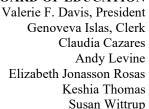
BOARD OF EDUCATION



INTERIM SUPERINTENDENT Mao Misty Her

BOARD COMMUNICATIONS – JANUARY 24, 2025

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

OFFICE OF THE SUPERINTENDENT – Mao Misty Her, Interim Superintendent

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| S-2 | Ambra O'Connor | Assembly Bill 3216 Compliance |

BUSINESS & FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

| BFS-1 | Kim Kelstrom | School Services Weekly Update Reports |
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| | | for January 16, 2025 |
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INSTRUCTIONAL DIVISION – Carlos Castillo, Ed.D., Interim Chief Academic Officer

ID-1Marie Williams, Ed.D.Charter School Information 2025ID-2Marie Williams, Ed.D.K-2 Screening for Reading Difficulties, Including
Risk of Dyslexia



BC Number S-1

From the Office of the Superintendent To the Members of the Board of Education Prepared by: Mao Misty Her, Interim Superintendent Cabinet Approval: Date: January 24, 2025

Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Participated in the Martin Luther King Jr. City of Fresno March
- Held Leading Schools Meeting
- Attended Fresno County Trustee Dinner Meeting
- Visited Powers-Ginsburg Elementary School
- Walked five classrooms at site visit
- Participated in the United Way Board of Director's Meeting
- Gave interview with Anya Ellis and Bill McEwen, GV Wire, regarding Student Outcomes Focused Governance
- Attended meet and greet for Stephaie Nathan, new CEO for United Way
- Spoke at 4.0 GPA Dinner at Duncan Polytechnical High Schools
- Participated in the Wallace Equity Centered Pipeline Initiative Team Meeting
- Met with ACSA Principals

Approved by Interim Superintendent

Mao Misty Her ____

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BC Number S-2

From the Office of the Superintendent To the Members of the Board of Education Prepared by: Ambra O'Connor, Chief of Staff Cabinet Approval: Date: January 24, 2025

Phone Number: 457-3838

Regarding: Assembly Bill 3216 Compliance

This communication is prepared in response to public inquiry regarding the district's plan to respond to the requirements of Assembly Bill (AB) 3216. AB 3216, which was approved in September 2024, requires districts, county office of education and charter schools, no later than July 1, 2026, develop, adopt, and update every five years, a policy to limit or prohibit student use of smartphones while the students are at a school site or under the supervision and control of an employee(s).

Currently, Board Policies 5131 and 5139 outline expectations regarding the use of cellular phones and other communication devices. The district continues to partner with the California School Boards Association (CSBA) on all legislative policy mandates. CSBA anticipates having AB 3216 policy guidance available in March 2025. Following the district policy review process, drafts of the updated policies will be provided to the Board of Education in advance of the AB 3216 mandated compliance date.

If you have any questions or require additional information, please contact Ambra O'Connor, 457-3838.

Approved by Interim Superintendent

Mao Misty Her _

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Date: ____01/24/25

BC Number BFS-1

Date: January 24, 2025

Phone Number: 457-3907

From the Office of the Superintendent To the Members of the Board of Education Prepared by: Kim Kelstrom, Chief Executive Kelst Cabinet Approval:

Regarding: School Services Weekly Update Reports for January 16, 2025

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for January 16, 2025 are attached and include the following articles:

- Executive Order to Support Los Angeles County LEAS and Students January 15, 2025
- Newsom Expands Special Session, Proposes \$2.5 Billion for LA Fire Response and Recovery – January 13, 2025
- Let the Latest Scramble Begin for California School Construction Money January 16, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Interim Superintendent

Mao Misty Her _

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Date: 01/24/25



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| DATE: | January 16, 2025 |
|-------|--------------------------------------|
| TO: | Misty Her Interim Superintendent |
| AT: | Fresno Unified School District |
| FROM: | Your SSC Governmental Relations Team |
| RE: | SSC's Sacramento Weekly Update |

Governor Newsom Releases 2025-26 State Budget Proposal

After previewing the 2025-26 State Budget proposal last Monday, January 6, 2025, Governor Gavin Newsom's proposed budget was released via a media briefing conducted by Department of Finance (DOF) Director Joe Stephenshaw on Friday, January 10, 2025.

With California in a better financial position in 2025-26 compared to 2024-25, Governor Newsom's State Budget proposals emphasize fiscal stability and strategic investments to enhance the state's future. At this time last year, the state was facing a budget gap between \$38 billion and \$68 billion, depending on whom you asked, and this year's proposal reflects an expectation that current-year revenues will beat projections by \$16.5 billion.

For TK-12 education, the Governor's Budget proposal includes a respectable estimated statutory cost-of-living adjustment, though marginally lower than estimated last summer; discretionary funds; additional revenues to lower teacher student ratios in transitional kindergarten; additional eligibility for local educational agencies (LEAs) to Tier 1 Expanded Learning Opportunities Program funds; and a potential upside in proposed revenues at the May Revision.

We at School Services of California Inc. released a comprehensive *Fiscal Report* article detailing the Governor's education proposals, which can be found <u>here</u>.

Next Steps

The release of the 2025-26 State Budget proposal kicks off the months-long State Budget process. Both the full Assembly and Senate Budget Committees will schedule their budget overview hearings on the 2025-26 Governor's Budget proposal in the coming weeks. In those hearings, the committees will hear a high-level overview of the Governor's proposal from representatives of the DOF and Legislative Analyst's Office.

The State Budget trailer bills, which provide the details and mechanics of the Budget proposals, are generally not released by the DOF until early February. Budget subcommittee hearings usually begin around the same time the trailer bills are released. As a reminder, the subcommittees tasked with vetting education issues in the State Budget are the Assembly Budget Subcommittee No. 3 on Education Finance, chaired by Assemblymember David Alvarez (D-San Diego), and the Senate Budget Subcommittee No. 1 on Education, chaired by Senator John Laird (D-Santa Cruz).

Over the next several months, the Legislature will delve into the 2025-26 Governor's Budget proposal and discuss their own funding priorities. Governor Newsom will negotiate with members of the Legislature, and we will likely see several changes to the 2025-26 State Budget before the June 15 constitutional deadline for the Legislature to pass the final Enacted Budget.

Special Session Update

It was reported that California Democrats have reached a deal in the legislative special session that will shore up state and local legal defenses with the impending Trump Administration. The deal includes the following investments:

- \$25 million Governor Newsom had originally requested for the state Department of Justice to fight the federal government in court
- \$25 million originally proposed by state Senate leaders to defend immigrants against deportation, detention, and wage theft

While a deal was struck regarding the legal defense funding, the special session got more complicated this week when Governor Newsom expanded the scope to also include an effort to provide \$2.5 billion in funds to help Los Angeles recover from the devastating wildfires and help with emergency response.

Originally, Governor Newsom wanted the special session bills signed prior to January 20, 2025, the date that President-elect Donald Trump will be inaugurated, but the expansion of the special session means that the bills will not be sent to the Governor until after President-elect Trump is sworn in.

The Senate Budget and Fiscal Review Committee is slated to hear the special session bills next Wednesday, January 22, 2025. While the Assembly has yet to schedule a hearing, it is likely that their full Budget Committee will also consider the bills sometime next week.

Leilani Aguinaldo

Executive Order to Support Los Angeles County LEAs and Students

By Megan Baier and Wendi McCaskill School Services of California Inc.'s *Fiscal Report* January 15, 2025

In response to the current Southern California firestorms, Governor Gavin Newsom has issued a State of Emergency and multiple executive orders. We reported on the child care and education-related provisions in <u>Executive Order N-3-25</u> earlier in the January 2025 Fiscal Report article, "<u>Southern California Wildfires</u>." Governor Newsom issued an additional <u>Executive Order N-6-25</u> on January 14, 2025, which denotes statutory requirements for local educational agencies (LEAs) to enroll and serve unhoused students, encourages all LEAs to facilitate the enrollment of displaced students, and includes multiple substantive education-related provisions. These provisions include the following elements that directly apply to LEAs in Los Angeles County impacted by the emergency:

School Closures, Residency, and Attendance

- Deems school closures by LEAs in Los Angeles County initiated due to the fire and windstorm conditions that caused multiple fires to qualify for fiscal protection via the J-13A process
- Replaces the requirement for LEAs in Los Angeles County that closed schools to submit *completed* J-13As to the California Department of Education (CDE) with a requirement that the superintendent of the school district, county superintendent of schools, or charter school leader certifies to the CDE that the closure occurred due to the emergency
- Maintains the independent study plan certification requirement for school closures and material decreases in attendance
- Suspends instructional time fiscal penalties for LEAs in Los Angeles County that initiated closures due to the emergency during the period needed to address the direct impacts of the emergency
- Suspends residency requirements that apply to students attending Los Angeles County schools impacted by the emergency through the 2024-25 school year, making it easier for those students to enroll in a district other than their district of original residence
- Specifies that average daily attendance can be collected by students served in the temporary facilities outside of district boundaries
- Extends the deadline for impacted nonclassroom-based charter schools in Los Angeles County whose funding determination expires at the end of 2024-25 to submit a funding determination request to the CDE to March 31, 2025

Class Size

• Suspends the class-size requirements for grades TK-8 per Education Code Sections 48000, 48000.1, 48000.15, 41376, 41376, and 42238.02(d)(3) for LEAs in Los Angeles whose class sizes are affected by the emergency

• Encourages LEAs with staffing ratios in collective bargaining agreements that impose requirements beyond statutory limits to pursue temporary adjustments to ratios to accommodate the enrollment of displaced students

Student Records

• Suspends the requirement that a student's permanent record be transferred within ten days if the former school was in Los Angeles County and impacted by the emergency

LCAP Update

• Extends the February 28 deadline to report on the annual update to the Local Control and Accountability Plan (LCAP) and Local Control Funding Formula Budget Overview for Parents to March 31, 2025, for all LEAs in Los Angeles County impacted by the emergency

Facilities

- Suspends some of the statutory requirements for temporary facilities to permit the use of temporary facilities due to emergency-related damage or inaccessibility
- Permits the use of temporary facilities outside of district boundaries to serve students affected by the emergency
- Permits a site-based charter school within Los Angeles County whose site was damaged or inaccessible due to the emergency to establish an alternative site within Los Angeles County for the 2024-25 school year

As a reminder, the CDE has updated its wildfire-related guidance and resources. The CDE's resource page for this information is available <u>here</u>.

Note: Governor Newsom has said that "California is organizing a Marshall Plan to help Los Angeles rebuild faster and stronger – including billions in new and accelerated state funding so we can move faster to deliver for the thousands who've lost their homes and livelihoods . . ."

Newsom Expands Special Session, Proposes \$2.5 Billion for LA Fire Response and Recovery

By Nicole Nixon and Lia Russell *The Sacramento Bee* January 13, 2025

Gov. Gavin Newsom on Monday expanded a special session for California lawmakers to respond to deadly wildfires tearing through Los Angeles County and asked the legislature to approve \$2.5 billion to aid response and recovery efforts.

Newsom had originally called the special session in November to funnel millions in additional dollars to the state Department of Justice in preparation for incoming President Donald Trump's second term, which begins next Monday.

"California is organizing a Marshall Plan to help Los Angeles rebuild faster and stronger – including billions in new and accelerated state funding so we can move faster to deliver for the thousands who've lost their homes and livelihoods in these firestorms," the governor said in a statement. "To the people of Los Angeles: We have your back."

The Marshall Plan was a post-World War II American initiative to help rebuilding Western European nations' economies.

Top legislative Democrats made statements in support of the expanded special session. Senate President pro Tem Mike McGuire called the funding request from Newsom "a down payment that will kickstart the cleanup of neighborhoods and start the process of rebuilding lives."

"We must ensure Angelenos and Southern Californians can restore their lives and communities as quickly as possible," said Speaker Robert Rivas, who visited the devastation in the LA area over the weekend.

Republican lawmakers had earlier urged Newsom to call a special session on wildfire response.

Earlier Monday, Democratic lawmakers announced an agreement advancing a \$50 million fund to prepare the state for potential litigation with Trump.

Newsom originally called the special session to shore up legal resources and defend against attacks on reproductive health care, climate change policies, and immigrant communities, all of which Trump repeatedly criticized on the campaign trail.

Bonta previews lawsuits

Attorney General Rob Bonta gave a preview Monday of the earliest lawsuits he expects to file against the Trump administration, including fighting Trump's desire to end birthright citizenship and to deploy the U.S. military to deport unauthorized immigrants.

He also mentioned preparing litigation to protect California's toughest-in-the-nation vehicle emissions standards and to fight against potential use of the Comstock Act, a 19th century law first implemented to ban mailing obscene material, to prohibit mailing medication, something anti-abortion conservatives have called for.

"He's told us what he'll do," Bonta said of Trump during a conversation with The Sacramento Press Club. "Many of those things are unlawful."

Sen. Scott Wiener, a San Francisco Democrat, on Monday announced amended legislation to provide \$25 million in funding in grants for local legal aid agencies. That bill will complement one put forth by Assemblymember Jesse Gabriel, an Encino Democrat, that calls for the state to provide \$25 million in funding for the Department of Justice.

Wiener drew a direct line between the additional funding and Trump's previous threats to withhold federal disaster relief aid as the death toll from the ongoing Los Angeles wildfires reached 24.

"National MAGA Republicans wasted no time politicizing the horrific tragedy unfolding in Los Angeles. As the fires burned, the President-elect, his allies, and senior Congressional Republican officials proposed withholding California's disaster aid and imposing unprecedented conditions on this humanitarian relief," Wiener said. "These inhumane threats show yet again why California must be prepared to counter the cruel and prejudicial attacks the incoming administration is preparing to launch against California."

So far, Trump has not threatened to cut off money for wildfire victims, who are eligible to apply for federal relief after President Joe Biden signed off on Newsom's request to declare a federal disaster last week.

But Trump has repeatedly threatened to block California's federal funding if Newsom doesn't capitulate to his demands to divert water to farmers. House Speaker Mike Johnson, a Louisiana Republican, told reporters Monday that he personally believed "there should be conditions" on disaster relief aid for California.

Wiener said lawmakers planned to vote on the special session bills in committee on Tuesday, with floor votes slated for Friday.

Republicans' pressure campaign

Legislative Republicans had mixed reactions to Newsom's announcement.

Assembly Republican Leader James Gallagher commended the governor. His caucus previously called for more robust preparation against wildfires after the LA blazes sparked.

"I'm glad to see Governor Newsom agreeing that the state needs to prioritize relief for Californians impacted by these fires. I certainly hope he doesn't play politics with this money by tying it to his slush fund for government lawyers and left-wing groups to fight President Trump," Gallagher said through a spokesman. "This is a time for all of us to come together and take care of our fellow Californians who have lost everything."

Senate Minority Leader Brian Jones, R-San Diego, said lumping the two agenda items together in a special session is "unnecessary and, frankly, insulting to those struggling through this disaster. "

"Fire victims deserve a response that is both respectful and non-partisan, but instead, Newsom is politicizing a tragic crisis that should focus solely on aiding those in need," Jones said. "A better and more thoughtful approach would have been to convene a new special session exclusively dedicated to investigating the LA fires, supporting communities in recovery, and ensuring we are better prepared for future disasters."

All 28 Republicans in both chambers of the legislature signed a letter to Newsom Saturday calling on him to increase funding for wildfire prevention and home hardening, expedite fire suppression projects and increase criminal penalties for arson and fire negligence.

At a press conference Monday, Gallagher also called for exempting fuels reduction projects from the California Environmental Quality Act, or CEQA, to speed up forest management and dry fuels removal.

Trump falsely accused Newsom of hampering officials' response to the fire by not signing a so-called "water restoration declaration" that he said would allow for water to "flow" from the northern part of the state into Southern California.

Newsom's office called this "pure fiction." His office did not immediately respond to a request for comment about the new legislation. Newsom remained in the Los Angeles area Monday to oversee the emergency response.

The governor invited Trump in a letter sent Friday to see the wildfire destruction firsthand. Trump did not immediately respond.

Note: The passage of Proposition 2 (2024) this past November provides LEAs with \$8.5 billion in bond funding for school facilities.

Let the Latest Scramble Begin for California School Construction Money

Navigating Proposition 2 funding will be challenge for some districts

By Lasherica Thornton and John Fensterwald EdSource January 16, 2025

The record 205 school districts that passed construction bonds in November will spend 2025 vying for matching money from a \$10 billion state bond that will meet only a small portion of the demand for financial help.

Novices at navigating state agencies, especially small districts, may find the process of claiming a share of state funding will be lengthy, complex and potentially overwhelming, said Julie Boesch, administrator for small school district support for the Kern County Superintendent of Schools. Boesch singlehandedly shepherded a renovation project through the funding process as superintendent and principal of Maple Elementary, a one-school district in Kern County.

"Putting out requests for qualifications and for proposals to hire consultants, architects, construction management and then to determine what kind of funding you can get — there are just so many things that have to happen," she said. "There were times when I, as superintendent, was spending 90% of my time just on facilities."

The success of Proposition 2, the construction bond for schools and community colleges, with 59% of support, was a vote of renewed confidence in public schools and a rebound from March 2020, when voters defeated a \$15 billion bond amid anxiety over the Covid pandemic.

"They understood the need for this," said Rebekah Kalleen, a legislative advocate with the Coalition for Adequate School Housing (CASH), an organization of school districts and construction and architectural firms that led the effort to pass the proposition. "The funding opportunities will go a long way to ensure that projects are robust and that we're able to make the repairs and the upgrades that we need."

New money, old projects

Proposition 2's passage will inject a welcome \$10 billion on top of the \$45 billion in bonds approved for school and community college districts. However, \$3.7 billion — less than half of the \$8.5 billion allotted to TK-12 districts under Proposition 2 — may be available for local projects approved in November.

That's because as much as \$4.8 billion in unfunded projects with preliminary approval from the last state bond will get priority. This extensive backlog dates back to Proposition 51, which voters passed in 2016. Funding from that bond ran dry several years ago, but under state law, districts could apply through Oct. 31, a week before the vote on Proppsition 2. They could reasonably assume that state funding would eventually become available from the next bond.

"Because there is so much more demand than there is funding, it's safe to say that there's always a long pipeline of projects awaiting allocations," said Sara Hinckley, California program manager for the Center for Cities + Schools at UC Berkeley, which researches school facilities.

Districts submitted plans with preliminary approval for more than 1,000 unfunded projects. These include projects valued at \$1.46 billion for new construction and \$3.42 billion for modernization. The latter category includes renovations, system upgrades, repairs, and replacement of portable classrooms more than 20 years old and permanent buildings over 25 years old.

One line ends, another forms

After Proposition 2 money runs out, the remaining projects will form a new line of unfunded projects awaiting state money whenever voters pass the next state bond.

"It is a fair question whether voters understood the degree of the funding backlog and the fact that so much of the Proposition 2 funding would already be spoken for by the time they were voting on their own local bonds in November," Hinckley said. "What this all really emphasizes is that we are constantly playing catchup with facilities funding, not coming anywhere close to meeting the actual needs of districts."

It's unlikely that all the pending projects will successfully run the gauntlet of state agencies for final approval, although it's not possible to know how many now.

What follows is a primer on steps districts must take to be eligible for matching money under Proposition 2.

How will Proposition 2 money be divided?

Under the ballot language that the Legislature passed, Proposition 2 will be apportioned into several categories. It's too soon to know how funding the previous bond's unfunded projects will affect Proposition 2 categories.

- \$1.5 billion for community colleges. The Legislature and the governor will select specific projects based on recommendations of the community colleges.
- \$8.5 billion for TK-12 districts, allocated as follows:
 - \$4 billion for repairs, replacement of portables at least 20 years old, and other modernization work
 - \$3.3 billion for new construction
 - \$600 million for career and technical education facilities
 - \$600 million for facilities for charter schools

• \$115 million to remove lead from school drinking water

When can districts apply?

Over the next eight months, the Office of Public School Construction will revise rules to differentiate Proposition 2 from previous state construction bonds. Changes include requiring districts to submit a five-year master plan with an inventory of classrooms, square footage and auxiliary facilities at each school.

Proposition 2 also will set aside 10% of modernization and new construction money for districts with fewer than 2,500 students. But that provision notwithstanding, what hasn't changed is a first-come, first-served distribution system that can favor property-wealthy districts and large districts, such as Los Angeles Unified (LAUSD) which can afford to employ permanent facilities staff to push their projects to the front of the line.

Kalleen of CASH and others familiar with state facilities grants urge districts to start submitting applications for priority projects now and not wait for more state guidance, in order to avoid getting left behind and ending up on the next waiting list.

"Districts are already planning and looking at their projects and submitting without yet knowing what the regulations will look like because there's so much pent-up demand for state support for facilities funding," Kalleen said. "Projects are funded based on the date that they're received by the Office of Public School Construction. So as long as you meet those eligibility criteria, they're funded in the order that they're received."

Districts won't have to finish their master plans to initially apply for state funding, although they will have to complete them before receiving state money. They'll have an opportunity to amend their proposals after the state revises regulations this summer.

Districts that have already completed a master plan with a needs assessment and established priorities "will be ahead of the game," said Karla DeLeon, senior director-education for Dahlin Architecture, with three offices in California.

A small shift toward needs-based funding

Instead of submitting one application for all of their construction work, districts must apply for each project. The state's share — at least 50% of the cost for new construction and 60% for a modernization project — will be funded uniformly on a per-student basis.

For an elementary school, for example, the per-student funding for 2024 was \$15,770, meaning that building a classroom for 25 students would be \$394,250 of base funding. (The per-student amount differs depending on whether a student is in elementary, middle or high school.) The per-student dollar amount is the minimum districts will qualify for, as there could be additional funding through supplemental grants if the project includes certain features.

But for the first time, the state will slightly increase funding for high-poverty, low-property-wealth districts. Huge differences in districts' taxable property values create disparities in how much they can charge property owners for repairing and building school facilities. To narrow the gap, the state will provide up to 5 percentage points more matching money for qualifying projects based on the proportion of students who are low-income, foster youth, and English learners and, to a lesser extent, on a district's property wealth per student.

A district could receive a 65% state match for renovations, reducing its contribution to 35%; the maximum contributions for new construction would be 55% state and 45% district.

"The total funding for the project would, in the eyes of the state, remain the same; it's just more would be on the state's dime, less on the school district's dime," Kalleen said.

Advocates for changing the system say the bonus funding won't make enough difference to help many districts fully repair or replace subpar and antiquated buildings. The new system "does not meaningfully address the serious equity concerns that we and others have raised about the distribution of state funds," wrote the Center for Cities + Schools, an institute at UC Berkeley, in an analysis.

How soon will local bond and Proposition 2 money be available?

When the state and local money becomes available depends. Bonds are loans that are usually paid back over 25 to 30 years. Working with their financial teams, districts will time their borrowing to align with their construction schedule and minimize property tax increases.

The increases cannot exceed a statewide bonding limit of charging property owners more than \$40 per \$100,000 of assessed property value for school facilities. For many small, low-wealth districts, this is a major obstacle to funding school improvements. For property-wealthy districts, it's not an issue.

State funding to districts will be disbursed in batches over the next several years. The Legislative Analyst's Office projects that paying for Proposition 2's interest and principal will cost the state's general fund about \$500 million per year over 35 years.

What else is new under Proposition 2?

Proposition 2 includes other new features affecting TK-12 districts:

Along with reserving 10% of new construction and modernization funding for districts with fewer than 2,500 students, small districts can receive 5% of a project's funding to hire architects, engineers and project managers. This should help them speed up the application process.

The state has a financial hardship provision funding the full cost of a project for a district that lacks the property tax base to pay for it. Proposition 2 triples the maximum tax base qualifying from \$5 million to \$15 million in assessed value.

Proposition 2 does not set aside funding for classrooms specifically equipped for transitional kindergarten (TK), as advocates had hoped, but it does permit districts to seek supplemental funding for TK in a school project. Districts can also seek supplemental money to pay for updating or constructing "essential facilities," including kitchens, cafeterias, and undersized gyms, and installing energy conservation and efficiency measures like solar panels, outdoor shade areas and more efficient heating and air conditioning units.

What will the application process be like?

Districts face a multiagency and multiyear process with hoops to jump through and deadlines to meet before they can receive state funding. All must submit project plans to at least two state agencies before their plans can go to the Office of Public School Construction for a review for funding. The Division of the State Architect, a group of architects and engineers, will ensure compliance with building codes, structural requirements and safety standards.

The Department of Education ensures "educational adequacy" — whether the facility complies with the state's education code, meets classroom space requirements by subject and grade as well as how its design handles the needs of special education students, English learners, intervention services and accommodates community events, parking and outdoor activities. Depending on the site location, approval may be needed from the state Department of Toxic Substances Control or review under the California Environmental Quality Act.

DeLeon of Dahlin Architecture recommends turning to experts to guide the process. "You will want a solid team of support to manage all of the balls in the air within the time limits."

Boesch said her most important advice to districts is to seek pre-approval meetings with state agencies. "Most districts avoid these, because they assume 'they'll just tell us to do something different, and it's easier to ask forgiveness than permission," she said. "Truly, it's not. It's easier to ask permission and move forward instead of having to go back and undo something that may have been done incorrectly."

Kalleen said districts can expect the process to take six months to a year for approval from the Office of Public School Construction, depending on the size of the project, and an additional two years or longer to receive funding from the State Allocations Board.

Boesch agreed. "At an absolute minimum, in a perfect world, it really would be two years," she said, to receive funding, but more likely three or four.

"The backlog is so large that state funds often get to districts after projects have already been completed," Hinkley said. "Districts that do not have sufficient local funds to cover a project's costs while waiting for the state backlog are at an enormous disadvantage."

BC Number BFS-2

Date: January 24, 2024

Phone Number: 457-6226

From the Office of the Superintendent To the Members of the Board of Education Prepared by: Patrick Jensen, Chief Financial Officer & Paul Idsvoog, Chief Operations & Labor Management Officer Cabinet Approval:

Regarding: Enrollment Projections

The purpose of this communication is to inform the Board of projected enrollment for Fresno Unified School District over the next six years.

This report was compiled by SchoolWorks Inc. They are a vendor that provides us with enrollment projections based on historical student counts, current student counts, local birth rates, and other demographic data.

The report is broken up into two sections; the first seventeen pages represent historical and projected demographics data, birth rate trends and projected district wide enrollment. The remainder of the report contains projected enrollment on a school-by-school basis. Please note the enrollment trend data on page two.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Patrick Jensen at 457-6226.

Approved by Interim Superintendent

Mao Misty Her _

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Date: 01/24/25

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SchoolWorks, Inc.

8700 Auburn Folsom Rd, 200 Granite Bay, CA 95746

Phone: (916) 733-0402

2024/25 DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

NOVEMBER 2024



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EXECUTIVE SUMMARY

Fresno Unified School District had a stable enrollment until the 2019/20 school year, declined to an enrollment of 69,676 in the 2020/21 school year and has since been declining slightly to a current enrollment of 67,828 students.

Fresno Unified School District is projected to decline in enrollment by 0.96% (or 651 students) for the 2025/26 school year. The expanding TK program is projected to have an impact of 442 new TK students next year. The District is projected to have a declining enrollment over the next six years, with a projected 60,351 students in the 2030/31 school year. This is a total decline of 7,477 students, which is a decrease of 11.02%.

Based on current District loading standards and classroom space, the District has a net classroom capacity of 88,479 students, and a current enrollment of 67,828 students. This gives the District a current utilization factor of 76.7%. The projected utilization factor in six years will be 68.2%. This assumes loading standards remain constant and no additional facilities are built or removed.

This report includes the anticipated growth in the Transitional Kindergarten program to reflect the recent "TK for All" initiative which will allow a phased plan for all 4 year olds to attend TK by next year.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

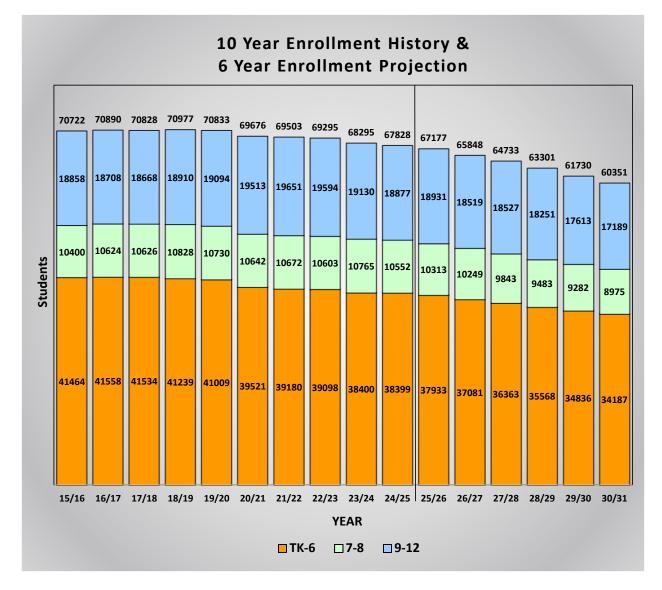




2024/25 Demographics and Enrollment Projections

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2024/25, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 60,351 students in the District in 2030/31.



The Fresno Unified School District had a stable enrollment until the 2019/20 school year, declined to an enrollment of 69,676 in the 2020/21 school year and has since been declining slightly to a current enrollment of 67,828 students.

This graph is color coded by grade groupings:

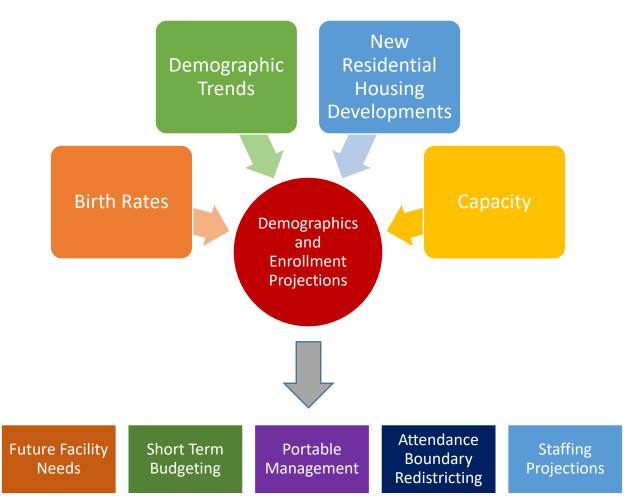
Orange represents the historic and projected enrollment for the elementary school grades TK-6. Green represents the historic and projected enrollment for the middle school grades 7-8. Blue represents the historic and projected enrollment for high school grades 9-12.

The entire District enrollment is shown at the top of each bar.



INTRODUCTION

This Demographics and Enrollment Projections Study provides a comprehensive enrollment analysis for the Fresno Unified School District. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long- and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. They are also used as a tool to identify certain facility planning requirements such as capacity, utilization of existing facilities, planning for modernization or new construction, and attendance boundary redistricting.

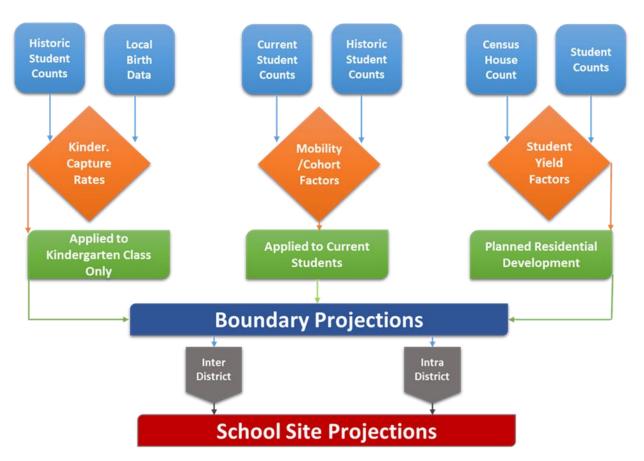


This Study provides information based on the 2024/25 District enrollments and programs, local planning policies and residential development. As these factors change and timelines are adjusted, the Demographic and Enrollment Projections Study should be revised to reflect the most current information.



METHODOLOGY

The chart below summarizes the inputs to calculate the boundary and school site projections.



The **enrollment projections** for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- a) **Birth rates** are used to project future kindergarten and transitional kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five years later or the transitional kindergarten class four years later.
- b) New Housing Development rates and yield rates are compared to the historical impact of development, and if the future projections exceed the historical values, the projections are augmented accordingly.
- c) Inter-District student counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.





2024/25 Demographics and Enrollment Projections

- d) Intra-District students are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.
- e) The projections for special education students and alternative programs are created by assuming those programs typically serve a percentage of the total District population.
 Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.
- f) Cohort Trend Analysis: The number of students living in the boundary are used to generate the cohort factors. The annual trends over the past three years were analyzed and the average cohort was calculated with the current year weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.

Neighborhood School Attendance Area Analysis: Each school attendance boundary is input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra-district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

"TK for All" Initiative: This report models the growth projected for Transitional Kindergarten in alignment with the recent "TK for All" initiative which follows a phased plan to allow all 4 year olds to attend TK by 2025/26. The expansion for TK enrollment is based on the following schedule:

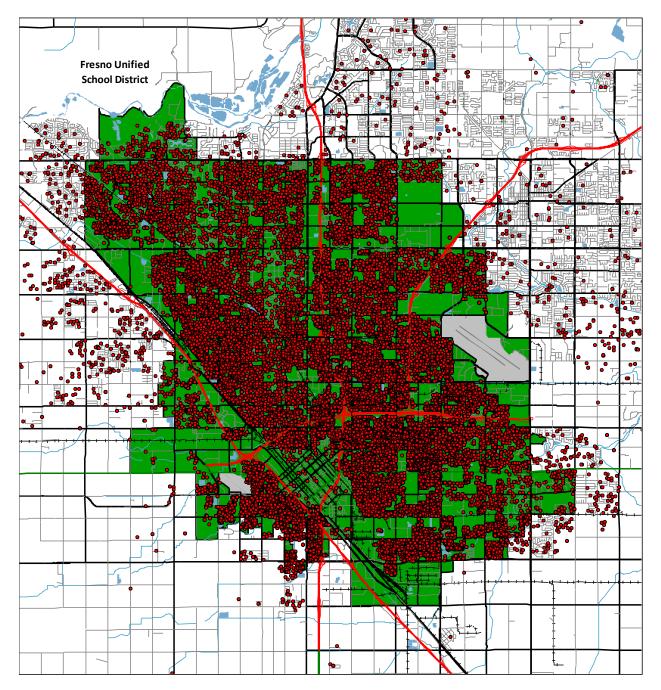
2024/25 – 9 months (Currently eligible) 2025/26 – 12 months (Adds 3 months)





DISTRICT BOUNDARIES

District Map with Student Residential Locations

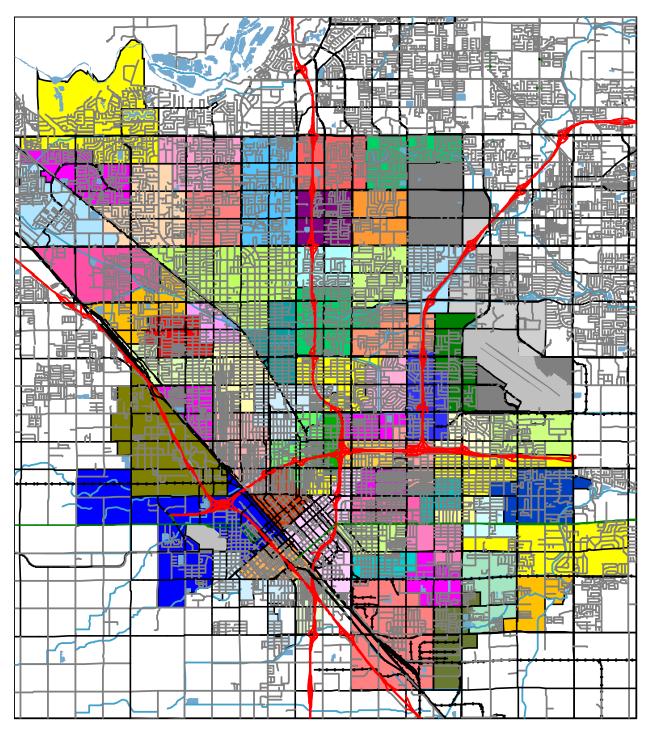


This map shows the District boundary along with the location of each student based on their residential address. This geographic data is the foundation for our demographic analysis. Any red dots outside the District boundary will represent students attending one of the District schools or programs but have a residence outside the District. This map also identifies different areas of student population density.



2024/25 Demographics and Enrollment Projections

Elementary Boundaries

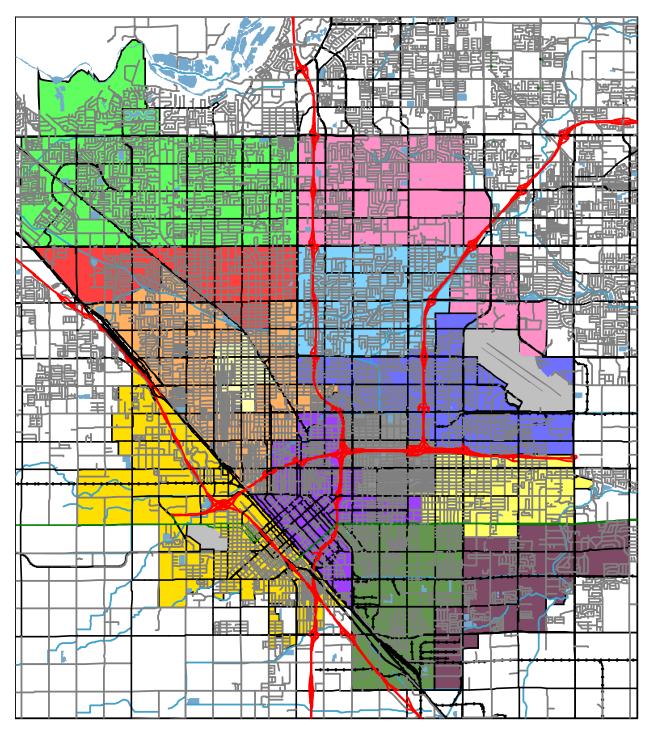


Fresno Unified School District elementary boundaries are shown in color shaded areas.



2024/25 Demographics and Enrollment Projections

Middle School Boundaries

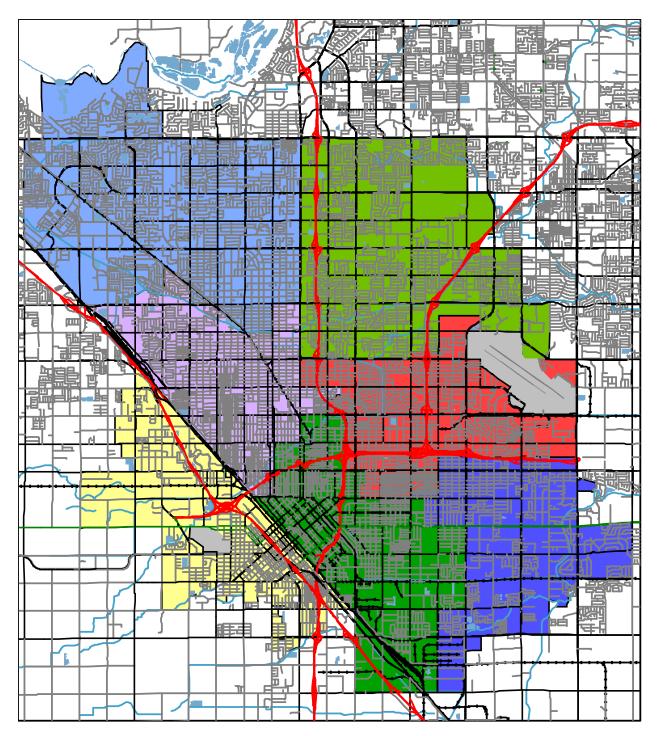






2024/25 Demographics and Enrollment Projections

High School Boundaries

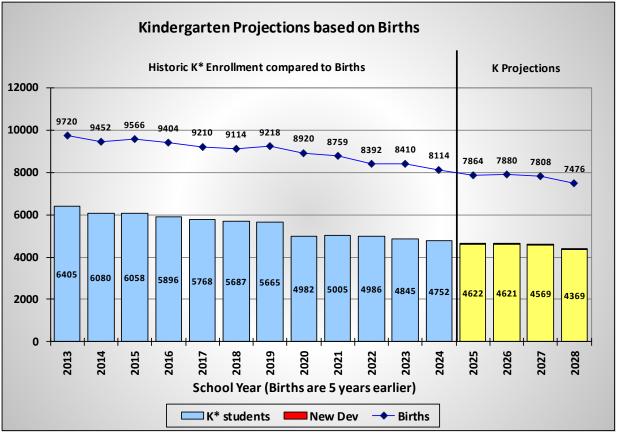






HISTORIC BIRTH RATES

The following section is an analysis of the number of births in the Fresno Unified School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip codes 93701, 93702, 93703, 93704, 93705, 93706, 93711, 93721, 93722, 93725, 93726, 93727 and 93728, which are in the District, were used for this analysis.



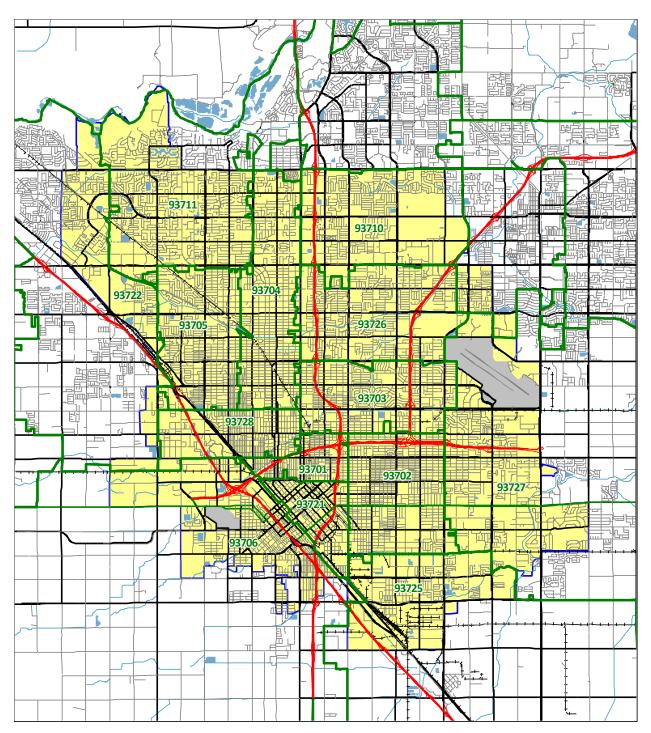
*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

The above figure illustrates the correlation between births in the District area and the number of kindergarten students attending Fresno Unified schools five years later. The number of births between 2008 and 2019 has averaged about 9,023 per year. The recent birth rates over the past four years (2020 to 2023), which will generate the kindergarten classes for the next four years (2025 to 2028), have been between 7,476 and 7,880. We have assumed that the current kindergarten capture rate of 58.57% will be maintained in the future.



2024/25 Demographics and Enrollment Projections

Zip Code Map

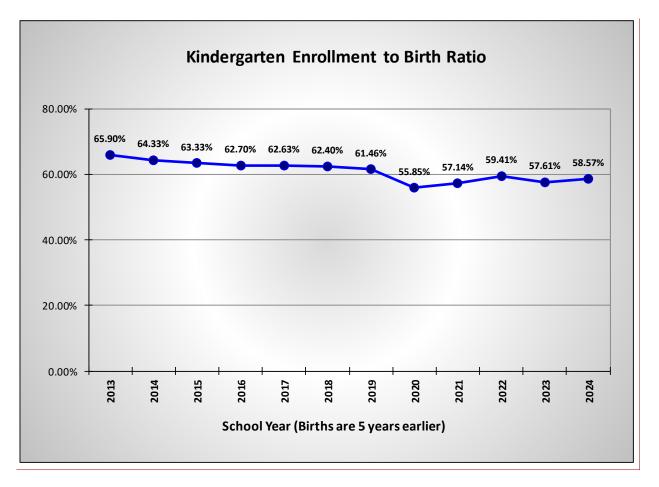


The above map shows the comparison between the District boundary and the zip codes.



2024/25 Demographics and Enrollment Projections

Historic Kindergarten Capture Rates



This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves only a portion of a large zip code area. A large capture rate is possible when families move into the area after the children were born, but before they arrived for kindergarten. Overall, the District has had a slightly declining capture rate with a 12 year average of 60.94%.

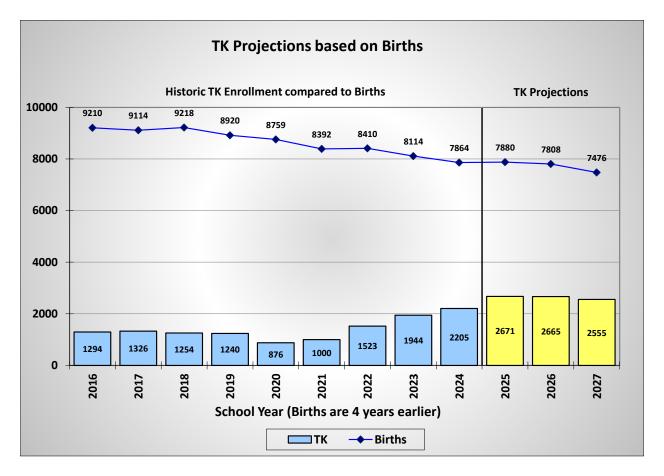


Fresno Unified School District 2024/25 Demographics and Enrollment Projections

Transitional Kindergarten

The Transitional Kindergarten (TK) program started in 2012 to provide an extra year for young children to get ready for kindergarten. Currently, the TK program allows four year-olds who will turn five between September 1 and June 2. Some districts allow parents with children just outside that window to also participate in the program. Since the window for the TK program is only nine months, participation in the TK program is typically less than 75% of the total kindergarten enrollment. In most current state processes, such as CalPADS reporting, the State Building Program, and ADA, TK students are included with the kindergarten numbers.

As mentioned under "Methodology", this report addresses the growth of the TK program by next year to a full grade.

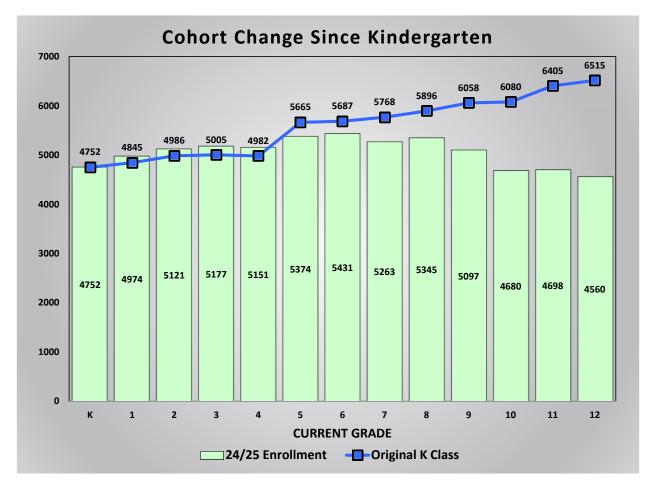


The TK projection for 2025/26 shows a total of 2,671 students and would be a full grade at that point.



2024/25 Demographics and Enrollment Projections

Retention Rates Since Kindergarten



This chart compares the original kindergarten class size to the current enrollment for each grade. For example, the current 6th grade class has 5,431 students and six years ago the kindergarten class had 5,687 students. Overall the class sizes in grades 1 - 4 have stayed the same size since kindergarten. The class sizes in grades 5 - 12 have decreased since kindergarten. These numbers will have to be payed close attention to over the next few years to see if the trend in the lower grades continues into the upper grades.





2024/25 Demographics and Enrollment Projections

Historic Enrollment and Trends

| Fresno Unified School District | | | | | | | | | | | | |
|---------------------------------|--------------|--------------|--------------|--------------|-----------------|-----------------|-----------------|----------------|--|--|--|--|
| Historic Enrollment and Cohorts | | | | | | | | | | | | |
| CalPADS Enrollment | | | | | н | Weighted | | | | | | |
| <u>Grade</u> | <u>21/22</u> | <u>22/23</u> | <u>23/24</u> | <u>24/25</u> | <u>21 to 22</u> | <u>22 to 23</u> | <u>23 to 24</u> | <u>Average</u> | | | | |
| ТК | 1,000 | 1,523 | 1,944 | 2,205 | 523 | 421 | 261 | 358.0 | | | | |
| К | 5,005 | 4,986 | 4,845 | 4,752 | -19 | -141 | -93 | -96.7 | | | | |
| 1 | 5,281 | 5,256 | 5,064 | 4,974 | 251 | 78 | 129 | 132.3 | | | | |
| 2 | 5,538 | 5,294 | 5,176 | 5,121 | 13 | -80 | 57 | 4.0 | | | | |
| 3 | 5,565 | 5,461 | 5,199 | 5,177 | -77 | -95 | 1 | -44.0 | | | | |
| 4 | 5,473 | 5,506 | 5,353 | 5,151 | -59 | -108 | -48 | -69.8 | | | | |
| 5 | 5,658 | 5,449 | 5,429 | 5,374 | -24 | -77 | 21 | -19.2 | | | | |
| 6 | 5,660 | 5,623 | 5,390 | 5,431 | -35 | -59 | 2 | -24.5 | | | | |
| 7 | 5,197 | 5,510 | 5,429 | 5,263 | -150 | -194 | -127 | -153.2 | | | | |
| 8 | 5,475 | 5,093 | 5,336 | 5,345 | -104 | -174 | -84 | -117.3 | | | | |
| 9 | 5,033 | 5,223 | 4,919 | 5,097 | -252 | -174 | -239 | -219.5 | | | | |
| 10 | 5,202 | 4,785 | 4,925 | 4,680 | -248 | -298 | -239 | -260.2 | | | | |
| 11 | 4,812 | 4,813 | 4,481 | 4,698 | -389 | -304 | -227 | -279.7 | | | | |
| 12 | 4,604 | 4,773 | 4,805 | 4,560 | -39 | -8 | 79 | 30.3 | | | | |
| Totals | 69,503 | 69,295 | 68,295 | 67,828 | -43.5 | -86.6 | -36.2 | -54.2 | | | | |
| Annual Cl | hange: | -208 | -1,000 | -467 | | | | | | | | |

This chart shows the enrollment by grade level over the past four years. The cohort values were calculated for each grade and each year, along with the weighted average for each grade. A positive cohort value indicates that grade is expected to have more students than the previous grade last year. A negative value would mean that the grade has fewer students compared to the previous grade last year.

In general, a positive cohort is representative of growth and a negative cohort indicates a decline in enrollment. There are some exceptions. First grade usually has a positive cohort, as there are some students that do not attend kindergarten at public schools but arrive in first grade.

Another important item to notice is the current breakdown by grade level of the student population. Comparing the number of students in the lower grades to the upper grades can indicate potential increases or decreases in future enrollments. Also, if there is a large class or a small class, it will slowly cause a ripple in the enrollments as it advances a grade each year.

Finally, the annual change at the bottom of this chart indicates the net impact of the changes in enrollment over the past few years.



CLASSROOM COUNTS AND CAPACITY

It is important to understand that capacity and classroom counts may be viewed different ways for different purposes. The State School Facilities Program (SFP) considers all available teaching stations excluding physical education facilities and core facilities (e.g., libraries, multipurpose rooms, and administrative spaces), as part of the site capacity when calculating eligibility for new construction or modernization funding. The State also has its own loading standards per classroom as part of the eligibility determinations.

