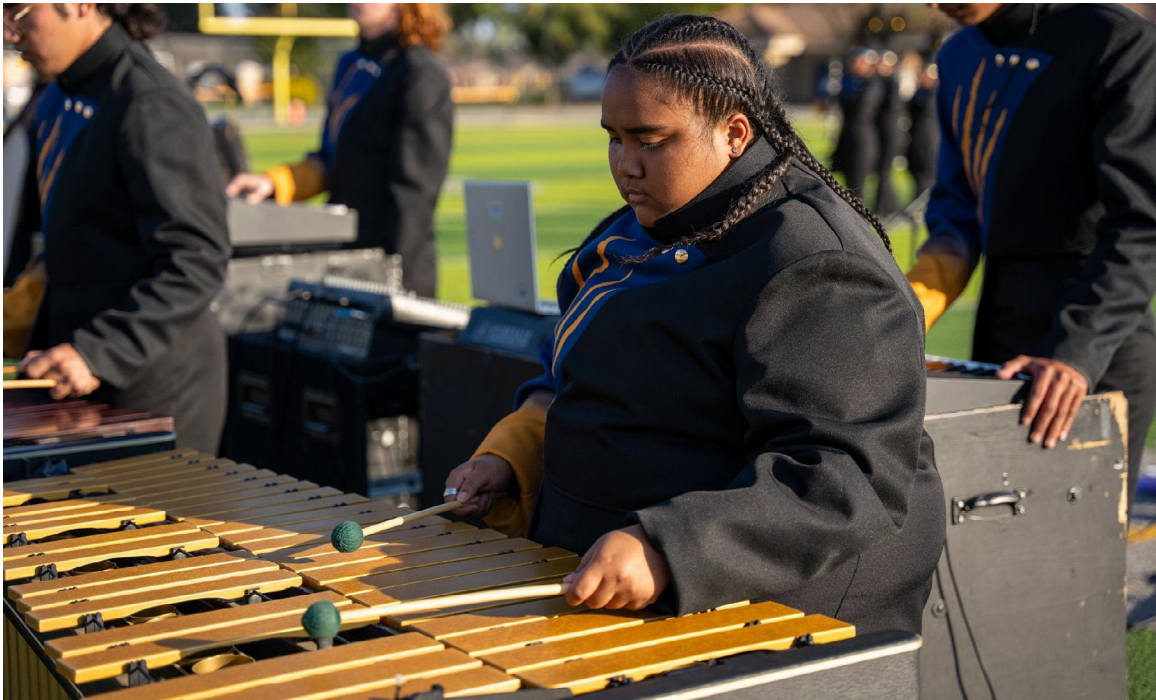
School Type	2024/25 Rates	2024/25 Amount
Extra-Curricular / Co Curricular		
All Schools		\$18,400,000
Sub-Total		\$18,400,000

Site Allocations - Prioritized by the School Site Council		
All Schools		\$36,600,000
Sub-Total		\$36,600,000
Grand Total		\$59,463,484

Expense per ADA/Student



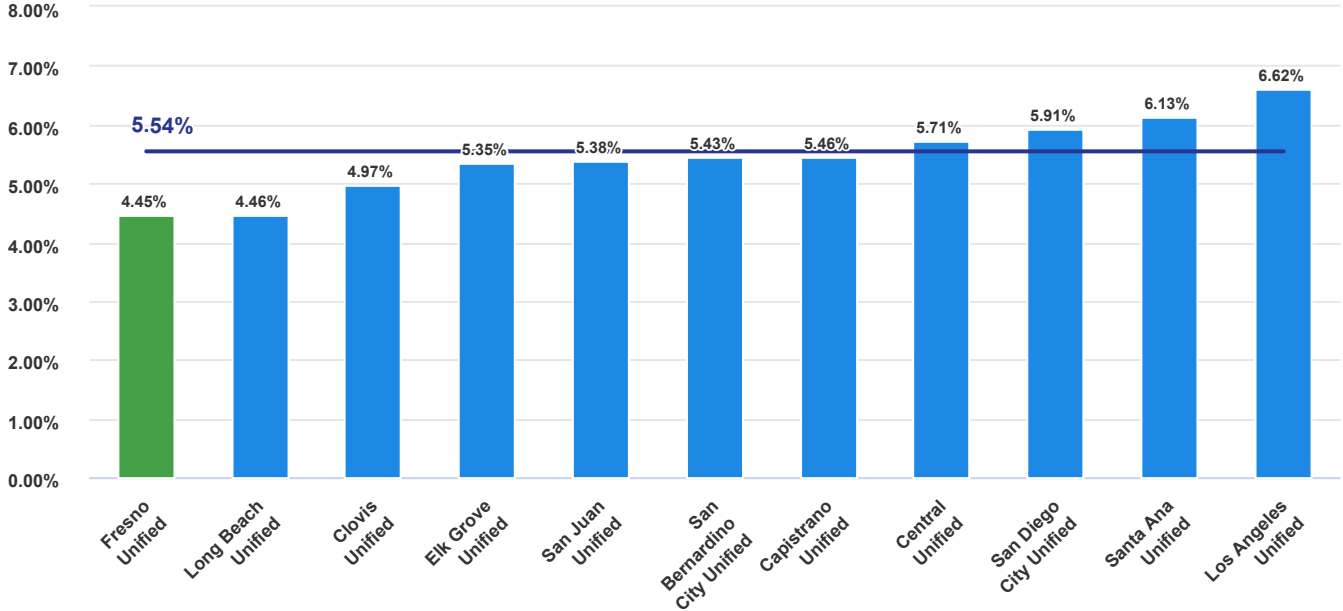
2022/23 CADIE Report



Central Administration Ratio - 2022/23 Unaudited Actuals

The state’s calculation for the central administration ratio includes central office leadership and support services. The state accounting structure clearly defines what is included in the “central administration” for this calculation to ensure uniform application by all school districts. Thus, the comparison below is a reliable and consistent comparison of Fresno Unified’s percentage with the sample group shown.

As the following chart shows, Fresno Unified’s central administration ratio was 4.45% which is 1.09% lower than the average ratio of 5.54%. If Fresno Unified was at the average ratio, the district would be spending \$15.4 million more on central administration costs. This ratio is reported in the Unaudited Actuals report that is published after the closing of each fiscal year (usually in September).



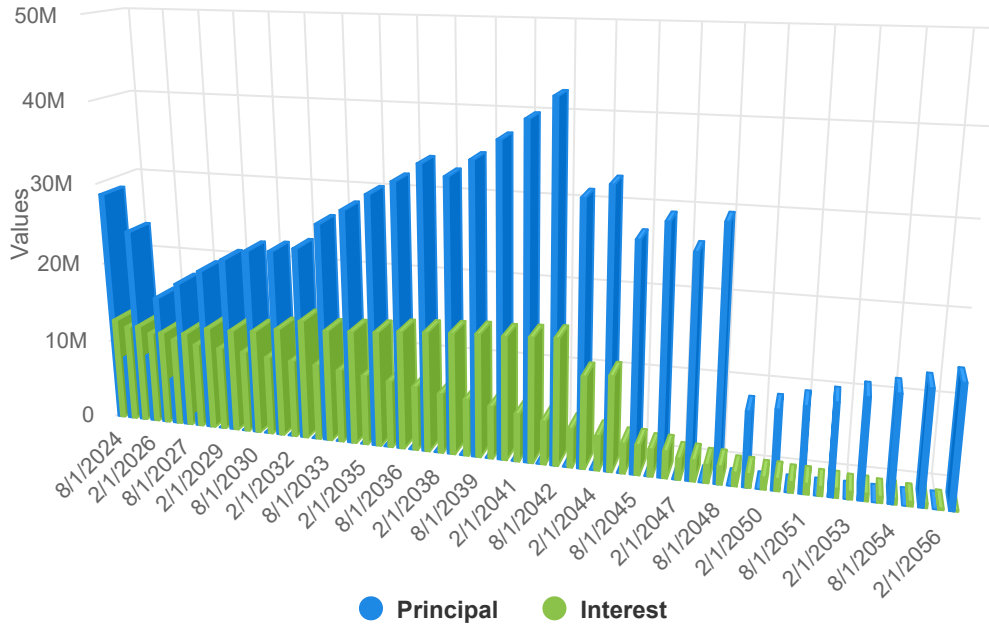
Note: Utilizing 2022/23 Central Admin Ratio for all districts



Bond Information

As of June 1, 2024, the District has the following amortization schedule for their general obligation bond issues. The chart shows both principal and interest payments from 06/1/2024 through 08/1/2055.

Bond Amortization/Repayment Schedule

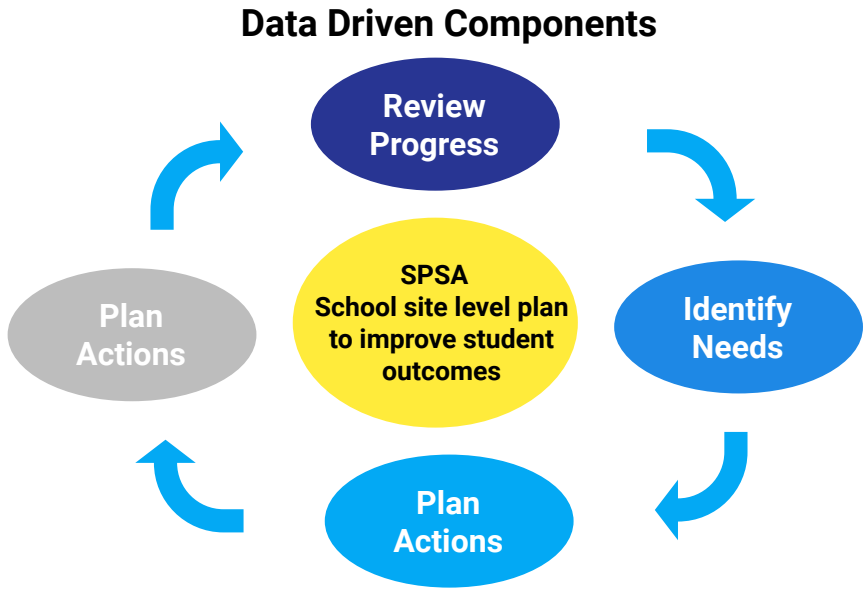


School Site Councils and the School Plan for Student Achievement (SPSA)

The school site council is a group of teachers, parents, classified employees, and students (at secondary level) that works with the principal to develop, review, and evaluate school improvement programs and school budgets. The members of the site council are elected by their peers. For example, parents elect the parent representatives. Below is a chart outlining the make-up of a school site council at Fresno Unified School district elementary and secondary schools:

Elementary		Secondary	
Teacher	Parent/Community	Teacher	Parent/Community
Teacher	Parent/Community	Teacher	Parent/Community
Teacher	Parent/Community	Teacher	Parent/Community
Other Staff	Parent/Community	Teacher	Student
Principal	Parent/Community	Other Staff	Student
		Principal	Student

The job of the school site council is to review the school’s progress in achieving school, district, and state goals, identify needs, and then work with the principal to plan actions and align the site budget to improve student outcomes. In the evaluation process, the council might consider school test scores, attendance and discipline records, parent surveys, and input from students.



2024/25 SPSA Plan

As in previous years, equity-based funding principles were utilized based on the population of low-income, foster youth, and English learners to determine allocations. Trends demonstrate investment in academic supports for students and teachers, including school staff, and resources to connect with parents and families.

Note: While a decrease in site funded positions is reflected, there is ongoing support to sites with district funded positions, reducing the need for site funded teachers, social emotional supports, and safety supports. A summary of the SPSA funded positions is shown below with recent data included.

Prioritization of Supplemental Postions

	2021/22	2022/23	2023/24	2024/25*
Teachers	50	58	48	34
Student Classroom Supports	37	42.34	35	32
Social/Emotional Supports	57	55.345	52	52
Family and Community Engagement/ Liaison Postions	54	26.6	19	18
Office Help/Noon Time Assistant	3	4.25	2	2
Supplemental Health Supports	1	0	0	0
Safety and Security	6	5.75	3	4
After School Supports	1	1	1	1
Totals	209	193.285	160	143

*Budgeted FTE



State Lottery Funds

In November 1984, the California Electorate approved a statewide initiative authorizing a State Lottery Program. After several months of planning, the California Lottery Program was implemented in October 1985. As part of the initiative, 34% of the lottery proceeds are to be distributed to all public educational entities in the State, including local school districts, junior colleges, and state university systems. The law authorizing the lottery requires school districts to use lottery funds “exclusively for the education of pupils and students” and therefore prohibits funds from being used for acquisition of real property, construction of facilities or any other non-instructional purposes. These funds are accounted for in the district’s General Fund.

Since the inception of the program, there has been considerable variance in the amount of lottery collections and subsequent proceeds to local school districts. The following chart reflects the average distribution of lottery proceeds to local school districts.

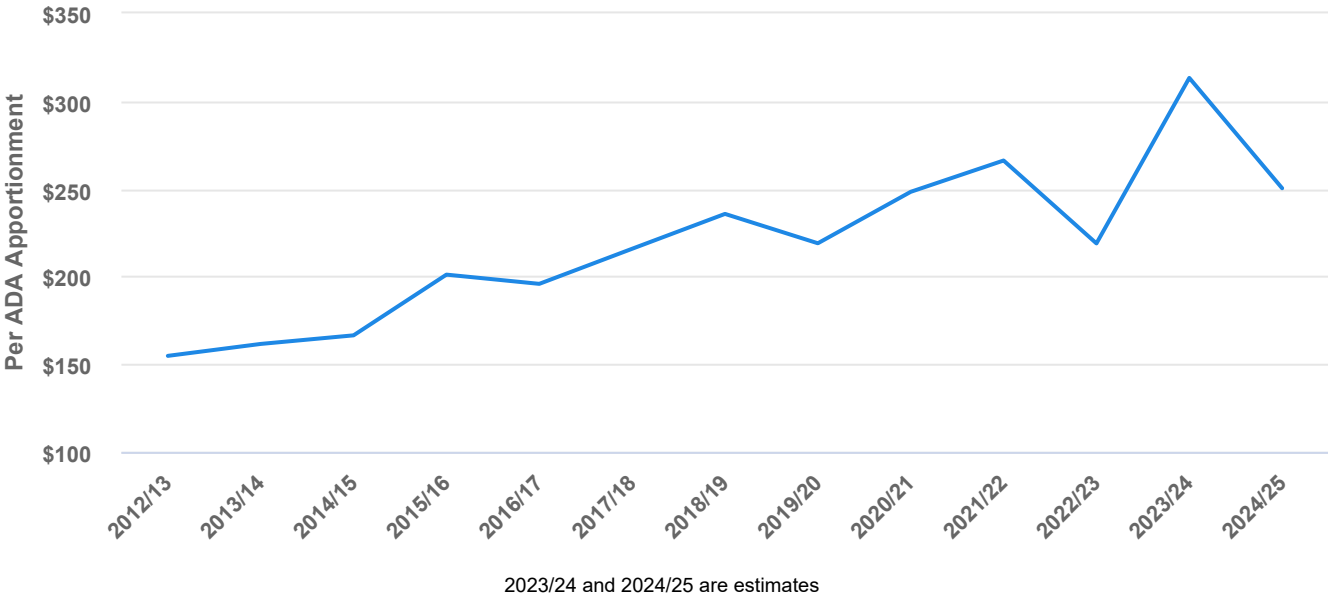
Since lottery funds are allocated based on ADA, the per ADA apportionment can stay the same while reflecting a decrease in total apportionment.

