



BOARD COMMUNICATIONS - SEPTEMBER 12, 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 DEPUTY SUPERINTENDENT

Ben Amuku Drati, Ed.D., Deputy Superintendent

3. OFFICE OF THE CHIEF OF STAFF

Ambra O'Connor, Chief of Staff

4. OFFICE OF BUSINESS & FINANCIAL SERVICES

Patrick Jensen, Chief Officer

4.1 School Services of California Weekly Update Report for September 04, 2025

4 - 18

[School Services of California Weekly Update Report for September 04, 2025.docx](#) 

[School Services of California Weekly Update Report for September 04, 2025.pdf](#) 

5. OFFICE OF COMMUNICATIONS

6. OFFICE OF ENGAGEMENT & EXTERNAL PARTNERSHIPS

Wendy McCulley, Chief Officer

7. OFFICE OF HUMAN RESOURCES & LABOR RELATIONS

David Chavez, Chief Officer

8. OFFICE OF THE INSTRUCTIONAL DIVISION

Carlos Castillo, Ed.D., Chief Officer

- | | | |
|-----|--|---------|
| 8.1 | 2025/26 District English Learners Advisory Committee Meeting Schedule
2025/26 District English Learner Advisory Committee Meeting Schedule.docx  | 19 |
| 8.2 | Outcomes-Based Contracting, Curriculum Associates
Outcomes-Based Contracting, Curriculum Associates.docx 
Outcomes-Based Contracting, Curriculum Associates.ppt  | 20 - 44 |
| 8.3 | Career Technical Education Facilities Program
Career Technical Education Facilities Program.docx  | 45 |
| 8.4 | Public Comments and Request for District Response - Confidential | |

9. OFFICE OF OPERATIONAL SERVICES

Paul Idsvoog, Chief Officer

10. 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: September 12, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held teacher listening sessions at DeWolf and Fort Miller (feeder schools: Del Mar, Fremont, Heaton, Homan, Muir, Roeding, Williams and Wilson)
- Spoke at New Employee Orientation
- Team taught 1st grade with Ana Bustos at Mayfair Elementary
- Met with cabinet
- Met with district staff and labor partners
- Attended CART Board Meeting
- Spoke at Burroughs awards celebration for having the greatest growth in distance from standards
- Site visit at Olmos Elementary School
- Attended Duncan AFJROTC's Patriots Day Tribute
- Spoke at the Instructional Division Learning Session
- Spoke at the Cast of Outsiders visit at Farber
- Attended Labor Management Partnership 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: Kim Kelstrom, Chief Executive

Date: September 12, 2025

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for September 04, 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 September 04, 2025, are attached and include the following articles:

- Appropriations Committees Take up Suspense Files – September 02, 2025
- House Lawmakers Endorse Some–But Not All–Of Trump's Education Cuts – September 02, 2025
- Parents Can Now Opt Kids Out of LGBTQ+ Lessons. How Schools are Bracing for the Change – September 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



500 Capitol Mall

•
Suite 1700

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

•
www.sscal.com

DATE: September 4, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Legislature Races to Meet Key Deadlines Before the End of Session

The Legislature has only one week left to wrap up its business on bills for the first year of the 2025-26 legislative session. Last Friday, August 29, 2025, the Appropriations Committees in both the Senate and the Assembly took up their suspense files and acted on 684 bills. Many of the measures that made it out of the fiscal committees were amended to reduce costs or make the bill more palatable for interest holders and lawmakers.

We detail the significant education bills that survived this deadline and those that were held by the Appropriations Committees in our *Fiscal Report* article entitled “Appropriations Committees Take up Suspense Files,” which can be found in the articles section of the *Sacramento Update* below.

There are two other critical deadlines that the Legislature needs to consider before the close of session on September 12, 2025. By its own rules, Friday, September 5, 2025, is the last day for the Legislature to amend bills on the floor. Despite this deadline, the Legislature has the power to suspend its own rules, and many things can happen in the final days, notwithstanding the passage of certain deadlines in the legislative calendar. However, the Legislature cannot waive the requirement that a bill be in print for at least 72 hours in its “final form” before each house can vote on it. Derived from 2016’s Proposition 54, this constitutional requirement sets Tuesday, September 9, 2025, as the absolute last day for any legislative measures to be amended before the end of the session.

Urgency Immigration Bills Head to Newsom’s Desk

Two significant urgency measures related to federal immigration officers on school sites have been approved by the Legislature and are headed to Governor Gavin Newsom.

Assembly Bill (AB) 49 by Assembly Education Committee Chair Al Muratsuchi (D-Torrance) would do the following:

- Prohibit local educational agency (LEA) employees, except as required by state or federal law, from allowing an immigration officer to enter a nonpublic area of a school site without being presented with a valid judicial warrant, subpoena, or a court order
- Require school employees to request valid identification from an immigration officer seeking to enter a nonpublic area of a school site
- Prohibit school employees, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner, the education records or personal information about a student or their family without the parents' or guardians' written consent
- Require the California Attorney General to update its model policies prescribed in existing law to align with this bill's prohibition by December 1, 2025
- Require LEAs to update their model policies to align with this bill's provisions by March 1, 2026, and to make the policies available to the California Department of Education

Senate Bill (SB) 98 by Senate Education Committee Chair Sasha Renée Pérez (D-Pasadena) would do the following:

- Require, when a comprehensive school safety plan is next reviewed on or before March 1, 2026, through January 1, 2031, that the plan include procedures to notify parents and guardians, teachers, administrators, and other school personnel when the presence of immigration enforcement is confirmed on the school site
- Require the content and timing of the notification to consider the safety and well-being of the students, employees, and community members of the school site in the issuing of such notifications
- Authorize the notification to include a hyperlink to additional resources for families with information about their educational rights, state laws that protect parents' and students' privacy and confidentiality, and, if available, counseling or support services

As urgency measures, AB 49 and SB 98 would go into effect immediately upon Governor Newsom's signature.

Leilani Aguinaldo

Appropriations Committees Take up Suspense Files

By SSC Governmental Relations Team
School Services of California Inc.'s *Fiscal Report*
September 2, 2025

Last Friday, August 29, 2025, the Appropriations Committees in both the Senate and the Assembly, chaired by Senator Anna Caballero (D-Merced) and Assemblymember Buffy Wicks (D-Oakland), respectively, dispatched several hundred bills with little commentary other than to announce the vote and provide a short description of any amendments taken.

The committees met to act on the over 700 bills that were pending consideration on the suspense files. The suspense files serve 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. With Friday's actions, the bills approved by the committees will move forward to the Senate and Assembly floors for consideration before the legislative year ends on September 12, 2025. Any bill held by the Appropriations Committee is considered dead unless the committee makes it a two-year bill, which permits the author to revive the measure in 2026.

Below is a summary of a number of noteworthy education bills that will be moving forward to the house floors, the measures designated as two-year bills, and also those significant education bills that were ultimately held by the committee. Many of the approved bills that we summarize below will be amended (and some quite significantly), but since specific language of those amendments is not yet available, we will use this week's "Top Legislative Issues" article to provide updated summaries for many of the key measures below.

Bills Approved by the Appropriations Committees

[Assembly Bill \(AB\) 84](#) (Muratsuchi, D-Torrance)—**School Accountability: Office of the Education Inspector General: School Financial and Performance Audits: Charter School Authorization, Oversight, Operations, and Contracting: Data Systems.** This bill would establish various requirements regarding the oversight and operation of nonclassroom-based charter schools, including changes to their audit and accounting standards, authorizer responsibilities, the funding determination process, and contracting processes.

[AB 237](#) (Patel, D-San Diego)—**Crimes: Threats.** This bill would create a new crime for willfully threatening to commit a crime that will result in great bodily injury or death at a daycare, school, university, workplace, house of worship, or medical facility.

[AB 339](#) (Ortega, D-San Leandro)—**Local Public Employee Organizations: Notice Requirements.** This bill would require public agencies regulated by the Meyers-Milias-Brown Act to give a recognized employee organization no less than 60 days' written notice regarding contracts to perform services that are within the scope of work of job classifications represented by the recognized employee organization.

[AB 374](#) (Nguyen, D-Elk Grove)—**K-14 Classified Employees: Payment of Wages: Itemized Statements.** This bill would require TK-14 public school employers to provide classified school employees with certain information regarding their wages at the time of each payment.

AB 382 (Berman, D-Menlo Park)—Pedestrian Safety: School Zones: Speed Limits. This bill would, beginning January 1, 2029, lower the speed limit from 25 miles per hour to 20 miles per hour in a school zone.

AB 419 (Connolly, D-San Rafael)—Educational Equity: Immigration Enforcement. This bill would require local educational agencies (LEAs) to provide information to parents and guardians relating to the Immigration-Enforcement Actions at California Schools Guide for Students and Families and developed by the Attorney General.

AB 495 (Rodriguez, D-San Fernando)—Family Preparedness Plan Act of 2025. This bill would require schools and licensed child day care facilities to adopt model policies developed by the Attorney General regarding interaction with immigration enforcement authorities and requires the Attorney General to develop those model policies.

AB 560 (Addis, D-Morro Bay)—Resource Specialists: Special Classes. This bill would require LEAs to “take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the LEA in an equal manner, unless otherwise collectively bargained.”

AB 606 (Quirk-Silva, D-Fullerton)—Certificated Employees: Professional Services Credential: Out-of-State Applicants. This bill would require the Commission on Teacher Credentialing (CTC) to issue a preliminary credential with a specialization in pupil personnel services to an out-of-state applicant who meets specified requirements.

AB 640 (Muratsuchi)—Local Educational Agencies: Governance Training. This bill would require all LEA governing board members to receive training in public education school finance and accountability laws.

AB 699 (Stefani, D-San Francisco)—Elections: Local Tax Measures. This bill would allow, at the choice of the proponents, a statement about the tax rate, duration of the tax, and amount of revenue raised to appear either on the ballot or in the voter information guide for local measures that impose a tax of varying rates or authorize the sale of bonds.

