

BOARD OF EDUCATION

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INTERIM SUPERINTENDENT

Mao Misty Her

BOARD COMMUNICATIONS – FEBRUARY 21, 2025

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

OFFICE OF THE SUPERINTENDENT – Mao Misty Her, Interim Superintendent

S-1 Mao Misty Her Interim Superintendent Calendar Highlights

BUSINESS & FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for February 14, 2025

BFS-2 Kim Kelstrom Every Student Succeeds Act Per-Pupil Expenditure Reporting

BFS-3 Ashlee Chiarito, Ed.D. Local Accountability Plan Educational Partner Feedback

BFS-4 Ashlee Chiarito, Ed.D. Uncertainty of Federal Funds

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

DEI-1 Julie Hoopes Increase in Atlas Parent Portal Usage

INSTRUCTIONAL DIVISION – Carlos Castillo, Ed.D., Interim Chief Academic Officer

ID-1 Marie Williams, Ed.D. Special Olympics Participation

ID-2 Sandra Aguayo Out-of-State Robotics Field Trip to Houston, Texas

ID-3 Sandra Aguayo Out-of-State Field Trip – Boys Varsity Volleyball

ID-4 Marie Williams, Ed.D. Ratify Memorandum of Understanding with the Orange County of Schools

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: February 21, 2025

Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Met with Leading Schools Team
- Met with labor partners
- Attended CVCF Foundation Board Meeting
- Guest on GV Wire's Unfiltered to discuss Designated Schools Program
- Participated in Battelle for Kids Urban District Cohort Virtual Convening
- Held Cycle of Continuous Improvement discussions with four site principals
- Met with Familias En Acción
- Attended the United Way Board of Director's Meeting
- Met with Fresno County Superintendent, Dr. Michele Copher
- Site visit at Lowell Elementary School
- Visited four classrooms during site visit
- Met with Larry Salinas, Congressman Costas' Deputy Chief of Staff
- Participated in Equity Centered Pipeline Initiative Department Team Meeting



Approved by Interim Superintendent

Mao Misty Her _____ 

Date: 02/21/25

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: February 21, 2025

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for February 14, 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 February 14, 2025 are attached and include the following articles:

- 2025 Adjustments to SFP Grants – February 12, 2025
- California School Districts are Weighed Down by New Costs of Old Sexual Assaults – February 10, 2025
- Trump's 3rd Week: Restrictions on Trans Athletes and Moves to Gut the Ed. Dept. – February 7, 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 

Date: 02/21/25



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DATE: February 14, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

February 21 Bill Introduction Deadline

Next Friday, February 21, 2025, is the deadline for lawmakers to introduce legislation to be considered for the first year of the 2025-26 Legislative Session. As of Thursday, February 13, there have been nearly 1,000 bills introduced in 2025, including a number of significant education measures. We fully expect legislators to introduce several hundred more bills prior to next week's deadline.

Below, we highlight several of the significant TK-12 bills that have been introduced by legislators so far this year:

- Assembly Bill (AB) 49 (Muratsuchi, D-Torrance) would prohibit local educational agencies (LEAs) from allowing an Immigration and Customs Enforcement (ICE) officer to enter a school site for any purpose without providing valid identification, a written statement of purpose, and a valid judicial warrant, and receiving approval from the superintendent or charter school principal
- AB 65 (Aguiar-Curry, D-Winters) would require a K-14 public school employer to provide up to 14 weeks of full pay to certificated and classified employees due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions
 - A similar measure made it all the way to the Senate floor last year, but never received a vote after “contingent upon an appropriation” language was added to the measure in the Senate Appropriations Committee
- AB 68 (Essayli, R-Corona) would require school districts and charter schools to hire or contract with armed school resource officers, to be present at each school site during school hours and any time outside regular hours if students are present
 - A similar version of this bill failed passage last year in the Assembly Education Committee

- AB 401 (Muratsuchi) would require the California Department of Education to designate a portion of the Career Technical Education Incentive Grant awards as four-year grants (25% in 2026-27, 50% in 2027-28, and 75% annually beginning in 2028-29)
- AB 419 (Connolly, D-San Rafael) would require LEAs to post the Immigration-Enforcement Actions at California Schools Guide for Students and Families, also known as “Know Your Educational Rights,” developed by the Attorney General in the administrative building and on the LEA website
- Senate Bill (SB) 48 (Gonzalez, D-Long Beach) is an urgency bill and would prohibit LEAs from granting an ICE officer permission to access a school campus without a judicial warrant and would prohibit an LEA from disclosing any information about a pupil, pupil’s family and household, or school employee to an ICE officer without a judicial warrant
- SB 98 (Pérez, D-Alhambra) would require LEAs and postsecondary educational institutions to immediately notify all students, parents, faculty, staff, and other school community members if immigration officers are present on a school site

Policy bills must be in print for 30 calendar days before any action, such as amendments or being heard in a committee, can be taken. With the introduction deadline passing, bills will be assigned to policy committees, and the hearings will begin in March. In fact, the Assembly Education Committee, chaired by Assemblymember Al Muratsuchi, has scheduled its first hearing of the year on Wednesday, March 12, 2025.

We will continue to monitor the significant community college bills moving through the process and provide our summaries and analyses in subsequent updates.

Leilani Aguinaldo

2025 Adjustments to SFP Grants

By Brianna García and Wendi McCaskill
School Services of California Inc.’s *Fiscal Report*
February 12, 2025

Each year, the State Allocation Board (SAB) adjusts the School Facility Program (SFP) per-pupil grants to reflect construction cost changes pursuant to SFP regulations and Education Code Sections 17072.10(b) and 17074.10(b) for new construction and modernization projects, respectively.

The RS Means Construction Cost Index (CCI), the statewide cost index adopted by the SAB for this purpose, experienced an increase of 0.49%. A board member asked about the adequacy of a 0.49% increase given inflation and the fiscal impacts being experienced by local educational agencies. Executive Officer Rebecca Kirk reviewed the process undertaken last year when the RS Means CCI resulted in a negative year-over-year adjustment. In May 2024, the Office of Public School Construction (OPSC) staff presented the results of its analysis and discussions with interest holders as it pertains to the appropriateness of continuing to utilize the RS Means CCI. Staff identified five alternate indices/measures of construction costs that would meet the statutory criteria of being a Class B CCI and used this to compare against the RS Means CCI. The analysis conducted looked at the alternate measures and developed a comparison table of features and methodology, as well as calculating the impacts to the SFP grants if the alternate measures had been used instead of the RS Means CCI since the time of its adoption by the SAB. The OPSC staff found that the RS Means CCI was the median of the group and most reflective of California costs as it is based on exclusively California cities, while other indices use national data with a smaller subset of California cities. Based on this analysis, the OPSC staff’s recommendation was to continue using RS Means CCI.

Additionally, Executive Officer Kirk noted that although there was a negative adjustment last year and only a small increase this year, in the years immediately preceding these two years, there were significant increases in a two- or three-year span. Therefore, this year and last year may be a leveling out after large spikes.

The SAB approved the motion. Therefore, the adopted rates are as follows effective January 1, 2025:

	New Construction		Modernization	
	2024 Per-Pupil Grant	2025 Per-Pupil Grant	2024 Per-Pupil Grant	2025 Per-Pupil Grant
Elementary	\$15,770	\$15,847	\$6,005	\$6,034
Middle	\$16,679	\$16,761	\$6,350	\$6,381
High	\$21,223	\$21,327	\$8,315	\$8,356
Special Day Class—Severe	\$44,314	\$44,531	\$19,138	\$19,232
Special Day Class—Non-Severe	\$29,637	\$29,782	\$12,804	\$12,867

For a full list of all grant amount adjustments, the agenda can be found [here](#) and the item begins on page 143 of the PDF.

Note: A recent Fiscal Crisis and Management Assistance Team report found that the state's TK-12 system "will survive the challenge presented by the claims of childhood sexual assault. But individual school districts, charter schools and other agencies may not."

California School Districts are Weighed Down by New Costs of Old Sexual Assaults

Report estimates districts face at least \$2 billion in claims from hundreds of lawsuits from 2019 state law

By John Fensterwald
EdSource
February 10, 2025

School districts' costs for compensating students victimized by sexual assault are escalating by billions of dollars. Many cases date back decades and were revived by a 2019 state law that widely expanded liability exposure to schools and other public agencies for past child sexual assaults.

