BOARD COMMUNICATIONS - OCTOBER 31, 2025

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

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Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

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

Date: October 31, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at Principal's Meeting
- Held teacher listening session at Hamilton School
- Spoke at the St. Jude Dream Home Giveaway Kickoff Event
- Met with Executive Cabinet and AJ Crabill, Council of the Great City Schools, regarding Student Outcomes Focused Governance
- Attending AI Training with Executive Cabinet
- Held interviews for Executive Director, Special Education
- Attended Labor Management Partnership Meeting
- Met with labor partners and district staff regarding Teacher Powered Schools

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: October 31, 2025
Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for October 23, 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 October 23, 2025, are attached and include the following articles:

- LAO: California Faces $22 Billion Wall of Debt – October 22, 2025
- What Is Happening to Ethnic Studies in California? – October 21, 2025
- Expect More Phonics Lessons in California Schools Under Law Newsom Signed – October 20, 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

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DATE: October 23, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Initiative to Extend Proposition 30 Analyzed by LAO

The Legislative Analyst's Office (LAO), the Legislature's nonpartisan policy and fiscal advisor, released its analysis of a proposed constitutional initiative that would make permanent personal income tax rates for high-income earners that are set to expire in 2031.

Proposition 30 was first passed in 2012 in response to the state's worsening budget situation to stave off cuts to TK-12 and higher education programs, among others. The proposition increased tax rates on the highest income earners in the state. In 2016, voters approved Proposition 55, extending the higher income tax rates for top earners, which are scheduled to expire in 2031.

Proposition 30 provides significant revenue to the state, between $5 to $15 billion per year, depending on how the economy performs, with approximately 40% of those revenues going to education programs.

Now that the LAO has completed its analysis, the initiative will receive an official title and summary from the Attorney General's (AG) office within 15 days. Once the AG has completed the title and summary, proponents will have 180 days to collect the required 874,641 signatures (8% of votes cast for the Governor in the last gubernatorial election) from California voters for the initiative to qualify for the November 2026 ballot.

PPIC Report on TK-12 Spending Increases

Last week, the Public Policy Institute of California (PPIC) published a blog examining how major funding increases in California's TK-12 system has affected teacher staffing and quality. The blog summarizes the findings of a larger report that the PPIC released last month, entitled "Teacher Staffing Trends in California: Assessing the Impact of Recent Spending." We summarize some of the report's findings below.

Over the past decade, per-pupil spending rose from about $12,000 in 2012-13 to more than $21,000 in 2023-24. Despite this growth, improvements in staffing have been uneven, particularly in high-need districts. Districts still devote

roughly 80% of their budgets to personnel, but the share for instructional salaries has dropped from 40% to 33%, while benefit costs grew from 19% to 22% and other expenses from 21% to 25%. Instructional salary spending per student nonetheless increased by about $2,000, which is a 42% rise since 2012-13.

Student-teacher ratios improved modestly, from 25 to 21 students per teacher, but remained above the national average of 15. About 95% of teachers are fully credentialed, yet high-need districts still rely more on novice teachers and face persistent shortages in STEM subjects. One in ten secondary students attends a school where fewer than half of math teachers, and only 41% of science teachers, are fully authorized.

The PPIC found that while the Local Control Funding Formula has improved student outcomes, it has not driven major staffing gains. Much of the new funding went to benefits, materials, and non-teaching positions rather than teacher pay. The report finds that starting salaries remain stagnant compared to the early 2000s, and more teachers now earn below-average pay relative to other college graduates.

The report concludes that future efforts should target individual schools—through bonuses, housing aid, and mentoring—rather than rely solely on district-level funding. It also highlights the need to raise early career pay and improve retention, especially in hard-to-staff subjects. With federal COVID-19 relief funds expiring, districts now face tough choices about maintaining classroom staffing and support programs.

Federal Government Shutdown Update

The federal government shutdown has entered its fourth week and, as of this writing, there is no clear resolution in sight. While essential services continue, hundreds of thousands of federal employees remain furloughed or are working without pay. Many federal programs are beginning to feel the strain, with states warning that assistance programs like SNAP and WIC may soon run out of funds. Air travel and other critical services are also under pressure, heightening the urgency for lawmakers to reach an agreement.

