



BOARD COMMUNICATIONS

MAY 09, 2025

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

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Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

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

Date: May 09, 2025

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits at Norseman, Sequoia and Vang Pao
- Met with Familias en Acción
- Met with Executive Cabinet
- Attended the Nurses Appreciation Event at Hoover High School
- Attended the Walk-Bike-Roll to School Event at King Elementary School
- Met with Labor Partners
- Attended the Labor Management Partnership Meeting
- Attended the Balderas Elementary Girl Power Program Tea Party
- Spoke at the GATE Certification Cohort 8 Celebration
- Attended the Urban Education Dialogue Meeting

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at (559) 457-3884.

Cabinet Approval: 

Name and Title: Mao Misty Her, Superintendent

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zerina Hargrove, Ed.D., Assistant Superintendent

Date: May 09, 2025
Phone Number: 457-3958

Regarding: Outcomes Based Contracting, Curriculum and Associates

The purpose of this communication is to provide an update on the district's implementation of Outcomes-Based Contracting (OBC) to support Academic Return on Investment (ARO).

Beginning in September 2024, the cross-departmental Academic Return on Investment Team, in collaboration with the Curriculum, Instruction, and Professional Learning department, began implementing the district's first Outcomes-Based Contract (OBC). This initiative focuses on the regular use of iReady My Path to improve early literacy, with progress monitored through iReady reading scores for kindergarten and first-grade students.


This effort included training on iReady Level-Up for site leaders, teachers, paraeducators, and tutors; site observations to support implementation; collaborative data review and validation with the vendor; and site celebrations recognizing schools and classrooms demonstrating success.

As of April 2025, the iReady Usage and Growth report for Diagnostic 2 (Winter, Middle of Year) shows that 69.92% (330) of Kindergarteners and 59.24% (894) of first graders who met criteria (35 minutes and 70% of lessons passed) met their stretch growth. The table below presents a breakdown of our focused kindergarteners and first grade students.

Average Weekly Minutes	KINDERGARTENERS		FIRST GRADERS	
	Met Typical Growth	Met Stretch Growth	Met Typical Growth	Met Stretch Growth
>= 35	8.81% (29)	75.08 % (247)	12.37% (60)	51.55% (250)
1-34	12.58% (151)	59.50% (714)	17.84% (119)	38.53% (257)

The third iReady Diagnostic assessment will be completed by May 23, 2025. An end-of-year report will be submitted to the Board as a receive item in June.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Zerina Hargrove, Ed.D. at (559) 457-3958.

Cabinet Approval: 

Name and Title: Ambra O'Connor, Chief of Staff

Fresno Unified School District
Board Communication

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

Date: May 09, 2025


Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for May 02, 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 May 02, 2025 are attached and include the following articles:

- Statutory COLA for 2025-26 Is 2.30% – April 30, 2025
- The 'Science of Reading' Won't Be Required in California Schools, at Least for Now – April 30, 2025
- Trump's Push to Slash Federal K-12 School Funds, Explained – April 24, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at (559) 457-3907.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: May 2, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Assembly and Senate Education Committees Approve 36 Measures

Today, Friday, May 2, 2025, is the deadline for bills with any fiscal effects to clear first house policy committees. Wanting to be in their districts today, legislators were able to complete their business for this deadline by Thursday afternoon.

The Senate Education Committee, chaired by Senator Sasha Renée Pérez (D-Alhambra), met on Wednesday morning, and approved 12 of the 14 measures on the agenda. The Assembly Education Committee, chaired by Assemblymember Al Muratsuchi (D-Torrance), met Wednesday afternoon, and approved 24 out of the 26 bills on their agenda. Some of the more significant bills moving forward that would impact local educational agencies (LEAs) include the following:

- Assembly Bill (AB) 84 (Muratsuchi) would establish new requirements for nonclassroom-based (NCB) charter schools in the areas of auditing and accounting standards, the funding determination process, contracting process, authorization of NCB charters by small districts, and the authorizer oversight process
- AB 560 (Addis, D-Morro Bay) would require the State Superintendent of Public Instruction (SSPI) to, by July 1, 2027, establish a maximum recommended adult-to-student staffing ratio for special day classes for students with disabilities aged 3-22 and would require LEAs to take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists
- AB 1204 (Alvarez, D-San Diego) would make numerous changes to the calculation of the Local Control Funding Formula (LCFF), including increasing the eligibility for the supplemental and concentration grants, adding unhoused students as an unduplicated pupil, requiring the annual

LCFF statutory cost-of-living adjustment (COLA) to be at least 4%, and requiring the California Department of Education (CDE) to establish regional COLAs

- AB 1348 (Bains, D-Delano) would add immigration enforcement activities to the list of specified emergency situations an LEA may use to obtain approval of attendance and instructional time credit from the SSPI when schools are kept open but experienced a material decrease in attendance
- AB 1391 (Addis) would require, beginning with the 2025-26 school year, the SSPI to allocate funding to basic aid districts and necessary small school districts for any average daily attendance generated by students attending a transitional kindergarten (TK) program
- AB 1454 (Rivas, D-Salinas) is the deal struck between leadership and Assemblymember Blanca Rubio on the “science of reading,” which would do the following:
 - Require the CDE to identify and post on its website a list of in-service professional development programs for effective means of teaching literacy that may be used for training teachers in grades TK-5
 - Require, contingent upon an appropriation, the CDE to apportion funds for professional development using one of the identified programs
 - Require the State Board of Education to conduct a follow-up instructional materials adoption for English language arts and English language development
 - Require the Commission on Teacher Credentialing to ensure that the program standards for the professional preparation of candidates for an administrative services credential include preparation on how to support teachers in delivering instruction through effective means for teaching literacy
- Senate Bill (SB) 472 (Stern, D-Los Angeles) would require the SSPI to establish the Holocaust and Genocide Education Grant Program to provide direct funding to LEAs for the purposes of providing Holocaust and genocide education and professional training
- SB 584 (Limón, D-San Barbara) would expand the existing California Serves Program to promote access to effective service learning, require LEAs to implement a Civic Engagement Pathways Program for pupils in grades 1-8, and require the Instructional Quality Commission, during its next consideration for the revision of the history and social sciences framework, to include civic engagement experiences
- SB 638 (Padilla, D-San Diego) would create the Career Technical Education and Career Pathways Grant Program to support LEAs serving high-need areas and would establish the California Education and Workforce Development Coordinating Entity to serve as the statewide planning and coordinating body for career technical education, career pathways, and workforce development

All the above bills will now go to their respective houses’ Appropriations Committee, where their fiscal implications will be scrutinized. Most of these bills will be sent to the committee’s suspense file, which effectively serves as a legislative ‘purgatory’ where legislation that has a fiscal impact is placed until all the measures having an impact on the state’s finances can be considered together.

The suspense file hearing for both houses will likely take place on Thursday, May 22, 2025, since the deadline is on Friday, May 23, 2025, and members will want to be in their districts on Friday.