An independent analysis of that law indicates a severe impact. Litigation will siphon tens to hundreds of thousands of dollars from general funds. Adverse jury verdicts and settlements could cost districts millions, potentially forcing layoffs and program reductions. Most districts will face record assessments to sustain shared insurance risk pools they contribute to.

In the worst case, districts will seek costly emergency state loans or bankruptcy protection — unless, the study said, the overall liability burden is spread "to protect the stability" of school districts.

California's elementary and secondary school system "will survive the challenge presented by the claims of childhood sexual assault. But individual school districts, charter schools and other agencies may not," concluded the sober assessment of the Fiscal Crisis and Management Assistance Team (FCMAT), a state agency charged with preventing districts' financial meltdowns.

Troy Flint, chief of communications for the California School Boards Association, said FCMAT's report should prompt action. "We have called upon the state to develop a safety net to defray costs that threaten school districts with insolvency. The report is another opportunity to reiterate this request," he said.

The report doesn't name districts or describe how they're coping. But one district that might not survive is Carpinteria Unified, a 1,900-student district south of Santa Barbara with a \$42 million budget.

Next year, it's scheduled for trial for four claims of sexual assault from the 1970s. The district lacks historical records, and the insurance company at the time went out of business, leaving the district on the hook, said Superintendent Diana Rigby. The abuser, a principal convicted of sexual assaults, has died, as have potential witnesses and the then superintendent, she said. Legal costs over several years will force budget cuts, she said.

"We all believe that victims deserve their due justice and compensation. Of course we do," said Rigby. But "an unfavorable verdict would be catastrophic."

Among its 22 recommendations, FCMAT proposes the state create a voluntary victims' compensation fund like the one for victims of the Sept. 11, 2001, terrorist attacks. Victims would generally be compensated in a

nonjudicial setting based on the crime's severity and victims' experiences. Legislators would decide if the state would share the funding burden.

The Legislature unanimously passed Assembly Bill 218, which precipitated the surge in lawsuits, in October 2019. The law:

- Extended the statute of limitations to file a child sexual assault lawsuit from age 26 (eight years after turning 18) to age 40.
- Extended the statute of limitations for those over 40 to within five years of when victims reasonably should have discovered repressed memories of a sexual assault.
- Enabled victims of assaults whose statutes of limitations had expired to file lawsuits by Dec. 31, 2022.

In 2023, the Legislature took the next step and passed Assembly Bill 452, which eliminated any statute of limitation for new lawsuits for sexual assaults filed after Jan. 1, 2024.

AB 218's just intentions, unknown costs

The Legislature acted after a decade of shocking revelations and massive settlements, including by the Boy Scouts of America and the Catholic Church, as well as the \$169 million that Los Angeles Unified paid on 150 claims of sexual abuse by one teacher at Miramonte Elementary. The Archdiocese of Los Angeles has acknowledged paying more than \$1.5 billion from various settlements.

The Legislature signaled in AB 218 that schools, county offices of education, cities and public bodies with programs for children should be accountable for lifelong harm caused by sexual assaults under their watch. The author, Assemblywoman Lorena Gonzales, D-San Diego, said it would "confront the pervasive problem of cover-ups in institutions, from schools to sports leagues."

The Legislature's fiscal analysis cited "unknown costs" but projected higher insurance premiums.

Dave George, CEO of the Schools Excess Liability Fund (SELF), a public agency that provides school districts with catastrophic insurance coverage, added that districts had difficulty convincing legislators there would be "real money out of the pockets of districts" from rising costs of insurance and settlements. "The general response was, 'Don't worry about it — it's just insurance,'" George said.

Hard information on claims is unavailable because there is no database on sexual assault outcomes. Creating a central repository is FCMAT's first recommendation. The most recent data is from 2023.

FCMAT's best estimate of the dollar value of claims filed because of the law was \$2 billion to \$3 billion for school districts, including about \$500 million facing Los Angeles Unified. Other public agencies' costs will significantly exceed that value, the report said.

But with many claims still in the courts, the final damages are unknown. Mike Fine, FCMAT's CEO and coauthor of the report, acknowledged they might be higher than estimated. The average claim is about \$2.5 million per victim, Fine said.

The estimate doesn't include the cost of insurance, which has risen an estimated 700% — to about \$255,000 for a 10,000-student district since the passage of AB 218, the report said, plus coverage now required of

nonprofits and day care providers working in districts. It also doesn't include new lawsuits being filed daily, said Fine.

George said SELF had two sexual assault claims open in 2020 and has received 400 claims for 600 plaintiffs since. SELF provides catastrophic insurance for claims up to \$55 million for about 500 school districts. It notified them to expect \$300 million to \$400 million in supplementary assessments for ongoing and new AB 218 claims.

George said that districts settled all but two recent lawsuits before going to trial. One that didn't — and paid a stiff price — was Moreno Valley in Riverside County, the state's 23rd largest district. A jury found it responsible for failing to protect two middle school students from a teacher's sexual abuse in the 1990s. The jury levied \$135 million in damages.

Moreno Valley negotiated the price down to \$45 million in order to pay a lump sum. SELF covered \$15 million; Moreno Valley paid \$30 million from its budget reserves.

But the district isn't out of the woods. The teacher remained on the payroll for two decades, and the district still faces four more potentially expensive lawsuits. The district declined to comment for this story.

Adding to small districts' financial vulnerability, said Fine, is that "a jury doesn't distinguish between the size of the district and its ability to pay. Jurors can't be told that information."

Rising costs of 'social inflation'

The report said that the \$100-plus million settlements contribute to "social inflation" — rising costs because of more lawsuits, plaintiff-friendly verdicts and larger jury awards.

These factors also have created a "perilously unstable" commercial insurance market, which public agencies like SELF rely on for additional coverage, the report said.

Fine said that districts are already issuing "judgment obligation bonds" to make restitution. No district has sought an emergency state bailout as a last resort, but Fine said that will happen.

"Generally speaking, the smaller the district, the higher that risk," Fine said.

The report suggests that the Legislature revise statutes to lengthen payoffs and settlement deadlines. It urges lawmakers to immediately study a victim compensation fund. But the focus is on creating "zero tolerance" of sexual assaults by mandating student training to promote awareness, expanding work history verification and increasing staff training.

Fine will present the report at legislative hearings. Leilani Aguinaldo, senior director of government relations for School Services of California, which advises districts, welcomes that opportunity. "It's an excellent report. Schools have no resources for claims from decades ago," she said.

Flint added, "The fears of schools are real."

Note: President Donald Trump's nominee to head the U.S Department of Education, Linda McMahon, appeared before the Senate Health, Education, Labor and Pensions Committee on Thursday, February 13, 2025.

Trump's 3rd Week: Restrictions on Trans Athletes and Moves to Gut the Ed. Dept.

By Brooke Schultz
EducationWeek
February 7, 2025

President Donald Trump continued his aggressive foray into education in the third week of his second term. He signed an executive order to bar transgender student-athletes from joining girls' teams and the U.S. Department of Education swiftly began investigations into potential violations at schools and universities.

Meanwhile, the fallout from his attempted spending freeze continued, and his administration has been taking steps to prepare for the Education Department's elimination.

Here's a closer look at what Trump did in week three.

Trump's effort to diminish the Education Department is well underway

It comes as no surprise that the president is considering how to close the Education Department. It was something he endeavored to do in his first term, though his push then didn't pick up much steam. On the campaign trail, he joined the chorus of Republicans seeking to abolish it.

The president is weighing an executive order that would direct the secretary of education—he's nominated a business mogul who served in his first administration, Linda McMahon—to look into how it could be done, and call on Congress to pass legislation to dot the I's, according to reporting from the Wall Street Journal.

"I told Linda, 'Linda, I hope you do a great job and put yourself out of a job.' I want her to put herself out of a job," Trump told reporters while signing executive orders in the Oval Office this week.

McMahon's confirmation hearing before the Senate's health, education, labor, and pensions committee will take place Feb. 13.