In Congress, both chambers remain locked in a stalemate. This week, the Senate failed to advance several bills aimed at easing the shutdown's impact. A Republican-led measure, the Shutdown Fairness Act, which would have paid federal employees working during the shutdown, fell short of the 60 votes required for passage. A competing Democratic bill that would have guaranteed back pay for all federal workers also failed to advance. Meanwhile, repeated votes to approve a continuing resolution to reopen the government have been unsuccessful, underscoring the gridlock in both parties.

Negotiations have stalled over core disagreements between Republicans and Democrats. Republicans, who control the House and the White House, want to reopen the government first and then address other policy issues. Democrats are demanding that any funding deal include up-front policy commitments—particularly the extension of Affordable Care Act (ACA) subsidies. The impasse has become more pressing as the November 1 open enrollment period for the ACA approaches and insurers seek clarity. Without an agreement soon, millions of Americans could face disruptions to benefits and public services.

We will continue to monitor the shutdown negotiations and provide weekly updates.

Leilani Aguinaldo

LAO: California Faces $22 Billion Wall of Debt

By Megan Baier and Patt F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
October 22, 2025

The Legislative Analyst's Office (LAO) released its annual report of California's latest budget in which it revives a term from Governor Jerry Brown's last tenure. In the waning years of his administration, Governor Brown was laser focused on eliminating what was then an estimated $35 billion "wall of debt" the state had accumulated from deferrals and borrowings to address California's protracted budget problem stemming from the Great Recession.

Wall of Debt Revival

According to the LAO, the bricks of today's wall total $21.6 billion and consist of traditional budget instruments along with novel debt features such as the $1.9 billion Proposition 98 settle up and $4.4 billion Medi-Cal "maneuver" that creates future budgetary obligations extending into 2034. Noting that "the administration does not produce an easily accessible, public list" of the state's borrowing, the report provides a table summarizing nearly $10 billion new debt included in the 2025-26 Enacted Budget that increases California's wall of debt from $12 billion to almost $22 billion (Figure 1).

Figure 1. LAO Wall of Debt Summary (in billions)

Borrowing type	Amount
Existing	
Payroll deferral	$1.6
Proposition 98 maneuver (cash borrowing)	6.4
Special fund loans	4.0
Total	**$12.0**
Adopted in 2025-26 Budget Package	
Medi-Cal maneuver (cash borrowing)	$4.4
Settle up	1.9
Special fund loans (unallocated)	1.5
Middle Class Scholarships arrears budgeting	0.9
Special fund loans (allocated)	0.6
University payment deferrals	0.3
Total	**$9.6**
Total Outstanding Budgetary Borrowing	**$21.6**

Importantly, the state relied on new and existing borrowings as part of its multi-prong approach to address a measured $15 billion budget problem. Additionally, the budget included over $5 billion in spending solutions (reductions and fund shifts) and a relatively modest revenue solution ($300 million) related to taxing the profits of financial institutions that operate in multiple states.

While lawmakers were able to cobble together a package enabling them to adopt a balanced budget earlier this summer, the report highlights that California faces budget deficits ranging from $15 billion to $25 billion through 2028-29. The LAO cautions that outyear state revenues are difficult to forecast, which could improve or further deteriorate the long-term budget condition. Nevertheless, the range of estimated deficits do not account for the impact of the passage of House Resolution (H.R.) 1: One Big Beautiful Bill Act that President Donald Trump signed into law on July 4, 2025. Preliminary estimates of the budgetary impact H.R. 1 will have on California total nearly $30 billion when the federal policy changes to Medicaid/Medicare and the Supplemental Nutrition Assistance Program go into full effect.

Revised Revenue Projections

Although not included in the report, the LAO updated its projections of personal income, corporation, and sales tax revenues since the budget was passed in June. The LAO's August post now estimates that "Big Three" tax revenues could beat budget estimates by $20 billion over a three-period (2024-25, 2025-26, and 2026-27) (Figure 2).

