



BOARD COMMUNICATIONS - AUGUST 22, 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

3

[Superintendent Calendar Highlights.docx](#) 

2. OFFICE OF THE CHIEF OF STAFF

Ambra O'Connor, Chief of Staff

3. OFFICE OF BUSINESS & FINANCIAL SERVICES




Patrick Jensen, Chief Officer

3.1 School Services of California Weekly Update Report for August 13, 2025

4 - 12

[School Services of California Weekly Update Report for August 13.docx](#) 

[School Services of California Weekly Update Report for August 13-BACKUP.pdf](#) 

- 3.2 Local Control and Accountability Plan Engagement 13 - 20
[Local Control and Accountability Plan Engagement.docx](#) 
[Local Control and Accountability Plan Engagement-
BACKUP.pdf](#) 
- 3.3 Legal Services by Category 21
[Legal Service by Category.docx](#) 
- 3.4 General Fund Legal Services by Vendor - Confidential
- 3.5 Legal Services Liability Workers' Compensation Fund -
Confidential

4. OFFICE OF COMMUNICATIONS

5. OFFICE OF ENGAGEMENT & EXTERNAL PARTNERSHIPS
Wendy McCulley, Chief Officer

6. OFFICE OF HUMAN RESOURCES & LABOR RELATIONS
David Chavez, Chief Officer

7. OFFICE OF THE INSTRUCTIONAL DIVISION
Carlos Castillo, Chief Officer

- 7.1 Golden Charter Academy Parent Concerns - Timeline of
Events - Confidential

8. OFFICE OF OPERATIONAL SERVICES
Paul Idsvoog, Chief Officer

9. OFFICE OF 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: August 22, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Gave interview with Christina Rodriguez, KMPH regarding first day of school
- Made welcome back visits at all 100 school sites
- Attended the Central Valley Community Foundation Board Meeting
- Made 17 classroom visits at Burroughs, Hidalgo, Mayfair, and Olmos
- Walked classrooms at Edison High School and met with labor partners
- Made welcome back visits at the following departments: African American Academic Acceleration, Alternative Education, Analysis, Measurement and Accountability, College and Career Readiness, Career Technical Education, Culture and Student Inclusion, English Learners, Expanded Learning, GATE, Graphics, Leadership Development, Maintenance/Operations, Prevention and Intervention, Purchasing, Special Education, Teacher Development, Transportation, and the Warehouse

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: August 22, 2025

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for August 13, 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 August 13, 2025, are attached and include the following articles:

- Equipment Thresholds Are Changing – August 12, 2025
- Gov. Newsom Announces New Statewide Partnership with Tech Giants to Bolster AI Education, Resources – August 07, 2025
- Newsom Directs Agencies to Tackle Loneliness Crisis Among Boys and Young Men – August 04, 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: August 13, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Legislature Returns from Summer Recess Next Week

The Legislature will return from its monthlong summer recess on Monday, August 18, 2025, and thus begins the sprint to the end of the first year of the 2025-26 legislative session, when the fate of hundreds of measures will be decided. By September 12, 2025, bills will need to have passed the final two hurdles before being sent to Governor Gavin Newsom for his consideration: passage through the second house Appropriations Committees and concluding floor votes.

Several hundred bills will be heard in the Assembly and Senate Appropriations Committees over two weeks when the Legislature returns to Sacramento. Most of these bills will be referred to the committees' "suspense files"—a holding place where such bills are evaluated collectively before the deadline. In many cases, measures placed on the suspense file never advance, effectively ending their progress without a public vote. Many of the bills that clear the suspense file do so due to authors agreeing to amendments that address fiscal concerns or reduce costs. Bills have until Friday, August 29, 2025, to pass the Appropriations Committees and proceed to the house floors.