AB 727 (González, M., D-Los Angeles)—Pupil and Student Safety: Identification Cards. This bill would require public higher education institutions and public schools serving students in grades 7-12 that issue student identification cards to include the telephone and text number for the Trevor Project’s suicide hotline that is available 24 hours per day and 7 days a week.

AB 772 (Lowenthal, D-Long Beach)—Suspensions and Expulsions: Off-Campus Acts: Model Policy. This bill would require the California Department of Education (CDE) to develop a model policy for LEAs serving students in grades 4-12 on how to address acts of bullying, cyberbullying, harassment, sexual harassment, and intimidation outside of school hours and off campus. LEAs would be required to adopt the CDE’s model policy by July 1, 2027.

AB 1009 (Rubio, D-Baldwin Park)—Teacher Credentialing: Administrative Services Credential: Occupational and Physical Therapists. This bill would authorize occupational therapists and physical therapists to be eligible for a preliminary administrative services credential. The bill also allows three years of experience as a school-based occupational or physical therapist to satisfy the existing experience requirement.

AB 1067 (Quirk-Silva, D-Fullerton)—Public Employees’ Retirement: Felony Convictions. This bill would require public employers to continue investigations of public employees for misconduct after the investigated employee retires, and to refer the matter to law enforcement before closing the investigation. The bill would also require the employee to forfeit any accrued pension rights and benefits if a felony conviction arises out of any specified conduct.

AB 1224 (Valencia, D-Anaheim)—Teacher Credentialing: Substitute Teachers: Days of Service. This bill would, until January 1, 2029, authorize substitute teachers holding any credential or permit issued by the CTC to serve in a substitute teaching assignment aligned with their authorization for up to 60 cumulative days for any one assignment, provided certain recruitment conditions are met.

AB 1230 (Bonta, D-Oakland)—Pupil Discipline: Expulsions: Procedures. This bill would require school districts conduct a periodic review and assessment for readmission of students who have been expelled at least 45 days before the end of the expulsion term.

AB 1264 (Gabriel, D-Encino)—Pupil Nutrition: Particularly Harmful Ultraprocessed Food: Prohibition. This bill would require the Office of Environmental Health Hazard Assessment to adopt regulations to define particularly harmful ultraprocessed food (UPF). The bill would require schools to begin to phase out particularly harmful UPFs by January 1, 2028.

AB 1348 (Bains, D-Bakersfield)—Average Daily Attendance: Emergencies: Immigration Enforcement Activity. This measure would add “immigration enforcement activity” to the list of emergencies that may justify approval of attendance credit from the State Superintendent of Public Instruction (SSPI) when a school remains open but experiences a material decrease in average daily attendance (ADA). This bill sunsets the authority to apply for ADA credit due to immigration enforcement activity on June 30, 2029.

AB 1454 (Rivas, D-Salinas)—Pupil Literacy: Administrative Services Credential Program Standards and Professional Development: Instructional Materials. This bill would require the CTC to revise its standards for the literacy specialist and administrator preparation programs to ensure alignment with evidence-based literacy practices and the state’s English Language Arts/English Language Development Framework.

Senate Bill (SB) 19 (Rubio, D-Baldwin Park)—Threats: Schools and Places of Worship. This bill would create a new crime of threatening to commit a crime that will result in death or great bodily injury at a school or place of worship, punishable as an alternate felony-misdemeanor, or as an infraction when committed by a juvenile.

SB 373 (Grove, R-Bakersfield)—Nonpublic, Nonsectarian Schools or Agencies. This bill would, beginning with the 2026-27 school year, expand the certification requirements for nonpublic, nonsectarian schools serving students with disabilities and increases the oversight responsibilities the CDE and LEAs must conduct for students placed in these schools.

SB 414 (Ashby, D-Sacramento)—School Accountability: School Financial and Performance Audits: Chartering Authorities: Tort Liability: Educational Enrichment Activities: Flex-Based Instruction. This bill would add new audit standards and training requirements for certified public accountants, expand charter authorizer oversight duties, and require charter school governing boards to publicly review annual audit findings.

SB 472 (Stern, D-Los Angeles)—Pupil Instruction: Holocaust and Genocide Education: Notice, Survey, and Grant Program. This bill would require the SSPI to establish the Holocaust and Genocide Education Grant Program to provide direct allocations to LEAs for the purposes of providing Holocaust and genocide education and professional training.

SB 494 (Cortese, D-San Jose)—Classified School and Community College Employees: Disciplinary Hearings: Appeals: Contracted Administrative Law Judges. This bill would authorize a permanent classified employee of a TK-14 district to appeal disciplinary action to a contracted administrative law judge, paid by the district and jointly selected by the district and the employee or their employee organization unless the employee organization and the school district have agreed to an alternative method of appealing disciplinary action.

SB 638 (Padilla, D-San Diego)—California Education and Workforce Development Coordinating Entity: Career Technical Education and Career Pathways Grant Program. This bill would establish the California Education and Workforce Development Coordinating Entity within the Government Operations Agency to oversee statewide career technical education, career pathways, and workforce development efforts.

SB 640 (Cabaldon, D-Yolo)—Public Postsecondary Education: Admission, Transfer, and Enrollment. This bill would establish the California State University (CSU) direct admission program between participating CSU campuses and LEAs.

SB 848 (Pérez, D-Pasadena)—Pupil Safety: School Employee Misconduct: Child Abuse Prevention. This bill would expand the definition of mandated reporters and require the CTC to create a statewide school employee misconduct data tracking system for classified staff, contingent on an appropriation. The bill also requires the CDE to develop and disseminate information regarding child abuse and assault and provide statewide guidance regarding the responsibilities of mandated reporters who are school personnel.

Two-Year Bills

AB 1381 (Muratsuchi)—California School Finance Authority: Educational Workforce Housing Revolving Loan Fund. This bill would establish the Educational Workforce Housing Revolving Loan Fund to provide zero-interest loans to LEAs for predevelopment activities related to workforce housing projects.

SB 323 (Pérez)—Student Aid Commission: California Dream Act Application. This bill would require the California Student Aid Commission to, by the start of the 2026-27 financial aid cycle, revise the California Dream Act application to allow the application for use by any student eligible for state financial aid programs regardless of eligibility for federal financial aid.

Bills Held by the Appropriations Committees

AB 340 (Ahrens, D-Silicon Valley)—Employer-Employee Relations: Confidential Communications. This bill would have prohibited a public employer from questioning an employee or employee representative regarding representation-related communications made in confidence between the employee and employee representative.

AB 347 (Kalra, D-San Jose) Pupil Instruction: Animal Dissection. This bill would have strengthened the process for students to opt out of the dissection of animals in schools, require the CDE to develop a template

for students to use to opt out, and make compliance with opt-out requirements subject to the Uniform Complaint Procedures.

AB 477 (Muratsuchi)—Local Control Funding Formula: Base Grants: Funding Targets. This bill would have established new Local Control Funding Formula base grant targets with legislative intent to use those funds to increase school site staff salaries by 50%.

AB 731 (Fong, D-Alhambra)—Dual Enrollment: College and Career Access Pathways Partnerships. This bill would have amended the dual enrollment program, College and Career Access Pathways partnerships, to align with best practices, in order to streamline access to dual enrollment for high school students throughout the state.

AB 887 (Berman)—High Schools: Computer Science Courses: Implementation Guide. This bill would have established a voluntary California Computer Science Demonstration Grant Program and a corresponding California Computer Science Demonstration Grant Program Working Group.

AB 1111 (Soria, D-Fresno)—Schoolbuses: Zero-Emission Vehicles: Extensions: Scrapping. This bill would have allowed a recipient of a grant under the Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project to avoid scrapping a non-zero emission schoolbus under specified conditions.

SB 316 (Reyes, D-Fullerton)—High School Pupils: Voter Registration. This bill would have required LEAs that serve students in grade 11 to ensure that each of their pupils receive information on how to properly preregister to vote and register to vote.

SB 334 (Reyes)—Sexual Harassment, Sexual Assault, and Sexual Abuse Prevention: Safety. This bill would have required the CDE to review the existing California School Climate, Health, and Learning Surveys system to identify areas of the surveys administered through this system where age-appropriate questions related to sexual harassment, sexual assault, and sexual abuse safety may be incorporated.

SB 743 (Cortese)—Education Finance: Education Equalization Act: Equalization Reserve Account. Subject to a voter-approved constitutional amendment, this bill would have created the Equalization Reserve Account and require deposits whenever the state deposits funds in the Proposition 98 Rainy Day Fund.

Note: Members of a House education subcommittee voted largely along party lines Tuesday evening, September 2, 2025, to advance a fiscal 2026 federal budget bill that allocates \$14.9 billion for the Title I formula grants, which amounts to a \$3.5 billion cut from current levels.

House Lawmakers Endorse Some—But Not All—of Trump’s Education Cuts

‘The confusion and chaos for education funding is going to continue no matter what Congress provides,’ says one observer

By Mark Lieberman
EducationWeek
September 2, 2025

U.S. House of Representatives lawmakers who oversee budget-writing are endorsing President Donald Trump’s goal of slashing federal funding for K-12 schools in the next budget year—and they’re also proposing to cut more than \$2 billion schools are expecting to receive next month.

Members of Congress have less than a month to agree on a federal budget—a feat they haven’t managed in recent years. The bill Republican House appropriators began circulating Monday is unlikely to pass in its current form—but it offers an opportunity to compare lawmakers’ priorities and the president’s.

Members of a House education subcommittee voted largely along party lines Tuesday evening to advance a fiscal 2026 federal budget bill that allocates \$14.9 billion for the Title I formula grants for schools to support low-income students. That amounts to a \$3.5 billion cut from current levels.

That’s not all the damage Title I could weather, though.

If President Trump signs the House version of the budget into law, the Education Department would cancel roughly 5 percent (\$938 million) of the \$18.4 billion in Title I funds Congress already approved in March.

By law, schools nationwide already received \$8 billion of their Title I allocations on July 1, and have budgeted for the remainder of that money (\$10 billion nationwide) to flow as normal on Oct. 1. The \$938 million cut would come from the total expected to flow on Oct. 1.

A budget summary from Rep. Tom Cole, R-Okla., who chairs the House appropriations committee, touts the Title I funding cut as part of the bill’s effort to “safeguard taxpayer dollars, eliminate out-of-touch progressive policies, and end the weaponization of government.”