The chart below shows an overview of the Statewide funds allocated to K-12 per ADA. The 2023/24 per ADA amount is an estimate based on the 1st-3rd quarter plus the estimated 4th quarter allocations. Based on revenue projections from the California State Lottery Commission the projected Lottery funding for 2024/25 us \$273.00 per ADA.

The per ADA apportionment has increased due primarily to larger participation/revenue in the State Lottery program.

Source: School Services of California

K-12 California State Lottery Revenue Allocations per ADA



Pandemic Related Funding

To date, the district has been awarded almost \$788.0 million in one-time funding from various state and federal resources. These resources are intended to help districts navigate and respond to the impact of the pandemic. The district’s strategic planning of one-time resources has centered on providing increased student access to instructional and social-emotional interventions, reimagining facility and technology use, and redefining health and safety expectations.

All funds are anticipated to be obligated by September 30, 2024.



Federal Recovery Summary Four Year Overview (in millions)

Item Description		2020/21	2021/22	2022/23	2023/24 Estimated Actuals
Expanded Learning Opportunities	Additional Instruction Time (all grade levels)	\$ -	\$ 10.0	\$ -	\$ -
	Expanded Summer & Winter learning (including Alternative & Special Education)	\$ -	\$ 32.7	\$ 5.8	\$ 21.2
	Expanded After School Programs	\$ -	\$ 7.4	\$ -	\$ -
	Middle School & High School Enrichment Opportunities	\$ -	\$ 3.8	\$ -	\$ -
	eLearn Academy	\$ -	\$ 12.8	\$ 8.4	\$ 0.2
	Simultaneous Teaching	\$ -	\$ 32.3	\$ -	\$ -
Targeted Student Supports	Literacy Class Size Supports	\$ -	\$ 17.6	\$ 2.0	\$ -
	Credit Recovery	\$ -	\$ 1.6	\$ 0.6	\$ 2.1
	School Site Support (to be planned through the SPSA)	\$ -	\$ 1.5	\$ -	\$ -
	Student Group Support (African American, English Learners, Early Learners, Arts, Athletics)	\$ -	\$ 3.3	\$ 5.6	\$ 1.7
Training & Resource Supports	Two Day Voluntary Professional Learning Summit and Three Additional Planning & Student Engagement Days	\$ -	\$ 6.3	\$ 1.5	\$ 1.0
	Curriculum & Instruction Supports	\$ -	\$ 5.6	\$ 6.1	\$ 13.5
	Teacher Development Supports	\$ -	\$ 3.9	\$ 4.4	\$ 4.2
	Leadership Development Supports	\$ -	\$ -	\$ 0.3	\$ 1.1
	Student supports (student books, employability skills, skills contract)	\$ -	\$ 2.8	\$ 2.0	\$ 0.8
Health, Social-Emotional & Mental Health Supports	Health Services Support	\$ -	\$ 5.3	\$ 1.5	\$ 0.2
	Social-Emotional/Mental Health Supports	\$ -	\$ 3.0	\$ 2.1	\$ 3.0
	Special Education Support	\$ -	\$ -	\$ 6.7	\$ 4.0
Facility & Technology Enhancements	Classroom HVAC Upgrades*	\$ -	\$ 13.0	\$ 6.2	\$ 107.7
	Student Desk Replacements, Cafeteria and Outdoor Tables*	\$ -	\$ 4.2	\$ 2.5	\$ 2.7
	Technology Upgrades (Interactive Panels, Wi-Fi Expansion, Security, Classroom Telecom Upgrades)*	\$ -	\$ 1.5	\$ 20.3	\$ 14.1
	Upgrade Equipment (HR, Cafeteria)*	\$ -	\$ -	\$ -	\$ 2.0
	Student Support Services - Office Space, Media Centers, Science Lab	\$ -	\$ -	\$ 1.1	\$ 38.9
	CNG Busses	\$ -	\$ -	\$ -	\$ 1.5
	Farber Facilities (Expanded Alternative Education/CTE)*	\$ -	\$ -	\$ 31.1	\$ 16.1
	Autonomous Scrubbers Sanitation System	\$ -	\$ -	\$ -	\$ 1.8
	Outdoor Support Space (Pending CDE Approval)*	\$ -	\$ -	\$ -	\$ -
	Sub Total	\$ -	\$ 168.6	\$ 108.2	\$ 237.8
Pandemic Learning and Recovery Commitment	\$ 107.5	\$ 60.9	\$ 69.7	\$ 20.0	
Indirect	\$ -	\$ 8.4	\$ 3.5	\$ 3.3	
Total	\$ 107.5	\$ 237.9	\$ 181.4	\$ 261.1	
Beginning Balance Recovery Funds	\$ 787.9	\$ 680.4	\$ 442.5	\$ 261.1	
Ending Balance Recovery Funds	\$ 680.4	\$ 442.5	\$ 261.1	\$ -	

*Project costs can carry-over from one budget year to the next; expenses are recognized as they are completed

Standardized Testing

English Language/Math Proficiency Assessments for California (ELPAC)

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law requires school districts to administer an assessment of ELP to students whose Home Language Survey indicates a language other than English. The ELPAC consists of two separate tests: Initial ELPAC to identify students who are English learners, and an annual summative assessment designed to measure English learner students' progress in learning English.

The Summative ELPAC is administered annually to English learner students in kindergarten through grade 12 until they are reclassified as Fluent English Proficient (REFP). The ELPAC assesses students in four domains: Listening, Speaking, Reading, and Writing. Results are provided in four categories for each domain: Level 1 – Beginning Stage, Level 2 – Somewhat Developed, Level 3 – Moderately Developed, and Level 4 – Well Developed.

An alternate ELPAC is available for English learner students in kindergarten through grade 12 who have been identified by their IEP team as eligible for alternate assessments.

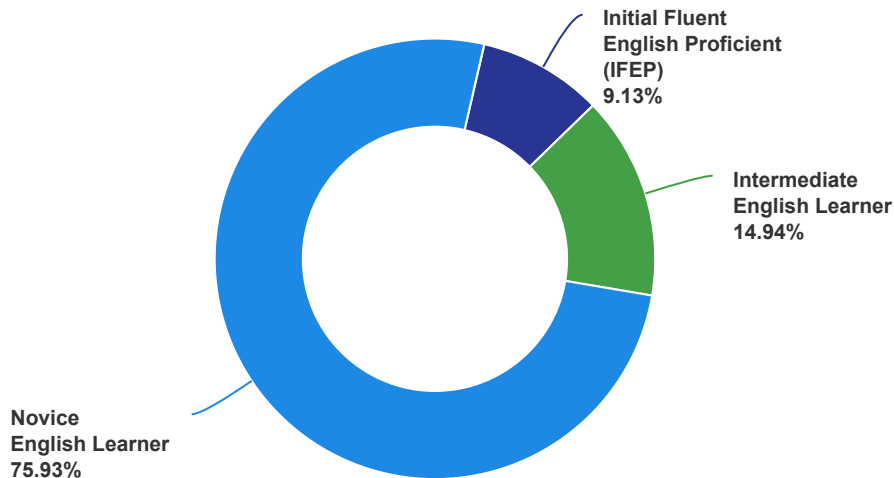
Fresno Unified

English Language Proficiency for Initial ELPAC

Percent of students within each performance level

9.13%

Proficient*



*The State Board of Education approved the use of the highest initial ELPAC Overall Performance Level as Initial Fluent English Proficient



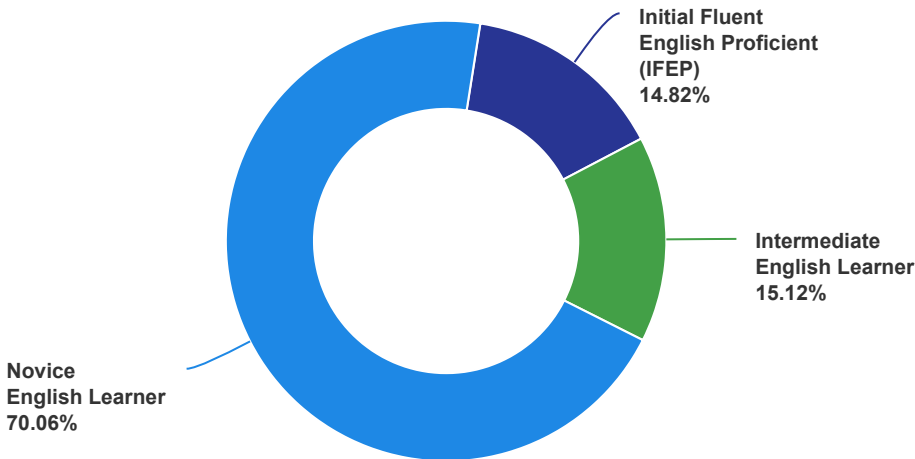
State

English Language Proficiency for Initial ELPAC

Percent of students within each performance level

14.82%

Proficient*



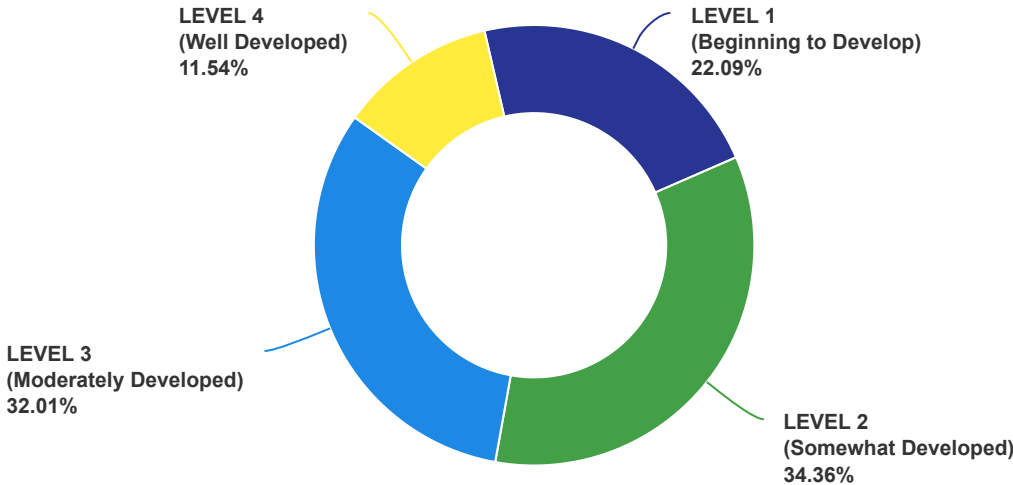
*The State Board of Education approved the use of the highest initial ELPAC Overall Performance Level as Initial Fluent English Proficient. Summative ELPAC Results: Fresno Unified & State.

Fresno Unified

English Language Proficiency for Summative ELPAC

Percent of students within each performance level

11.54%



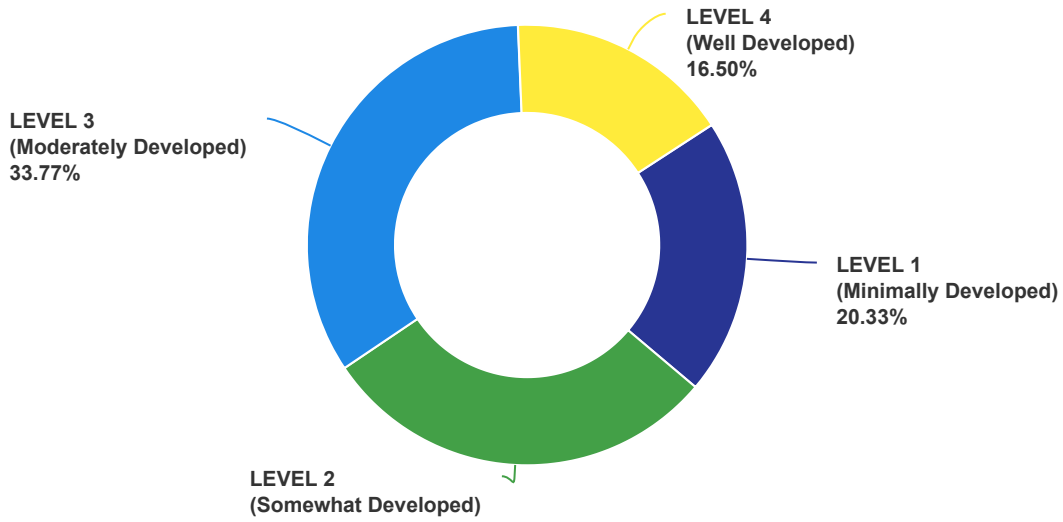
*The State Board of Education approved the use of the highest initial ELPAC Overall Performance Level as Initial Fluent English Proficient

State
English Language Proficiency for Summative ELPAC

Percent of students within each performance level

16.50%

Proficient*



*The State Board of Education approved the use of the highest initial ELPAC Overall Performance Level as Initial Fluent English Proficient

California Assessment of Student Performance and Progress (CAASPP)

The primary purpose of the California Assessment of Student Performance and Progress (CAASPP) System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment tools. The CAASPP includes the Smarter Balanced Summative assessment system for English language arts/literacy (ELA) and mathematics, the California Science Test (CAST), the California Alternate Assessments (CAAs) for ELA, mathematics, and science, and the optional California Spanish Assessment (CSA).

The Smarter Balanced Summative Assessments for ELA and mathematics are comprehensive, end-of-year assessments aligned to state standards and measure progress toward college and career readiness. The compute adaptive format provides a precise measure of what students know and can do while also allowing for year over year comparative analyses. Students in grades three through eight and eleven take the SBAC unless students are identified by their individualized education program (IEP) team as eligible for alternate assessments (i.e., California Alternate Assessments for English language arts/literacy and mathematics).

The California Science Test (CAST), is an online test designed in accordance with the California Next Generation Science Standards and focuses on three science domains: Earth and Space, Life Science, and Physical Science. Students in grades five, eight, and one time in high school will take the CAST unless the students are identified by their individualized education program (IPE) team for alternate assessments.