Below are several notable bills with implications for local educational agencies (LEAs) that are still active and awaiting action in the Appropriations Committees:

- Assembly Bill (AB) 49 (Muratsuchi, D-Torrance) is an urgency measure that would prohibit school officials and employees of an LEA from allowing an immigration authority to enter a nonpublic area of a schoolsite for any purpose without being presented with a valid judicial warrant or a court order
- AB 84 (Muratsuchi) would strengthen audit and accounting standards for charter schools, create the Office of the Education Inspector General within the California Department of Education, and tighten oversight and authorization of nonclassroom-based charter schools
- AB 419 (Connolly, D-San Rafael) would require LEAs to provide parents/guardians with information related to the Attorney General's "Know Your Educational Rights" guide and post the guide on their websites and administrative buildings

- AB 477 (Muratsuchi) would establish new Local Control Funding Formula base grant targets for 2036-37
- AB 1348 (Bains, D-Bakersfield) would add immigration enforcement activity to the emergencies that may justify a waiver of average daily attendance losses for LEAs through June 30, 2029, with specified conditions
- Senate Bill (SB) 98 (Pérez, D-Pasadena) is an urgency bill that would require LEAs to notify teachers, staff, community members who work at the school, and parents/guardians when immigration enforcement at the school is confirmed
- SB 414 (Ashby, D-Sacramento) would look to increase oversight, transparency, and fraud prevention in California charter schools

The last day for the Legislature to approve bills and send them to Governor Newsom is Friday, September 12, 2025. The Governor will have until October 12, 2025, to sign or veto legislation sent to him after September 12. In recent years, Governor Newsom has vetoed numerous bills that would impose costs on the state not accounted for in the Enacted Budget. With the state having faced a \$12 billion shortfall in 2025-26 and projected deficits in the near term, we anticipate the Governor will continue this cautious approach to new spending.

Leilani Aguinaldo

Equipment Thresholds Are Changing

By Matt Phillips, CPA and Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
August 12, 2025

Local educational agencies (LEAs) have had a long-standing practice of categorizing equipment purchases into one of three categories using three distinct object codes.

- Object Code 4300—equipment that costs less than \$500, and generally has a useful life of less than one year
- Object Code 4400—equipment that costs more than \$500, but less than the LEA's capitalization threshold, and has a useful life of more than one year
- Object Code 6400—equipment that costs more than the LEA's capitalization threshold, or \$5,000 for equipment purchased with federal funds if less than LEA's capitalization threshold

However, the rules governing these categories are changing. Effective July 1, 2025, the federal capitalization threshold codified in the [Code of Federal Regulations, Title 2 Section 200.1](#) increased from \$5,000 to \$10,000. Further, effective January 1, 2026, Assembly Bill 629 (Ward, Statutes of 2025) amends Education Code Section 35168 and raises the inventory threshold from \$500 to \$1,500. The inventory threshold will be adjusted biennially by the statutory cost-of-living adjustment from the previous year, rounded to the nearest \$50. Both will have an impact on how LEAs code equipment purchases and maintain their inventory.

Moving forward, LEAs shall maintain their inventory records based on the threshold that was in force at the time the equipment was purchased. This means that LEAs should not immediately remove all the items in their inventory under \$1,500 effective January 1, 2026, but instead should apply the higher threshold to inventory additions made during the applicable period.

Note: Google, Adobe, IBM, and Microsoft have agreed to work with the state to train California's workforce for jobs in AI, which includes preparing students in grades 9-12, community colleges, and the California State University system for careers in AI.

Gov. Newsom Announces New Statewide Partnership with Tech Giants to Bolster AI Education, Resources

By Jonathan Ayestas
KCRA 3
August 7, 2025

SACRAMENTO, Calif. —

Gov. Gavin Newsom on Thursday announced that California will partner with four major tech companies to boost generative AI education, resources and skills.

Google, Adobe, IBM and Microsoft will work with the state to train California's workforce for jobs in AI. The plan also includes preparing students in grades nine through 12, community colleges and the California State University System for careers in AI.

This comes as Newsom's administration on Thursday released the results of a year-long report on how California could responsibly set guard rails around the technology.

A release from the governor's office said the partnership will come at no cost to the state.

"AI is the future — and we must stay ahead of the game by ensuring our students and workforce are prepared to lead the way," Newsom said in a release. "We are preparing tomorrow's innovators, today. Fair access to next-generation workforce training tools is one important strategy that California is using to build economic opportunities for all Californians. We will continue to work with schools and colleges to ensure safe and ethical use of emerging technologies across the state, while emphasizing critical thinking and analytical skills."

Each of the four companies will offer access to different tools, training and literacy, according to the news release.

Adobe, for example, said it will offer students Adobe Express, Acrobat.

Google will offer California residents AI training programs and will work with state agencies to modernize government services and the workforce. Google also plans to offer free courses for both students and teachers.