“Despite outsized investment, America’s public schools continue to fail children and families,” the sheet says.

The bill also proposes to zero out funding for Title II-A grants for teacher training and professional development—both for next school year, and for the previously allocated \$1.6 billion states are expecting to receive on Oct. 1 for the current school year.

Other education-related programs slated for elimination in the House budget include Title III funding for English-learner services (\$890 million); Full-Service Community Schools (\$150 million); Promise Neighborhoods (\$91 million); and preschool development grants (\$315 million). The bill does not propose pulling back previously approved funding for those programs.

Federal support for special education would drop slightly year over year in the House GOP budget, from \$15.52 billion to \$15.49 billion. Overall investment in Education Department programs would total \$66.7 billion—roughly in line with President Trump’s fiscal year 2026 budget proposal, and a 15 percent cut from current levels.

Democratic House members who work on appropriations said they are glad their Republican colleagues aren’t moving to completely defund the Department of Education.

Still, they strongly oppose the Republican budget bill. During Tuesday’s markup session, Rep. Steny Hoyer, R-Md., singled out the Community Schools program—which provides grants that let schools serve as community service hubs—among the proposed cuts that concern him.

He also said he’s worried the Trump administration will advance funding changes unilaterally, regardless of what lawmakers approve.

“The American people deserve better than ‘better than expected,’” Hoyer said.

House lawmakers match Trump in some areas and differ in others

The bill nods to Trump’s policy priorities by emphasizing that federal funding can’t be spent on enforcing Biden-era interpretations of Title IX, the federal law that prohibits sex discrimination in schools, and by proposing to rename the AmeriCorps community service program the “America First Corps” and the Workforce Pell grants “Trump Grants.” It also reduces annual funding for the Education Department’s office for civil rights from \$140 million to \$91 million, the same amount proposed by the Trump administration.

It does not, however, incorporate Trump’s proposal to consolidate dozens of education funding streams into two block grants for states to spend as they please. It maintains funding for some programs Trump wants to eliminate, including \$1.3 billion for before- and after-school programming and \$269 million for library and museum services.

And it rejects Trump’s proposals to drastically cut investments in education research. The House bill allocates \$740 million to the Institute of Education Sciences, the Education Department’s research arm—down from the current \$793 million, but more than the \$261 million the Trump administration proposed.

House Republicans are broadly aligned with Trump’s mission to scale back federal investment in education, said Sarah Abernathy, executive director of the Committee for Education Funding, a nonprofit advocacy coalition.

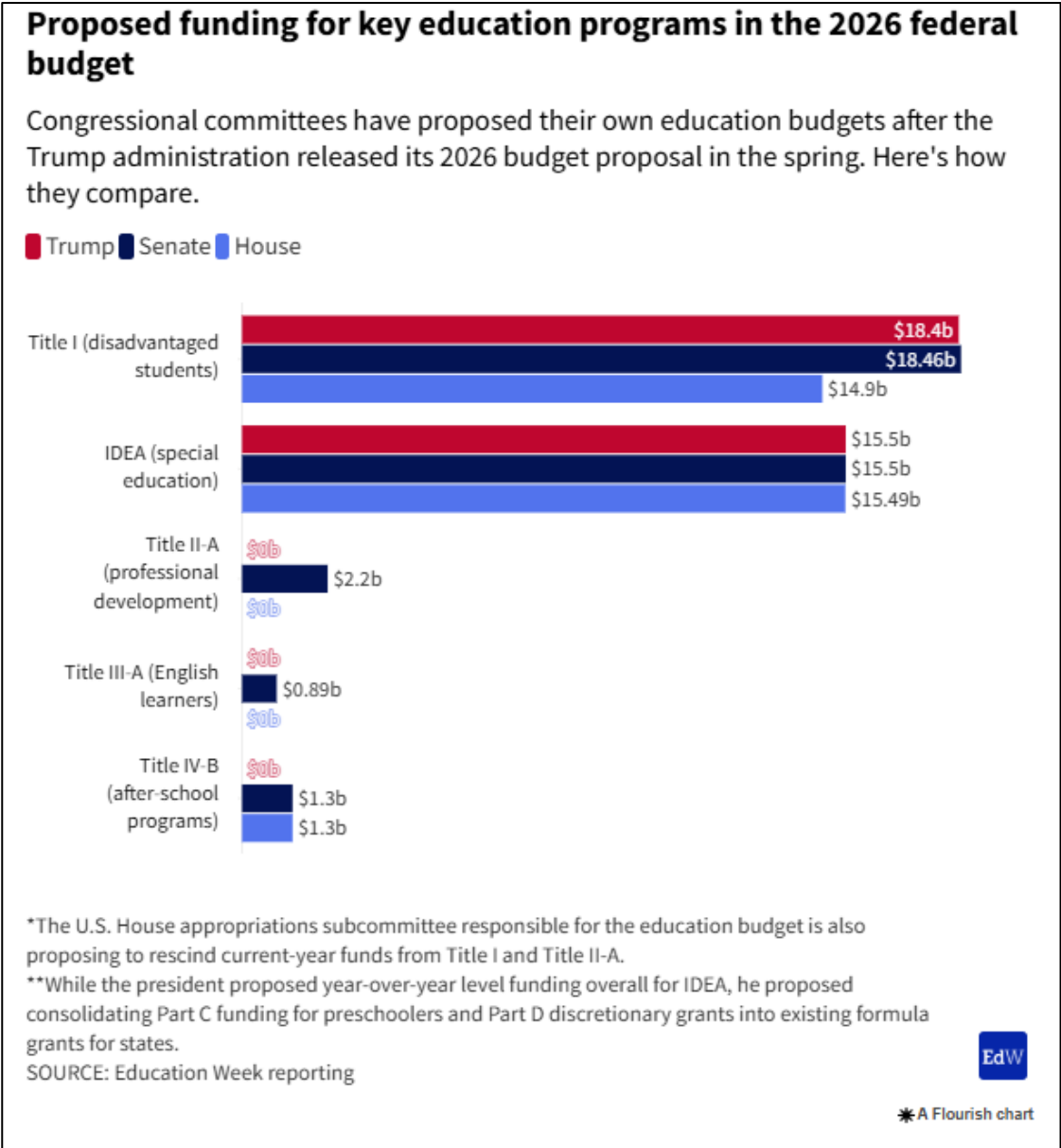
But, she said, “they’re proposing to do it in a different way, and maintaining funding for a lot of existing programs and structures in general.”

Only weeks remain as federal lawmakers spar over budget details

This version of the federal budget appears unlikely to pass, even as the Republicans who control the House are likely to remain in lockstep with Trump.

A similar proposal from House Republicans that also included retroactive cuts to current-year funding failed to advance out of committee last year.

Senate appropriators from both parties in July approved their own federal budget that increased education funding and maintained support for key programs the House wants to excise. Both chambers, narrowly controlled by Republicans, must agree before the budget reaches the president’s desk.



Last year, that day never came—instead, in order to avoid a government shutdown, Congress eventually passed a continuing resolution that broadly maintained government funding levels from the previous year.

The same thing could happen again this year, for some or all of the federal budget. The House’s full appropriations committee is expected to take up the education budget—which also includes funding for the departments of Labor and Health and Human Services—later this month.

No matter how quickly federal budget talks wrap up, though, Abernathy anticipates many schools will budget less for education than in previous years because of ongoing confusion over unilateral changes the Trump

administration has implemented this year—including a slew of abrupt grant terminations, a weekslong freeze on billions in formula funding, and widespread delays for continuation awards current education grant recipients are expecting. Several of those moves have been deemed illegal by courts and nonpartisan watchdogs.

“The confusion and chaos for education funding is going to continue no matter what Congress provides,” Abernathy said.

Note: Schools throughout the state are grappling with how to carry out a recent U.S. Supreme Court ruling allowing parents to withdraw their child from classroom lessons on LGBTQ+ issues and other subjects that conflict with their “sincerely held religious beliefs.”

Parents Can Now Opt Kids Out of LGBTQ+ Lessons. How Schools are Bracing for the Change

By Thomas Peele and Howard Blume
Los Angeles Times
September 4, 2025

- Schools are preparing to implement a Supreme Court ruling that allows parents to withdraw their child from LGBTQ+ lessons that conflict with their religious beliefs.
- Some educators predict carrying out the policies could prompt confusion and litigation.
- California law requires students learn about contributions of lesbian, gay, bisexual and transgender Americans.

As the new academic year begins, schools throughout California are grappling with how to carry out a recent U.S. Supreme Court ruling allowing parents to withdraw their child from classroom lessons on LGBTQ+ issues and other subjects that conflict with their “sincerely held religious beliefs.”

Attorneys and educators predict that implementing the high court ruling in *Mahmoud vs. Taylor* could prompt confusion and litigation as schools figure out the logistics of handling opt-out requests — including how religious belief claims can or should be verified and how to continue to teach students who are pulled out of classes during the school day.

“There is a lot of trepidation about how to handle this issue in a way that is legally compliant and doesn’t trigger a backlash from one side of the issue or the other,” said Troy Flint, a spokesperson for the California School Boards Assn.

California law requires students learn and be provided instructional materials that explain the “role and contributions” of, among others, “lesbian, gay, bisexual, and transgender Americans.” The state-approved social science framework notes that teachers should use age-appropriate materials to discuss and teach about the “the diversity of humankind.”

In most districts, leaders “are hesitant to address this publicly for fear of attracting more scrutiny and making the issue even more difficult to manage,” Flint said.

The Supreme Court decision

In June, the Supreme Court ruled 6-3 that parents have a right to temporarily pull their children out of classes that offend their religious beliefs, empowering them to object to books or lessons at school. Parents in Montgomery County, Md., had sued over new LGBTQ+ storybooks that were used in kindergarten and other elementary school classes.

Speaking for the conservative majority, Justice Samuel A. Alito said: “A government burdens the religious exercise of parents when it requires them to submit their children to instruction that poses a very real threat of undermining the religious beliefs and practices that the parents wish to instill.”

