





BOARD COMMUNICATIONS

JUNE 13, 2025

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

Page



1. OFFICE OF THE SUPERINTENDENT - Mao Misty Her, Superintendent

- | | | |
|-----|--|---|
| 1.1 | Superintendent Calendar Highlights
Superintendent Calendar Highlights.docx  | 3 |
| 1.2 | District Redesign: Strategic Alignment to Goals and Guardrails
District Redesign Strategic Alignment to Goals and Guardrails.docx  | 4 |

2. CHIEF OF STAFF - Ambra O'Connor, Chief of Staff

3. BUSINESS & FINANCIAL SERVICES - Patrick Jensen, Chief Officer

- | | | |
|-----|--|--------|
| 3.1 | School Services of California Weekly Update Report for June 06, 2025
School Services of California Weekly Update Report for June 6.docx 
School Services of California Weekly Update Report for June 6-BACKUP.pdf  | 5 - 13 |
|-----|--|--------|


- 3.2 Enhancing Local Control and Accountability Plan Engagement Process 14 - 21
[Enhancing Local Control and Accountability Plan Engagement Process.docx](#) 
[Enhancing Local Control and Accountability Plan Engagement Process-BACKUP.pdf](#) 

4. COMMUNICATIONS - Nikki Henry, Chief Officer

5. ENGAGEMENT & EXTERNAL PARTNERSHIPS - Wendy McCulley, Chief Officer

6. HUMAN RESOURCES - David Chavez, Chief Officer

7. INSTRUCTIONAL DIVISION - Carlos Castillo, Ed.D., Interim Chief Officer

- 7.1 Expansion of Historically Black College and University Step Up Dual Enrollment Program with Fort Valley State University 22
[Expansion of Historically Black College and University Step Up Dual Enrollment Program with Fort Valley State University.docx](#) 

8. OPERATIONAL SERVICES - Paul Idsvoog, Chief Officer

- 8.1 Nutrition Services Department Highlights 23
[Nutrition Services Department Highlights.docx](#) 

9. TECHNOLOGY SERVICES - Tami Lundberg, Chief Officer

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: June 13, 2025

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the Latinx High School Celebración
- Attended the African American High School Recognition Ceremony
- Attended Graduation Ceremonies for the following sites:
 - Adult Transition Program
 - DeWolf
 - Duncan
 - Edison
 - Farber
 - Fresno Adult High School and GED
 - Fresno High
 - Hoover
 - McLane
 - Patiño
- Site visit at Ahwahnee, Centennial, Edison, Mayfair and Robinson
- Attended the Labor Management Partnership Meeting
- Attended the Foundation for Fresno Unified Students Board 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: Mao Misty Her, Superintendent

Date: June 13, 2025

Phone Number: 457-3884

David Chavez, Chief Human Resources/Labor Relations 

Patrick Jensen, Chief Financial 

Regarding: District Redesign: Strategic Alignment to Goals and Guardrails

The purpose of this communication is to provide information regarding the district redesign which will be in place for the 2025/26 school year. The focus of the redesign is twofold. Firstly, to provide high quality school support and increase central office responsiveness and accessibility to school sites. Additionally, to better align to our district goals and guardrails it is imperative we increase our instructional focus while streamlining the operational aspects of our district.

The redesign has three planned phases of implementation. Phase I will begin with the restructuring of the organizational chart. Phase II will focus on high quality teaching and learning, ensuring that school sites are the top priority and staff are spending time in the field, learning, coaching and supporting. Phase III will focus on additional alignment of staff, time and financial resources to the goals and guardrails.

During the first phase, the immediate priority is to fill key vacancies within the system including Deputy Superintendent, Chief Academic Officer, Assistant Superintendent of Special Education as well as the new positions of Chief Executive District Counsel, Deputy Chief Counsel, and Americans with Disabilities (ADA) Director. Other elements of the redesign focus on strategic consolidation including the elimination of a Chief, Instructional Superintendent, and Executive Director to allow for two Associate Superintendent positions. This redesign results in cost savings and will provide an increased focus on school performance and student and family support.

Additional information regarding Phase II and III will be provided in the fall.

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: Kim Kelstrom, Chief Executive

Date: June 13, 2025


Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for June 06, 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 June 06, 2025, are attached and include the following articles:

- Ask SSC...How Do I Budget Locally Amid State Budget Uncertainty? – June 03, 2025
- Trump Cannot Proceed with Gutting US Education Department, Court Rules – June 04, 2025
- Newsom Promises Funding to Jump-Start Early Literacy – June 06, 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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www.sscal.com

DATE: June 6, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

2025-26 State Budget Update

Neither the Senate Budget Subcommittee No. 1 on Education (Senate Sub 1), chaired by Senator John Laird (D-Santa Cruz), nor the Assembly Budget Subcommittee No. 3 on Education Finance (Assembly Sub 3), chaired by Assemblymember David Alvarez (D-San Diego), met this week to take action on the 2025-26 State Budget. In fact, Senate Sub 1 cancelled both of its scheduled hearings this week, while Assembly Sub 3 did not have any scheduled hearings. While there were no hearings on the budget this week, there are a number of budget hearings in both houses scheduled for next week.