IBM's initiative aims to integrate AI into career education programs across community colleges and to increase access to become credentialed to work in the industry through IBM Skillsbuild.

The company also seeks to develop regional AI labs, offer short-term certificates and provide hands-on learning.

According to the release, Microsoft worked with the California Community Colleges and CSU to create a bootcamp learning series focused on AI Foundations, cybersecurity and Microsoft Copilot, benefitting faculty members across the state.

The release also included a statement from California Secretary of Labor & Workforce Development Stewart Knox, who said the need to make students fluent in AI is necessary as "AI is expected to touch nearly every aspect of the working world."

Both chancellors from the CSU and CCC also touted the partnership in the release.

The news release said leadership from the new partnership will begin its implementation phase.

Note: Governor Newsom has ordered statewide agencies to expand access to mental health support, along with educational and workforce opportunities, in response to what experts say is a growing crisis of loneliness and depression among boys and young men.

Newsom Directs Agencies to Tackle Loneliness Crisis Among Boys and Young Men

By Vani Sangneria
EdSource
August 4, 2025

Gov. Gavin Newsom has ordered statewide agencies to expand access to mental health support, along with educational and workforce opportunities, in response to what experts say is a growing crisis of loneliness and depression among boys and young men.

Newsom's [executive order](#), issued last week, aims to address rising rates of [suicide](#), [unemployment](#) and gaps in educational [achievement](#) for men in their 20s and early 30s in California.

"Too many young men and boys are suffering in silence — disconnected from community, opportunity, and even their own families," said Newsom on Wednesday. "This action is about turning that around."

The governor orders the California Health and Human Services Agency, alongside programs like the Children and Youth Behavioral Health Initiative, to "support the mental health and help-seeking behavior" of boys and men and improve access to services in schools and the behavioral health system.

The directive highlights ongoing early childhood interventions and integrated social and health services in community schools, but it does not include new funding or programming.

Work and education pathways

Low workforce participation and college attendance for men is a trend that has worsened over the last decade.

The college-going [rate](#) for young men who completed high school in California is 57%, compared to 68% for young women. Rates are even lower for some racial and ethnic groups — 49% for Black and Latino men, 40% for Indigenous men.

Labor force [participation](#) for men without college degrees is also at an all-time low: 1 in 9 men between 25 and 54 are neither employed nor looking for work.

Newsom references several programs in his executive order that tackle this, including the Master Plan for Career Education, a framework to ensure billions of dollars are spent correctly across a dizzying array of agencies under the banner of career education. The governor previously announced that \$20 million will be available to support apprenticeships through the Master Plan.

California Volunteers and the Labor and Workforce Development Agency are also instructed to examine opportunities to increase participation from men.

A crisis of loneliness

Newsom attributes a trend of “disconnected youth,” who are neither in school nor in the workforce, to a growing “crisis of loneliness.” Nearly 1 in 4 men under 30 years old [report](#) having no close friends, and 42% of teenage boys [report](#) experiencing feelings of loneliness.

Evy Lowe, a social worker and senior director at the Child and Family Guidance Center, said that in recent years, most of the boys and young men she has worked with have become more anxious due to persistent loneliness and isolation from the Covid-19 pandemic. But in her 30 years of serving children and families, Lowe said that schools have also missed the nuances of behavior between boys and girls who need support.

“Boys tend to be diagnosed with acting out behaviors — like ADHD or oppositional defiance — and what’s missed is their depressive or anxiety behaviors,” Lowe said. “Our boys are sometimes labeled as ‘non-compliant’ versus needing support, and so they shut down because of low self-esteem, or they might act out in anger and frustration because of lack of coping skills, lack of understanding and lack of support.”

The executive order also directs the California Department of Education to identify ways to recruit more men as teachers and school counselors through a previous \$1 billion investment in teacher workforce expansion. Only 23% of [teachers](#) and 23% of [school counselors](#) across the country are men, and many educators [say](#) male teachers and counselors can model healthy leadership and emotional support for boys.

“There’s just not a lot of examples in our society of men who are strong and can get things done, but also find some strength and vulnerability and can open up emotionally,” said Marlon Morgan, CEO of nonprofit Wellness Together and a former school counselor. “I’d like to see [the state] continue to invest in roles like wellness coaches and recruit more men, especially for our boys.”