Figure 2. Revised "Big Three" Tax Revenues (change from 2025-26 Enacted Budget, in billions)

	2024-25	2025-26	2026-27
Personal Income Tax	$1.0	$10.8	$11.0
Corporation Tax	$1.6	$0.5	-$0.3
Sales Tax	-$0.3	-$1.5	-$1.7
Total	**$2.3**	**$9.8**	**$9.0**

The LAO attributes the revenue improvement to artificial intelligence and the gains that a few technology companies are reaping as a result. The companies have spent and plan to spend hundreds of billions of dollars for data warehousing while also offering lucrative pay packages to attract a skilled workforce. These actions have buoyed their stock market performance, as evidenced by the S&P 500's 50% rise over the last two years.

While unexpected revenues will help to reduce California's budget deficits, the LAO cautions that they are not enough to overcome them completely.

State Spending Limit Problem Unlikely

When the state experiences surges in revenue, those surges can lead to spending problems. The state is constitutionally limited in the amount of revenue it can spend each year—this is known as the State Appropriations Limit (SAL) or Gann Limit, with which most local governments are familiar. The post-COVID-19 boom created a SAL problem; thus, the state found multiple ways to spend revenues that

exceeded its limit, including "emergency" investments and infrastructure spending, both of which are exempt from the limit.

Despite the expected $20 billion boost in revenue over the next three years, the LAO forecasts that the state will not hit up against its spending limit in 2023-24, 2024-25, or 2025-26 as it has room to spend an additional $15 billion, $9 billion, and $35 billion in each of those years, respectively.

2025-26 TK-12 and Community College Budget

Finally, the LAO summarizes the education budget by highlighting that the state's Proposition 98 obligation increased by $3.9 billion in 2024-25 and 2025-26 over what was assumed in the 2024-25 Enacted Budget (Note: Amounts are likely to be revised upward with recent state revenue updates).

The LAO reports that the budget only funded $2.0 billion of the $3.9 billion increase, leaving an outstanding $1.9 billion settle up obligation. Initially, the LAO referred to this budget feature as a "spending delay" but now recognizes it as a form of budgetary borrowing—meaning, the state borrowed $1.9 billion in Proposition 98 funds to help address the budget deficit. The state will need to make a settle up payment at some point in the future.

In addition to this outstanding debt, the Enacted Budget relied on one-time funding to pay for ongoing education costs that exceed available Proposition 98 funding by almost $1.7 billion. As one-time solutions expire at the end of the current fiscal year, the state will need to find alternative solutions that could include replacing them with ongoing funds, spending cuts, or further one-time investments.

We will know more about Governor Gavin Newsom's fiscal solutions for education and the rest of the budget when he releases his final budget proposal in early January. We will cover this and new or proposed changes to existing education programs as part of our upcoming 2026-27 Governor's Budget Workshop.

We hope to see you all there!

Note: Since the 2025-26 State Budget did not provide funding for ethnic studies, the mandate for high schools to offer an ethnic studies course did not go into effect for the current school year.

What Is Happening to Ethnic Studies in California?

By Betty Márquez Rosales and Lasherica Thornton
EdSource
October 21, 2025

This year, all California public schools were expected to adopt a high school graduation requirement teaching ethnic studies classes on the history, contributions and struggles of California's African Americans, Latinos, Asian Americans and Native Americans.

But around the state, some students are in ethnic studies classes; others are not. And for those who are in ethnic studies classes, the curriculum can vary.

One reason for this patchwork is Gov. Gavin Newsom. He excluded money for ethnic studies from the 2025 state budget, effectively killing the mandate due to a provision in the 2021 law, Assembly Bill 101, that made it contingent on full funding.

The governor has not explicitly stated why full funding for ethnic studies was not in the budget. But the lack of funding for the mandate is just the latest twist as state education leaders, school districts, teachers and parents have spent years wrestling over how ethnic studies should be taught in the classroom. California school districts are now figuring out how to proceed: Make ethnic studies optional? Still require it? Pause implementation? Many are undecided about what to do next.