We expect that there will be a lot of budget activity next week, considering the Legislature needs to approve its version of the 2025-26 State Budget by Sunday, June 15, 2025, or will forfeit legislator salaries and reimbursements for travel/living each day the budget remains unpassed, pursuant to Proposition 25 (2010). This means that the Legislature needs to have the main State Budget bill in print by next Thursday, June 12, 2025, due to the state's 72-hour print rule. Pursuant to Proposition 54 (2016), all bills must be in print in their final form at least 72 hours before the Legislature can vote on it.

We want to remind you that it is important to view the State Budget bill that will be approved on or before June 15 as a placeholder measure, since it is unlikely that bill will include negotiations with the Newsom Administration. What we have seen over the past several years is that the Legislature will approve its version of the State Budget, negotiate with Governor Gavin Newsom, and then approve a budget bill junior, which amends the main State Budget bill to capture the tri-party (Governor, Assembly Speaker, Senate President pro Tempore) agreement.

We will provide another State Budget update in next week's *Sacramento Update*.

House of Origin Deadline

Today, June 6, 2025, is the house of origin deadline. This means that bills introduced in the Assembly must be approved by the full house and get into

the Senate and bills introduced in the Senate must be approved by the full house and get into the Assembly. Bills that meet this deadline will go to the second house, where the legislative process starts anew. Bills that do not meet this deadline are considered inactive for the rest of 2025 but can be revived in 2026 since the Legislature operates on a two-year session.

While today is the deadline, both houses were able to wrap up their votes yesterday, which allows lawmakers to be in their districts today. Second house policy committee hearings will begin next week with the Senate Education Committee meeting next Wednesday, June 11, 2025.

Governor Newsom Unveils Golden State Literacy Plan

On Thursday, June 5, 2025, Governor Newsom held a press event at Clinton Elementary School in Compton where he unveiled the Golden State Literacy Plan (Literacy Plan).

The Literacy Plan highlights the state's multi-year strategy for improving reading achievements in the state's schools. The Literacy Plan hopes to build on the state's progress in reading achievement, while expanding investments to ensure every student has the support they need to learn to read. The Governor believes that implementation of these reforms over the coming years will mean that all students receive the comprehensive literacy instruction they need to read and analyze diverse texts, think critically, and express their ideas orally and in writing.

You can find the full Literacy Plan [here](#).

More Details Emerge on Trump's FY 2026 Budget Proposal

Last month, the Trump Administration released its fiscal year (FY) 2026 "skinny" budget that included a more than \$4.5 billion cut in K-12 funding. The more comprehensive budget recommends a total of \$66.7 billion for all U.S. Department of Education activities, which would be \$12 billion, or 15.3%, less than its current funding level.

Last Friday, May 31, 2025, the Trump Administration released more details on its FY 2026 budget proposal (you can find that document [here](#)). While the proposal sustains the top line funding for Title I and the Individuals with Disabilities Education Act (IDEA), the President is also recommending structural changes that would significantly impact both programs. The White House proposes to eliminate funding for a smaller Title I grant program that serves migrant students (\$52.1 million), and consolidate another Title I program, for education in prisons (\$49.2 million), into a discretionary block grant.

For the IDEA Grants to States program, the Administration requests \$14.9 billion, an increase of \$677.5 million over the 2024 level. The increase is a result of zeroing out/consolidating the Preschool Grant program (\$420 million) and Special Education National Activities programs into the Grants to States program. The Administration says that funding under the Grants to States program would continue to be allocated to states and local educational agencies in accordance with Section 611, and the "Administration proposes new appropriations language that would allow States to reserve additional funds for activities previously administered by the Department under the National Activities programs."

The President's release of his FY 2026 proposal is the first step of the federal budget process. Congress will now look to vet the President's proposal and build out their own budget priorities. Even though both houses are controlled by Republicans, and the majority of them likely support the President's proposal, they will still need to reach across the aisle and work with Democrats in order to approve a budget due to the threat of

a filibuster in the Senate. In order to invoke cloture and break a filibuster, the GOP needs at least seven Democrats to vote to bring the appropriations bills to the floor for a vote. There are also congressional Republicans in purple districts who may be uneasy about the significant education cuts that the Administration is proposing.

We will continue to monitor the federal budget and provide our analysis in subsequent updates.

Leilani Aguinaldo

Ask SSC . . . How Do I Budget Locally Amid State Budget Uncertainty?

By Megan Baier, John Gray, and Patti F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
June 3, 2025

- Q.** During School Services of California Inc.'s (SSC) May Revision Workshop, you provided a table showing several high-risk education budget proposals included in Governor Gavin Newsom's 2025-26 revised State Budget, including the transitional kindergarten (TK) add-on for the Local Control Funding Formula. Can you provide more context about why SSC identifies proposals as "high risk" with the recommendation not to include them in our local budgets?
- A.** With nearly a month remaining for Governor Newsom and the Legislature to enact a balanced budget for California, a lot can transpire between now and when the final budget is passed, particularly as lawmakers search for ways to close a \$12 billion shortfall while funding their most critical priorities. While there are some years that May Revision proposals are a likely bet, it is our view that this is not one of those years chiefly because, as it particularly pertains to ongoing resources, available Proposition 98 revenues moving into next year are scarce. In fact, the May Revision estimates a \$4.6 billion reduction in the minimum guarantee from 2024-25 to 2025-26, leaving few things over which the Governor and the Legislature have to negotiate.