As the only male school counselor in a Northern California district of 11,000 students, Morgan said he often led his school’s anger management group and met with boys struggling with anger or aggression. He’d teach them how to regulate “acting out” or “acting in” behaviors by talking about feelings of sadness or fear with each other. Early intervention, paired with peer support, helped prevent boys from resorting to violence or self-harm, he said, especially in contrast to detentions, suspensions or expulsions, which only further [isolate](#) those students.

“When you see a boy who’s disconnected, feels hopeless, helpless, and then starts to make a plan to act out that anger on someone,” Morgan said, “if that boy could have been deeply connected socially and felt the value in meaningful relationships, they would have been able to get some of that sadness out that eventually became anger.”

Newsom’s order instructs state agencies to develop recommendations to support boys and young men, as well as those around them, affected by violence. In California, men aged 15 to 44 [die](#) by suicide at three to four times the rate of women, often by firearms. Almost half of female homicide victims are also [killed](#) by a current or former male intimate partner.

Research [suggests](#) that these cycles of violence can take root in early childhood or adolescence, when schools excessively punish boys for their behavior. Pre-school boys are 4.5 times [more](#) likely to be suspended than girls, and Black boys are three times [more](#) likely to be suspended or expelled than their white peers.

Punitive measures significantly [increase](#) the rate of school dropouts, juvenile incarceration and negative life outcomes for boys and young men. Schools with fewer support staff are also [more likely](#) to punish instead of provide mental health intervention, especially when boys exhibit stress responses that are mischaracterized as aggression.

“It’s easier for boys to feel like they are a problem than to consider that they might have a problem,” Morgan said.

Barriers to access

The executive order also directs the California Health and Human Services Agency to examine gender disparities. Boys and young men are far [less](#) likely to seek mental health treatment than girls and young women; of those, young Black men [receive](#) the least services, despite higher rates of depression and suicide.

“We appreciate Gov. Newsom’s recognition of the urgent mental health needs facing young men and boys, especially Black youth who are too often overlooked,” said Christopher Nellum, executive director of EdTrust-West. “With sustained investment in culturally affirming support, diverse educators, and broader pathways to success, California has a real opportunity to lead with equity-minded practices and accountability.”

For Angela Vázquez, advocacy director of mental health at The Children’s Partnership, the governor’s directive places a tall order on programs that may not be able to deliver sustainable mental health support to young men. Most one-time state investments, through the \$4.7 billion Children and Youth Behavioral Health Initiative, for example, are set to expire in 2027.

Newly hired mental health clinicians and wellness coaches may be sustained by Medi-Cal reimbursement; however, most non-clinical programs like the Youth Mental Health Academy, which can promote social connection and peer support among boys, will likely come to an end.

“The vast majority of state resources associated with these initiatives are one-time funds that are nearly exhausted,” said Vázquez. “It remains to be seen where the long-term funding for these efforts, particularly for non-clinical youth development programs and community-defined practices, will be resourced from.”

While [Proposition 1](#), a mental health and substance abuse treatment initiative that voters approved in 2024, preserves an estimated \$318 million for youth-focused early intervention services, the state spends nearly all of its \$6.4 billion revenue to treat adults experiencing severe mental and behavioral health disabilities. According to Vázquez, the executive order does little to prioritize prevention, such as classroom-based infant and early childhood mental health consultations, which significantly reduces preschool suspensions and risk of incarceration for young Black boys.

An analysis by Manatt Health estimates that federal [cuts](#) will cause roughly 151,000 children in the state to lose their Medi-Cal coverage — a significant source of funding for school-based mental health services — and boys and young men in California may further lose access to new or improved services without the state protecting access to health care.

“Drastic cuts to Medi-Cal, our state’s housing crisis, and violent immigration enforcement from the (Trump) administration threaten families from meeting their basic health and economic needs — which inevitably leads to a chronic stress response,” Vázquez said.

“Those interventions are of limited value if low-income children and families in California, the majority of whom are of color, cannot access those services in a timely manner,” she said.

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: August 22, 2025

Phone Number: (559) 457-3934

Regarding: Local Control and Accountability Plan Educational Partner Engagement

The purpose of this communication is to provide the Board with the updated process for the Local Control and Accountability Plan (LCAP) educational partner engagement for the 2025/26 school year.