Under the ruling, the parents who sued were entitled to a preliminary injunction that would require schools to “notify them in advance” when one of the disputed storybooks would be used in their child’s class. The court did not grant parents a right to change the lessons and books that were used at school.

The court’s three liberals dissented.

“Given the great diversity of religious beliefs in this country, countless interactions that occur every day in public schools might expose children to messages that conflict with a parent’s religious beliefs,” said Justice Sonia Sotomayor. “The result will be chaos for this Nation’s public schools” and “will impose impossible administrative burdens.”

Although the Supreme Court decision was based on parental objections to LGBTQ+ books and lessons, the religious opt-outs could have a broader reach, said Yale Law School professor Justin Driver.

“It is deeply misguided for people to believe that this case is only about LGBTQ+ and equality,” Driver said. “The decision is sweeping,” he said, and could “affect everything from reading to science, to literature to history.”

The California Department of Education has offered online guidance.

It says, in part, that state law promotes “a safe, fair, and welcoming learning environment in all schools. It is important to note that Mahmoud does not invalidate or preempt California’s strong protections for LGBTQ+ youth from discrimination, harassment, and bullying.”

Among the questions educators are addressing:

- Can or should parents file blanket opt-out requests stating they want their child removed from any instruction about LGBTQ+ topics, and leave school personnel to sort it out?
- Should schools ask parents to review reading lists and let parents flag those items to which they object?
- What do teachers do with students whose parents opt them out of a class? Their class time still needs to be used for instruction.

Opting out in California

As school administrators plan their next steps, conservatives are seizing the moment.

Greg Burt of the California Family Council, a Fresno-based Christian group, said the ruling shows that “parents are the ultimate determination of whose values get taught to the child ... We’re now in charge of deciding what we think is good and what we think is not good.”

California groups opposed to LGBTQ+-themed teaching materials are generating letters and emails to school districts for parents to use to demand that school leaders proactively remove children from classes where there might be any mention of gay or transgender people, same-sex marriage and other related topics.

A nonprofit Riverside County law firm, Advocates for Faith & Freedom, created one such letter, calling for children to be removed from any teaching involving “gender identity, the use of pronouns inconsistent with biological sex, sexual activity or intercourse of any kind, sexual orientation, or any LGBTQ+ topics” so parents can raise children “in the fear and knowledge of the Lord.”

Lack of a response from the schools “will be considered a denial” that will cause parents to “proceed accordingly.”

Some school officials at smaller districts across the state — including Manteca Unified in San Joaquin County, Turlock Unified in Stanislaus County and Hope Elementary School District in Santa Barbara County — said they have received only a few opt-out notices. Conservative activist Brenda Lebsack, a Santa Ana Unified School District board member, said mass opt-out requests are unlikely to come until school districts notify parents of the new right.

In San Francisco, Mawan Omar, the parent of a sixth-grader, said he intends to opt his son out of LGBTQ+ materials because the teaching contradicts his family’s Muslim faith. Omar said his son, Hezma, objected to a lesson in elementary school because it was contrary to what he had learned from the Quran.

Omar said the ruling is gratifying. “We knew all along we were right.”

What L.A. Unified is doing

The nation’s second-largest school district has prepared a notice letter to parents alerting them of their rights under the Supreme Court ruling.

“If a Parent who, based on religious beliefs, requests in writing to opt their child out of participation in English Language Arts storybooks with LGBTQ+ themes, this request should be honored for the school year in which it was submitted,” Chief Academic Officer Frances Baez wrote in an Aug. 15 memo to elementary principals. “Teachers will provide alternative assignments, similar to what is done for health instruction, with no penalties to the child’s grade.”

In referring to health instruction, Baez was referring to opt-outs that already are available for sexual education.

The notice to parents includes a link to a “list of all classroom library materials the District shares with all elementary schools.” It is apparently up to parents to research and decide which books are objectionable.

Pro-LGBTQ+ parent activist Daisy Gardner finds the entire exercise “infuriating and heartbreaking.”

“The great thing about public school is that you share a space with families who come from all different backgrounds, socioeconomic groups, races and religions,” Gardner said. “It’s an opportunity for kids to broaden their horizons and learn tolerance, which is necessary for a society to function.”

How will opt-outs affect LGBTQ+ students

One unknown is how LGBTQ+ students and students from families with LGBTQ+ members will react when classmates leave and when teaching materials reflecting their lives are presented.

That could make “a child feel they’re not only different, but that they’re not accepted or that they should be ashamed of the family that they have,” said Jorge Reyes Salinas, a spokesperson for Equality California, a civil rights group.

The presidents of California’s two largest teachers unions both said educators will continue presenting approved California lessons and materials.

David Goldberg, president of the California Teachers Assn., said that teachers “will obviously follow the law, but we want to make it clear to our members that there are other laws in California around kids’ ability to learn about their own identity, cultures or all kinds of identities. We’re going to still honor kids’ ability to learn about their own identity and all kinds of identities.”

Peele is an investigative reporter for EdSource, a nonprofit news organization that covers California education issues. Blume is a Times staff writer. EdSource staff writer Emma Gallegos also contributed to this story.

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: September 12, 2025
Phone Number: (559) 457-3750

Regarding: 2025/26 District English Learner Advisory Committee Meeting Schedule

The purpose of this communication is to provide the Board with the 2025/26 District English Learner Advisory Committee meeting schedule. Our district-level English Learner Advisory Committee is comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Meetings will be held in person with childcare provided. Dinner is available at 4:30 p.m., followed by the meetings from 5:00 p.m. to 7:30 p.m.

Meeting dates and locations are as follows:

- Thursday, September 25, 2025, Greenberg Elementary School
- Thursday, November 20, 2025, Farber Center for Professional Development
- Thursday, February 26, 2026, Farber Center for Professional Development
- Thursday, May 21, 2026, Farber Center for Professional Development

If you have any questions pertaining to the information in this communication or require additional information, please contact Erica Piedra at (559) 457-3916.

Cabinet Approval: 
Carlos Castillo (Sep 8, 2025 12:42:04 PDT)

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

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Tonisha Hargrove-Williams, Executive Officer

Date: September 12, 2025
Phone Number: (559) 457-3958

Regarding: Outcomes-Based Contracting, Curriculum Associates

The purpose of this communication is to provide an update on the district's implementation of Outcomes-Based Contracting to support Academic Return on Investment from the last Board Communication provided September 20, 2024.

Beginning in September 2024, the cross-departmental Academic Return on Investment Team, in collaboration with the Department of Curriculum, Instruction, and Professional Learning, began implementing the district's first outcomes-based contract. This initiative focuses on the regular use of i-Ready My Path to improve early literacy, with progress monitored through i-Ready reading scores for kindergarten and first-grade students.

This effort included training on i-Ready Level-Up for site leaders, teachers, paraeducators, and tutors. In addition, we concluded site observations to support implementation and collaborative data review with the vendor. Site celebrations included recognizing schools and classrooms that demonstrated success by meeting the defined criteria, as outlined in the paragraph below.

As of June 2025, the i-Ready Usage and Growth report for Diagnostic Three (Spring, End of Year) shows that 74.24% (219) of Kindergartners and 66.39% (709) of first graders who met criteria (35 minutes and 70% of lessons passed) met their stretch growth. The table on the next page presents a breakdown of our focused and non-focused kindergarteners and first-grade students. Focus students are kindergarteners who scored below grade level on the beginning-of-year i-Ready and first graders who scored below 100% on high-frequency words on the end-of-year foundational skills assessment in kindergarten, or who did not have a Foundational Skill Assessment score.

Data is provided in the backup documents provided with this board communication.

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

Cabinet Approval: 
Carlos Castillo (Sep 11, 2025 12:05:21 PDT)

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

KINDERGARTEN FOCUSED STUDENTS

Average Weekly Minutes	Met Typical Growth	Met Stretch Growth
>= 35	11.86% (23)	79.38% (154)
1-34	22.60% (275)	58.75% (715)

FIRST GRADE FOCUSED STUDENTS

Average Weekly Minutes	Met Typical Growth	Met Stretch Growth
>= 35	18.90% (62)	56.10% (184)
1-34	22.85% (170)	38.17% (284)

KINDERGARTEN NON-FOCUSED STUDENTS

Average Weekly Minutes	Met Typical Growth	Met Stretch Growth
>= 35	13.86% (14)	64.36% (65)
1-34	23.57% (103)	43.25% (189)

FIRST GRADE NON-FOCUSED STUDENTS

Average Weekly Minutes	Met Typical Growth	Met Stretch Growth
>= 35	14.46% (107)	70.95% (525)
1-34	15.94% (186)	60.67% (708)