It is important to note that Governor Newsom has only three main ongoing investments in his May Revision: fully funding a 2.30% statutory cost-of-living adjustment (COLA), additional funding for TK to pay for the cost of achieving universal TK in 2025-26 and lowering classroom ratios to 10:1, and expanding universal Expanded Learning Opportunities Programs (ELO-Ps) by reducing the criteria for local educational agencies to qualify for Rate 1.

As legislative leaders digest the May Revision proposals and identify their own education priorities that have ongoing costs, these are the areas where they can and likely will begin to negotiate. While we believe that lawmakers generally agree that fully funding the COLA is and should be a priority, the May Revision is Governor Newsom's proposed budget and does not reflect legislative priorities. For example, in legislative budget hearings, there has been debate over how much it would cost for LEAs to lower TK classroom ratios from the current 12:1 requirement to 10:1 that goes into effect next school year. Some lawmakers and the Legislative Analyst's Office have argued that the Governor's proposed TK add-on increase is too high. Additionally, the dimmer Proposition 98 picture from January has led lawmakers to question whether now is the time to expand the ELO-P, which currently costs \$4 billion annually. Instead, the Legislature could prioritize funding the ethnic studies graduation requirement or pursue other priorities that are omitted from the May Revision and in doing so could proffer maintaining but *reducing* the Governor's TK, ELO-P, or other proposals.

Only time will tell. We will know the outcome of the final negotiations by the end of June if not shortly before. But until then, we recommend refraining from including "high risk" proposals in your local budgets and remind you that Education Code Section 42127(h) provides a 45-day window to revise your budgets after the final State Budget is signed by the Governor.

Note: A federal appeals court declined to lift a judge's order blocking President Donald Trump's Administration from carrying out his executive order to dismantle the U.S. Department of Education and requiring it to reinstate employees who were terminated in a mass layoff.

Trump Cannot Proceed with Gutting US Education Department, Court Rules

By Nate Raymond
Reuters
June 4, 2025

A federal appeals court on Wednesday declined to lift a judge's order blocking President Donald Trump's administration from carrying out his executive order to dismantle the U.S. Department of Education and requiring it to reinstate employees who were terminated in a mass layoff.

The Boston-based 1st U.S. Circuit Court of Appeals rejected, opens new tab the Trump administration's request to put on hold an injunction issued by a lower-court judge at the urging of several Democratic-led states, school districts and teachers' unions.

The U.S. Department of Justice had asked for a swift ruling from the 1st Circuit so that it could promptly take the case up to the 6-3 conservative majority U.S. Supreme Court if the appeals court did not rule in its favor.

But Chief U.S. Circuit Judge David Barron, writing for a panel of three judges who were all appointed by Democratic presidents, said a stay was not warranted given the extensive findings a trial judge made about the impact mass firings at the department would have on its ability to function.

"What is at stake in this case, the district court found, was whether a nearly half-century-old cabinet department would be permitted to carry out its statutorily assigned functions or prevented from doing so by a mass termination of employees aimed at implementing the effective closure of that department," he said.

The Education Department did not immediately respond to a request for comment.

The lawsuits were filed after Secretary of Education Linda McMahon in March announced plans to carry out a mass termination of over 1,300 employees, which would cut the department's staff by half as part of what it said was its "final mission."

Those job cuts were announced a week before Trump signed an executive order calling for the department's closure, following a campaign promise to conservatives aimed at leaving school policy almost entirely in the hands of states and local school boards.

Trump later announced plans to transfer the department's student loan portfolio to the Small Business Administration and its special education, nutrition, and related services to the U.S. Department of Health and Human Services.

In combination with 600 employees who took buyout offers, the Education Department said the job cuts once implemented would leave it with 2,183 workers, down from 4,133 when Trump took office on January 20.

Affected employees were placed on administrative leave on March 21 and were told they would continue receiving full pay and benefits until June 9. The administration argued the cuts were a lawful effort to streamline the agency and cut bloat.

But U.S. District Judge Myong Joun on May 22 concluded that the job cuts were in fact an effort by the administration to shut down the department without the necessary approval of Congress, which created the agency in 1979.

The Education Department subsequently notified those employees about the judge's ruling in an effort to comply with it.

The administration also appealed, saying that while Trump has made no secret of his desire to abolish the department, his administration understood that only Congress could do so and that the case ultimately concerned a personnel action.

Note: Assembly Bill 1454 would move the state's schools toward adopting evidence-based literacy instruction, also known as the science of reading or structured literacy.

Newsom Promises Funding to Jump-Start Early Literacy

Money would implement bill to provide teacher training and textbooks grounded in phonics

By Diana Lambert
EdSource
June 6, 2025

California Gov. Gavin Newsom confirmed Thursday that the state budget will include hundreds of millions of dollars to fund legislation needed to achieve a comprehensive statewide approach to early literacy.