Another method for calculating capacity and number of classrooms is based on local District standards of class size and a definition of what is considered a full day teaching station. The District may set aside several classroom spaces defined by the SFP for specialized programs or pull-out spaces.

The classroom counts and capacities defined in this Demographics and Enrollment Projections Study represent the rooms that have been identified by Fresno Unified School District administration as designated fulltime teaching stations. This count is a net count and may not take into consideration other rooms which could be used as fulltime teaching stations but are needed for other programs offered by the District.

The classroom counts are shown for each school and are used to determine the capacity. The classroom counts represent the rooms that can be used for teaching purposes at each school site. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding.





SCHOOL PROJECTIONS

This Study provides a detailed analysis of student attendance patterns and enrollment for each school. This includes a boundary map illustrating that particular school's attendance patterns along with a chart showing the projected enrollment for the next six years. These charts indicate the actual enrollment at each school over the past four years along with the projected enrollment for the next six years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary than attend the school, then there is a net outflow.

The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available, then the attendance patterns will likely need to change if the additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

| <u>Grade</u> | Loading Standard | | | | |
|--------------|------------------|--|--|--|--|
| ТК | 20 | | | | |
| К | 24 | | | | |
| 1-3 | 25 | | | | |
| 4-6 | 28 | | | | |
| 7-8 | 30 | | | | |
| 9-12 | 30 | | | | |

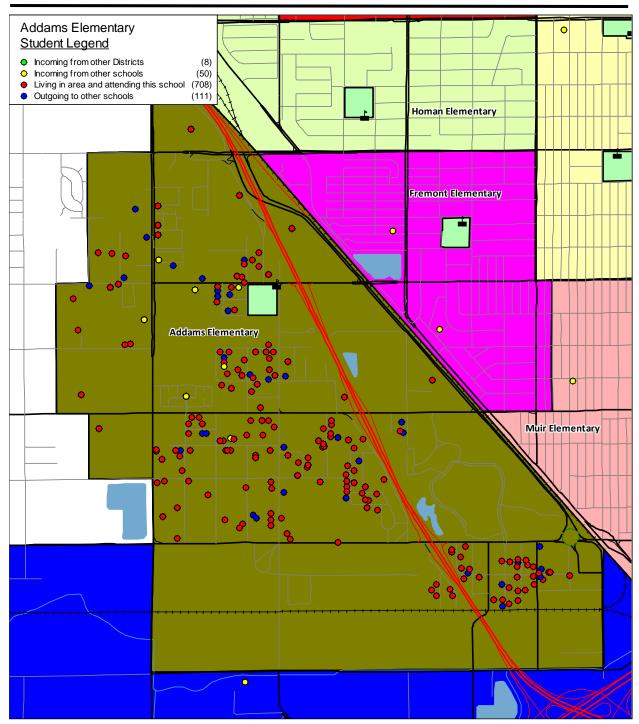
These loading standards are based on the current loading factors used this year and may change based on the level of funding for schools in the future.

Detailed data is provided below each projection chart that shows the projected enrollment by grade for the next six years.

The <u>Attendance Factors</u> were determined by analyzing the current year of students to see how many Interand Intra-District transfers there are. Once the baseline projections are calculated for the residents in the attendance area, the Intra-District and Inter-District factors are applied to determine the projected enrollment for each school.

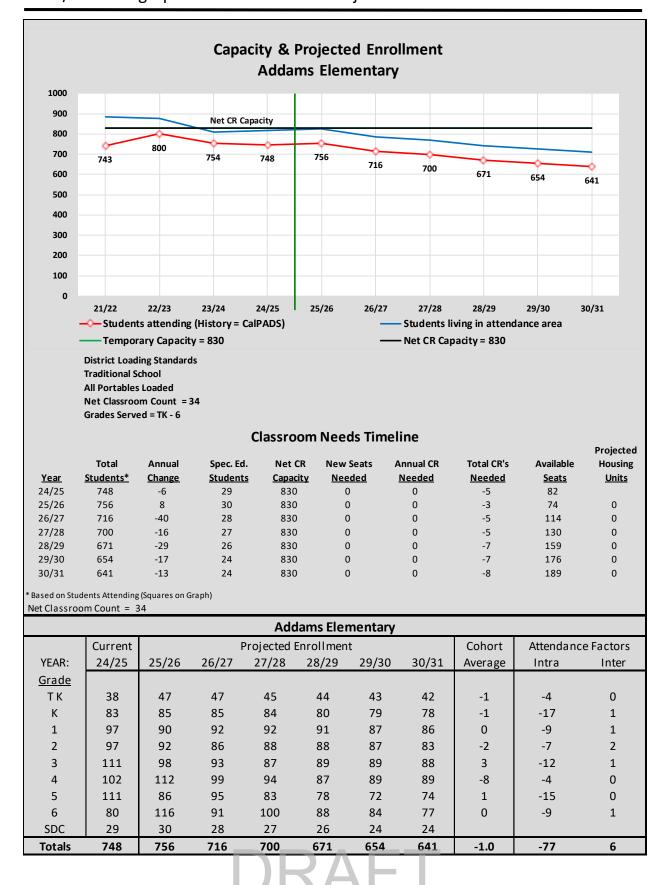




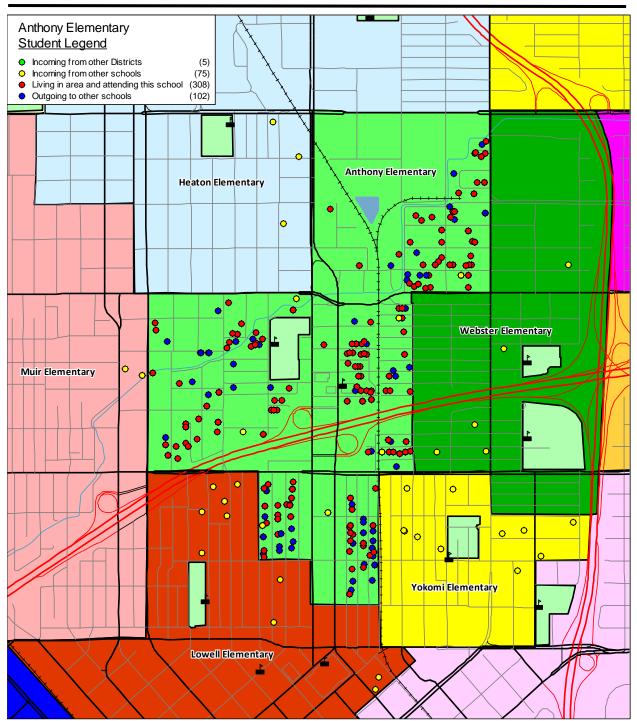






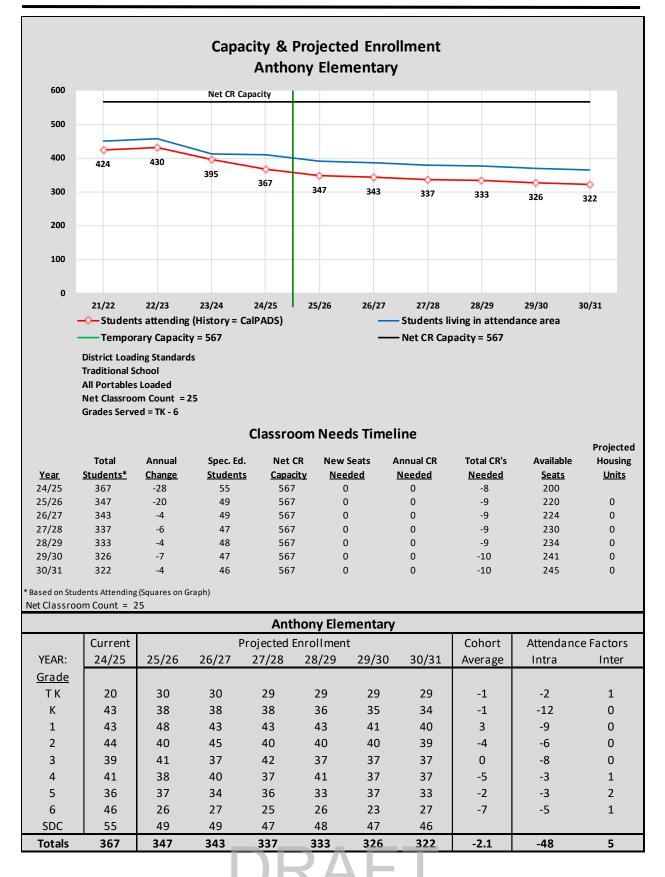




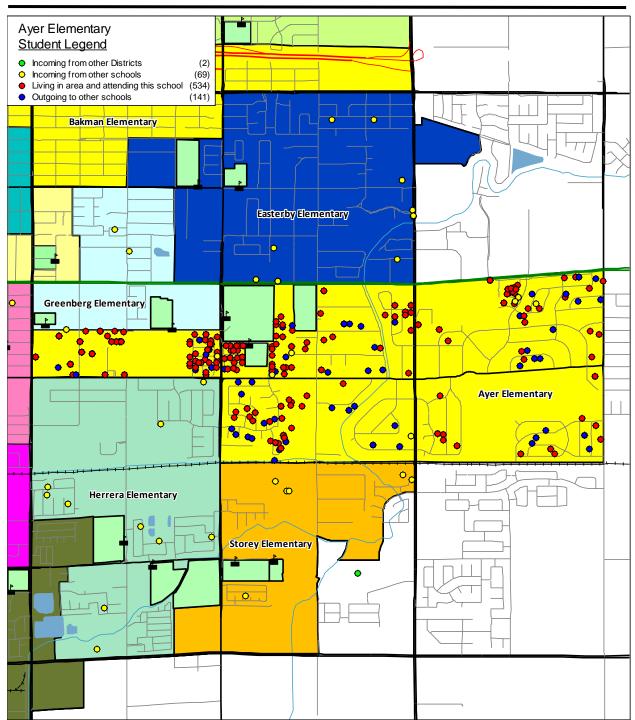




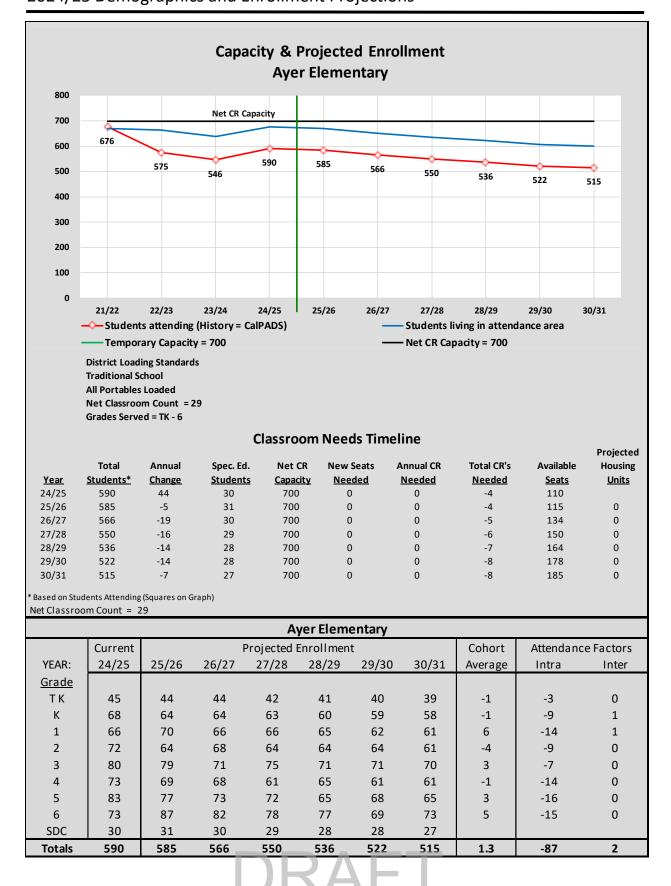




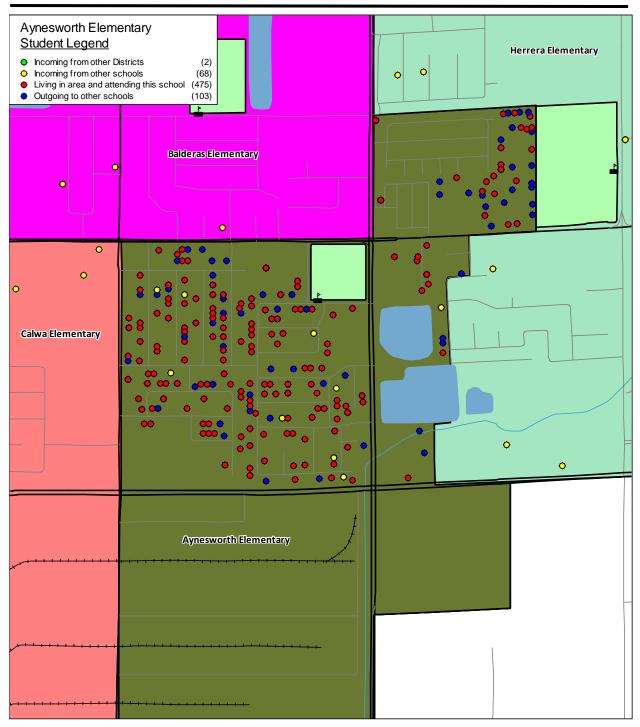






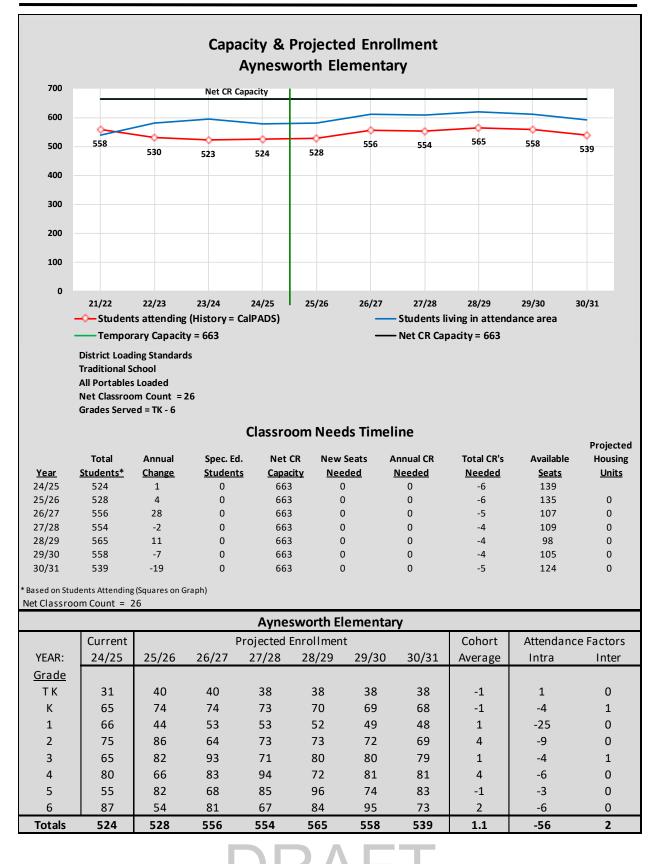






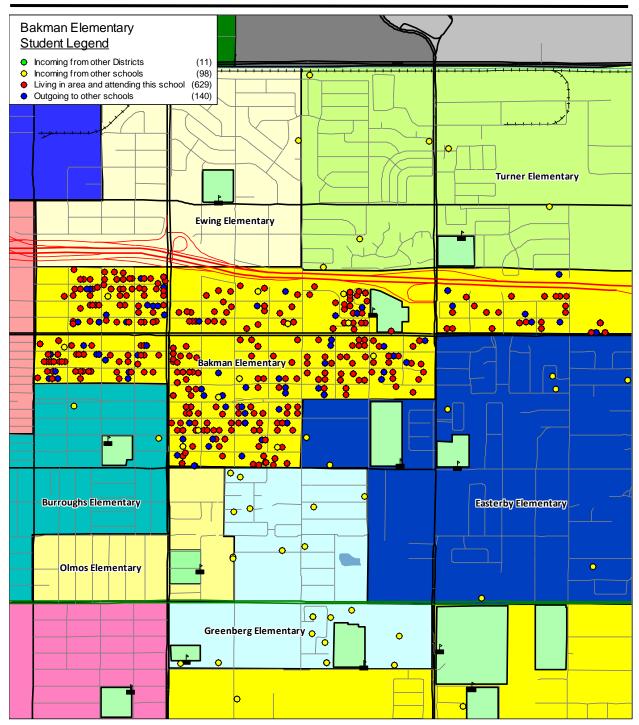




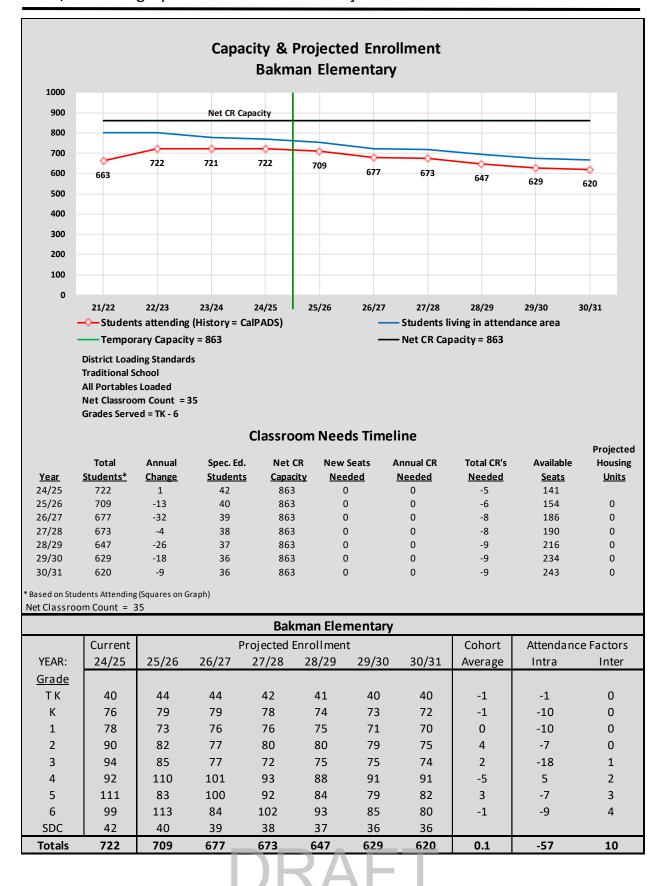




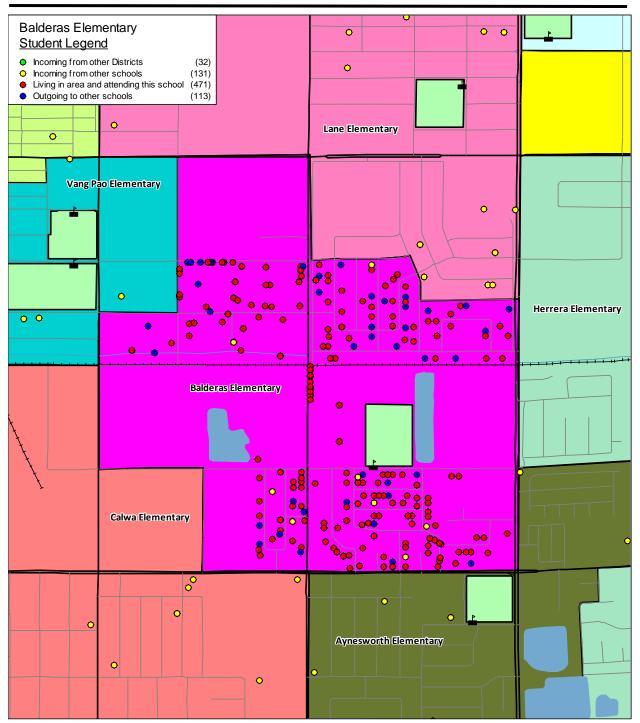
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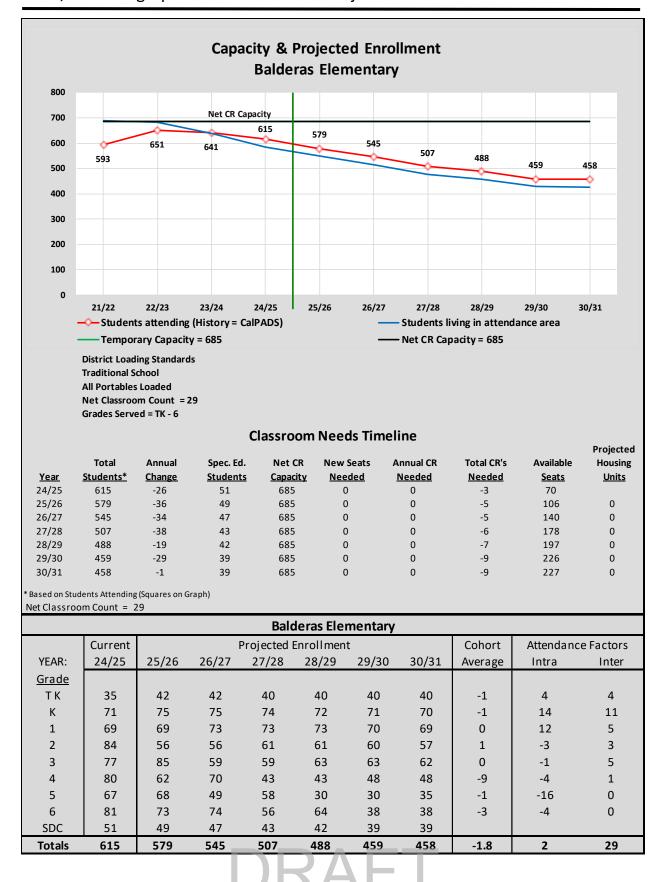




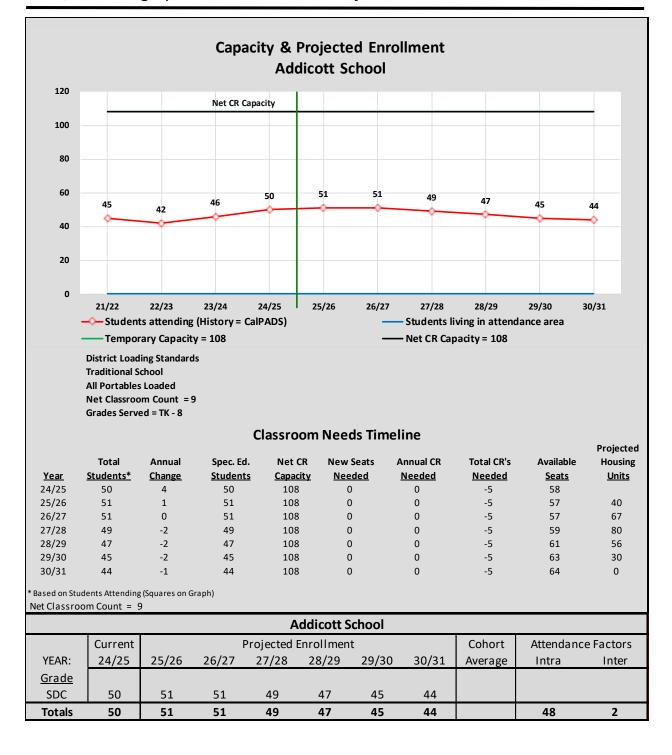




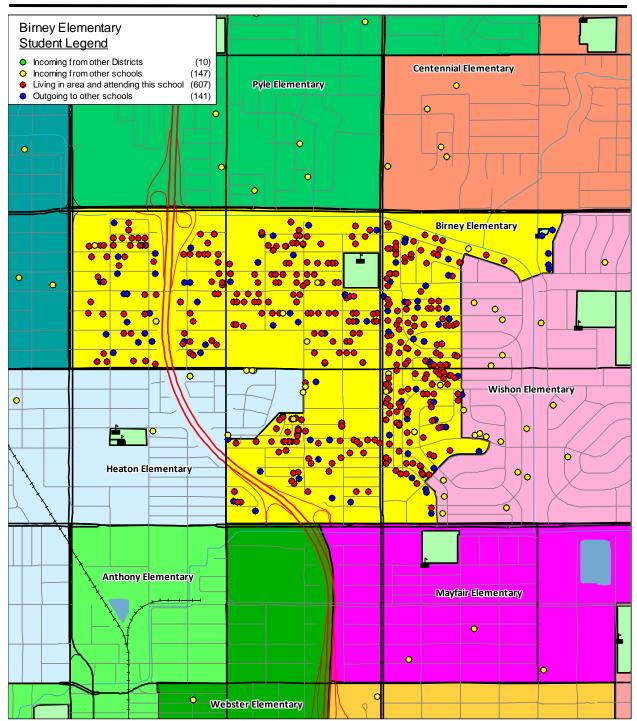






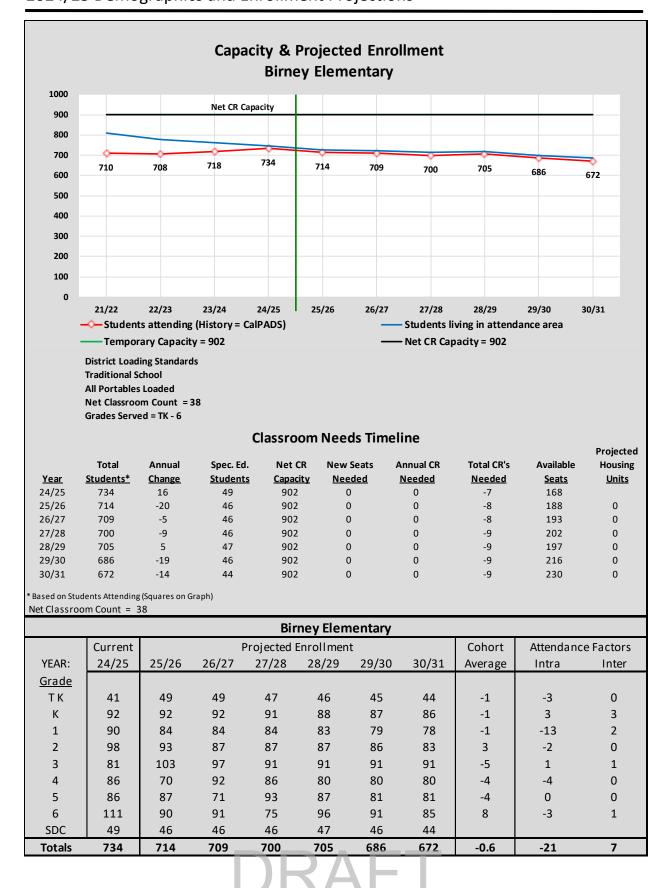


School Works Facility Problem Solvers

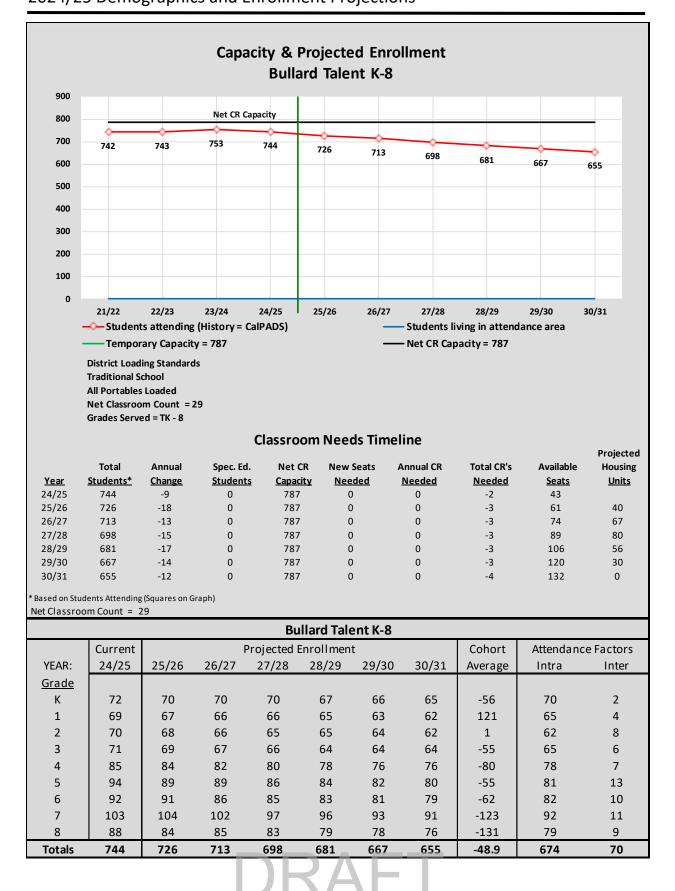














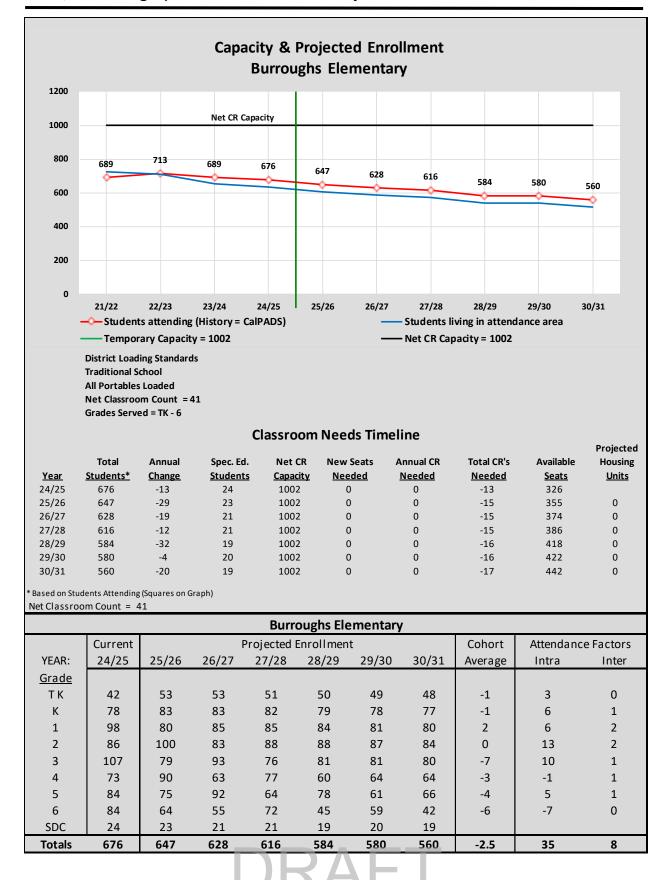
2024/25 Demographics and Enrollment Projections

| Burroughs Elementary | | | | | | 0 | |
|--|--|----------------------|--|-----------------------|--|---------------------|----------|
| Student Legend Incoming from other Districts | (11) | | | | | | |
| Incoming from other schools Living in area and attending this schools | (160) ol (545) | | | Bakman El | ementary | | |
| Outgoing to other schools | (88) | | 0 | Dakillali El | emencary | 0 | |
| Leavenw | orth Elementary | | | | | ~ | |
| | 0 | 0 | 0 | | 0 | 0 | |
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| | C | > | • • | % • • • • • | •• 8° | | |
| | | 0 | 0 000 000 | ••• | Burroughs El | ementary | |
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| Jackson Elementary | | ••• | • | Olmos Ele | • | | |
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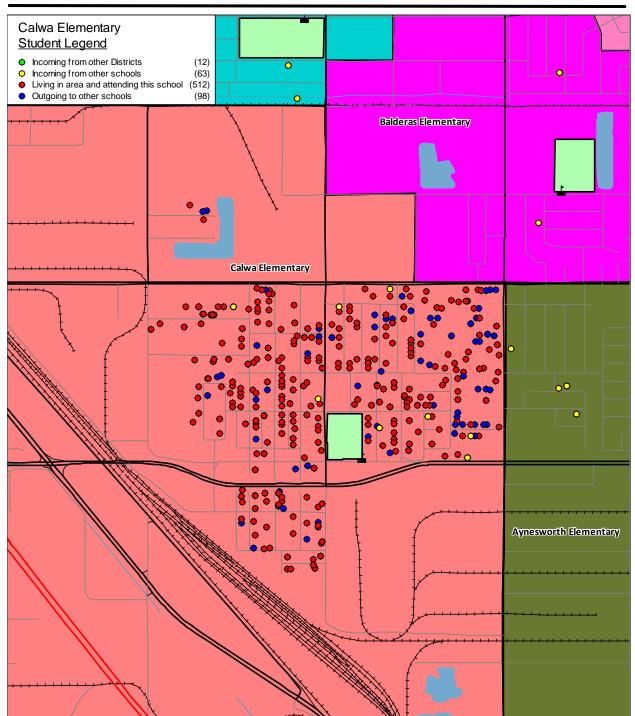
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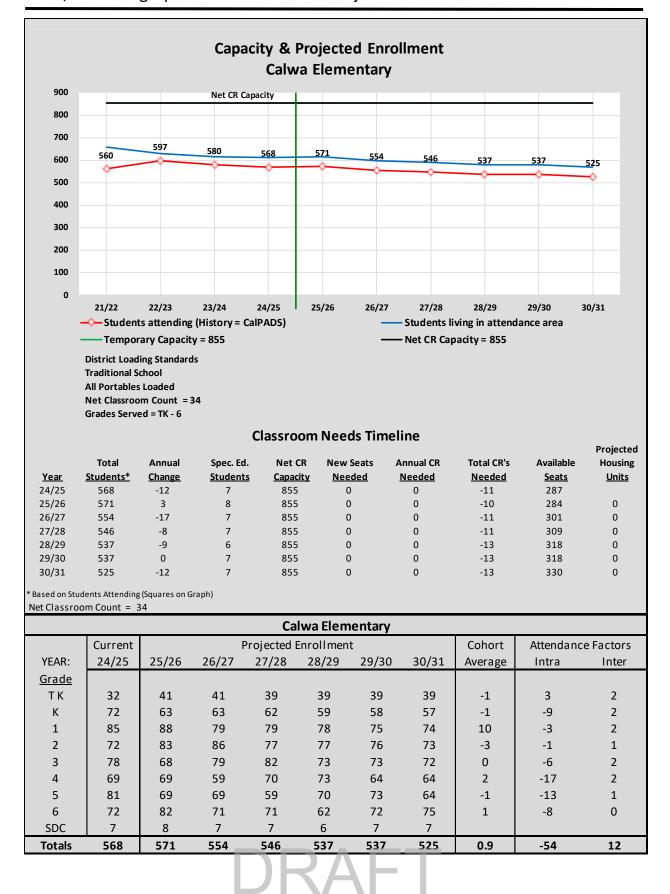