Outcomes Based Contracting & AROI Journey

2023 - 2025

ACHIEVING OUR *GREATEST* POTENTIAL

8/12/2025



The AROI Development Team



Dr. Zerina Hargrove-Brown, AMA



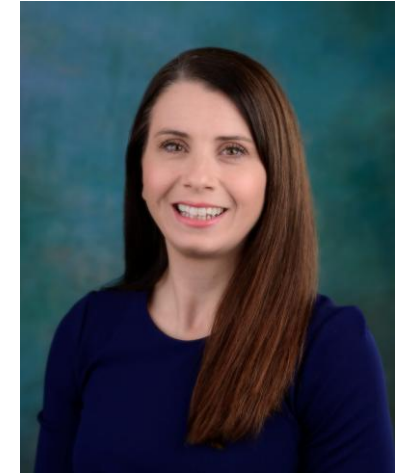
Dr. Carmen Rodriguez, AMA



Tonisha Hargrove-Williams, CAO



Ryan Coe, CIPL



Dr. Ashlee Chiarito, State and Federal



Pamela Rodriguez, CMA



Ann Loorz, Purchasing



Mony Ward, AMA

Outcomes Based Contracting (OBC) TEAM



Dr. Ashlee Chiarito
State and Federal



Ryan Coe
CIPL



Karen Furlow
CIPL



Tonisha Hargrove-Williams
CAO



Dr. Zerina Hargrove-Brown
AMA



Ann Loorz
Purchasing



Mony Ward
AMA



Melanie Webb
AMA

History of AROI/OBC

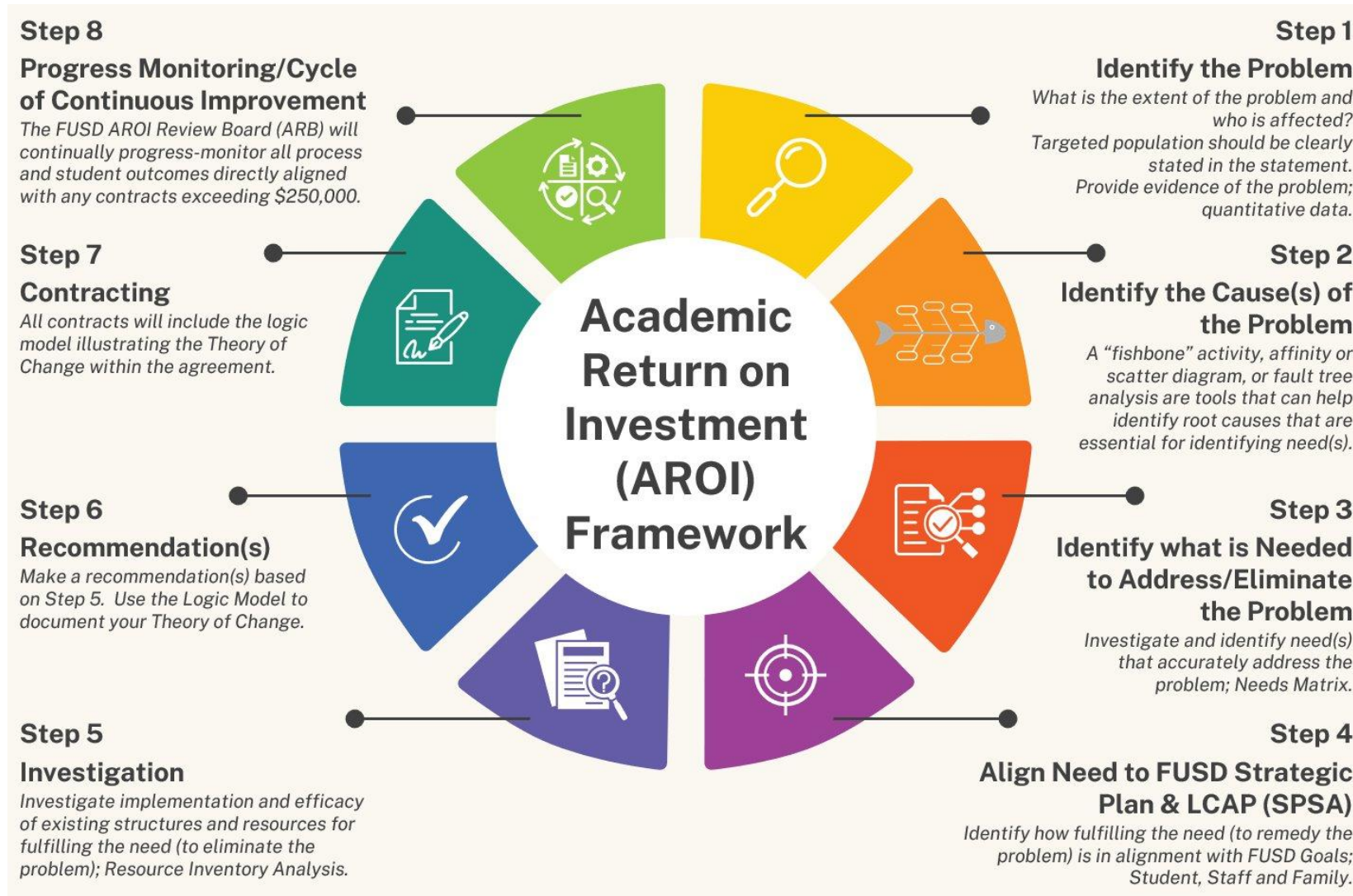
2023-24

- Attended Southern Education Foundation OBC Conference –Year 1
- Develop AROI Framework
- Embed AROI into the budget process for alignment of resources/investments
- Align procurement process with the AROI Framework
- Collaborate, engage, and train all department staff
- Updated contracting process to mainstream review
- Establish AROI Review Board w/ defined protocols and timelines
- Meet with the SOS team to align the framework with literacy plans
- Team engages OBC Cohort
- Design a full implementation plan for AROI/OBC

2024-25

- Attended Southern Education Foundation OBC Conference – Year 2
- Ex. Director Ann Loorz presented with OBC Leaders at CGCS on OBC and AROI
- Provide nuanced department training regarding components of the process
- Support deeper understanding of metrics
- Study/research effective long-term outcomes and planning
- Alignment to SPSA
- Site training starting in September
- Provide AROI timeline and training
- Strategic Planning Dashboard (Clarity)

Academic Return on Investment (AROI) Framework



Outcomes Based Contracting (OBC)



Under OBC, districts contract for clear student outcomes; this compels mutual accountability for achieving them.

- A substantial part of payment to a service provider is contingent on meeting agreed upon student outcomes. We recommend at least 40% of a total contract payment be contingent on student outcomes.
- Helps ensure public dollars deliver academic impact, even if providers take several attempts to achieve it.
- Requires districts and vendors to identify and commit to clearly defined outcomes.

Identifying a clearly defined population, outcomes and validated metrics are key to the success of your RFP & contract

Traditional vs. Outcomes Based Contracting

Traditional Contracting

Broad Population



Services are purchased for a large, heterogeneous population. Minimal baseline data is provided

Enrollment & Completion Goals



RFP and contract specify input and output goals around the number of students to be served

Ad Hoc Data Gathering



Minimal, self-reported data is tracked at the beginning and end of services



Outcomes Based Contracting

Clearly-Defined Student Population



District specifies a like-performing student group and provides baseline data on their current level of performance, demographics, and other relevant information in RFP

Clearly Defined Outcomes



District determines outcomes and sets target achievement goals, specific to the population of focus

Metrics Tracking & Data Sharing



Metrics are tracked in real time, using validated measures; data is shared between district and provider

Criteria for Selecting Outcomes & Metrics

Strategy

Key questions in choosing outcomes

Alignment: Do these outcomes align with district strategy? Are they important to educational partners? Do they make sense with your student population?

Impact: Is there evidence (or a credible theory of change) that suggests that the intervention can impact the selected outcome?

Measurable: Can the outcome be assessed in ways that are valid, reliable, and feasible?

Outcome

Key questions in choosing metrics

Alignment: Do these metrics align with desired outcome?

Valid, reliable, fair: Does the assessment accurately and reliably evaluate students' abilities across testing contexts? Is it free of bias and designed to reduce obstacles that would undermine validity for some subgroups? Does it sufficiently cover the continuum of achievement such that it enables a wide range of students to show what they know and how they've progressed?

Rigor: Are the metrics / assessments consistent with measures of student performance included in state accountability systems?

Feasible: When is the assessment administered? What is the timeline for data reporting? Is baseline data available?

Metric

Level –Up: i-Ready Relaunch



- In 2023, the AROI Team launched its first OBC contract with Curriculum Associates, the creators of i-Ready.
- Although i-Ready was fully implemented in FUSD during the 2019–2020 school year, fidelity was impacted by COVID-19.
- Given i-Ready’s strong correlation with SBAC and FUSD’s focus on reducing 15 points DFS, the AROI Team saw strategic alignment with district goals.
- The relaunch of i-Ready, featuring the “MyPath” instructional pathway, supported mindset shifts and provided training for leaders and staff on the full i-Ready system and its resources.

FUSD OBC Agreement

Student population data	
Estimated Number of students to serve:	4,200 (1750 1st grade for payment outcome)
Grade level(s) to serve	Kindergarten (Process Outcome) and 1st grade (Process and Payment Outcome)
Subject area(s)	Reading
Performance eligibility for identifying students:	Kindergarten: scoring below grade level on BOY i-Ready 1st grade: scoring below 100% on high frequency words on the EOY foundational skills assessment in kindergarten or who do not have an FSA score
Baseline or historical data on student group (or like student group)	• % of K students below grade level at BOY with 100% mastery of HFWs on EOY FSA: 43% • % of 1st grade students below grade level at BOY placing on/above grade level on EOY i-Ready: 26% • % of K and 1st grade students below grade level at BOY meeting 40%+ of i-Ready typical growth target at D2 (December): 59% • % of K and 1st grade students below grade level at BOY meeting 40%+ of i-Ready stretch growth target at D2 (December): 46%

Focus on K/1 Students – Tier 2



Kindergarten
Students

Below Grade Level on
i-Ready D1



First Grade
Students

Did Not Master all 40 HFWs on EOY
Kinder FSA 3
Or Do Not Have an FSA Score



i-Ready My Path

- Relaunch i-Ready My Path to maximize personalized instruction for all students with a focus on K/1 students who are below reading grade level.
- The goal is for each child to grow more than one year's growth (Stretch Growth) each year.
- Reaching Stretch Growth in two consecutive years puts students on a path toward proficiency.

LEVEL UP with i-Ready My Path

PURPOSE: Relaunching i-Ready My Path to maximize its use for differentiated instruction for ALL STUDENTS in reading.

Tier I: ALL STUDENTS

Tier II: IDENTIFIED STUDENTS in Grades K-1

i-Ready provides a diagnostic assessment to support teachers with meaningful information to meet the instructional needs of their students. My Path delivers customized lessons to address each student's specific reading needs.

WHAT

Fresno Unified is partnering with Curriculum Associates in an Outcomes Based Contract to meet the need of targeted students, as part of our Every Child is a Reader Literacy Initiative. Payments to vendor are contingent on student outcomes.

Every Child is a Reader Literacy Campaign supports Kinder and 1st Grade students with on-grade-level reading and accelerating reading development skills.

WHY

Kinder and 1st Grade students are below grade level in reading and at-risk of falling further behind.

ALL STUDENTS in Grades K-8.