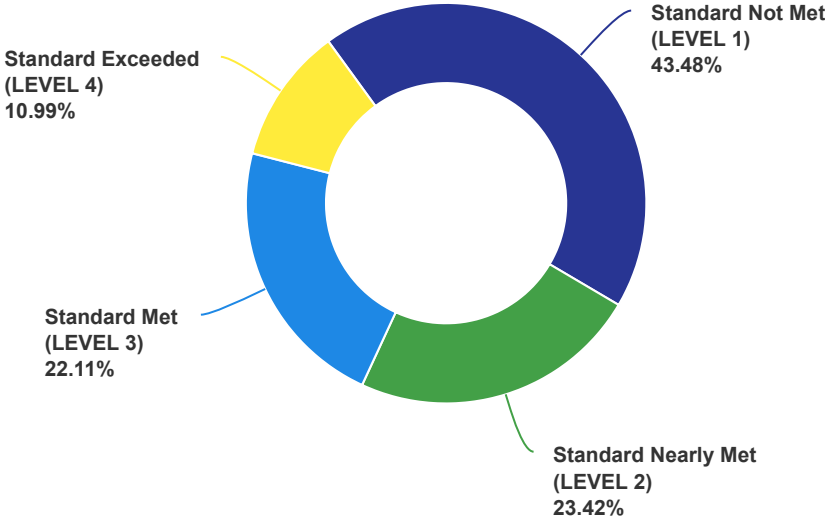
CAASPP Test Results - CAASPP Reporting (CA Dept of Education) (ets.org).

Fresno Unified
ELA

Percent of students within each achievement level

33.10%

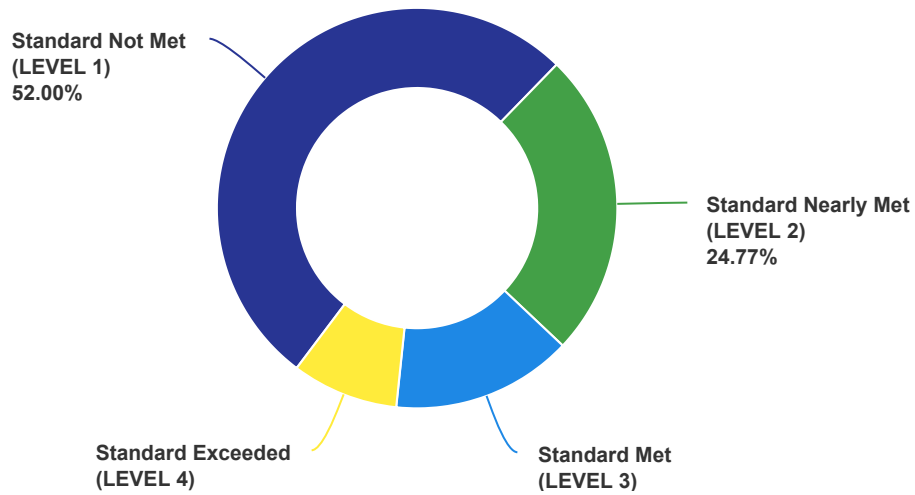
Met or Exceeded
Standard for ELA



Fresno Unified Mathematics

Percent of students within each achievement level
23.23%

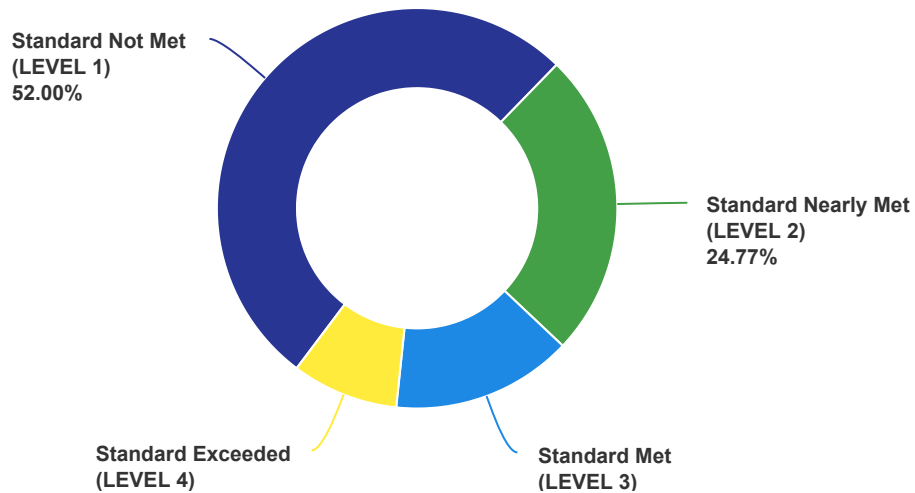
Met or Exceeded
Standard for Math



Fresno Unified Science

Percent of students within each achievement level
16.04%

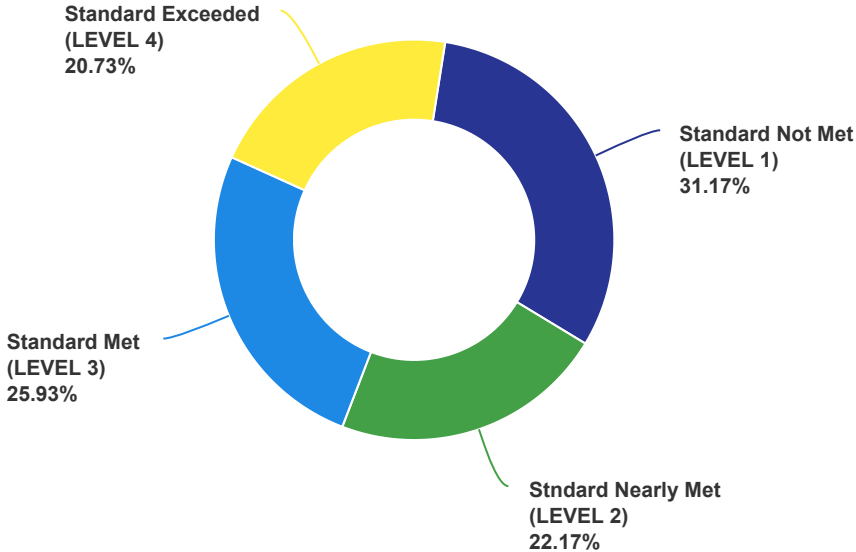
Met or Exceeded
Standard for Math



State
ELA

Percent of students within each performance level
46.66%

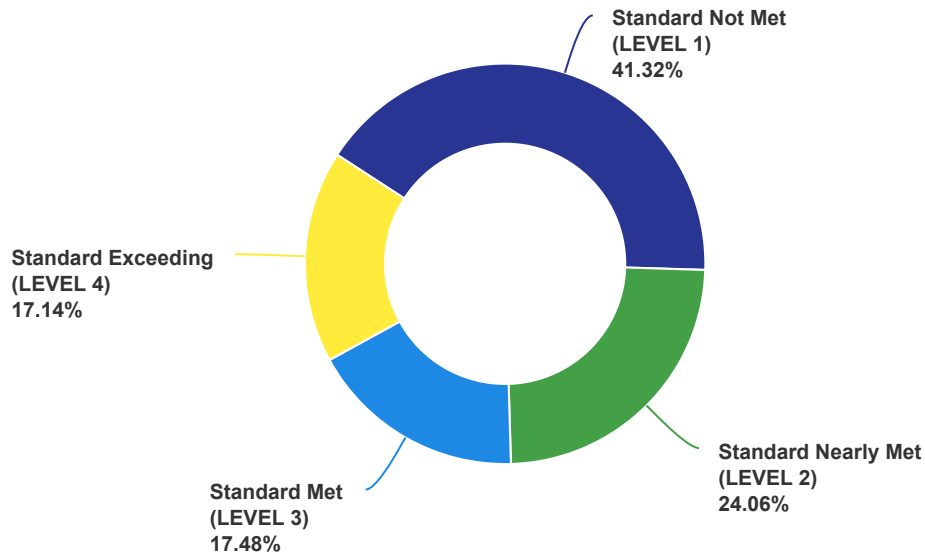
Met or Exceeded
Standard for ELA



State Mathematics

Percent of students within each performance level
34.62%

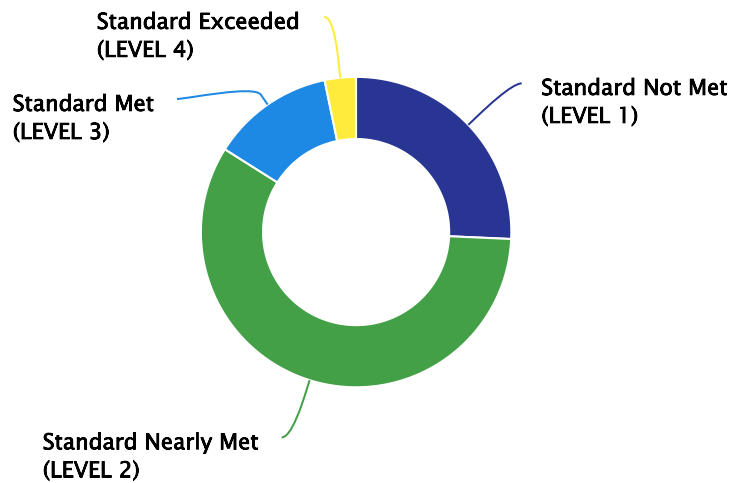
Met or Exceeded
Standard for Math



State Science

Percent of students within each performance level
30.18%

Met or Exceeded



Highcharts.com



iReady

This assessment is administered to kindergarten through 6th grade. The Baseline represents data year 2023/24), and Year 3 is Desired Outcome in 2026/27.

In order to meet the desired outcomes, the district has invested in additional resources such as:

- Additional 30 minutes of direct instructional time for selected sites
- Up to 80 additional professional learning hours for teachers
- Supplemental books
- Culturally responsive and inclusive texts
- Hands on materials
- STEAM materials
- Classroom libraries

For detailed information regarding plans and resources directed at improving student outcomes, please visit the districts’ LCAP plan: <https://stafed.fresnounified.org/lcap>

iReady Assessment Outcomes				
On or Above Grade Level	Baseline 2023/24	Year 1 - 2024/25	Year 2 - 2025/26	2026/27 Desired Outcome
English Language Arts				
All	31.6%			41.6%
English Learners	13.7%			23.7%
Foster Youth	20.9%			30.9%
Low-Income	28.8%			38.8%
Mathematics				
All	21.2%			31.2%
English Learners	9.3%			19.3%
Foster Youth	10.1%			20.1%
Low-Income	18.8%			28.8%



What is the California School Dashboard?

The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

The Dashboard was essentially suspended in 2020 and 2021 because of the pandemic, and the 2022 Dashboard only included “status” data for the 2021-22 school year. The 2023 Dashboard provides a second data point after the pandemic which provides critical information regarding the effectiveness of learning acceleration efforts and other key support provided to support student learning. In the 2023 Dashboard, the data represents almost all state indicators with performance level represented by a color which is determined by the “status” data and “change” data. The only indicator that is not available is the College/Career indicator as it requires 3 years of consecutive data points.

The Dashboard includes six state indicators and seven local indicators. The State indicators are derived from the data submitted via the California Longitudinal Pupil Data System (CALPADS) and the local indicators are based on data collected and reported by Fresno Unified School District.

What does it do?

Six state measures allow for comparisons across schools and districts based on information collected statewide. The state indicators are:

- Academic Indicators
 - ◆ English language arts/literacy (ELA)
 - ◆ Mathematics
- English Learner Progress Indicator (ELPI)
- Chronic Absenteeism Indicator
- Graduation Rate Indicator
- Suspension Rate Indicator

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low-income, English learners, homeless, foster youth, students with disabilities). Schools and districts receive one of five color coded performance levels on each of the six state measures. The performance level (color) is based on current and prior year data.

Five local measures are based on information collected by districts, county offices of education, and charter schools.

- Basic Conditions
 - ◆ Teacher qualifications, safe and clean buildings, textbooks for all students
- Implementation of Academic Standards
- School Climate Surveys
 - ◆ Student safety, connection to the school
- Parent Involvement and Engagement
- Access to Courses

Districts receive one of three ratings for each of the four local measures:

- Standards Met
- Standards Not Met
- Not Met for Two Years

School and student group information is not available for local measures.

The California School Dashboard can be found at: <https://www.caschooldashboard.org/>

DISTRICT PERFORMANCE OVERVIEW

Fresno Unified

Explore the performance of Fresno Unified under California's Accountability System.

Chronic Absenteeism Yellow	Suspension Rate Orange	English Learner Progress Green	Graduation Rate Orange
College/Career Medium	English Language Arts Orange	Mathematics Yellow	Basics: Teachers, Instructional Materials, Facilities STANDARD MET
Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

FRESNO UNIFIED

Academic Performance

View Student Assessment Results and other aspects of school performance.