Fresno Unified School District is refining its LCAP Educational Partner Engagement process for Fall 2025 to address challenges with in-person participation and quality survey feedback. Previous LCAP regional community meetings experienced low attendance, limited student participation, and recurring involvement from the same parent groups, with barriers such as scheduling conflicts and transportation. The 2024/25 ThoughtExchange process only captures roughly 10% of the staff and student population and produces a high volume of generic or unusable comments, underscoring the need for more targeted and productive engagement methods. Additionally, the LCAP feedback collection period overlaps with other districtwide surveys, creating competition for participants' attention.

To improve the quality and relevance of feedback, the district will transition from large regional community meetings to smaller, regional Educational Partner Focus Groups. These groups, comprising of parents, community members, and other educational partners will meet throughout the school year. Initially facilitated by the Office of State and Federal Programs (OSFP) and supported by school and district staff, the focus groups will feature interactive discussions, flexible scheduling, and alignment to LCAP actions. This shift supports educational partners' requests for spaces that foster meaningful conversations and lead to actionable change.

To expand reach and increase response rates, the district will consolidate the Climate and Culture Survey with an LCAP open-ended question. This change is expected to nearly triple participation, reduce survey fatigue, and streamline data collection. The integrated survey will gather meaningful input from students, families, and staff on priority topics such as academics, safety, and student well-being. The OSFP will continue collaborating with district-led advisory groups, including the Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, and Student Advisory Board as well as site-level teams. Additionally, a districtwide community meeting will be hosted, offering both in-person and virtual participation options.

Overall, the updated process will support increased survey responses and meaningful engagement to support the priorities and actions the district outlines in the LCAP. The backup provides supporting data and information regarding these changes.

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: 

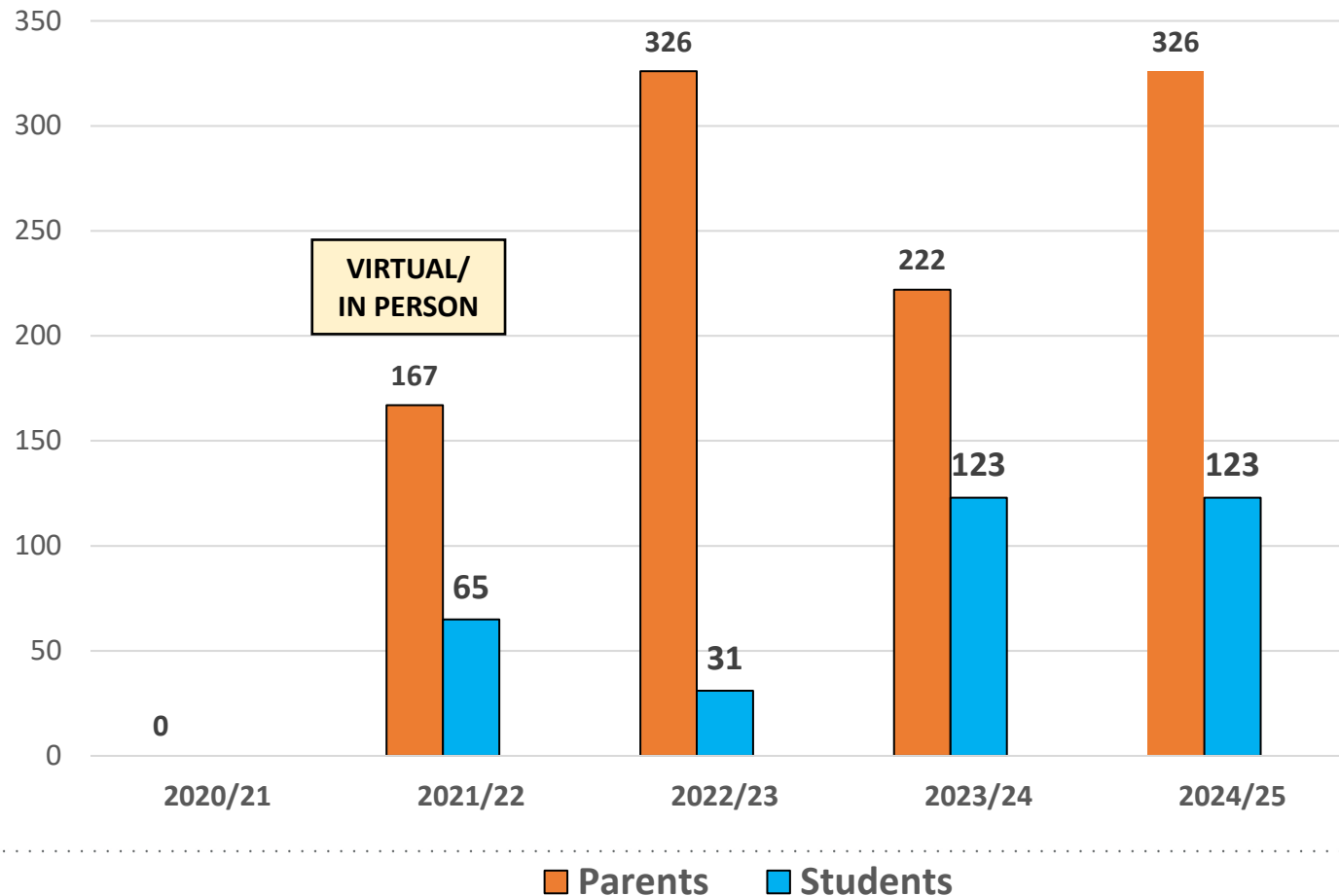
Name and Title: Patrick Jensen, Chief Financial Officer