Assembly Bill 1454, which passed the Assembly on Thursday with a unanimous 75-0 vote, would move the state's schools toward adopting evidence-based literacy instruction, also known as the science of reading or structured literacy.

Although phonics, the ability to connect letters to sounds, has drawn the most attention, the science of reading focuses on four other pillars of literacy instruction: phonemic awareness, identifying distinct units of sounds; vocabulary; comprehension; and fluency. It is based on research on how the brain connects letters with sounds when learning to read.

"Learning to read is life-changing for a child," Assembly Speaker Robert Rivas, D-Salinas, said in a statement. "And strong reading skills are the gateway to academic success, lifelong confidence, and opportunity. With this legislation, we take a clear and necessary step toward ensuring every child in California learns to read, and read well. This bill is supported by a broad and growing coalition all united in one belief: That we can and must do better for our students."

Rivas forged a deal for AB 1454 after ordering the sponsors of the bill, which included advocacy groups Decoding Dyslexia CA, EdVoice, and Families In Schools, to settle their differences with advocates for English learners and the California Teachers Association.

The compromise legislation would provide funding for optional teacher training in evidence-based practices, require that all TK-5 textbooks that districts adopt be aligned to in this approach, and ensure all newly credentialed administrators are trained to support evidence-based instruction.

Assemblymembers Blanca Rubio, D-Baldwin Park, and Al Muratsuchi, D-Torrance, co-authored the bill.

“We attached that bill to the budget, so we mean business,” Newsom said during a press conference at Clinton Elementary School in Compton. “We wanted to get that done, and we got it done. We hope we’ll get it done with an additional \$200 million attached to it.”

Advocates of a comprehensive statewide approach to early literacy say the bill would fill in significant gaps in the state’s current policy of local control over instructional decisions. It completes a comprehensive plan to improve literacy in the state, said Newsom, introducing the Golden State Literacy Plan.

“This Golden State Literacy Plan is a step-by-step plan to make real what we are promoting,” Newsom said, holding up the nine-page document — a compilation of actions the state has taken, culminating with additional funding for literacy-related programs and actions.

While states like Mississippi, Tennessee and Colorado have started with a framework grounded in the science of reading and a comprehensive plan for early literacy, California, over the past five years, adopted disparate parts: new evidenced-based reading standards for teacher preparation programs, state funding of an early grade diagnostic screening system for reading challenges like dyslexia, and funding reading coaches in the state’s lowest-performing schools. It also included the expansion of transitional kindergarten and expanded bilingual programs.

Newsom talked about his personal experience with dyslexia and how it has motivated him to improve literacy in the state.

“There’s not a day where my dyslexia does not expose itself,” he said. “If anyone’s seen my writing, they can attest to how it exposes itself. So this has been an imperative for me to do more and do better in this space.”

Newsom also took the opportunity Thursday to talk about some of the state’s successes, including improved scores on the National Assessment of Educational Progress in reading in both fourth and eighth grades between 2011 and 2022.

The Compton Unified School District was selected for the press conference to highlight the district’s increased test scores and graduation rates.

“Today’s event reflects a shared purpose, ensuring literacy for all,” said Compton Unified Superintendent Darin Brawley. “The governor’s emphasis on literacy is both timely and essential. Research and experience tells us that if students are not reading by grade three, it’s going to be a struggle. Thereafter, their academic path becomes increasingly difficult.”

Compton Unified has worked to eliminate the opportunity gap by expanding access to early literacy programs, multilingual education and STEAM pathways, he said.

“Compton Unified is proof that demographics do not determine destiny,” Brawley said. “With the right investments, the right leadership, the right vision, the right partnerships, we can transform outcomes and unlock the full potential of every single child.”

Martha Hernandez, executive director of Californians Together, which advocates for English learners, said the state literacy plan supports a diverse student population. The organization, which had opposed the original bill, was satisfied that the materials and training in the new bill would incorporate the specific literacy needs of English learners.

“The recently launched literacy and biliteracy resources, the literacy content blocks and the preschool through third-grade learning progressions provide critical guidance to help educators support young learners in both English and their home language,” Hernandez said. “Thank you, Governor Newsom, for ensuring that multilingual learners are at the center of California’s literacy promise.”

The Golden State Literacy Plan also highlights the state’s investments in literacy in the governor’s upcoming budget, including \$1.7 billion for a block grant to fund professional development for teachers, \$500 million for TK-12 literacy and math coaches, \$387.6 million for additional Learning Recovery Emergency Block Grant funding, \$40 million to support literacy screenings, and \$25 million to support implementation of math and literacy initiatives, elevate best practices, and establish a clearinghouse for state-developed math and literacy resources.

The increased state funding for literacy comes amid criticism of Newsom’s spending plan for education, which the Legislative Analyst’s Office has said will create new debt and rely on one-time funding to pay for ongoing operations.

John Fensterwald contributed to this report.

Fresno Unified School District
Board Communication

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

Date: June 13, 2025

Phone Number: 457-3934

Regarding: Enhancing the Local Control and Accountability Plan Engagement Process

The purpose of this communication is to provide the Board with an update to the Local Control and Accountability Plan (LCAP) engagement by creating a more inclusive, actionable, and community-driven decision-making process.