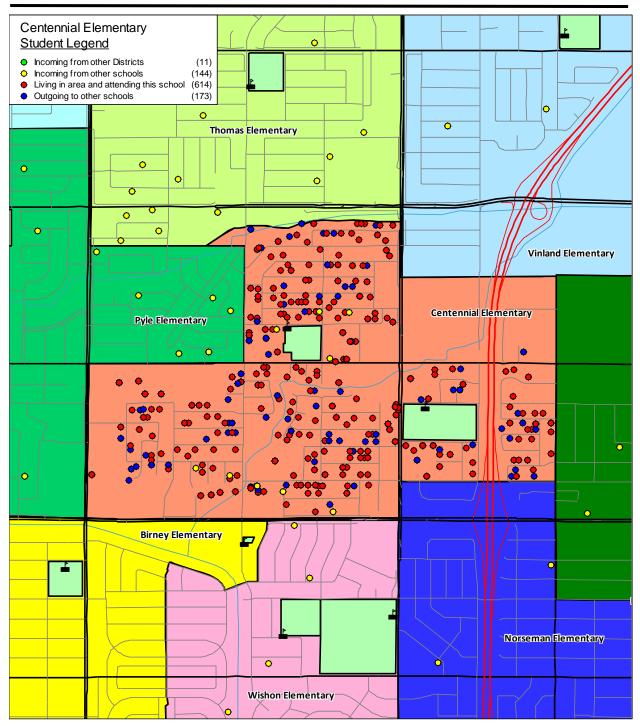






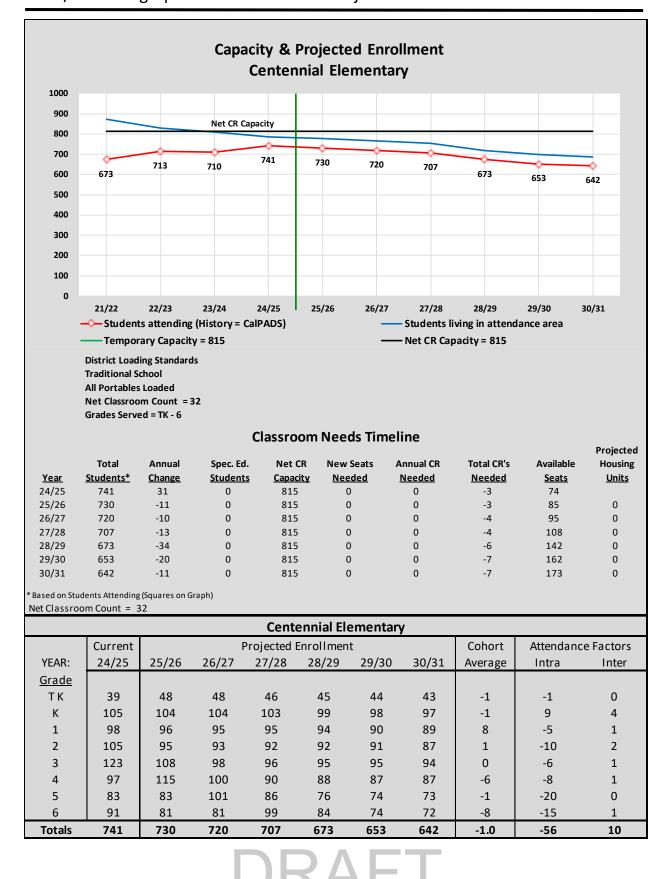




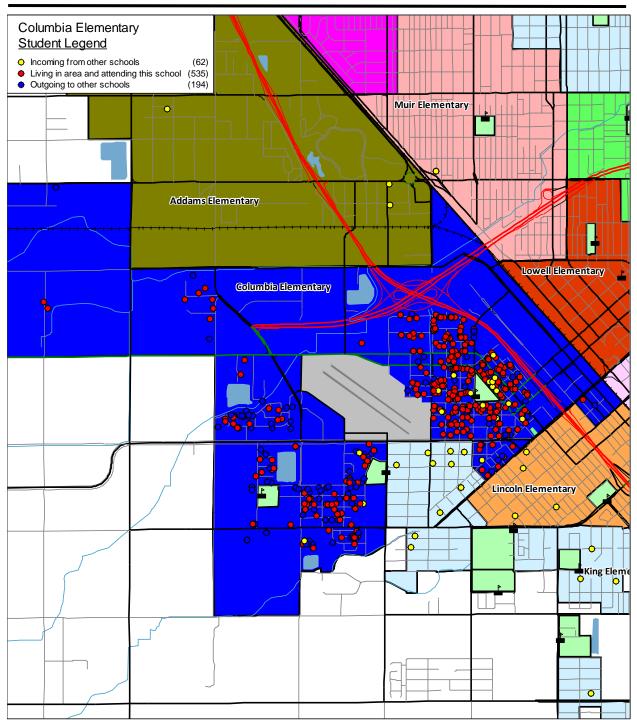




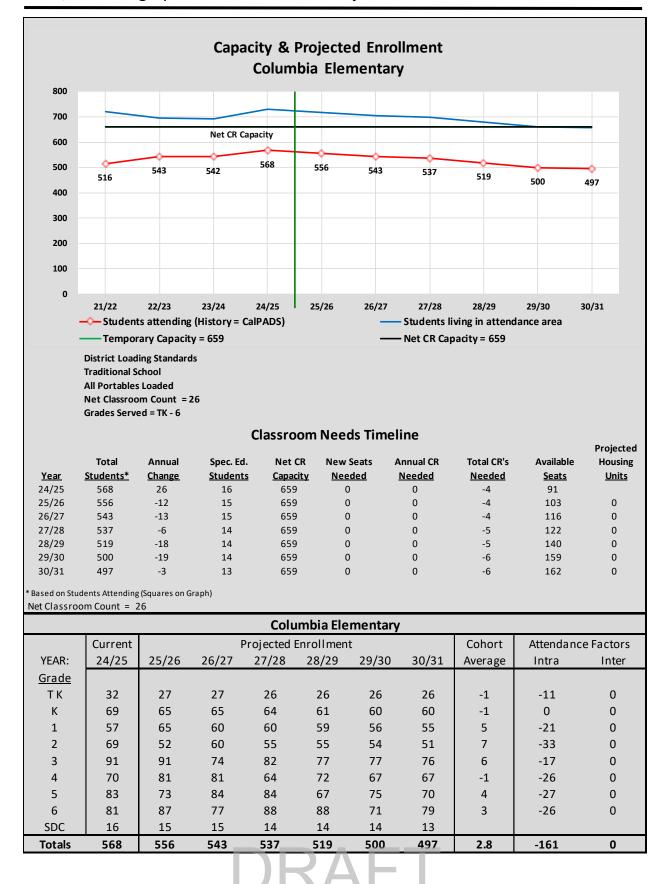




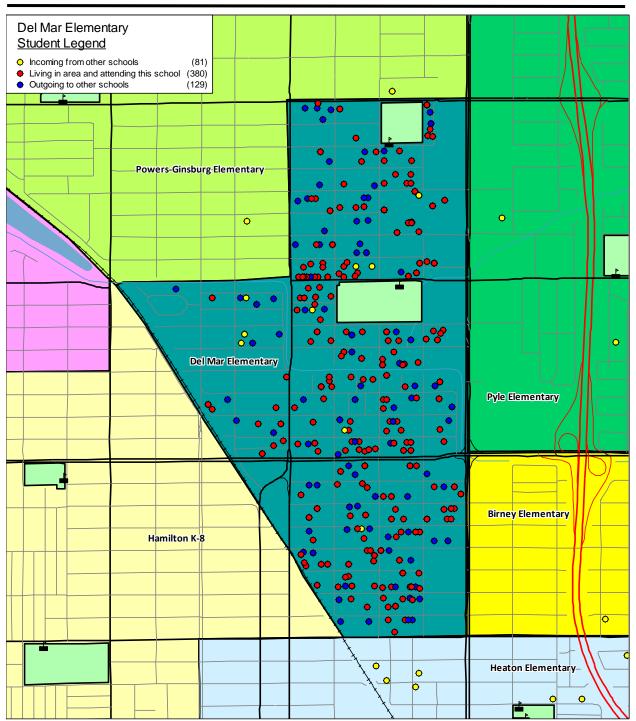






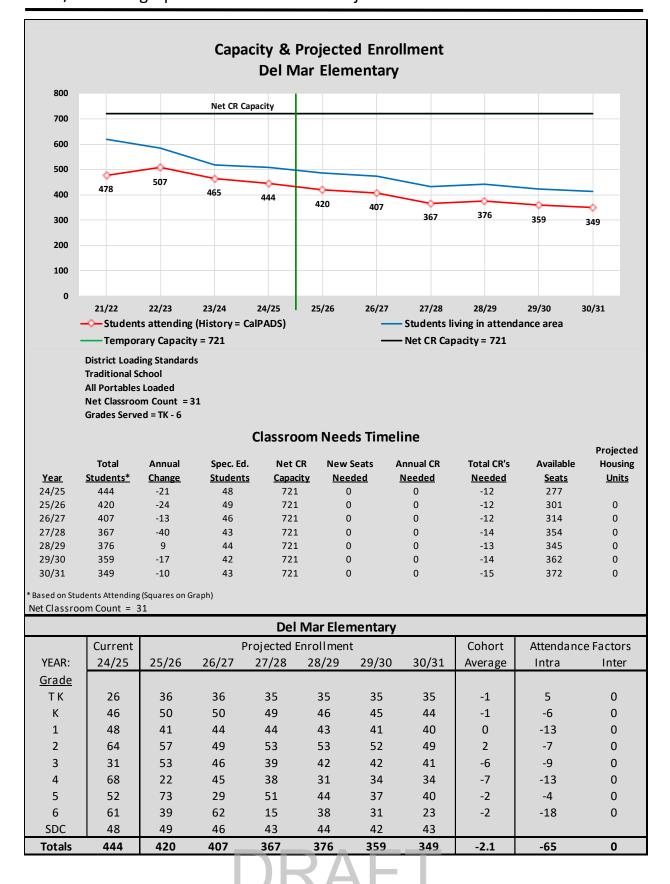




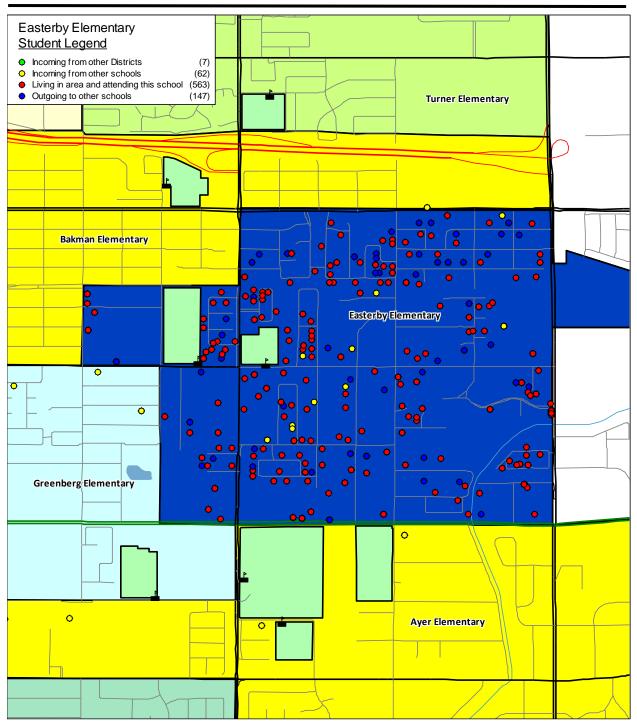




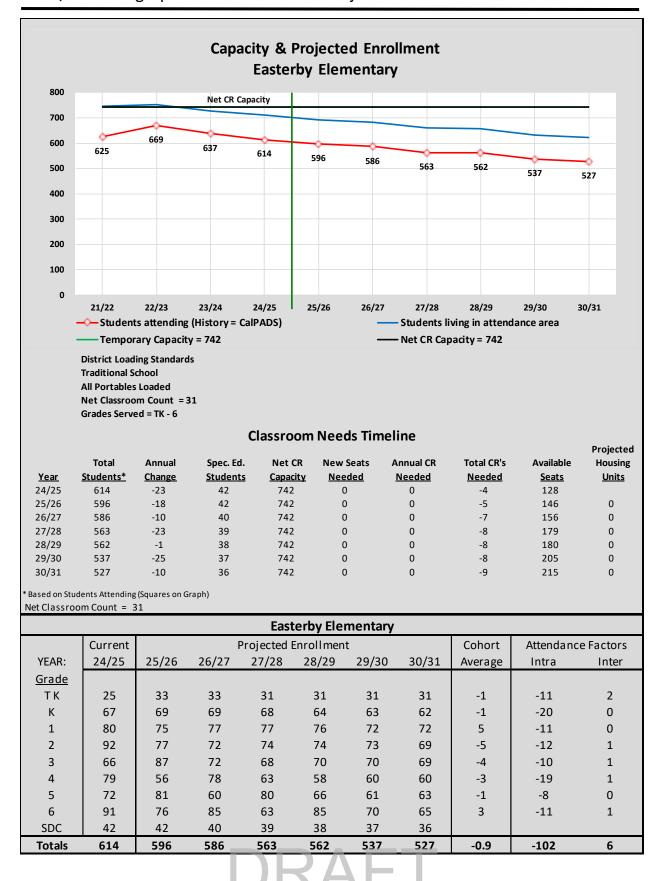




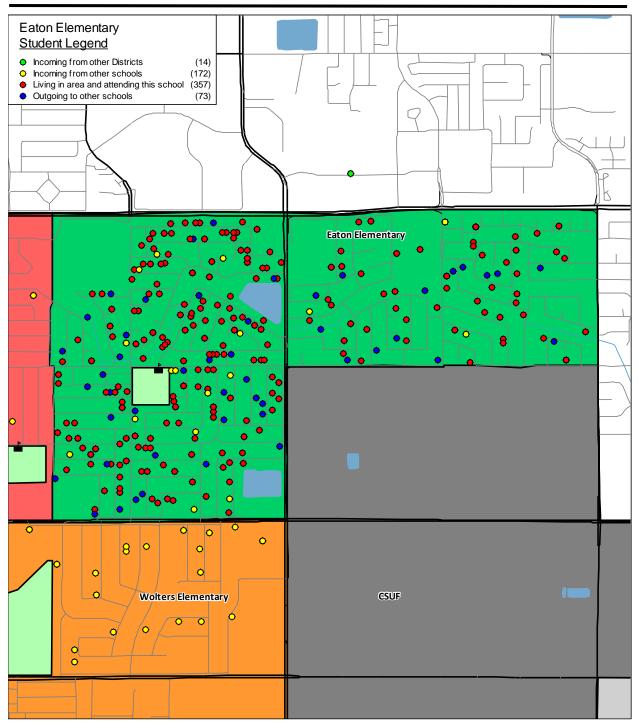




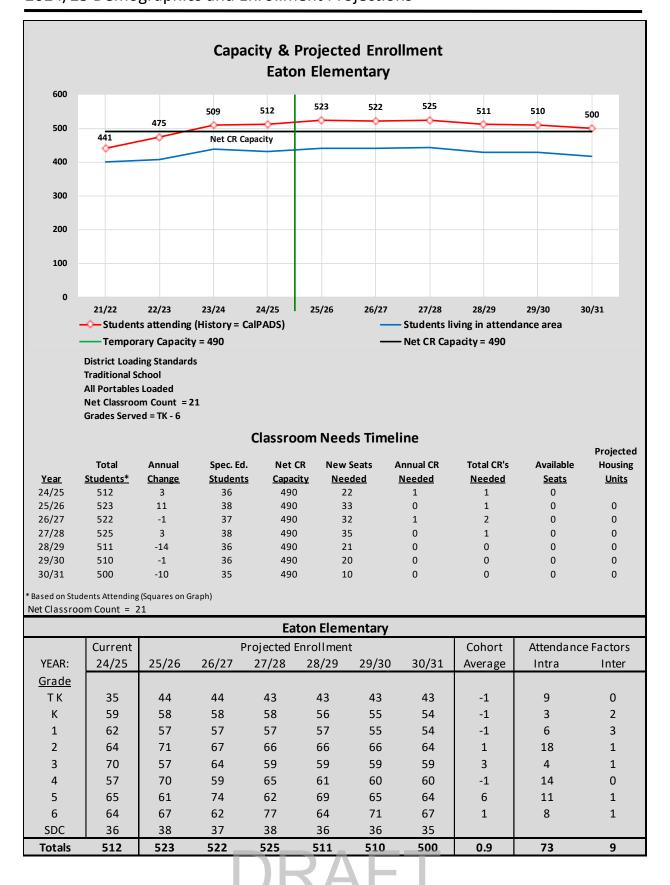




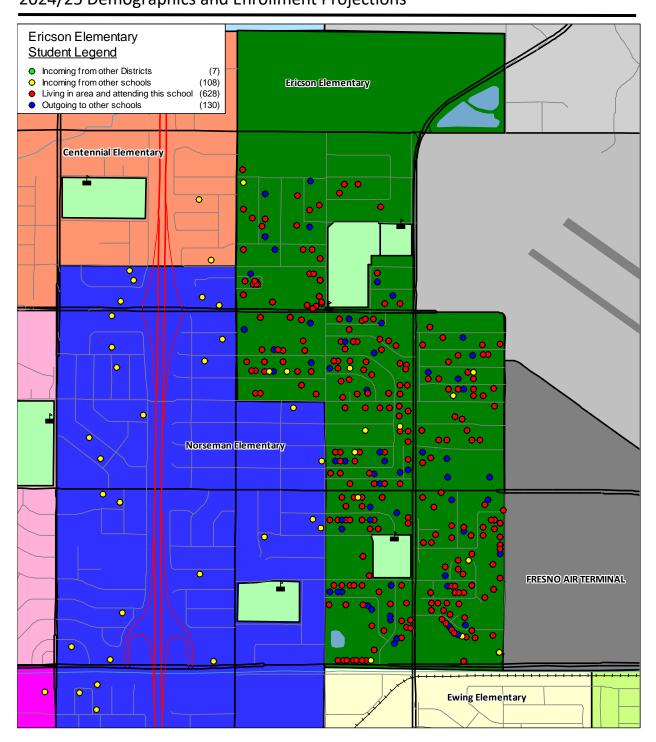


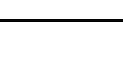


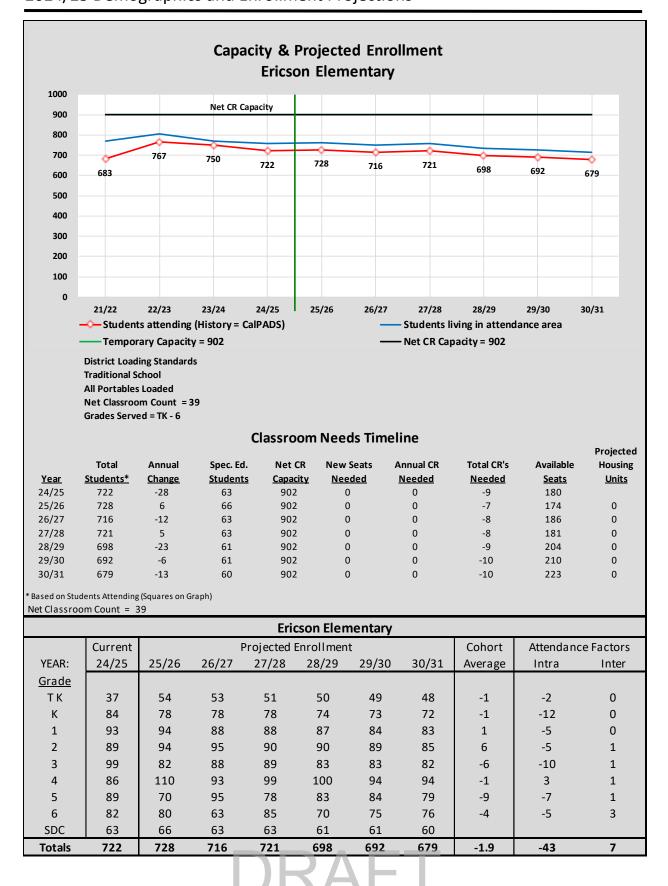




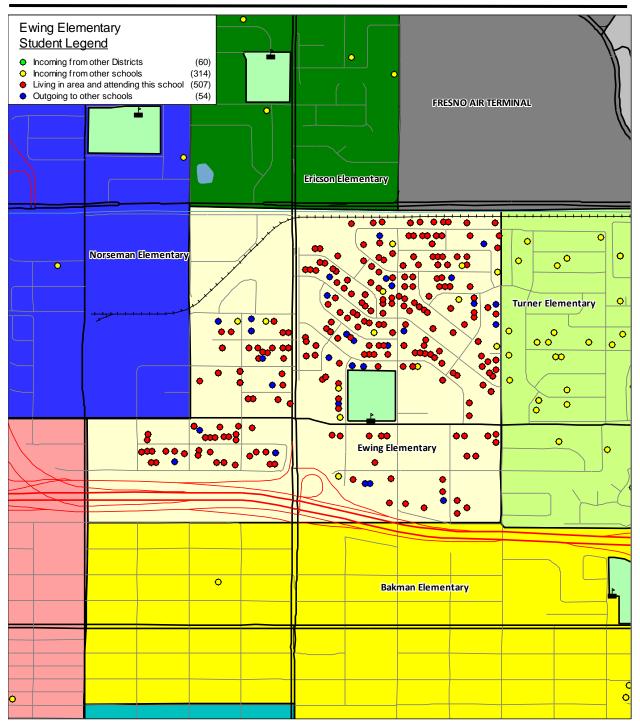




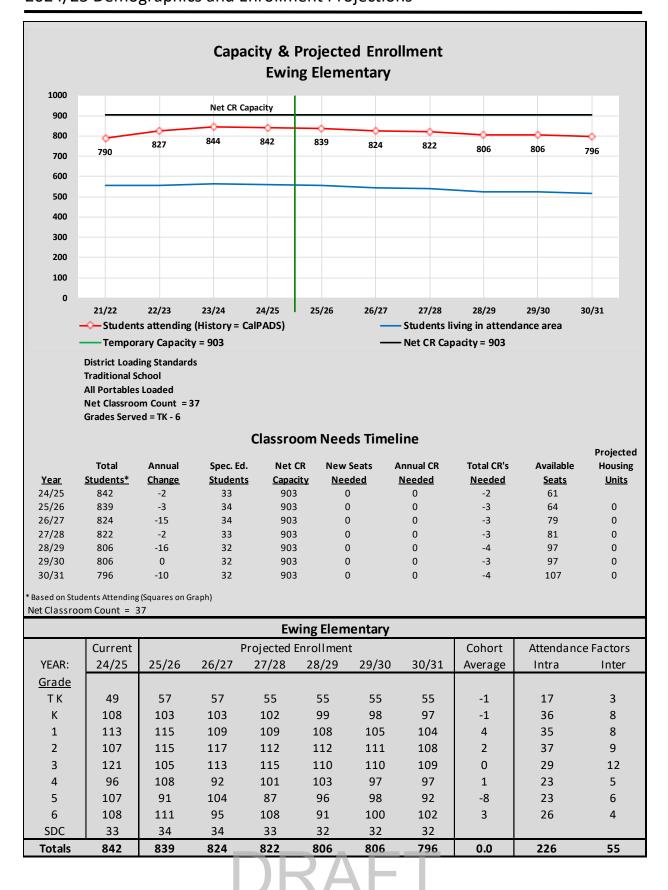




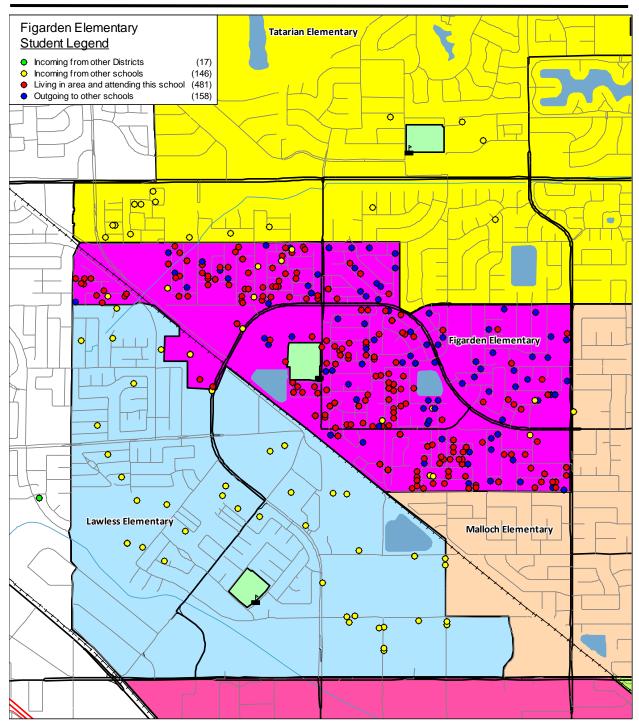






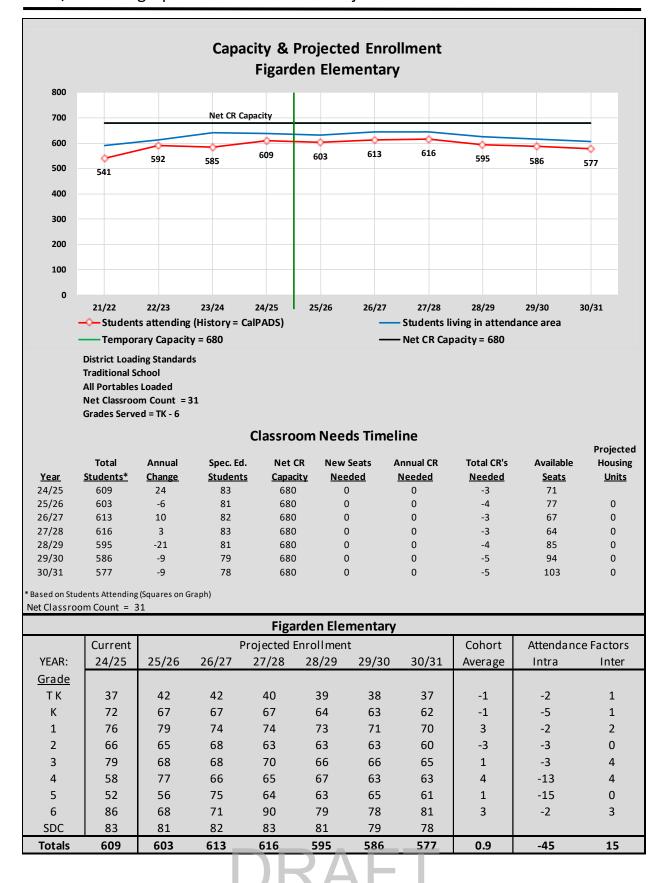




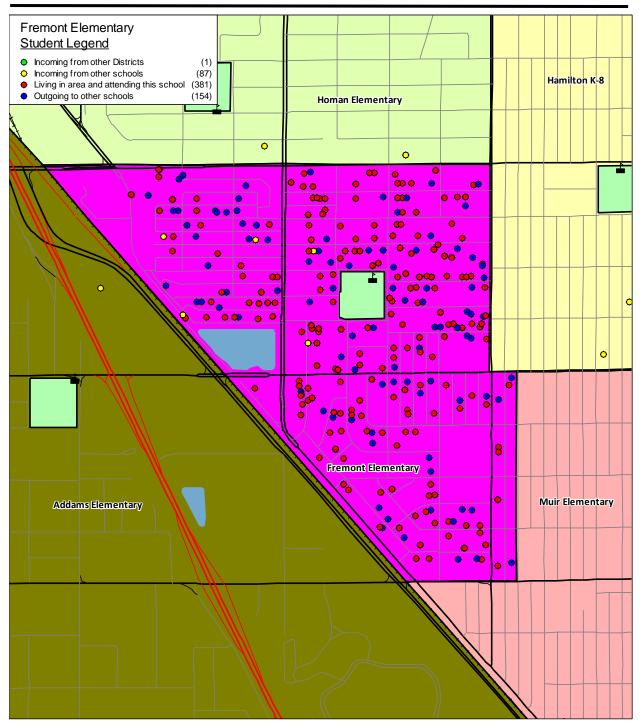






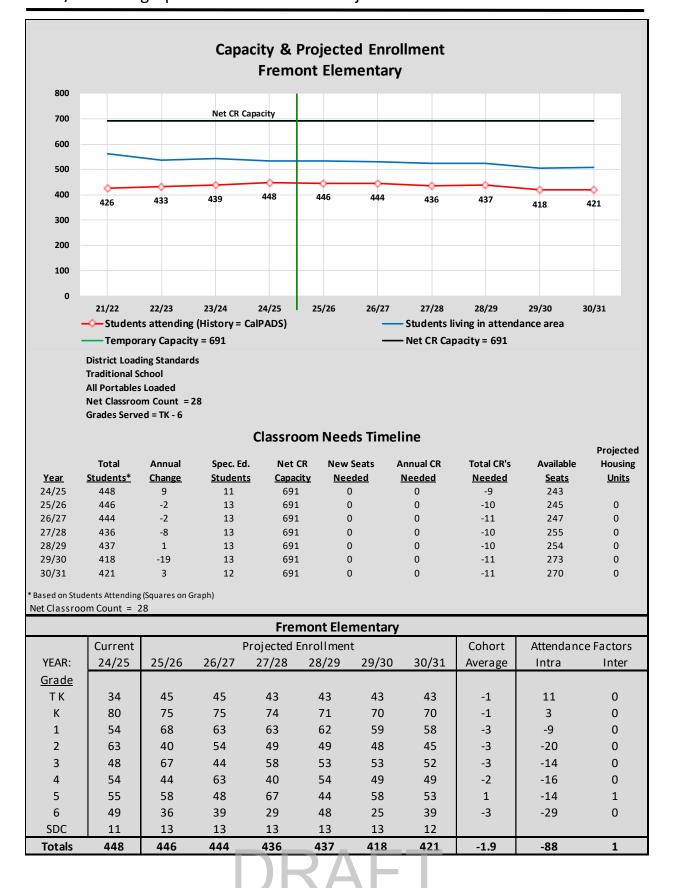




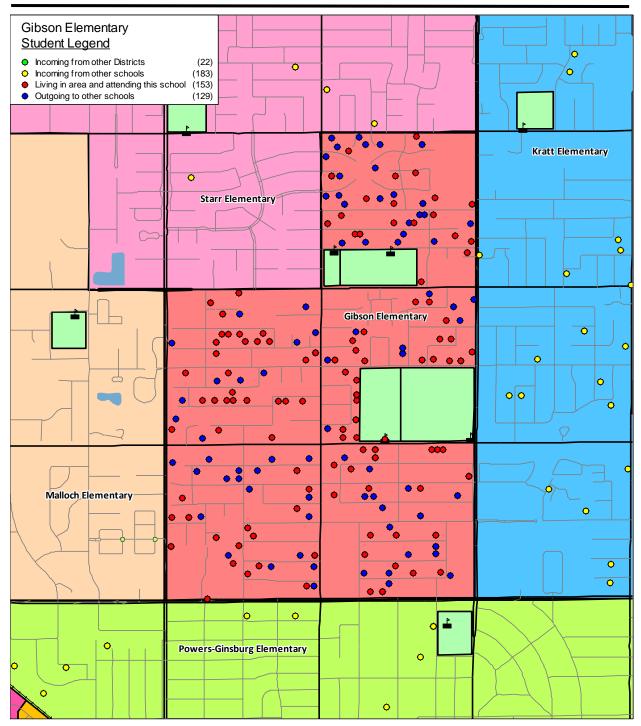






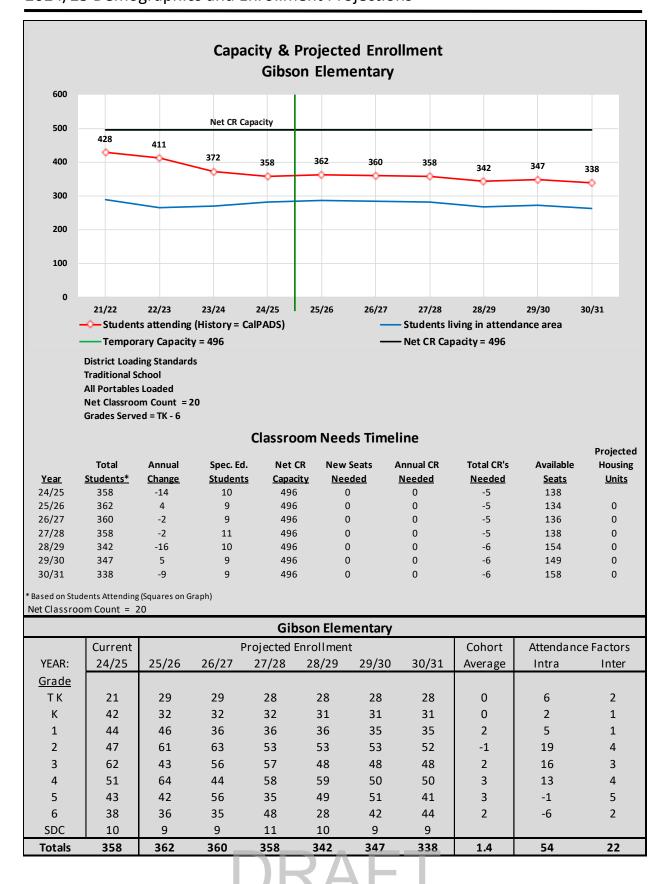




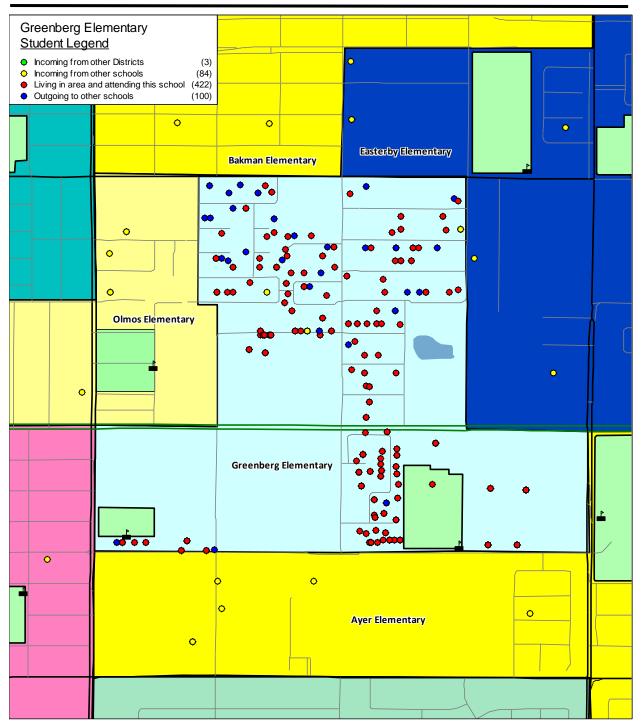




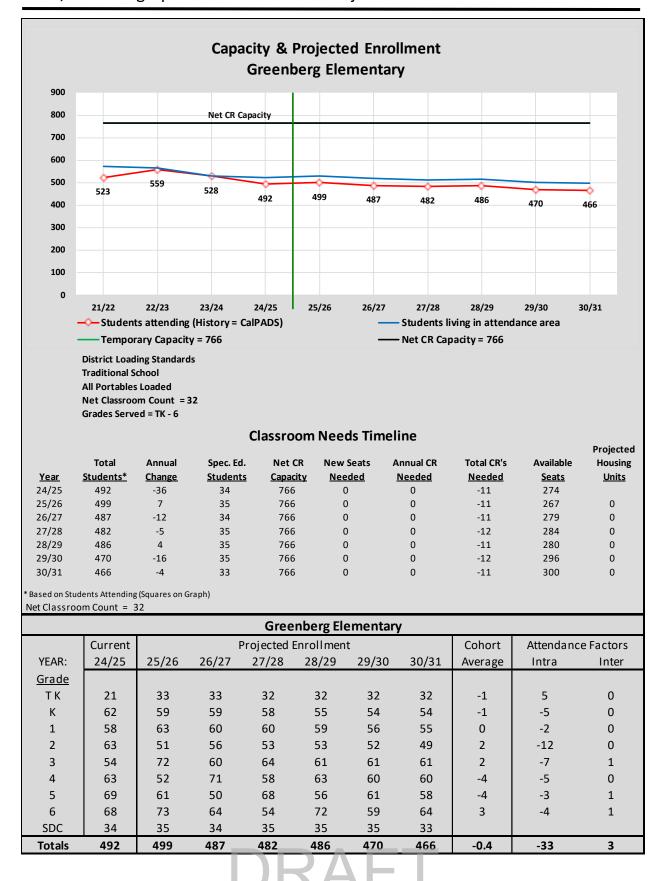




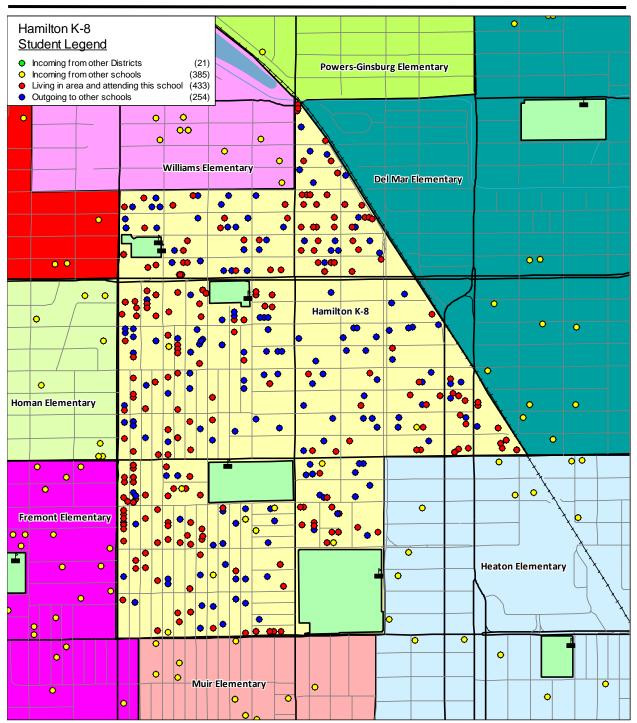




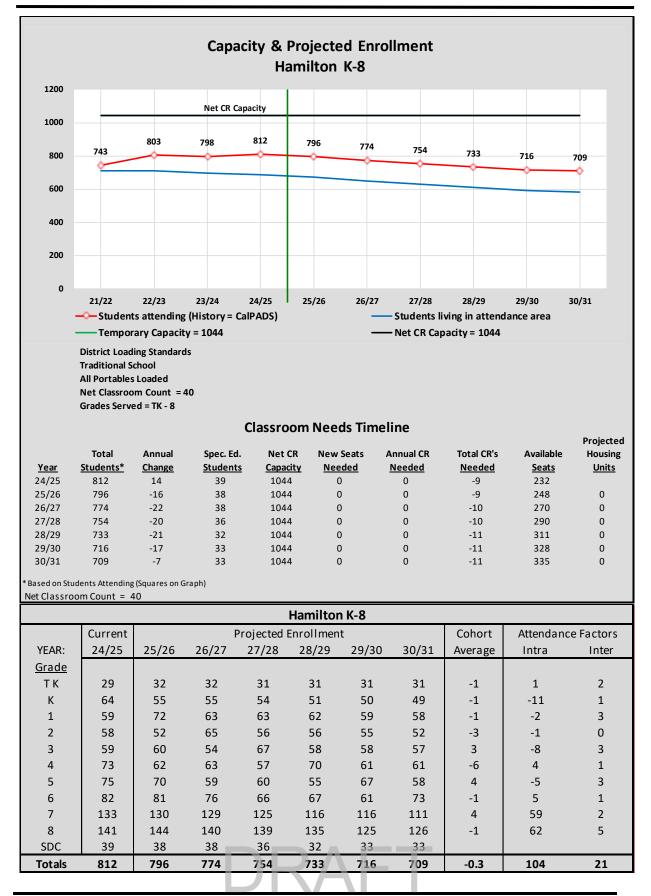




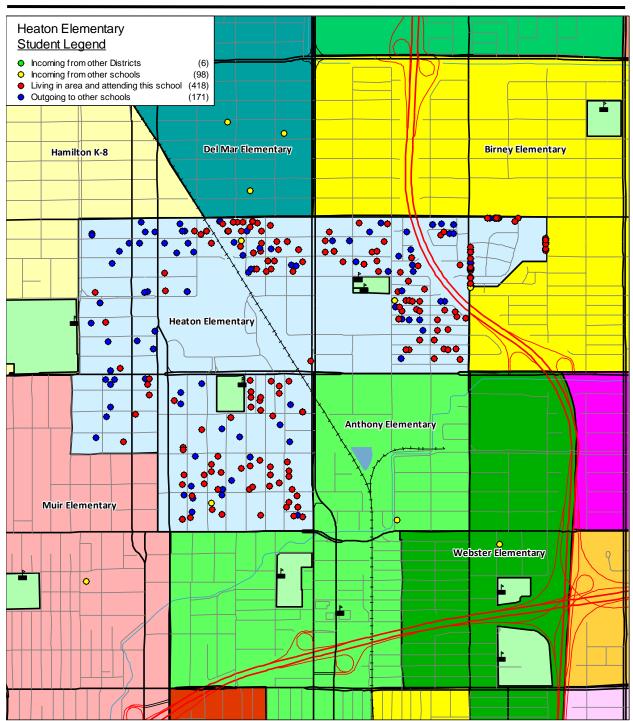






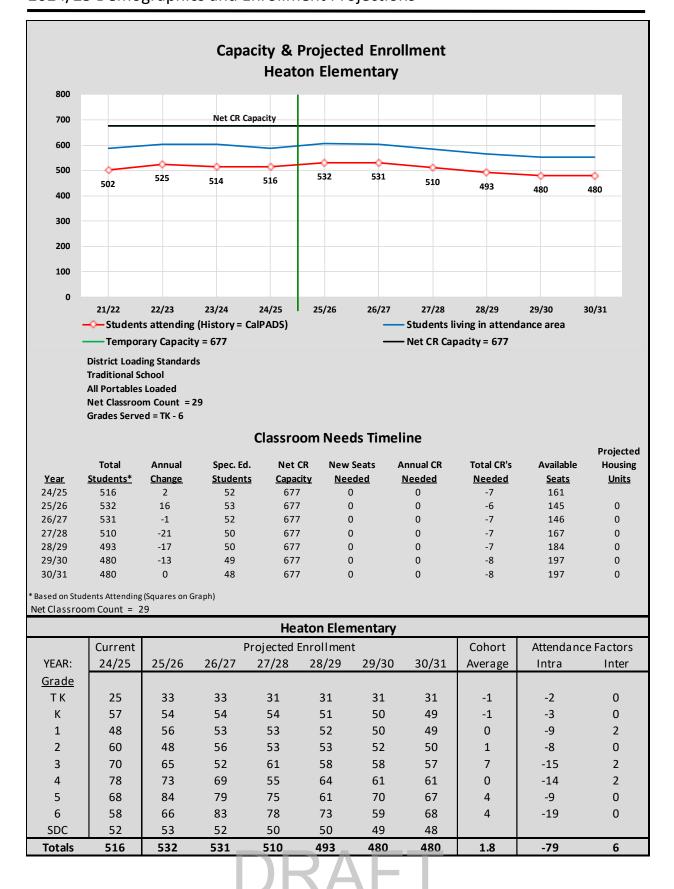




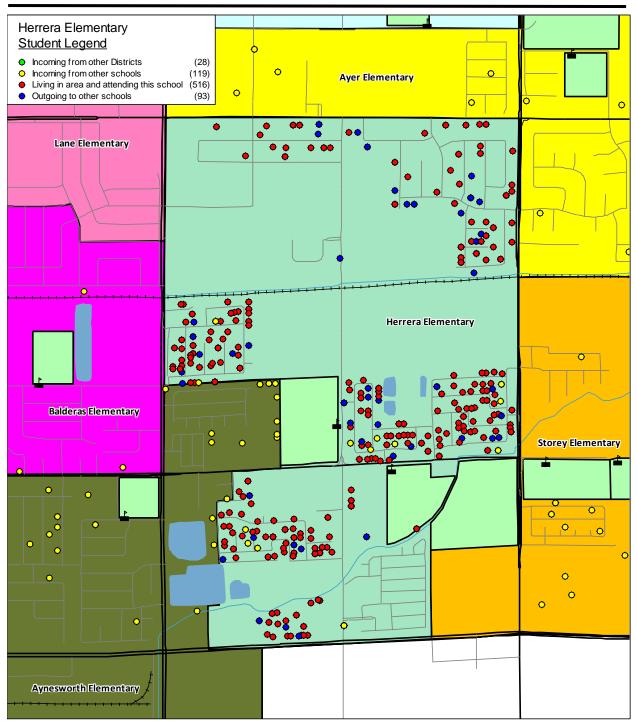






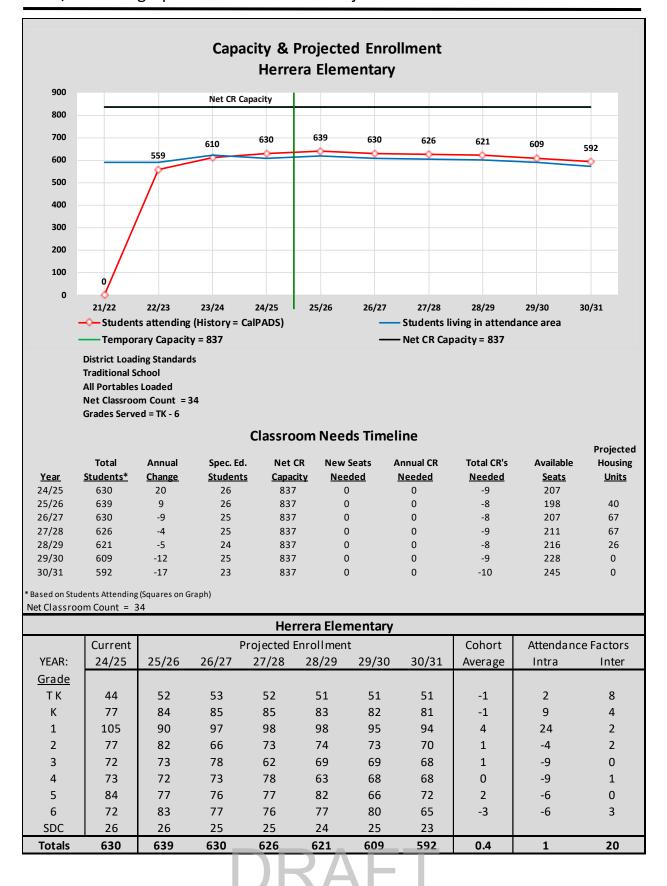




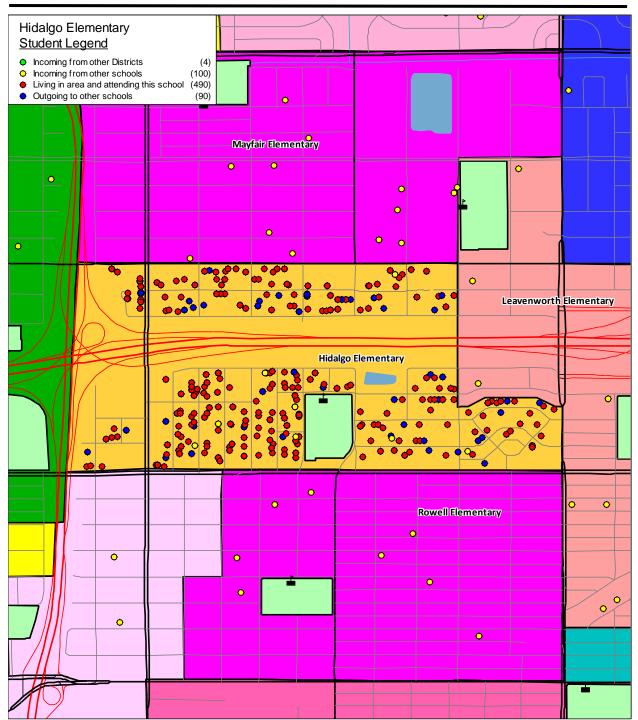






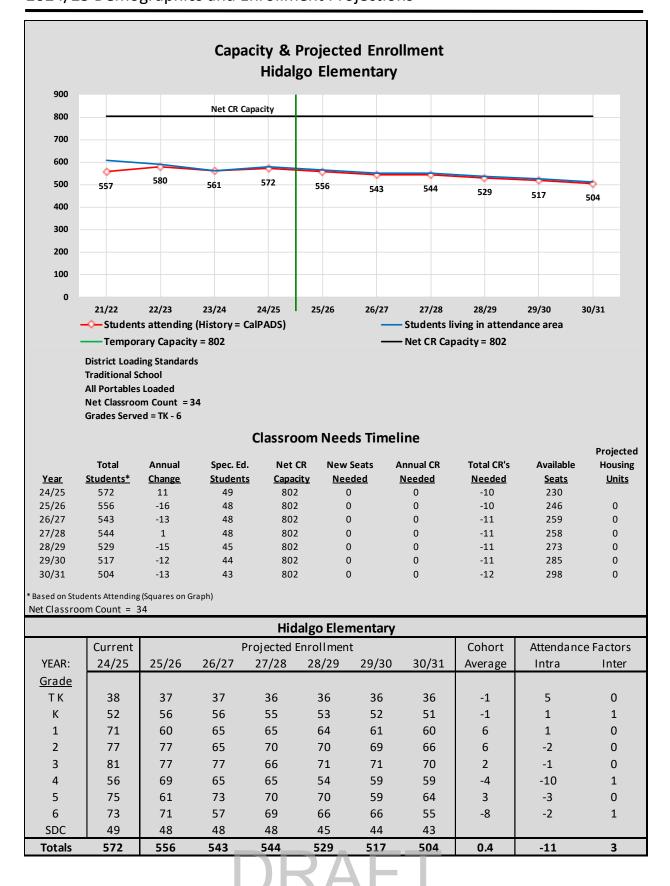




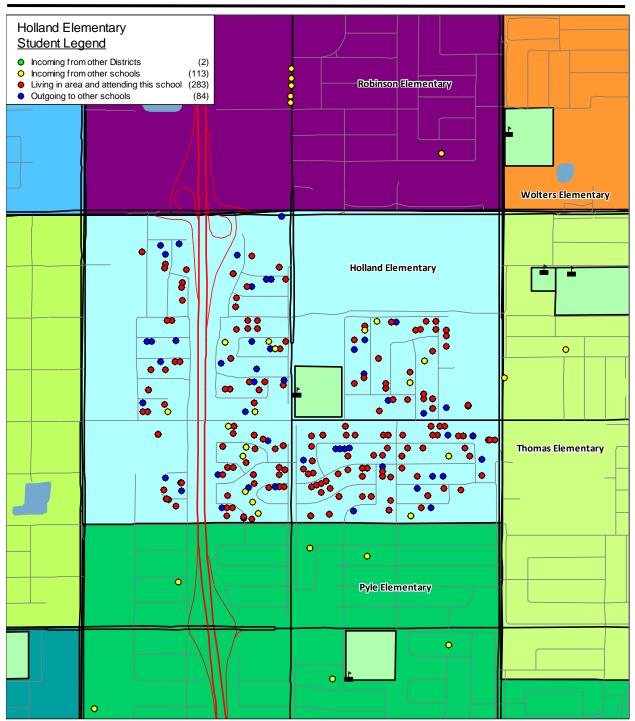






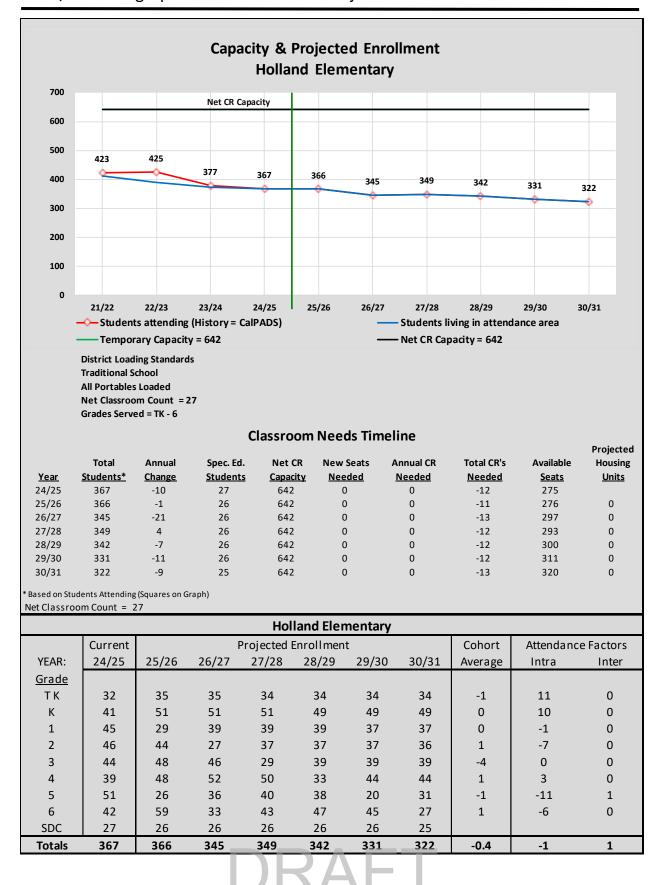




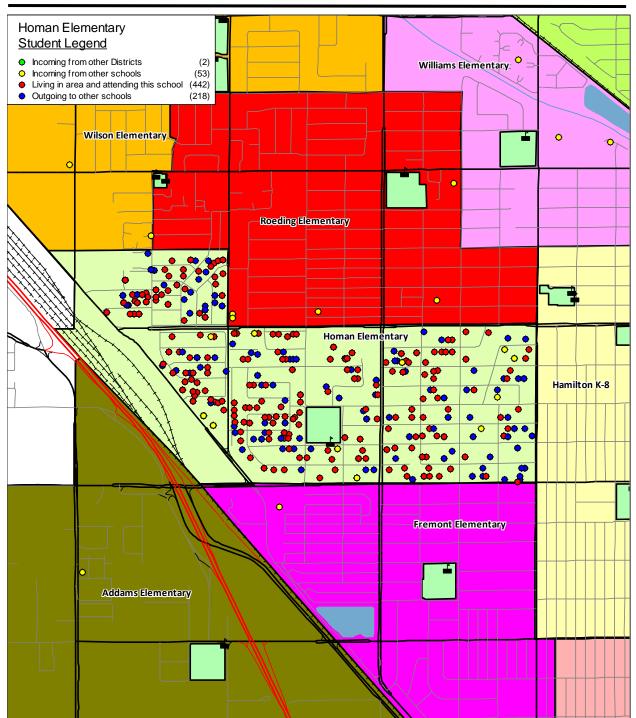






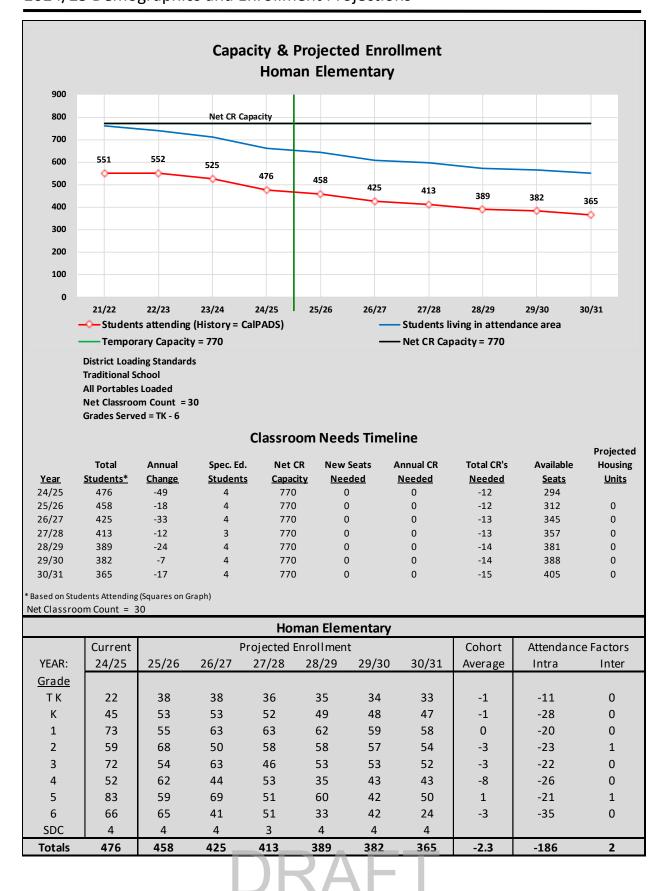




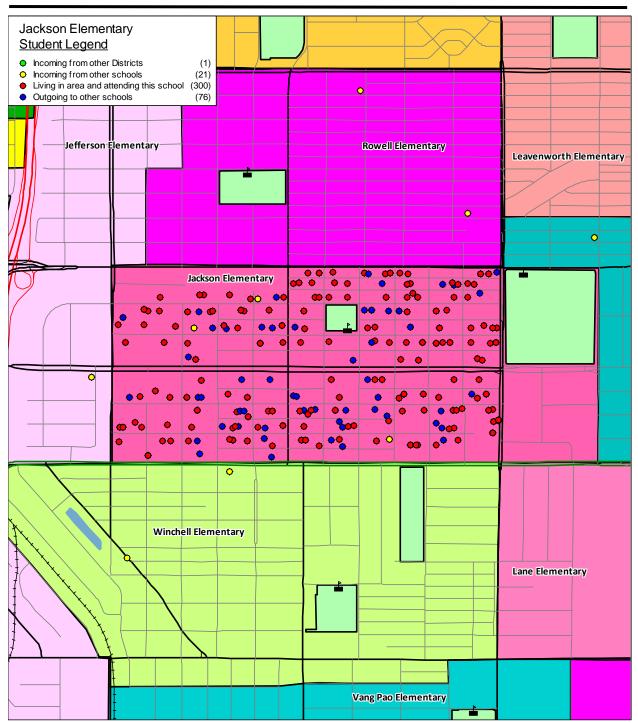






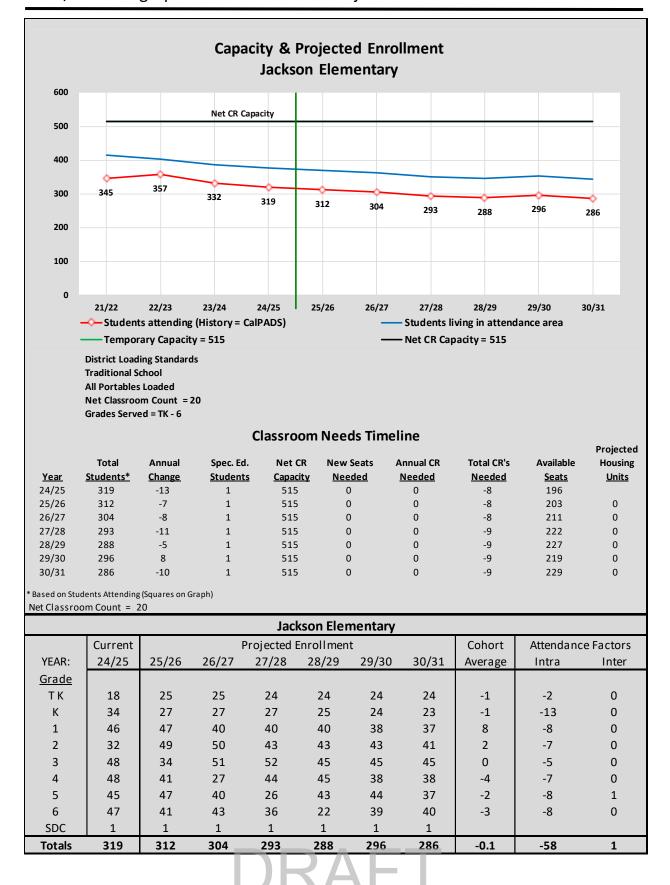




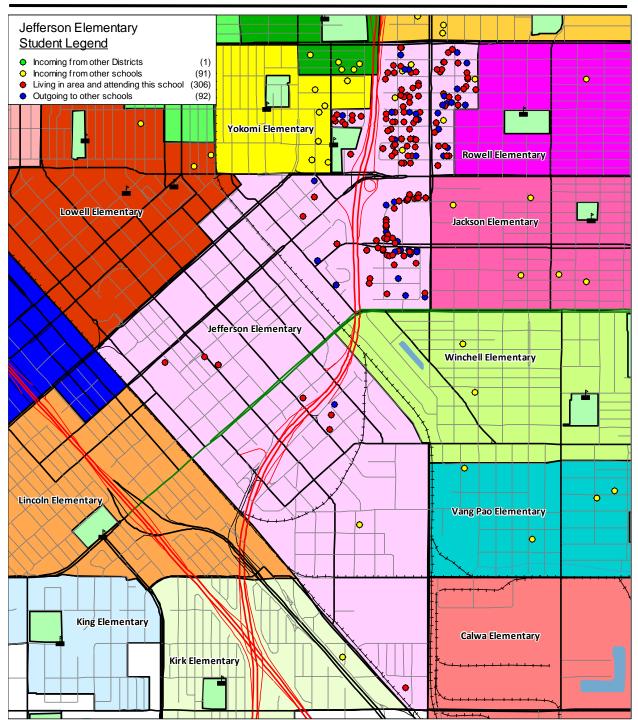






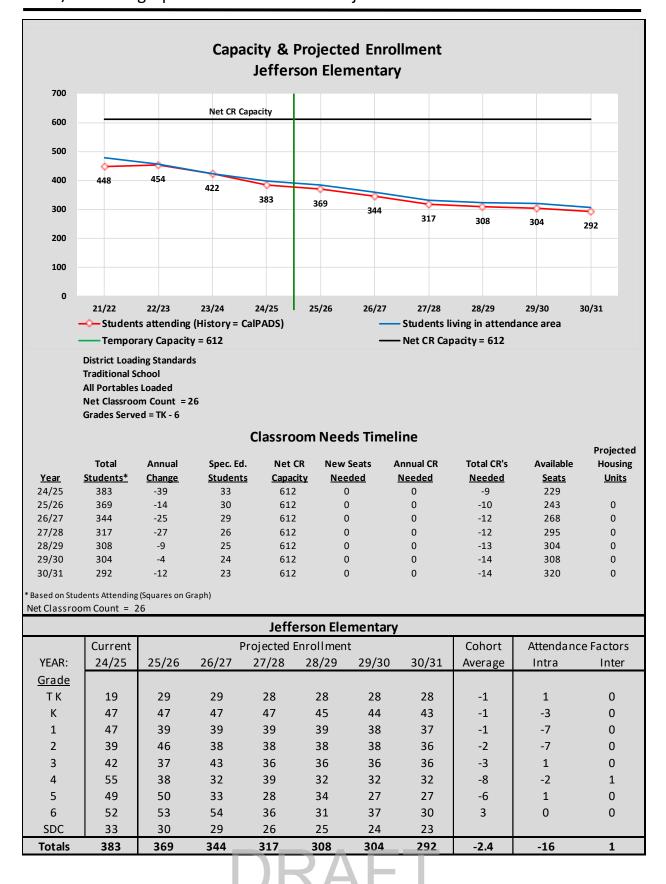




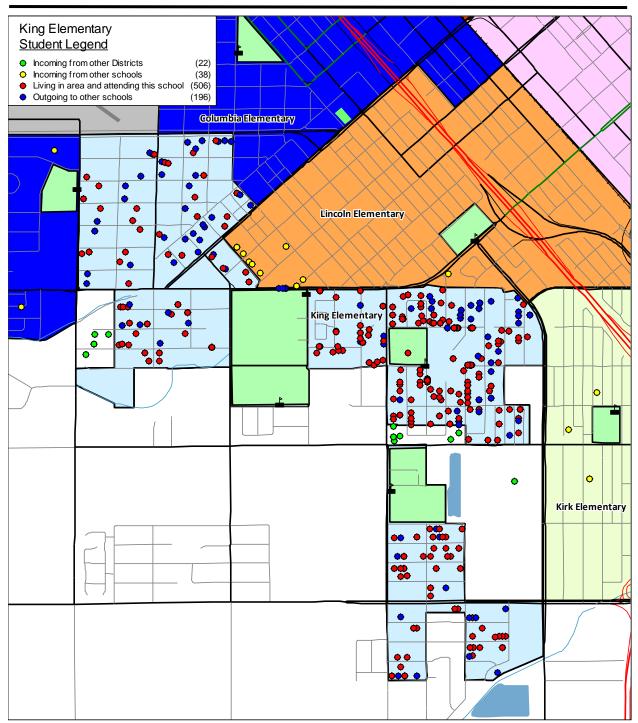




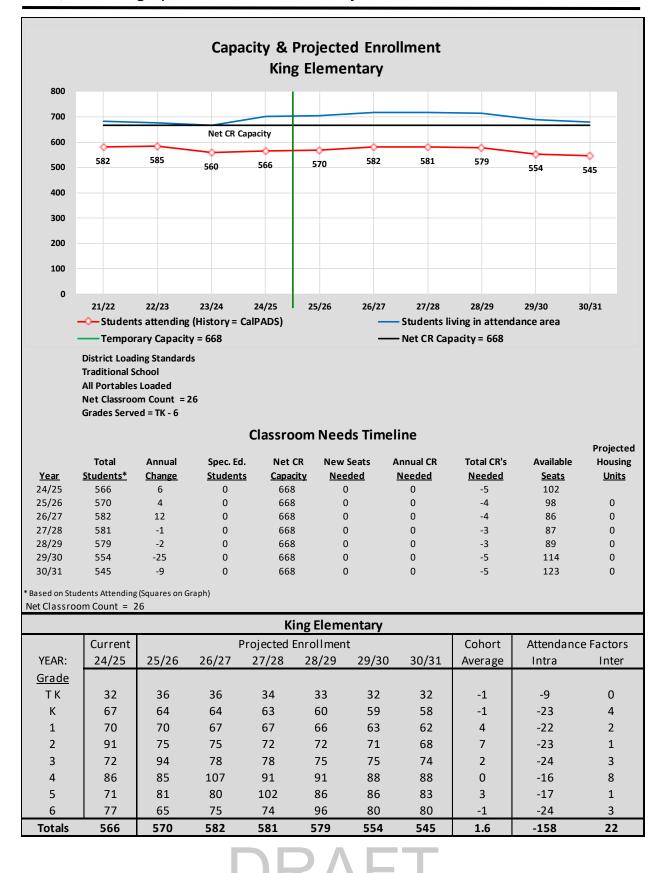






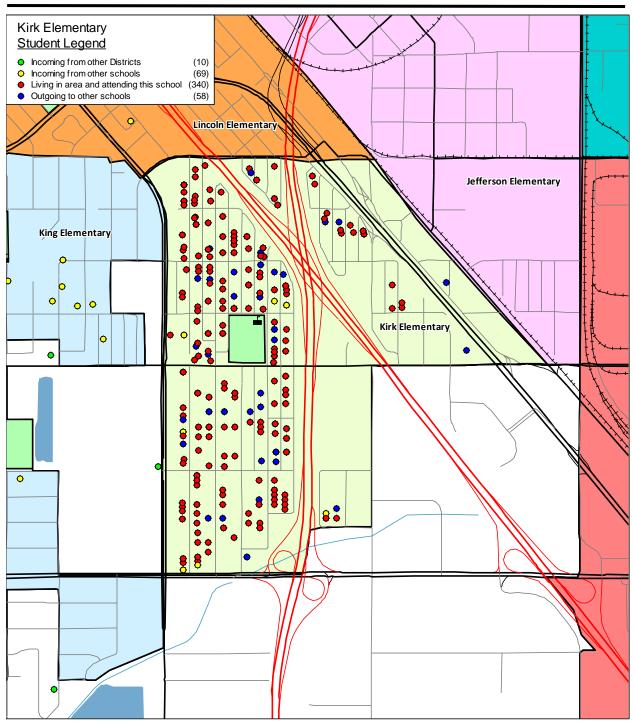




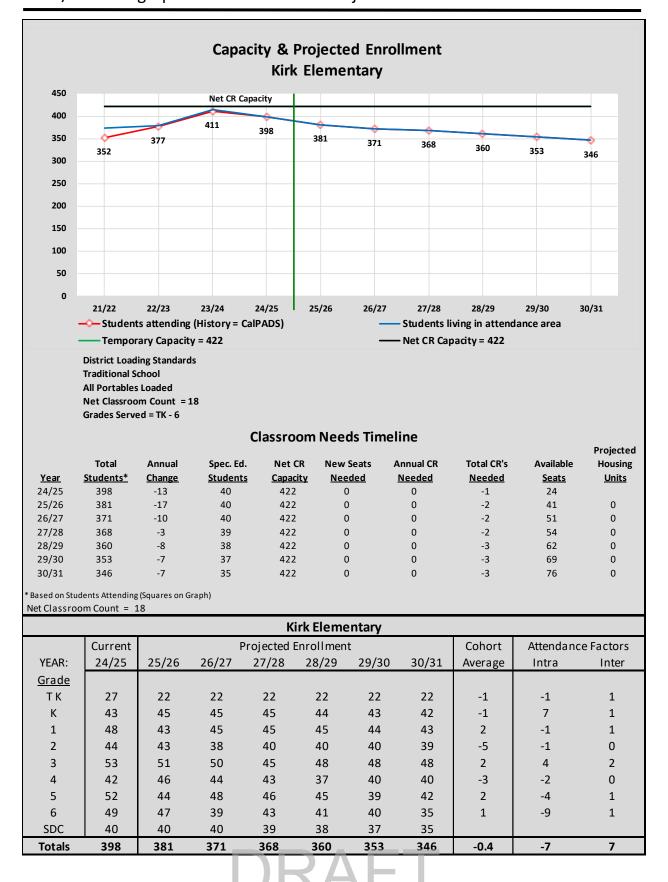




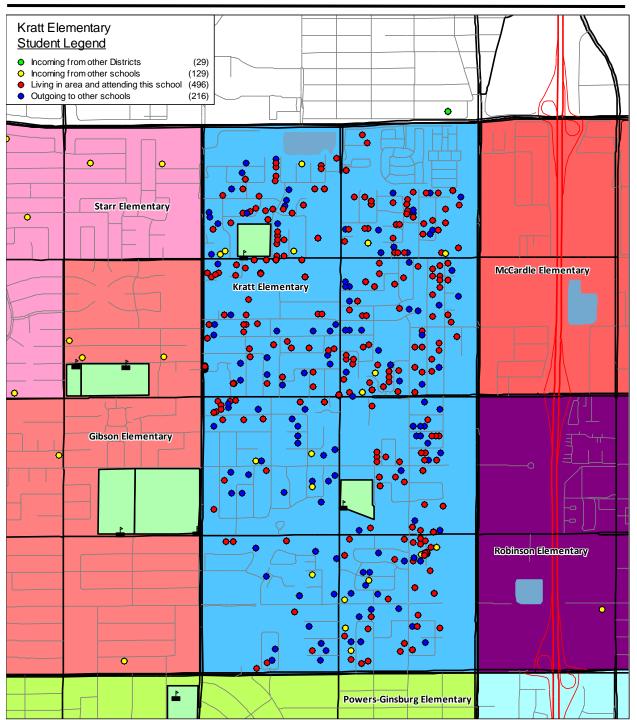
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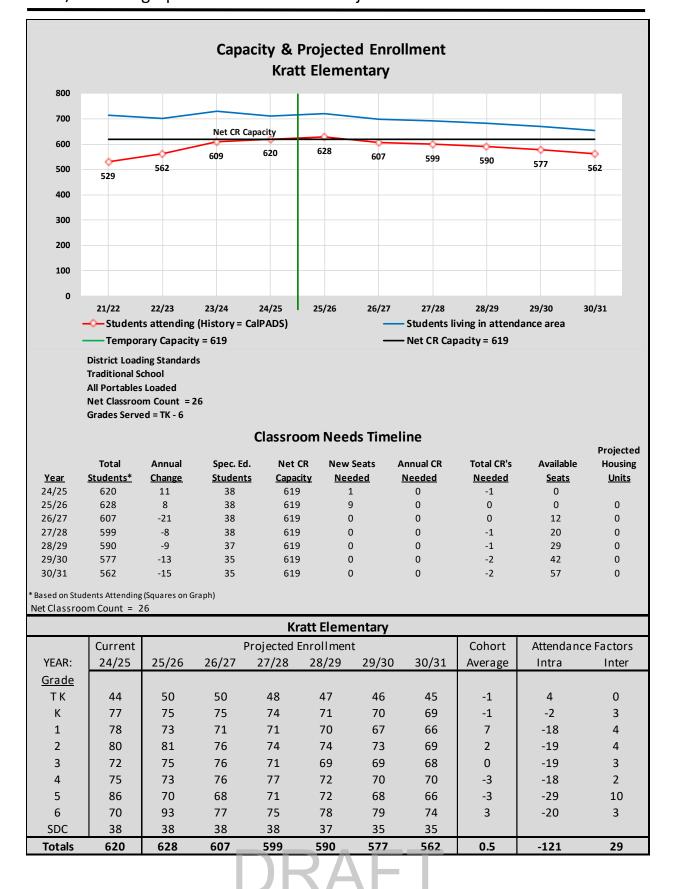