"Districts are frustrated over the lack of funding and indecision or contradictions from the state," said Steve Tietjen, the Merced County superintendent of schools.

Opposing views on how ethnic studies should be taught

Teaching ethnic studies in California schools has a long history, starting with the nation's first College of Ethnic Studies at San Francisco State in 1968 after advocacy by the university's Black students was followed by a student strike.

Since then, some school districts have begun implementing ethnic studies. A 2016 law required the development of a state model curriculum, which was drafted in 2019 by ethnic studies academics hired by the California Department of Education.

That draft was sharply criticized by some as academic jargon and dismissed as "ideological." Among the critics was the California Legislative Jewish Caucus, which condemned its "failure to meaningfully acknowledge antisemitism."

By the time Newsom signed Assembly Bill 101 into law in 2021, making California the first state with ethnic studies as a graduation requirement starting with the class of 2029-30, a new model curriculum, which addressed some critics' concerns, had been drafted and adopted. Model curricula are advisory. Districts can develop their own as long as they abide by "statutes, regulations, and court decisions" detailed in the official guidance.

But what should be taught as ethnic studies at the local level continues to be disputed.

Embedded into the field of study is the teaching of how systemic and social constructs intersect with people's gender, class, immigration status and other such identities. This is often the piece opponents point to when they argue that ethnic studies is ideological or political, adding that the problem is not ethnic studies itself, but rather, curricula they say are biased and discriminatory.

"It's a very simplistic worldview, and it doesn't really help in developing students' critical thinking skills," said Lauren Janov, a legal consultant for the Foundation Against Intolerance and Racism, an organization that argues the state's model curriculum remains based on political ideology.

Ethnic studies advocates maintain that contention over the curriculum boils down to misinterpretations about ethnic studies.

"Where a lot of the pushback comes is just worrying about how this class truly opens young folks' minds to what is going on in the U.S., but particularly in their own communities," said Carrie Jackson, assistant

principal at Cordova High School in Sacramento County, who led her district's curriculum development while completing a doctoral dissertation on ethnic studies implementation.

Over the past four years, state money has gone to districts to create curriculum and train teachers. But the contention has only deepened. Even in places where ethnic studies have been taught for years, there's been a rollback. Two weeks before school was set to begin this year, the San Francisco Unified School District paused its ethnic studies curriculum that had been in place since 2010.

Districts try to make sense of the stalled mandate

Jackson's district, Folsom Cordova Unified, piloted ethnic studies as an elective for two years. The district kept it optional this year, but will mandate it next year, and has pre-allocated funding for four professional development days ahead of permanent implementation, Jackson said.

In Northern California, Glenn County educators began preparing for the mandate in 2022. They developed hundreds of lessons, with schools offering ethnic studies as core electives or as an integration into existing courses, said Kendra Tyler, a Glenn County regional director leading ethnic studies development in 11 rural counties.

About half of California's 150 northernmost districts are continuing their plans to offer the elective or integrated course, Tyler said. For example, two districts in Trinity County are integrating ethnic studies into English classes. But others, especially the smallest districts where a lack of funding is more keenly felt, have paused or dropped ethnic studies altogether, Tyler said.

Timeline of ethnic studies

1968: The Black Student Union and a coalition of student groups at San Francisco State University began a five-month strike that resulted in the nation's first College of Ethnic Studies.

1990: Berkeley High School becomes the first school district to mandate ethnic studies as a graduation requirement.

2014: El Rancho Unified in Southern California mandates ethnic studies as state legislators and the L.A. Unified school board debated similar measures.

2016: AB 2016 is signed into law, requiring the development of an ethnic studies model curriculum.

2018: Guidelines are approved for new state model curriculum.

January 2019: AB 331 is introduced, seeking to mandate ethnic studies as a graduation requirement.

May 2019: First draft of an ethnic studies model curriculum is introduced; parental, political pushback follows.

August 2020: Newsom approves AB 1460, requiring ethnic studies in the California State University system.

September 2020: Newsom vetoes AB 331, which would have mandated ethnic studies as a graduation requirement.

Late 2020: Bill to require ethnic studies is reintroduced as AB 101.