Fresno Unified will implement a redesigned approach to LCAP engagement by replacing large, low-yield community meetings with smaller, regionally based Regional Educational Partner Focus Groups. This shift is grounded in feedback and participation data that revealed limited representation and barriers to student involvement in previous formats. The new model is designed to be more inclusive and reflective of the district's diverse communities, ensuring that a variety of voices, especially those historically underrepresented, are heard and valued.

A key insight driving this change is the need for higher-quality engagement. While the 2024/25 ThoughtExchange survey received over 8,000 responses, many were general in nature and lacked the depth needed to inform meaningful change. The ThoughtExchange survey was most valuable in its ability to surface broad, high-level themes that reflect district-wide concerns such as academic supports, safety, and student well-being. These insights highlighted the importance of structured, intentional engagement to move from general feedback to targeted action. To build on this foundation, while minimizing redundancy and survey fatigue, Fresno Unified is consolidating its engagement survey tools into the Climate and Culture Survey. This approach will allow the district to maximize resources, streamline data collection, and continue gathering meaningful input that directly informs planning, and aligns with district priorities.

This new LCAP engagement model is not only about improving input quality, but also about ensuring that feedback leads to real outcomes. The regionally based focus groups will foster interactive, small-group discussions that prioritize diverse perspectives and allow for real-time dialogue and clarification. These sessions will be directly aligned with district goals and supported by relevant departments, creating a clear path from community voice to district action. This structure also supports cost-effective implementation while maximizing impact.

Importantly, this shift aligns with a key District Guardrail: the superintendent may not propose major decisions to the Board without first having a community engagement plan. By embedding authentic, ongoing engagement into the decision-making process, Fresno Unified is reinforcing its commitment to transparency, accountability, and equity. The district will continue to provide updates as this model is implemented in the 2025 planning cycle, ensuring that community input remains central to shaping the future of Fresno Unified schools and the students they serve.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at (559) 457-3934.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