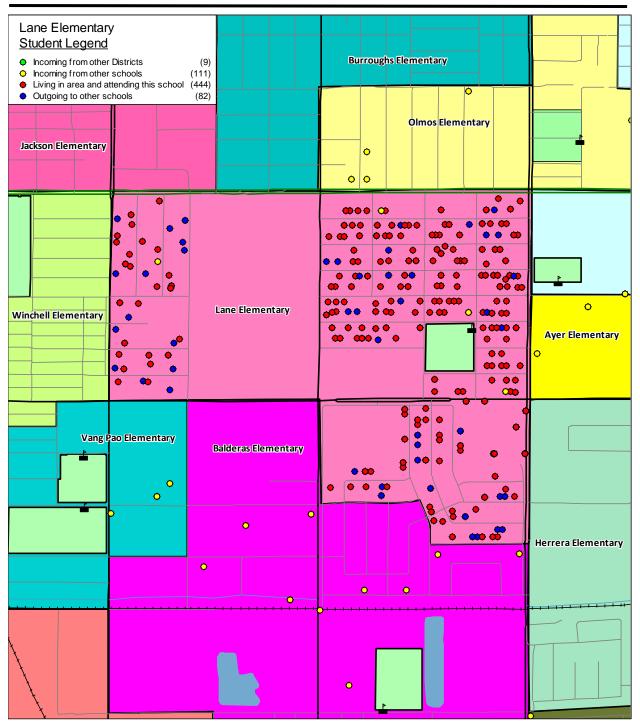






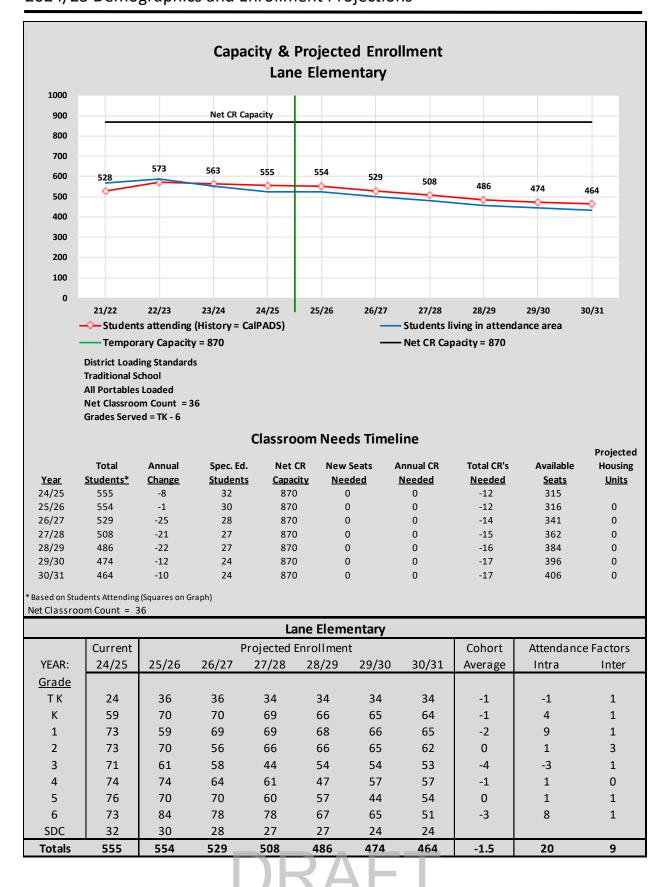




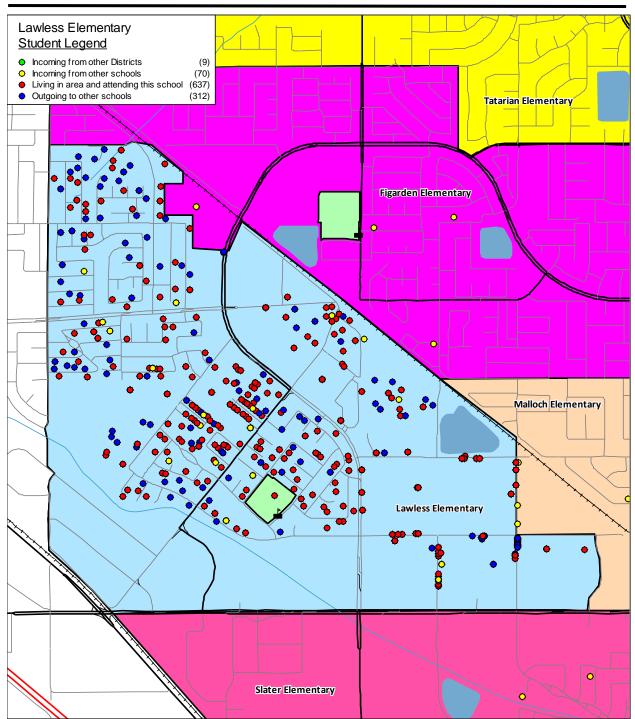






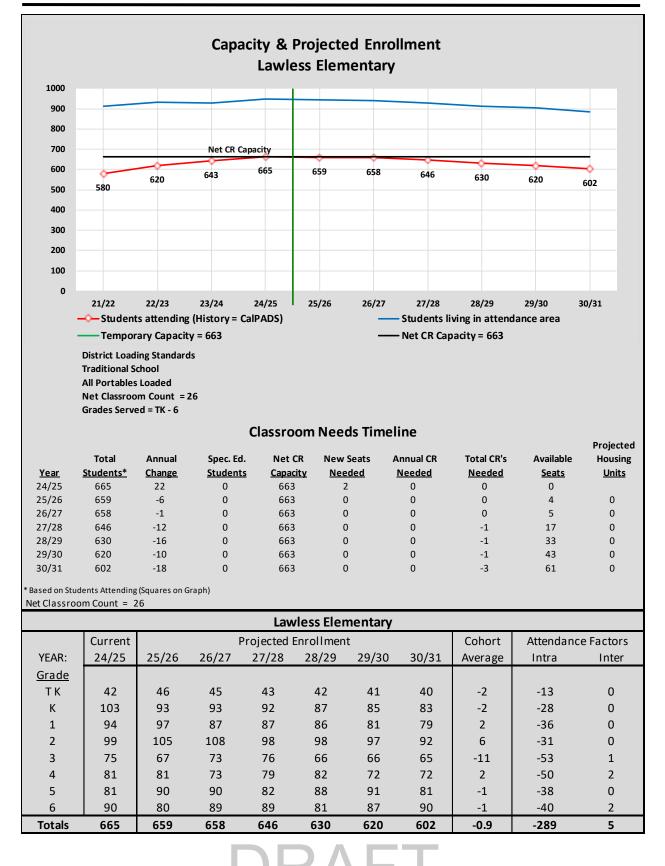














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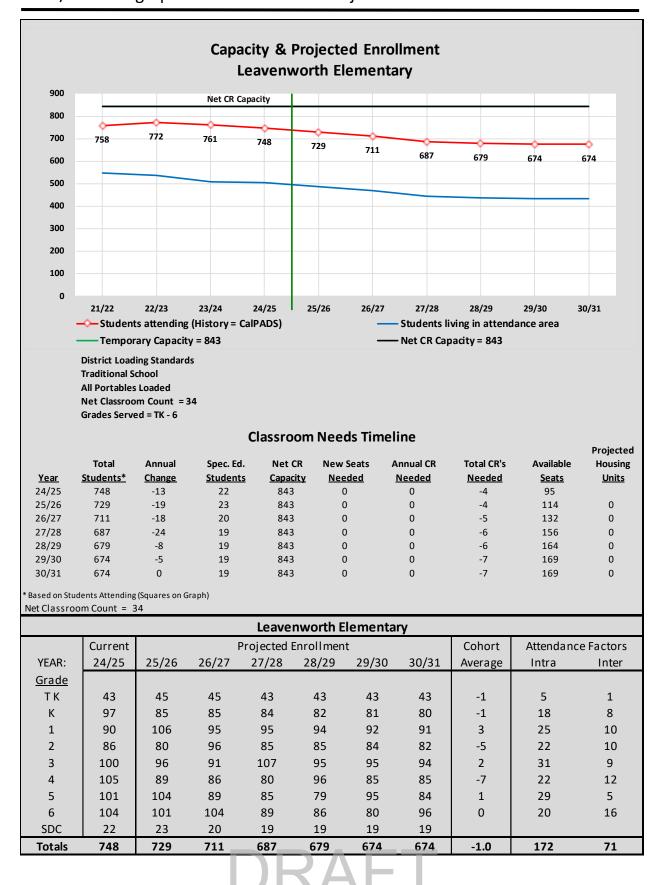
2024/25 Demographics and Enrollment Projections

2024/25 Demographics and Enrollment Projections

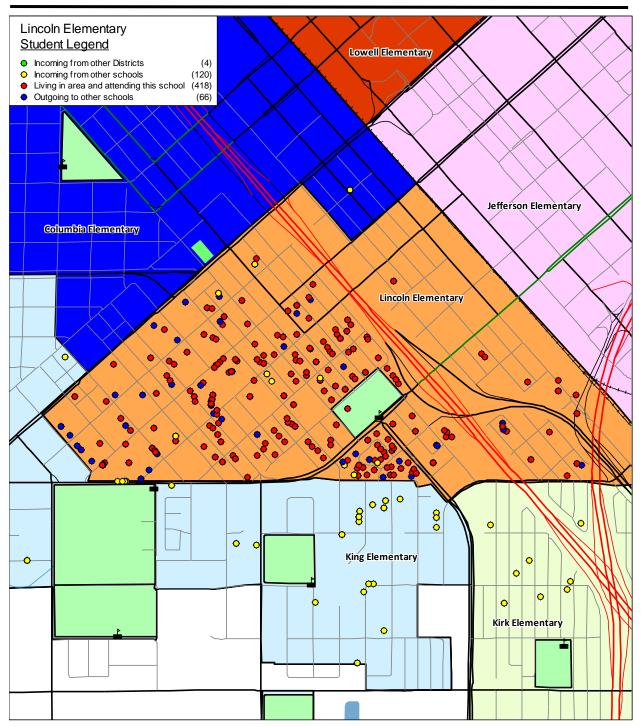
| Outgoing to other sch | Districts (77) schools (274) ending this school (423) | | Norse | man Elementary | |
|-----------------------|--|--|---|--|-------------------|
| Hidalgo Elementary | | | * • • • • • • • • • • • • • • | Ewing Eleme | |
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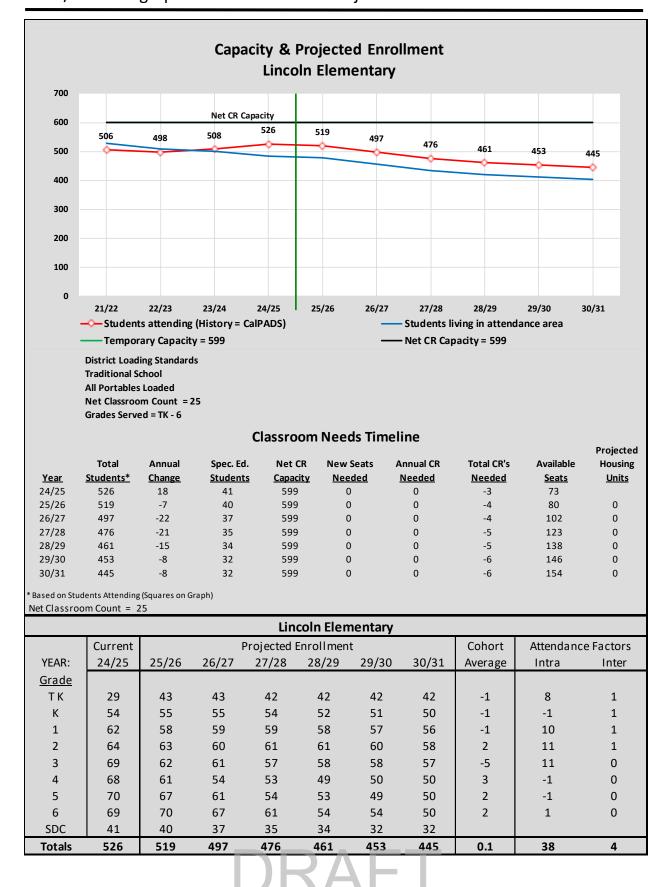




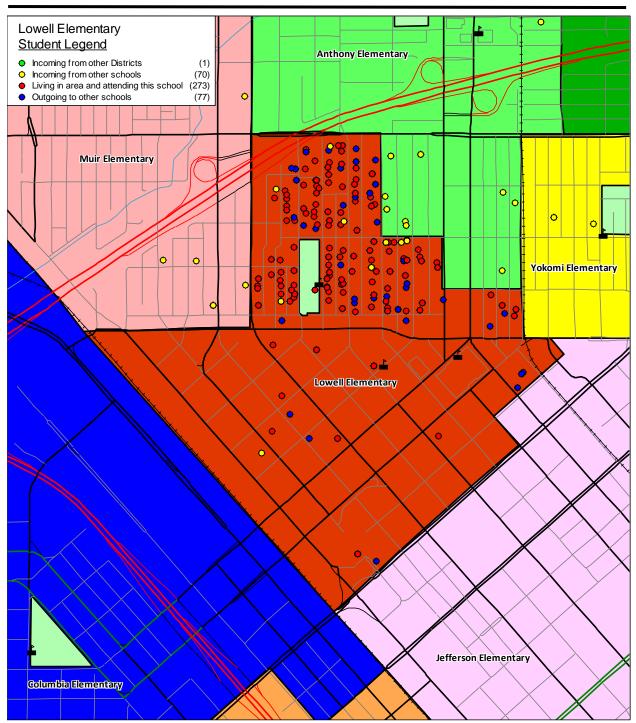






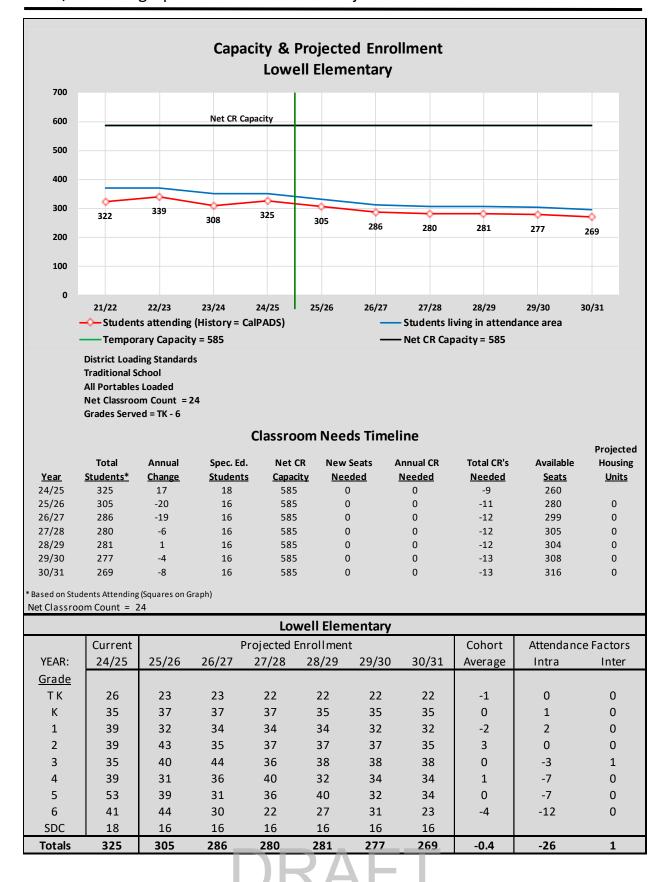




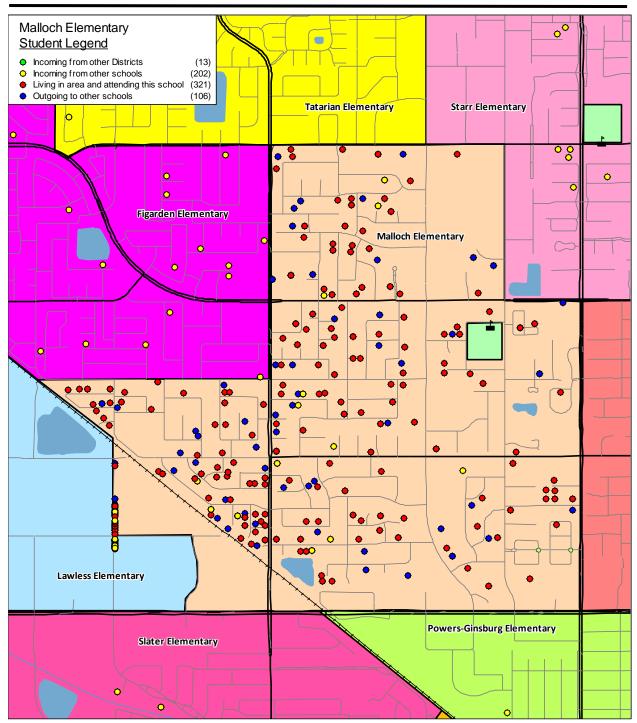






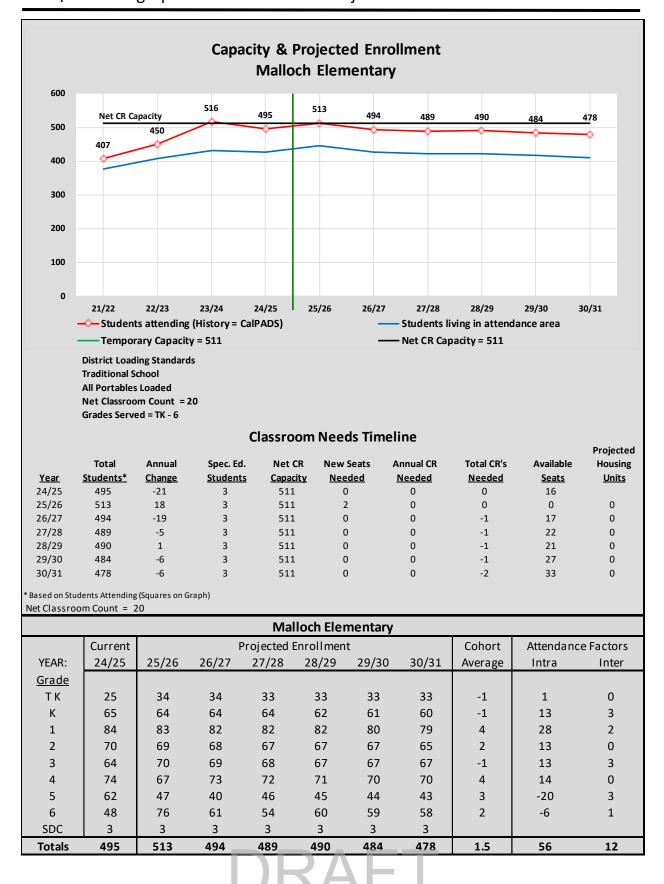




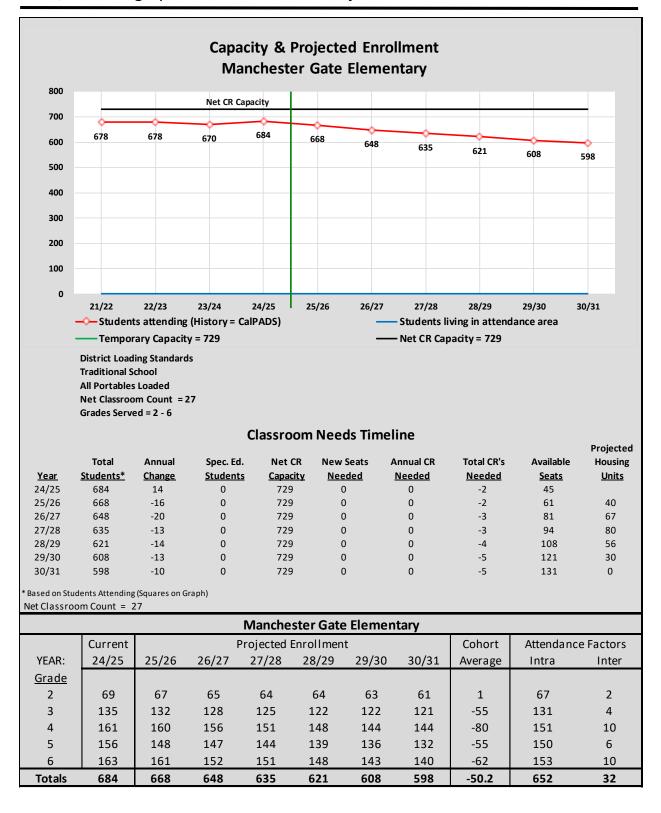




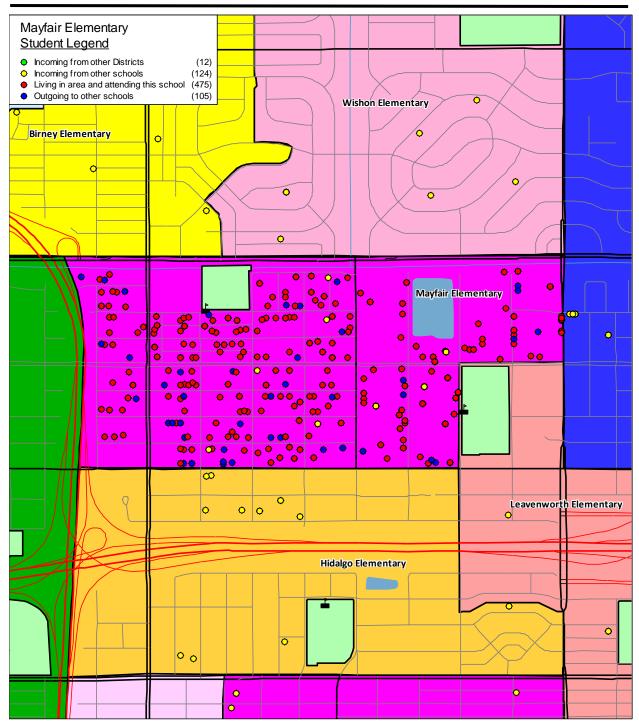




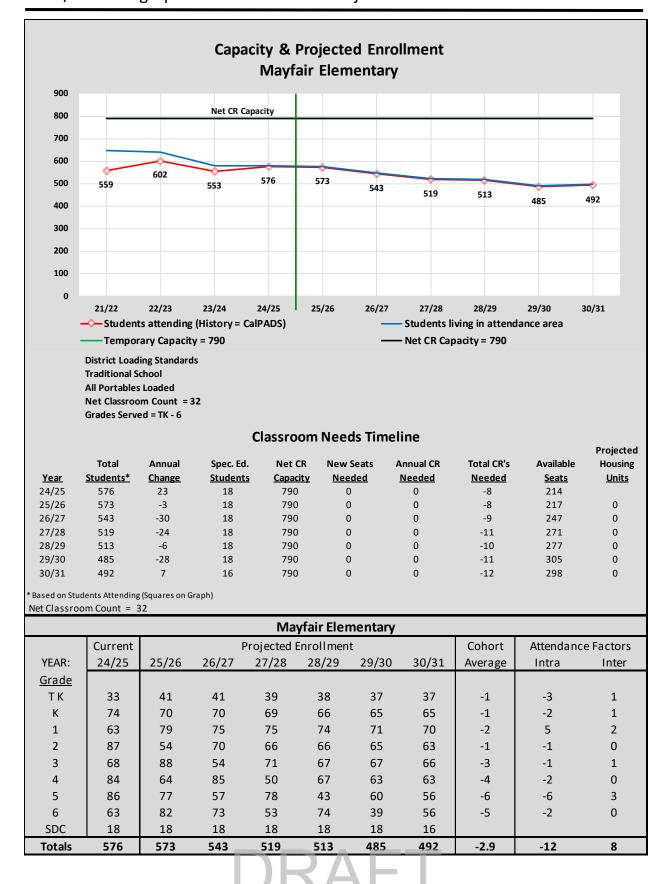




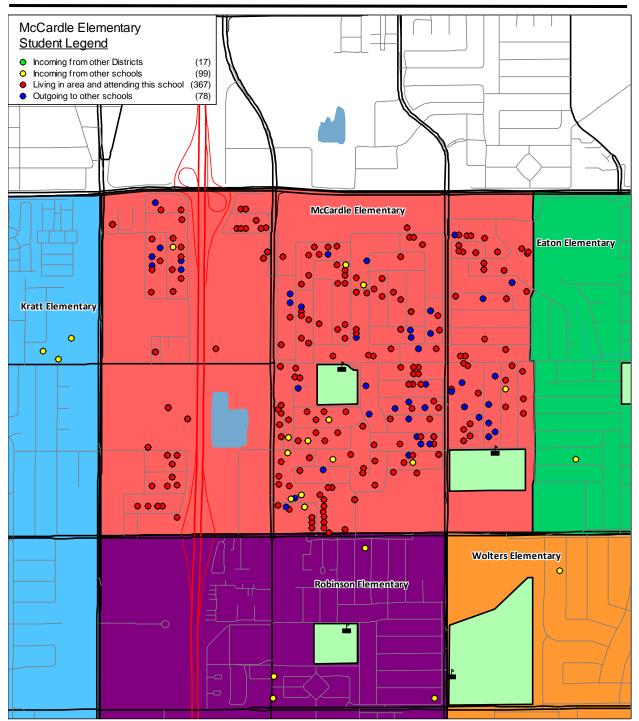






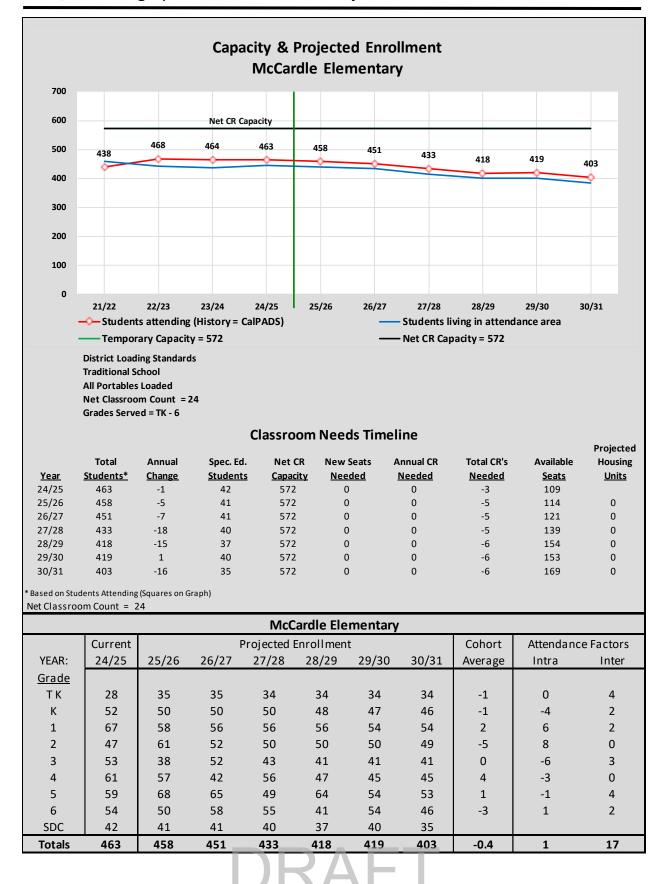




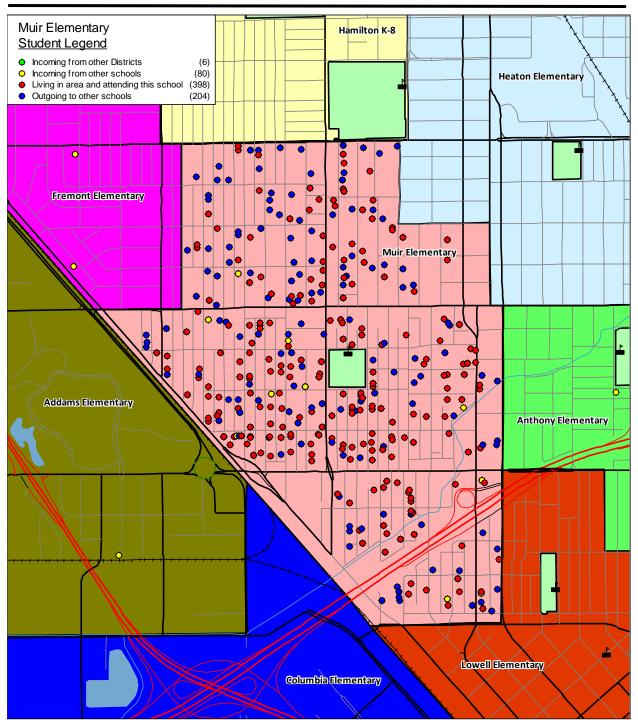






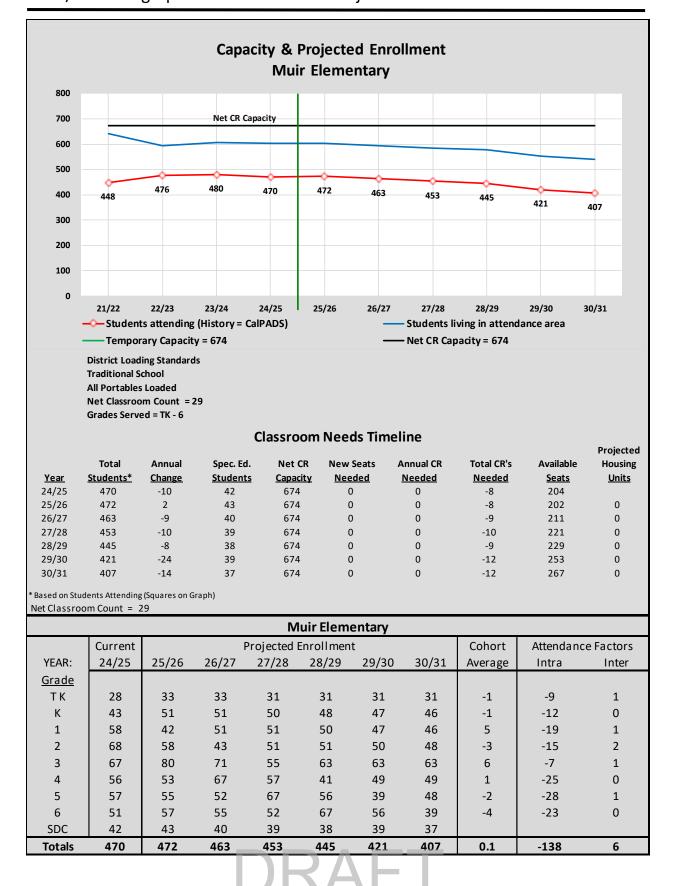




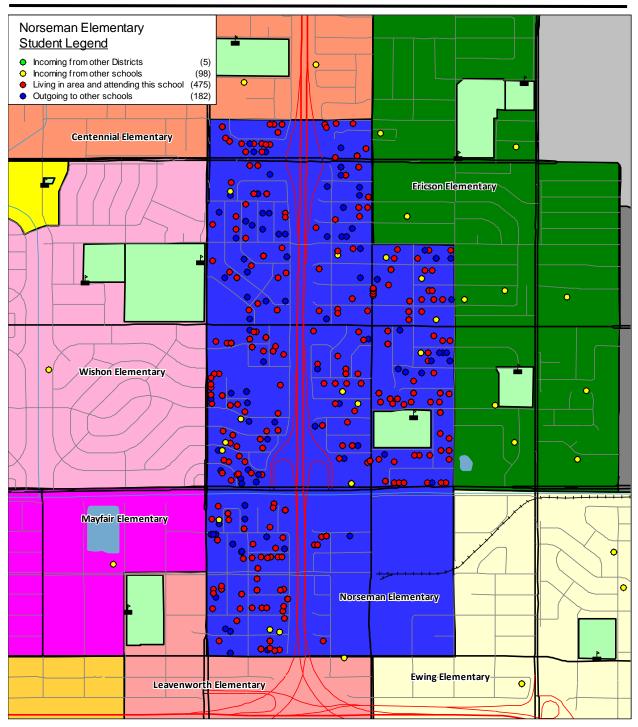






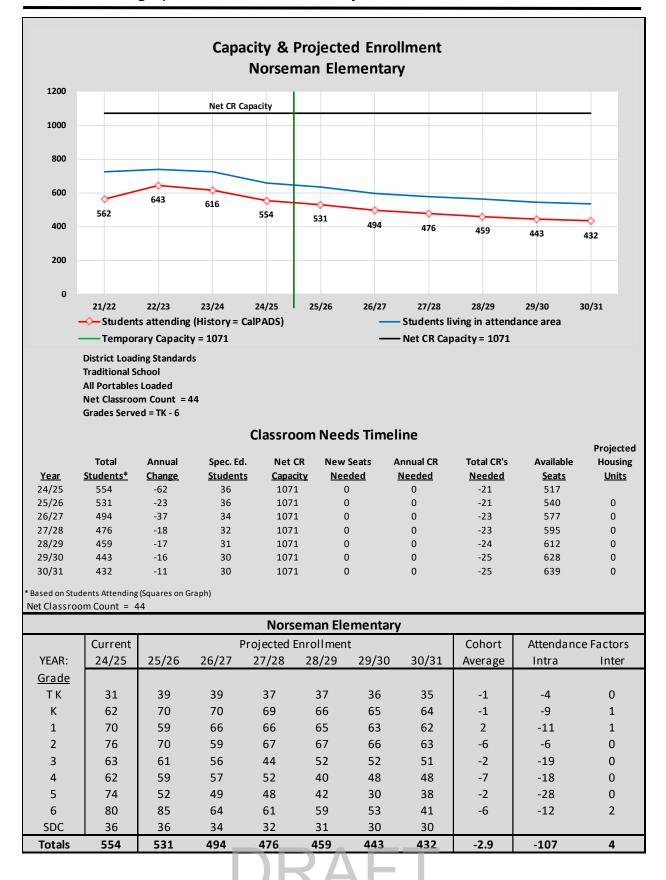




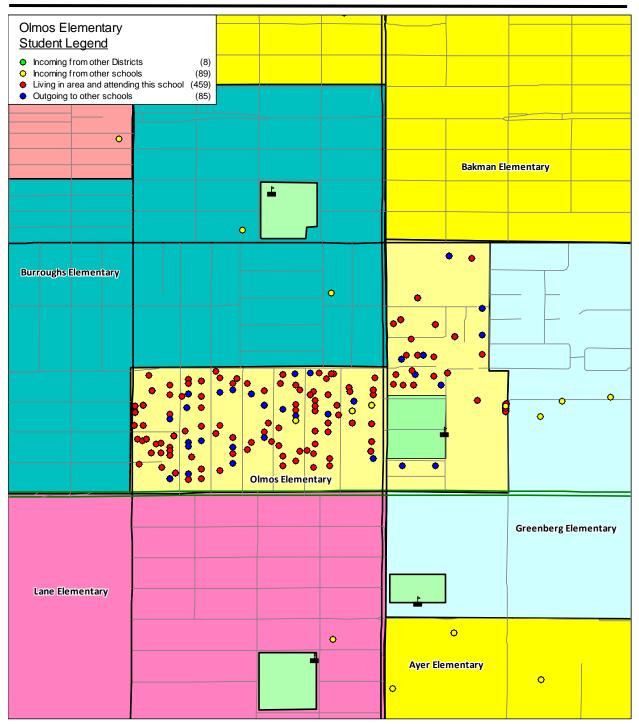




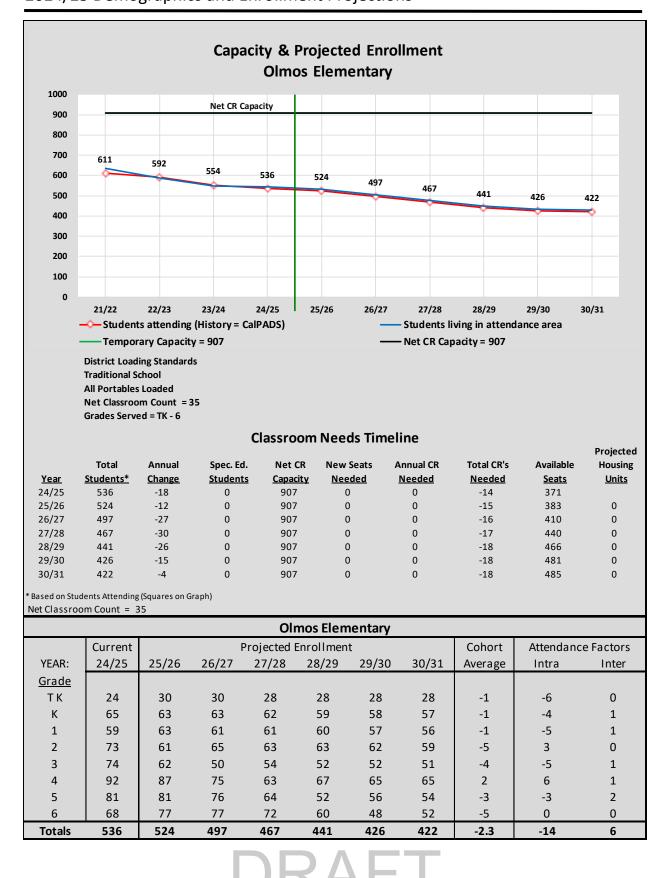




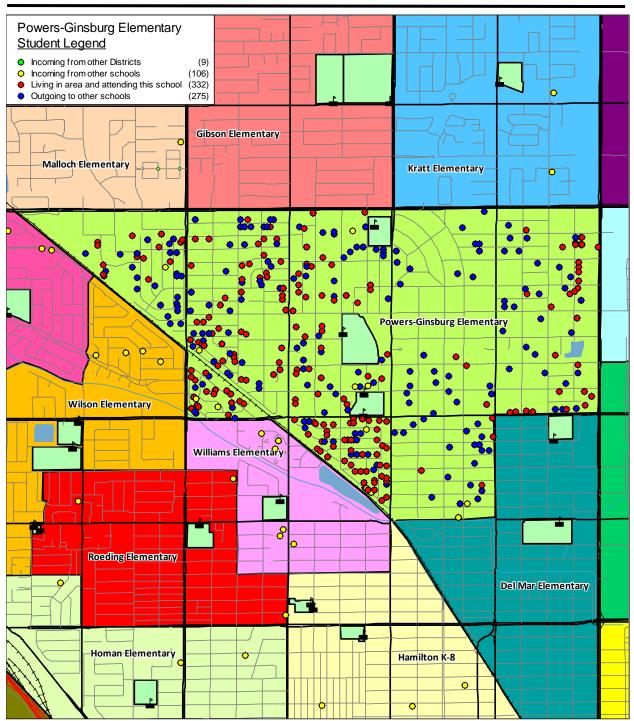






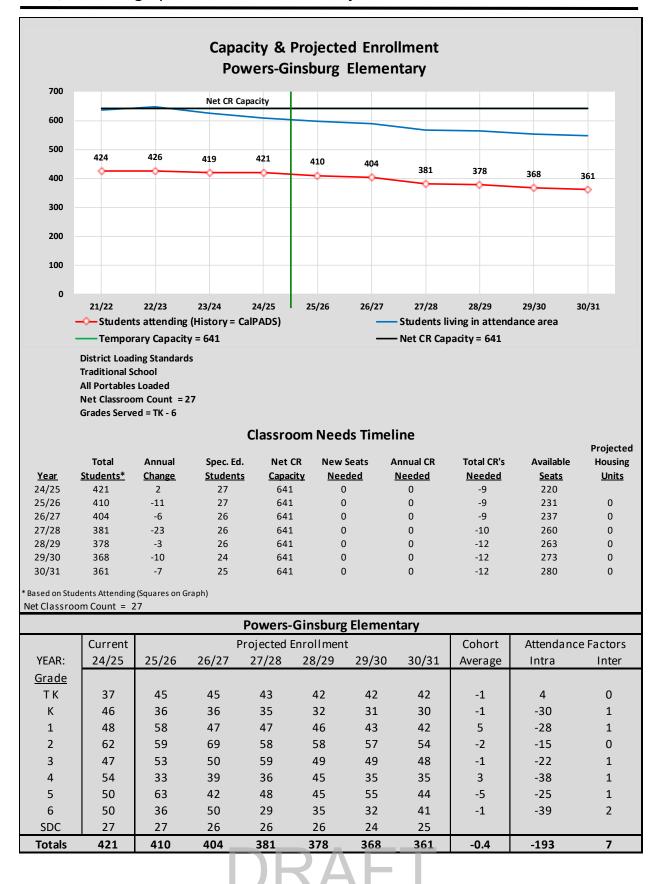




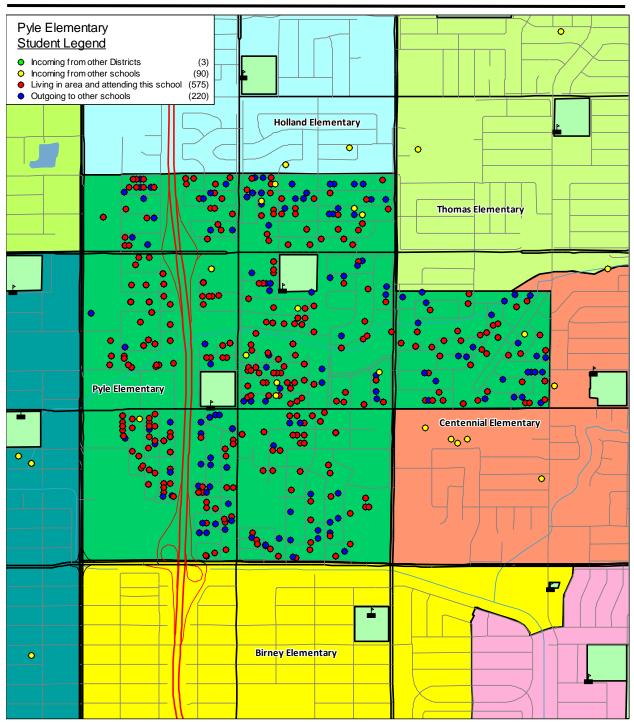




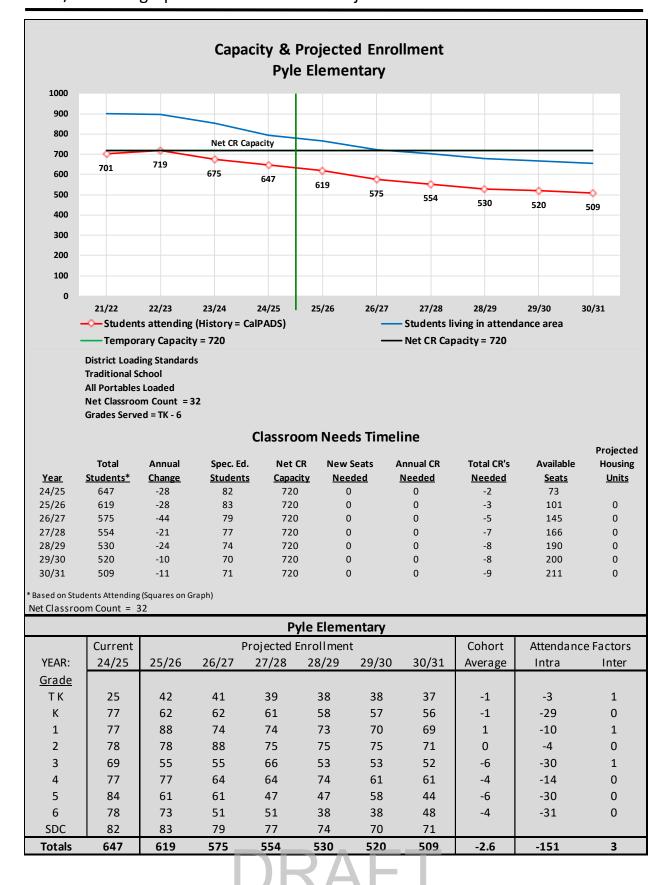




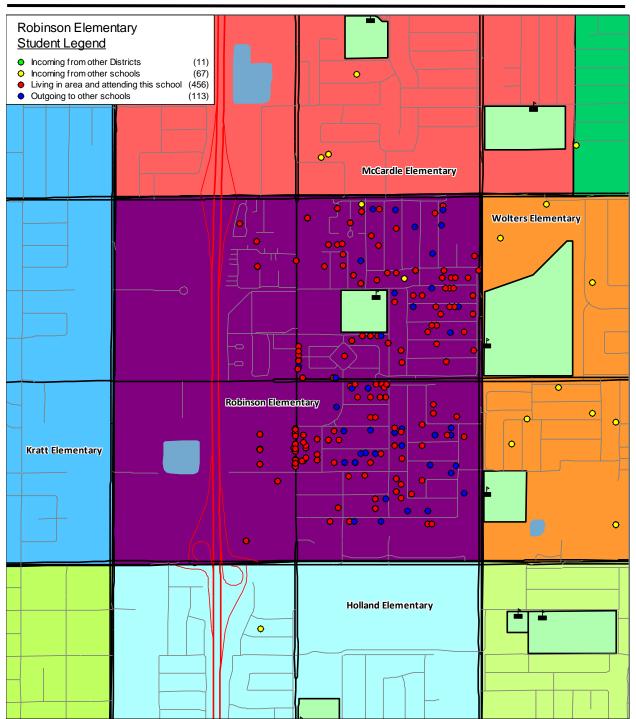


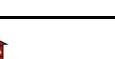


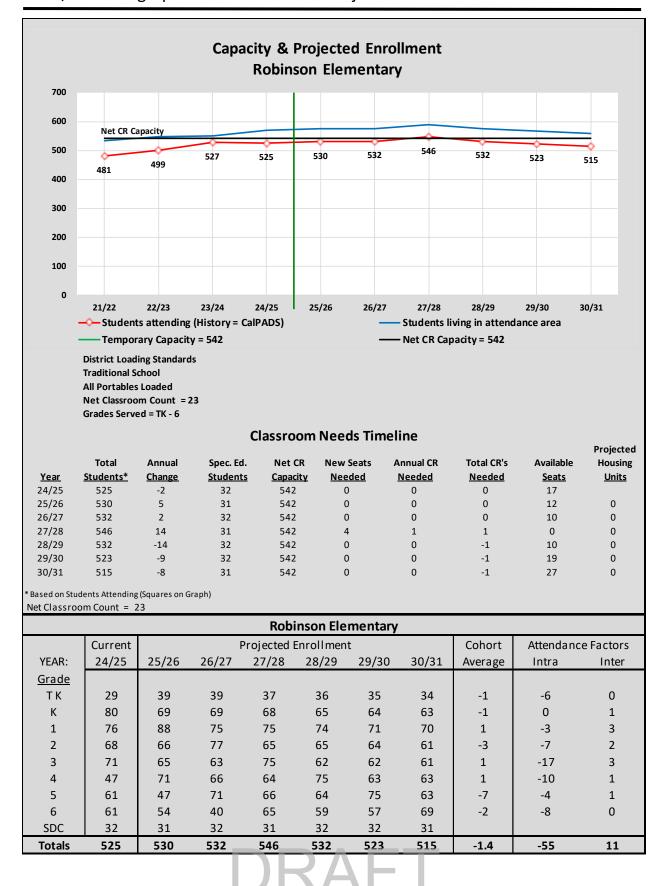












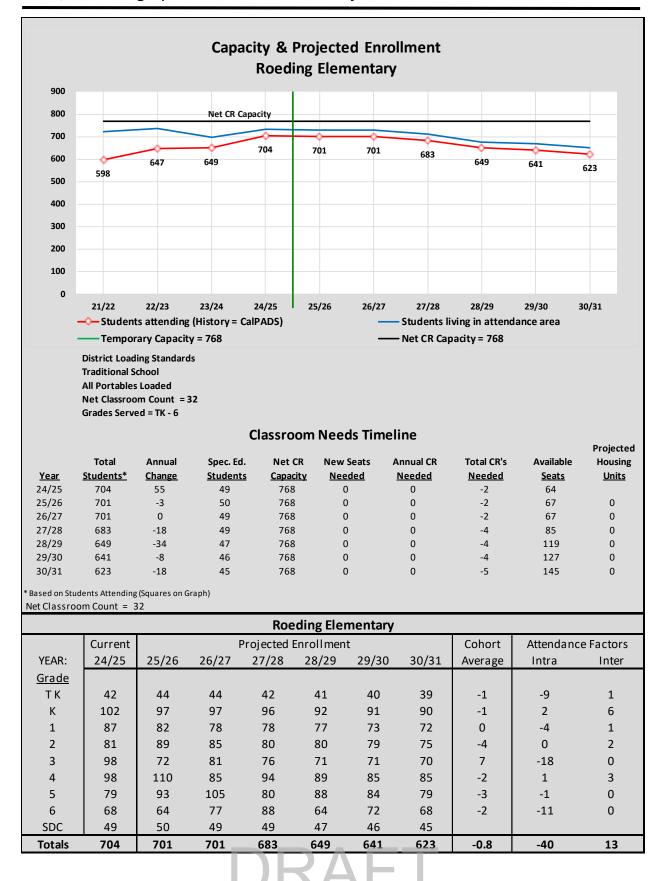


2024/25 Demographics and Enrollment Projections

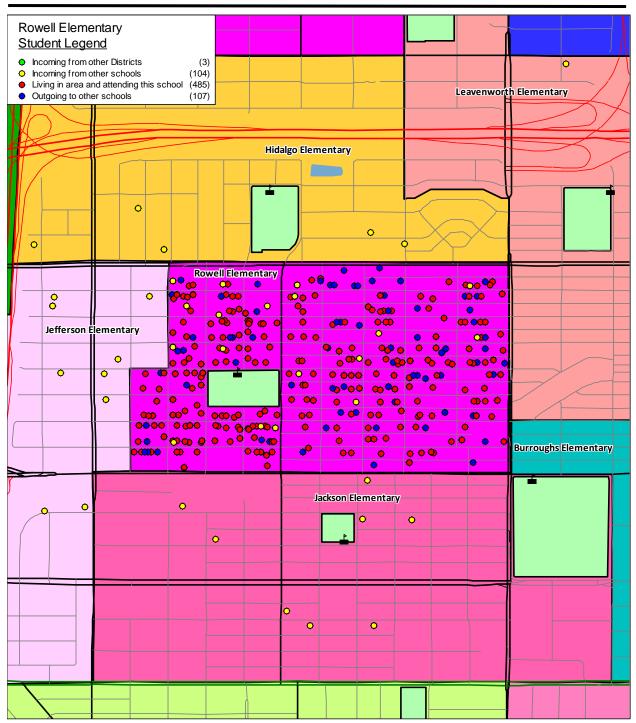
| Roeding Elementary Student Legend | | |
|---|--|---------------------|
| Incoming from other Districts Incoming from other schools Living in area and attending this so Outgoing to other schools | (18) (200) chool (536) (195) | |
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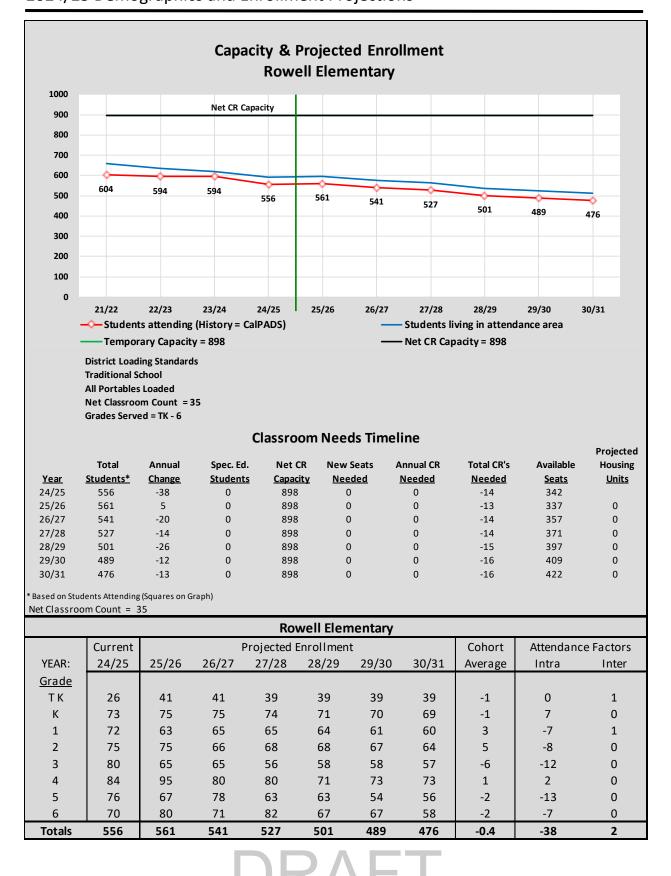