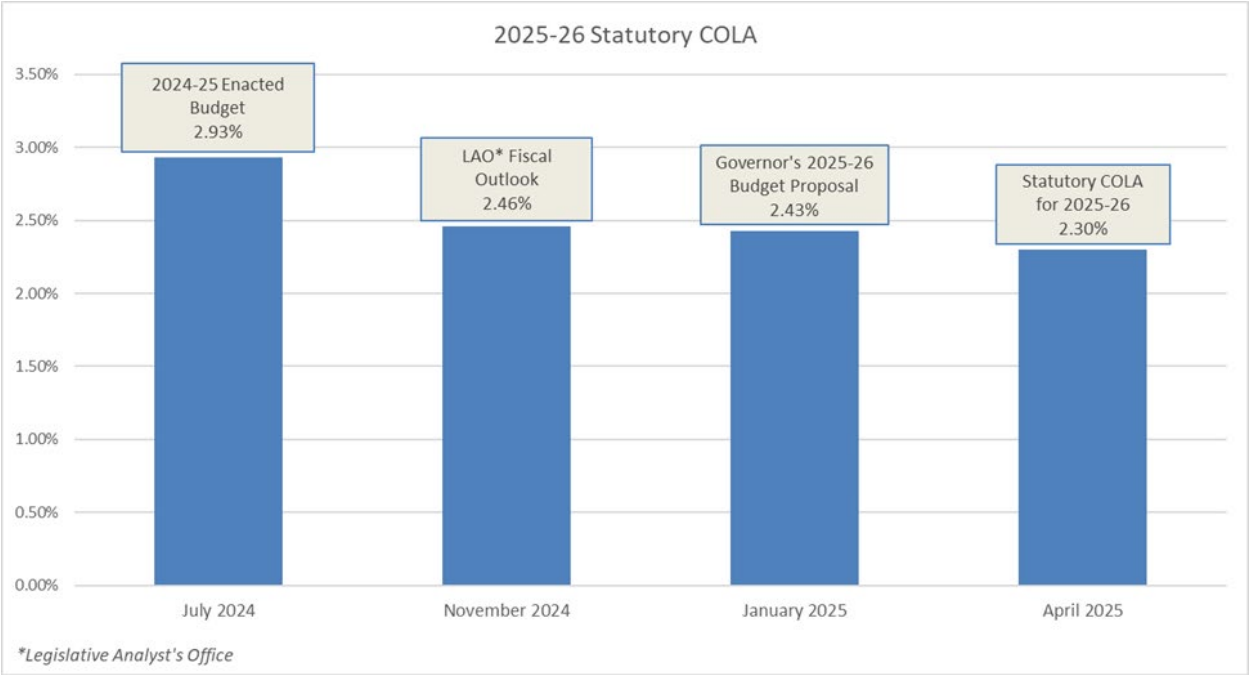
Leilani Aguinaldo

Statutory COLA for 2025-26 Is 2.30%

By Dave Heckler and Matt Phillips, CPA
School Services of California Inc.’s *Fiscal Report*
April 30, 2025

Today, April 30, 2025, the U.S. Department of Commerce released the 2025 first quarter value of the implicit price deflator for state and local government goods and services, which provides the final data point needed to calculate the 2025-26 statutory cost-of-living adjustment (COLA) for K-14 education per Education Code Section 42238.02(d)(2).

The latest data point sets the statutory COLA for 2025-26 at 2.30%, which is below the forecasted 2.93% when the 2024-25 State Budget was enacted. The calculation of the statutory COLA is unrelated to state factors. Rather, the COLA is calculated based on nationally aggregated data of state and local government consumption.



Between the release of the May Revision and the enactment of the 2025-26 State Budget, the Governor and Legislature must determine if there will be sufficient revenues in 2025-26 to fund the statutory COLA. As noted in the recent *Fiscal Report* article, “[April Tax Revenues Meeting Expectations](#),” the state’s revenues are ahead of schedule for the 2024 calendar year. However, geopolitical policies have created uncertainty which is highlighted in the current major stock market indices. Those indices have a direct correlation to state income due primarily to the state’s progressive tax structure. The Governor will unveil his May Revision in less than two weeks, which will provide clarity on how his office views the near-term forecast for the state economy.

Note: The author of a bill that would have required schools to implement the “science of reading” cut a deal with legislative leadership to instead run a bill that provides funding and support for phonics-focused instruction but does not require schools or teachers to participate.

The ‘Science of Reading’ Won’t Be Required in California Schools, at Least for Now

By Carolyn Jones
CalMatters
April 30, 2025

A bill that could reshape literacy education in California elementary schools cleared a major hurdle in the Legislature this week after dueling sides reached a compromise that provides funding for phonics-based instruction but stops short of requiring it.

The compromise between English learner advocates and those who back the so-called “science of reading” or “evidence-based” approach provides funding and support for phonics-focused instruction, but doesn’t require schools or teachers to participate.