LCAP Educational Partner Engagement



NEED FOR TRANSITION

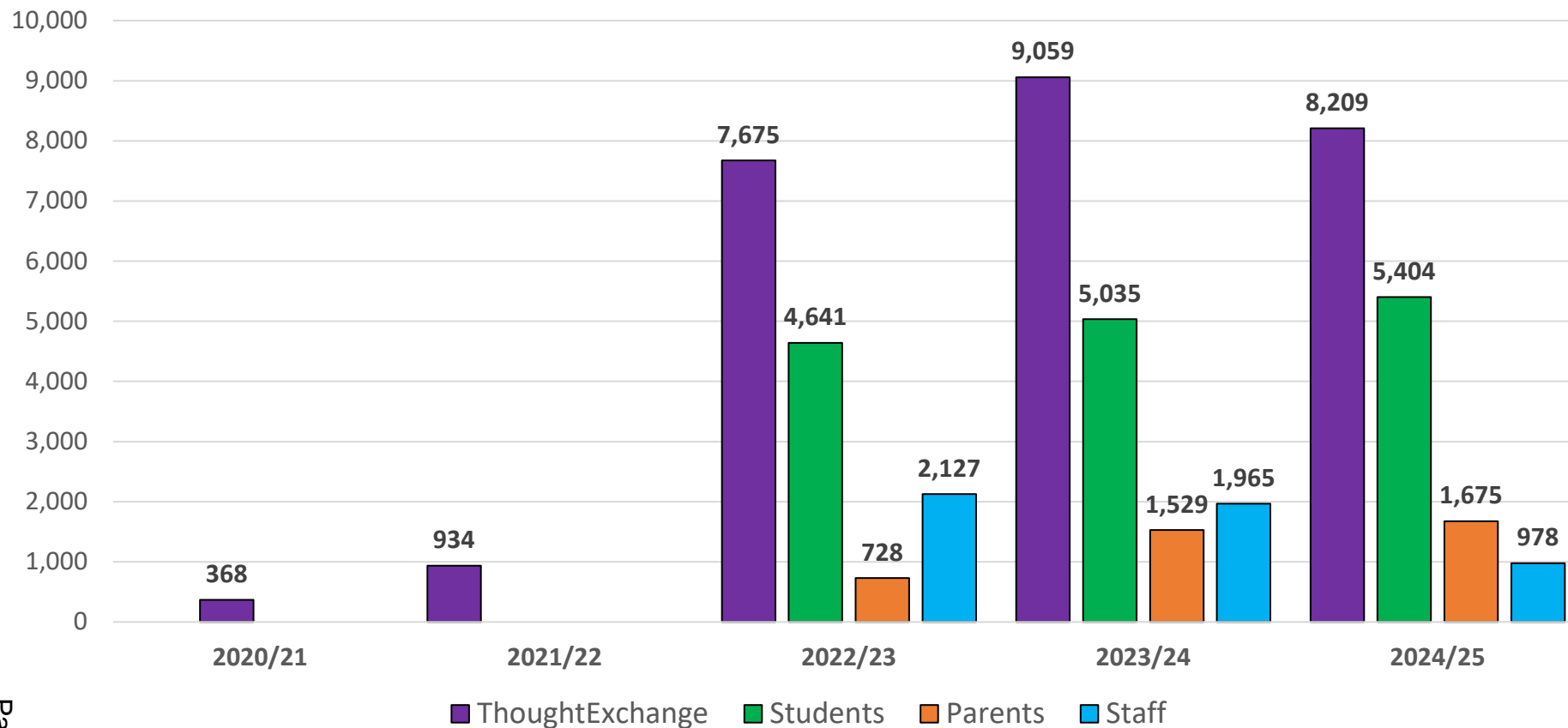
Educational Partners Attendance at the LCAP Regional Community Meetings