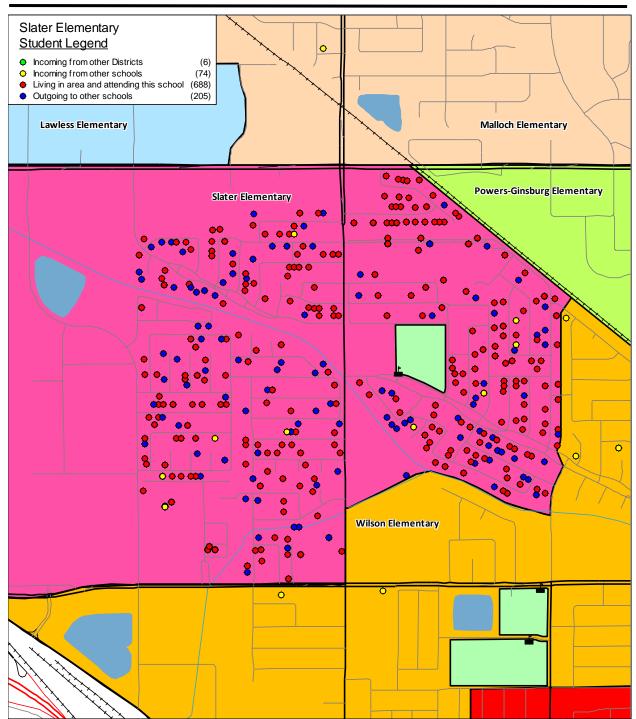






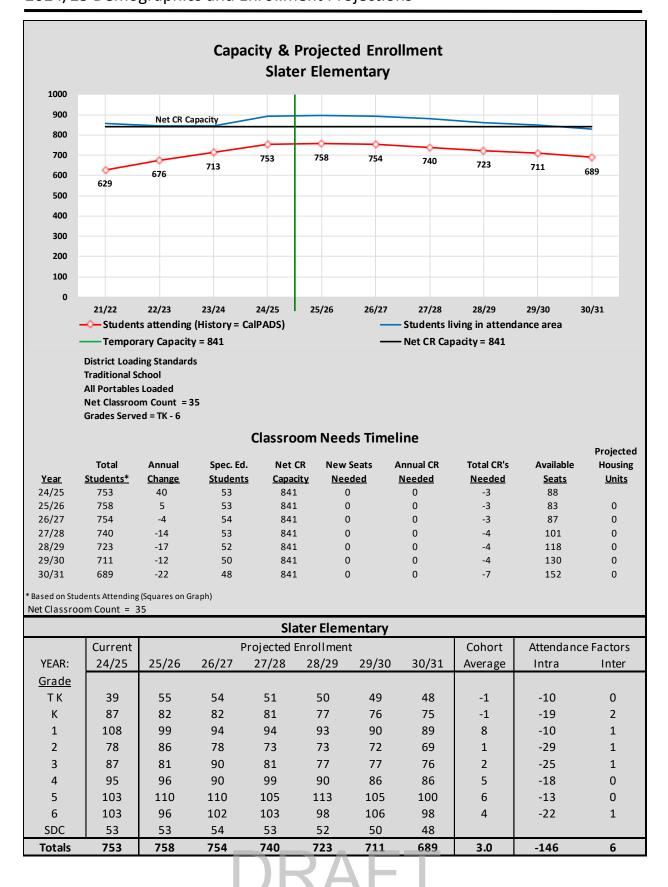




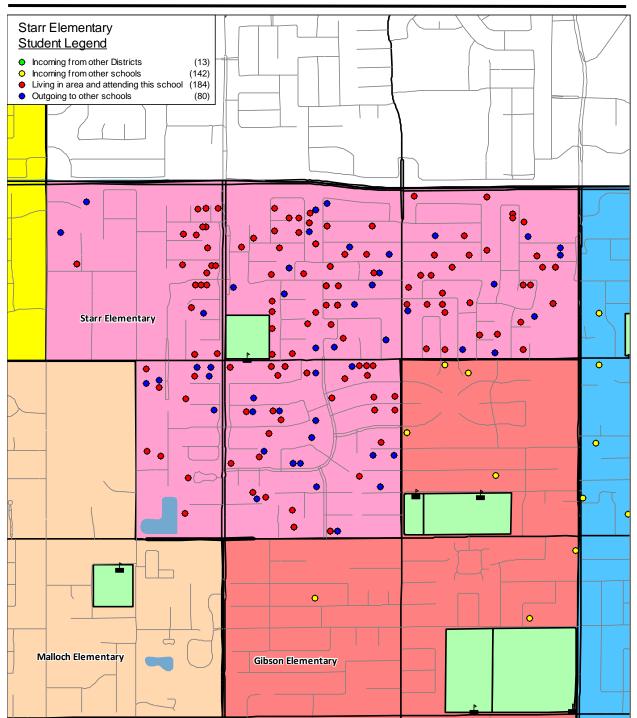






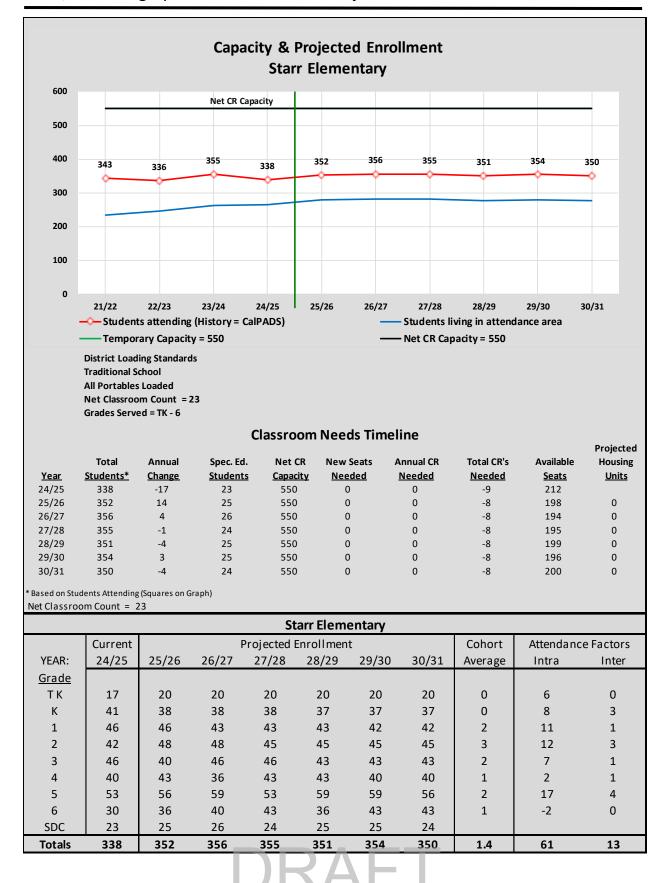




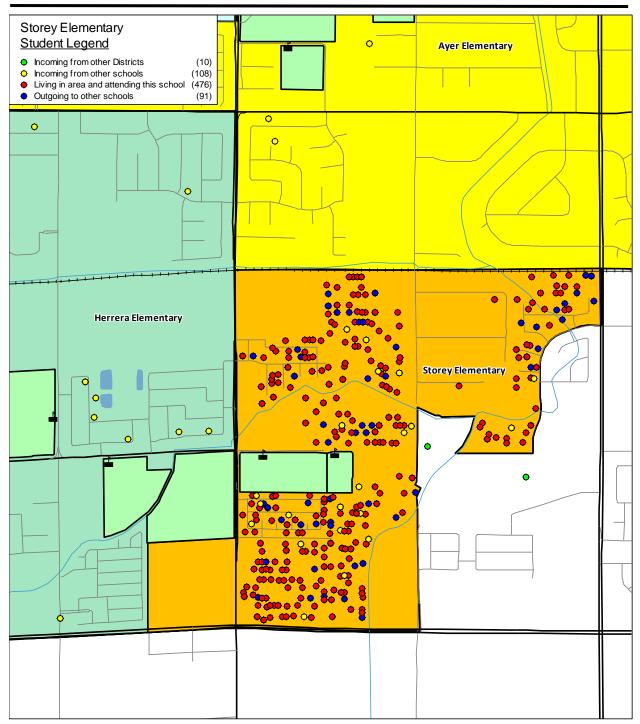




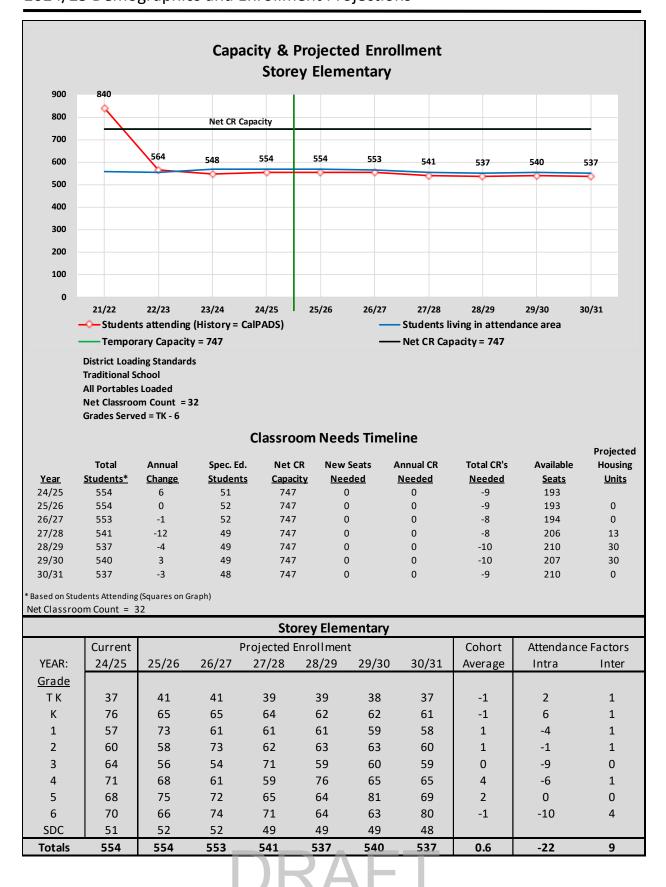




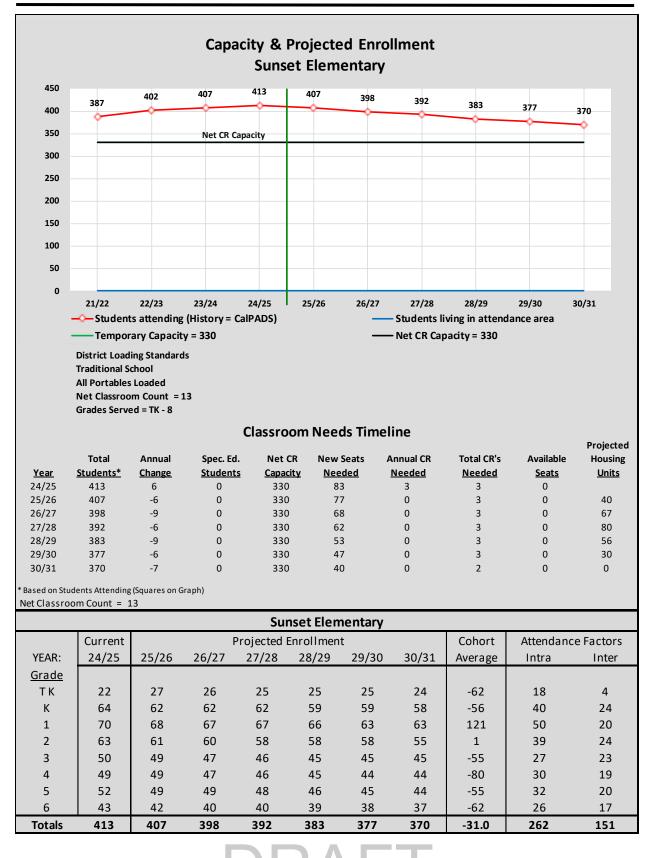








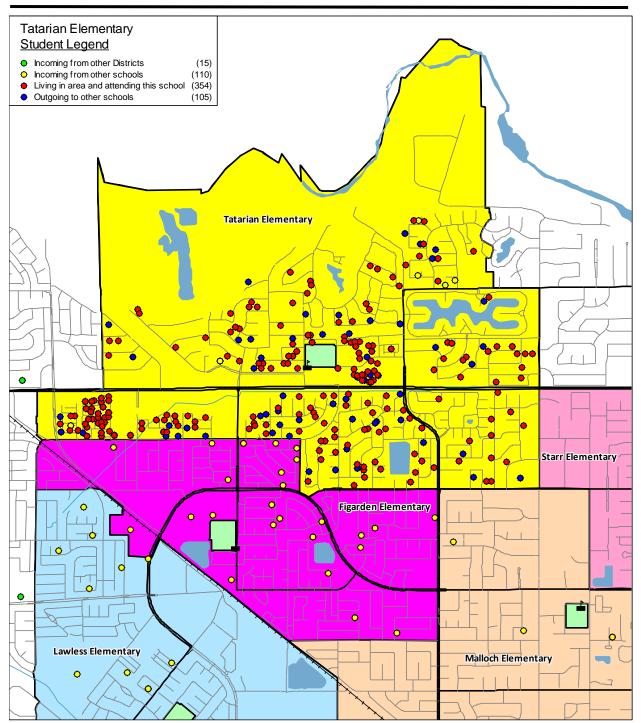




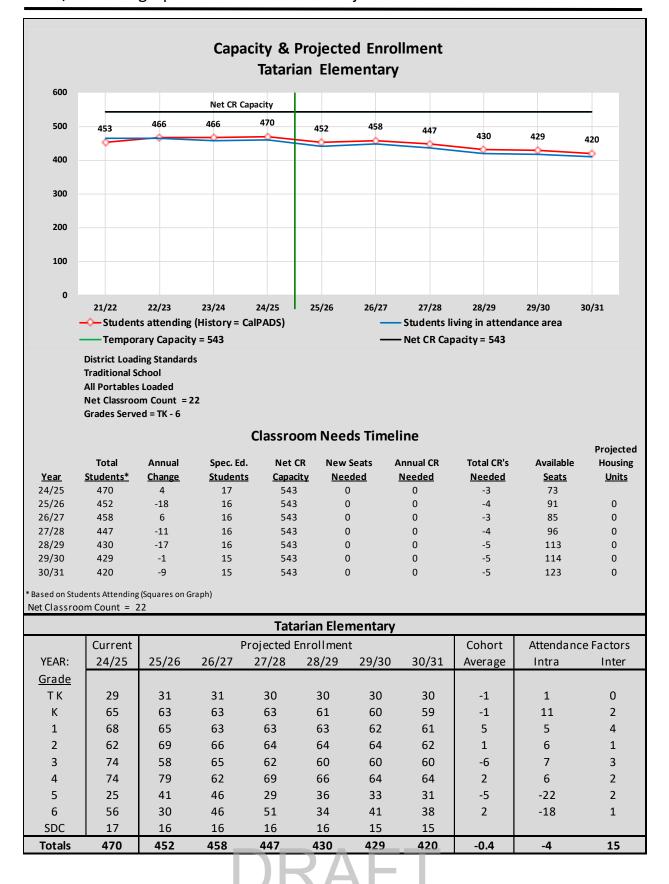


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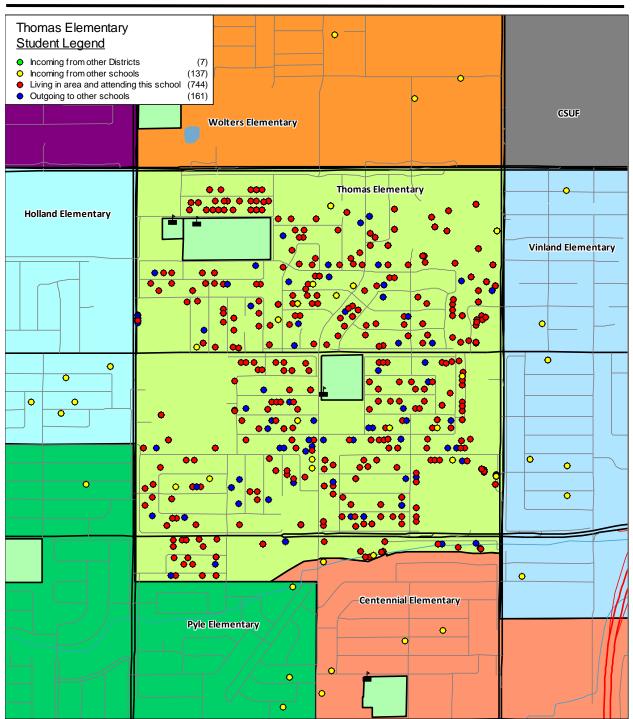
2024/25 Demographics and Enrollment Projections