March 2021: California adopts its ethnic studies model curriculum.

July 2021: The California Community Colleges system adopts ethnic studies requirement.

October 2021: AB 101 is signed into law, making California the first state to make ethnic studies a graduation requirement for the class of 2029-30, though it would be contingent on being fully funded.

2023: A letter written by Brooks Allen, education adviser to the governor and executive director of the State Board of Education, advised school districts that some vendors "have begun promoting curriculum for ethnic studies" that "may not meet the requirements of AB 101."

February 2025: AB 1468, which would require restarting the state's ethnic studies curriculum process, is introduced.

June 2025: Annual state budget adopted without full funding for AB 101.

Tietjen, the Merced County schools superintendent, said the lack of funding is causing confusion.

"What will happen to the students who are in their freshman year and miss the opportunity to have the course planned into their high school program?" said Tietjen. "This impacts both college- and career-track students and leaves them wondering when or if they will have to drop a course to take ethnic studies in the future."

In Los Angeles County, teachers are still trained under a program that Elaina Garza, a coordinator with the county Office of Education, said continues into this year — but schools pay for training material costs, a potential challenge in the coming months.

"In a time when budgets are shrinking, districts are having to make choices over where they send teachers for professional development. Ethnic studies is one of a host of priorities that districts have this year," Garza said.

She said that many districts she works with — especially those that have spent years designing courses — will continue with their ethnic studies programs. Others are on hold, largely due to staffing issues and, at times, pressure from people who oppose ethnic studies.

The Stockton Unified School District mandated ethnic studies two years ago without relying on state funding, said Superintendent Michelle Rodriguez. The district currently offers core elective classes, like "Intro to Ethnic Studies" and "Filipino Studies," and has incorporated ethnic studies into required subjects, such as English.

"When people say it's a funding issue, I actually believe that's likely an excuse to not implement," Rodriguez said, noting that districts can integrate ethnic studies into existing courses without spending additional money.

In Fresno Unified, the state's third-largest school district, students must take a two-semester ethnic studies course, a requirement implemented two years ago.

In recent years, universities and community partners have readily provided professional learning and other resources to districts preparing for the ethnic studies mandate. Now, Carlos Castillo, the district's chief academic officer, said he worries those areas will suffer.

"I think the biggest concern that we've heard is: 'How will ethnic studies teachers be supported in this work?'" he said.

Caught in the middle of the debate over ethnic studies are educators who have worked years toward implementation and say they just want to move forward.

"The key here is that when courses are developed and the community is really involved, there's a difference between what the perception is of what ethnic studies is and then what ethnic studies actually is," said Garza, from Los Angeles County. "We have to be sure that we are presenting curriculums in an honest, authentic and non-partisan manner."

Note: Assembly Bill 1454 (Rivas, Statutes of 2025) requires the State Board of Education to conduct a follow-up instructional materials adoption for English language arts and English language development.

Expect More Phonics Lessons in California Schools Under Law Newsom Signed

By Carolyn Jones
CalMatters
October 20, 2025

California took a big step toward overhauling its reading curriculum last week when Gov. Gavin Newsom signed a bill pushing for phonics-based instruction in elementary and middle school classrooms.

The new law provides training for school principals and reading specialists in the "science of reading," a method of literacy instruction focused on vocabulary, comprehension and sounding words out rather than learning words by sight. The approach has led to improved reading scores in Mississippi, Louisiana and districts like Los Angeles Unified, which adopted it several years ago.

The law also updates the state's list of textbooks, flash cards and other classroom reading materials to align with a phonics-based approach.

The law comes on the heels of a host of other literacy initiatives, including mandatory dyslexia screening and universal transitional kindergarten. Combined, the efforts will dramatically reshape the way children in California learn to read and hopefully lead to higher test scores, experts said.

"California has one of the best literacy policy frameworks in the country right now," said Marshall Tuck, chief executive of the advocacy group EdVoice and a former candidate for state superintendent of public instruction. "We worked very hard on this and we're thrilled to get to this point. Now we just have to see it through."