- 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 is one thing your school or Fresno Unified could do to better support you as a student?"
- Parent/Families: "What is the one thing your child's school or Fresno Unified could do to better support your child?"
- Staff: "What is one thing your school or Fresno Unified could do to better support students?"

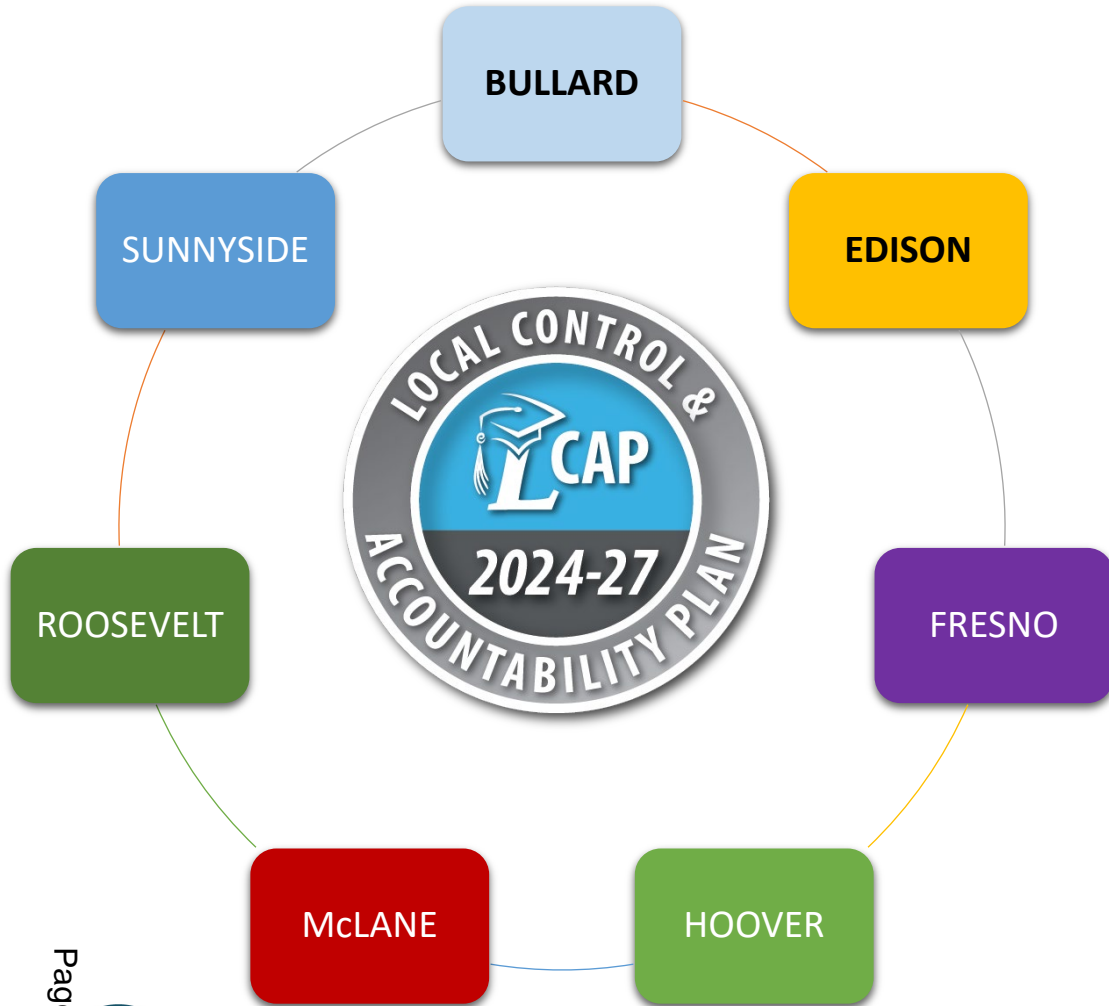
QUALITY VS. QUANTITY

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



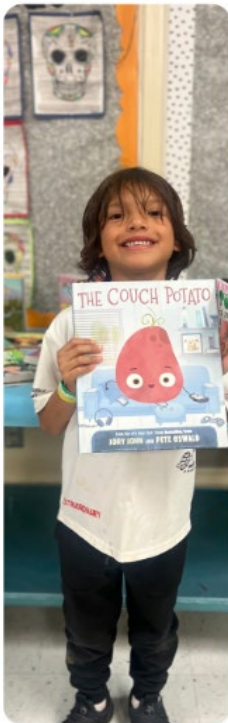
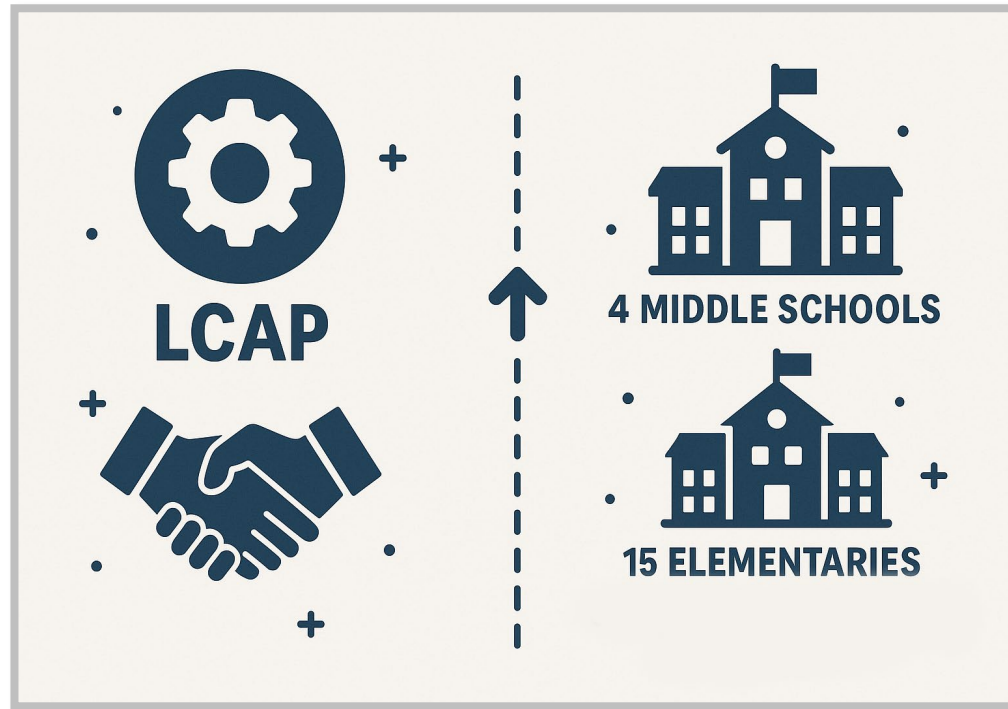
EDUCATIONAL PARTNER FOCUS GROUPS



- **Alignment to LCAP Actions & Timeline**
- **Approx. 5-10 members per group**
- **Collaboration with other Educational Partners**
- **Commitment and attendance to all meetings is highly recommended**
- **Regionalized to allow for primary and secondary grade level participation**
- **Structure Meetings based on the needs of the group**

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: Kim Kelstrom, Chief Executive

Date: August 22, 2025

Phone Number: (559) 457-3907

Regarding: Legal Services by Category

The purpose of this communication is to provide the Board an update on legal services by category for the 2024/25 fiscal year.

General Fund Legal Services by Category
July 1, 2024 – June 30, 2025

Departments


Board Of Education	\$32,343
Charter School	\$54,445
External Partnerships	\$24,424
Facilities Management & Planning	\$96,105
Human Resources	\$841,134
Labor Relations	\$195,581
Legal Services	\$604,220
Management-Special Education	\$331,938
Prevention & Intervention	\$87,059
Total	\$2,267,249

Other Funds Legal Services by Category
July 1, 2024 – June 30, 2025

Fund

Liability	\$1,460,352
Workers' Compensation	\$509,952
Total	\$1,970,304

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