It would take congressional action to do away with the department, which has a budget of roughly \$80 billion covering programs addressing prekindergarten through postsecondary education and oversees more than \$1 trillion in student loans.

But there are things the president can do within the limitations of his power, and some of the work has seemingly already begun.

Members of Elon Musk's Department of Government Efficiency team have been working out of the department, accessing sensitive information and feeding some into artificial intelligence tools, according to the Washington Post.

On Friday, the department denied entry to Democratic lawmakers, Axios reported. Other agencies under the scrutiny of DOGE have denied entry to Democratic lawmakers in recent weeks.

Employees described general uncertainty as they were being pressed to accept a “Fork in the Road” deferred resignation offer, the terms of which could be terminated early.

In addition, more than 75 staffers have been placed on administrative leave over the past three weeks as part of the department’s actions to align with the president’s first-day executive order to eliminate federal diversity, equity, and inclusion initiatives, according to the union that represents Education Department employees. Most of those placed on leave did not do any DEI work as part of their jobs, the union said. Some were identified for taking part in a DEI training during Trump’s first term.

The events have hurt morale, creating a sense of uncertainty, staff members who spoke to Education Week reported. And they’ve caused confusion about day-to-day work at the agency, with employees coming in to find colleagues and supervisors on leave.

Trump’s orders make it easier for the administration to remove career staffers by reclassifying those whose jobs include some form of policy work as political appointees. It appears to be far-reaching, touching staffers who are in any number of departments, employees said.

Though Trump can shrink the department, eliminating it requires congressional action. He would need virtually all Republicans in Congress to vote for it, as well as cooperation from some Democrats. A U.S. House of Representatives vote in 2023 to do just that failed, with 60 Republicans joining Democrats to defeat the effort.

In a letter this week to Acting Education Secretary Denise Carter, Democratic lawmakers from both chambers demanded details on the Trump administration’s recent actions at the Education Department.

“We will not stand by and allow the impact that dismantling the Department of Education would have on the nation’s students, parents, borrowers, educators, and communities,” they wrote. “Congress created the Department to ensure all students in America have equal access to a high-quality education and that their civil rights are protected no matter their zip code.”

On the other side of the aisle, the Republican chairman of the House’s education and workforce committee said this week he wouldn’t stand in the way of Trump’s efforts.

With Trump’s order on trans athletes, Education Department opens investigations

Trump continued his expansive effort to roll back the rights of transgender youth, signing an executive order Wednesday that threatened to pull back federal funds from schools and universities that allow transgender girls to compete on girls’ teams, and launch investigations into those that don’t comply.

The Education Department’s office for civil rights has already, in a rare public announcement, said it would investigate a gender-neutral bathroom at a Denver high school as a possible violation of Title IX, the landmark federal law prohibiting sex discrimination in schools. The agency also announced it was abandoning the Biden administration’s attempt to expand Title IX to cover discrimination based on gender identity and sexual orientation, instead reverting to the regulations from Trump’s first term.

After Trump's executive order on athletes, the department said in a press release it would launch investigations into two universities and the association that oversees Massachusetts high school sports.

The OCR said it would investigate the Massachusetts Interscholastic Athletic Association, after a girls' high school basketball team forfeited a game a year ago after an athlete on the opposing team reportedly injured three players. The athletic association's handbook prohibits schools from excluding transgender girls from playing on teams that align with their gender identity. OCR is also investigating San Jose State University and University of Pennsylvania.

OCR is "reviewing athletic participation policies at a number of schools to evaluate their alignment" with Trump's order, the department said.

Alongside the investigations, the NCAA, which has more than a thousand member schools, changed its participation policy to align with Trump's executive order.

About half the states have passed legislation barring transgender women from playing on school athletic teams that don't align with their sex at birth.

Despite the focus on transgender athletes, their numbers are small.

Roughly 3 percent of high school students identify as transgender, according to data from the U.S. Center for Disease Control and Prevention. They are less likely than their peers to participate in school sports. Nineteen percent of transgender and gender-expansive youth reported playing sports in the Human Rights Campaign's 2022 Youth Survey, compared with nearly half of all high school-age youth.

A review of scientific research on transgender women athletes by E-Alliance, a Canadian organization that advocates for LGBTQ+ youth, found that any biomedical evidence of transgender women's competitive advantage in elite sports was inconclusive. Meanwhile, the review found that there are more influential factors that affect athletic performance, including socioeconomics, nutrition, equipment, training opportunities, and coaching salaries.

Fallout from federal funding freeze continues, despite the administration walking it back

Trump's funding freeze, which the president said was to align federal agencies' spending with his barrage of executive orders meant to weed out DEI, continues to have ramifications even after it was halted by two judges.

Though Head Start operators were assured they were not included in the freeze, about 50 providers in 24 states, the District of Columbia, and Puerto Rico are still waiting for reimbursements they requested from the federal government as much as a week earlier, according to a nationwide survey of providers conducted Feb. 4 by the National Head Start Association.

Education secretary will serve on anti-Christian bias task force

Under an executive order signed by Trump on Thursday, the secretary of education will serve on the "Task Force to Eradicate Anti-Christian Bias" along with other department heads.



The task force is charged with identifying any "anti-Christian bias" within the government, and drawing up three reports over the course of its two-year work. The task force will make recommendations for presidential

and legislative action to “rectify past improper anti-Christian conduct, protect religious liberty, or otherwise fulfill the purpose and policy of this order.”

The task force comes at a time when Republicans leaders around the country have been testing the limits of the church-state divide by introducing religion into public school classrooms—whether through curriculum with Bible-infused lessons in Texas, requiring Ten Commandments displays in classrooms in Louisiana, or mandating that teachers include the Bible in lessons in Oklahoma.

Fresno Unified School District
Board Communication

BC Number BFS-2

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

Date: February 21, 2025

Phone Number: 457-3907

Regarding: Every Student Succeeds Act Per-Pupil Expenditure Reporting

The purpose of this communication is to provide the Board an update regarding school level per-pupil expenditure (PPE) reporting requirements.

The Every Student Succeeds Act (ESSA) requires states to prepare and publish annual report cards containing specified data elements, including district and school level PPE. Although California school districts collect and report on most of the required report card data elements, including district level expenditures, districts were not reporting school level expenditures to the state prior to 2019/20.

The PPE report includes expenditures directly supporting students from the General Fund and the Cafeteria Fund. It is based on ESSA requirements from the California Department of Education (CDE) and recommendations from School Services of California and the Fresno County Superintendent of Schools. The district will be utilizing student enrollment as the divisor from the October 2023 census (CBEDS), which is what has been used in the past.

The district provides school site expenditures, which includes costs directly charged to school sites and support which were prorated to each school based on cumulative student enrollment. Changes from the prior year ESSA report include the exclusion of one-time ESSER expenditures, in which the CDE recommends to exclude from Per Pupil calculation. A new component indirectly related to ESSA is the School Level Finance Survey (SLFS) reporting of Instructional expenses coded under function 1000.

Staff examined site by site variables to further understand site per-pupil expenditure results. Similar to the prior year, two distinct and significant factors contributed to the funding differences by school: Special Education services and teachers' years of service.

These variables included:

- Enrollment
- Average Teacher Years of Service
- Special Education Enrollment
- Special Education Cost by Special Education Student
- Average Teacher Salary and Benefits
- Unduplicated Pupil Percentage
- Total FTE
- Teacher/Student Ratio

The average per pupil expense in 2023/24 was \$19,729 which is an increase of \$551 compared to 2022/23. For a full list of per pupil expenses by school site please refer to the attachment.

The Per-Pupil Expenditure ranges are as follows:

	Low	High	Average
Elementary	\$14,722	\$27,732	\$19,882
Middle	\$15,387	\$22,842	\$19,743
High	\$17,020	\$20,314	\$18,856
Specialty Schools*	\$17,190	\$192,857	\$81,136

*Includes Design Science, Patino, Alternate Education and Medically Fragile

Excludes: Dailey Charter, Central Administration, Adult Education, Preschool, capital outlay, community services, debt service, transfers, and county services to districts per CDE guidance

The district reported to the CDE on 02/13/2025. Once collected, the CDE will publish the data to the Local Educational Agency Accountability Report Card (LARC) website.