<p>LEARN MORE</p> English Language Arts Orange 49.8 points below standard Maintained 1.7 Points EQUITY REPORT Number of Student Groups in Each Level <table border="1"> <tr> <td>4 Red</td> <td>6 Orange</td> <td>2 Yellow</td> </tr> <tr> <td>0 Green</td> <td>1 Blue</td> <td></td> </tr> </table>	4 Red	6 Orange	2 Yellow	0 Green	1 Blue		<p>LEARN MORE</p> Mathematics Yellow 80.6 points below standard Increased 8.1 Points ▲ EQUITY REPORT Number of Student Groups in Each Level <table border="1"> <tr> <td>2 Red</td> <td>4 Orange</td> <td>6 Yellow</td> </tr> <tr> <td>0 Green</td> <td>1 Blue</td> <td></td> </tr> </table>	2 Red	4 Orange	6 Yellow	0 Green	1 Blue		<p>LEARN MORE</p> English Learner Progress Green 46.8% making progress Increased 2.6% ▲	<p>LEARN MORE</p> College/Career Medium 40.2% prepared EQUITY REPORT Number of Student Groups in Each Level <table border="1"> <tr> <td>1 Very Low</td> <td>4 Low</td> <td>5 Medium</td> </tr> <tr> <td>0 High</td> <td>0 Very High</td> <td></td> </tr> </table>	1 Very Low	4 Low	5 Medium	0 High	0 Very High	
4 Red	6 Orange	2 Yellow																			
0 Green	1 Blue																				
2 Red	4 Orange	6 Yellow																			
0 Green	1 Blue																				
1 Very Low	4 Low	5 Medium																			
0 High	0 Very High																				

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET




FRESNO UNIFIED

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE
Chronic Absenteeism

All Students State



Yellow

34.7% chronically absent

Declined 16.2% ⚠️


EQUITY REPORT
Number of Student Groups in Each Level

0	0	13	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

LEARN MORE
Graduation Rate

All Students State



Orange

85.8% graduated

Declined 3.7% ⚠️

EQUITY REPORT
Number of Student Groups in Each Level

2	7	1	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

[View More Details](#) →


FRESNO UNIFIED

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

All Students State



Orange

7.3% suspended at least one day

Increased 1.5% ↻

EQUITY REPORT
Number of Student Groups in Each Level

6	5	1	0	1
Red	Orange	Yellow	Green	Blue

View More Details →

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

View More Details →

LEARN MORE

Parent and Family Engagement

STANDARD MET

View More Details →

LEARN MORE

Local Climate Survey

STANDARD MET

View More Details →

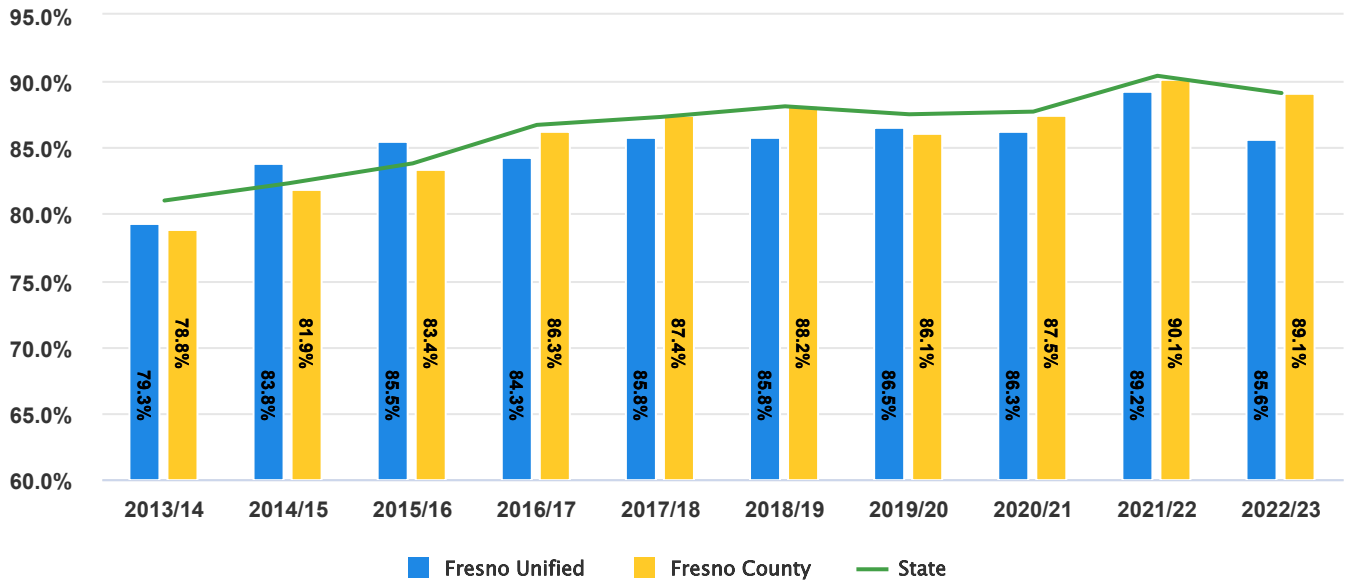


English Learner Results

19.26% of Fresno Unified's student population is designated as an English Learner. The following chart shows two key indicators used to evaluate both their progress towards proficiency and also their redesignation (no longer considered as English Learners).

English Learner Results			
	Baseline 2023/24	Year 2 Outcome 2024/25	Year 3 Desired Outcome 2025/26
English Language Progress	48.6%		49.2%
English Learner Redesignation	6.6%		10.0%

Graduation Rates



Source: DataQuest (CA Dept of Education), 4-year Adjusted Cohort Graduation Rate (2022-23 most recent year certified)

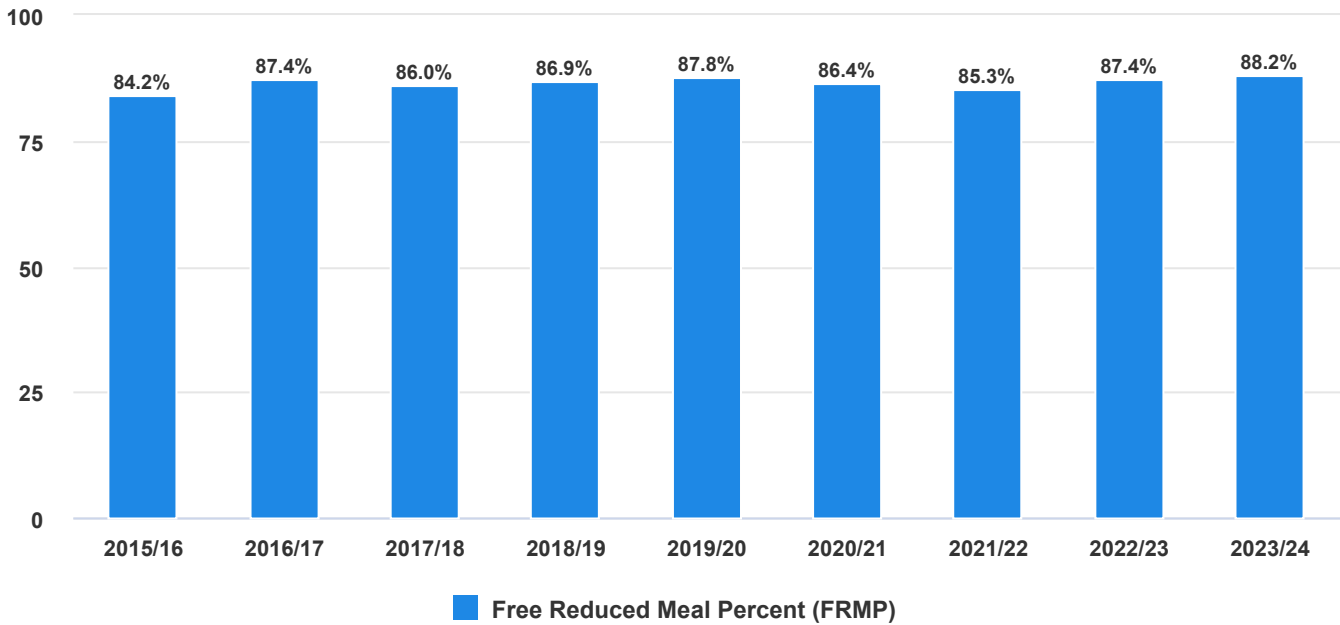


Free and Reduced Price Meal Historical Data

Fiscal Year	Total Enrollment	Unduplicated Eligible Free/Reduced Meal Counts	Free Reduced Meal Percent (FRMP)
2015/16	70,742	59,568	84.2%
2016/17	70,725	61,818	87.4%
2017/18	70,675	60,786	86.0%
2018/19	70,749	61,476	86.9%
2019/20	70,860	62,190	87.8%
2020/21	69,709	60,229	86.4%
2021/22	69,516	59,303	85.3%
2022/23	69,310	60,608	87.4%
2023/24	68,213	60,130	88.2%

*Chart shows eligible count, however ALL Fresno Unified Students receive free meals
 Data Source: CALPADS Unduplicated Pupil Counts (UPC) for Grades K-12 (2022-23)

Free and Reduce Meals



Free/Reduced Meals, Minority, and English Learner % - District Comparison				
Comparative Districts	% Free and Reduced Meals	% Minority	% English Learners	Total Enrollment
San Diego Unified	56.09%	76.16%	17.22%	93,694
Fresno Unified	87.59%	95.94%	23.18%	69,310
Long Beach Unified	53.15%	88.16%	16.58%	65,431
Elk Grove Unified	42.21%	84.42%	16.76%	61,609
Corona-Norco Unified	70.93%	79.29%	14.90%	50,731
San Francisco Unified	51.67%	86.28%	28.03%	48,785
San Bernardino City Unified	88.71%	95.94%	23.18%	45,913
Clovis Unified	47.13%	66.11%	4.75%	41,975
Capistrano Unified	34.43%	47.54%	8.98%	41,751
Santa Ana Unified	73.91%	99.26%	41.60%	39,567
San Juan Unified	53.95%	53.10%	18.15%	37,849
Sacramento City Unified	68.33%	83.62%	19.40%	37,068
Oakland Unified	76.97%	89.45%	34.64%	34,043
Central Unified	79.42%	88.88%	14.65%	15,735



Special Education Services

The enactment of the Individuals with Disabilities Education Act codified the constitution's guarantee of equal protection under law for all children from birth to twenty-two years with disabilities, providing them with free appropriate public education that meets their education and related service needs in the least restrictive environment. Special Education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children with disabilities and children who are not disabled, in a manner that is appropriate to the needs of both.

In 1997, California legislators passed Assembly Bill 602. This bill changed the funding structure for special Education from one based on an instructional personnel service J-50 model calculation to a population-based method. Special Education funds are allocated according to the total student population in a Special Education Local Plan Area (SELPA) rather than on the number of identified special education students. Fresno Unified is a single district SELPA. SELPA's are responsible for allocating funds for the services provided to the individual eligible students.

AB 602 was created to provide equity funding in addition to the usual Master Plan funding. AB 602 funding is based on total district ADA; Special Education ADA is not part of this funding calculation. The District's special education population continues to outpace total District enrollment growth. Although AB 602 was meant to provide equitable funding, due to the disproportionate growth rate, it insufficiently funds the high cost of special day class programs, mainly autism and severely disabled.

Community Advisory Committee (CAC)

Each SELPA is required by Education Code 56190 to have a Community Advisory Committee. The committee shall serve in an advisory capacity.

The community advisory committee shall have the authority to fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:

1. Advising the policy and administrative entity of the district, special education local plan area, or county office, regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
2. Recommending annual priorities to be addressed by the plan.
3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encouraging community involvement in the development and review of the local plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent awareness of the importance of regular school attendance.

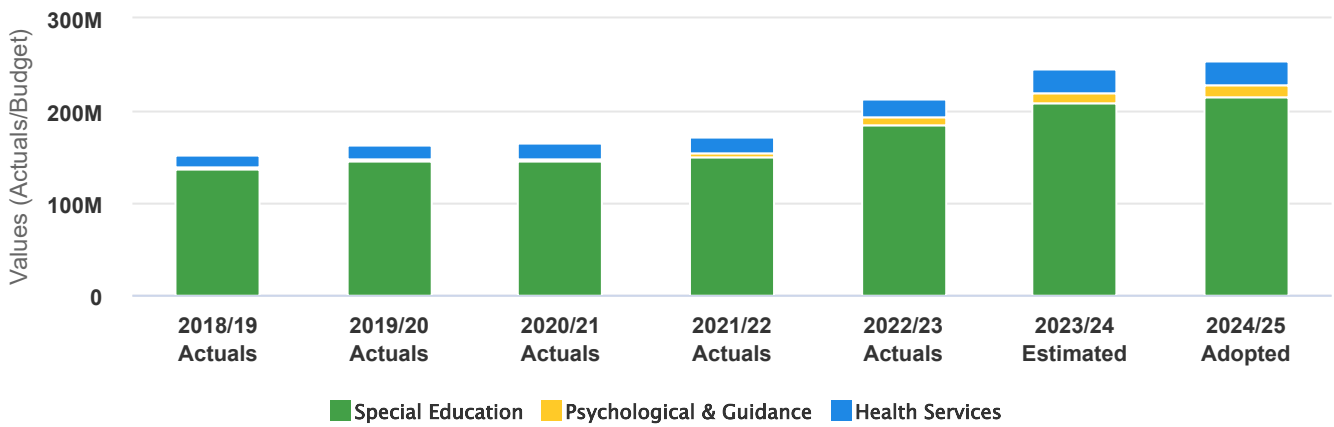
CAC's in California provide a wide range of positive parent to parent support systems including conferences, support groups, newsletter and publications, and training opportunities in addition to their advisory capacity.

For more information regarding CAC's, please go to our website: [Community Advisory Committee \(CAC\) | Fresno Unified Special Education](#)

Special Education Budget (Includes Health Services, Psychological & Guidance Services)

	Actuals					Estimated	Adopted Budget
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Health Services	\$ 13,486,520	\$ 14,142,827	\$ 16,097,699	\$ 16,029,000	\$ 19,430,000	\$ 24,490,000	\$ 25,460,000
Psychological & Guidance Services	2,284,077	3,025,039	3,338,836	4,635,000	8,970,000	10,720,000	13,200,000
Special Education	136,577,722	145,603,795	144,759,414	150,730,000	185,590,000	209,420,000	215,850,000
Total	\$ 152,348,319	\$ 162,771,661	\$ 164,195,949	\$ 171,394,000	\$ 213,990,000	\$ 244,630,000	\$ 254,510,000

Special Education Budget



Income and Poverty in Fresno Unified

Most Fresno Unified students are disproportionately impacted by higher concentrations of poverty than the average city in California. Fresno County ranks as the second poorest metropolitan county (Tulare ranks last) in California.* Within the City of Fresno, the US Census reports that 35.0% of children that attend Fresno Unified School District live with incomes below the Federal poverty level compared to 14.8% statewide (median household income) and 15.5% for the United States.**

Poverty rates within Fresno Unified for Poverty rates are also significantly higher in the following groups: Black residents (33.3%), Asian residents (23.1%), Native Hawaii (33.9%), American Indian (24.4%) and for Hispanic or Latino residents (22.7%).** It is also important to recognize that these statistics do not adequately count the homeless population. Bottom-line, poverty affects Fresno school age students to a greater degree than the statewide average.

Below you will find comparative data for both per capita income and median household income in both the City and County of Fresno, the City of Clovis, the State of California and the US. This data represents the most recent Census data, 2018-2022.

Sources:

*[Fresno, California \(CA\) poverty rate data - information about poor and low-income residents living in this city \(city-data.com\)](https://www.city-data.com/fresno-california-ca-poverty-rate-data-information-about-poor-and-low-income-residents-living-in-this-city)

www.indexmundi.com/facts/united-states/quick-facts/california/percent-of-people-of-all-ages-in-poverty#chart

**SAIPE ([census.gov](https://www.census.gov))

* [WelfareInfo.org/poverty-rate/California](https://welfareinfo.org/poverty-rate/California)

Income and Poverty Comparison (Census Data 2018-2022)

	City of Fresno	City of Clovis	Fresno County	State	US
Per Capita Income****	\$ 29,293	\$ 41,909	\$ 30,130	\$ 45,591	\$ 41,261
Median Household Income****	\$ 63,001	\$ 98,554	\$ 67,756	\$ 91,905	\$ 75,149



Salary Increases

Fresno Unified prides itself in offering both competitive salary and benefit packages to their employees. Through constant collaboration with our labor partners, employee groups, and the Governing Board we have been able to remain competitive in our immediate geographic area. Starting with the 2019/20 school year, contingency language was established for salary schedule increases that hinge on First Interim LCFF Revenue Limit Sources. These increases are stepped.