After years of controversy, little opposition

The new law passed the Legislature unanimously and had little opposition. That's in stark contrast to previous efforts to bring phonics to classrooms, which met steep resistance from English learner advocates and the state's largest teachers union. English learner groups said that a phonics-based approach only works for children who are fluent in English; the California Teachers Association said teachers need flexibility to pick a reading program that works for their students.

But those groups threw their support behind the current bill after a few changes: Reading materials will be available in languages other than English, and using phonics-based instruction will be optional, not mandatory. Although the state is pushing all schools to adopt the new approach, some may choose to stay with their existing curriculum, which is permissible under the state's school governance system that leaves most decisions up to local school boards.

"What does this all mean? It means we'll see," said Todd Collins, an organizer of the California Reading Coalition and former Palo Alto Unified school board member. "But I'm hopeful. I think most school districts will get the message that they need to improve early literacy."

Scores inching up

Collins' group surveyed 300 California school districts in 2022 and found that 80% were not using a phonics-based approach to reading instruction. That's changing, with some of the state's largest districts adopting science-of-reading strategies and seeing good results. Los Angeles Unified, for example, saw its English language arts test scores jump 5.5 percentage points since it adopted a phonics-based curriculum in 2022. San Francisco Unified, Fresno Unified and Long Beach Unified have also seen improvements.

California's reading scores are about the same as the national average, according to the latest Nation's Report Card scores, and have been inching up since the pandemic. Last year, 49% of students met or exceeded the state's English language arts standards — still below pre-pandemic levels but a big increase from the previous year.

Helping teachers

Among those who've pushed for the switch to phonics is Assemblywoman Blanca Rubio, a Democrat from West Covina who co-authored the bill. A former elementary teacher, Rubio hopes the new law will help classroom teachers as much as students and their families.

"It's hard for teachers to see their kids feel defeated and frustrated," Rubio said. "Now they'll be equipped to really help their students succeed."

She was inspired to author the bill, she said, in part because of her younger brother's experience in school. He was wrongly placed in special education and never properly learned to read, she said, leading him to disengage from school and drop out in ninth grade. Countless other students have had the same experience, she said.

"I know how much it means to learn to read. It can shape someone's whole life," Rubio said. "That's why we stuck with this."

Another boost to reading instruction came in June, when Newsom included $200 million in the state budget to train teachers in the science of reading. The money should be enough to train every K-3 teacher in the state, Collins said. Credential programs are already training future teachers in the approach.

Tuck, of EdVoice, said the next step is ensuring the policy rolls out smoothly in schools. The new curriculum is a major shift for most schools, and teachers will need plenty of support.

"We can celebrate today, but tomorrow it's back to work," he said.

Fresno Unified School District
Board Communication

From the Office of the Superintendent — Date: October 31, 2025
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive — Phone Number: (559) 457-3907

Regarding: High School Class Sizes for Core Classes

The purpose of this communication is to provide the Board information on high school core class sizes. The Collective Bargaining Agreement with the Fresno Teachers Association (FTA) includes staffing ratios for grades K-12. In 2024/25, for grades 9-12, the ratio changed from 1:29 to 1:28. Staff monitor classes to ensure class sizes stay at a reasonable and equitable level.

Teachers in core classes with enrollment greater than 30 (prior year was 32) received an additional stipend. Beginning in the 2025/26 school year, a stipend is provided per section if there are 31 or more students exceeding the classroom guidelines for over 50% of each semester.

The chart below shows the number of classes over 30 (prior year was 32) that are a result of scheduling constraints and the limited availability of certain class sections. To ensure consistency, the data was pulled for each year based on the California enrollment census date, which is always in early October. The Board's additional investments to balance core classes have resulted in 324 classes over 30 for 2025/26.