Still, the legislative language, which was added to an existing bill, represents an important milestone in the fight over how schools teach children to read. For years, arguments over phonics have stalled progress on literacy policy, even as statewide reading scores have remained stubbornly low.

“It’s exciting for California. A lot of work went into this, and it shows opposing sides can come together and find solutions,” said Marshall Tuck, chief executive officer of EdVoice, an education nonprofit. “This will be a really good thing for California kids.”

The bill, sponsored by Assembly Speaker Robert Rivas, Assemblywoman Blanca Rubio, a Democrat from West Covina, and Assemblyman Al Muratsuchi, a Democrat from Torrance, requires the state to provide training for teachers and instructional materials centered on phonics-focused literacy instruction, which includes vocabulary, comprehension, the ability to sound words out and other literacy basics. The materials and training must also address the specific needs of English learners, who make up about 18% of the state’s 5.8 million K-12 students.

“We recognize the role of the Legislature in proposing solutions to improve literacy that uplifts the unique needs of multilingual learners and honors their home languages and cultures — which is why we are proud to support AB 1454,” said Martha Hernandez, director of Californians Together, an English learner advocacy group, in a statement.

Tuck said he’s confident most schools will opt to use the new instructional materials and send their teachers to learn the ins-and-outs of teaching phonics, because they’ll want to take advantage of the funding. He said he’s not overly fazed by the fact that the material isn’t required.

Previous opposition

Previous bills to require a phonics-based approach have died, in part because not everyone agrees that phonics is the best way to teach students whose first language isn’t English. Hernandez’s group has argued that those

students need an approach that gives equal weight to vocabulary and oral language development in addition to phonics.

The California Teachers Association, the state's largest teachers union, has fought reading instruction mandates in the past, saying teachers — not legislators — are in the best position to assess the needs of individual students, and they need maximum flexibility in the classroom. The union has so far been neutral on this bill.

Research has shown that most students learn to read through explicit instruction focused on sounding words out, alongside lessons in vocabulary and comprehension. The other primary approach emphasizes sight reading, in which students memorize whole words and piece together meaning through context.

Nearly 40 states have required phonics-based reading instruction in recent years. Some school districts in California, including Los Angeles Unified, the largest district in the state, already use curricula that's focused on phonics. But about 80% of districts don't, according to research by the California Reading Coalition, a literacy advocacy group.

Stalled reading scores

California's reading scores were steadily climbing before the pandemic, but fell during remote learning and have stalled since then. Almost 60% of third graders weren't reading at grade level last year, with some student groups, including Black and low-income students, lagging even further behind. By fourth grade students should be reading well enough to easily understand content, according to the state's literacy standards.

The bill, scheduled for a hearing today, was originally introduced in February but its primary focus was on school heating, air conditioning and ventilation systems. Advocates tacked on the literacy component this week, which is detailed in the bill analysis and will likely be incorporated into the bill language later this week. It replaces a previous bill, also sponsored by Rubio, that died last week.

Because the bill is sponsored by the Assembly speaker, it's expected to pass the Assembly. Any bill that costs money may face an uphill battle in the current economic climate, but Gov. Gavin Newsom has supported literacy efforts in the past.

Note: The Trump Administration has terminated hundreds of grants and contracts supporting teacher preparation and education research, frozen funding for electric school buses, and canceled approvals for districts and states to spend hundreds of millions of dollars in pandemic relief funds on projects and programs they have already committed to carry out.

Trump's Push to Slash Federal K-12 School Funds, Explained

By Mark Lieberman
EducationWeek
April 24, 2025

The first three months of the second Trump administration have brought a dizzying cascade of threats to federal investment in K-12 schools, and even bigger existential battles loom in the near future.

The administration has already terminated hundreds of grants and contracts supporting teacher preparation and education research; frozen funding doled out by the Biden administration for electric school buses and other clean-energy improvements; and canceled approvals for districts and states to spend hundreds of millions of dollars in pandemic relief funds on projects and programs they've already committed to carry out.