For more information regarding Collective Bargaining Agreements: [Labor Relations & Collective Bargaining Agreements | Fresno Unified Human Resources](#)

Negotiated Salary Adjustments by School Year

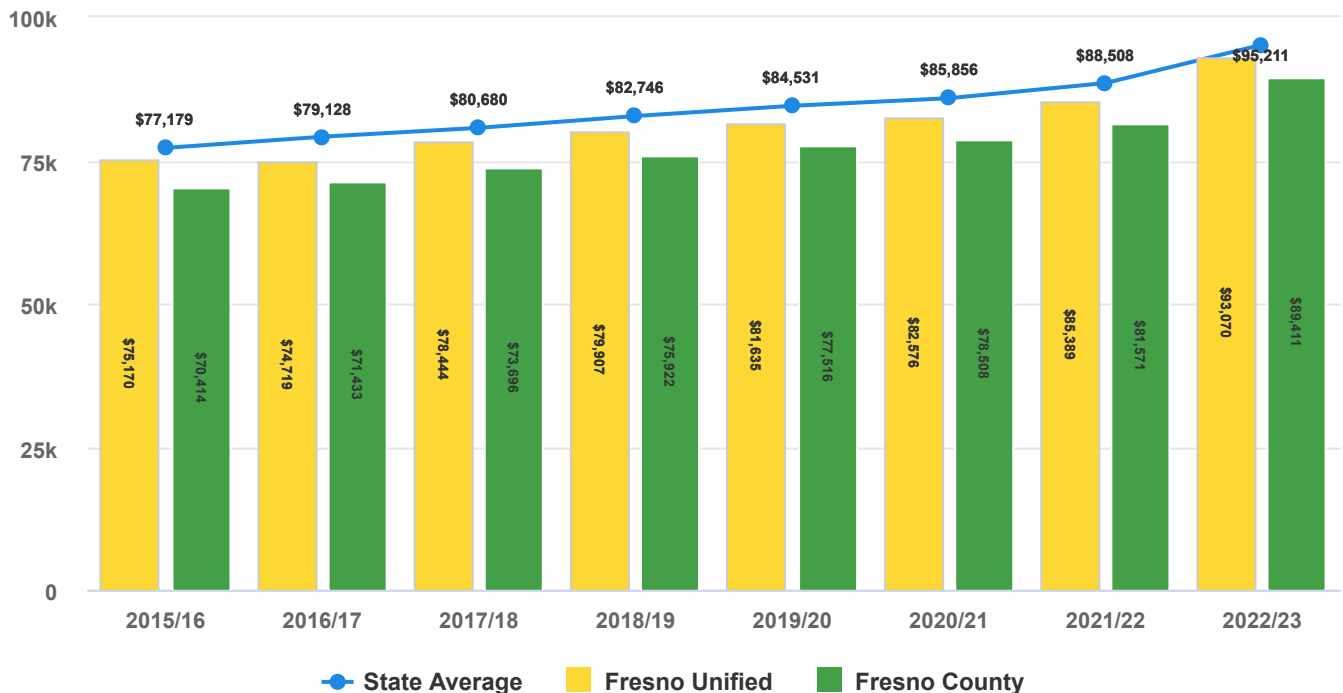
	Ongoing	Overtime
2017/18	2.0%	N/A
2018/19	3.0%	N/A
2019/20	3.0%	1.50%
2020/21*	0.0%	\$3,500 & 0.5%
2021/22	4.0%	N/A
2022/23	6.0%	\$5,000*** & 0.5%
2023/24**	8.5%	N/A
2024/25	3.0%	2.50%
2025/26	4.5%	2.50%

*Impacted by Pandemic-COLA planned at 0.00%

**New contract agreement ratified 10/31/2023

Average Teacher Salary

State, Fresno Unified, Fresno County



School Finance Glossary of Terms



School Finance Glossary Of Terms

Foreword

The purpose of this glossary is to provide definitions of terms that are currently used in school business discussions. The definitions used herein are written for the layperson. The definitions are appropriate for this intended purpose. However, in their simplification, they lose some of their accuracy. This glossary should not be used as a technical guide for professionals with responsibility for implementing the many regulations associated with management of school district finances.

AB 86/130

State Funds to be used for any purpose consistent with providing in-person instruction pursuant to Ed Code Section 43522 (f), including, but not limited to: COVID-19 testing, cleaning, PPE, ventilation and other school site upgrades, salaries for certificated or classified employees providing in-person instruction or services, social and mental health support services.

AB 1200

Reference to Assembly Bill 1200 (Chapter 1213, Statutes of 1991) that imposed major fiscal accountability controls on school districts and county offices of education by establishing significant administrative hurdles and obligations for agency budgets and fiscal practices. See Education Code Section 1240 et sec. and 42131 et sec. Effective 2013/14, this program was subsumed in to the Local Control Funding Formula (LCFF).

AB 727

Reference to Assembly Bill 727 passed in 1998 which changed the definition of ADA from including excused student absences to excluding excused absences. The change in law was to have no effect on the district's total revenue. However, if the district has a higher than normal absence rate, it can result in a significant loss in revenue due to AB 727.

Account

A method of categorizing financial transactions by type.

Accountability

The notion that people (e.g., students or teachers) or an organization (e.g., a school, school district, or State Department of Education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so.

Account Code

A number assigned to sources of revenue, purpose of expenditures, assets, liabilities, and fund balances.

Accounting Period

The period of time represented by published financial statements. California school districts prepare financial statements for a fiscal year beginning July 1st and ending June 30th.

Accounts Payable

An account that reflects amounts owed by the district for goods and services received but not paid for at the date of the financial report. Accounts payable may include amounts owed to vendors, employees, financial institutions, etc. Amounts reported here are payable within a short period of time, usually less than one year.

Accounts Receivable

An account that reflects amounts owed to the district for goods and services. These amounts should be paid to the district within a short period of time, typically within one year.

Accrual Basis Accounting

Transactions are recorded when they have been reduced to a legal or contractual right or obligation to receive or pay out cash or other resources.

Achievement Gap

Student achievement tests consistently show that certain groups of children score far below children in other groups. The data documents a strong association between poverty and students' academic success or lack of it. While poverty is not unique to any ethnicity, it does exist at disproportionate rates among African Americans, Hispanics, and other minorities. The reasons behind the achievement gap are multifaceted. They do, to some degree, stem from factors that children bring with them to school. However, other factors that contribute to the gap may stem from students' school experiences.

Achievement Test

A test to measure a student's knowledge and skills.

Adult Education

Classes for students, usually adults, offered by local school districts.

Ad Valorem Taxes

Taxes based on the value of property, such as the standard property tax, are called ad valorem taxes. The only new taxes based on the value of property that are allowed today are those imposed with voter approval for capital facilities bonded indebtedness. Since Proposition 13, properties in California are adjusted to the true market value primarily at the time of property transfer.

Affordable Care Act (ACA)

A Federal law enacted to ensure that all Americans have access to affordable health insurance. The ACA mandates that employers offer health coverage for employees that work on average more than 30 hours per week or 130 hours per month.

After School Education and Safety (ASES) Program:

The After School Education and Safety Program (ASES) is the result of the voter-approved initiative, Proposition 49. This proposition amended the California Education Code (EC) Section 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local

after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in transitional kindergarten through ninth grade.

American Rescue Plan Act (ARP Act)

Federal funding (also known as ESSER III). This funding is available to existing McKinney-Vento grantees (homeless student population). The funding is available in two rounds and is distributed on a formula based on both an LEA's share of Title One, Part A, and its enrollment of homeless children and youth in the 2018/19 and 2019/20 school years, whichever is greater. Spending window is March 13 2020-September 30, 2024. SACs resource code is 5634.

Apportionments

State aid given to a school district or county office of education. Apportionments are calculated three times for each school year. The First Principal Apportionment (P-1) is calculated in February of the school year corresponding to the P-1 ADA (See Attendance Reports); the Second Principal Apportionment (P-2) is calculated in June corresponding to the P-2 ADA; and the annual recalculation of the apportionment is made in February following the school year and is based on P-2 ADA, except for programs where the annual count of ADA is used.

Appropriations

Funds set aside or budgeted by the state or local school districts for a specific time period and a specific purpose.

Assessed Valuation (AV)

The total value of property within a school district as determined by state and county assessors. The AV of a school district will influence the total property tax income of a school district. The percentage growth in statewide AV from one year to the next is an important ingredient in determining appropriation levels required from the state for fully funding district and county revenue limits, as well as for Proposition 98 calculations.

Associated Student Body (ASB)

An organization of students with the purpose to raise and spend money on behalf of the students approved by the governing body of the organization and by the school authorities, and not in conflict with the authority and responsibility of the public-school officials.

Attendance Reports

Each school district reports its attendance three times during a school year. The First Principal Apportionment Average Daily Attendance (ADA), called the P-1 ADA or the P-1 count, is counted from July 1 through the last school month ending on or before December 31 of a school year. The Second Principal Apportionment ADA, called the P-2 ADA, is counted from July 1 through the last full school month ending on or before April 15. Fiscal or annual ADA is based on the count from July 1 through June 30. Historically, the final recalculation of the apportionment is based on the P-2 ADA except for adult education programs, regional occupational centers and programs and nonpublic school funding, all of which use the annual

count of ADA. In addition, under certain circumstances when a district has a very large influx of migrant students in the spring, a district may request the use of annual ADA in lieu of P-2 ADA.

Attendance Recovery Program (ARP)

Program that authorizes the LEA to operate a program to make up lost attendance for both funding and accountability.

Audit

A formal examination of records and documents, and the securing of other evidence, for the purpose of determining whether transactions are complete and accurately recorded in the accounts; and that the statements fairly represent the financial transactions and condition of the district. An independent audit of a school district's financial reports is required annually.

Average Daily Attendance (ADA)

The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every day would equal one ADA. ADA is not the same as enrollment, which is the number of students enrolled in each school and district. (This number is determined by counting students on a given day in October.) ADA is lower than enrollment due to factors such as students moving, dropping out, or staying home due to illness. The state uses a school district's ADA to determine its general purpose (revenues) and other funding. For regular attendance, ADA is equal to the average number of pupils actually attending classes who are enrolled for at least the minimum school day. Attendance is counted every day of the school year and is reported to the California Department of Education three times a year (See Attendance Reports).

Balance Sheet

A formal financial statement that reports the value of assets, liabilities, and fund balance as of a specific date.

Benefit Assessment Districts

See Maintenance Assessment Districts.

Bilingual Education

Programs for students with limited proficiency in English. Some federal and state categorical funds are targeted for bilingual education.

Bond

A written obligation to pay a specified sum of money, (face value), at a fixed time in the future, (date of maturity). Bonds generally carry interest at a fixed rate but may carry variable rates as well.

Bonded Debt Limit

The maximum amount of bonded debt for which a school district may legally obligate itself. The total amount of bonds issued cannot exceed a stipulated percent of the assessed valuation of the district.

Bonded Indebtedness

An obligation incurred by the sale of bonds for acquisition of school facilities or other capital expenditures. Since 1986, districts have been able to levy a local property tax to amortize bonded indebtedness provided the electorate approves the taxes.

Bond Measure

Bonds allow school districts to borrow funds to pay for a large capital investment-much as a person borrows to purchase a home. Districts can choose to seek bond passage with either a two-thirds vote or a 55% vote, which requires greater accountability measures. Local property owners, through an increase in property taxes, repay the principal and interest. A simple majority of state voters must approve a state general obligation bond, which is repaid by state taxes and has no impact on property tax rates.

Budget

A plan of financial operation embodying an estimate of adopted expenditures for a given period or purpose and the adopted means of funding them.

Budgeting

The process of allocating the available resources of an organization among potential activities to achieve the objectives of the organization; planning for the use of resources.

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013 and encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and eleven
- Alternate assessments for English language arts/literacy and mathematics in grades three through eight and eleven
- Science assessments in grades five, eight, and ten (i.e., California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA)
- Standards-based tests in Spanish (STS) for reading/language arts in grades two through eleven (optional)

California Basic Education Data System (CBEDS)

The statewide system of collecting enrollment, staffing, and salary data from all school districts on a specific day each October.

California Basic Education Skills Test (CBEST)

Required for anyone seeking certification as a teacher, the test measures proficiency in reading, writing and mathematics.



California English Language Development Test (CELDT)

A test used to assess a student's language proficiency in English, specifically listening, speaking, reading, and writing.

California High School Exit Exam (CAHSEE)

The exam that students must pass to graduate from a California high school. The exam assesses skills on California content standards for both English, Language Arts and Mathematics.

Capital Outlay

Expenditures for the replacement of equipment, major renovation, or new schools.

Career Technical Education (CTE)

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

CARES Act

Federal Funding from CDE to provide funds to LEA's to mitigate learning loss related to COVID-19 school closures. Spending window from March 1, 2020 May 31, 2021. SACS resource code is 3220.

Categorical Aid

Funds from the state or federal government granted to qualifying school districts for specialized programs regulated and controlled by federal or state law, or by regulation. Examples include programs such as Special Education. Expenditure of most categorical aid is restricted to its particular purpose. The funds are granted to districts in addition to LCFF revenues.

Center for Advanced Research & Technology (CART)

State-of-the-art high school, in partnership with the Clovis Unified School District and the business community designed to meet a student's technology and advanced course work needs.

Certificated/Credentialed Employees

Teachers and most administrators must meet California's requirements for a teaching credential. These requirements include having a bachelor's degree, completing additional required coursework, and passing the California Basic Educational Skills Test (CBEST). However, teachers who have not yet acquired a credential but have an emergency permit can teach in the classroom and are counted in this category.

Certificates of Participation (COP)

A financing technique, which provides long-term financing through a lease (with an option to purchase or a conditional sale agreement). The primary difference between a COP and a General Obligation Bond is that a General Obligation Bond is voter approved debt as opposed to a COP which is not voter approved.

Classified Personnel

Employees who hold positions that do not require credentials including aides, custodians, clerical personnel, transportation, food services, and other non-teaching personnel.

Class Size Reduction (CSR)

Initiated in the 1996–97 school year for kindergarten through third grade, the state has two programs that provide incentive funding for schools to reduce or maintain class sizes of no more than 20 students per teacher. One program covers kindergarten through third grade classes. A separate program supports smaller classes for core academic subjects in 9th grade. The existing CSR program was replaced in the 2013/14 fiscal year with the passage of the LCFF, which has mandates as to the allowable sizes of classes in grades K-3. The funding is now a grade span adjustment to the LCFF in grades K-3.