If you have any questions or require further information, please contact Patrick Jensen at 457-6226 or Kim Kelstrom at 457-3907.

Approved by Interim Superintendent

Mao Misty Her 

Date: 02/21/25

Instructional (Function 1000) Expenditures

Type	School Name	Enrollment		SPED Enrollment		Teacher Data		Expenditures										
		Enr.	UPP %	All SPED	Avg. Sal. & Ben.	Teacher/Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Central SPED Federal	Central SPED State & Local	Total Central and School	Total School Site Instruction	Total Central Instruction	Total School Site & Central Instruction	Per Pupil 2023/24
ELEM	Thomas Elementary	835	92%	90	\$ 139,604	22	16	\$ 589,167	\$ 7,918,816	\$ 1,033,916	\$ 4,244,024	\$ 13,805	\$ 643,639	\$ 13,785,923	\$ 6,230,996	\$ 1,251,810	\$ 7,482,807	\$ 16,510
ELEM	Turner Elementary	573	95%	60	\$ 133,048	18	12	\$ 600,991	\$ 6,023,287	\$ 711,486	\$ 3,004,876	\$ 11,458	\$ 534,193	\$ 10,340,640	\$ 4,737,593	\$ 898,466	\$ 5,636,059	\$ 18,046
ELEM	Vang Pao Elementary	798	95%	53	\$ 154,254	19	15	\$ 620,894	\$ 8,356,383	\$ 977,919	\$ 3,581,185	\$ 3,010	\$ 140,339	\$ 13,536,382	\$ 7,003,600	\$ 993,930	\$ 7,997,530	\$ 16,963
ELEM	Viking Elementary	649	92%	52	\$ 146,875	19	13	\$ 581,223	\$ 6,917,935	\$ 800,798	\$ 3,167,673	\$ 7,921	\$ 369,290	\$ 11,467,629	\$ 5,744,101	\$ 917,126	\$ 6,661,227	\$ 17,670
ELEM	Vinland Elementary	554	93%	75	\$ 130,365	17	16	\$ 529,496	\$ 5,884,984	\$ 688,162	\$ 2,917,728	\$ 11,346	\$ 528,970	\$ 10,020,370	\$ 4,746,921	\$ 873,999	\$ 5,620,920	\$ 18,087
ELEM	Wawona K-8	675	80%	89	\$ 118,982	17	7	\$ 1,232,343	\$ 5,987,049	\$ 832,553	\$ 3,279,400	\$ 7,913	\$ 368,910	\$ 11,331,346	\$ 3,680,771	\$ 947,398	\$ 4,628,169	\$ 16,787
ELEM	Webster Elementary	305	98%	20	\$ 151,115	13	14	\$ 469,974	\$ 4,577,790	\$ 375,511	\$ 1,450,116	\$ 2,896	\$ 135,006	\$ 6,873,392	\$ 3,354,524	\$ 414,575	\$ 3,769,099	\$ 22,536
ELEM	Williams Elementary	589	98%	65	\$ 139,269	18	8	\$ 617,497	\$ 6,338,567	\$ 731,152	\$ 3,079,401	\$ 11,576	\$ 539,729	\$ 10,766,618	\$ 5,084,160	\$ 919,555	\$ 6,003,715	\$ 18,279
ELEM	Wilson Elementary	637	98%	89	\$ 137,096	18	7	\$ 948,788	\$ 7,193,485	\$ 802,267	\$ 3,867,967	\$ 24,051	\$ 1,121,326	\$ 12,812,507	\$ 6,173,482	\$ 1,223,691	\$ 7,397,174	\$ 20,114
ELEM	Winchell Elementary	662	97%	88	\$ 152,206	17	17	\$ 532,984	\$ 7,688,569	\$ 822,965	\$ 3,516,795	\$ 14,207	\$ 662,358	\$ 12,561,313	\$ 6,547,580	\$ 1,057,286	\$ 7,604,865	\$ 18,975
ELEM	Wishon Elementary	509	95%	61	\$ 148,777	16	15	\$ 846,756	\$ 6,148,093	\$ 637,286	\$ 2,914,872	\$ 15,446	\$ 720,147	\$ 10,547,008	\$ 5,431,937	\$ 902,828	\$ 6,334,764	\$ 20,721
ELEM	Wolters Elementary	423	96%	67	\$ 154,944	16	19	\$ 430,045	\$ 5,335,264	\$ 523,981	\$ 2,159,892	\$ 7,206	\$ 335,985	\$ 8,449,183	\$ 4,085,429	\$ 638,382	\$ 4,723,811	\$ 19,974
ELEM	Yokomi Elementary	701	89%	44	\$ 142,172	18	17	\$ 530,470	\$ 7,030,858	\$ 859,513	\$ 3,167,530	\$ 3,109	\$ 144,932	\$ 11,588,372	\$ 5,612,666	\$ 882,345	\$ 6,495,011	\$ 16,531
ELEM Total		38,276		4,975			930	\$ 48,308,158	\$ 439,270,488	\$ 47,768,803	\$ 212,007,977	\$ 1,007,396	\$ 46,968,062	\$ 747,355,426	\$ 359,216,897	\$ 64,827,724	\$ 424,044,621	\$ 19,525
ELEM Avg		571	90.2%	74	\$ 142,793	17	14	\$ 721,017	\$ 6,556,276	\$ 712,967	\$ 3,164,298	\$ 15,036	\$ 701,016	\$ 11,154,559				\$ 19,882

Instructional (Function 1000) Expenditures

		Enrollment		UPP Count	SPED Enrollment		Teacher Data		Expenditures									
Type	School Name	Enr.	UPP %	All SPED	Avg. Sal. & Ben.	Teacher/Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Central SPED Federal	Central SPED State & Local	Total Central and School	Total School Site Instruction	Total Central Instruction	Total School Site & Central Instruction	Per Pupil 2023/24

Enr. 2023/24 CBEDS Data
 Enr. % School's % of the district's enrollment
 UPP Count CALPADS - 1.17 FRPM/English Learner/Foster Youth
 UPP % CALPADS - 1.17 FRPM/English Learner/Foster Youth
 SDC October 2023 SPED Enrollment report from ATLAS (BoundryCensus2023)
 All SPED October 2023 SPED Enrollment report from ATLAS (BoundryCensus2023)
 FTE Filled Teaching Positions and Salaries as of January 2024 - Includes SPED and PS
 Avg. Salary Filled Teaching Positions and Salaries as of January 2024 - Includes SPED and PS
 Avg. YOS Years of Service as of 1/1/2024


Fresno Unified School District
Board Communication

BC Number BFS-3

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

Date: February 21, 2025

Phone Number: 457-3934





Regarding: Local Control and Accountability Plan Educational Partner Feedback

The purpose of this communication is to provide the Board a summary of the feedback gathered from Educational Partners during outreach activities in the engagement for the 2024/25 school year.

In alignment with the Board's new protocols to minimize the amount of items that are not statutorily required, State and Federal is providing an update of the results of the 2024/25 Local Control and Accountability Plan (LCAP) Community Engagement. In accordance with Education Code sections 52060(g) and 52066(g), school districts are required to consult with parents, students, teachers, principals, administrators, other school personnel, and local bargaining units of the district in developing the LCAP. Fresno Unified School District staff conducted regional LCAP Community Meetings and other various methods of family, student, and staff outreach. In addition, a ThoughtExchange survey was used to gather community feedback. The Office of State and Federal Programs partnered with the Communications Department to support community outreach through social media, ParentSquare, and local news outlets. Additionally, we worked with Parent University to train Home School Liaisons to expand LCAP outreach to families at the site level.

Staff planned and executed several strategies to engage with the community. Beginning in August, staff started working with departments and schools to plan engagement opportunities. From September through January staff hosted and participated in over 45 events to provide LCAP information and the opportunity for the community to provide feedback; this included partnering with Parent University and Home School Liaisons to engage with families, as well as the Communications Department to promote LCAP events and the ThoughtExchange Survey via social media, ParentSquare (text, phone message, and email), and television coverage.

Beginning in October, the district hosted seven LCAP Community Meetings where attendees had an opportunity to receive updates on spending priorities, student performance data, and provide feedback and input for future planning. To encourage participation and provide a meaningful family experience, participants were able to choose between an adult and child Fresno Chaffee Zoo admission ticket or a pizza voucher, and to further support participation, dinner, childcare, and translation were provided.