The cuts and chaos are far from over. In recent weeks, the Trump administration has said it's moving to block all federal funding from K-12 schools in Maine after the state declined to comply with the administration's executive order banning transgender girls from women's sports. President Donald Trump has threatened similar action for states and districts that don't commit to ending "illegal DEI" initiatives and rolling back COVID-19 vaccination requirements for children attending public school.

Meanwhile, congressional Republicans have been advancing budget resolutions that promise hundreds of billions of dollars in federal spending cuts for education and other related priorities. The Trump administration has reportedly drafted a federal budget proposal that would eliminate the \$12 billion Head Start program for early childhood education. Project 2025, the widely circulated conservative policy document the Trump administration has followed closely in its early months, calls for consolidating, phasing out, or altogether eliminating key federal funding streams for schools.

Court challenges have followed most of the Trump administration's most significant moves to reduce education funding. That will likely continue as the administration aggressively pursues its policy agenda through executive action.

In the meantime, here's what districts need to know about the biggest threats to federal funding for schools, what the administration can and can't legally do, and how Congress might intervene—or not.

How much money do schools get from the federal government?

In 2022, the most recent year for which federal spending data are available, the federal government spent \$119 billion on K-12 schools—roughly 13.6 percent of the overall investment.

During the pandemic years, the federal government's pandemic relief aid boosted its share of K-12 funding. In a typical year, funding from federal agencies—including for core instructional programming, meals, early

childhood programs, school improvement efforts, professional development, and career and technical education—makes up roughly 8 to 10 percent of nationwide investment in public K-12 education.

How important is federal funding for schools, compared with state and local funding?

State governments and local taxpayers supply much larger sums of money to schools than the federal government. In 2022, K-12 schools received \$384 billion from state sources and \$375 billion from local sources, totaling close to 87 percent of overall investment nationwide.

Even so, federal funding plays a vital role in school district budgets. It often pays for staff and programs districts otherwise wouldn't have the resources to offer. And it provides key support for costly services districts are required by federal law to provide, regardless of how many students need them or how much they cost.

Virtually every district gets some money from the federal government. But some states and districts rely on federal funding far more than others, depending on a variety of factors such as the number and share of students who qualify for additional aid.

In 2022, six states—Alaska, Arkansas, Mississippi, Montana, North Carolina, and South Dakota—got more than one-fifth of their K-12 funding from the federal government. Four other states—Connecticut, Massachusetts, New Hampshire, and New York—got less than 10 percent from federal sources.

What do schools use federal money for?

Title I funds are designated for students from low-income families. For some schools with a small number of those students, districts can only spend Title I funds on services for those specific students. Schools with higher percentages of students that qualify for Title I aid get more flexibility to use those funds for programs and services that serve all students.

The vast majority of schools' annual operating budgets go to salaries and benefits for employees. Federal funds help cover those costs in many places.

The Charlotte-Mecklenburg school district in North Carolina, for instance, uses 70 percent of its \$50 million Title I allocation for salaries and benefits. Another 16 percent funds a pre-K program open to all 4-year-old children in the district.

Districts in Colorado use Title I funds to cover a wide range of expenses: salaries for teachers and instructional coaches, tutoring, field trips, family engagement and parent outreach programs, classroom supplies, and curriculum materials.

Funds from the Individuals with Disabilities Education Act (IDEA) help pay for special education services that districts are required by law to offer regardless of how much funding support they get. Title III operates similarly for services for English learners.

Some federal funding programs go to schools based on their particular circumstances, like Impact Aid for school districts with non-taxable federal land within their boundaries. Others are competitive programs for which districts or states apply, like for civics education, charter schools, and education research.

When does the federal government deliver education funding to states?

Most federal funding streams for K-12 schools pass through state education departments. Each year on July 1, the federal government updates states' federal award platforms with roughly 75 percent of allocations for most key programs, including Title I and IDEA. The remaining 25 percent goes out to states the same way on Oct. 1—the start of the new federal fiscal year.

How do districts access federal funding?