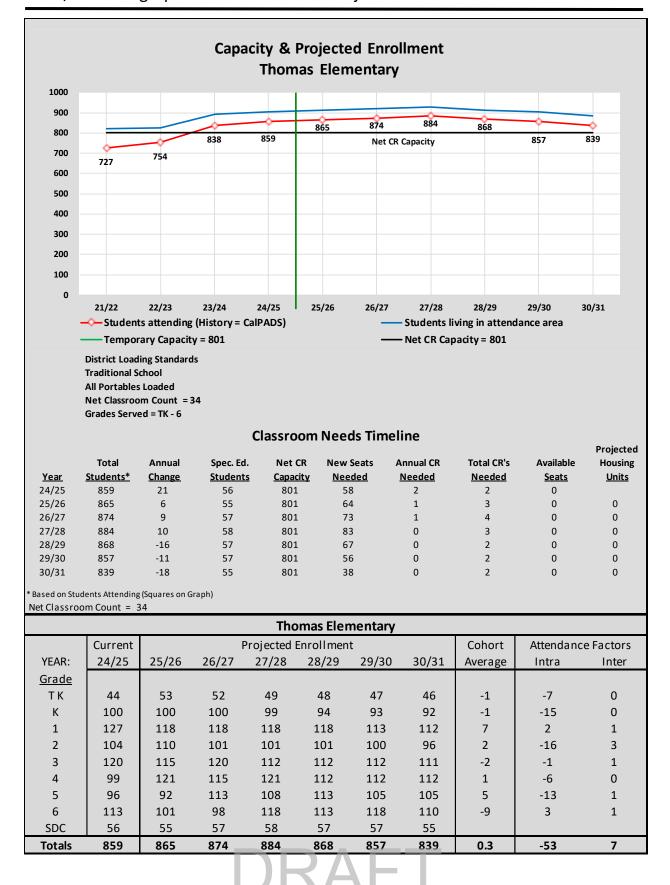




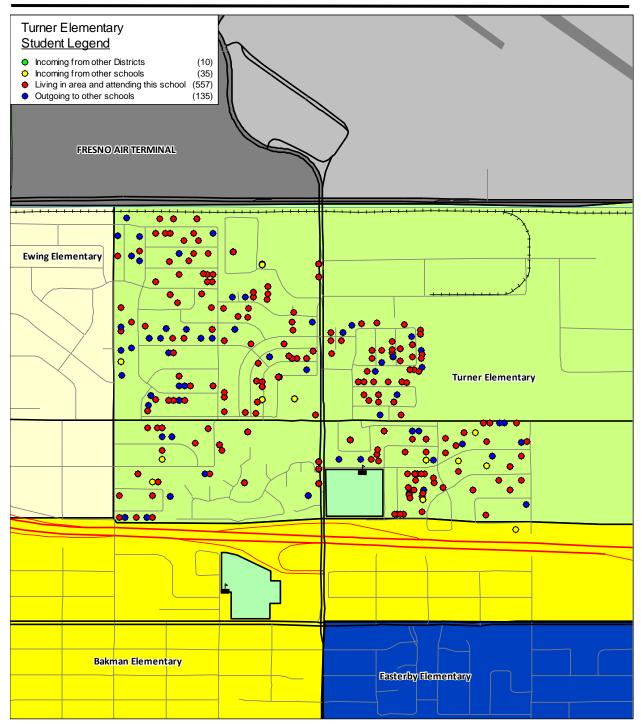




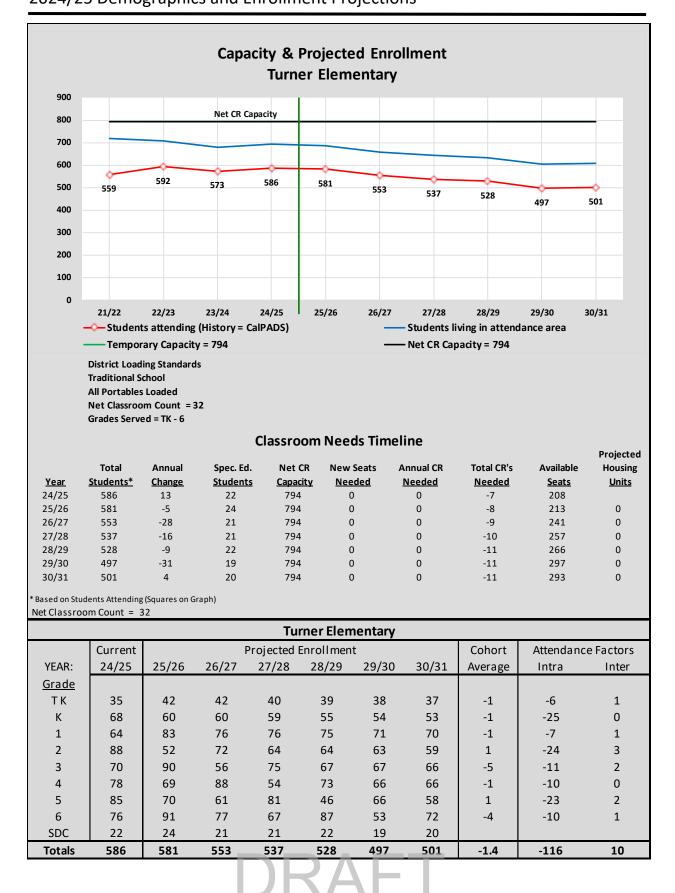




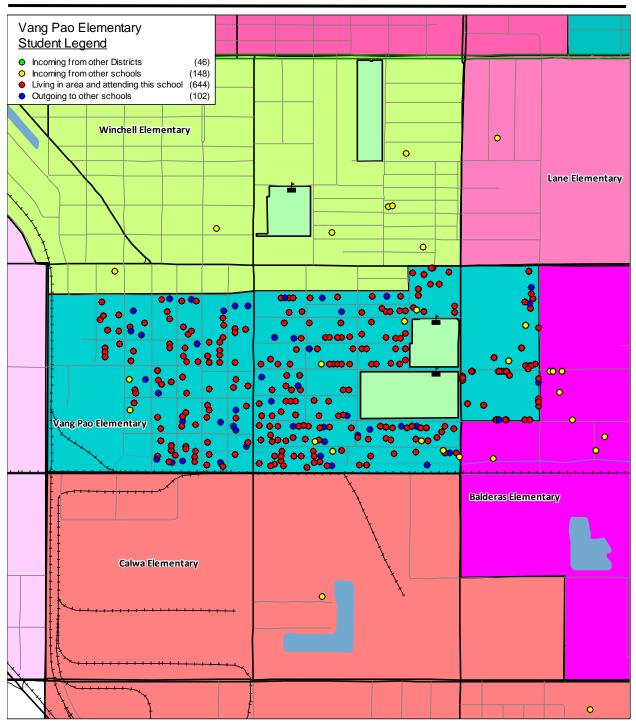






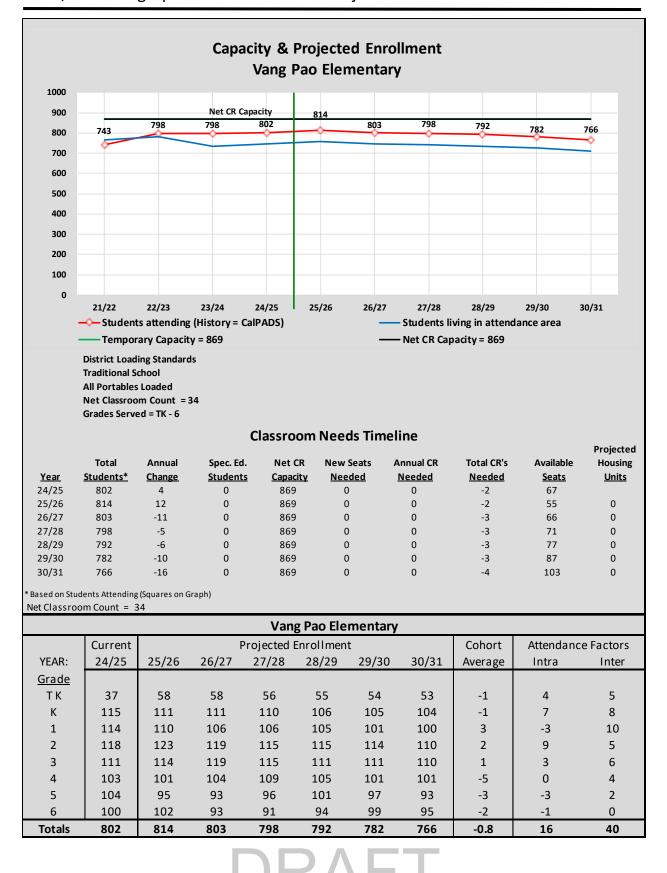




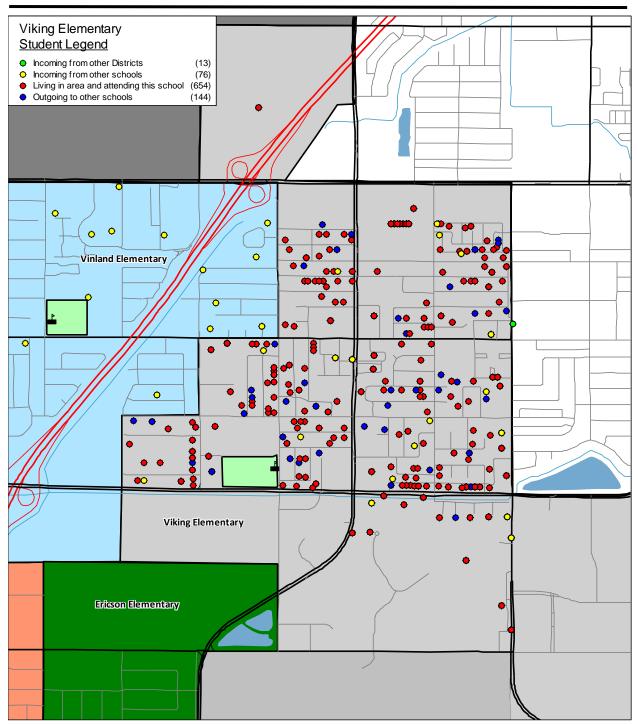






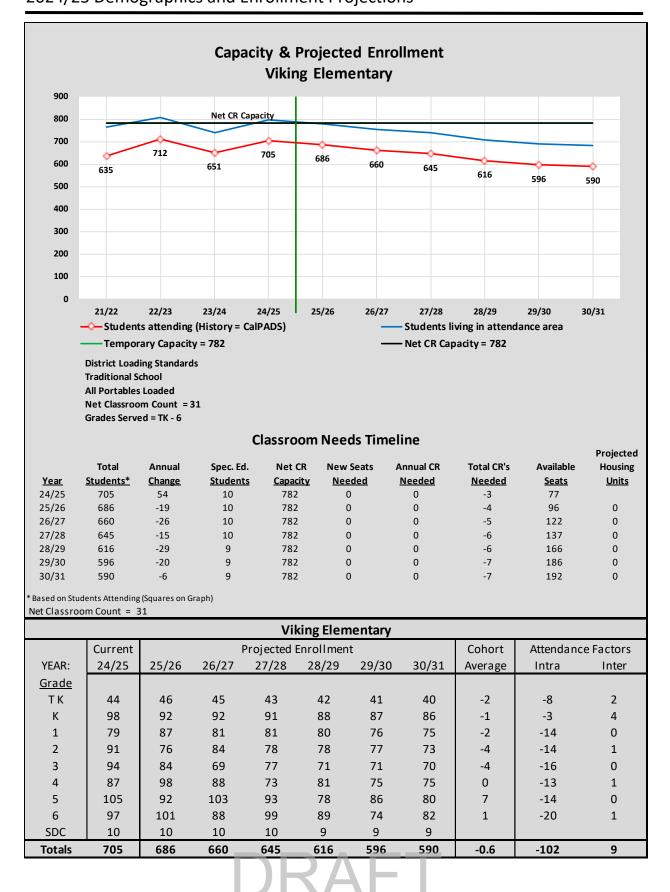




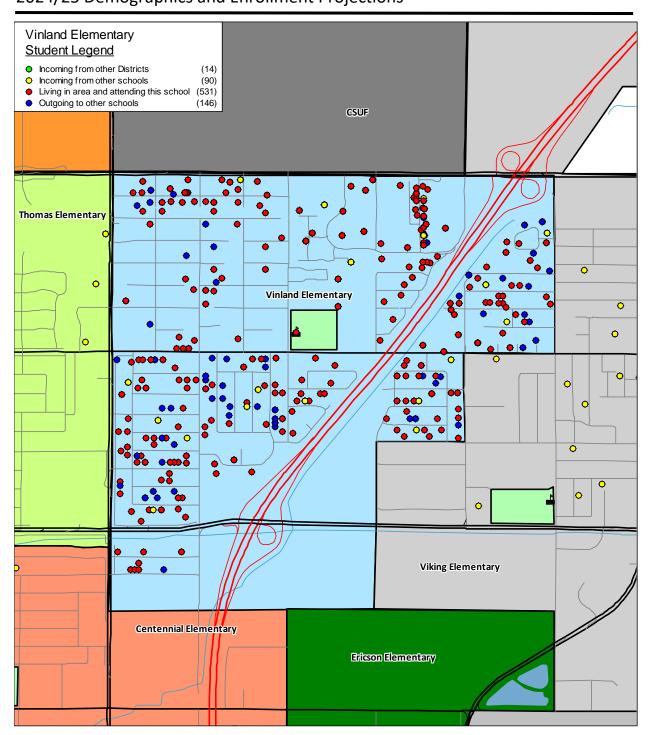




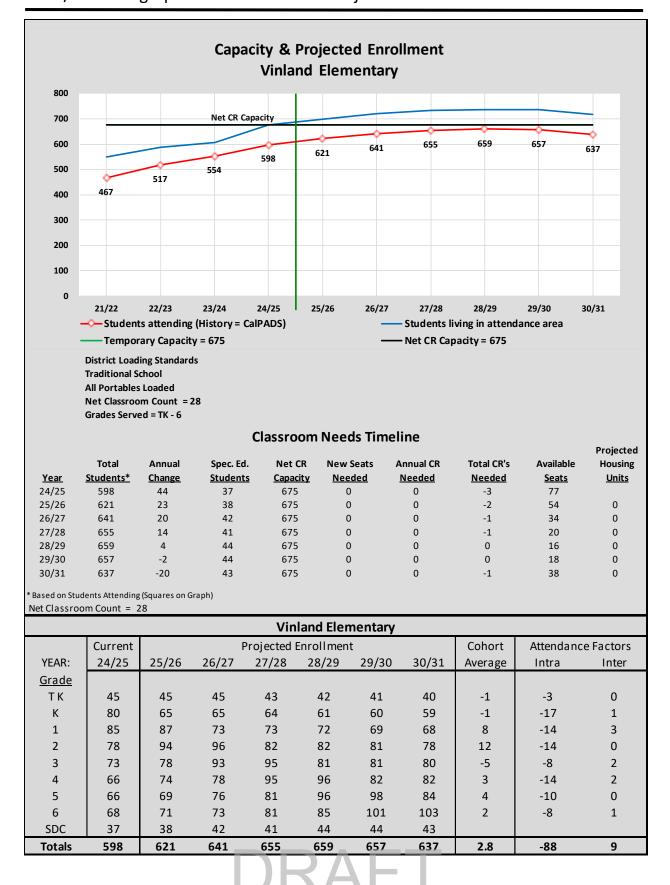




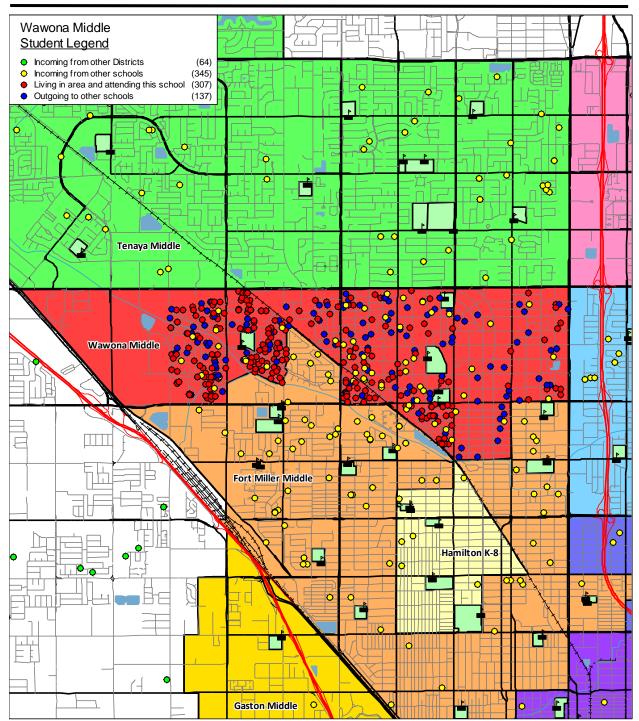






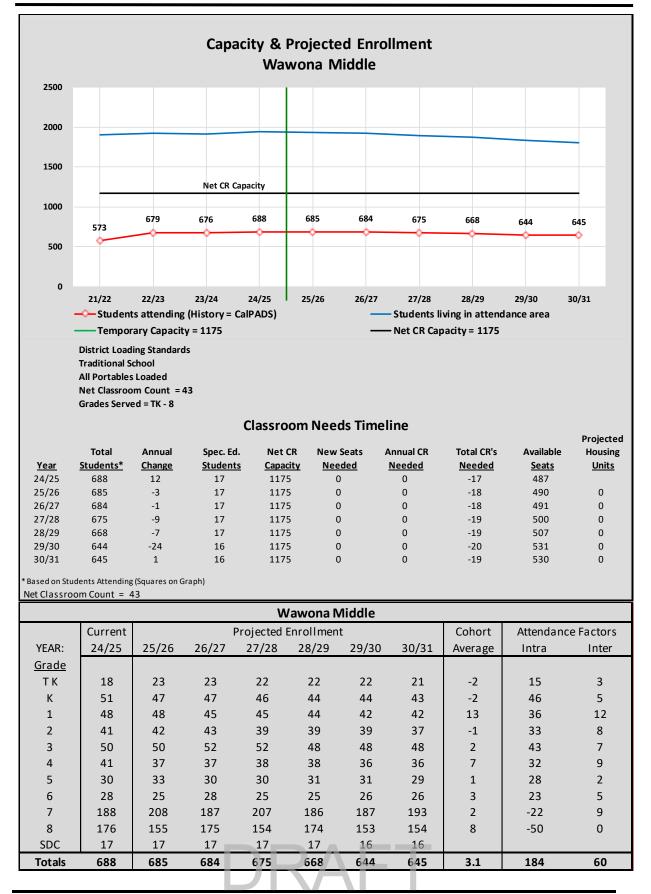




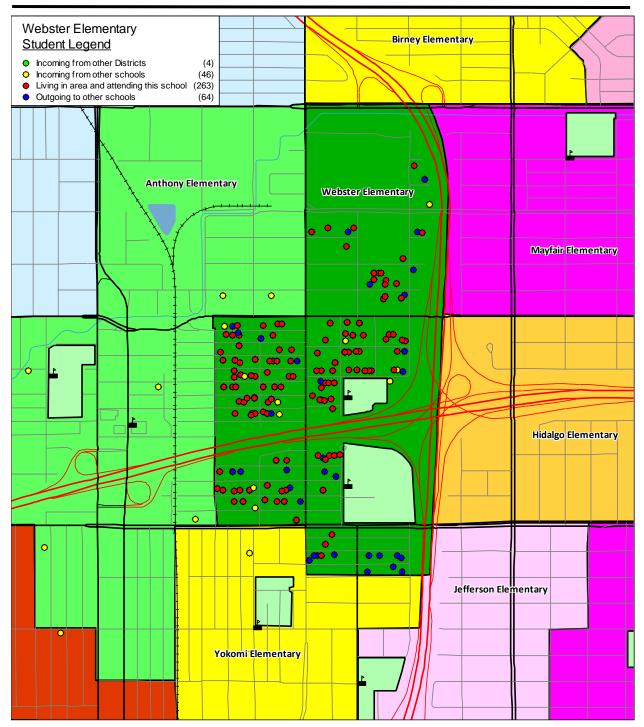






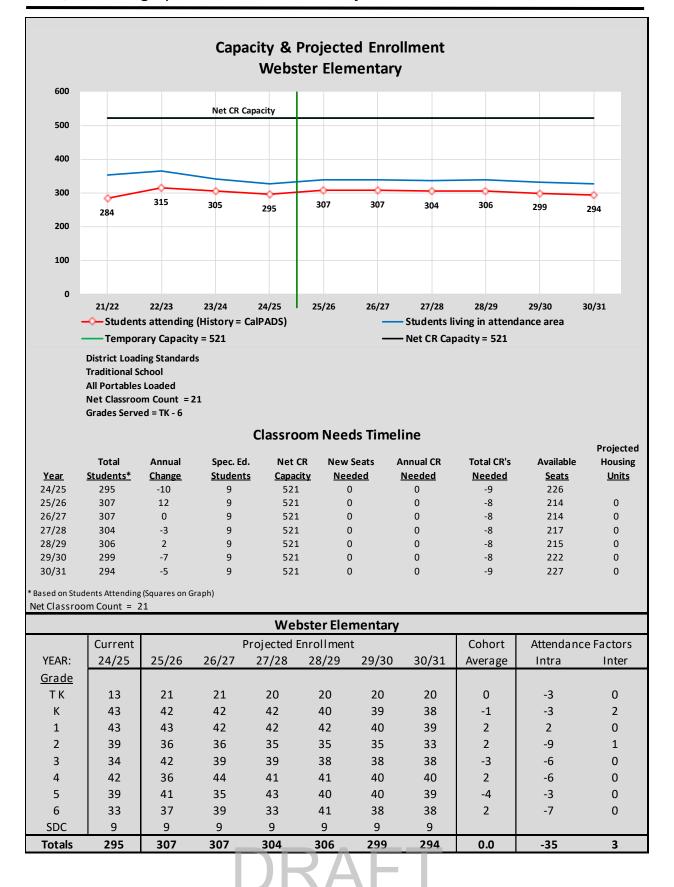




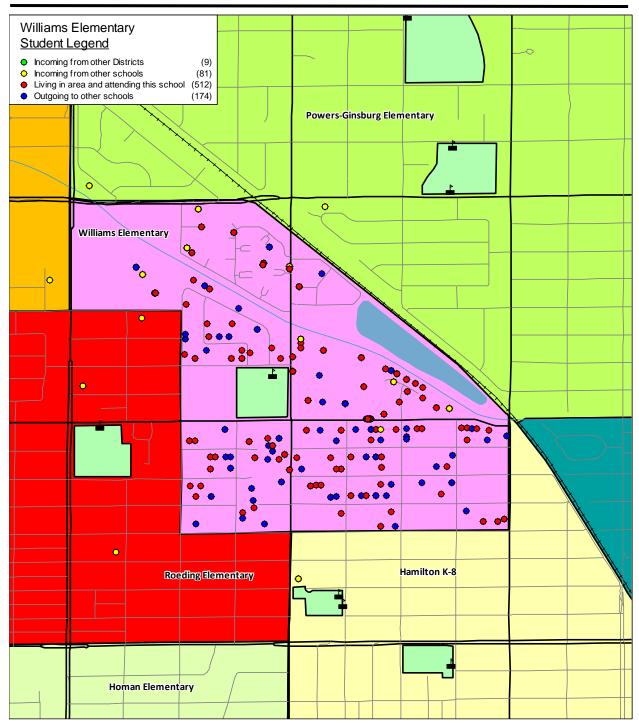




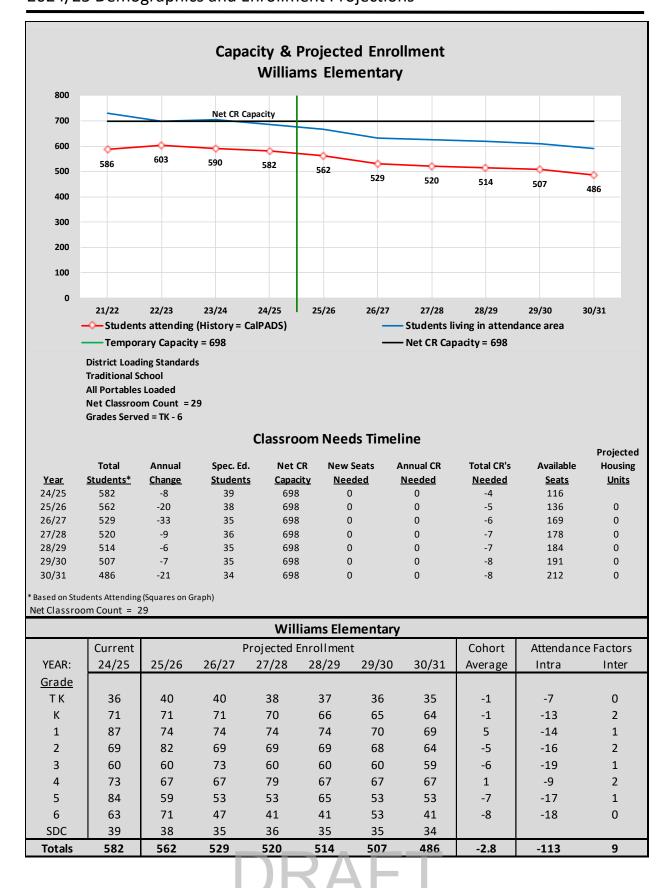




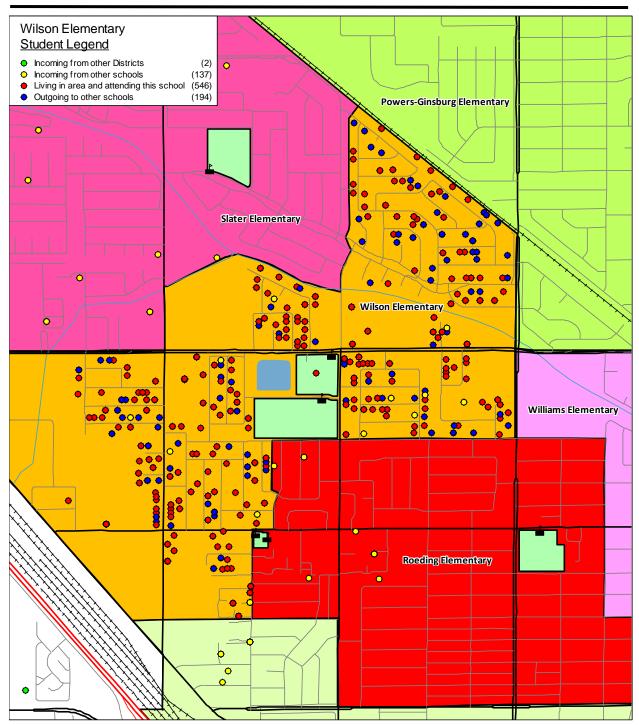




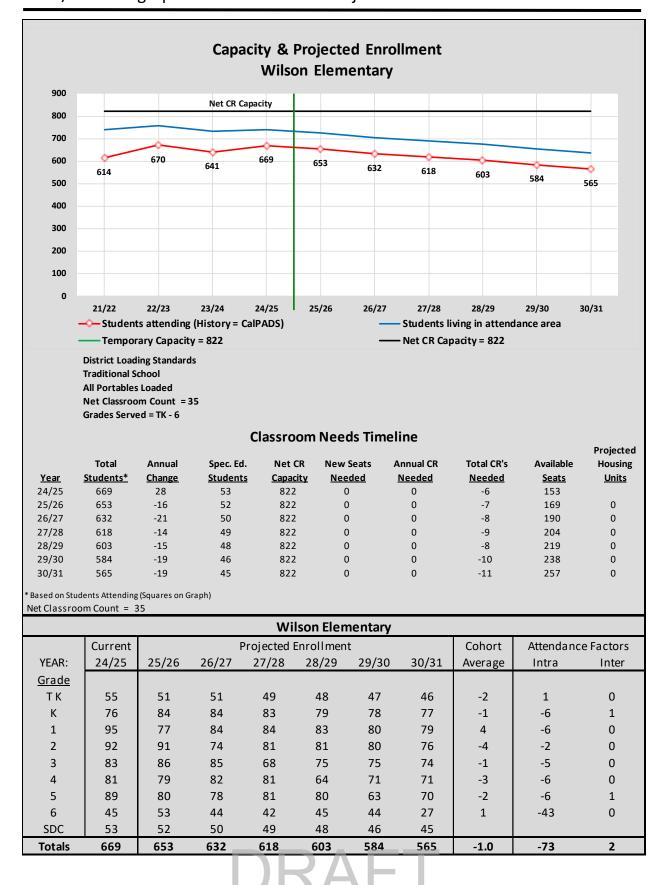




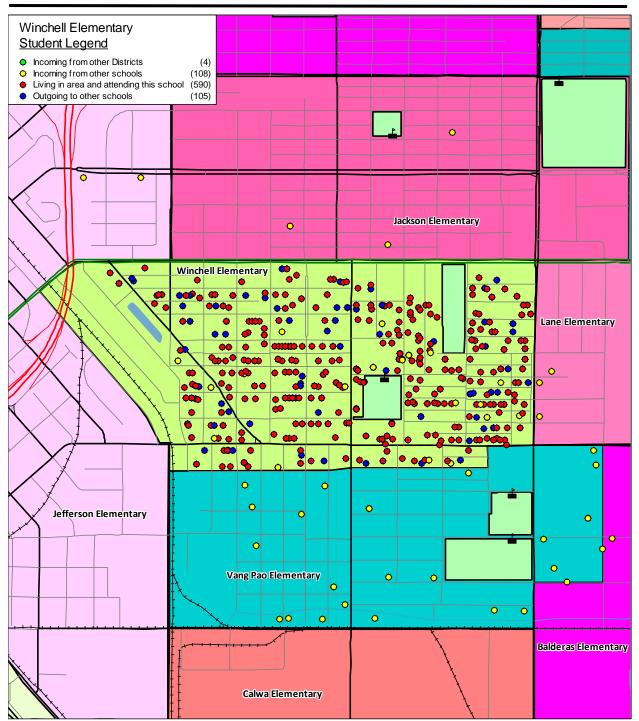




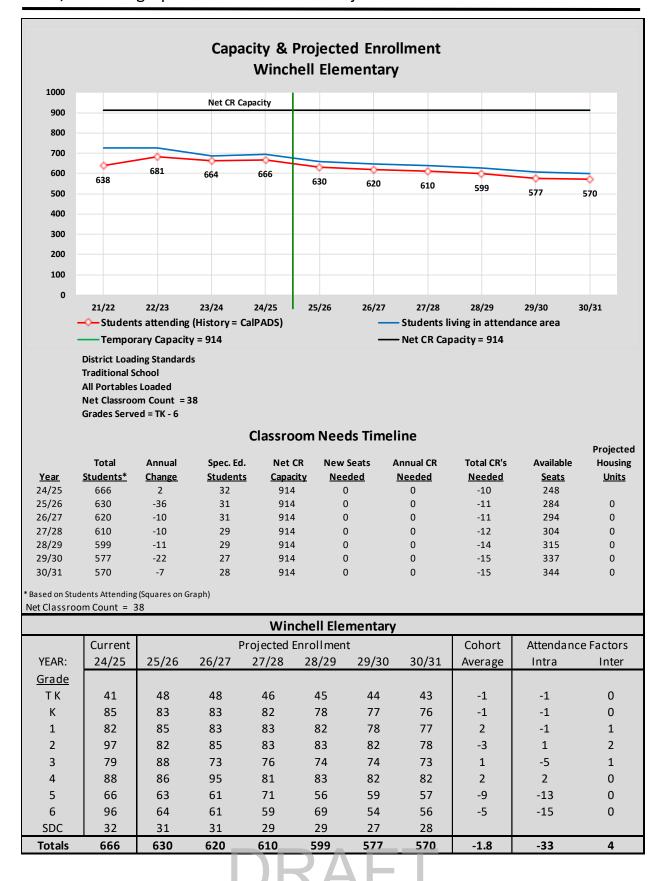




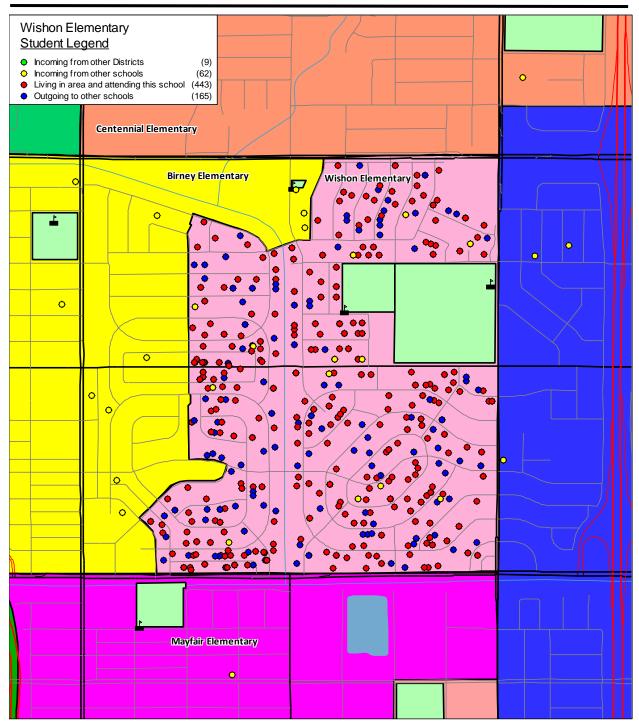




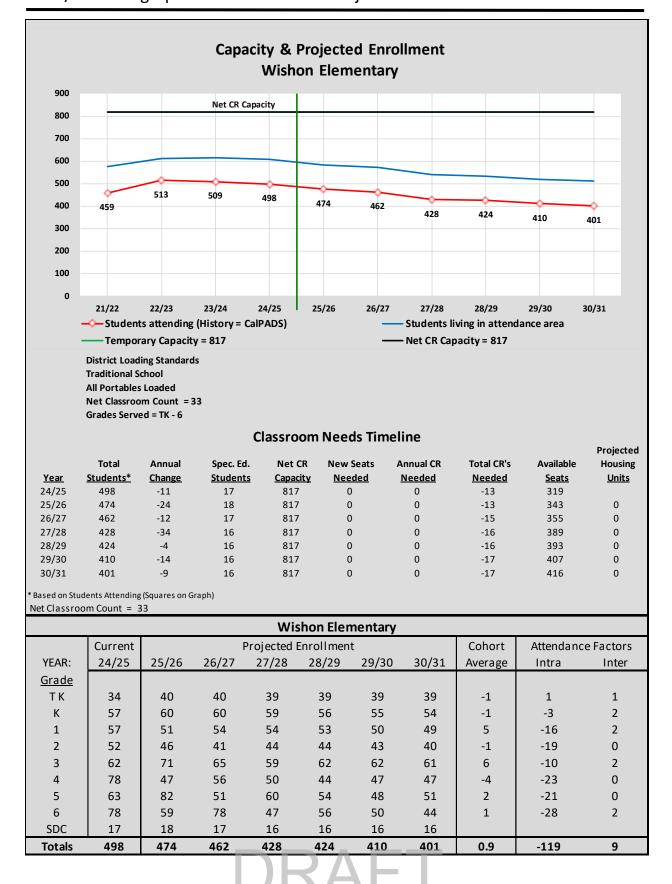




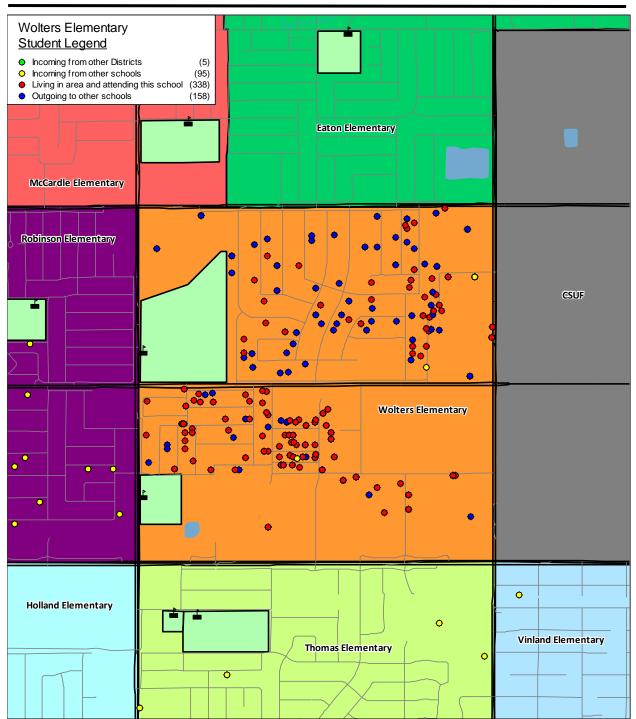






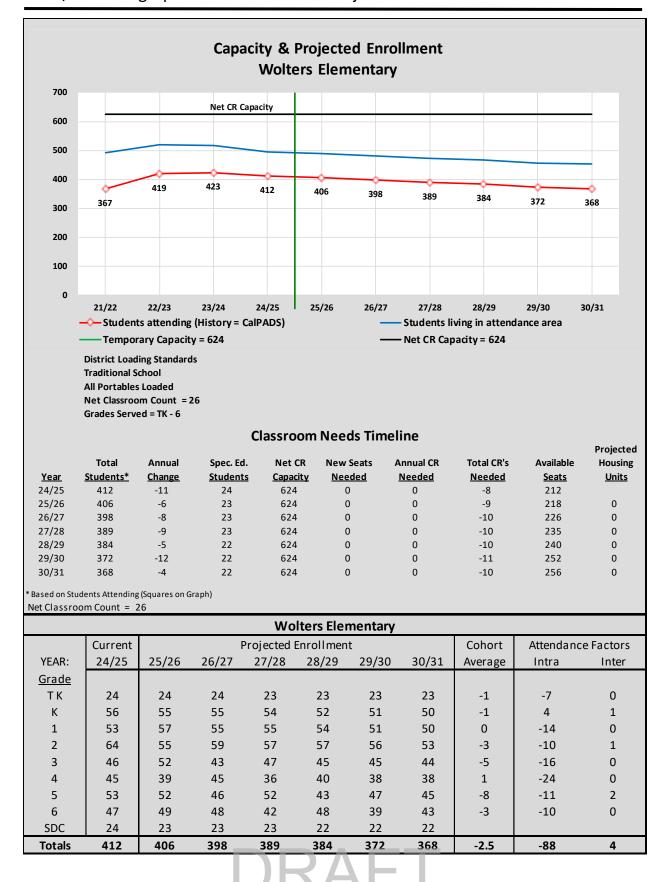




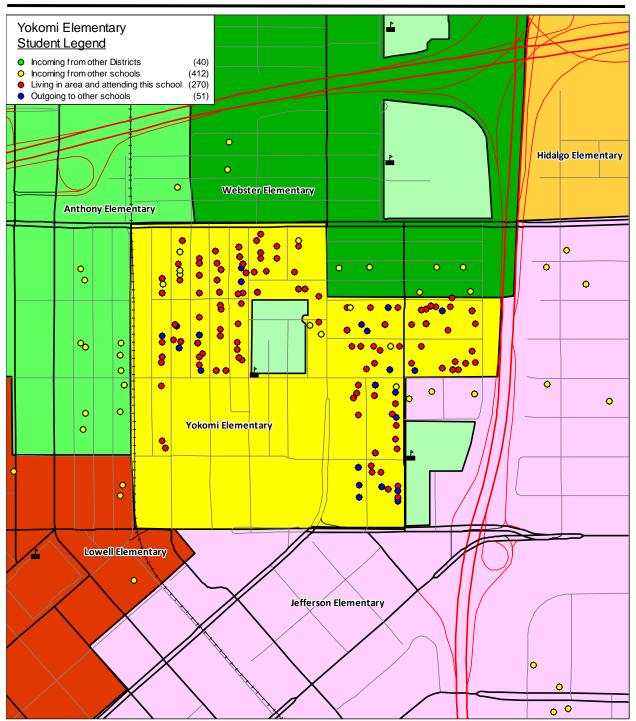






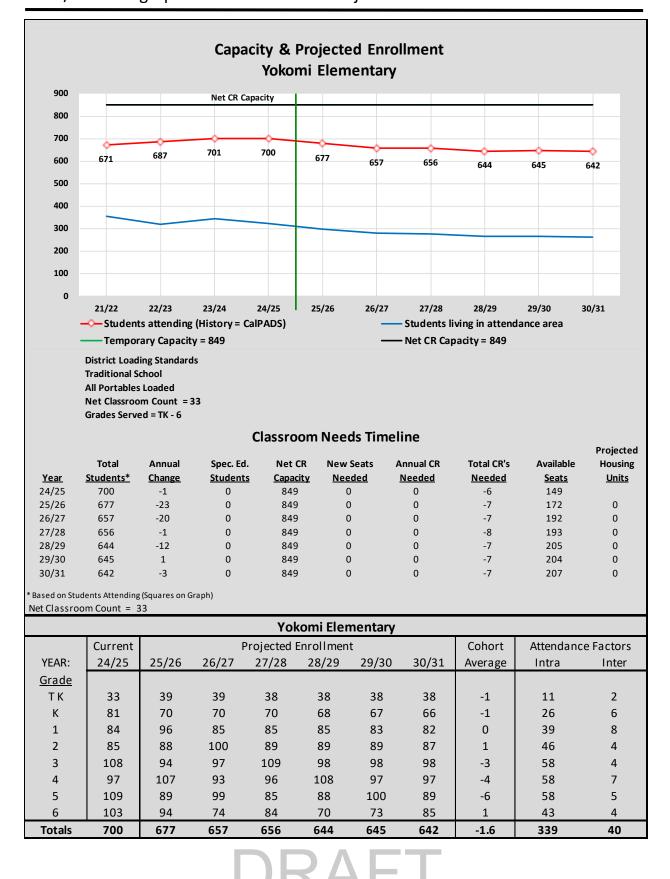




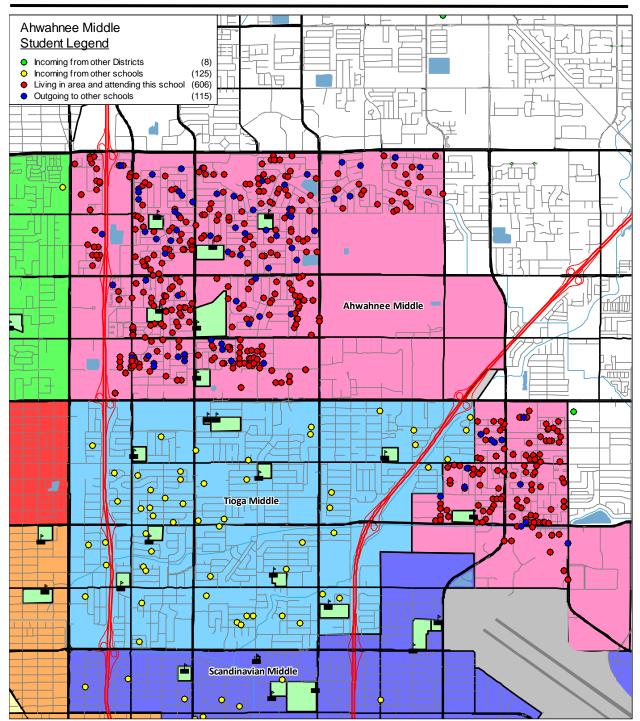






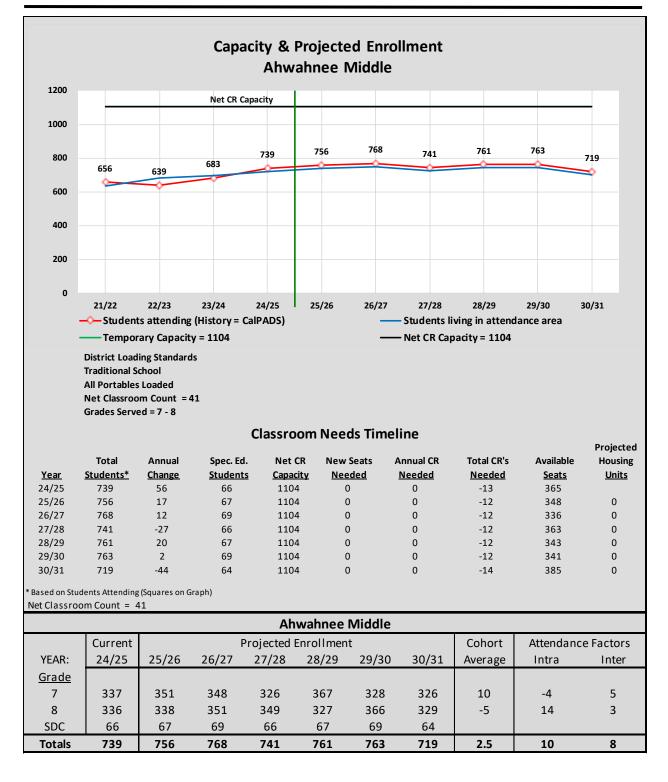




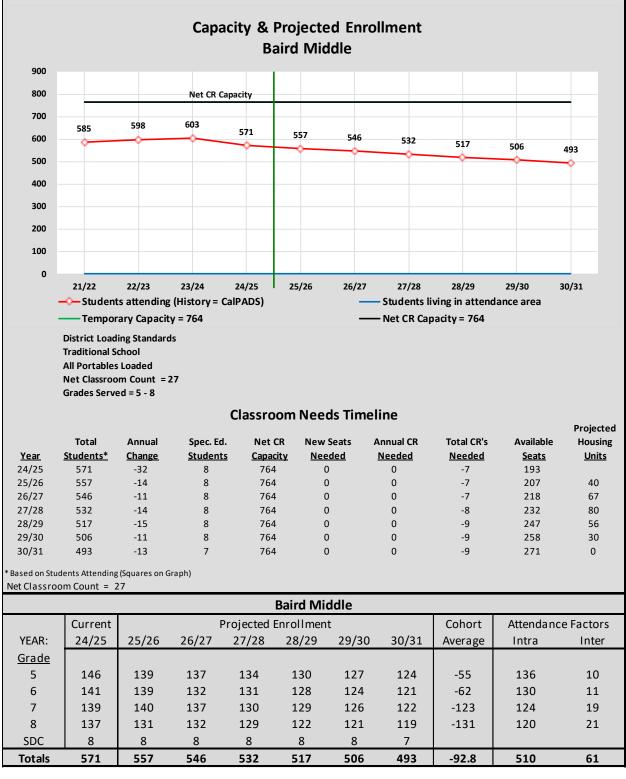


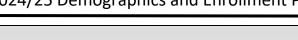




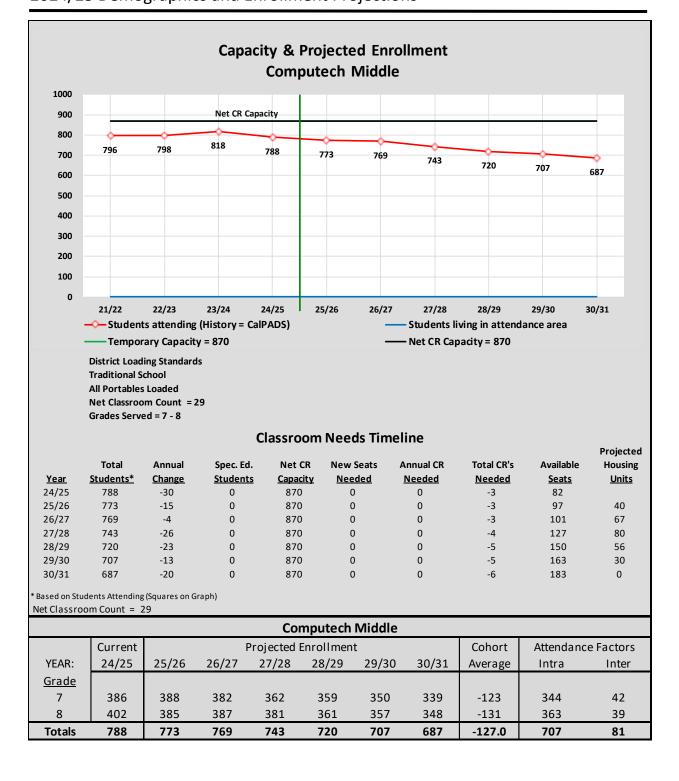




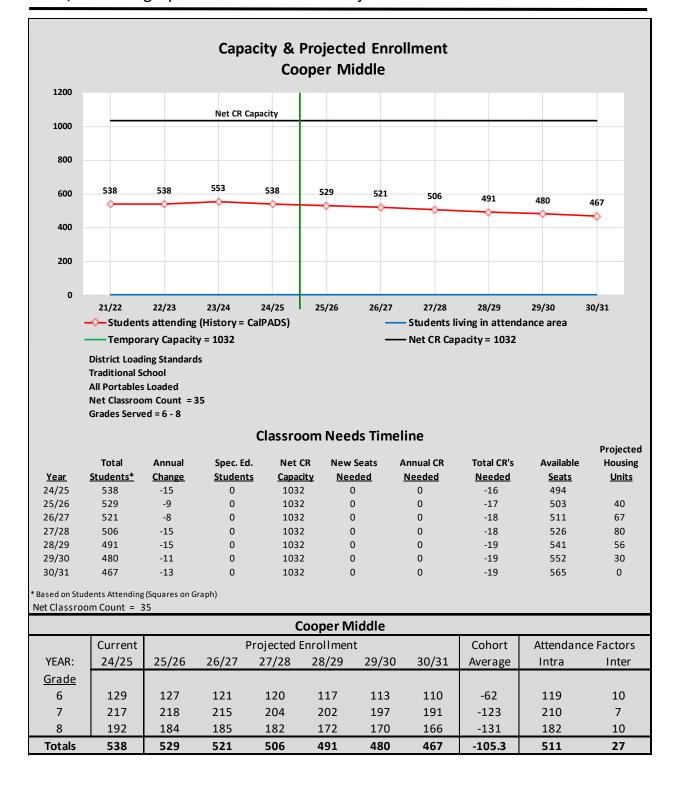




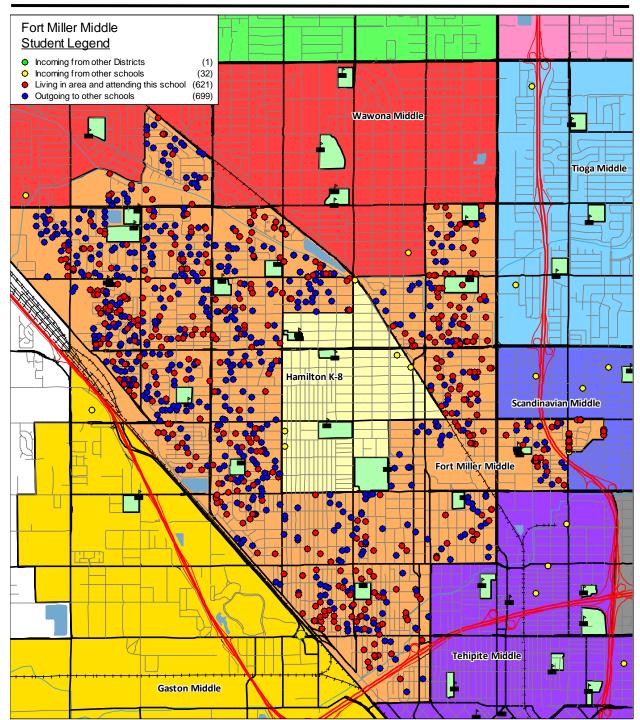




School Works

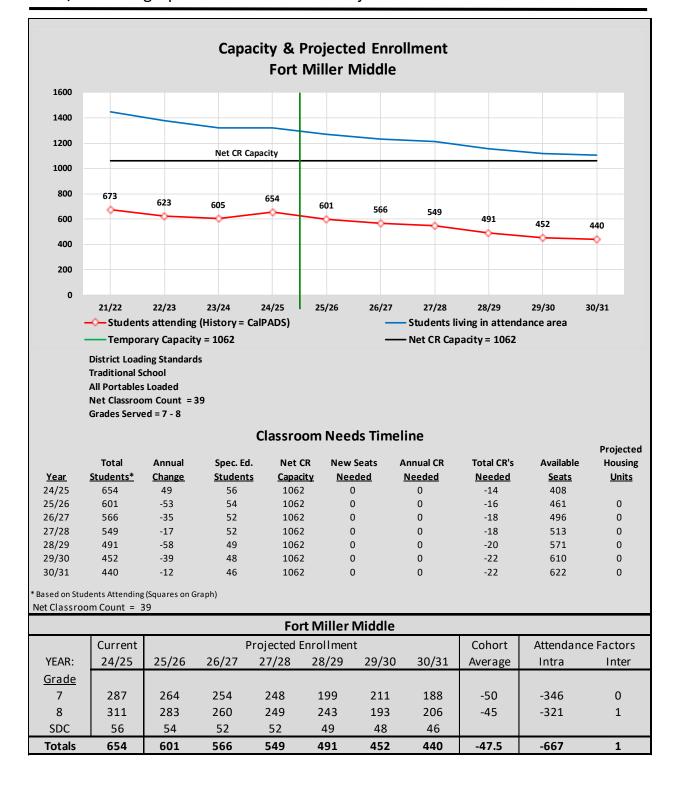




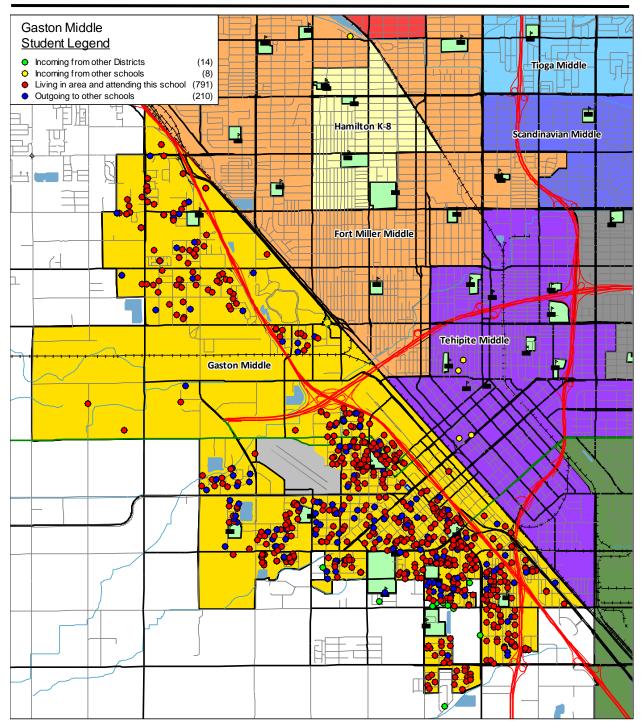






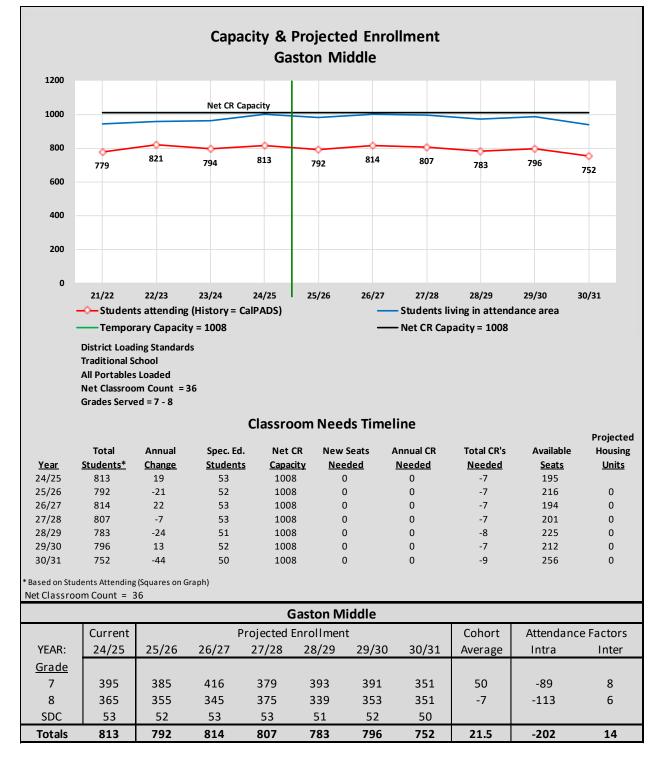




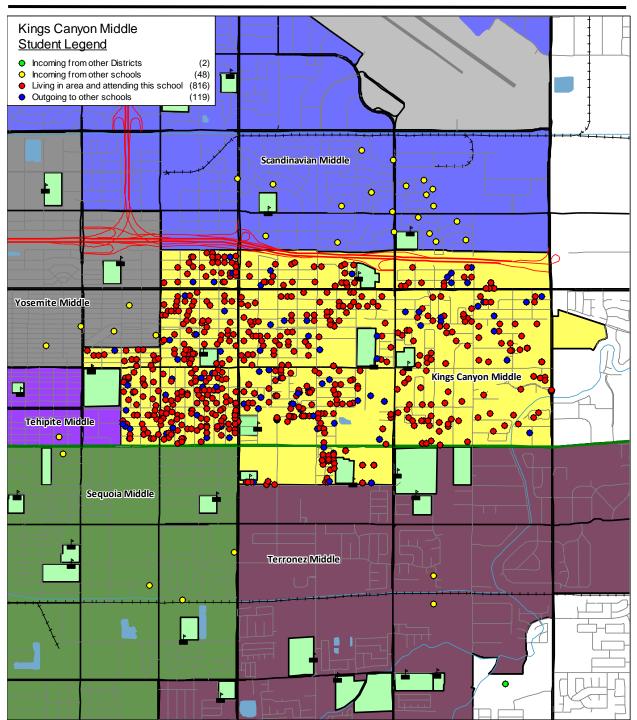






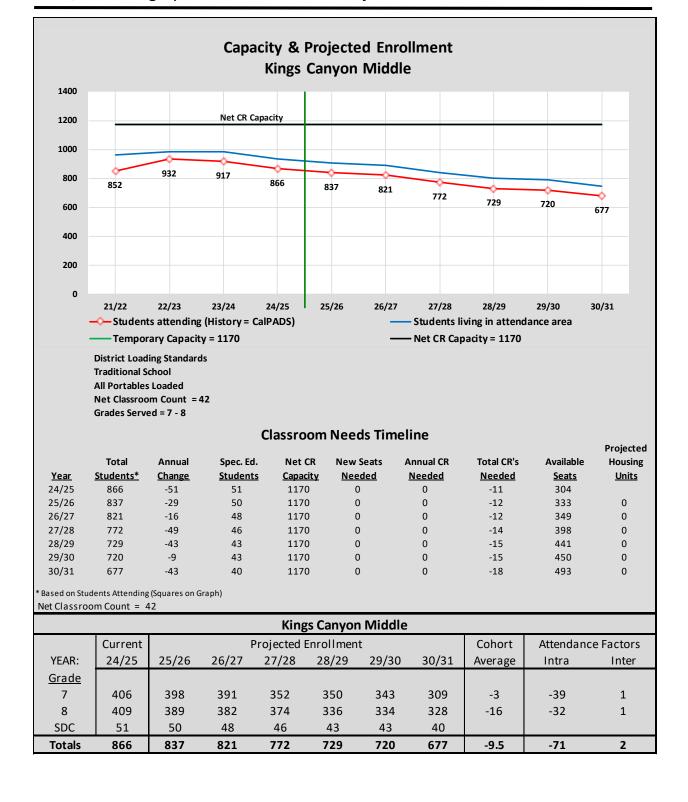




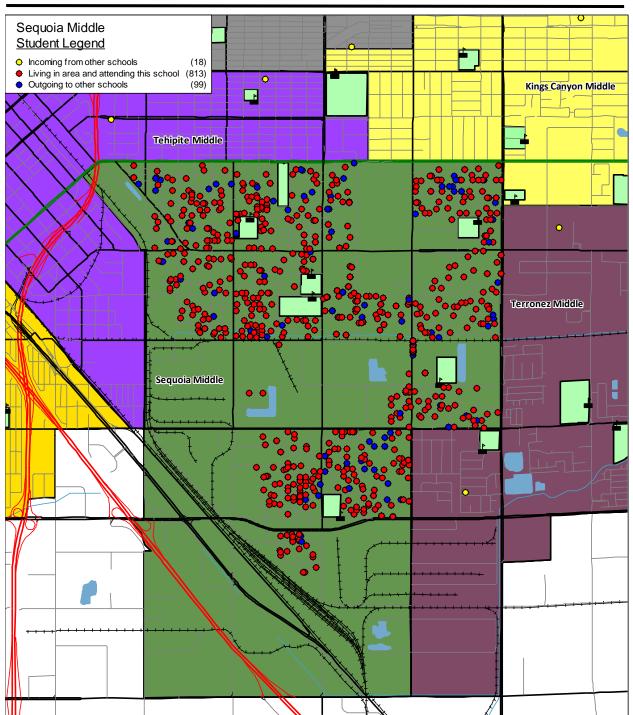






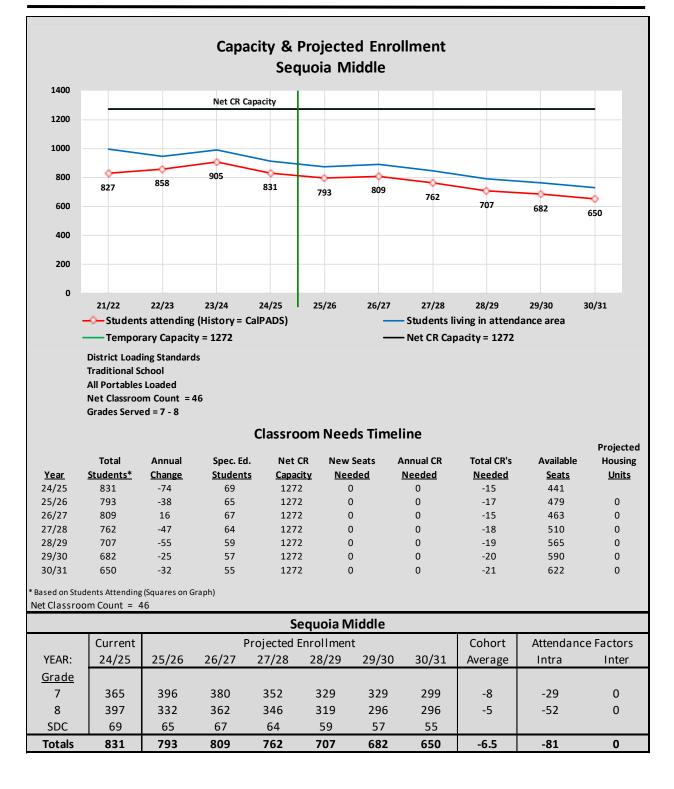


SchoolWorks Facility Problem Solvers

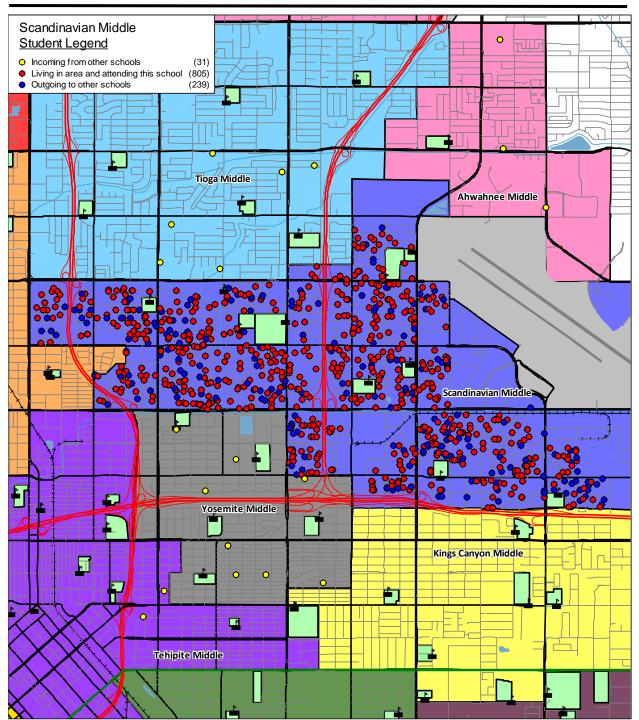






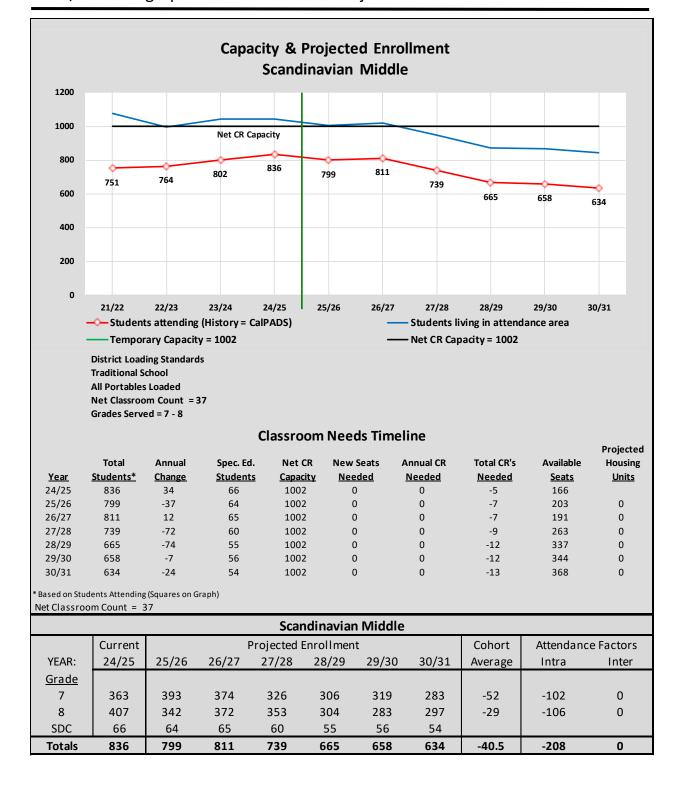




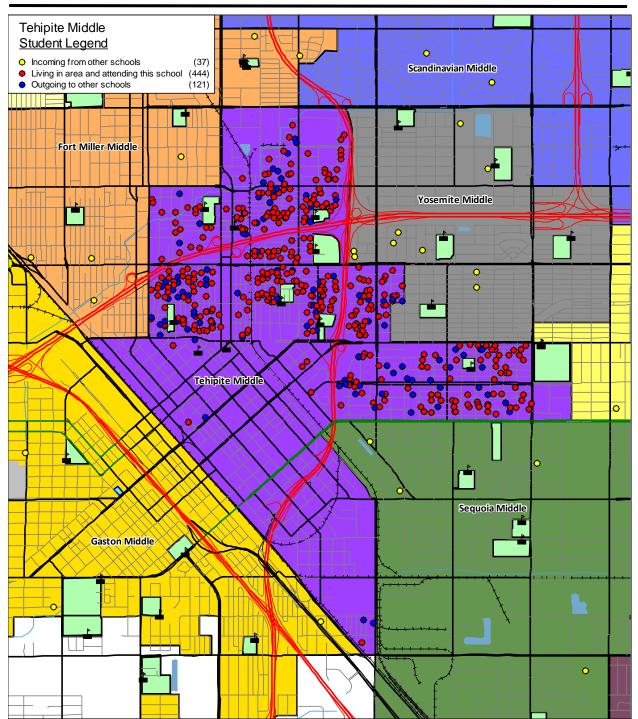






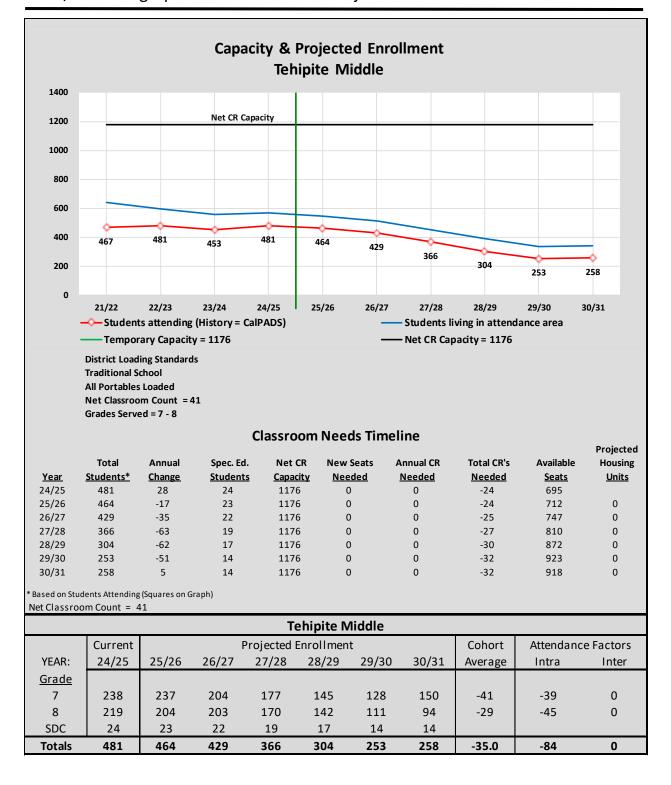




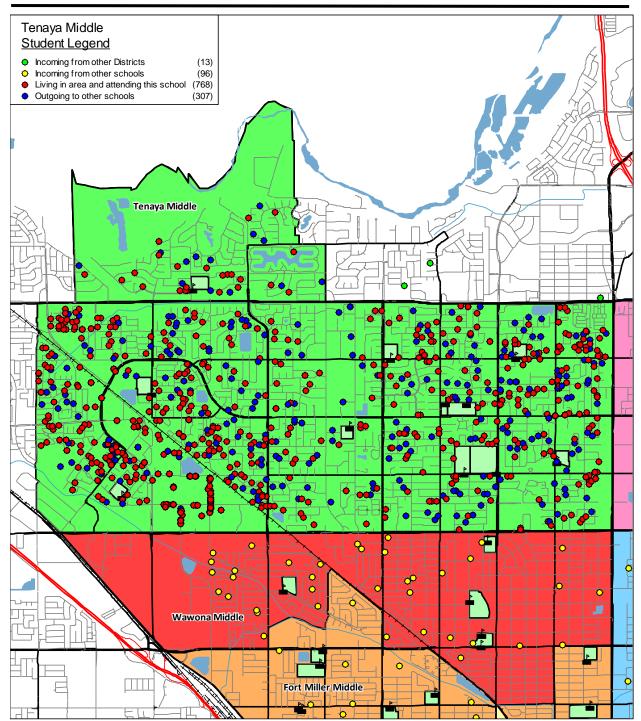






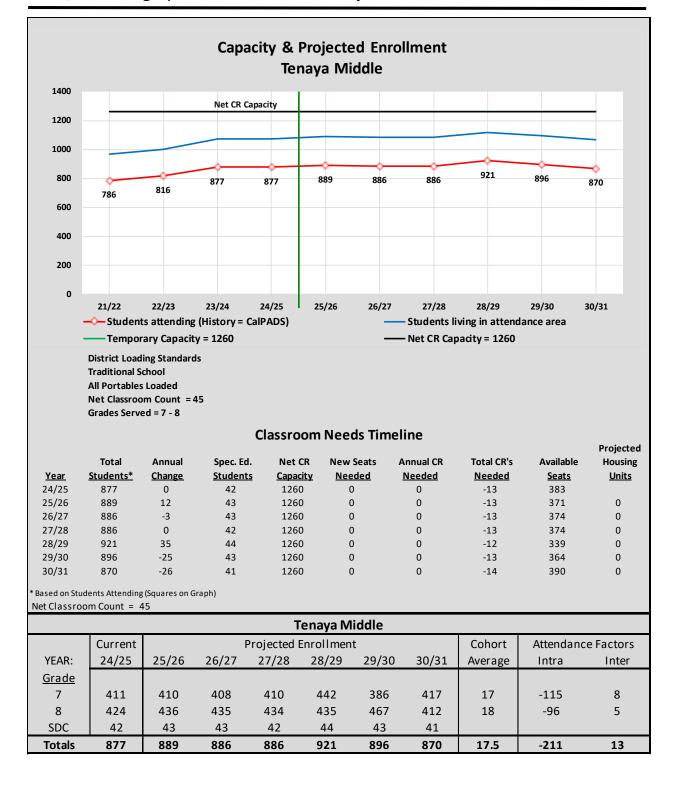


School Works Facility Problem Solvers

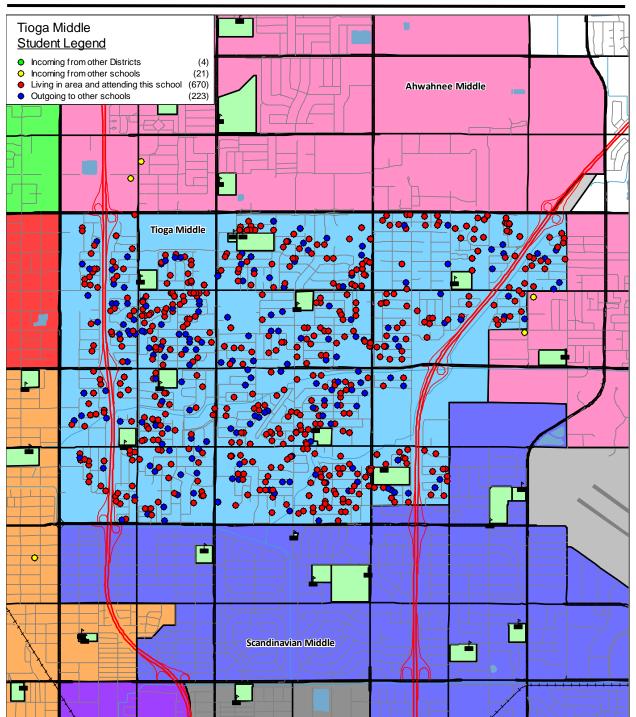






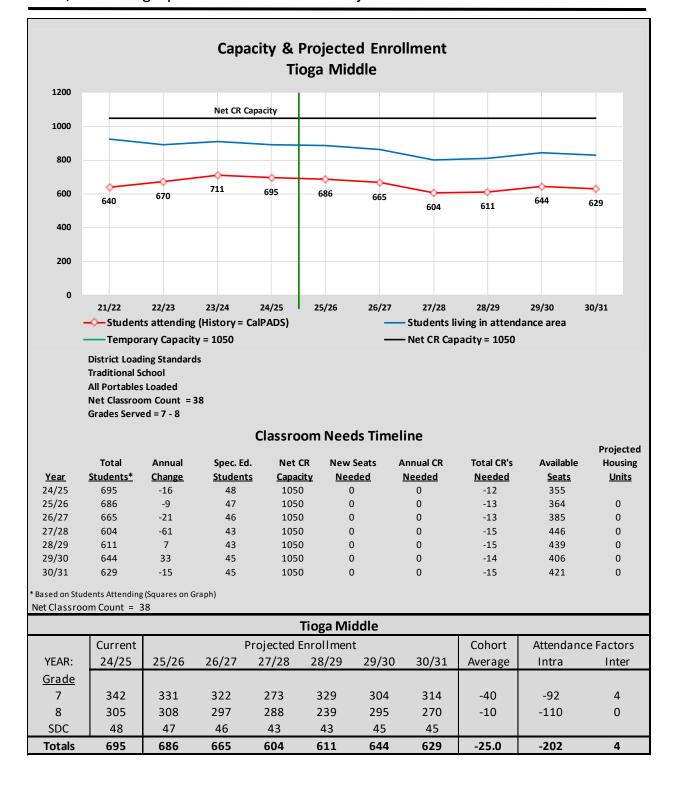


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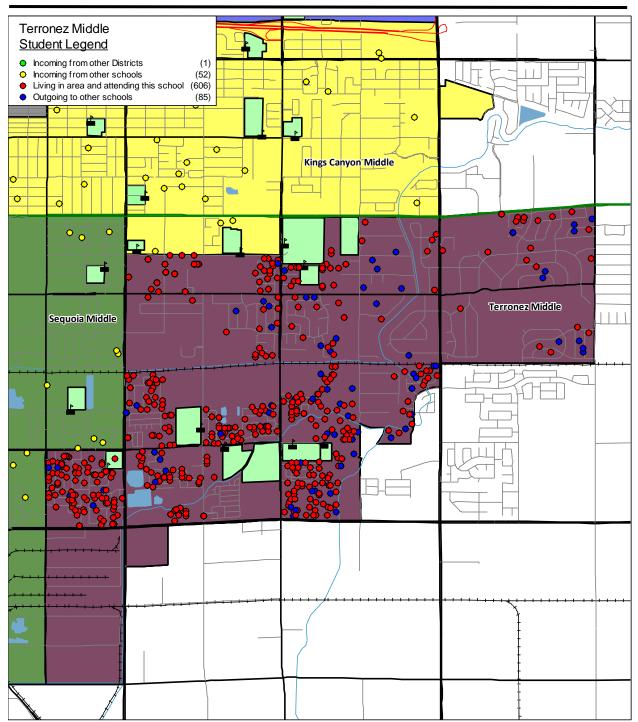






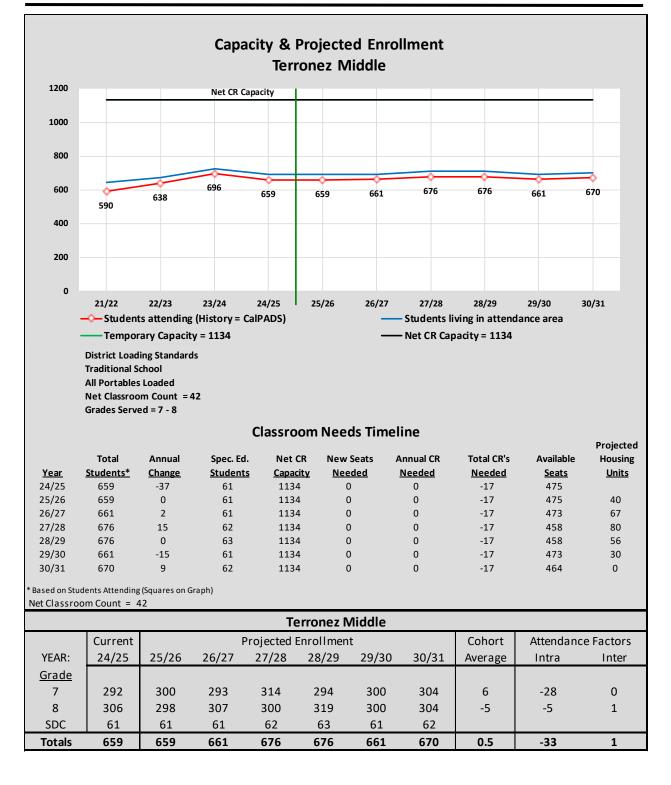




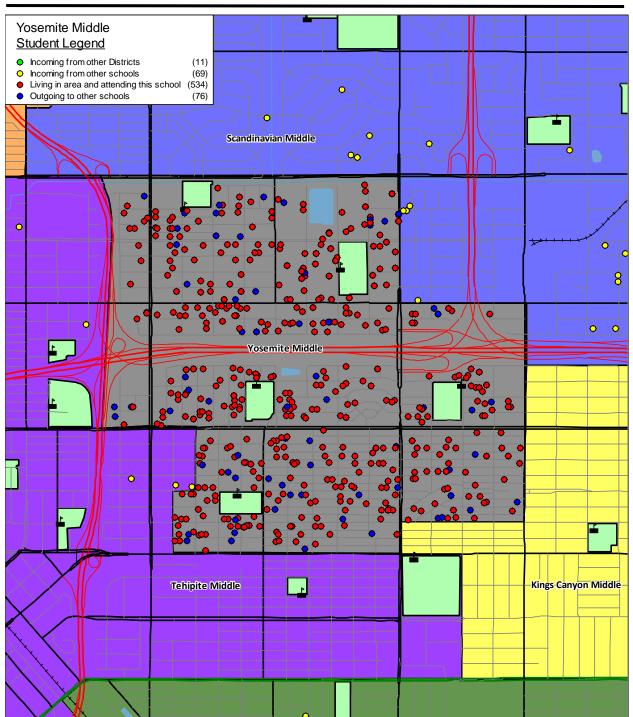






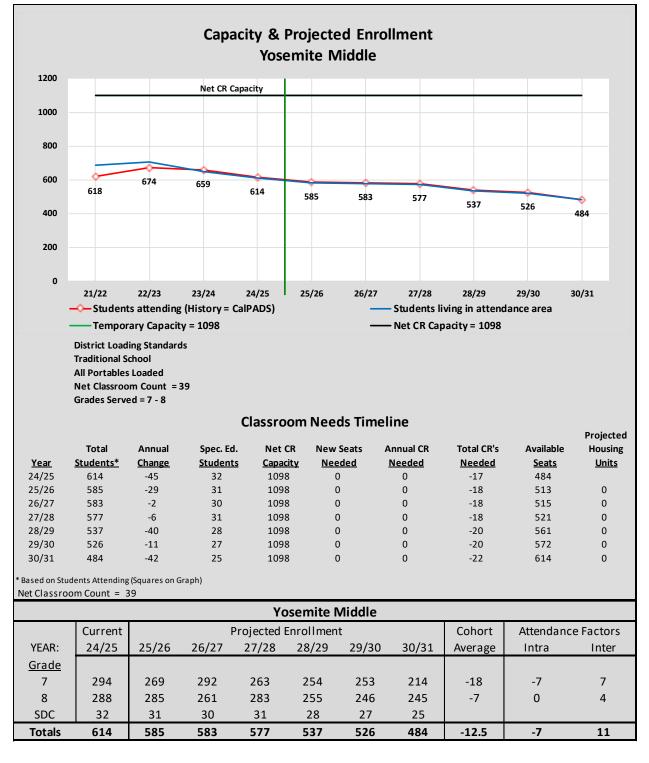




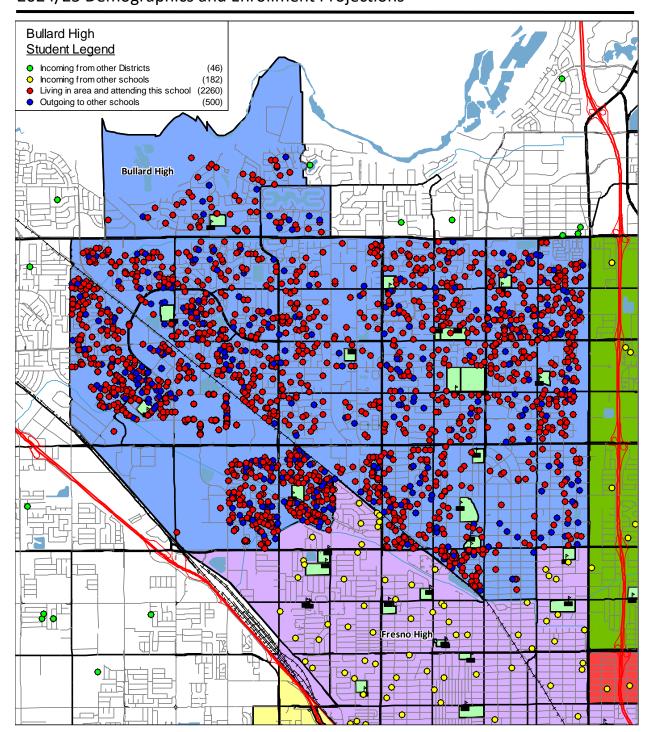






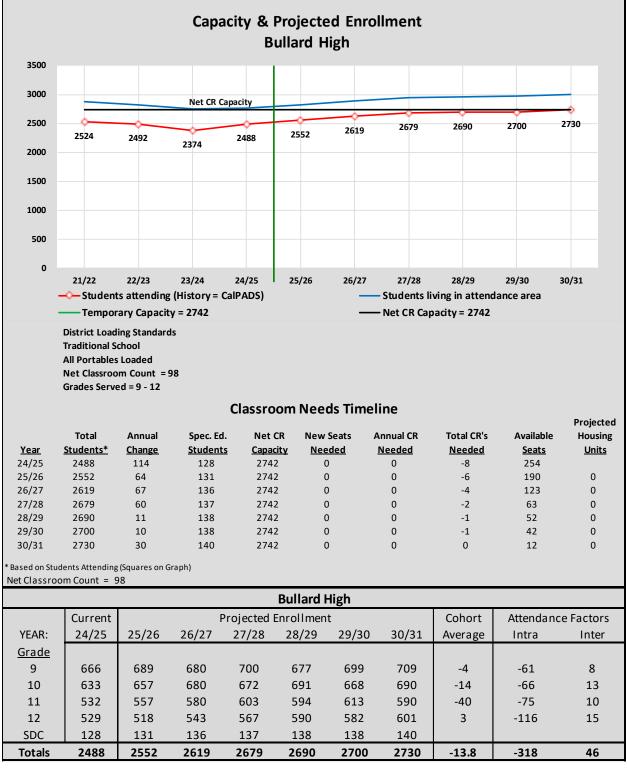






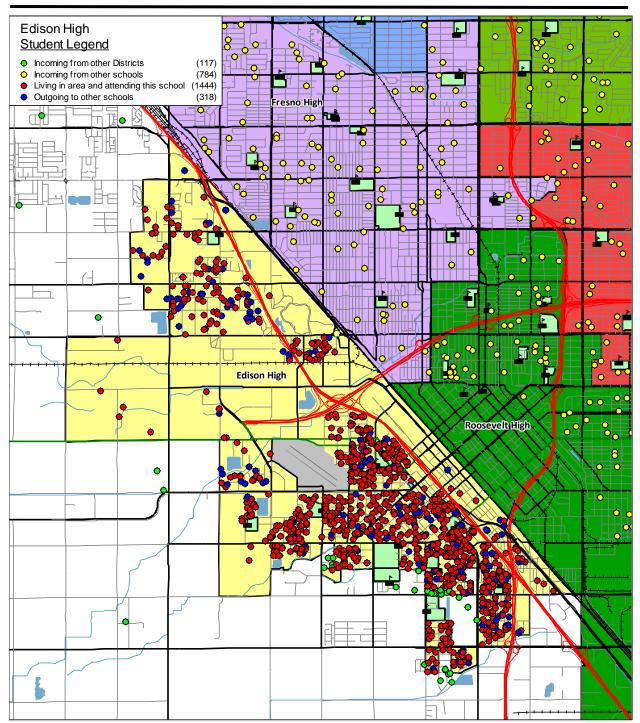






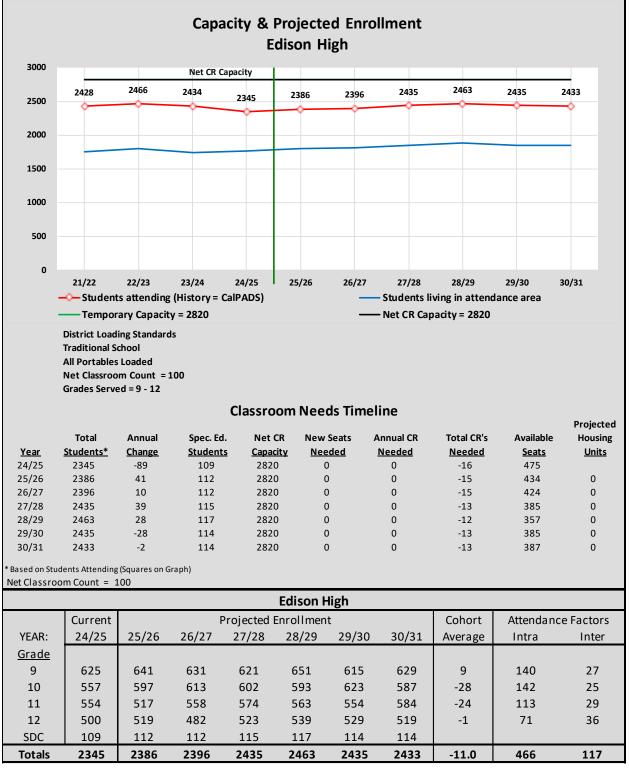
The CART students are included with the 11th and 12th graders in the numbers above. The CART enrollment and projections are shown in more detail later in the report.