WHO

- Kindergarten: scoring below grade level on EOY i-Ready
- 1st Grade: scoring below 100% on high frequency words on EOY Kindergarten FSA or who do not have an FSA score

- Students on My Path lessons
- Teacher monitoring via i-Ready portal
- Teachers engaging goal-setting conversations
- Students monitoring their own progress

HOW



Monitor

Progress monitoring and evaluation:

- Bi-Weekly/Monthly/D2/D3 Reports
- Lesson usage and passing rates
- Percentage of students meeting Typical and Stretch Growth
- Students on track to meet Growth targets for EOY
- Provide rationales and recommendations for classrooms

SWAG

Incentives are provided for i-Ready D2 and D3 SWAG Celebration/Recognition for Principals, Teachers, Paras, and Students.



KR & MW; August 1, 2024

Theory of Action

If Students Meet the Criteria:

- 35-45 minutes of My Path per week
- A Minimum of two passed lessons per week
- 70% of Lessons Passed

Then:

- i-Ready D2 Results – Students should Meet **Stretch Growth**
- i-Ready D3 Results – Student should Meet **Stretch Growth**
- After two years in a row of Meeting **Stretch Growth** – Student should be on the pathway of grade level proficiency

Level Up – Best Practices

1. Motivate Students Through Goal Setting

- Regularly set goals with individual students
- Communicate and Celebrate individual and collective goals and successes with staff, students, and families

2. Establish Structures & Schedules for My Path Usage

- Communicate and consistently revisit agreements of the program
- Develop an effective schedule that reflects all instructional priorities

3. Use Data to Plan Instruction

- Deliver Differentiated Instruction
- Regularly engage teachers in Data Chats

4. Support Effective Instruction

- On-going PL to enable Site Leaders, Teachers, and Paraprofessionals to achieve goals and drive student achievement
- Regularly monitor classroom instruction and progress and provide feedback to improve instruction

5. Build Coherence with existing instructional priorities

Early Literary Goal – First Grade Students from June 2024 to June 2026

- L1: Increase the number of first grade students on or above grade level from 48% to 58.6% based on iReady results
- L2: Increase the number of students meeting their stretch growth from 41% to 54% based on iReady results



Best Practices – Actions Taken

1. Motivate Students Through Goal Setting

- Principal Advisory Team presented Regional incentives plan to Regional Cohorts for Level Up
- Incentive Initiative: K/1 Classrooms in each region were visited by Snargg mascot – Students, Paras, Teachers, and Site Leaders were celebrated and received SWAG from the Level Up treasure chest for meeting the Criteria Goal

2. Establish Structures & Schedules for My Path Usage

- Early Training Opportunities to all elementary sites prior to school starting to establish structures and routines
- Develop an effective schedule that reflects all instructional priorities

3. Use Data to Plan Instruction

- Weekly and monthly data reports with rationale and recommendations to all elementary sites
- Differentiated PL to support teachers in using data and other available resources to plan instruction
- Track all K/1 student progress towards Stretch Growth

4. Support Effective Instruction

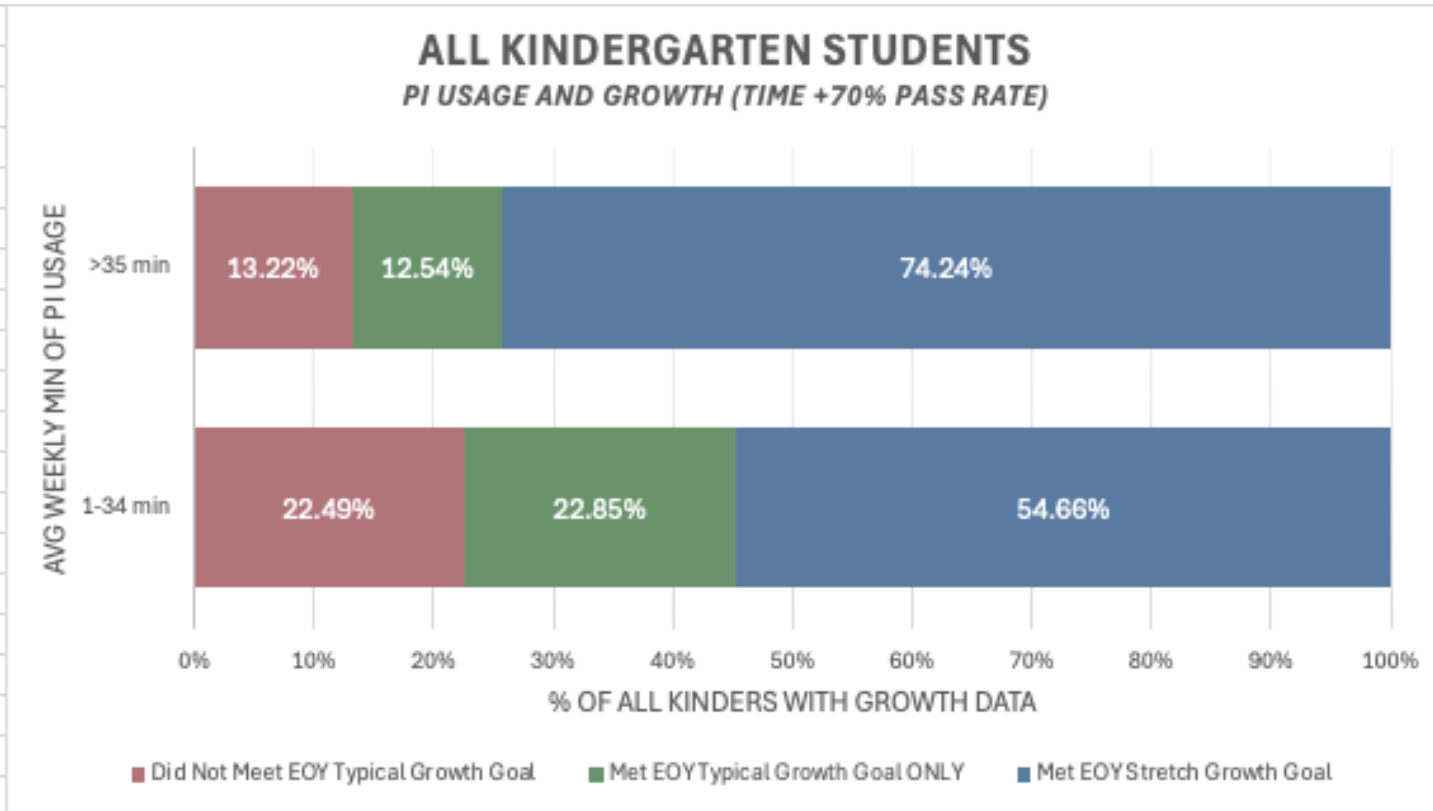
- K-12 Teacher Training x 4 Sessions Targeting: Good First Instruction and Tier 2 Intervention
- DLI Teacher Training x 2 Sessions Targeting: Analyzing Spanish Assessment and Resources data to Support Reading Instruction
- K-12 Leader Training x 3 Sessions Targeting: Diagnostic Data and Analyze Growth
- K/1 Para Training x 4 Sessions Targeting: Small Group Instruction, and Instructional Strategies for Teaching Foundational Skills
- Literacy Walks x 2 per month – Visiting Schools To Observe Implementation Look For's

5. Build Coherence with existing instructional priorities

- Level Up Core Team, District Advisory Team, Content Team, and Principal Advisory met bi-monthly to review student data/next steps
- Communications: Level Up information pipeline through District Update/Board Communications/Meetings for Principals, Academic Coaches, TSAs, Classroom Teachers, and Paraprofessionals
- Community Outreach: Present for all Regional Family Engagement Events – Curriculum Associates, AMA, and CIPL worked together to provide awareness for families through a storyboard, handouts, incentives for the entire family and the Snargg mascot
- Bi-Weekly Virtual Office Hours from September through February
- Continuous Improvement Discussions w/Regional Instructional Superintendents to share out Level Up progress reports

PI Usage and Growth (All Kindergarteners)

Time + 70% Lessons Passed Metric



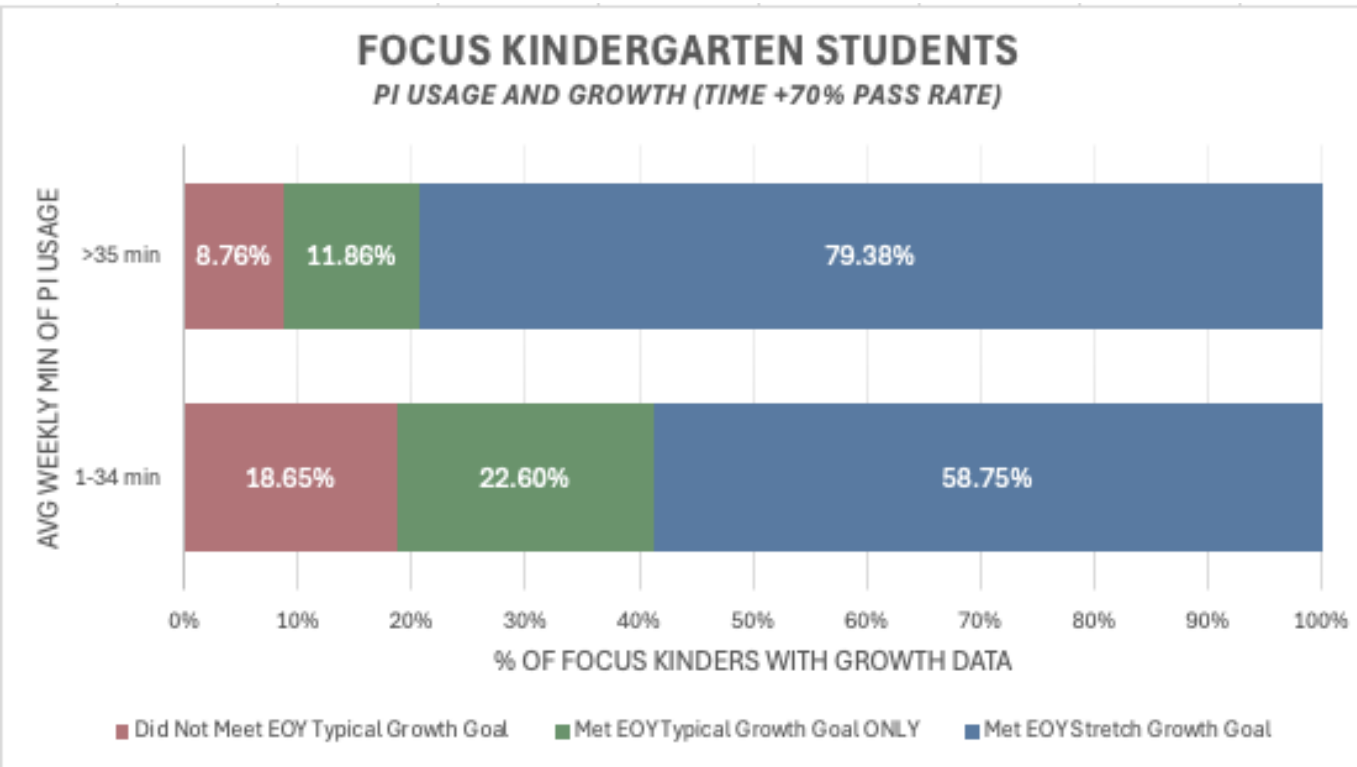
Of the 295 kinder students with ≥ 35 avg wkly min +70% pass
 39 (13.22%) did not meet the EOY typical growth goal
 37 (12.54%) met the EOY typical growth goal **ONLY**
 219 (74.24%) met the EOY stretch growth goal