In almost every state, districts are notified by their state departments of education of the amount of money they're getting from each federal funding stream. They use cash from their own accounts to make purchases according to the spending guidelines. Then they draw down that federal money from the state, which in turn draws that amount down from the federal government.

Some states reimburse districts once a month or every other week, while others do it on a less predictable cadence.

The federal government hasn't yet approved a budget for the current fiscal year. What does that mean for schools?

Congress in March approved a "continuing resolution" that generally maintains current funding levels through Sept. 30. That means schools should expect the federal funding allocations they get on July 1 to look similar to last year's.

But there's a catch: Continuing resolutions aren't as detailed as full budget bills. For some categories of federal education grants, Congress didn't include specific amounts for each program—leaving wiggle room for the executive branch to cut programs that don't align with its priorities. U.S. senators, including one Republican, have already raised concerns that the Trump administration is doing just that.

Programs that lack a designated line-item allocation and could be vulnerable to cuts include Title II grants for instructional improvement and professional development; charter school grants; and McKinney-Vento funds to support students experiencing homelessness.

Does the executive branch have the authority to withhold federal funding from schools?

Yes—but only under limited circumstances and after following certain procedures.

The federal rules for civil rights investigations of school districts outline a series of consequences that culminate in fiscal penalties. The federal government rarely imposes those penalties; the most recent case appears to have been more than three decades ago, when the department withheld funds—and later restored them—after the DeKalb district in Georgia declined to turn over requested materials for a special education investigation.

Those investigations typically play out over several years, but the Trump administration has accelerated the process, particularly in the case of Maine, even as it's gutted the agency offices that carry out such investigations.

If the administration finds a district is violating civil rights law, it typically would send a letter urging compliance and laying out a list of remedies for the district to follow.

If the district doesn't comply, the first fiscal penalty would be cuts to administrative funds that flow to states. Those funds aren't as consequential as money that directly fuels classroom instruction. But the cuts are designed to get the attention of state lawmakers and officials.

"All of a sudden, if they want to keep functions going, they have to appropriate more funds from the state treasury," said Julia Martin, director of policy and government affairs for the Bruman Group, an education law firm that represents school districts and states.

As a next step, the federal government can withhold funds from a specific program that benefits districts.

"Generally that's reserved for grantees or subgrantees that are not appropriately carrying out a program, or that have knowingly engaged in significant violations of the terms of the program," Martin said.

Alternatively, the federal government can require the state or district use other sources of funds to make up for funds that were allocated inappropriately. For instance, when states give money to charter schools that was meant for traditional public schools, the federal government allows the charter schools to keep the federal money, but requires the state to pay the traditional public schools the sum of money that should have been from federal sources.

The most extreme measure the federal government could take is to assert that a district or state violated the False Claims Act—meaning they drew down federal funds knowing they were using them for an illegal purpose. That law, passed in 1863 to crack down on defense contractor fraud during the Civil War, gives the federal government the authority not only to claw money back, but to impose monetary penalties.

The letter states received in early April demanding they certify schools aren't using diversity, equity, and inclusion programs says the administration could invoke the False Claims Act for districts and states that don't comply. As of April 24, 19 states had declined to sign the letter, according to Education Week's tracker. Districts in Dayton, Ohio, and Fayette County, Ky., also declined to sign before the deadline.

Do districts have recourse if they believe the federal government is illegally withholding their money?

Yes. The General Education Provisions Act and other federal laws lay out processes for recipients of federal funding to appeal decisions to withhold or terminate funds. Courts often prefer to see that recipients have taken that step before they file a lawsuit claiming the withholding was illegal, Martin said.

Could the federal government decide on July 1 not to send out all the money states and districts are expecting?

That would be illegal. The Impoundment Control Act, passed by Congress in 1974 to rein in executive overreach by the Nixon administration, requires the federal government to secure approval from Congress before declining to appropriate funds according to the budget law Congress approved.

The federal government also can't add new conditions to congressionally approved federal grants without going through a lengthy process of notice and public comment.