Over eight thousand community members participated in the LCAP ThoughtExchange Survey. The details of this survey are attached. Additionally, the data will be posted on the Office of State and Federal's public website and shared with departments and school leaders to support 2025/26 planning and budget development.

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

Approved by Interim Superintendent

Mao Misty Her 

Date: 02/21/25



Fresno Unified
School District



LCAP Educational Partner Feedback

February 2025

WHAT WE WILL COVER

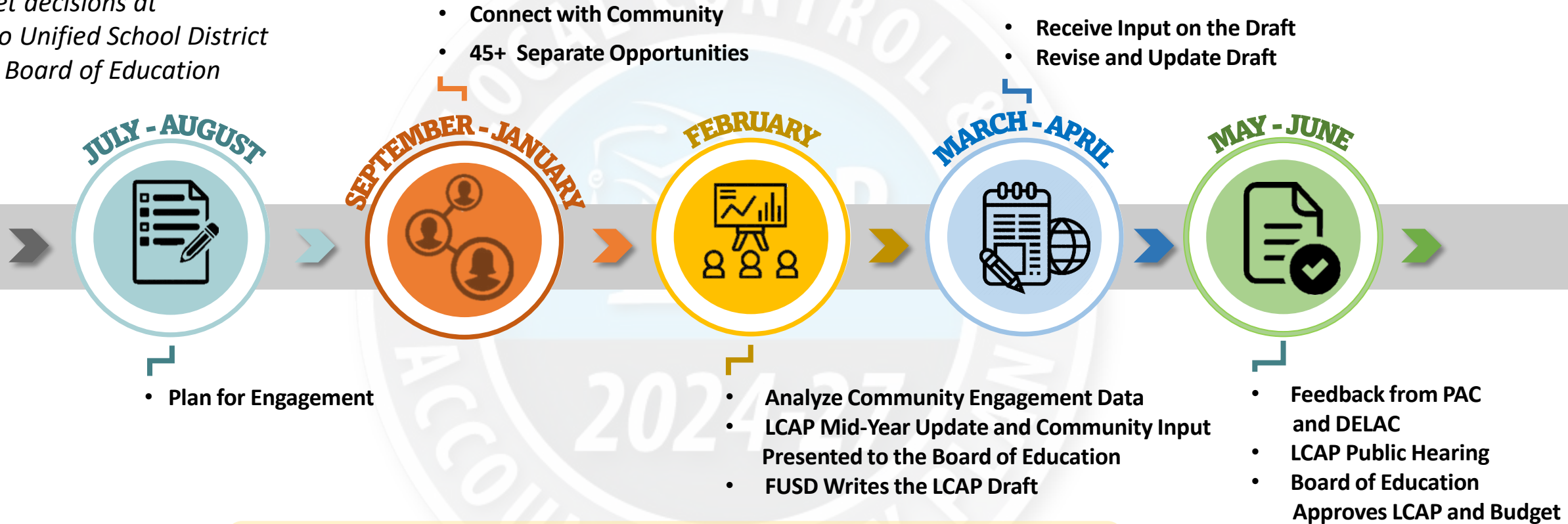
- LCAP Timeline
- Purpose of the Mid-Year Report
- Opportunities for Engagement
- ThoughtExchange Educational Partner Feedback
- LCAP Documents and Resources
- Next Steps



LCAP PLANNING AND ENGAGEMENT TIMELINE

Key Point:

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



“By presenting your input in a way that harmonizes with the structure of the LCAP, you make it easier for the school district to turn your priorities into plans and actions”

-California State PTA

PURPOSE OF MID-YEAR REPORT

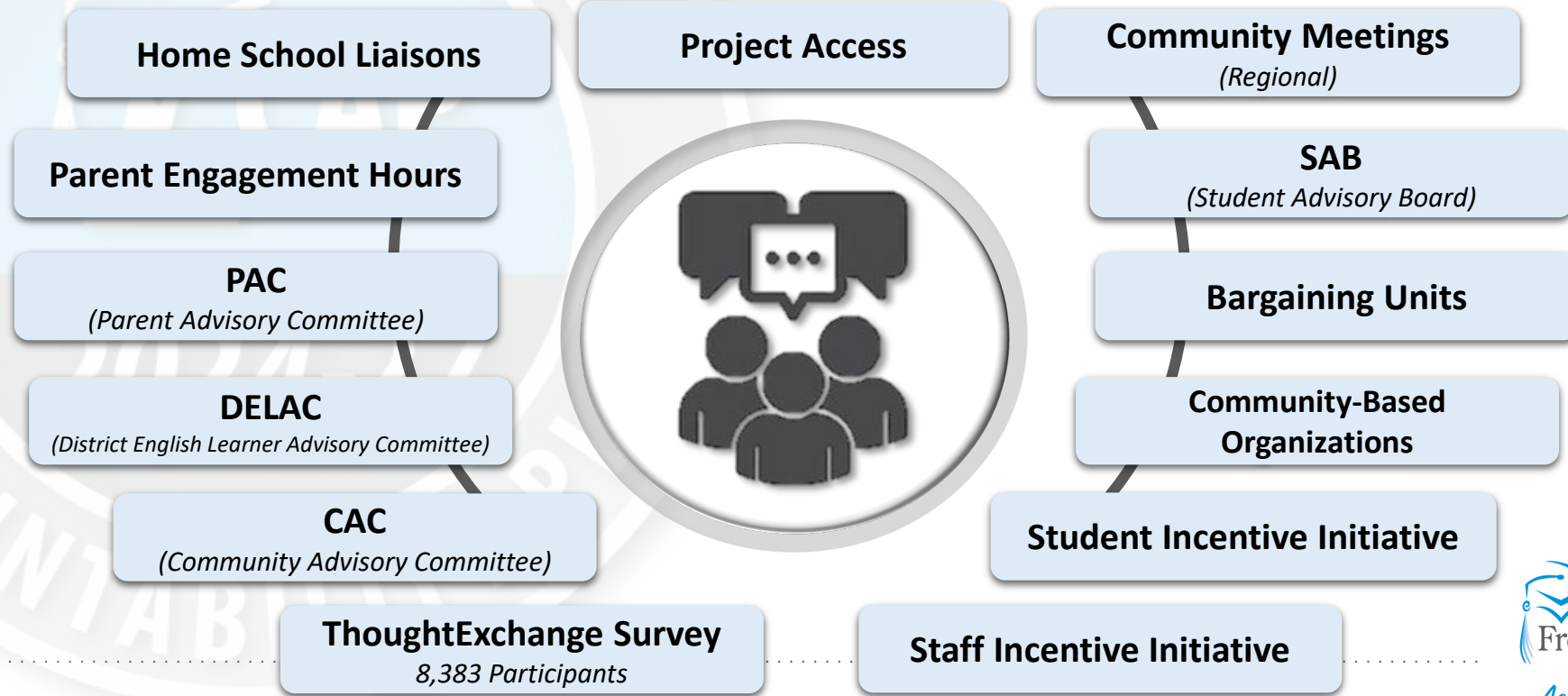
- **Senate Bill 114 (2023)** added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each year at a regularly scheduled meeting of the governing board or body of the LEA.
- **The report must include the following:**
 - All available midyear outcome data related to metrics identified in the current LCAP.
 - All available midyear expenditure and implementation data on all actions identified in the current LCAP.