Classified Personnel

Employees who hold positions that do not require credentials including aides, custodians, clerical personnel, transportation, food services, and other non-teaching personnel.

Cohort

A cohort is a group of people who are around the same age. In education, it is often used to describe a group of students in the same grade, learning group, or similar demographic grouping.

Comparative Analysis

Comparative Analysis of a District’s Income and Expenditures as compared to other agencies.

Concurrently Enrolled

Pupils who are enrolled both in a regular program for at least the minimum school day and in a class for adults. Such a student will generate both regular average daily attendance (ADA) for the time in the regular program and concurrently enrolled ADA for the time in Adult classes. By qualifying for both regular ADA and concurrently enrolled ADA, a student can generate more than one unit of ADA.

Consumer Price Index (CPI)

A measure of the cost of living compiled by the United States Bureau of Labor Statistics. The Consumer Price Index is one of several measures of economic change. Salary adjustments and other costs can be linked to the Consumer Price Index, which is sometimes used as a factor to measure inflation.

Content Standards Test (CST)

A test specifically for California schools aligned with State standards that describe what students should know and be able to do in each grade level. The test is given to students in grades 2 through 11 as part of the State’s STAR Program.

Contribution

A term used in school finance to describe the situation in which a program’s costs surpass its funding, thus forcing school officials to use funds meant for other purposes to pay for



these additional costs. Contributions occur in most districts, which provide services for children with disabilities. Other contributions are caused by deficit factors or local decisions to allocate general-purpose funds to special purpose programs.

Coronavirus Aid, Relief, and Economic Security Act (CARES Act)

The U.S. Congress passed this Act on March 27, 2020 in response to COVID-19. This Act provides states with both funding and streamlined waivers to give State educational agencies (SEAs) necessary flexibilities to respond to the COVID-19 pandemic. The two main funding sources for this Act are the Elementary and Secondary Emergency Relief Fund (ESSER I Fund) and the Governor's Emergency Education Relief Fund (GEER I Fund). This funding provides local educational agencies (LEAs) with emergency relief funds to address the impact the pandemic continues to have on elementary and secondary schools across the nation.

Coronavirus Response and Relief and Supplemental Appropriations Act (CRRSA Act)

Enacted on December 27, 2020, this is the second federal relief stimulus funding package in response to the COVID-19 pandemic. The two main funding sources are the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund) and the Governor's Emergency Education Relief Fund (GEER II Fund).

Cost of Living Adjustment (COLA)

An increase in funding for schools from the state or federal government due to inflation. In California, the law states that schools should receive a certain Cost of Living Adjustment based on the Implicit Price Deflator for State and Local Government Purchases of Goods and Services. (See Education Code Section 42238.1)

Credit Rating

A rating that establishes the school district's relative risk to a purchaser of debt in comparison with other debt issued by other entities. Debt of public entities is rated by one or more of three rating agencies – Moody's Investors Services, Standard and Poor's, and Fitch Investment Services.

Criteria and Standards

Local district budgets must meet state-adopted provisions of criteria and standards. These provisions establish minimum fiscal standards that school districts, county offices of education and the State use to monitor district fiscal solvency and accountability. (See Education Code Sections 33127 et sec.)

Current Operating Expenditures

Education expenditures for the daily operation of the school programs such as expenditures for administration, instruction, health services, transportation, and operation and maintenance of plant.

Debt Service

Expenditures for the payment of principal and interest on long-term obligations. Deferred Maintenance Major repairs of buildings and equipment by school districts. The District allocates a portion of its funds to deferred maintenance projects.

Deficit Factor

When an appropriation to the State School Fund for revenue limits or for any specific categorical program is insufficient to pay all claims for state aid, a deficit factor is applied to reduce the allocation of state aid to the amount appropriated.

Deficit Spending

The amount by which total expenditures exceed total revenues for the fiscal year. Deficit spending results in a reduction of fund balance.

Deficits

Funding shortfalls occur when the State appropriations are insufficient to fund local district and county entitlements.

Developer Fees

A charge per square foot on residential and commercial construction within a school district. These fees are charged both to developers of new properties and to property owners who remodel and is based on the premise that new construction will lead to additional students. Individual school districts decide whether to levy the fees and at what rate up to the maximum allowed by law. The maximum, adjusted for inflation every two years, is higher for residential than for commercial construction. Districts are required to substantiate the financial impact of new development and show that they have used the revenues to address that impact. Proceeds may be used for building or renovating schools and for portable classrooms.

Due To/From Other Funds

Amounts owed by one fund to another. The recognition of interfund payables in one fund requires the recognition of an interfund receivable in another fund. Because of this relationship, the aggregate amount of interfund payables must always equal the aggregate amount of interfund receivables.

Economic Impact Aid (EIA)

State categorical aid for districts with concentrations of children who are transient, from low-income families, or English-Language Learners. Due to the implementation of the Local Control Funding Formula (LCFF), this grant has been rolled into LCFF supplemental funding.

Education Code

Laws from the State that govern school districts, county offices of education, etc. These can be found at <http://www.cde.ca.gov/re/lr/cl>.

Education Revenue Augmentation Fund (ERAF)

The fund used to collect the property taxes shifted from cities, the county, and special districts within each county prior to their distribution to K-14 school agencies.



Employee Benefits

Amounts paid by the school system on behalf of employees. These amounts are not included in the gross salary but are over and above. They are fringe benefit payments, and while not paid directly to employees, they are nevertheless a part of the employee cost. Examples are (1) group health or life insurance payments; (2) contributions to employee retirement (STRS –State Teachers’ Retirement System); (3) O.A.S.D.I. (Social Security) Taxes; (4) workers’ compensation payments; and (5) payments made to personnel on sabbatical leave.

Encumbrances

Purchase orders, contracts for salary, or other commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved. They cease to be encumbrances when paid or when the actual goods or services are delivered to the school district.

Ending Balance

Generally, a reference to a school district’s net ending balance of their General Fund. The ending balance is divided into restricted and unrestricted funds that a school district has remaining at the end of a fiscal year. A school district must have a Reserve for Economic Uncertainties within their ending balance, which meets the criteria and standards minimums as established by the State Board of Education.

English Learner (EL)

Student who has not yet mastered the English language.

English Language Arts (ELA)

All academic disciplines related to reading and the use of the English language in communication.

Enrollment

The total number of pupils enrolled, whether part-time, full-time, resident, or non-resident. For state reporting purposes, students must be enrolled in a qualifying program. A pupil is considered enrolled whether in attendance on a specific count date or not, participating in homebound instruction or a non-graduate enrolled in qualifying alternative programs.

Entitlement

An apportionment, typically from the federal or state government, that is received based on specific qualifications rather than through a competitive process.

Equalization Aid

The extra state aid provided in some years (such as 1995/96) to a low revenue district to increase its base revenue limit toward the statewide average.

Equity

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non stability rates greater than 25 percent and prior year socioeconomically disadvantaged

pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites.

ESSER I (CARES Act)

Federal funding from CDE to address the impact of COVID-19. Spending window from March 13, 2020-September 30, 2022. SACs resource code 3210.

ESSER II (CRRSA Act)

Federal funding, same as ESSER I Fund (CARES Act): Calls out “additional” LEA allowable uses of funds such as preparing schools for re-opening, testing, repairing, and upgrading projects to improve air quality in school buildings. March 13, 2020-September 30, 2023. SACs resource code 3212.

ESSER III (ARP Act)

Federal funding, same as ESSER I and ESSER II: Calls out “additional” LEA allowable uses of funds such as developing strategies and implementing public health protocols, including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to maintain the health and safety of students, educators, and other staff. Spending window March 13, 2020-September 30, 2024. SACs resource code 80% 3213 and 20% 3214.

ESSER II SEA Reserve (CRRSA Act)

Federal Funds used for Extended Learning Opportunities. Funds should be used for supplemental instruction and support. Spending window March 13, 2020-September 30, 2023. SACs resource code 3216.

ESSER III SEA Reserve/Emergency Needs (ARP Act)

Federal Funds used for Extended Learning Opportunities. Funds should be used for supplemental instruction and support. Spending window March 13, 2020-September 30, 2024. SACs resource code 3218.

ESSER III SEA Reserve/Learning Loss (ARP Act)

Federal Funds used for Extended Learning Opportunities. Funds should be used for supplemental instruction and support. Spending window March 13, 2020-September 30, 2024. SACs resource code 3219.

Expanded Learning Opportunities-General Fund (AB 86/130)

State Funds to be used as part of a learning recovery program, funds are to be used for supplemental instruction and support pursuant to EC Section 43522 (b), including: expanded learning, learning supports, integrated pupil supports, community learning hubs, support to help credit deficient pupils graduate, additional academic services, training for school staff, and paraprofessional staff. Expenditure deadline is September 30, 2024. SACs resource code is 7426.



Every Student Succeeds Act (ESSA)

Much of Federal funding for K-12 schools comes from programs created by the Elementary and Secondary Education Act (ESEA) of 1965. In 2002, the No Child Left Behind (NCLB) Act was enacted. This represented a significant step forward for education improvement. In 2015, Congress reauthorized ESEA with ESSA to create a better law that focused on preparing all students for success in college and careers. In 2017/18, California was in a transition period from NCLB to ESSA. The state is reviewing Federal requirements in the new law and is updating its assessments and benchmarks to conform to its requirements.

Expenditures

Charges incurred, whether paid or unpaid, which are presumed to benefit the school district's current fiscal year.

Expenditures:

- Construction Expenditures
 - ◆ Include expenditures for new school construction, including renovation and expansion. They include expenditures on land, buildings, and equipment for new and remodeled facilities
- Expenditure Per Pupil
 - ◆ The amount of money spent on education by a school district or the state, divided by the number of students educated. For most official purposes, the number of students is determined by average daily attendance (ADA). (See Revenues Per Pupil)
- Instructional Expenditures
 - ◆ Current expenditures for activities directly associated with the interaction between teachers and students
 - ◆ These include teacher salaries and benefits, supplies (i.e. textbooks), and purchased instructional services
- Interest On Debt Expenditures
 - ◆ Expenditures for interest on long-term debt (i.e. obligations of more than 1 year)
- Replacement Equipment Expenditures
 - ◆ Include expenditures for equipment for schools that are not new or recently renovated. Equipment is generally defined as items that last more than 1 year, are repaired rather than replaced, and have a cost over \$25,000
- Support Services Expenditures
 - ◆ Current expenditures for activities that support instruction. These services include operation and maintenance of buildings, school administration, student support services (i.e. nurses, therapists, and guidance counselors), student transportation, instructional staff support (i.e. librarians, instructional specialists), school district administration, business services, research, and data processing

Fact Finding

The culmination of the Impasse Procedures, Article 9, of the State's collective bargaining law. A tripartite panel, with the chairperson appointed and paid for by the Public Employment Relations Board, considers several specifically enumerated facts and makes findings of fact and recommendations in terms of settlement to a negotiating agreement. Such recommendations are advisory only and may be adopted or rejected in whole or in part by the parties. (See Government Code Section 3540 et. al.)

Financial Statements

The document is published at periodic intervals, such as monthly, that provides a summary of the financial transactions of the school district for the specified reporting period or as of the date of the financial report.

First Principal Apportionment

The statutory date (February 20) by which the State Department of Education must first calculate district and county funding entitlements.

Fiscal Crisis and Management Assistance Team (FCMAT)

The state agency formed to help ensure the fiscal solvency of school districts and county offices of education.

Fiscal Year

Twelve calendar months, in California, is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning October 1 and ending September 30.

Fixed Assets

Property of a permanent nature having continuing value; e.g., land, buildings, and equipment.

Free/Reduced Price Meals

A federal program to provide food, typically lunch and/or breakfast, for students from low-income families. The number of students participating in the National School Lunch Program is increasingly being used to measure the poverty level of a school or district population. The number of children in this program can affect schools or districts' eligibility for grants or other funding aimed at helping lower-income families.

Full-Time Equivalent (FTE)

The ratio of time expended in a part-time position to that of a full-time position. The ratio is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.

Fund

An independent accounting entity with its own assets, liabilities, and fund balances. Generally, funds are established to account for financing of specific activities of an agency's operations.

- Funds:



- ◆ General Funds - The General Fund is used to account for the ordinary operations of the District. All transactions except those required or permitted by law to be in another fund are accounted for in this fund. Restricted projects or activities within the General Fund must be identified and separated from unrestricted activities
- ◆ Special Revenue Funds - Established to account for the proceeds from specific revenue sources, which (by law) are restricted to the financing of particular activities
- ◆ Student Activity Special Revenue Fund - Used to account for funds raised and spent by student organizations; these are regulated by specific fundraising and spending rules and are subject to audit by the district
- ◆ Adult Education Fund - Used to account separately for federal, state, and local revenue for adult education programs
- ◆ Charter Schools Fund - Used to account separately for federal, state, and local revenue for charter school programs
- ◆ Child Development Fund - Used to account separately for federal, state, and local revenue to operate child development programs
- ◆ Cafeteria Fund - Used to account separately for federal, state, and local revenue to operate the food service program
- ◆ Deferred Maintenance Fund - Used to account separately for Local Education Agency's contributions for deferred maintenance purposes
- ◆ Capital Project Funds - Capital Project Funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities
- ◆ Building Fund - Exists primarily to account separately for proceeds from the sale of bonds
- ◆ Capital Facilities Fund - Used primarily to account separately for monies received from fees levied on developers or other agencies as a condition of approving a development. The authority for these levies may be county/city ordinances or private agreements between the Local Education Agency and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund
- ◆ County School Facilities Fund - Used primarily to account for apportionments received from State School Facilities Fund authorized by the State Allocation Board for new school facility construction, modernization, and facility hardship grants
- ◆ Special Reserve for Capital Outlay Projects Sub-fund (SRCPPF) - Exists primarily to provide for the accumulation of General Fund monies for capital outlay purposes. Other authorized revenues that may be transferred to the Special Reserve Fund are (1) proceeds from the sale or lease of real property with the option to purchase; (2) rentals and leases of real property specifically authorized for deposit to the fund by the governing board; and, (3) excess amounts sufficient to pay all unpaid bond obligations
- ◆ Debt Service Funds - Debt service funds are used to account for the accumulation of resources for the payment of principal and interest on general long-term obligations

- ◆ Bond Interest and Redemption Fund - Used for the repayment of bonds issued for a Local Education Agency (Education Code sections 15125-15262, Bond Interest and Sinking Fund)
- ◆ Debt Service Fund for Blended Component Units - This fund is used to account for the accumulation of resources for the payment of principal and interest on Certificates of Participation that are issued by financing corporations that are considered blended component units of the school district under Generally Accepted Accounting Principles (GAAP)
- ◆ Internal Service Fund - Established for all the District's self-insurance funds: Health, Workers' Compensation, and Defined Benefits
- ◆ Retiree Benefit Fund: Exists to account separately for amounts held in trust from salary reduction agreements, other irrevocable contributions for employees' retirement benefit payments, or both

Fund Balance

The excess of the assets of a fund over its liabilities of governmental and similar trust fund.