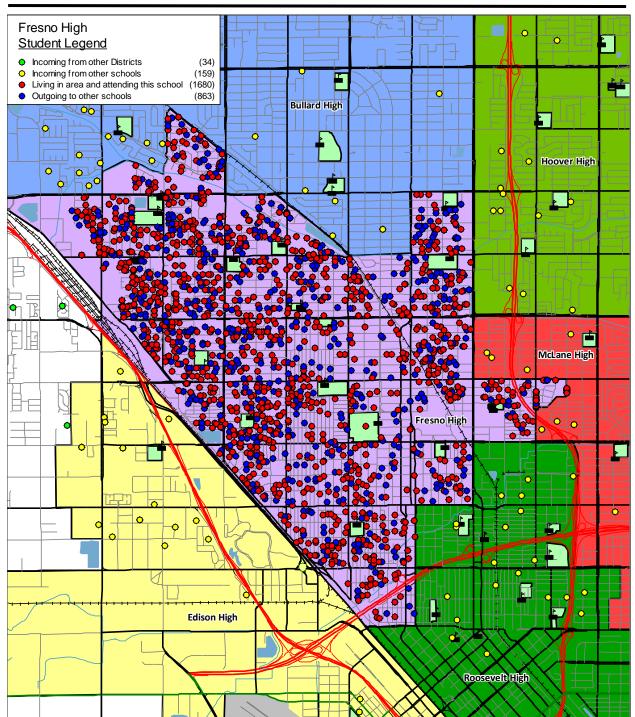






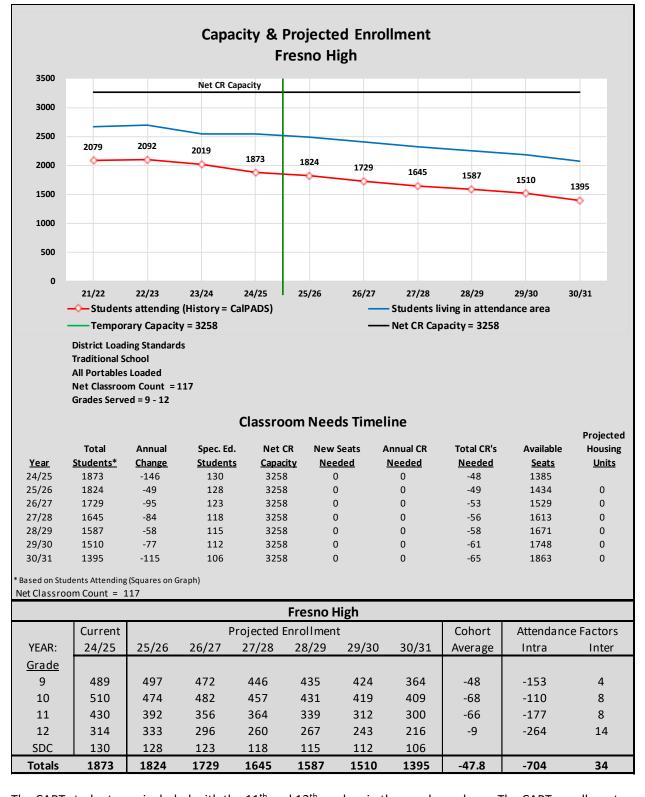
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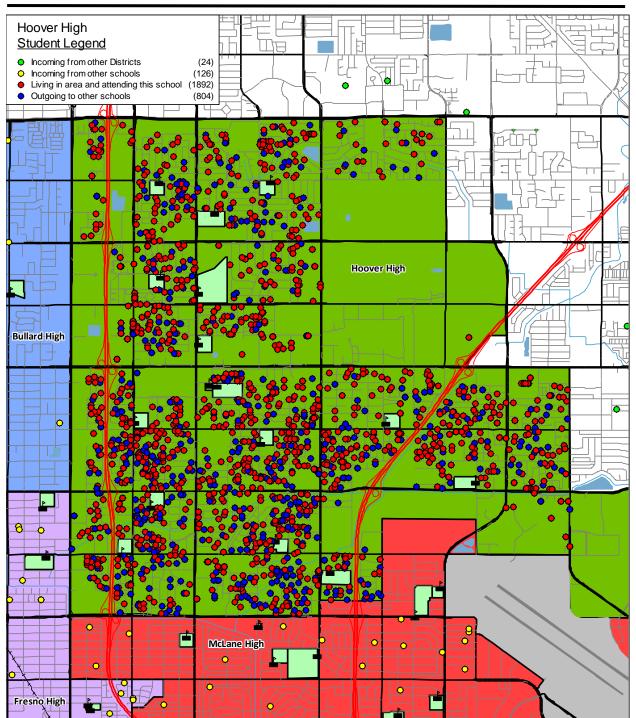






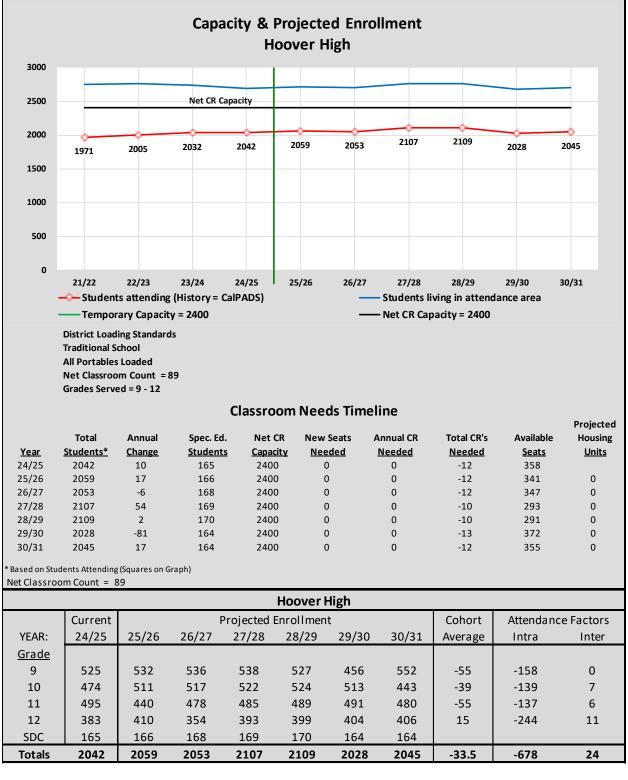
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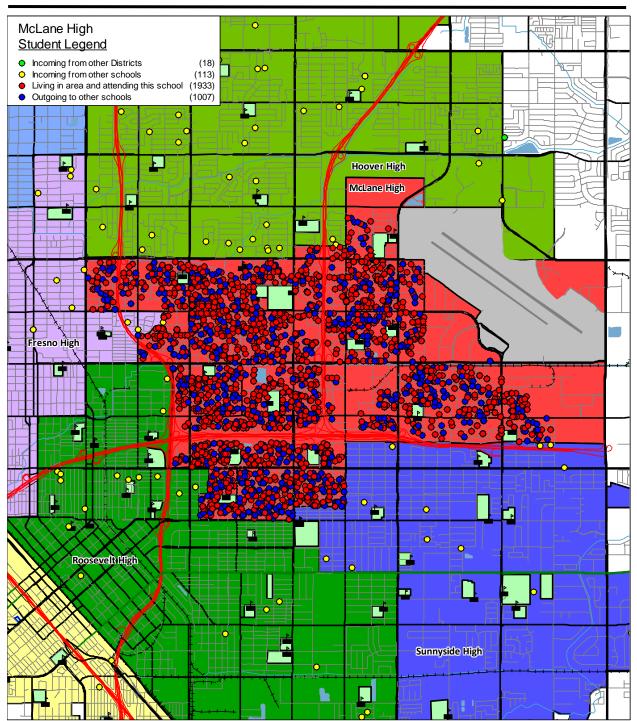






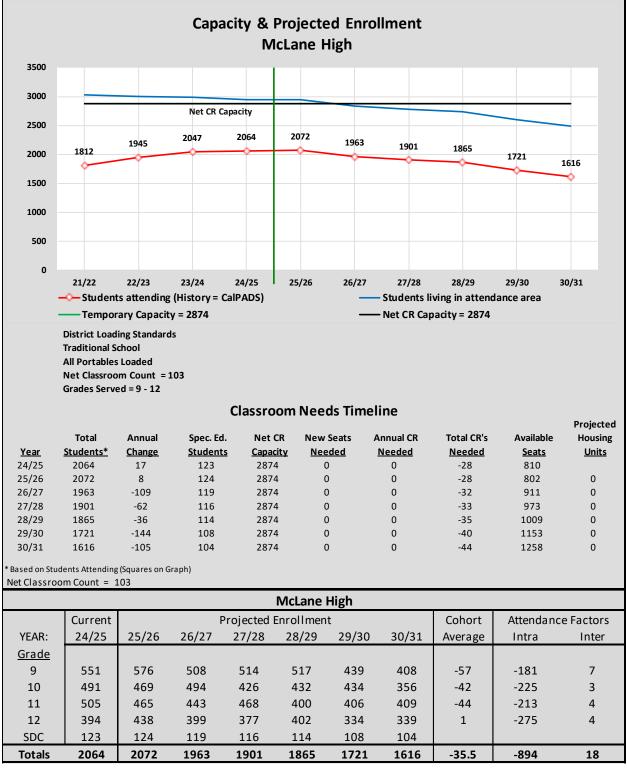
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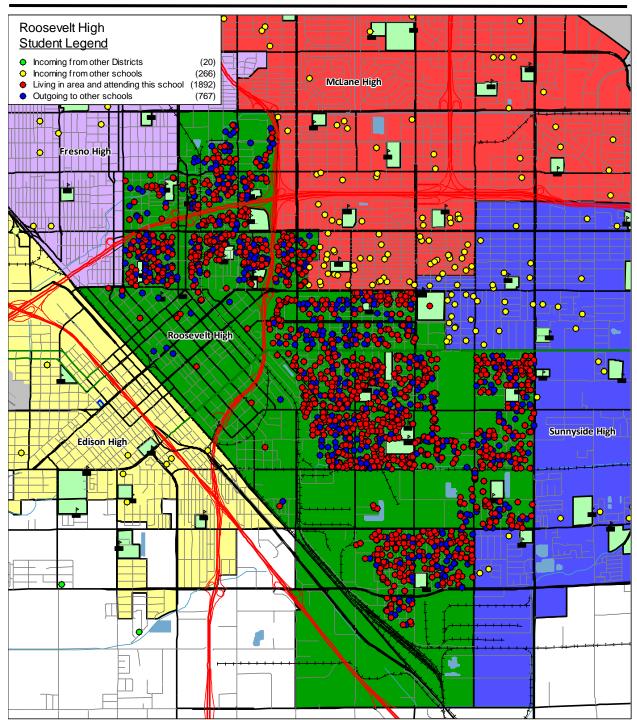






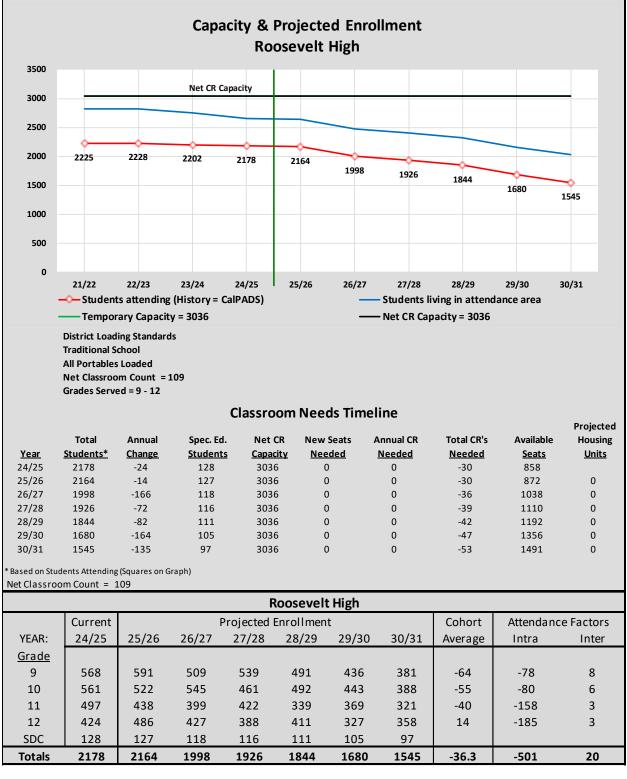
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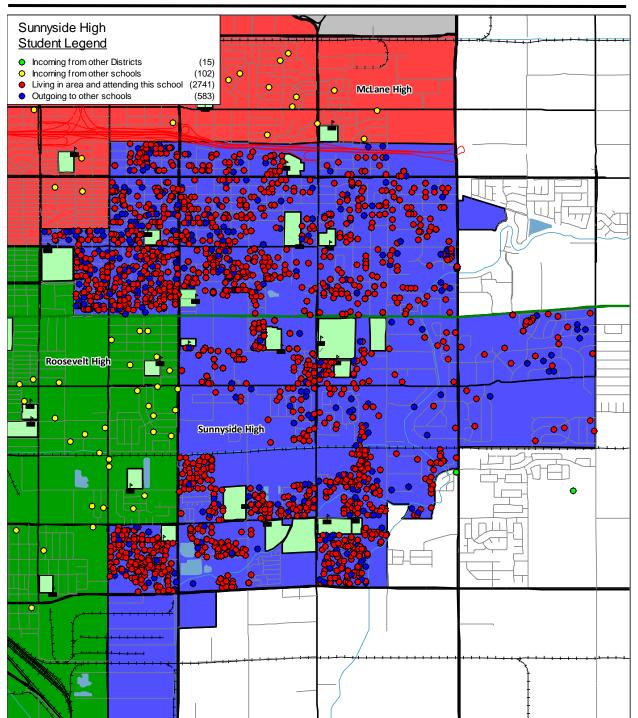






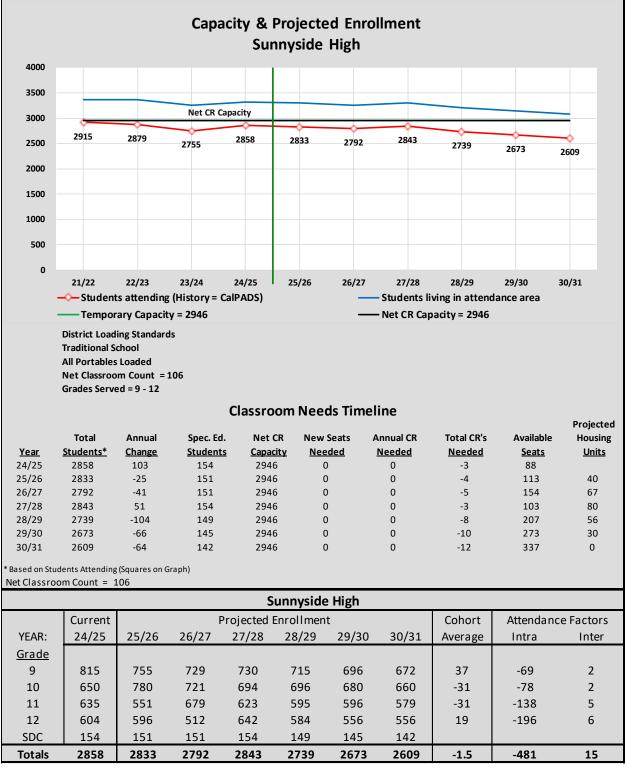
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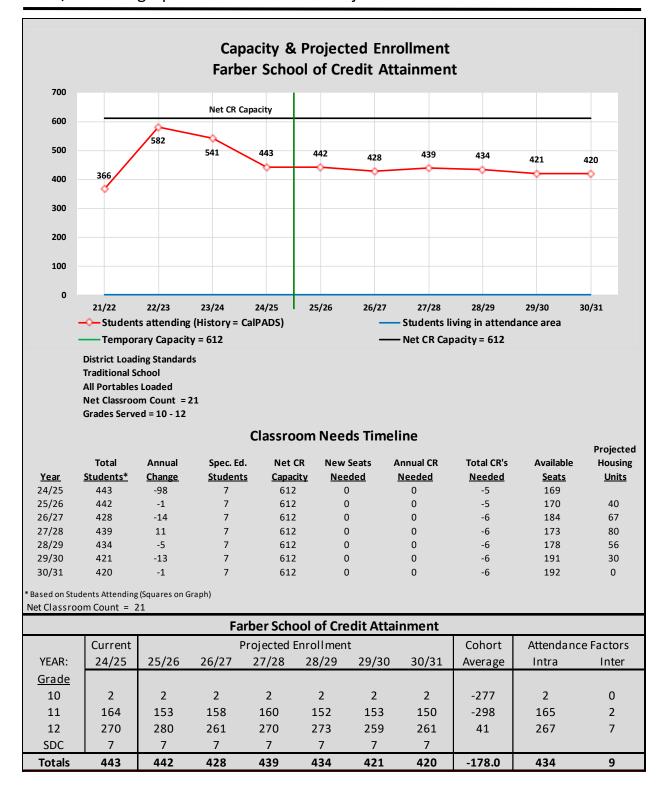




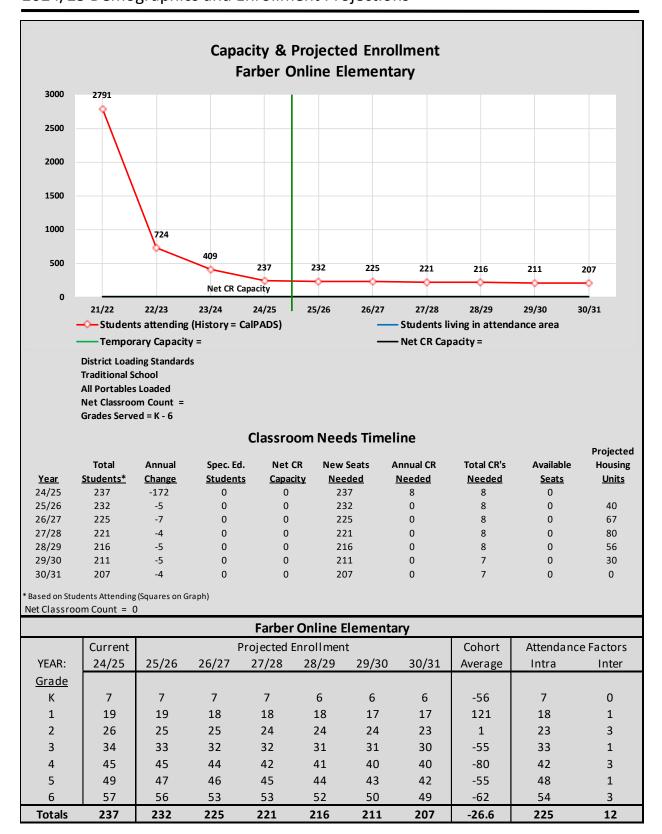


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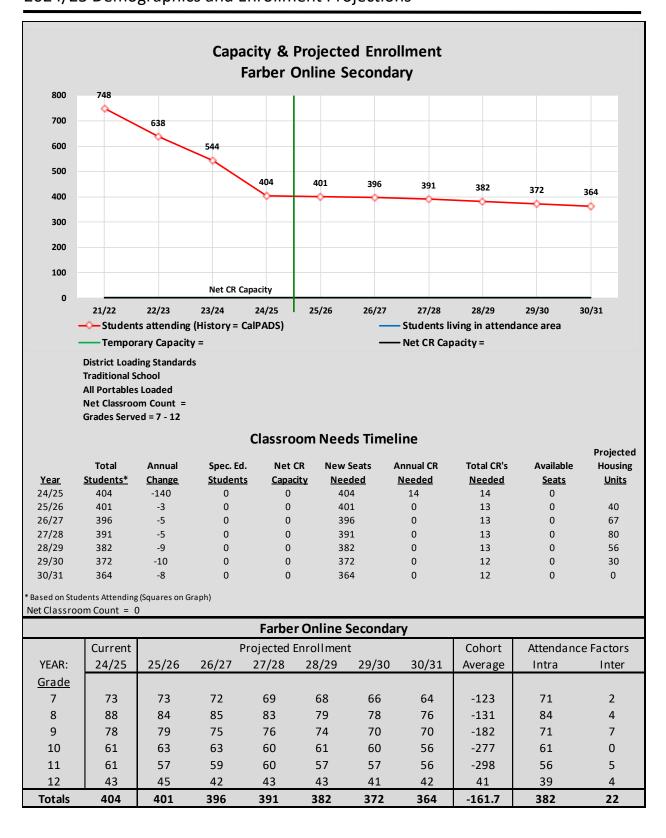




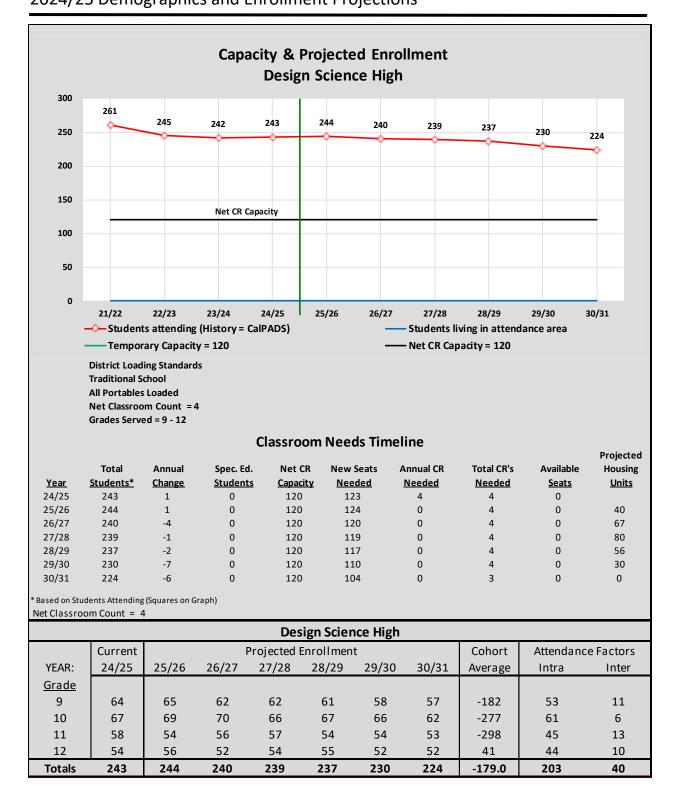




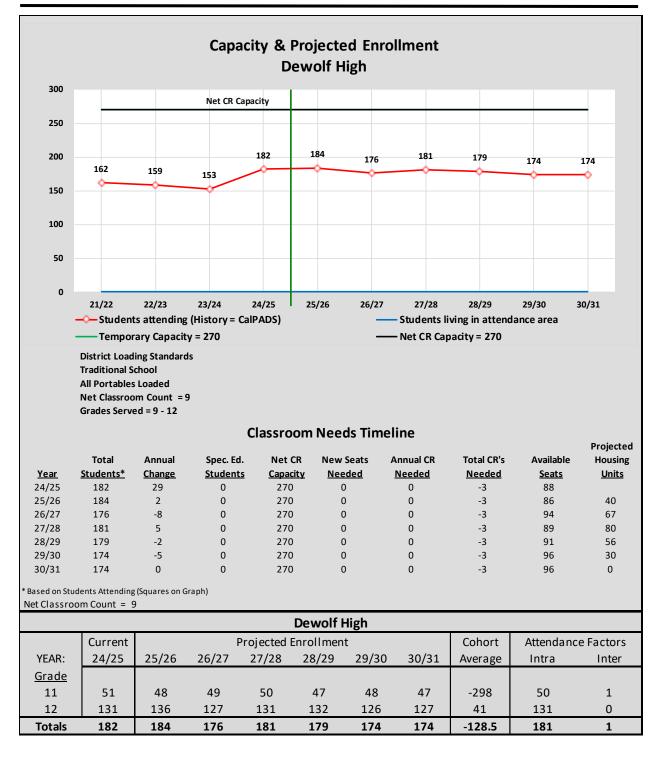




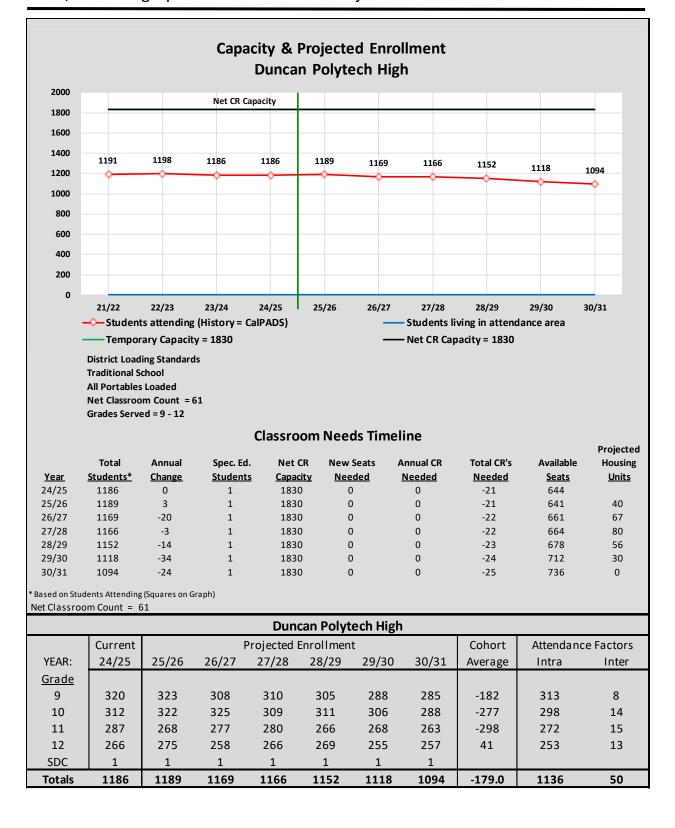




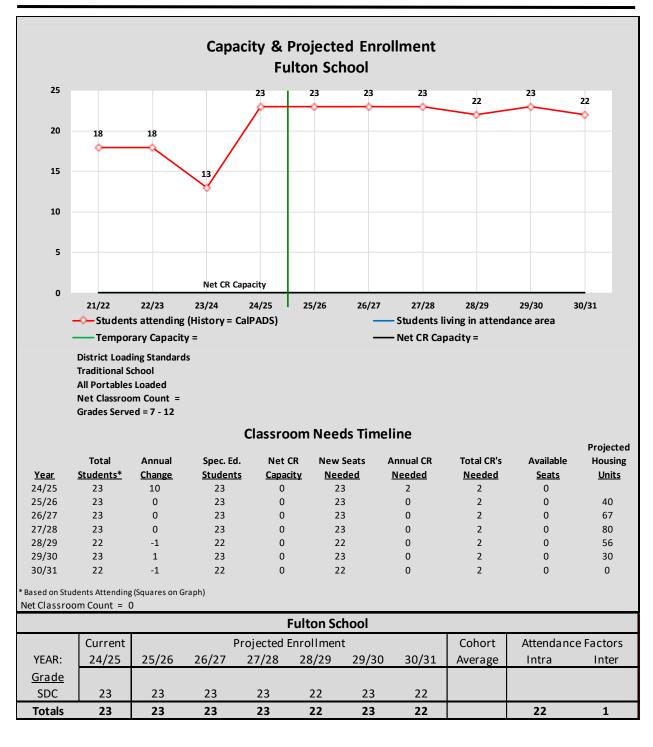






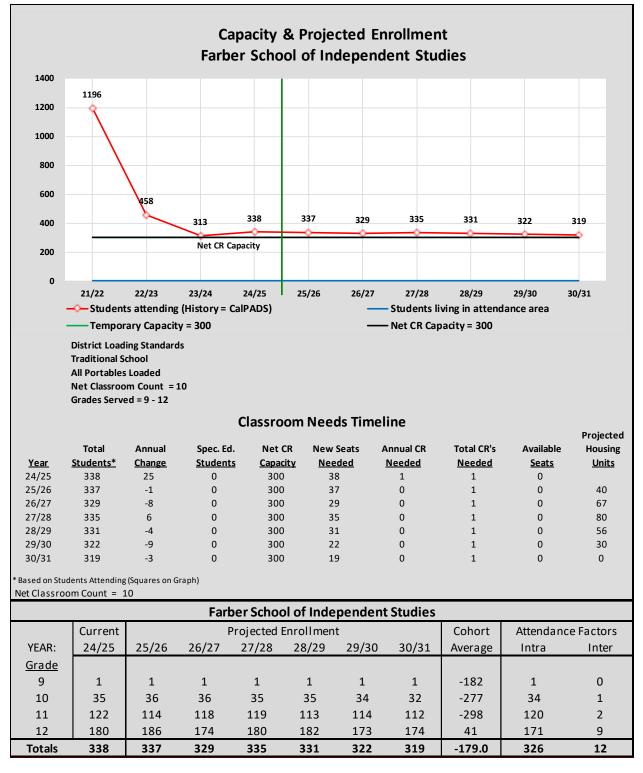






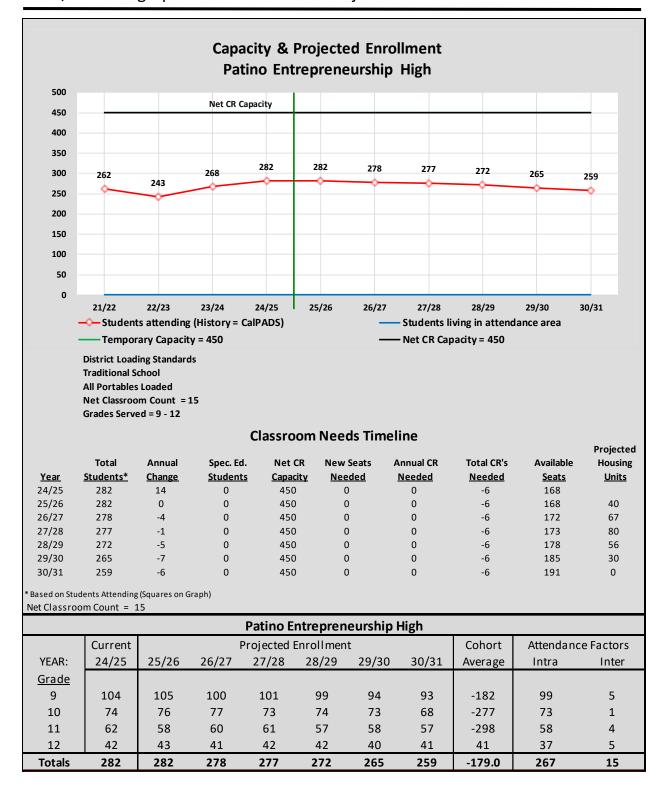
2024/25 Demographics and Enrollment Projections



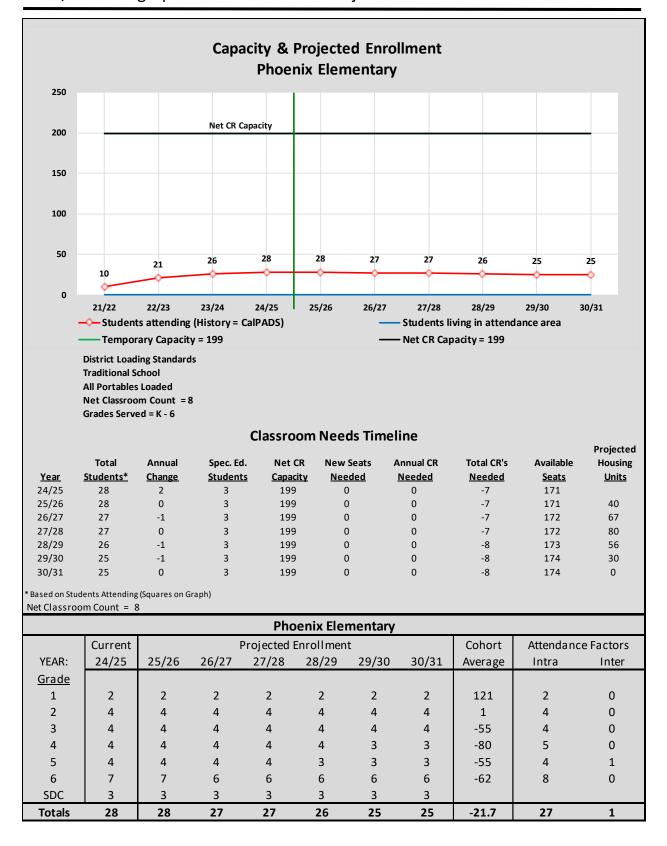


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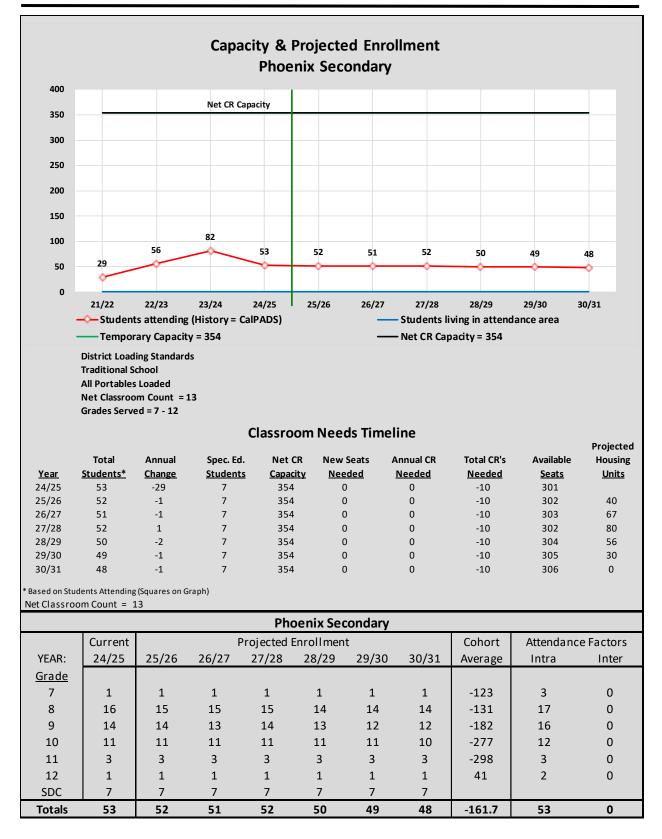






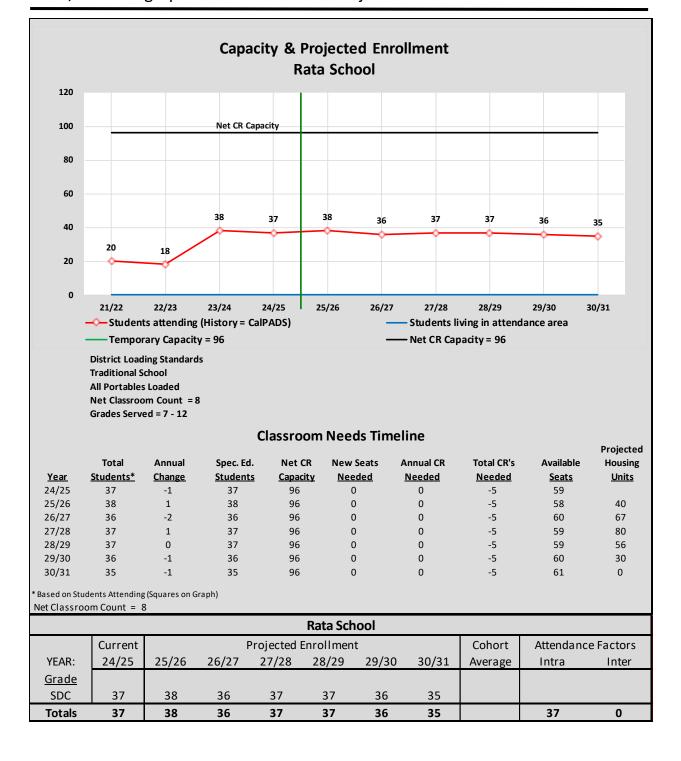




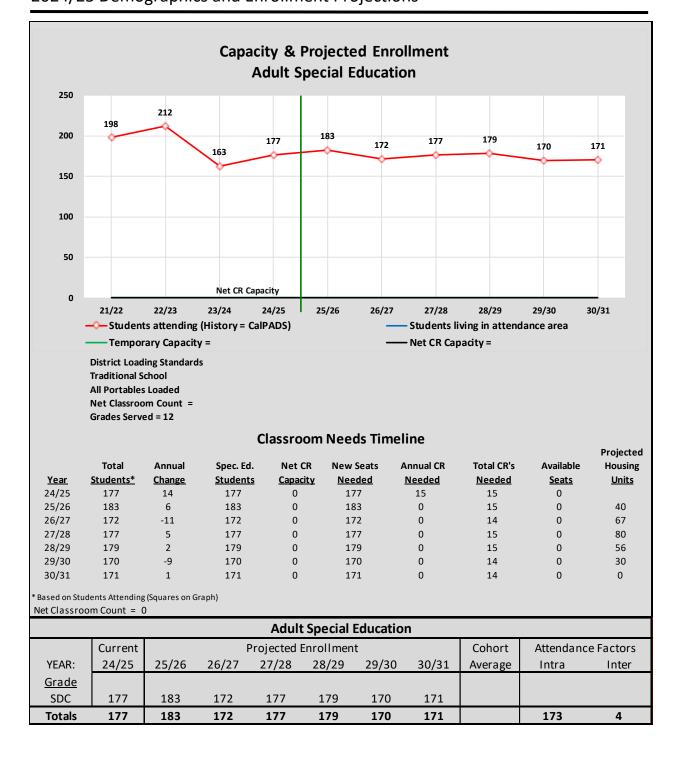


2024/25 Demographics and Enrollment Projections











2024/25 Demographics and Enrollment Projections

CART Enrollment and Projections

| Bullard High | | | | | | | |
|--------------|--------------|----------------|----------------|--------------|--------------|--------------|--------------|
| Regular Ed | 24/25 | 25/26 | 26/27 | 27/28 | <u>28/29</u> | 29/30 | 30/31 |
| 9 | 666 | <u></u> 689 | <u></u> 680 | 700 | <u></u> | 699 | 709 |
| 10 | 633 | 657 | 680 | 672 | 691 | 668 | 690 |
| 11 | 506 | 530 | 552 | 574 | 565 | 583 | 561 |
| 12 | 505 | 494 | 518 | 541 | 563 | 556 | 574 |
| Sub-total | 2,310 | 2,370 | 2,430 | 2,487 | 2,496 | 2,506 | 2,534 |
| CART | | | | | | | |
| 11 | 26 | 27 | 28 | 29 | 29 | 30 | 29 |
| 12 | 24 | 24 | 25 | 26 | 27 | 26 | 27 |
| Sub-total | 50 | 51 | 53 | 55 | 56 | 56 | 56 |
| SDC | 128 | 131 | 136 | 137 | 138 | 138 | 140 |
| Total | 2,488 | 2,552 | 2,619 | 2,679 | 2,690 | 2,700 | 2,730 |
| Edison High | | | | | | | |
| Regular Ed | <u>24/25</u> | <u>25/26</u> | <u>26/27</u> | <u>27/28</u> | 28/29 | <u>29/30</u> | <u>30/31</u> |
| 9 | 625 | 641 | 631 | 621 | 651 | 615 | 629 |
| 10 | 557 | 597 | 613 | 602 | 593 | 623 | 587 |
| 11 | 516 | 482 | 520 | 535 | 524 | 516 | 544 |
| 12 | 457 | 474 | 441 | 478 | 493 | 484 | 474 |
| Sub-total | 2,155 | 2,194 | 2,205 | 2,236 | 2,261 | 2,238 | 2,234 |
| CART | | | | | | | |
| 11 | 38 | 35 | 38 | 39 | 39 | 38 | 40 |
| 12 | 43 | 45 | 41 | 45 | 46 | 45 | 45 |
| Sub-total | 81 | 80 | 79 | 84 | 85 | 83 | 85 |
| SDC | 109 | 112 | 112 | 115 | 117 | 114 | 114 |
| Total | 2,345 | 2,386 | 2,396 | 2,435 | 2,463 | 2,435 | 2,433 |
| Fresno High | | | | | | | |
| Regular Ed | <u>24/25</u> | <u>25/26</u> | <u>26/27</u> | <u>27/28</u> | <u>28/29</u> | <u>29/30</u> | <u>30/31</u> |
| 9 | 489 | 497 | 472 | 446 | 435 | 424 | 364 |
| 10 | 510 | 474 | 482 | 457 | 431 | 419 | 409 |
| 11 | 367 | 335 | 304 | 311 | 289 | 266 | 256 |
| 12 | 262 | 278 | 247 | 217 | 223 | 203 | 180 |
| Sub-total | 1,628 | 1,584 | 1,505 | 1,431 | 1,378 | 1,312 | 1,209 |
| CART | | | | | | | |
| 11 | 63 | 57 | 52 | 53 | 50 | 46 | 44 |
| 12 | 52 | 55 | 49 | 43 | 44 | 40 | 36 |
| Sub-total | 115 | 112 | 101 | 96 | 94 | 86 | 80 |
| SDC | 130 | 128 | 123 | 118 | 115 | 112 | 106 |
| Total | 1,873 | 1,824 | 1,729 | 1,645 | 1,587 | 1,510 | 1,395 |

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| Hoover High | | | | | | | |
|----------------|----------------------|--------------|--------------|--------------|---------------------|--------------|---------------------|
| Regular Ed | 24/25 | <u>25/26</u> | 26/27 | <u>27/28</u> | 28/29 | <u>29/30</u> | <u>30/31</u> |
| 9 | <u>2-7/25</u> 525 | 532 | 536 | 538 | <u>20/25</u> 527 | <u>456</u> | <u>56/51</u> 552 |
| 10 | 474 | 511 | 517 | 522 | 524 | 513 | 443 |
| 11 | 465 | 413 | 449 | 456 | 459 | 461 | 451 |
| 12 | 367 | 393 | 339 | 377 | 382 | 387 | 389 |
| Sub-total | 1,831 | 1,849 | 1,841 | 1,893 | 1,892 | 1,817 | 1,835 |
| CART | | | | | | | |
| 11 | 30 | 27 | 29 | 29 | 30 | 30 | 29 |
| 12 | 16 | 17 | 15 | 16 | 17 | 17 | 17 |
| Sub-total | 46 | 44 | 44 | 45 | 47 | 47 | 46 |
| SDC | 165 | 166 | 168 | 169 | 170 | 164 | 164 |
| Total | 2,042 | 2,059 | 2,053 | 2,107 | 2,109 | 2,028 | 2,045 |
| McLane High | | | | | | | |
| Regular Ed | <u>24/25</u> | <u>25/26</u> | <u>26/27</u> | <u>27/28</u> | <u>28/29</u> | <u>29/30</u> | <u>30/31</u> |
| 9 | 551 | 576 | 508 | 514 | 517 | 439 | 408 |
| 10 | 491 | 469 | 494 | 426 | 432 | 434 | 356 |
| 11 | 479 | 441 | 420 | 444 | 379 | 385 | 388 |
| 12 | 376 | 418 | 381 | 360 | 384 | 319 | 324 |
| Sub-total | 1,897 | 1,904 | 1,803 | 1,744 | 1,712 | 1,577 | 1,476 |
| CART | | | | | | | |
| 11 | 26 | 24 | 23 | 24 | 21 | 21 | 21 |
| 12 | 18 | 20 | 18 | 17 | 18 | 15 | 15 |
| Sub-total | 44 | 44 | 41 | 41 | 39 | 36 | 36 |
| SDC | 123 | 124 | 119 | 116 | 114 | 108 | 104 |
| Total | 2,064 | 2,072 | 1,963 | 1,901 | 1,865 | 1,721 | 1,616 |
| Roosevelt High | | | | | | | |
| Regular Ed | 24/25 | <u>25/26</u> | 26/27 | 27/28 | 28/29 | 29/30 | 30/31 |
| 9 | 568 | 591 | 509 | 539 | 491 | 436 | 381 |
| 10 | 561 | 522 | 545 | 461 | 492 | 443 | 388 |
| 11 | 474 | 418 | 381 | 402 | 323 | 352 | 306 |
| 12 | 399 | 457 | 402 | 365 | 387 | 308 | 337 |
| Sub-total | 2,002 | 1,988 | 1,837 | 1,767 | 1,693 | 1,539 | 1,412 |
| CART | | | | | | | |
| 11 | 23 | 20 | 18 | 20 | 16 | 17 | 15 |
| 12 | 25 | 29 | 25 | 23 | 24 | 19 | 21 |
| Sub-total | 48 | 49 | 43 | 43 | 40 | 36 | 36 |
| SDC | 128 | 127 | 118 | 116 | 111 | 105 | 97 |
| Total | 2,178 | 2,164 | 1,998 | 1,926 | 1,844 | 1,680 | 1,545 |

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| Sunnyside High | | | | | | | |
|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Regular Ed | <u>24/25</u> | 25/26 | <u>26/27</u> | <u>27/28</u> | <u>28/29</u> | <u>29/30</u> | <u>30/31</u> |
| 9 | 815 | 755 | 729 | 730 | 715 | 696 | 672 |
| 10 | 650 | 780 | 721 | 694 | 696 | 680 | 660 |
| 11 | 609 | 528 | 651 | 597 | 571 | 572 | 555 |
| 12 | 563 | 556 | 477 | 598 | 544 | 518 | 518 |
| Sub-total | 2,637 | 2,619 | 2,578 | 2,619 | 2,526 | 2,466 | 2,405 |
| CART | | | | | | | |
| 11 | 26 | 23 | 28 | 26 | 24 | 24 | 24 |
| 12 | 41 | 40 | 35 | 44 | 40 | 38 | 38 |
| Sub-total | 67 | 63 | 63 | 70 | 64 | 62 | 62 |
| SDC | 154 | 151 | 151 | 154 | 149 | 145 | 142 |
| Total | 2,858 | 2,833 | 2,792 | 2,843 | 2,739 | 2,673 | 2,609 |
| Farber School of | Independen | t Studies | | | | | |
| Regular Ed | 24/25 | <u>25/26</u> | <u>26/27</u> | <u>27/28</u> | <u>28/29</u> | <u>29/30</u> | <u>30/31</u> |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 10 | 35 | 36 | 36 | 35 | 35 | 34 | 32 |
| 11 | 122 | 114 | 118 | 119 | 113 | 114 | 112 |
| 12 | 178 | 184 | 172 | 178 | 180 | 171 | 172 |
| Sub-total | 336 | 335 | 327 | 333 | 329 | 320 | 317 |
| CART | | | | | | | |
| 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Sub-total | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| SDC | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 338 | 337 | 329 | 335 | 331 | 322 | 319 |

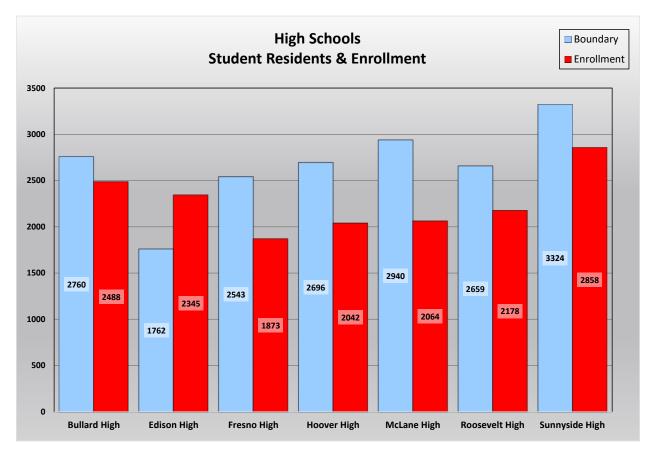
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2024/25 Demographics and Enrollment Projections

Student Residency and Enrollment Comparison



This chart compares each individual high school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students enrolled than those living in the boundary have a net transfer into the school. This is typically found at schools with special programs such as Gate or Dual Immersion, schools housing students from overcrowded or Program Improvement (PI) schools, and schools with more capacity than the student population living in the boundary. Sunnyside has the largest enrollment of the high schools and Fresno has the smallest enrollment. The average enrollment at the high schools is 2,264 students.