OPPORTUNITIES FOR ENGAGEMENT

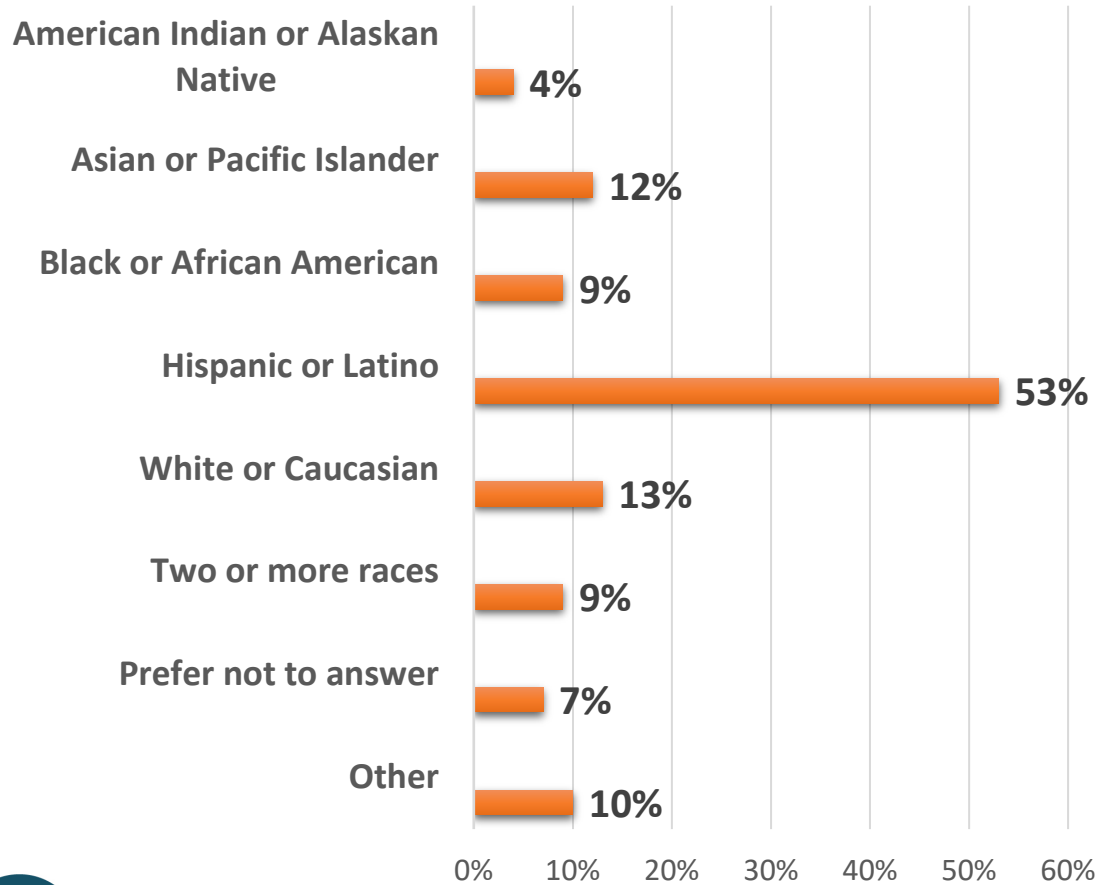


LCAP COMMUNITY MEETINGS



ThoughtExchange SURVEY PARTICIPATION

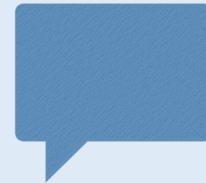
What is your race/ethnicity?



ThoughtExchange



8,383
Participants



8,336
Thoughts



164,960
Ratings



LCAP COMMUNITY MEETINGS TOP THEMES - DISTRICTWIDE

DISTRICTWIDE	TOP THEME	SECOND HIGHEST	THIRD HIGHEST	FOURTH HIGHEST	FIFTH HIGHEST
2022/23	ACADEMICS	FOOD	MENTAL/PHYSICAL HEALTH	ENGAGEMENT/SCHOOL CLIMATE	SAFETY

DISTRICTWIDE	TOP THEME	SECOND HIGHEST	THIRD HIGHEST	FOURTH HIGHEST	FIFTH HIGHEST
2023/24	ACADEMICS	MENTAL/PHYSICAL HEALTH	ENGAGEMENT/SCHOOL CLIMATE	SAFETY	STAFF SUPPORT

DISTRICTWIDE	TOP THEME	SECOND HIGHEST	THIRD HIGHEST	FOURTH HIGHEST	FIFTH HIGHEST
2024/25	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	STAFF SUPPORT	FOOD



LCAP COMMUNITY MEETINGS TOP THEMES - DISTRICTWIDE

ACADEMICS	SAFETY	ENGAGEMENT/ SCHOOL CLIMATE	STAFF SUPPORT	FOOD
NEEDS:	NEEDS:	NEEDS:	NEEDS:	NEEDS:
<ul style="list-style-type: none"> • Individualized supports • Qualified teachers • Rigorous academic programs • Reading intervention across all grades • Tutoring 	<ul style="list-style-type: none"> • Safe and supportive school environment • More vape detectors • Stop fights 	<ul style="list-style-type: none"> • Supportive and engaging school environment • Better sports equipment • More field trips • More extracurricular activities 	<ul style="list-style-type: none"> • Hiring more paraeducators, tutors, and qualified staff including teachers and support staff 	<ul style="list-style-type: none"> • Better food quality and variety • Food surveys • More diverse and nutritious options • Providing snacks and vending machines
CONCERNS	CONCERNS:	CONCERNS:	CONCERNS:	CONCERNS:
<ul style="list-style-type: none"> • Excessive homework • Not enough focus on student academics and data 	<ul style="list-style-type: none"> • Bullying • Violence • Drugs 	<ul style="list-style-type: none"> • Lack of opportunities for positive relationship building • Adults not treating students fairly 	<ul style="list-style-type: none"> • Student to staff ratios • Lack of additional staff support for SWD and EL students 	<ul style="list-style-type: none"> • Current meals are unappetizing • Unhealthy and insufficient portion sizes



LCAP COMMUNITY MEETINGS TOP RATED THOUGHTS

FACILITIES	SCHOOL SCHEDULE/PLANNING
NEEDS:	NEEDS:
<ul style="list-style-type: none">• Clean and cold water• Water stations• Clean and well-maintained bathrooms and campuses	<ul style="list-style-type: none">• Longer breaks, including recess and lunch to support social interactions and mental health• Start school later to support student mental/physical wellbeing
CONCERNS:	CONCERNS:
<ul style="list-style-type: none">• Broken school furniture• Unkept Campuses	<ul style="list-style-type: none">• Students do not have enough time to use the restroom or eat lunch



LCAP COMMUNITY MEETINGS TOP THEMES

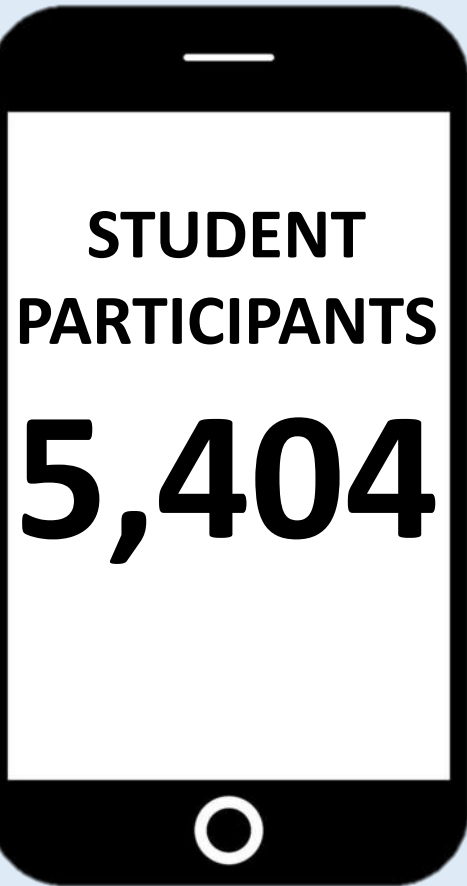
REGION	TOP THEME	SECOND HIGHEST	THIRD HIGHEST	FOURTH HIGHEST	FIFTH HIGHEST
Edison	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	STAFF SUPPORT	FOOD
Fresno	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	FOOD	STAFF SUPPORT
Roosevelt	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	FOOD	MENTAL/PHYSICAL HEALTH
McLane	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	STAFF SUPPORT	FOOD
Sunnyside	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	STAFF SUPPORT	FOOD
Bullard	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	STAFF SUPPORT	FOOD
Hoover	ACADEMICS	SAFETY	ENGAGEMENT/SCHOOL CLIMATE	STAFF SUPPORT	FOOD

TOP THEMES FOR PARTICIPANT GROUPS - STUDENTS



TOP THEMES:

- Engagement/School Climate
- Academics
- Safety
- Food
- Mental/Physical Health



TOP THOUGHTS:

- *“Something the school should consider is giving kids more break time. It's important because it gives us time to rest our brains.”*
- *“**Mental health** is important since it can affect students' motivation, school work/activities, personal wellbeing, etc.”*
- *“**Keep this school safe** because we need to be safe.”*

TOP THEMES FOR PARTICIPANT GROUPS – PARENTS



TOP THEMES:

- Academics
- Safety
- Staff Support
- Engagement/School Climate
- Families

PARENT
PARTICIPANTS
1,675

TOP THOUGHTS:

- *“Amount of paraprofessionals in special education classes. Along with enough resources for the teacher to be able to effectively prepare my child.
Just meeting the bare minimum needs is not enough”*
- *“Consistently and communication are the most important to me.
When teachers and parents communicate, magic happens.”*

TOP THEMES FOR PARTICIPANT GROUPS – FUSD EMPLOYEES



TOP THEMES:

- Academics
- Staff Support
- Safety
- Engagement/School Climate
- Students with Disabilities



TOP THOUGHTS:

- **"Safety of campus.**
There are some schools that require visitors to enter through the office. All schools should have this safety protocol in place."
- **"Reading intervention across all grades.**
We have high school students reading at 1-2nd grade level."

LCAP DOCUMENTS AND RESOURCES

Want additional information?

- A complete copy of the approved 2024/25 LCAP
- ThoughtExchange LCAP Survey Reports
- LCAP Community Meeting Presentations
- 2024/25 LCAP Parent and Educational Partner Guide
- Prior Year LCAP's

To view all documents please visit:

<https://stafed.fresnounified.org/lcap/>

Local Control and Accountability Plan (LCAP)



NEXT STEPS

- Draft LCAP
- Governor's May Revise
- Education Partner Input on the Draft LCAP
- LCAP Public Hearing
- LCAP Adoption



Fresno Unified School District
Board Communication

BC Number BFS-4

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

Date: February 21, 2025

Phone Number: 457-3934



Regarding: Uncertainty of Federal Funds

The purpose of this communication is to provide the Board with an update regarding federal funds allocated to Fresno Unified, including how the funding is utilized to support the district.

The White House Office of Management and Budget (OMB), on January 27, 2025, ordered a pause on obligation or disbursement of all Federal financial assistance. This only applies to discretionary grants at the United States (U.S.) Department of Education and other exceptions such as Medicare and Social Security. The temporary pause does not impact Title I, Individual with Disabilities Education Act (IDEA) or other formula grants.

Additional directives from the current presidential administration include schools and universities to eliminate Diversity, Equity and Inclusion programs or be at risk of losing federal funds and prohibiting the use of federal funds to support any educational institutions that enforce COVID-19 vaccine mandates.

Judicial intervention pauses the executive actions that may overstep constitutional boundaries or infringe on established rights. The outcomes of these cases will impact the implementation of federal policy affecting educational institutions.

Fresno Unified receives various allocations of Federal Funds including Title Funding, Federal Child Nutrition Programs, and Other Federal Funds. Attached is a list of 2024/25 Federal Grants

Federal Title Funding referring to the federal financial assistance provided to school districts under the Elementary and Secondary Education Act (ESEA), with the largest allocation in Title I. This funds 499.8 full-time equivalent (FTE).

Federal Child Nutrition Programs referring to the federally funded programs, overseen by the U.S. Department of Agriculture, which assists schools and other agencies in providing nutritious meals to children at reasonable prices. The funds 427.6 full-time equivalent (FTE).

Other Federal Funds referring to the additional funding and grants the district receives to support schools. This funds 408.8 full-time equivalent (FTE).

More information regarding each of these federal funds are in the table below and can be reviewed in the attachment. The table includes the total budget, personnel costs (salaries and benefits), and other use of funds such as supplies, services, capital, and indirect.

Federal Funding	2024/25 Budget	Personnel Costs	Other Use of Funds
Title Funding	\$90,204,138	\$70,825,373	\$19,378,765
Child Nutrition Programs	\$66,850,003	\$32,645,845	\$34,204,158
Other Federal Funds	\$93,107,424	\$25,574,825	\$67,532,599
Total	\$250,161,565	\$129,046,043	\$121,115,522

If you have any questions or require further information, please contact Ashlee Chiarito at 457-3934 or Kim Kelstrom at 457-3907.

Approved by Interim Superintendent

Mao Misty Her  _____

Date: 02/21/25

Fresno Unified School District
2024/25 Federal Grants

Federal Title Funding

Unit Name	Federal Expense Budget	Salaries & Benefits	Supplies, Services, Capital, Indirect	Federal FTE
IASA: Title I Basic Grants Low	\$73,159,761	\$58,726,951	\$14,432,810	476.7
IASA: Title I Migrant Ed Regular	\$594,950	\$476,675	\$118,275	1.0
IASA: Title I Migrant Ed Summer	\$112,250	\$92,088	\$20,162	0.0
ESSA: Title I, Part C, Migrant Education (MESRP)	\$15,000	\$13,195	\$1,805	-
Title II - Teacher Quality	\$12,750,983	\$10,135,736	\$2,615,247	16.1
Title IV - Student Support and Academic Enrichment	\$0	\$0	\$0	-
Title III - Immigrant	\$212,265	\$18,647	\$193,618	-
Title III - Limited English Proficient	\$3,358,929	\$1,362,081	\$1,996,848	6.0
Total	\$90,204,138	\$70,825,373	\$19,378,765	499.8

Federal Child Nutrition Programs

Unit Name	Federal Expense Budget	Salaries & Benefits	Supplies, Services, Capital, Indirect	Federal FTE
Child Nutrition: School Program	\$57,143,499	\$32,645,845	\$24,497,654	426.8
Child Nutrition: Child Care Food	\$7,411,923	\$0	\$7,411,923	-
Child Nutrition: Fresh Fruit & Vegetables	\$2,294,581	\$0	\$2,294,581	0.8
Total	\$66,850,003	\$32,645,845	\$34,204,158	427.6

Other Federal Funds

Unit Name	Federal Expense Budget	Salaries & Benefits	Supplies, Services, Capital, Indirect	Federal FTE
ESSA: Comprehensive Support & Improvement(CSI)	\$2,418,970	\$1,189,035	\$1,229,935	5.4
Elementary and Secondary School Emergency Relief III (ESSER)	\$55,285,367	\$0	\$55,285,367	-
Idea Basic Local Aid: Spec. Ed.	\$14,377,231	\$13,323,635	\$1,053,596	323.8
IDEA Local Assistance, Part B,Sec 611,Private Schools ISP's	\$31,050	\$29,634	\$1,416	0.1
SD-CEIS IDEA Basic Local Assistance Entitlement	\$4,940,295	\$3,508,974	\$1,431,321	19.0
Idea Preschool Grades: Spec. Ed.	\$446,776	\$432,336	\$14,440	2.0
SD-CEIS IDEA Preschool Grants	\$59,308	\$57,391	\$1,917	-
IDEA Part B - Supporting Inclusive Practices Preschool	\$49,510	\$0	\$49,510	-
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec	\$963,142	\$929,962	\$33,180	8.7
Idea Preschool Staff: Spec. Ed.	\$6,303	\$0	\$6,303	-
Idea Early Intervention: Spec. Ed.	\$95,878	\$87,237	\$8,641	0.6
Idea Alternative Dispute Resolution	\$21,279	\$0	\$21,279	-
Vocational Programs: Voc & App	\$1,453,153	\$700,643	\$752,510	6.6
21ST Century Comm Learn Ctr	\$1,679,320	\$735,478	\$943,842	4.4
Bipartisan Safer Communities Act-Stronger Connections	\$2,850,000	\$1,672,224	\$1,177,776	11.9
Indian Education	\$46,580	\$41,228	\$5,352	0.4
Homeless Children Education Grant	\$107,719	\$0	\$107,719	-
American Rescue Plan - Homeless Children and Youth I	\$37,367	\$0	\$37,367	-
American Rescue Plan - Homeless Children and Youth II (ARP)	\$314,822	\$59,417	\$255,405	-
UnboundLearning	\$1,154	\$0	\$1,154	-
Transition to Teaching	\$5,478,382	\$594,966	\$4,883,416	2.0
National University Teacher Quality Partnership Program	\$548,605	\$681,603	-\$132,998	4.0
Vocational Programs: Postsecondary	\$120,177	\$0	\$120,177	-
Esl/Citizenship: Adult Basic Education	\$515,916	\$490,896	\$25,020	5.0
Adult Secondary Ed: Adult Basic Education	\$391,140	\$312,924	\$78,216	2.5
English Literacy & Civics Education: Adult Basic Education	\$202,716	\$167,287	\$35,429	1.8
Citizenship and Integration Direct Services Grant Program	\$250,533	\$212,826	\$37,707	1.2
CD: Federal General (CCTR) and State Preschool (CSPP)	\$358,723	\$347,129	\$11,594	9.5
Child Care and Development Programs - CDSS	\$56,008	\$0	\$56,008	-
Total	\$93,107,424	\$25,574,825	\$67,532,599	408.8