Of the 1654 kinder students with 1-34 avg wkly min + 70% pass
 372 (22.49%) did not meet the EOY typical growth goal
 378 (22.85%) met the EOY typical growth goal **ONLY**
 904 (54.66%) met the EOY stretch growth goal

EOY Typical Goal $\geq 80\%$ of individual typical growth goal
EOY Stretch Goal $\geq 80\%$ of individual stretch growth goal

PI Usage and Growth (Focus Kindergarteners)

Time + 70% Lessons Passed Metric



Of the 194 focus kinder students with ≥ 35 avg wkly min +70% pass
 17 (8.76%) did not meet the EOY typical growth goal
 23 (11.86%) met the EOY typical growth goal **ONLY**
 154 (79.38%) met the EOY stretch growth goal

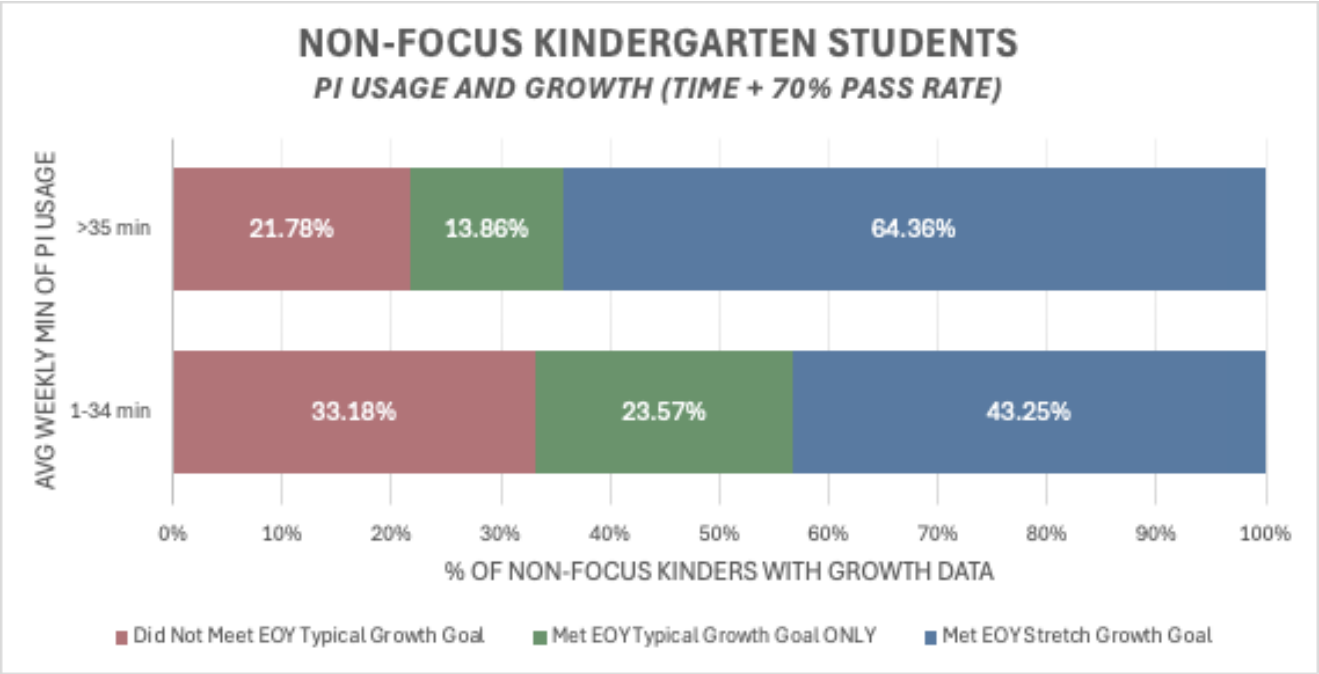
Of the 1217 focus kinder students with 1-34 avg wkly min + 70% pass
 227 (18.65%) did not meet the EOY typical growth goal
 275 (22.60%) met the EOY typical growth goal **ONLY**
 715 (58.75%) met the EOY stretch growth goal

EOY Typical Goal $\geq 80\%$ of individual typical growth goal
EOY Stretch Goal $\geq 80\%$ of individual stretch growth goal



PI Usage and Growth (Non-Focus Kindergarteners)

Time + 70% Lessons Passed Metric



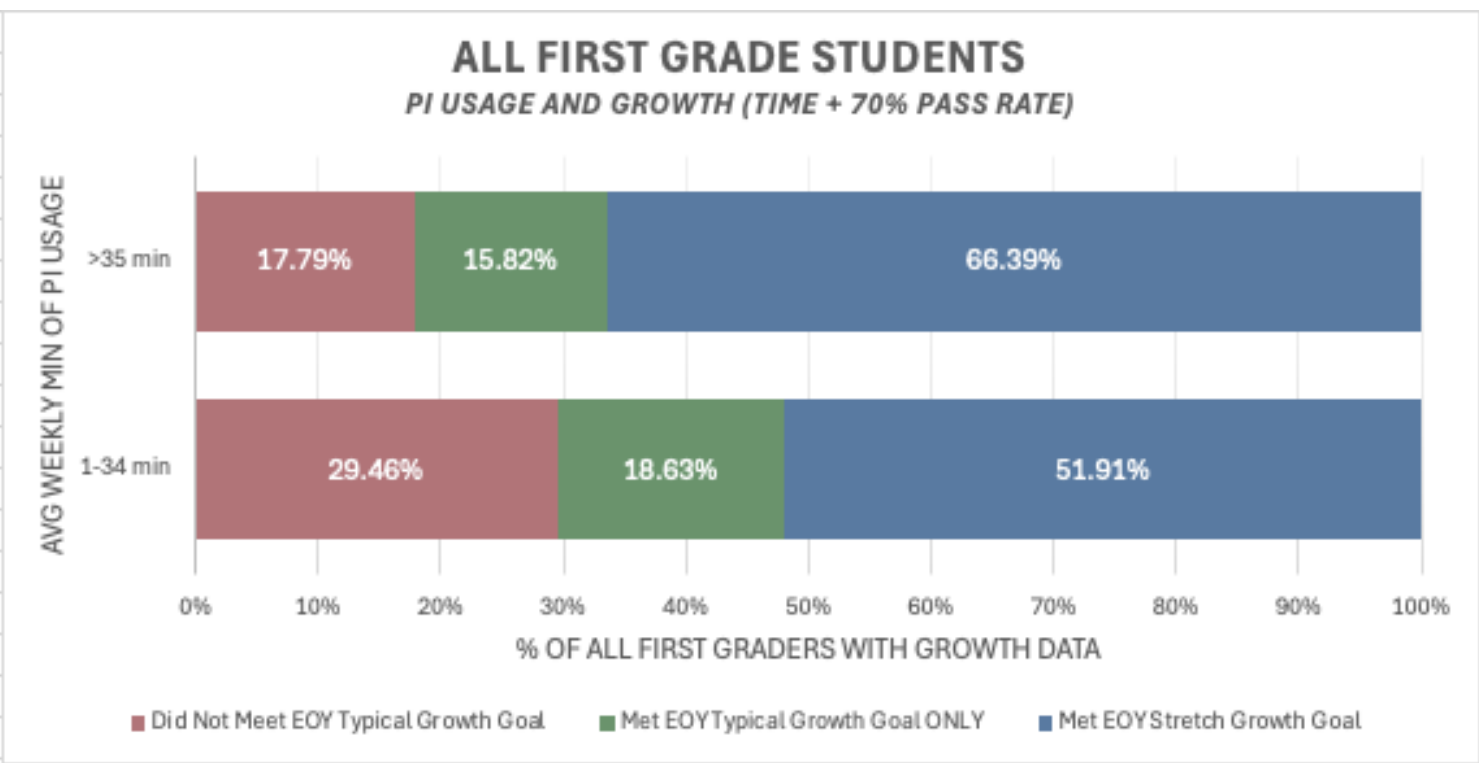
Of the 101 focus kinder students with ≥ 35 avg wkly min +70% pass
22 (21.78%) did not meet the EOY typical growth goal
14 (13.86%) met the EOY typical growth goal **ONLY**
65 (64.36%) met the EOY stretch growth goal

Of the 437 non-focus kinder students with 1-34 avg wkly min + 70% pass
145 (33.18%) did not meet the EOY typical growth goal
103 (23.57%) met the EOY typical growth goal **ONLY**
189 (43.25%) met the EOY stretch growth goal

EOY Typical Goal $\geq 80\%$ of individual typical growth goal
EOY Stretch Goal $\geq 80\%$ of individual stretch growth goal

PI Usage and Growth (All First Graders)

Time + 70% Lessons Passed Metric



Of the 1068 first graders with ≥ 35 avg wkly min +70% pass
190 (17.79%) did not meet the EOY typical growth goal
169 (15.82%) met the EOY typical growth goal **ONLY**
709 (66.39%) met the EOY stretch growth goal