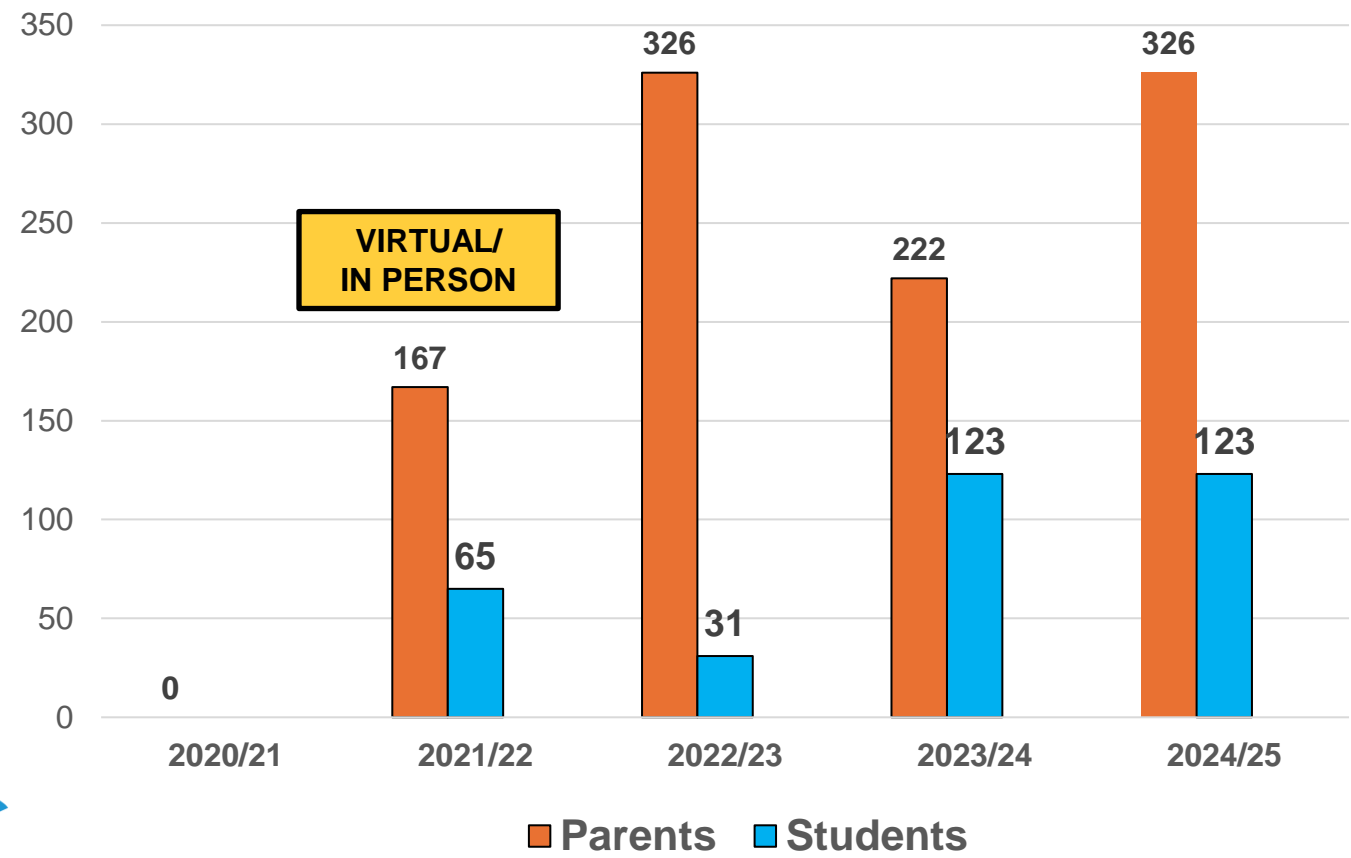
LCAP Educational Partner Engagement



ACHIEVING OUR *GREATEST* POTENTIAL

NEED FOR TRANSITION

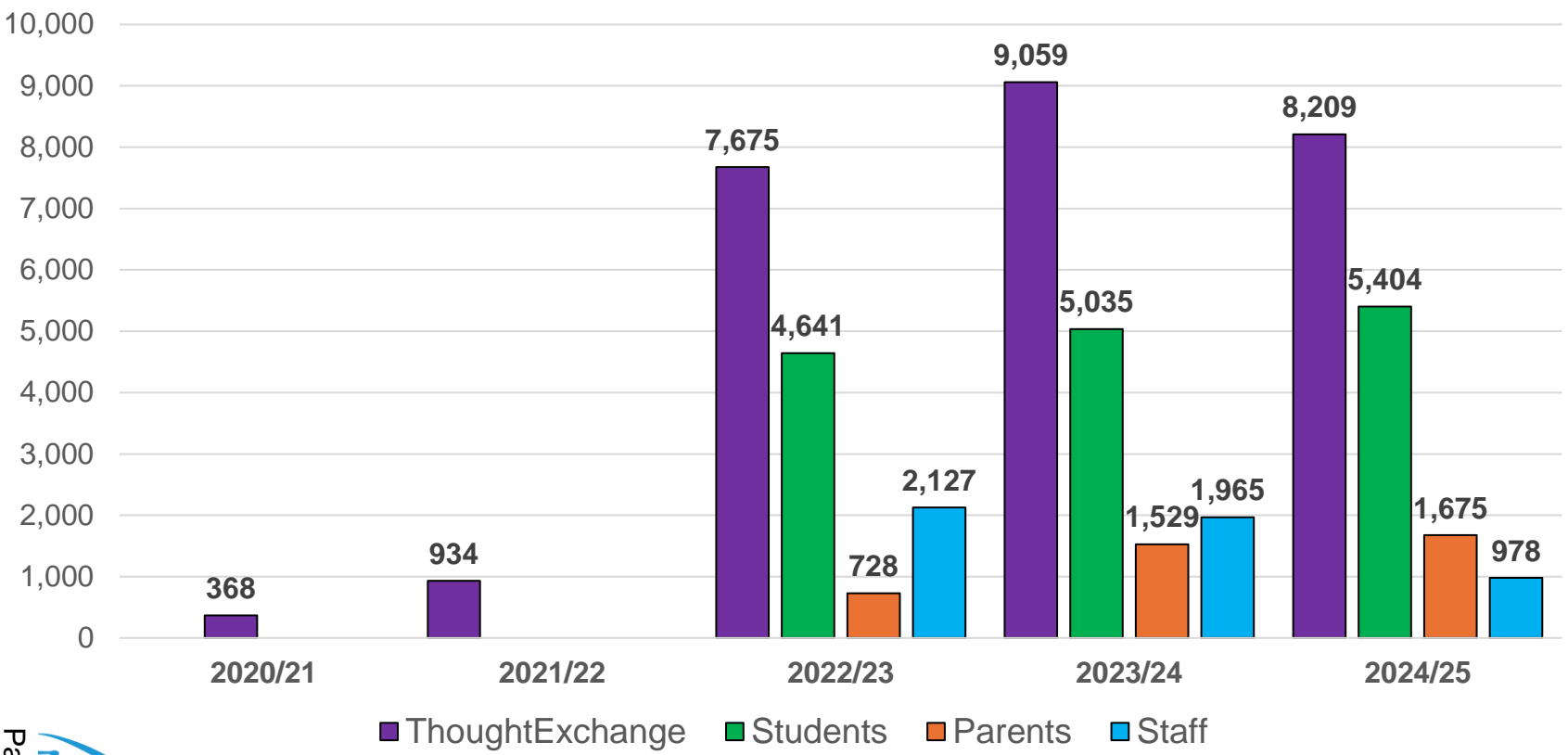
Educational Partners Attendance at the LCAP Regional Community Meetings



- **Low participation rates**
- **Same parents being engaged**
- **Low student participation**
 - *After school activities*
 - *Sports*
 - *Meeting start time*
 - *Transportation*
 - *Communication*

QUALITY OF DATA

ThoughtExchange (TE) Surveys



2024/25 TE Comments:

- “Bullying”
- “Safety”
- “Better food”
- “Snack bar”
- “Breaks”
- “To help if they are injured or hurt”
- “Ice”

2024/25 Removed TE Comments:

- 922 Comments Removed
 - Blank
 - Illogical
 - Inappropriate

CONSOLIDATE RESOURCES: CLIMATE AND CULTURE SURVEY

Consolidation Benefits:

- Increase participation

Spring 2025 Response Rates Compared to Spring 2024

Survey Type	Spring 2024	Spring 2025	1 Year Change	Percent Increase
Family	11,216	17,479	6,263	56%
Staff	4,676	5,405	729	16%
Students	38,525	40,933	2,408	6%

- Streamline/minimize workload for schools
- Increase useable responses
- Decrease survey fatigue

Possible CCS Open-ended Survey Questions:

- Student: “What can the district or your school do to better support you?”
- Parent/Families: “What can the district or your child's school do to better support your student?”
- Staff: “What can the district or your school do to better support students?”