Total all 2024/25 Federal Grants	\$250,161,565	\$129,046,043	\$121,115,522	1,336.2
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Fresno Unified School District
Board Communication

BC Number DEI-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Julie Hoopes
Cabinet Approval:

Date: February 21, 2025

Phone Number: 248-7487


Carlos Castillo (Feb 20, 2025 11:11 PST)

Regarding: Increase in Atlas Parent Portal Usage

The purpose of this Board communication is to provide the Board with information regarding the increase in Atlas Parent Portal usage. New functions in the Atlas Parent Portal were added to provide more transparency for families regarding the student transfer process. This work is due to input from the Board of Education and our educational partners to continue to achieve our goal of operational excellence.

On January 09, 2025, the Transfers Department sent out 4,500 emails informing families of the new features in Atlas Parent Portal that allow families to view the transfer applications.

This caused a large spike in Atlas Parent Portal usage. Prior to this email, the number of times the Parent Portal was opened was approximately 280 times per day. The day the email was sent, Parent Portal was opened 6,300 times. The average per day usage since January 09, 2025, has increased to over 1,000. The Atlas Parent Portal usage has tripled due to adding this transfer application feature.

The Atlas Development team, the Project Management Office, and the Transfers Department are hard at work with new features to be included in the future. The next features to come will give families the ability to accept or decline placement offers and, later, an improved application process.

If you have any questions pertaining to the information in this communication or require additional information, please contact Armen Karamanian at 559-457-3811.

Approved by Interim Superintendent


Mao Misty Her



Date: 02/21/25

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: February 21, 2025

Phone Number: 457-3750

Carlos Castillo (Feb 20, 2025 11:13 PST)

Regarding: Special Olympics Participation

The purpose of this communication is to provide the Board detailed information regarding Fresno Unified School District's participation and growth in Special Olympics and Unified Sports programs.

Fresno Unified School District's involvement in Special Olympics and Unified Sports has grown significantly in recent years, demonstrating our commitment to inclusivity and student engagement.

Overall participation has expanded greatly in the past years. From 2022/23 to 2023/24:

- Student participation increased from 310 to 467.
- School participation increased from 28 to 40.
- Classes involved with Unified Sports increased from 61 to 99.

The district currently offers three Unified Sports seasons: Soccer, Basketball, and Track and Field. Plans are underway to introduce Unified Flag Football by the 2025/26 school year.

Over 1,700 fans have attended events, showcasing strong community support and enthusiasm. This growth has come through intentional planning and strategic partnerships within Fresno Unified School District and our community. Our partnership with Student Engagement has been instrumental in fostering inclusive sports opportunities for all students. In 2023/24, Fresno Unified School District entered into a Memorandum of Understanding with Special Olympics to further strengthen program sustainability and growth.

Fresno Unified School District remains dedicated to expanding Special Olympics participation and enhancing the inclusivity of our sports programs. We are poised to continue increasing student participation and fostering even greater community involvement. The 2024/25 Special Olympics will be held from September 2024 through May 2025. Our goal for student participation for the 2024/25 school year is to have over 500 students participate.

If you have any questions pertaining to the information in this communication or require additional information, please contact Dr. Tangee Pinheiro, Instructional Superintendent of Special Education at 457-3226.

Approved by Interim Superintendent

Mao Misty Her 

Date: 02/21/25


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: Sandra Aguayo, Instructional Superintendent
Cabinet Approval:

Date: February 21, 2025

Phone Number: 457-6169


Carlos Castillo (Feb 20, 2025 11:12 PST)

Regarding: Out-of-State Robotics Field Trip to Houston, Texas

The purpose of this Board communication is to provide the Board information regarding students from Duncan Polytechnical High School who will be competing at the For Inspiration and Recognition in Science and Technology (FIRST) Robotics Championship in Houston, Texas.

FIRST is an organization committed to celebrating all students who are interested in Science, Technology, Engineering, and Math (STEM). Students worldwide are invited to the Championship to compete and expand their knowledge in STEM. This international competition complies with Career and Technical Education (CTE) Anchor Standard 11.0: Demonstration and Application. This standard provides students the opportunities to apply the knowledge and skills they have learned in the classroom and demonstrate them at a national level.

The event this year will be held from April 16 through April 19, 2025. Fresno Unified School District will be represented by 18 students and accompanied by two teachers and five assistant coaches from Duncan Polytechnical High School.

If you have questions about the information in this communication or require additional information, please contact Matt Ward at 457-3781.


Approved by Interim Superintendent

Mao Misty Her 

Date: 02/21/25

Fresno Unified School District
Board Communication

BC Number ID-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Sandra Aguayo, Instructional Superintendent
Cabinet Approval: 

Date: February 21, 2025

Phone Number: 457-6169

Carlos Castillo (Feb 20, 2025 11:12 PST)

Regarding: Out-of-State Field Trip - Boys Varsity Volleyball

The purpose of this Board communication is to provide the Board information regarding an out-of- state field trip for Bullard High School Boys' Varsity Volleyball students to Honolulu, Hawaii.

The varsity boys' volleyball team from Bullard High has been invited to participate in the upcoming highly competitive 'Iolani High School Tournament, which will allow them to improve their physical abilities and receive college exposure during the event. Additionally, students will get to visit Pearl Harbor for educational purposes.

Bullard High School will have 15 Fresno Unified students who will participate in this year's event. They will be accompanied by their head coach and two assistant coaches. The trip will take place from March 26, 2025 through March 30, 2025. Donations and Sponsorship from Alumni are being used to fund the trip.

If you have any questions pertaining to the information in this communication or require additional information, please contact Armen Torigian at 457-4320.


Approved by Interim Superintendent

Mao Misty Her 

Date: 02/21/25

Fresno Unified School District
Board Communication

BC Number ID-4

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: February 21, 2025

Phone Number: 457-3750

Carlos Castillo (Feb 20, 2025 11:13 PST)

Regarding: Ratify Memorandum of Understanding with the Orange County Superintendent of Schools

The purpose of this communication is to provide the Board information regarding a request to ratify a Memorandum of Understanding (MOU) with the Orange County Superintendent of Schools that will be presented to the Board on March 12, 2025.

Orange County Superintendent of Schools agrees to compensate 160 Fresno Unified educators for attending the Hmong History and Model Curriculum Conference on May 02 through May 03, 2025, at the Picadilly Inn Airport in Fresno, California. Per the MOU, the Orange County Superintendent of Schools will reimburse Fresno Unified School District the cost of substitute teachers for up to 60 attending teachers on Friday, May 02, and provide a \$200 stipend for up to 100 teachers attending on Saturday, May 03, 2025.

The Hmong History and Model Curriculum Conference will provide attending educators an opportunity to assist in teaching about the diaspora, histories, cultures, and traditions of Hmong peoples as part of Education Finance Bill Assembly Bill 167. Teachers will learn about the model curriculum resources, connect with educators and community members, and participate in culturally immersive experiences.

The purpose of the ratification is to accommodate the start date of the agreement articulated in the Memorandum of Understanding (MOU) by the Orange County Superintendent of Schools on December 03, 2024.

If you have any questions pertaining to the information in this communication or require additional information, please contact Pamela Taylor at 457-3874.

Approved by Interim Superintendent

Mao Misty Her 

Date: 02/21/25