However, the DEI certification letter every state received April 3 offers a clue as to the Trump administration's potential next step. The administration asserts in that letter that it's merely asking states and

districts to affirm that they're following the administration's interpretation of existing federal civil rights law—not imposing new regulations altogether.

The administration could try to argue that there's nothing illegal about its effort to clarify existing regulations, Martin said. That argument might not pass muster with the court system, though. A Maryland federal judge appointed by Trump during his first term ruled on April 24 that the administration's push for states and schools to eliminate DEI-related initiatives did constitute a significant policy change, and thus required notice and a lengthy comment period before taking effect.

Oklahoma's education chief said he wants to withhold funding from districts that don't sign the administration's anti-DEI certification letter. Is that possible?

Yes, but only after following processes that could be time-consuming.

If State Superintendent Ryan Walters or other state education agencies in the coming weeks wanted to stop federal money from flowing to districts, they could ask the federal Education Department to open a civil rights investigation into districts that didn't sign the DEI certification letter. Walters could then argue those districts shouldn't receive their federal allocations until the case plays out. And that investigation could culminate in the fiscal penalties detailed above.

For federal funding that's expected to roll out on July 1, the state could assert that districts that didn't sign the certification letter are out of compliance with federal civil rights law.

"There are administrative appeals processes for those responses, but they're processes, they take some time," Martin said.

Those processes also depend on follow-through from Education Department employees, who may be stretched thin after sweeping staffing cuts.

Will Congress follow through on Trump's promises to reduce federal funding for K-12 schools?

That remains to be seen. The White House hasn't released its annual budget proposal yet, though some details have started to leak. In previous years, under Presidents Biden and Trump, that document—a starting point for negotiations over Congressional appropriations—emerged in late February or March.

Programs like Title I and IDEA have long maintained bipartisan support. Congress didn't heed Trump's proposals during his first term to dramatically reduce education funding.

But Republicans in Congress during the second Trump administration have shown a diminished desire to challenge the president or differ from his policy priorities. Education Secretary Linda McMahon has said the administration intends to maintain Title I and IDEA, but hasn't specified how much she thinks should be invested.

Fresno Unified School District
Board Communication

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

Date: May 09, 2025
Phone Number: 457-6169

Regarding: Out-of-State Field Trip for Fresno Unified Middle School Sites

The purpose of this communication is to provide the Board with information regarding an out-of-state field trip for five Fresno Unified Middle School Sites. The students will have the opportunity to experience the nation's capital through the lens of cultural significance.

The Ethnic Studies Cross Regional Project for the middle school Ethnic Studies field trip to Washington, D.C., offers students a profound experience to delve into the experiences and contributions of diverse communities throughout American history. Students will visit museums and memorials, participate in small-group discussions, and reflect on shared experiences that will deepen their understanding of complex social dynamics. The goal is to foster a greater appreciation for the nation's diversity. These experiences not only enhance students' historical knowledge but also promote critical thinking, empathy, and a nuanced perspective on the multifaceted story of the United States.

The Ethnic Studies Cross Regional Project includes five school sites: Baird, Computech, Gaston, Terronez, and Wawona. These five school sites will experience cultural education in Washington, D.C. from May 28, 2025, through June 01, 2025. This year, 59 students and 6 chaperones will attend the trip. This field trip will be funded by the Instructional Division, the school site, and private funding.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Sandra Aguayo at (559) 457-6169.

Cabinet Approval: 
Carlos Castillo (May 8, 2025 11:02)

Name and Title: Carlos Castillo, Ed.D., Interim Chief Academic Officer

Out of State, Over-Night Field Trip Information Matrix

Trip Date	School	Destination	Purpose: Educational Outcome and standards being addressed	Students and Chaperones	Instructional Time off Site	Cost/Funding
5/28/2025 - 6/1/2025	Baird, Computech, Gaston, Terronez and Wawona	Washington D.C.	<p>Event: ESCR Group: Ethnic Studies Class</p> <p>The ESCR for the middle school Ethnic Studies field trip to Washington, D.C., offers students a profound experience to delve into the experiences and contributions of diverse communities throughout American history. Students will visit museums and memorials, participate in small-group discussions, while reflecting on shared experiences that will deepen their understanding of complex social dynamics. The goal is to foster a greater appreciation for the nation's diversity. These experiences not only enhance students' historical knowledge but also promote critical thinking, empathy, and a nuanced perspective on the multifaceted story of the United States.</p>	57 students 6 chaperones	32 hours	\$158,750.00