Gann Spending Limit

A ceiling, or limit, on each year's appropriations of tax dollars by the state, cities, counties, school districts, and special districts. In November 1979, California voters approved the late Paul Gann's Proposition 4 to limit the amount of tax money that state and local governments, including school districts, could legally spend. Using 1978/79 as a base year, subsequent years' limits have been adjusted for: (1) an inflation increase equal to the change in the Consumer Price Index or per capita personal income, whichever is smaller; and, (2) the change in population or, for school agencies, change in average daily attendance (ADA). Proposition 111, adopted in June 1990, and amended the Gann Limit inflation factor to be based only on the change in per capita personal income.

GEER I (CARES Act)

Federal Funding from CDE to provide funds to LEAs to mitigate learning loss related to COVID-19 school closures. Spending window March 13, 2020-September 30, 2022. SACs resource code 3215.

General Aid

State aid which is not limited to any specific program, purpose, or target population but which may be used to finance the general educational program as determined by the recipient district.

Generally Accepted Accounting Principles (GAAP)

Uniform standards and guidelines to financial accounting and reporting which govern the form and content of the basic financial statements of an entity. GAAP encompasses the conventions, rules, and procedures necessary to define standard accounting practices.

General Fund

Accounting term used by the State and school districts to differentiate general revenue and expenditures from those placed in separate budget categories for specific uses, such as the Cafeteria Fund.

General Ledger

A basic group of accounts that record all transactions of a fund or entity.

General Obligation Bonds (GO Bonds)

A local bond for renovating, reconstructing, and building new facilities or for acquiring certain new equipment. GO bonds are financed by an increase in property taxes. School districts can seek either two-thirds or 55% voter approval. If districts seek the 55% approval, they must meet additional accountability requirements.

General Purpose Funding

California school districts receive general-purpose money based on a per pupil revenue limit. They have discretion to spend this money as they see fit for the day-to-day operation of schools, including everything from salaries to the **electric bill**.

General Purpose Revenue (GPR)

The category of revenue raised by the state that is not designated for specific purposes. GPR generally includes revenue raised from sales and use taxes and state income taxes.

General Purpose Tax Rate

The district's tax rate is determined by statute as interpreted by Fresno County Controller/Auditor/Tax Collector.

General Reserve

A budget item which sets aside a reserve fund to start the following fiscal year and cannot be used during the budget year.

Governmental Accounting Standards Board (GASB)

Governmental Accounting Standards Board (GASB) was established to improve standards of state and local governmental accounting and financial reporting that ultimately is designed to result in a greater understanding by users of financial reports and guide and educate the public, including issuers, auditors, and users of those financial reports. GASB has responsibility to establish accounting rules and standards used by governmental agencies. GASB is equivalent to the Financial Accounting Standards Board (FASB) which sets accounting standards for the private sector. The standards created by these bodies are referred to as Generally Accepted Accounting Principles (GAAP). GASB and FASB are not governmental agencies.

Governmental Accounting Standards Board Statement No. 34 (GASB 34)

An accounting standard issued by the Governmental Accounting Standards Board, a non-profit agency. State and local agencies in the United States, including state, county, cities and school agencies, are required to report in this format effective for those periods

beginning after June 15, 1999. A three-year phase-in period is utilized by the statement based on the school agency's revenues in all Governmental and Enterprise Funds in the Audited Financial Report as of June 30, 1999, to determine the year in which a school agency must comply. The government-wide financial statements include financial information by function. School agencies continue to account for the day-to-day accounting activities on the modified accrual basis of accounting.

Healthy Fitness Zone

Criterion-referenced standards used to evaluate fitness performance. The standards represent a level of fitness that offers some degree of protection against diseases that result from sedentary living.

High Expenditure Districts

Districts in which the LCFF per child is greater than the state average for similar districts. Most high expenditure districts were formerly called high wealth because their assessed value per ADA was significantly above the statewide average.

Highly Qualified Teacher

According to the Every Student Succeeds Act (ESSA), a highly qualified teacher is one who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches.

Implicit Price Deflator

A measure of inflation used to compare expenditures over a period of time. The State uses the Implicit Price Deflator for State and Local Government Purchases of Goods and Services to calculate increases to revenue limits.

Indirect Cost Rate

The rate set by the State to cover a portion of the general expenses of operating the district (overhead costs) to a specific grant or program. School districts may assess indirect costs to some state and federal grants.

Indirect Expense and Overhead

Those elements of indirect cost necessary in the operation of the district or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be separately identified. Examples of indirect costs include expenses for the Board of Education, Superintendent, plant operations, and business office staff.

Individualized Education Program (IEP)

A written agreement between a school district and parents or guardians of a child with disabilities specifying an educational program tailored to the needs of the child, in accordance with PL 94-142 regulations. The program consists of a placement team consisting of a certified district employee who is qualified to supervise Special Education, the child's teacher, one or

both parents, the child, if appropriate, and other individuals at the discretion of the parent or school. The program must include a statement of the child's present levels of educational performance, a statement of annual goals and short term instructional objectives, a statement of the specific special education and related services to be provided to the child, the extent to which the child will participate in regular education programs, the projected dates for starting services, appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

Intervention Programs

In general, programs that provide extra support and resources to help improve student or school performance. In California, under the State's Public Schools Accountability Act (PSAA), schools that do not meet Academic Performance Index (API) growth targets within 12 months of implementation of an improvement plan are subject to local interventions such as the reassignment of school personnel, negotiation of site-specific amendments to collective bargaining agreements, or other changes deemed appropriate. Schools that do not meet growth targets or demonstrate significant growth within 24 months of implementation will be subject to state actions.

Joint Health Management Board (JHMB)

The Joint Health Management Board functions ensure that the District's employee-benefit plans meet the requirements of each union's collective bargaining agreement and contracts, while maintaining the most affordable benefits available for both the District and its employees and retirees. It is composed of members from several groups working within the Fresno Unified School District, including management and representatives from each of the unions with members working within the District.

Joint Powers Authority (JPA)

An agreement among school districts to share services or responsibilities. A Joint Powers Board, made up of representatives of the districts, governs the JPA.

Joint School Districts

School districts with boundaries that cross county lines.

Least Restrictive Environment

Federal law requires students with disabilities be placed so that they can, to the extent appropriate to their individual needs and abilities, be educated with students who are non-disabled.

Legislative Analyst's Office (LAO)

The Office of the Legislative Analyst (LAO) is a nonpartisan office within the state government that gives fiscal and policy advice to the California Legislature. The LAO provides analysis of adopted state budgets and offers the public information about state initiatives and ballot propositions.

Library Media Center (LMC)

A facility where a variety of information derived from print, non-print and information technology sources is kept for use but not for sale.

Local Control Accountability Plan (LCAP)

The LCAP is the LCFF's mechanism for achieving transparency and engagement. It is the way that school districts are required to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding. Before the start of the 2014-15 school year, each school district had to have a Board approved Local Control and Accountability Plan prior to the adoption of their budget. According to Education Code section 52060, the LCAP must describe the annual goals for all students including details for low-income, English learners and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the district will take to achieve the goals it has identified with budget details that show the level and type of state expenditures made to support these actions. The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State priorities are as follows:

- ◆ Student Achievement
- ◆ Student Engagement
- ◆ Other Student Outcomes
- ◆ School Climate
- ◆ Parent Involvement
- ◆ Basic Services
- ◆ Implementation of State Standards
- ◆ Course Access

Local Control Funding Formula (LCFF)

The Local Control Funding Formula (LCFF) replaces the previous K-12 finance system. The LCFF includes the following components for school districts and charter schools:

- Provides a base grant for each LEA per average daily attendance (ADA). The actual base grants vary based on grade span; for 2024/25: K-3 \$10,026 per ADA; 4-6 \$10,176 per ADA; 7-8 \$10,478 per ADA; 9-12 \$12,141 per ADA
- The LCFF provides an adjustment of 10.4 percent on the base grant amount for kindergarten through grade three (K-3), 2024/25 \$1,043 per ADA
- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve (9-12), \$316 per ADA
- Provides a supplemental grant equal to 20 percent of the adjusted base grant for targeted disadvantaged students
 - ◆ Targeted students are those classified as English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count)

- Provides a concentration grant equal to 65 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment
- Provides for additional funding based on an "economic recovery target" to ensure that virtually all districts are at least restored to their 2007/08 state funding levels (adjusted for inflation) and guarantees a minimum amount of state aid to LEAs

Local Education Agency (LEA)

A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary school. Fresno Unified School District (FUSD) is its own LEA.

Lottery

Scratch tickets and lotto games, which began in California in October 1985. At least 34% of lottery proceeds are distributed to districts based on enrollment of kindergarten through university students.

Maintenance Assessment Districts

Local agencies, including school agencies, may charge property owners a fee for the benefit derived by the property as a result of local agency service improvements. (See Lighting and Landscape Act of 1972, Section 22500 of the Street and Highways Code). School agencies can impose the fee by a vote of the local governing board only, but the agency must show a benefit to each fee payer.

Maintenance Factor

See Proposition 98.

Mandated Costs

School district expenditures that occur because of federal or state laws, decisions of state or federal courts, federal or state administrative regulations. See California Constitution, Article XIII B, Section 6.

Master Plan for Special Education

California categorical program for the education of all children with disabilities originally enacted in 1980 and amended frequently since then.

Mentor Teacher

A specially selected teacher who receives a stipend to work with new and inexperienced teachers on curriculum and instruction.

Migrant Education

The Migrant Education program was designed to supplement the educational and health needs of students who are the children of migrant workers. It provides instructional, health, support, and counseling services for school age migrant children and preschoolers.

Miscellaneous Funds

Local revenues received from royalties, bonuses, and other payments in-lieu of taxes. Fifty percent of such revenues are used as an offset to state aid in the revenue limit formulas.

Multi-Purpose Room (MPR)

A room within a school that is used for a variety of purposes, such as a cafeteria, assembly forum or sports arena.

Multi-Track Schools/Multi-Track Year Round

A schedule of classes throughout the calendar year to fully utilize school facilities. Students attend about three-quarters of the time, in various schedules determined by each district.

Net Assets

The amount remaining after subtracting total liabilities from total assets on an accrual basis. Net assets are the most accurate indicator of a school district's financial condition.

No Child Left Behind Act (NCLB)

Much of federal funding for K–12 schools come from programs created by the Elementary and Secondary Education Act (ESEA) of 1965. The 2002 ESEA reauthorization is called the No Child Left Behind Act (NCLB). NCLB modifies the original ESEA, as have previous reauthorizations, and increases the federal focus on disadvantaged pupils, including English learners and students who live in poverty. The law also strengthens federal support for a standards-based reform agenda including high academic standards for all students; extra support to help students and schools meet those standards; and greater accountability for the results, particularly as measured by student performance on standardized tests. NCLB also provides funds to support innovative programs such as charter schools and create out-of-school programs. Besides providing funds to prepare, train, recruit, and retain high quality teachers, the law has also placed attention on the need for high quality teachers and the unequal distribution of credentialed teachers, setting guidelines for states to use in defining a highly qualified teacher. Further, it mandates that only teachers fitting the state description are to be hired at schools that receive Title I funding (for students living in poverty). NCLB also sets requirements for non-credentialed teaching assistants (or instructional aides). In addition, it supports the right of parents to transfer their children to a different school if their school is low performing or unsafe. NCLB was replaced in 2015 with Every Student Succeeds Act (ESSA).

Object of Expenditures

As used in expenditures classification, applies to the article purchased or the service obtained, rather than to the purpose for which the article or service was purchased or obtained (e.g., personnel services, contractual services, materials and supplies).

- Certificated Salaries 1000 - Expenditures for full-time, part-time, and prorated portions of salaries for all certificated personnel
- Classified Salaries 2000 - Expenditures for full-time, part-time, and prorated portions of salaries for all classified personnel
- Employee Benefits 3000 - Expenditures for employer's contributions to retirement plans and for health and welfare benefits for employees and/or their dependents, retired employees, and board members
- Books and Supplies 4000 - Books, supplies, equipment under \$25,000 and equipment replacement for instruction and other district operations, such as administration and maintenance
- Contracted Services and Other Operating 5000 - Expenditures for consultants, lecturers, Western Association of Schools and Colleges (WASC) reports and testing services, services provided by the County Superintendent of Schools or other school districts, travel, conferences, membership, dues, insurance, utilities, rentals, leases, legal assistance, elections, audits, other contracted services, and inter-program charges and credits for direct services
- Capital Outlay 6000 - Expenditures over \$25,000 for sites and improvement of buildings, books and media for new school libraries, or major expansion of school libraries, and new equipment
- Other Outgo 7000 - Expenditures for the retirement of debt, outgoing tuition, interfund transfers, other transfers, and appropriations for contingencies

Organized Associated Student Body (ASB)

ASB organizations are either organized (secondary) or unorganized (elementary). Student organizations in intermediate schools and high schools are called Organized Student Body Associations because the students organize their activities around student clubs and a student council. See Unorganized Associated Student Body for elementary ASB.

Parcel Tax

In California, an assessment on each parcel of property that must be approved by two-thirds of the voters in a school district. When proposing parcel tax elections, districts indicate how the money will be used, generally for educational programs. Money from parcel taxes is usually not used for school construction or renovation, which is normally financed through a general obligation bond measure. (See Government Code Section 50079, et al.)

Per Capita Personal Income

Total personal income from all sources prior to taxation, divided by the number of residents in a state.

Permissive Override Tax

Prior to Proposition 13, any of a number of local tax levies that were for specific purposes and that required only the permission of a School Board to be levied. Districts, due to the limitations in property taxes from Proposition 13, are no longer allowed to levy such taxes.

PL94-142

Federal law that mandates a free and appropriate education for all children with disabilities.

PPE

Personal protective equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses. During the pandemic, funding was used to purchase PPE items such as masks, gloves, gowns, and face shields.

Prior Year's Taxes

Tax revenues that had been delinquent in a prior year and that are received in the current fiscal year. These revenues offset state aid in the current year in the Local Control Funding Formula.

Principal Apportionment

Funding from the State School Fund for school districts, county offices of education, and charter schools. The Advance Principal Apportionment is certified by the Superintendent of Public Instruction in July of each school year, followed by the First Principal Apportionment (P1) in February, and the Second Principal Apportionment (P2) in June.