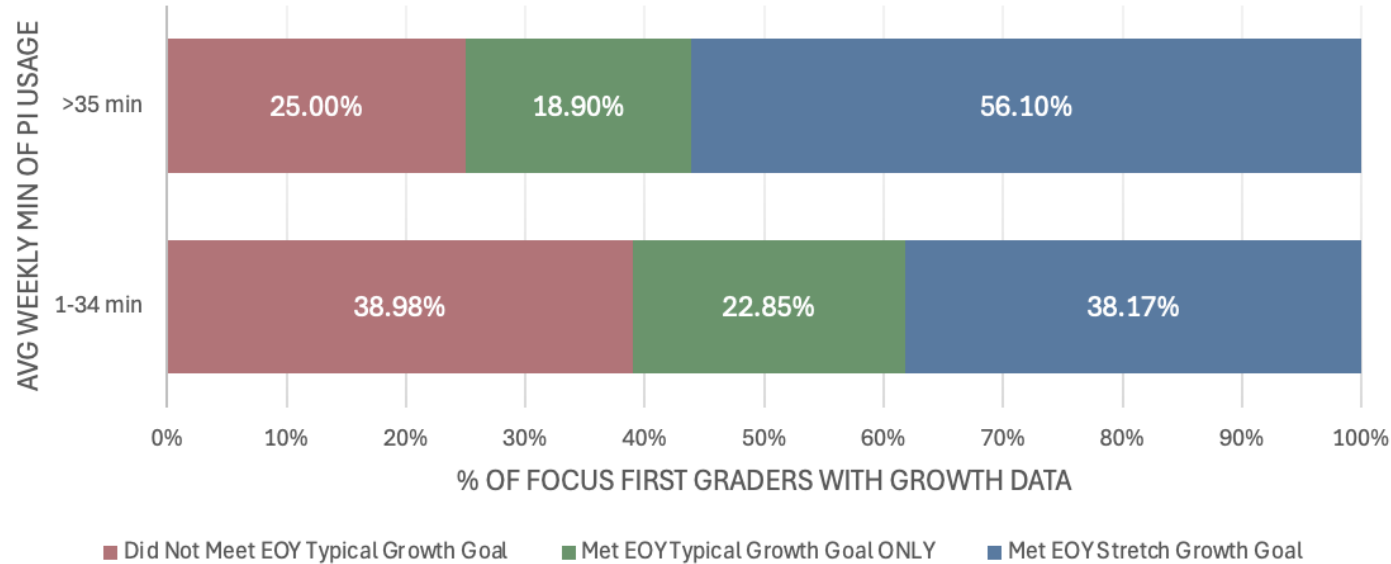
Of the 1911 first graders with 1-34 avg wkly min + 70% pass
563 (29.46%) did not meet the EOY typical growth goal
356 (18.63%) met the EOY typical growth goal **ONLY**
992 (51.91%) met the EOY stretch growth goal

EOY Typical Goal $\geq 80\%$ of individual typical growth goal
EOY Stretch Goal $\geq 80\%$ of individual stretch growth goal

PI Usage and Growth (Focus First Graders)

Time + 70% Lessons Passed Metric

FOCUS FIRST GRADERS
PI USAGE AND GROWTH (TIME + 70% PASS RATE)



Of the 328 focus first graders with ≥ 35 avg wkly min +70% pass
 82 (25.00%) did not meet the EOY typical growth goal
 62 (18.90%) met the EOY typical growth goal **ONLY**
 184 (56.10%) met the EOY stretch growth goal

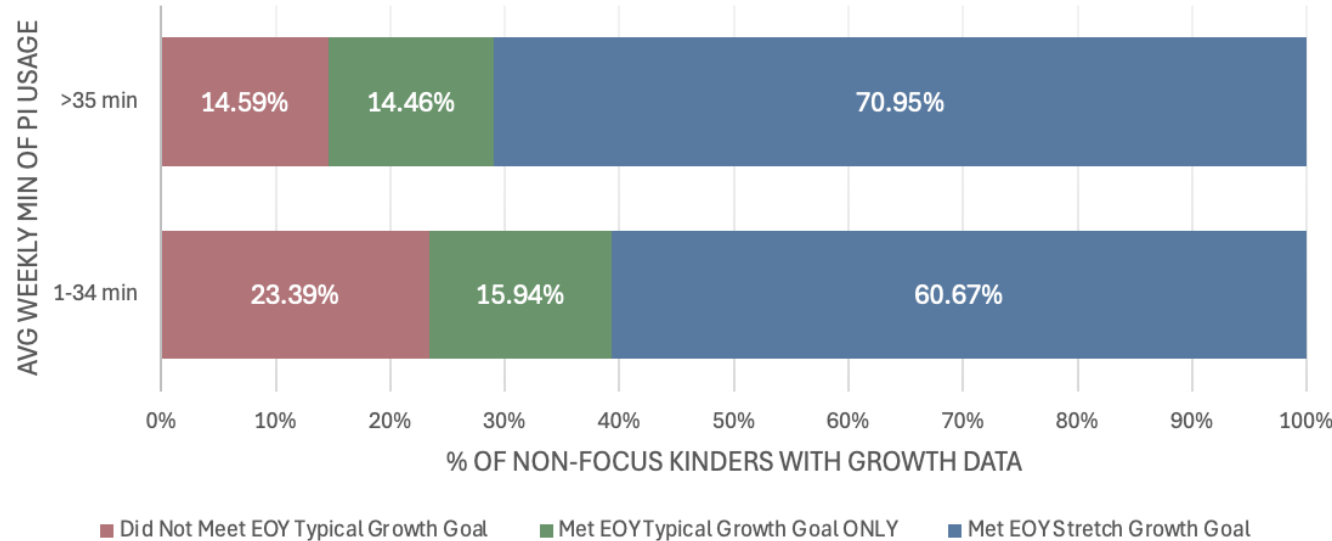
Of the 744 focus first graders with 1-34 avg wkly min + 70% pass
 290 (38.98%) did not meet the EOY typical growth goal
 170 (22.85%) met the EOY typical growth goal **ONLY**
 284 (38.17%) met the EOY stretch growth goal

EOY Typical Goal $\geq 80\%$ of individual typical growth goal
EOY Stretch Goal $\geq 80\%$ of individual stretch growth goal

PI Usage and Growth (Non-Focus First Graders)

Time + 70% Lessons Passed Metric

NON-FOCUS FIRST GRADERS
PI USAGE AND GROWTH (TIME + 70% PASS RATE)



Of the 740 non-focus first graders with ≥ 35 avg wkly min + 70% pass
 108 (14.59%) did not meet the EOY typical growth goal
 107 (14.46%) met the EOY typical growth goal **ONLY**
 525 (70.95%) met the EOY stretch growth goal

Of the 1167 non-focus first graders with 1-34 avg wkly min + 70% pass
 273 (23.39%) did not meet the EOY typical growth goal
 186 (15.94%) met the EOY typical growth goal **ONLY**
 708 (60.67%) met the EOY stretch growth goal

EOY Typical Goal $\geq 80\%$ of individual typical growth goal
EOY Stretch Goal $\geq 80\%$ of individual stretch growth goal

RESULTS: Glows

- Open communication between FUSD, vendor/partner (Curriculum Associates), and schools
- Cross-department AROI team implementing several systemwide initiatives, in alignment with SFOG and the new Goals and Guardrails
- Weekly and Monthly Progress Monitoring through Level Up Data Reports of current reality available to schools
- Community Literacy Awareness through Regional Family Engagement Nights distributing family resources and information on accessing iReady student literacy home resources
- Leveraging Classified Partners with highly attended Paraprofessional Trainings focused on effective Reading Foundational Skills Strategies in Small Group Instruction
- Students meeting the fidelity requirements: Kindergarten showed 22% growth and First Grade showed 54% growth
- Literacy Walks celebrating sites with high implementation, providing incentives to students, teachers, paras, and site leaders

RESULTS: Grows

- Narrowing data related lens related to the focus student groups in the contract
- Shared system narrative of AROI and use of data to support initiatives
- Fidelity of implementation of MyPath
- Increased participation in teachers and site leaders Level Up training
- Provide reports with actionable data to inform instruction

Next Steps

- Renew Curriculum Associates contract
 - Update contract language to include 2nd graders who did not meet stretch growth
 - Pilot with seven Middle Schools committed to utilizing i-Ready diagnostics and tools
 - Narrow focus to 18 Elementary Schools utilizing MyPath with fidelity
 - Survey received and completed by elementary and middle school principals regarding I-ready usage for the 2025-2026



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Assistant Superintendent

Date: September 12, 2025
Phone Number: (559) 248-7465

Regarding: Career Technical Education Facilities Program

The purpose of this communication is to provide the Board with information regarding the Career Technical Education Facilities Program (CTEFP). Proposition 2 includes \$600 million to construct/modernize Career Technical Education (CTE) facilities. The State Allocation Board approved \$300 million for the current funding cycle. The application period will close on December 01, 2025, and applicants will be required to submit their application electronically to the California Department of Education.

The CTEFP funds projects to reconfigure, construct, or modernize CTE facilities, and/or purchase equipment for CTE programs to modernize CTE facilities and/or equipment at comprehensive high schools:

- Up to \$3 million for new construction
- Up to \$1.5 million for modernization of facilities

Projects include a reimbursement apportionment after the project is awarded CTEFP funding for the Farber Educational Campus logistics lab and classroom; in order to receive funding, construction plans must be approved by the Division of the State Architect. Projects identified ready to apply for grants that currently meet the CTEFP criteria include:

- New CTE facilities for an aviation pathway at Chandler Executive Airport • New CTE facilities for the agriculture farm next to Sunnyside High School
- Modernization of facilities for welding at Duncan Polytechnical High School

The grant requires a 50% match using non-state funds that will be supported through district bond funds.

If you have any questions pertaining to the information in this communication or require additional information, please contact Jeremy Ward at (559) 248-7465.

Cabinet Approval: 
Carlos Castillo (Sep 8, 2025 12:41:41 PDT)

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