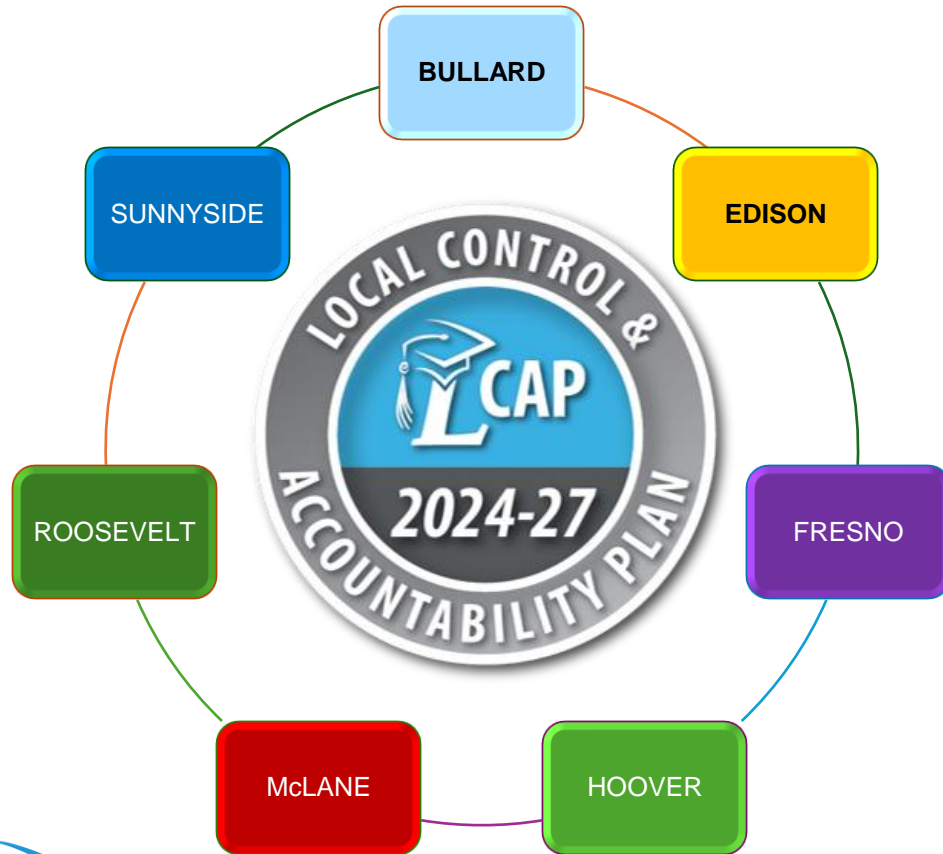
QUALITY VS. QUANTITY

Using feedback to demonstrate actionable change:

- Small group discussion
- Interactive environments
- Diverse perspectives
- Qualitative data
- Immediate clarification
- Alignment to LCAP Actions and previous ThoughtExchange feedback
- Bring in department support for key topics
- Cost effective



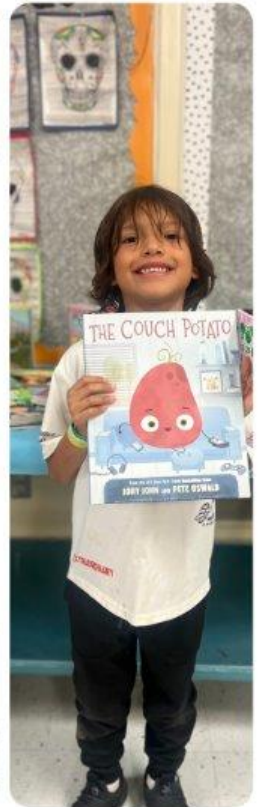
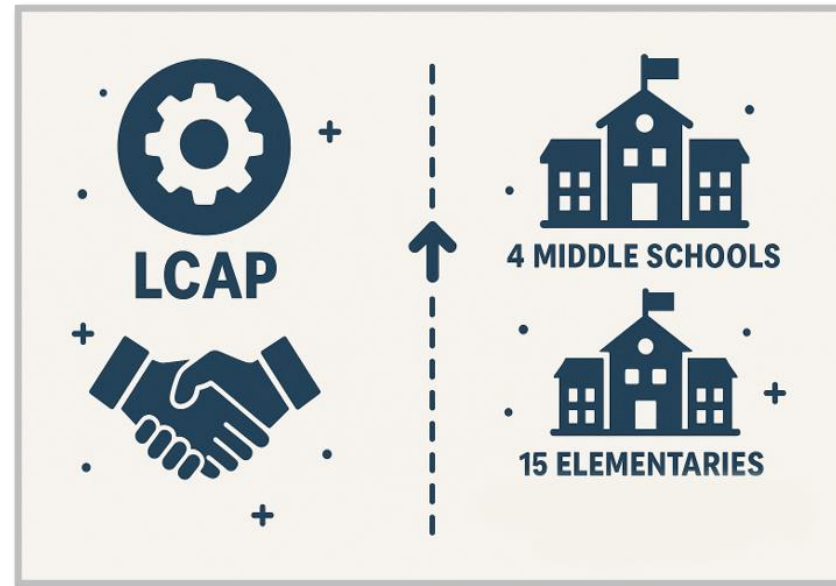
EDUCATIONAL PARTNER FOCUS GROUPS