Program

Group activities, operations, or organizational units directed to attaining specific purposes or objectives.

Proposition 98 (1988)

An initiative adopted in 1988 and then amended by Proposition 111 in 1990. Proposition 98 contains three major provisions: (1) a minimum level of state funding for K-14 school agencies (unless suspended by the Legislature); (2) a formula for allocating any state tax revenues in excess of the state's Gann Limit; and, (3) the requirement that a School Accountability Report Card be prepared for every school. The minimum funding base is set equal to the greater of the amount of state aid determined by two formulas, commonly called Test 1 and Test 2, unless an alternative formula, known as Test 3, applies.

- Test 1 originally provided that K-14 school agencies shall receive at about 41% of state general fund tax revenues in each year, the same percentage as was appropriated for K-12 school agencies in 1986-87. Due to the shift in property taxes from local governments to K-12 agencies, the Test 1 percentage has been reset at 34.0%
- Test 2 provides that K-14 school agencies shall receive at least the same amount of combined state aid and local tax dollars as was received in the prior year, adjusted for the statewide growth in K-14 ADA and an inflation factor equal to the annual percentage change in per capita personal income
- Test 3 only applies in years when the annual percentage change in per capita state general fund tax revenues plus one-half percent is lower than the Test 2 inflation factor (i.e. change in per capita personal income), and in this case the Test 2 inflation factor is reduced to the annual percentage change in per capita state general fund tax revenues plus one half percent

One of the provisions of Proposition 98/111 is that if the minimum funding level is reduced due either to Test 3 or the suspension of the minimum funding level by the Legislature and Governor, a maintenance factor is calculated as the amount of the funding reduction. In subsequent years when state taxes grow quickly, this maintenance factor is added to the minimum funding level until the funding base is fully restored.

Proposition 13 (1978)

An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1% of full cash value. Proposition 13 also defined assessed value and required two thirds vote to change existing or levy other new taxes.

Proposition 51

Passed in November 2016. Authorized \$9 billion in state general obligation bonds: \$3 billion for new construction, \$3 billion for modernization of K-12 public school facilities, \$1 billion for charter schools and career technical education facilities, and \$2 billion for California Community College facilities.

Proprietary Fund

A fund that meets the criteria established by Governmental Accounting Standards Board (GASB) as a business-type activity. Generally, charges for services would comprise a significant element of the total revenues in a proprietary fund. A for-profit Food Service Fund is the most common school district proprietary fund.

Public Employees' Retirement System (PERS or CALPERS)

State law requires that classified employees, their employer, and the State to contribute to this retirement fund. The fund is the largest public pension fund in the world with over \$150 billion in investments.

Public Employment Relations Board (PERB)

Five persons appointed by the Governor to regulate collective bargaining between site and school employers and employee organizations. (See Government Code Sections 3541, et al.)

Purchase Order

An encumbrance document that shows the vendor from whom a purchase is being made, what is being purchased by the school district, the amount of the purchase, the fund from which the purchase is being made (general, building or bond fund), an accounting code to which the purchase shall be applied, and the signature or initial approval of the designated central office personnel responsible for approving the ordering of goods.

Reserves

Funds set aside in a school district budget to provide for estimated future expenditures or to offset future losses, for working capital, or for other purposes.

Resource Specialist Program (RSP)

The resource specialist program provides services to eligible special education students enrolled in general education who are assigned to a general education classroom and teacher. RSP provides direct services in the areas of language arts or math by pulling the eligible student out of the general education setting and offering instruction on a more individualized basis.

Revenues

All funds received from external sources, net of refunds, and correcting transactions. Non-cash transactions such as receipt of services, commodities, or other receipts in kind are excluded, as are funds received from the issuance of debt, liquidation of investments, and non-routine sale of property.

- Federal Revenues include direct grants-in-aid to schools or agencies, funds distributed through a state or intermediate agency, and revenues in lieu of taxes to compensate a school district for nontaxable federal institutions within a district’s boundary
- Local Revenues include revenues from such sources as local property and non-property taxes, investments, and revenues from student activities, textbook sales, transportation and tuition fees, and food services
- Revenues per Pupil is the total amount of revenues from all sources received by a school district or state, divided by the number of students as determined, most often, by average daily attendance (ADA). Unlike expenditures per pupil, this formula is based on income per pupil rather than on what is spent per pupil. (See Expenditures per Pupil).Local Control Funding Formula (LCFF) is the amount of revenue that a district can collect annually for general purposes from local property taxes and state aid. The LCFF limit is composed of a base, supplemental and concentration grants as applicable per ADA. Those rates are then multiplied by the ADA of each applicable grade span. Additional factors are used in the final determination of the funding
- State Revenues include both direct funds from state governments and revenues in lieu of taxation. Revenues in lieu of taxes are paid to compensate a school district for nontaxable state institutions or facilities within the district’s boundary

Revolving Cash Fund

A stated amount of money used primarily for emergency, small, or sundry disbursements and reimbursed periodically through properly documented expenditures, which are summarized and charged to proper accounting classifications.

Salaries

Compensation for certificated and classified employees.

SB 98/920

State funding from the CDE to provide LEA’s with funds to mitigate learning loss related to COVID-19 school closures. Spending window March 1, 2020-June 30,2021. SACs resource code 7420.



School Assessment and Review Team (SART)

A method for involving parents and the community in supporting student and school excellence. This committee allows members to participate in decision-making processes and evaluation of quality programs for students.

School Boards

Law governs every school district in California governed by a locally elected school board. The number of board members, generally between three and seven, relates to the size of the district. Together with the school district administration, the governing board makes many fiscal, personnel, instructional, and student-related policy decisions. The board also provides direction for the district and makes hiring decisions for the district superintendent.

School Districts - What is a school district?

There are three types of school districts: elementary, high school, and unified. An elementary district is generally kindergarten through eighth grade (K–8); high school is generally grades 9 through 12; unified is kindergarten through 12th grade (K–12).

School Facility Improvement District (SFID)

Beginning in 1998, school districts could establish a SFID, which taxes just a portion of the school district but is a general obligation bond (GO bond) based on the value of the property. Beginning in July 2001, the voter-approved threshold for SFIDs changed from two-thirds to 55% with added accountability provisions.

School Improvement Programs (SIP)

Money granted by the state to selected schools to carry out a plan developed by the school site council for improvement of the school's program.

School Plan for Student Achievement (SPSA)

The school plan is developed in conjunction with work with the School Site Councils to develop, review, and evaluate school improvement programs and school budgets. Equity-based principles are utilized based on the populations of socioeconomically disadvantaged, foster youth, and English language learners to determine allocations.

School Site Councils

The school site council is a group of teachers, parents, classified employees, and students (at secondary level) that works with the principal to develop, review, and evaluate school improvement programs and school budgets. The members of the site council are elected by their peers and are responsible for reviewing the progress of the school toward achieving their goals.

School Wide Programs

School wide programs use Title I money to support comprehensive school improvement efforts and help all students, particularly low-achieving and at-risk students, meet state standards at particular schools. To qualify as a Title I school wide program, at least 40% of a school's students must be considered low income. School wide programs can provide Title I

services and support to all the children in the school, regardless of income level. School wide programs have more flexibility than targeted assistance programs when using Title I funds. For example, schools operating school wide programs can combine Title I funds with other federal, state, and local funding to finance a more comprehensive approach.

Scope of Bargaining

The range of subjects that are negotiated between school districts and employee organizations during the collective bargaining process. Scope includes matters relating to wages, hours, and working conditions as defined in the government code. The Public Employment Relations Board and the courts are responsible for interpreting disputes about scope.

Second Principal Apportionment

The second statutory date (June 25) by which the Department of Education must recalculate district and county funding entitlements.

Secured Property

Property, which cannot be moved, such as homes and factories.

Secured Roll

That portion of the assessed value that is stationary, i.e., land and buildings. See also Unsecured Roll. The secured roll averages about 90% of the taxable property in a district.

Senate Bill 90/1972 (SB 90)

Reference to Senate Bill 90/1972 that established the revenue limit system for funding school districts. The first revenue limit amount was determined by dividing the district's 1972-73 state and local income by that year's ADA. This per ADA amount is the historical base for all subsequent revenue limit calculations.

Senate Bill 813/1983 (SB 813)

Reference to Senate Bill 813/1983 that provided a series of education reforms in funding calculations. Longer day, longer year, mentor teachers, and beginning teacher salary adjustments are a few of the programs implemented by this 1983 legislation.

Sequestration

U.S. legal procedure in which automatic spending cuts are triggered.

Serrano Decision

In 1974, the California Superior Court in Los Angeles ruled in the Serrano vs. Priest case that school district revenues in California depended so heavily on local property taxes that students in districts with a low assessed value per pupil were denied an equal educational opportunity in violation of the Equal Protection clause of the California Constitution. This ruling established certain standards under which the school finance system would be constitutional and was upheld by the California Supreme Court in 1976. In 1983, the California Superior Court in Los Angeles County ruled that the system of school finance in effect at that time complied with the earlier Court order. The case was subsequently appealed to the

appellate Court that upheld the Superior Court ruling. In March 1989, all the plaintiffs in the case agreed to dismiss their appeals, thereby settling Serrano as a legal issue.

Site Based Budgeting

A method of allocating resources to individual schools within a school district. Most frequently, funds are allocated based on the number of pupils at each school site and a site governance council determines how the budgeted amount will be allocated within the site.

Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a service provided by a public institution (University of California, Los Angeles), governed by member states/territories and funded with member state/territory fees. Smarter Balanced has developed assessments to accurately measure student progress toward college and career readiness in English language arts/literacy (ELA) and mathematics.

Special Day Class (SDC)

Special Day Class is a self-contained classroom for special education students needing a more restrictive placement than RSP. SDC may provide a safer, more structured environment for learning with a small adult/student ratio.

Special Education

Programs to identify and meet the educational needs of exceptional children, such as those with learning or physical handicaps. Federal law PL 94-142 requires that all children with disabilities between 3 and 22 years be provided free and appropriate education.

Special Education Local Plan Area (SELPA)

All school districts and county school offices are mandated to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region boundaries. Each region, Special Education Local Plan Area (SELPA), developed a local plan describing how it would provide special education services. SELPAs facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

Special Reserve for Capital Outlay Projects Sub-Fund (SRCPF)

This sub-fund was created to account for revenue and expenditures for capital projects not eligible for local and state bonds.

Standardized Account Code Structure (SACS)

Standardized Account Code Structure is a method for school agencies to account for their revenues and expenditures. Districts use a 22-digit accounting record that allows agencies to track costs by resource, program goal and function as well as by object code. All districts are required to account by this method.

State Allocation Board (SAB)

A regulatory agency, which controls most state-aided capital outlay and distributes funds for them.

State School Fund

Each year the state appropriates money to this fund, which is then used to make state aid payments to school districts. Section A of the State School Fund is for K-12 education and Section B is for community college education.

State Teachers' Retirement System (STRS or CALSTRS)

State law requires certificated employees, school districts, and the state to contribute to this retirement fund.

STRS on Behalf

GASB 68 requires employers to recognize their proportionate share of the State's STRS liability on the District general ledger.

Student Services and School Attendance Officer

See Truant Officer.

Students with Disabilities (SWD)

The official classification, specified by the federal government, to describe students requiring special education services based on their disability.

Supplemental Roll

An additional property tax assessment required by local county auditors due to a revision in the AB 8 tax collections. The roll is for those properties for which occupancy permits are issued after the property tax lien date, built prior to the end of the fiscal year; i.e. between March 1 and June 30.

Supplemental Services

Students from low-income families who are attending schools that have been identified as failing for two years are eligible to receive outside tutoring for academic assistance under Every Student Succeeds Act (ESSA). Parents can choose the appropriate services for their child from a list of approved providers. The school district provides the services.

Supplies

Supplies for instruction include class textbooks and other instructional materials.

Targeted Assistance Schools (TAS)

Title I schools that are ineligible for a school wide program or choose not to operate a school wide program are considered targeted assistance schools. These schools use Title I funds to provide services to eligible students who are identified as having the greatest need for special assistance in meeting the state content standards.



Tax Rate

The amount of tax stated in terms of a unit of the tax base.

Tax Rate Limit

The maximum rate of tax that a governmental unit may levy.

Test 1/Test 2/Test 3

See Proposition 98

Title I

A federal program that provides funds for educationally disadvantaged students, including the children of migrant workers. Funding is based on the number of low-income children in a school, generally those eligible for the free/reduced price meals program. Title I is intended to supplement, not replace, State and district funds. The funds are distributed to school districts, which make allocations to eligible schools, according to criteria in the federal law. Schools receiving Title I monies are supposed to involve parents in deciding how those funds are spent and in reviewing progress. See Every Student Succeeds Act (ESSA), School wide Programs, and Targeted Assistance Schools (TAS).

Truant Officer

An official who investigates unauthorized absences from school.

Tuition

Fees paid to school districts outside the state, and to private schools both inside the state and outside the state, for educating elementary and secondary school students (grades pre-kindergarten through grade 12). Special needs children who cannot receive the education and services they require within their school district are sometimes sent to private schools.

Unduplicated Count

The number of pupils receiving special education or special services under the Master Plan for Special Education on the census dates of December 1 and April 1. It also refers to the percentage of students who qualify for free or reduced-price meals, English learners, homeless or foster youth. Even though a pupil may receive multiple services, each pupil is counted only once in the unduplicated count.

Unduplicated Pupil Percentage (UPP)

The percentage of target students a district has compared to their total enrollment.

Unencumbered Balance

That portion of an appropriation or allotment not yet expended or obligated.

Unorganized Associated Student Body (ASB)

ASB organizations are either organized (secondary) or unorganized (elementary). Student organizations in elementary schools are unorganized student body associations because the students do not form clubs or a student council. While students in the elementary schools do raise funds, they have only limited involvement in decisions about the fund-raising events

and how the funds are to be spent. The governing board delegates authority to oversee the raising and spending of funds to the school principal or designee. (See Organized Associated Student Body for secondary ASB)

Unearned Revenue

Revenue received in a given fiscal year but not earned until after the fiscal year has ended. For example, funds collected from parents for their child's food service account that remain in the account for use in the next school year.

Unsecured Property

Moveable property such as boats and airplanes. This property is taxed at the previous year's secured property tax rate.

Unsecured Roll

That portion of assessed property that is movable, such as boats and airplanes.




Waivers

Permission from the State Board of Education or in some cases, from the Superintendent of Public Instruction to set aside the requirements of an Education Code provision upon the request of a school district. (See Education Code Section 33050.)

Warrant

A written order approved by the Board drawn to pay a specified amount to a designated payee.



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