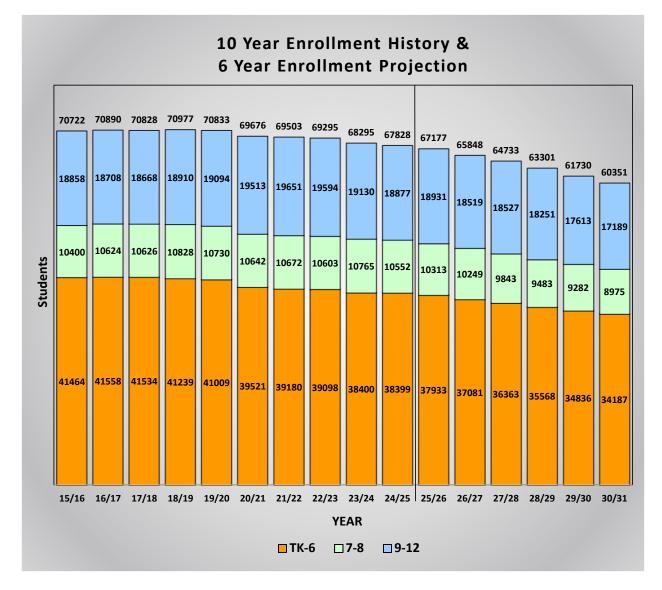


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2024/25 Demographics and Enrollment Projections

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2024/25, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 60,351 students in the District in 2030/31.



The Fresno Unified School District had a stable enrollment until the 2019/20 school year, declined to an enrollment of 69,676 in the 2020/21 school year and has since been declining slightly to a current enrollment of 67,828 students.

This graph is color coded by grade groupings:

Orange represents the historic and projected enrollment for the elementary school grades TK-6. Green represents the historic and projected enrollment for the middle school grades 7-8. Blue represents the historic and projected enrollment for high school grades 9-12.

The entire District enrollment is shown at the top of each bar.



2024/25 Demographics and Enrollment Projections

Enrollment Projection Summary by Grade

The chart below shows the current enrollment and six years of projected enrollment by grade.

| | Fresno Unified School District | | | | | | | | | | | | |
|------------------------|--|--------------|-----------------|--------------|--------------|--------------|----------------|--|--|--|--|--|--|
| | Enrollment Projection Summary by Grade | | | | | | | | | | | | |
| Current | | | | | | | | | | | | | |
| | Enrollment Projected Enrollment | | | | | | | | | | | | |
| Grade | <u>24/25</u> | <u>25/26</u> | <u>26/27</u> | <u>27/28</u> | <u>28/29</u> | <u>29/30</u> | <u>30/31</u> | | | | | | |
| ТК | 2,105 | 2,547 | 2,541 | 2,436 | 2,409 | 2,383 | 2,357 | | | | | | |
| К | 4,526 | 4,398 | 4,399 | 4,353 | 4,164 | 4,104 | 4,045 | | | | | | |
| 1 | 4,741 | 4,649 | 4,520 | 4,521 | 4,474 | 4,290 | 4,231 | | | | | | |
| 2 | 4,848 | 4,703 | 4,613 | 4,485 | 4,487 | 4,440 | 4,250 | | | | | | |
| 3 | 4,920 | 4,802 | 4,660 | 4,569 | 4,438 | 4,439 | 4,391 | | | | | | |
| 4 | 4,910 | 4,852 | 4,739 | 4,596 | 4,497 | 4,371 | 4,371 | | | | | | |
| 5 | 5,112 | 4,838 | 4,783 | 4,670 | 4,515 | 4,419 | 4,289 | | | | | | |
| 6 | 5,146 | 5,065 | 4,790 | 4,733 | 4,620 | 4,462 | 4,362 | | | | | | |
| 7 | 4,970 | 4,996 | 4,907 | 4,615 | 4,565 | 4,428 | 4,267 | | | | | | |
| 8 | 5,007 | 4,752 | 4,779 | 4,687 | 4,394 | 4,340 | 4,211 | | | | | | |
| 9 | 4,820 | 4,868 | 4,624 | 4,652 | 4,566 | 4,288 | 4,233 | | | | | | |
| 10 | 4,438 | 4,589 | 4,636 | 4,390 | 4,420 | 4,332 | 4,051 | | | | | | |
| 11 | 4,456 | 4,115 | 4,273 | 4,329 | 4,068 | 4,096 | 4,004 | | | | | | |
| 12 | 4,135 | 4,322 | 3,969 | 4,137 | 4,189 | 3,922 | 3,950 | | | | | | |
| SDC | 3,694 | 3,681 | 3,615 | 3,560 | 3,495 | 3,416 | 3,339 | | | | | | |
| | | | | | | | | | | | | | |
| Total TK-6 | 36,308 | 35,854 | 35,045 | 34,363 | 33,604 | 32,908 | 32,296 | | | | | | |
| Total 7-8 | 9,977 | 9,748 | 9 <i>,</i> 686 | 9,302 | 8,959 | 8,768 | 8 <i>,</i> 478 | | | | | | |
| Total 9-12 | 17,849 | 17,894 | 17,502 | 17,508 | 17,243 | 16,638 | 16,238 | | | | | | |
| Total SDC | 3,694 | 3,681 | 3,615 | 3,560 | 3,495 | 3,416 | 3,339 | | | | | | |
| | | | | | | | | | | | | | |
| District Totals | 67,828 | 67,177 | 65 <i>,</i> 848 | 64,733 | 63,301 | 61,730 | 60,351 | | | | | | |



2024/25 Demographics and Enrollment Projections

Enrollment Projection Summary by School

The chart below shows the current enrollment and six years of projected enrollment by school.

| Fresno Unified School District | | | | | | | | | | | |
|--------------------------------|--------------|--------------|--------------|----------|--------------|--------------|--------------|--|--|--|--|
| | Enrollment F | Projection S | ummary b | y School | | | | | | | |
| | Current | | | | | | | | | | |
| | Enrollment | | | | | | | | | | |
| School | 24/25 | 25/26 | <u>26/27</u> | 27/28 | <u>28/29</u> | <u>29/30</u> | <u>30/31</u> | | | | |
| Addams Elementary | 748 | 756 | 716 | 700 | 671 | 654 | 641 | | | | |
| Anthony Elementary | 367 | 347 | 343 | 337 | 333 | 326 | 322 | | | | |
| Ayer Elementary | 590 | 585 | 566 | 550 | 536 | 522 | 515 | | | | |
| Aynesworth Elementary | 524 | 528 | 556 | 554 | 565 | 558 | 539 | | | | |
| Bakman Elementary | 722 | 709 | 677 | 673 | 647 | 629 | 620 | | | | |
| Balderas Elementary | 615 | 579 | 545 | 507 | 488 | 459 | 458 | | | | |
| Addicott School | 50 | 51 | 51 | 49 | 47 | 45 | 44 | | | | |
| Birney Elementary | 734 | 714 | 709 | 700 | 705 | 686 | 672 | | | | |
| Bullard Talent K-8 | 744 | 726 | 713 | 698 | 681 | 667 | 655 | | | | |
| Burroughs Elementary | 676 | 647 | 628 | 616 | 584 | 580 | 560 | | | | |
| Calwa Elementary | 568 | 571 | 554 | 546 | 537 | 537 | 525 | | | | |
| Centennial Elementary | 741 | 730 | 720 | 707 | 673 | 653 | 642 | | | | |
| Columbia Elementary | 568 | 556 | 543 | 537 | 519 | 500 | 497 | | | | |
| Del Mar Elementary | 444 | 420 | 407 | 367 | 376 | 359 | 349 | | | | |
| Easterby Elementary | 614 | 596 | 586 | 563 | 562 | 537 | 527 | | | | |
| Eaton Elementary | 512 | 523 | 522 | 525 | 502 | 510 | 500 | | | | |
| Ericson Elementary | 722 | 728 | 716 | 721 | 698 | 692 | 679 | | | | |
| Ewing Elementary | 842 | 839 | 824 | 822 | 806 | 806 | 796 | | | | |
| Figarden Elementary | 609 | 603 | 613 | 616 | 595 | 586 | 577 | | | | |
| Fremont Elementary | 448 | 446 | 444 | 436 | 437 | 418 | 421 | | | | |
| Gibson Elementary | 358 | 362 | 360 | 358 | 342 | 347 | 338 | | | | |
| Greenberg Elementary | 492 | 499 | 487 | 482 | 486 | 470 | 466 | | | | |
| Hamilton K-8 | 812 | 796 | 774 | 754 | 733 | 716 | 709 | | | | |
| Heaton Elementary | 516 | 532 | 531 | 510 | 493 | 480 | 480 | | | | |
| Herrera Elementary | 630 | 639 | 630 | 626 | 621 | 609 | 592 | | | | |
| | 572 | 556 | 543 | 544 | 529 | 517 | 592 | | | | |
| Hidalgo Elementary | 367 | 366 | 345 | 349 | 342 | 331 | 304 | | | | |
| Holland Elementary | 476 | 458 | 425 | 413 | 389 | 382 | 365 | | | | |
| Homan Elementary | 319 | 312 | 425 304 | 293 | 288 | 296 | 286 | | | | |
| Jackson Elementary | | | | | | | | | | | |
| Jefferson Elementary | 383 | 369 | 344 | 317 | 308 | 304 | 292 | | | | |
| King Elementary | 566 | 570 | 582 | 581 | 579 | 554 | 545 | | | | |
| Kirk Elementary | 398 | 381 | 371 | 368 | 360 | 353 | 346 | | | | |
| Kratt Elementary | 620 | 628 | 607 | 599 | 590 | 577 | 562 | | | | |
| Lane Elementary | 555 | 554 | 529 | 508 | 486 | 474 | 464 | | | | |
| Lawless Elementary | 665 | 659 | 658 | 646 | 630 | 620 | 602 | | | | |
| Leavenworth Elementary | 748 | 729 | 711 | 687 | 679 | 674 | 674 | | | | |
| Lincoln Elementary | 526 | 519 | 497 | 476 | 461 | 453 | 445 | | | | |
| Lowell Elementary | 325 | 305 | 286 | 280 | 281 | 277 | 269 | | | | |
| Malloch Elementary | 495 | 513 | 494 | 489 | 490 | 484 | 478 | | | | |
| Manchester Gate Elementary | 684 | 668 | 648 | 635 | 621 | 608 | 598 | | | | |
| Mayfair Elementary | 576 | 573 | 543 | 519 | 513 | 485 | 492 | | | | |
| McCardle Elementary | 463 | 458 | 451 | 433 | 418 | 419 | 403 | | | | |
| Muir Elementary | 470 | 472 | 463 | 453 | 445 | 421 | 407 | | | | |
| Norseman Elementary | 554 | 531 | 494 | 476 | 459 | 443 | 432 | | | | |
| Olmos Elementary | 536 | 524 | 497 | 467 | 441 | 426 | 422 | | | | |
| Powers-Ginsburg Elementary | 421 | 410 | 404 | 381 | 378 | 368 | 361 | | | | |
| Pyle Elementary | 647 | 619 | 575 | 554 | 530 | 520 | 509 | | | | |
| Robinson Elementary | 525 | 530 | 532 | 546 | 532 | 523 | 515 | | | | |
| Roeding Elementary | 704 | 701 | 701 | 683 | 649 | 641 | 623 | | | | |
| Rowell Elementary | 556 | 561 | 541 | 527 | 501 | 489 | 476 | | | | |



2024/25 Demographics and Enrollment Projections

| Slater Elementary | 753 | 758 | 754 | 740 | 723 | 711 | 689 |
|--------------------------------------|---------------|--------------|--------|--------|--------|--------------|--------|
| Starr Elementary | 338 | 352 | 356 | 355 | 351 | 354 | 350 |
| Storey Elementary | 554 | 554 | 553 | 541 | 537 | 540 | 537 |
| Sunset Elementary | 413 | 407 | 398 | 392 | 383 | 377 | 370 |
| Tatarian Elementary | 470 | 452 | 458 | 447 | 430 | 429 | 420 |
| Thomas Elementary | 859 | | 874 | 884 | 868 | 857 | |
| , | | 865 | | | | | 839 |
| Turner Elementary | 586 | 581 | 553 | 537 | 528 | 497 | 501 |
| Vang Pao Elementary | 802 | 814 | 803 | 798 | 792 | 782 | 766 |
| Viking Elementary | 705 | 686 | 660 | 645 | 616 | 596 | 590 |
| Vinland Elementary | 598 | 621 | 641 | 655 | 659 | 657 | 637 |
| Wawona Middle | 688 | 685 | 684 | 675 | 668 | 644 | 645 |
| Webster Elementary | 295 | 307 | 307 | 304 | 306 | 299 | 294 |
| Williams Elementary | 582 | 562 | 529 | 520 | 514 | 507 | 486 |
| Wilson Elementary | 669 | 653 | 632 | 618 | 603 | 584 | 565 |
| Winchell Elementary | 666 | 630 | 620 | 610 | 599 | 577 | 570 |
| Wishon Elementary | 498 | 474 | 462 | 428 | 424 | 410 | 401 |
| | | | | | | | |
| Wolters Elementary | 412 | 406 | 398 | 389 | 384 | 372 | 368 |
| Yokomi Elementary | 700 | 677 | 657 | 656 | 644 | 645 | 642 |
| Elementary Totals | 38,385 | 37,932 | 37,099 | 36,372 | 35,574 | 34,823 | 34,186 |
| | | | | | | | |
| Ahwahnee Middle | 739 | 756 | 768 | 741 | 761 | 763 | 719 |
| Baird Middle | 571 | 557 | 546 | 532 | 517 | 506 | 493 |
| Computech Middle | 788 | 773 | 769 | 743 | 720 | 707 | 687 |
| Cooper Middle | 538 | 529 | 521 | 506 | 491 | 480 | 467 |
| Fort Miller Middle | 654 | 601 | 566 | 549 | 491 | 452 | 440 |
| Gaston Middle | 813 | 792 | 814 | 807 | 783 | 796 | 752 |
| Kings Canyon Middle | 866 | 837 | 821 | 772 | 729 | 720 | 677 |
| Seguoia Middle | 831 | 793 | 809 | 762 | 707 | 682 | 650 |
| Scandinavian Middle | 836 | 799 | 811 | 739 | 665 | 658 | 634 |
| | | | | | | | |
| Tehipite Middle | 481 | 464 | 429 | 366 | 304 | 253 | 258 |
| Tenaya Middle | 877 | 889 | 886 | 886 | 921 | 896 | 870 |
| Tioga Middle | 695 | 686 | 665 | 604 | 611 | 644 | 629 |
| Terronez Middle | 659 | 659 | 661 | 676 | 676 | 661 | 670 |
| Yosemite Middle | 614 | 585 | 583 | 577 | 537 | 526 | 484 |
| Middle Totals | 9,962 | 9,720 | 9,649 | 9,260 | 8,913 | 8,744 | 8,430 |
| | | | | | | | |
| Bullard High | 2,488 | 2,552 | 2,619 | 2,679 | 2,690 | 2,700 | 2,730 |
| Edison High | 2,345 | 2,386 | 2,396 | 2,435 | 2,463 | 2,435 | 2,433 |
| Fresno High | 1,873 | 1,824 | 1,729 | 1,645 | 1,587 | 1,510 | 1,395 |
| Hoover High | 2,042 | 2,059 | 2,053 | 2,107 | 2,109 | 2,028 | 2,045 |
| McLane High | 2,064 | 2,072 | 1,963 | 1,901 | 1,865 | 1,721 | 1,616 |
| Roosevelt High | 2,178 | 2,164 | 1,998 | 1,926 | 1,844 | 1,680 | 1,545 |
| Sunnyside High | 2,858 | 2,833 | 2,792 | 2,843 | 2,739 | 2,673 | 2,609 |
| High Totals | 15,848 | 15,890 | 15,550 | 15,536 | 15,297 | 14,747 | 14,373 |
| | _ , , , , , , | | | | | ,, ., | , |
| Farber School of Credit Attainment | 443 | 442 | 428 | 439 | 434 | 421 | 420 |
| Farber Online Elementary | 237 | 232 | 225 | 221 | 216 | 211 | 207 |
| | | | | | | | |
| Farber Online Secondary | 404 | 401 | 396 | 391 | 382 | 372 | 364 |
| Design Science High | 243 | 244 | 240 | 239 | 237 | 230 | 224 |
| Dewolf High | 182 | 184 | 176 | 181 | 179 | 174 | 174 |
| Duncan Polytech High | 1,186 | 1,189 | 1,169 | 1,166 | 1,152 | 1,118 | 1,094 |
| Fulton School | 23 | 23 | 23 | 23 | 22 | 23 | 22 |
| Farber School of Independent Studies | 338 | 337 | 329 | 335 | 331 | 322 | 319 |
| Patino Entrepreneurship High | 282 | 282 | 278 | 277 | 272 | 265 | 259 |
| Phoenix Elementary | 28 | 28 | 27 | 27 | 26 | 25 | 25 |
| Phoenix Secondary | 53 | 52 | 51 | 52 | 50 | 49 | 48 |
| Rata School | 37 | 38 | 36 | 37 | 37 | 36 | 35 |
| Adult Special Education | 177 | 183 | 172 | 177 | 179 | 170 | 171 |
| Other Totals | 3,633 | 3,635 | 3,550 | 3,565 | 3,517 | 3,416 | 3,362 |
| | 5,055 | 3,035 | 3,550 | 5,505 | 3,517 | 5,410 | 3,302 |
| District Totals | 67,828 | 67,177 | 65,848 | 64,733 | 63,301 | 61,730 | 60,351 |
| Annual Change | 07,020 | -651 | -1,329 | -1,115 | -1,432 | -1,571 | -1,379 |
| | | 0.5.1 | 1,525 | | 1,432 | 1,371 | 1,575 |
| | | | | | | | |



2024/25 Demographics and Enrollment Projections

2025/26 One Year Enrollment Projection by School and Grade

Fresno Unified School District

Enrollment Projections

| Enrollment Projections | | | | | | | | | | | | | | | | |
|----------------------------|----|----------------|----------|----------------|------------|----------|----------------|----------|-----|----------|----------|-----------|-----------|-----------|------------|-------|
| YEAR 25/26, 1 Year Proj. | | | | | | | | | | | | | | | | |
| School | тк | ĸ | <u>1</u> | 2 | <u>3</u> | 4 | <u>5</u> | <u>6</u> | Z | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | <u>SDC</u> | TOTAL |
| Addams Elementary | 47 | <u>×</u> 85 | ± 90 | <u>∠</u> 92 | <u>9</u> 8 | 112 | <u>-</u> 86 | 116 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 756 |
| Anthony Elementary | 30 | 38 | 48 | 40 | 41 | 38 | 37 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 347 |
| | 44 | 64 | 70 | 64 | 79 | | 77 | 87 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 585 |
| Ayer Elementary | | | | | | 69 | | | | | | | | | | |
| Aynes worth Elementary | 40 | 74 | 44 | 86 | 82 | 66 | 82 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 528 |
| Bakman Elementary | 44 | 79 | 73 | 82 | 85 | 110 | 83 | 113 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 709 |
| Balderas Elementary | 42 | 75 | 69 | 56 | 85 | 62 | 68 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 579 |
| Addicott School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 51 |
| Birney Elementary | 49 | 92 | 84 | 93 | 103 | 70 | 87 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 714 |
| Bullard Talent K-8 | 0 | 70 | 67 | 68 | 69 | 84 | 89 | 91 | 104 | 84 | 0 | 0 | 0 | 0 | 0 | 726 |
| Burroughs Elementary | 53 | 83 | 80 | 100 | 79 | 90 | 75 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 647 |
| Calwa Elementary | 41 | 63 | 88 | 83 | 68 | 69 | 69 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 571 |
| Centennial Elementary | 48 | 104 | 96 | 95 | 108 | 115 | 83 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 730 |
| Columbia Elementary | 27 | 65 | 65 | 52 | 91 | 81 | 73 | 87 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 556 |
| Del Mar Elementary | 36 | 50 | 41 | 57 | 53 | 22 | 73 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 420 |
| Easterby Elementary | 33 | 69 | 75 | 77 | 87 | 56 | 81 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 596 |
| Eaton Elementary | 44 | 58 | 57 | 71 | 57 | 70 | 61 | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 523 |
| Ericson Elementary | 54 | 78 | 94 | 94 | 82 | 110 | 70 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 728 |
| Ewing Elementary | 57 | 103 | 115 | 115 | 105 | 108 | 91 | 111 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 839 |
| Figarden Elementary | 42 | 67 | 79 | 65 | 68 | 77 | 56 | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 603 |
| Fremont Elementary | 42 | 75 | 68 | 40 | 67 | 44 | 58 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 446 |
| | | | | | | | | | 0 | | 0 | 0 | | 0 | 9 | - |
| Gibson Elementary | 29 | 32 | 46 | 61 | 43 | 64 52 | 42 | 36 | | 0 | | | 0 | | | 362 |
| Greenberg Elementary | 33 | 59 | 63 | 51 | 72 | 52 | 61 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 499 |
| Hamilton K-8 | 32 | 55 | 72 | 52 | 60 | 62 | 70 | 81 | 130 | 144 | 0 | 0 | 0 | 0 | 38 | 796 |
| Heaton Elementary | 33 | 54 | 56 | 48 | 65 | 73 | 84 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 532 |
| Herrera Elementary | 52 | 84 | 90 | 82 | 73 | 72 | 77 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 639 |
| Hidalgo Elementary | 37 | 56 | 60 | 77 | 77 | 69 | 61 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 556 |
| Holland Elementary | 35 | 51 | 29 | 44 | 48 | 48 | 26 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 366 |
| Homan Elementary | 38 | 53 | 55 | 68 | 54 | 62 | 59 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 458 |
| Jackson Elementary | 25 | 27 | 47 | 49 | 34 | 41 | 47 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 312 |
| Jefferson Elementary | 29 | 47 | 39 | 46 | 37 | 38 | 50 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 369 |
| King Elementary | 36 | 64 | 70 | 75 | 94 | 85 | 81 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 570 |
| Kirk Elementary | 22 | 45 | 43 | 43 | 51 | 46 | 44 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 381 |
| Kratt Elementary | 50 | 75 | 73 | 81 | 75 | 73 | 70 | 93 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 628 |
| Lane Elementary | 36 | 70 | 59 | 70 | 61 | 74 | 70 | 84 | ŏ | Ő | õ | 0 | 0 | 0 | 30 | 554 |
| Lawless Elementary | 46 | 93 | 97 | 105 | 67 | 81 | 90 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 659 |
| | 45 | 85 | 106 | 80 | 96 | 89 | 104 | 101 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 729 |
| Leavenworth Elementary | | 55 | | 63 | 62 | | 67 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 519 |
| Lincoln Elementary | 43 | | 58 | | | 61 | | | | | | | | | | |
| Lowell Elementary | 23 | 37 | 32 | 43 | 40 | 31 | 39 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 305 |
| Malloch Elementary | 34 | 64 | 83 | 69 | 70 | 67 | 47 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 513 |
| Manchester Gate Elementary | 0 | 0 | 0 | 67 | 132 | 160 | 148 | 161 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 668 |
| Mayfair Elementary | 41 | 70 | 79 | 54 | 88 | 64 | 77 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 573 |
| McCardle Elementary | 35 | 50 | 58 | 61 | 38 | 57 | 68 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 458 |
| Muir Elementary | 33 | 51 | 42 | 58 | 80 | 53 | 55 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 472 |
| Norseman Elementary | 39 | 70 | 59 | 70 | 61 | 59 | 52 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 531 |
| Olmos Elementary | 30 | 63 | 63 | 61 | 62 | 87 | 81 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 524 |
| Powers-Ginsburg Elementary | 45 | 36 | 58 | 59 | 53 | 33 | 63 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 410 |
| Pyle Elementary | 42 | 62 | 88 | 78 | 55 | 77 | 61 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 83 | 619 |
| Robinson Elementary | 39 | 69 | 88 | 66 | 65 | 71 | 47 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 530 |
| Roeding Elementary | 44 | 97 | 82 | 89 | 72 | 110 | 93 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 701 |
| Rowell Elementary | 41 | 75 | 63 | 75 | 65 | 95 | 67 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 561 |
| Slater Elementary | 55 | 82 | 99 | 86 | 81 | 96 | 110 | 96 | 0 | 0 | Ő | 0 | 0 | 0 | 53 | 758 |
| Starr Elementary | 20 | 38 | 46 | 48 | 40 | 43 | 56 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 352 |
| | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | | |
| Storey Elementary | 41 | 65 | 73 | 58 | 56 | 68 | 75 | 66 | 0 | | | | | | 52 | 554 |
| Sunset Elementary | 27 | 62 | 68 | 61 | 49 | 49 | 49 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 407 |
| Tatarian Elementary | 31 | 63 | 65 | 69 | 58 | 79 | 41 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 452 |
| Thomas Elementary | 53 | 100 | 118 | 110 | 115 | 121 | 92 | 101 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 865 |
| Turner Elementary | 42 | 60 | 83 | 52 | 90 | 69 | 70 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 581 |
| Vang Pao Elementary | 58 | 111 | 110 | 123 | 114 | 101 | 95 | 102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 814 |
| Viking Elementary | 46 | 92 | 87 | 76 | 84 | 98 | 92 | 101 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 686 |
| Vinland Elementary | 45 | 65 | 87 | 94 | 78 | 74 | 69 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 621 |
| Wawona Middle | 23 | 47 | 48 | 42 | 50 | 37 | 33 | 25 | 208 | 155 | 0 | 0 | 0 | 0 | 17 | 685 |
| Webster Elementary | 21 | 42 | 43 | 36 | 42 | 36 | 41 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 307 |
| Williams Elementary | 40 | 71 | 74 | 82 | 60 | 67 | 59 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 562 |
| Wilson Elementary | 51 | 84 | 77 | 91 | 86 | 79 | 80 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 653 |
| Winchell Elementary | 48 | 83 | 85 | 82 | 88 | 86 | 63 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 630 |
| Wishon Elementary | 40 | 60 | 51 | 46 | 71 | 47 | 82 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 474 |
| Wolters Elementary | 24 | 55 | 57 | 55 | 52 | 39 | 52 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 406 |
| Yokomi Elementary | 39 | 70 | 96 | | 94 | | 89 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| TOKOTII ETementary | 39 | 70 | 90 | 88 | 94 | 107 | 69 | 94 | 0 | U | 0 | U | U | U | 0 | 677 |



2024/25 Demographics and Enrollment Projections

Fresno Unified School District

Enrollment Projections

| YEAR 25/26, 1 Year Proj. | | | | | | | | | | | | | | | | |
|--------------------------------------|------------|-------|-------|-------|----------|----------|-------|----------|-------|----------|----------|-----------|-----------|-----------|------------|--------|
| School | <u>т к</u> | ĸ | 1 | 2 | <u>3</u> | <u>4</u> | 5 | <u>6</u> | Z | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | <u>SDC</u> | TOTAL |
| Ahwahnee Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 351 | 338 | 0 | 0 | 0 | 0 | 67 | 756 |
| Baird Middle | 0 | 0 | 0 | 0 | 0 | 0 | 139 | 139 | 140 | 131 | 0 | 0 | 0 | 0 | 8 | 557 |
| Computech Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 388 | 385 | 0 | 0 | 0 | 0 | 0 | 773 |
| Cooper Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 127 | 218 | 184 | 0 | 0 | 0 | 0 | 0 | 529 |
| Fort Miller Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 264 | 283 | 0 | 0 | 0 | 0 | 54 | 601 |
| Gaston Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 385 | 355 | 0 | 0 | 0 | 0 | 52 | 792 |
| Kings Canyon Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 398 | 389 | 0 | 0 | 0 | 0 | 50 | 837 |
| Sequoia Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 396 | 332 | 0 | 0 | 0 | 0 | 65 | 793 |
| Scandinavian Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 393 | 342 | 0 | 0 | 0 | 0 | 64 | 799 |
| Tehipite Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 237 | 204 | 0 | 0 | 0 | 0 | 23 | 464 |
| Tenaya Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 410 | 436 | 0 | 0 | 0 | 0 | 43 | 889 |
| Tioga Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 331 | 308 | 0 | 0 | 0 | 0 | 47 | 686 |
| Terronez Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 300 | 298 | 0 | 0 | 0 | 0 | 61 | 659 |
| Yosemite Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 269 | 285 | 0 | 0 | 0 | 0 | 31 | 585 |
| Bullard High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 689 | 657 | 557 | 518 | 131 | 2,552 |
| Edison High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 641 | 597 | 517 | 519 | 112 | 2,386 |
| Fresno High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 497 | 474 | 392 | 333 | 128 | 1,824 |
| Hoover High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 532 | 511 | 440 | 410 | 166 | 2,059 |
| McLane High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 576 | 469 | 465 | 438 | 124 | 2,072 |
| Roosevelt High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 591 | 522 | 438 | 486 | 127 | 2,164 |
| Sunnyside High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 755 | 780 | 551 | 596 | 151 | 2,833 |
| Farber School of Credit Attainment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 153 | 280 | 7 | 442 |
| Farber Online Elementary | 0 | 7 | 19 | 25 | 33 | 45 | 47 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 232 |
| Farber Online Secondary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 84 | 79 | 63 | 57 | 45 | 0 | 401 |
| Design Science High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 69 | 54 | 56 | 0 | 244 |
| Dewolf High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 136 | 0 | 184 |
| Duncan Polytech High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 323 | 322 | 268 | 275 | 1 | 1,189 |
| Fulton School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 23 |
| Farber School of Independent Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 36 | 114 | 186 | 0 | 337 |
| Patino Entrepreneurship High | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 76 | 58 | 43 | 0 | 282 |
| Phoenix Elementary | 0 | 0 | 2 | 4 | 4 | 4 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 28 |
| Phoenix Secondary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15 | 14 | 11 | 3 | 1 | 7 | 52 |
| Rata School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 38 |
| Adult Special Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 183 | 183 |
| Totals | 2,547 | 4,398 | 4,649 | 4,703 | 4,802 | 4,852 | 4,838 | 5,065 | 4,996 | 4,752 | 4,868 | 4,589 | 4,115 | 4,322 | 3,681 | 67,177 |
| Current CalPADS | 2,105 | 4,526 | 4,741 | 4,848 | 4,920 | 4,910 | 5,112 | 5,146 | 4,970 | 5,007 | 4,820 | 4,438 | 4,456 | 4,135 | 3,694 | 67,828 |
| Net Change | 442 | -128 | -92 | -145 | -118 | -58 | -274 | -81 | 26 | -255 | 48 | 151 | -341 | 187 | -13 | -651 |
| Cohort Change | | | 123 | -38 | -46 | -68 | -72 | -47 | -150 | -218 | -139 | -231 | -323 | -134 | | |

Fresno Unified School District has a current enrollment of 67,828 students. The projected enrollment for next year shows a decrease of 651 students. This one year summary analyzes the net change between the current District enrollment by school and by grade, and the projected enrollment for 2025/26.

The students living in the boundary generate the cohort factors which are calculated for the past three years and the average is determined. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. Next the attendance factor is used to determine the net enrollment for each grade. The attendance factor is determined by analyzing the current year of students to see how many Inter- and Intra-district transfers there are. The cohort change factor indicates the change in the number of students for each grade compared to the number of students in the prior grade the previous year.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

The actual enrollment for each elementary may vary from the numbers shown depending on which sites offer TK classes.



SCHOOL FACILITY UTILIZATION

The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of less than 70%, yellow representing a utilization rate of at least 70% but under 80%, green representing a utilization rate of at least 80% but under 90%, orange representing at least 90% but under 100%, and a red outline for the schools that have 100% or higher utilization. The utilization indicates the long term impacts of the changes in enrollment as compared to the school capacities.

| School Facility Utilization | | | 2024/25 | 2030/31 | 2024/25 | 2030/31 |
|-----------------------------|-------------------|-----------------|-------------------|------------|--------------------|-----------|
| | Net | Net CR | Current | Projected | Current | Projected |
| Elementary Schools | <u>Classrooms</u> | <u>Capacity</u> | <u>Enrollment</u> | Enrollment | <u>Utilization</u> | - |
| Addams Elementary | 34 | 830 | 748 | 641 | 90.1% | 77.2% |
| Anthony Elementary | 25 | 567 | 367 | 322 | 64.7% | 56.8% |
| Ayer Elementary | 29 | 700 | 590 | 515 | 84.3% | 73.6% |
| Aynesworth Elementary | 26 | 663 | 524 | 539 | 79.0% | 81.3% |
| Bakman Elementary | 35 | 863 | 722 | 620 | 83.7% | 71.8% |
| Balderas Elementary | 29 | 685 | 615 | 458 | 89.8% | 66.9% |
| Addicott School | 9 | 108 | 50 | 44 | 46.3% | 40.7% |
| Birney Elementary | 38 | 902 | 734 | 672 | 81.4% | 74.5% |
| Bullard Talent K-8 | 29 | 787 | 744 | 655 | 94.5% | 83.2% |
| Burroughs Elementary | 41 | 1,002 | 676 | 560 | 67.5% | 55.9% |
| Calwa Elementary | 34 | 855 | 568 | 525 | 66.4% | 61.4% |
| Centennial Elementary | 32 | 815 | 741 | 642 | 90.9% | 78.8% |
| Columbia Elementary | 26 | 659 | 568 | 497 | 86.2% | 75.4% |
| Del Mar Elementary | 31 | 721 | 444 | 349 | 61.6% | 48.4% |
| Easterby Elementary | 31 | 742 | 614 | 527 | 82.7% | 71.0% |
| Eaton Elementary | 21 | 490 | 512 | 500 | 104.5% | 102.0% |
| Ericson Elementary | 39 | 902 | 722 | 679 | 80.0% | 75.3% |
| Ewing Elementary | 37 | 903 | 842 | 796 | 93.2% | 88.2% |
| Figarden Elementary | 31 | 680 | 609 | 577 | 89.6% | 84.9% |
| Fremont Elementary | 28 | 691 | 448 | 421 | 64.8% | 60.9% |
| Gibson Elementary | 20 | 496 | 358 | 338 | 72.2% | 68.1% |
| Greenberg Elementary | 32 | 766 | 492 | 466 | 64.2% | 60.8% |
| Hamilton K-8 | 40 | 1,044 | 812 | 709 | 77.8% | 67.9% |
| Heaton Elementary | 29 | 677 | 516 | 480 | 76.2% | 70.9% |
| Herrera Elementary | 34 | 837 | 630 | 592 | 75.3% | 70.7% |
| Hidalgo Elementary | 34 | 802 | 572 | 504 | 71.3% | 62.8% |
| Holland Elementary | 27 | 642 | 367 | 322 | 57.2% | 50.2% |
| Homan Elementary | 30 | 770 | 476 | 365 | 61.8% | 47.4% |
| Jackson Elementary | 20 | 515 | 319 | 286 | 61.9% | 55.5% |
| Jefferson Elementary | 26 | 612 | 383 | 292 | 62.6% | 47.7% |
| King Elementary | 26 | 668 | 566 | 545 | 84.7% | 81.6% |
| Kirk Elementary | 18 | 422 | 398 | 346 | 94.3% | 82.0% |
| Kratt Elementary | 26 | 619 | 620 | 562 | 100.2% | 90.8% |
| Lane Elementary | 36 | 870 | 555 | 464 | 63.8% | 53.3% |
| Lawless Elementary | 26 | 663 | 665 | 602 | 100.3% | 90.8% |
| Leavenworth Elementary | 34 | 843 | 748 | 674 | 88.7% | 80.0% |
| Lincoln Elementary | 25 | 599 | 526 | 445 | 87.8% | 74.3% |
| Lowell Elementary | 24 | 585 | 325 | 269 | 55.6% | 46.0% |
| Malloch Elementary | 20 | 511 | 495 | 478 | 96.9% | 93.5% |
| Manchester Gate Elementary | 27 | 729 | 684 | 598 | 93.8% | 82.0% |
| Mayfair Elementary | | 790 | 576 | 492 | 72.9% | 62.3% |



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2024/25 Demographics and Enrollment Projections

| School Facility Utilization | | | 2024/25 | 2030/31 | 2024/25 | 2030/31 |
|-----------------------------|-------------------|-----------------|-------------------|-------------------|--------------------|--------------------|
| | Net | Net CR | Current | Projected | Current | Projected |
| Elementary Schools | <u>Classrooms</u> | <u>Capacity</u> | <u>Enrollment</u> | <u>Enrollment</u> | <u>Utilization</u> | <u>Utilization</u> |
| McCardle Elementary | 24 | 572 | 463 | 403 | 80.9% | 70.5% |
| Muir Elementary | 29 | 674 | 470 | 407 | 69.7% | 60.4% |
| Norseman Elementary | 44 | 1,071 | 554 | 432 | 51.7% | 40.3% |
| Olmos Elementary | 35 | 907 | 536 | 422 | 59.1% | 46.5% |
| Powers-Ginsburg Elementary | 27 | 641 | 421 | 361 | 65.7% | 56.3% |
| Pyle Elementary | 32 | 720 | 647 | 509 | 89.9% | 70.7% |
| Robinson Elementary | 23 | 542 | 525 | 515 | 96.9% | 95.0% |
| Roeding Elementary | 32 | 768 | 704 | 623 | 91.7% | 81.1% |
| Rowell Elementary | 35 | 898 | 556 | 476 | 61.9% | 53.0% |
| Slater Elementary | 35 | 841 | 753 | 689 | 89.5% | 81.9% |
| Starr Elementary | 23 | 550 | 338 | 350 | 61.5% | 63.6% |
| Storey Elementary | 32 | 747 | 554 | 537 | 74.2% | 71.9% |
| Sunset Elementary | 13 | 330 | 413 | 370 | 125.2% | 112.1% |
| Tatarian Elementary | 22 | 543 | 470 | 420 | 86.6% | 77.3% |
| Thomas Elementary | 34 | 801 | 859 | 839 | 107.2% | 104.7% |
| Turner Elementary | 32 | 794 | 586 | 501 | 73.8% | 63.1% |
| Vang Pao Elementary | 34 | 869 | 802 | 766 | 92.3% | 88.1% |
| Viking Elementary | 31 | 782 | 705 | 590 | 90.2% | 75.4% |
| Vinland Elementary | 28 | 675 | 598 | 637 | 88.6% | 94.4% |
| Wawona Middle | 43 | 1,175 | 688 | 645 | 58.6% | 54.9% |
| Webster Elementary | 21 | 521 | 295 | 294 | 56.6% | 56.4% |
| Williams Elementary | 29 | 698 | 582 | 486 | 83.4% | 69.6% |
| Wilson Elementary | 35 | 822 | 669 | 565 | 81.4% | 68.7% |
| Winchell Elementary | 38 | 914 | 666 | 570 | 72.9% | 62.4% |
| Wishon Elementary | 33 | 817 | 498 | 401 | 61.0% | 49.1% |
| Wolters Elementary | 26 | 624 | 412 | 368 | 66.0% | 59.0% |
| Yokomi Elementary | 33 | 849 | 700 | 642 | 82.4% | 75.6% |
| Sub-Totals | 2,014 | 49,170 | 38,385 | 34,186 | 78.1% | 69.5% |
| <u>Middle Schools</u> | | | | | | |
| Ahwahnee Middle | 41 | 1,104 | 739 | 719 | 66.9% | 65.1% |
| Baird Middle | 27 | 764 | 571 | 493 | 74.7% | 64.5% |
| Computech Middle | 29 | 870 | 788 | 687 | 90.6% | 79.0% |
| Cooper Middle | 35 | 1,032 | 538 | 467 | 52.1% | 45.3% |
| Fort Miller Middle | 39 | 1,062 | 654 | 440 | 61.6% | 41.4% |
| Gaston Middle | 36 | 1,008 | 813 | 752 | 80.7% | 74.6% |
| Kings Canyon Middle | 42 | 1,170 | 866 | 677 | 74.0% | 57.9% |
| Sequoia Middle | 46 | 1,272 | 831 | 650 | 65.3% | 51.1% |
| Scandinavian Middle | 37 | 1,002 | 836 | 634 | 83.4% | 63.3% |
| Tehipite Middle | 41 | 1,176 | 481 | 258 | 40.9% | 21.9% |
| Tenaya Middle | 45 | 1,260 | 877 | 870 | 69.6% | 69.0% |
| Tioga Middle | 38 | 1,050 | 695 | 629 | 66.2% | 59.9% |
| Terronez Middle | 42 | 1,134 | 659 | 670 | 58.1% | 59.1% |
| Yosemite Middle | 39 | 1,098 | 614 | 484 | 55.9% | 44.1% |
| Sub-Totals | 537 | 15,002 | 9,962 | 8,430 | 66.4% | 56.2% |



2024/25 Demographics and Enrollment Projections

| School Facility Utilization | | | 2024/25 | 2030/31 | 2024/25 | 2030/31 |
|--------------------------------------|-------------------|-----------------|-------------------|-------------------|--------------------|--------------------|
| | Net | Net CR | Current | Projected | Current | Projected |
| <u>High Schools</u> | <u>Classrooms</u> | <u>Capacity</u> | <u>Enrollment</u> | <u>Enrollment</u> | <u>Utilization</u> | <u>Utilization</u> |
| Bullard High | 98 | 2,742 | 2,488 | 2,730 | 90.7% | 99.6% |
| Edison High | 100 | 2,820 | 2,345 | 2,433 | 83.2% | 86.3% |
| Fresno High | 117 | 3,258 | 1,873 | 1,395 | 57.5% | 42.8% |
| Hoover High | 89 | 2,400 | 2,042 | 2,045 | 85.1% | 85.2% |
| McLane High | 103 | 2,874 | 2,064 | 1,616 | 71.8% | 56.2% |
| Roosevelt High | 109 | 3,036 | 2,178 | 1,545 | 71.7% | 50.9% |
| Sunnyside High | 106 | 2,946 | 2,858 | 2,609 | 97.0% | 88.6% |
| Sub-Totals | 722 | 20,076 | 15,848 | 14,373 | 78.9% | 71.6% |
| | | | | | | |
| <u>Other Schools</u> | | | | | | |
| Farber School of Credit Attainment | 21 | 612 | 443 | 420 | | |
| Farber Online Elementary | 0 | 0 | 237 | 207 | | |
| Farber Online Secondary | 0 | 0 | 404 | 364 | | |
| Design Science High | 4 | 120 | 243 | 224 | | |
| Dewolf High | 9 | 270 | 182 | 174 | | |
| Duncan Polytech High | 61 | 1,830 | 1,186 | 1,094 | | |
| Fulton School | 0 | 0 | 23 | 22 | | |
| Farber School of Independent Studies | 10 | 300 | 338 | 319 | | |
| Patino Entrepreneurship High | 15 | 450 | 282 | 259 | | |
| Phoenix Elementary | 8 | 199 | 28 | 25 | | |
| Phoenix Secondary | 13 | 354 | 53 | 48 | | |
| Rata School | 8 | 96 | 37 | 35 | | |
| Adult Special Education | 0 | 0 | 177 | 171 | | |
| Sub-Totals | 149 | 4,231 | 3,633 | 3,362 | | |
| District Totals | 3,422 | 88,479 | 67,828 | 60,351 | 76.7% | 68.2% |

For 2024, the school with the highest percentage of available space is Tehipite Middle and the school that is impacted the most is Sunset Elementary.





Fresno Unified School District Board Communication

BC Number ID-1

From the Office of the Superintendent To the Members of the Board of Education Prepared by: Marie Williams, Ed.D., Instructional Superintendent Cabinet Approval: Date: January 24, 2025

Phone Number: 457-3731

Regarding: Charter School Information 2025

The purpose of this Board communication is to provide the Board with information regarding the ten charter schools authorized by Fresno Unified, the respective addresses, phone numbers, grade levels served, principal/Company Executive Officer (CEO), and length of time in existence. The charter schools are located within Fresno Unified boundaries. Except for Sierra Charter School and University High, all charters began serving students with Fresno Unified as their authorizer. We have included a table with the information requested as a backup.

If you have any questions pertaining to the information in this communication or require additional information, please contact Felicia Olais at 457-3923.

Approved by Interim Superintendent

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Date: 01/24/25

| Charter School | Address | Phone number | Grade Levels | Principal/CEO | Chartered Years |
|------------------------------------|----------------------------------|----------------------------------|-----------------|--|---|
| Aspen Meadow | 1400 E. Saginaw Way | (559) 396-2456 | TK - 6 | Lisa Taylor/Shelly Lether | 8 |
| Aspen Valley | 4221 N. Hughes | (559) 225-7737 | TK- 6 | Christine Montanez/Shelly Lether | 20 |
| Aspen Ridge | 3821 N. Clark St. | (559) 374-0080 | 7-12 | Riley Fox/Shelly Lether | 3 |
| Carter G. Woodson | 333 N. Bond 4880 N. First St. | (559) 229-3529 (559) 226-1073 | 7-12 | Angela Brannon/Dr. Linda Scott Kevin Gilbert/Dr. Linda Scott | 23 |
| Dailey Elementary | 3135 N. Harrison | (559) 248-7060 | K-5 | Jeanne Pentorali | 14 |
| Endeavor | 723 & 777 W. Shaw | (559) 248-0471 | TK-12 | Nancy Garcia/Michael Cox | 4 |
| Golden Charter Academy | 1626 W. Princeton | (559) 293-3157 | TK-8 | Liana Pellegrino/Robert Golden | 3 |
| School of Unlimited Learning | 2336 Calaveras | (559) 500-1352 | 9-12 | Dr. Dion Varnado/Brian Angus (Interim) | 26 |
| Sierra Charter | 1931 N. Fine Ave. | (559) 490-4290 | K-12 | Armando Montero/ Lisa Marasco | 17 with Fresno Unified and 8 with Eastern Sierra Unified |
| University High School | 2611 E. Matoian | (559) 278-8263 | 9-12 | Jeffie Esparza Hickman | 17 with Fresno Unified and 8 with Sierra Unified |

Fresno Unified School District Board Communication

BC Number ID-2

From the Office of the Superintendent To the Members of the Board of Education Prepared by: Marie Williams, Ed.D., Instructional Superintendent Cabinet Approval: Date: January 24, 2025

Phone Number: 457-3731

Regarding: K-2 Screening for Reading Difficulties, Including Risk of Dyslexia

The purpose of this Board communication is to provide the Board information regarding Senate Bill 114 (SB 114), which was signed into law on July 10, 2023, and requires screening for reading difficulties, including the risk of dyslexia, in kindergarten, grade one and grade two. The screening assesses domains including, but not limited to, measures of oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading fluency, vocabulary, and language comprehension.

In December 2024, an independent panel of experts appointed by the State Board of Education created a list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments for grades kindergarten one and two. Three of the four identified screeners are approved for kindergarten, grade one, and grade two and are available in English and Spanish. The fourth screener was not approved for kindergarten use and is unavailable in Spanish.

In accordance with SB 114, on or before June 30, 2025, school districts are required to adopt one or more screening instruments from the state approved list. The state-approved screeners recommended for kindergarten, grades one and two available in English and Spanish, are:

- 1. Amira Learning, Inc. with HMH as official distribution partners; Amira
- 2. Amplify Education, Inc.; mCLASS with DIBELS Edition 8, mCLASS lectura
- 3. UCSF Dyslexia Center; UCSF Multitudes

A cross-functional team composed of several district departments will be convening in the coming weeks to develop and implement a process to gather input from site and district staff (including but not limited to, site leaders, teachers, and school psychologists). A recommendation will be presented for Board consideration and approval in May 2024.

Effective 2025/26, districts are required to annually assess all students in kindergarten, grade one and grade two for risk of reading difficulties. Districts are also required to notify parents of the results of the screening and identify the next steps for students identified as at risk for reading difficulties.

If you have any questions pertaining to the information in this communication or require additional information, please contact Marie Williams at 457-3554.

Approved by Interim Superintendent

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Date: 01/24/25