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Matt Ward, Instructional Superintendent

Date: May 09, 2025
Phone Number: 457-3781


Regarding: Out-of-State Field Trip for National Speech and Debate Association Championships

The purpose of this communication is to provide the Board with information regarding students from Edison and Bullard High who will be competing at the National Speech and Debate Association's Championships.

The National Speech and Debate Association is the largest academic competition in the United States, and only the top two percent of teams make it to the National Championships. This championship is compliant with all Common Core State Standards (CCSS) Listening and Speaking skills and helps students further their communication and critical thinking skills. Students will be able to carry these skills in all walks of life, including careers, relationships, and being exemplary citizens in the community.

This year's championships will be held in Des Moines, Iowa, from June 15 to June 20, 2025, and will be attended by five Fresno Unified students. Two teachers from Edison High School and one from Bullard High School will accompany the students.

If you have any questions pertaining to the information in this communication or require additional information, please contact Matt Ward at (559) 457-3781.

Cabinet Approval: 
Name and Title: Carlos Castillo, Ed.D., Interim Chief Academic Officer

Out-of-State, Over-Night Field Trip Information

Trip Date	School	Destination	Purpose: Educational Outcome and standards being addressed	Students and Chaperones	Instructional Time off Site	Cost/Funding
6/14/25-6/21/25	Edison and Bullard High Schools	Des Moines, Iowa	Event: National Speech and Debate Association National Championships Group: Bullard and Edison Forensics Teams Purpose: To compete at the National Speech and Debate Association National Championships. Students competed against students from Clovis, Sanger, and Bakersfield to win spots to represent Edison, Bullard, McLane, and FUSD at the National Tournament. Benefit: Brings positive recognition to FUSD students for their success in a competitive academic event (speech and debate), as well as further developing students critical thinking and communication skills. Students engage with complex text in completing complex tasks and talk. (CCSS-ELA-Literacy- SL 9-10 & 11-12.1a,1c,1d,2,3,4 and 6) Meets FUSD goal #2	Students: Elijah Andrada Hunter Ellis, Samantha Costa, Ireland Garrigus, Finley Godfirnon Chaperones: Nicole Jennison, Milla Smith	None	\$17,540.90

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Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief Operations Officer

Date: May 09, 2025
Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee ("CBOC")

The purpose of this communication is to provide an informational update regarding the composition and terms of CBOC members.

CBOC Bylaws, Section 5.5 states, in pertinent part: *"Term. Each member of the Committee shall serve for a term of two years and for no more than three consecutive terms."*

CBOC members who have served a two-year term will be deemed appointed for a succeeding two-year term, unless there is good cause not to do so. Pursuant to CBOC Bylaws Section 5.5 (above), no member can serve for more than three consecutive two-year terms or six consecutive years. The following chart shows the term status for each member and the third term expiration period.

Name	Date Appointed	3rd Term Expires	Nominated By
Herrera, Bryce	03/22/2023, (A-8)	March 2029	Trustee Jonasson Rosas
Johnson, Lindsay "Cal"	04/15/2020, (A-4)	April 2026	Trustee Thomas
Medina, Lourdes	02/02/2022, (A-5)	February 2028	Trustee Islas
Horwitz, Clint	5/18/2022, (A-12)	May 2028	Superintendent
Villagrana, Pablo	10/27/2021, (A-10)	October 2027	Trustee Jonasson Rosas

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog telephone (559) 457-3134.

Cabinet Approval: 

Name and Title: Paul Idsvoog, Chief Operations and Classified Labor Management Officer