- Alignment to LCAP Actions & Timeline
- Approx. 5-10 members per group
- Collaboration with other Educational Partners
 - Community Schools
 - Home School Liaisons
- Commitment and attendance to all meetings is highly recommended
- Regionalized to allow for primary and secondary grade level participation
- Meeting structure:
 - 1hr. long meeting
 - Held at HS or MS sites (*depending availability*)
 - Facilitated by OSFP staff
 - Meeting time (am/pm) to be decided during recruitment
 - Light snacks and refreshments provided

CONSOLIDATE RESOURCES: PARTNER WITH COMMUNITY SCHOOLS

- Birney Elementary
- Holland Elementary
- Norseman Elementary
- Thomas Elementary
- Addams Elementary
- Ayer Elementary
- Calwa Elementary
- Columbia Elementary
- Heaton Elementary
- Jackson Elementary
- Jefferson Elementary
- King Elementary
- Kirk Elementary
- Lincoln Elementary
- Robinson Elementary
- Fort Miller M.S.
- Gaston M.S.
- Tehipite M.S.
- Tioga M.S.



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams. Ed.D.

Date: June 13, 2025

Phone Number: 457-3750

Regarding: Expansion of Historically Black College and University Step Up Dual Enrollment Program with Fort Valley State University

The purpose of this communication is to provide an update on the expansion of the Fresno Unified School District Historically Black College and University (HBCU) Step Up program through a proposed Agreement and Memorandum of Understanding (MOU) with Fort Valley State University, a HBCU in Georgia. Under this agreement, participating students will enroll in dual enrollment courses during their junior and senior years, with the opportunity to earn up to 43 high school credits and at least 13 transferable college units.

This partnership supports the Fresno Unified School District commitment to postsecondary readiness and aligns with the district's College and Career Readiness goal. By providing early access to college coursework, lowering college costs, and supporting degree completion, the HBCU Step Up program aims to expand postsecondary opportunities and improve student outcomes. The MOU allows for extensions or modifications to be made by mutual agreement.

Beginning in the 2025/26 School Year, the program will expand to include Fresno and McLane High Schools, bringing the total number of participating high schools to five: Bullard, Edison, Fresno, McLane, and Sunnyside.

The proposed Agreement and MOU will be presented to the Board for consideration June 18, 2025.

If you have any questions pertaining to the information in this communication or require additional information, please contact Jeremy Ward at (559) 248-7534.

Cabinet Approval: 
Carlos Castillo (Jun 12, 2025 11:54)

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

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amanda Harvey, Nutrition Services Director

Date: June 13, 2025

Phone Number: 457-6278

Regarding: Nutrition Services Department Highlights

The purpose of this communication is to provide the Board with information regarding the Nutrition Services Department highlights during the 2024/2025 School Year. Meal participation has increased for breakfast and lunch participation continues to hold strong at the upper quartile of the Council of Great City Schools reports compared to other large school districts. The Department has had several taste tests across all grade levels, receiving positive feedback from our students regarding menu changes, new menu items, and meal quality. Let's Talk comments have included positive feedback for favorite items such as, cheese and chicken tamales, chicken sandwiches, and organic cheeseburgers.

The Department received Eat REAL Certification at the Green Tier. Eat REAL is a California-based nonprofit organization that supports public school districts at no cost to increase access to nutritious, delicious, and sustainably sourced foods for the wellbeing of their students and communities.

State Senator Anna Caballero presented the Nutrition Services Department with a California Senate Resolution recognizing the significant changes that have been made to the child nutrition program inspired by student and community feedback. These changes include an increased focus on locally sourced ingredients, freshly prepared meals, and multiple entrée choices.

The district continues to partner with Chef Brigaid which has incorporated nine executive chefs to support the Department's efforts to increase scratch cooking and high-quality meal presentation for our students. They have provided staff with ongoing professional development opportunities including start of school workshops. Over the past two years the Brigaid and Nutrition Services team has created multiple scratch made menu items, including culturally diverse menu offerings such as chana masala, chicken posole, and veggie fried rice with edamame.

In the spring, Nutrition Services and Human Resources held a hiring fair to fill the Department's vacancies. Over 50 new hires have attended a three-day New Employee Orientation and have received onboarding training directly from the Nutrition Services Management team.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amanda Harvey at (559) 457-6278.

Cabinet Approval: 

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