	2020/21 Over 36	**2021/22 Over 36**	**2022/23 Over 36**	**2023/24 Over 36**	**2024/25 Over 32**	**2025/26 Over 30**
# of High School Core Classes Over 36, 32 or 30	11	3	5	1	125	324
Total High School Core Classes	2,937	3,404	3,479	3,497	3,738	3,657
% of High School Core Classes Over 36, 32 or 30	0.37%	0.09%	0.14%	0.03%	3.34%	8.86%
% Change from Prior Year	240%	(76%)	60%	(80%)	NA	NA

In addition, staff monitor core classes with less than 20 students. The chart below indicates the number of core classes each year with less than 20:

	2020/21	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
# of High School Core Classes 20 and Under	270	634	680	789	898	442
Total High School Core Classes	2,937	3,404	3,479	3,497	3,738	3,657
% of High School Core Classes 20 and Under	9.2%	18.63%	19.55%	22.56%	24.02%	12.09%
% Change from Prior Year	(13%)	102%	5%	15%	6%	(50%)

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

Fresno Unified School District
Board Communication

From the Office of the Superintendent — Date: October 31, 2025

To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Associate Superintendent — Phone Number: (559) 457-3750

Regarding: Open House 2025/26

The purpose of this communication is to provide the Board with information regarding Open House dates and times for the 2025/26 school year.

If you have any questions pertaining to the information in this communication or require additional information, please contact Marie Williams at (559) 457-3750.

Cabinet Approval: Carlos Castillo (Oct 23, 2025 12:01:57 PDT)

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

Open House – 2025-2026

Elementary Schools		
SITE	**DATE**	**TIME**
ADDAMS	April 30, 2026	5 PM – 6:30 PM
ADDICOTT	April 21, 2026	4:00 PM – 6:00 PM
ANTHONY	April 14, 2026	5:00 PM – 6:30 PM
AYER	April 16, 2026	5:30 PM - 7:30 PM
AYNESWORTH	April 23, 2026	4:00 PM - 6:00 PM
BAKMAN	March 26, 2026	5:00 PM - 6:30 PM
BALDERAS	April 9, 2026	4:30 PM - 5:30 PM
BIRNEY	April 16, 2026	5:30 PM - 6:30 PM
BULLARD TALENT	May 21, 2026	5:00 PM -7:00 PM
BURROUGHS	March 26, 2026	3:30 PM - 5:30 PM
CALWA	March 26, 2026	5:00 PM - 6:30 PM
CENTENNIAL	April 30, 2026	5:30 PM
COLUMBIA	April 30, 2026	5:30 PM – 7:00 PM
DEL MAR	April 23, 2026	5:15 PM – 6:30 PM
EASTERBY	April 9, 2026	5:30 PM - 7:00 PM
EATON	March 27, 2026	7:30 PM – 8:15 PM
ERICSON	March 26, 2026	5:30 PM - 6:30 PM
EWING	April 9, 2026	4:30 PM - 6:00 PM
FIGARDEN	April 23, 2026	5:30 PM - 6:30 PM
FREMONT	April 23, 2026	4:30 PM – 6:30 PM
GIBSON	April 23, 2026	6:00 PM
GREENBERG	April 16, 2026	5:30 PM - 6:30 PM
HAMILTON	April 15, 2026	5:00 PM – 6:30 PM
HEATON	April 23, 2026	5:00 PM – 7:00 PM
HERRERA	March 26, 2026	4:30 PM - 6:00 PM
HIDALGO	May 21, 2026	5:30 PM – 7:00 PM
HOLLAND	May 5, 2026	5:30 PM – 7:00 PM
HOMAN	March 26, 2026	5:00 PM – 6:00 PM
JACKSON	April 16, 2026	5:00 PM – 6:30 PM
JEFFERSON	May 29, 2026	5:00 PM – 6:30 PM
KING	March 26, 2026	4:00 PM – 6:00 PM
KIRK	April 30, 2026	5:00 PM – 7:00 PM
KRATT	May 28, 2026	5:30 PM - 6:30 PM
LANE	April 9, 2026	5:00 PM – 6:30 PM
LAWLESS	April 23, 2026	5:30 PM - 6:30 PM
LEAVENWORTH	March 26, 2026	5:00 PM – 6:45 PM
LINCOLN	April 16, 2026	5:00 PM – 6:00 PM
LOWELL	March 26, 2026	5:00 PM – 6:30 PM
MALLOCH	April 23, 2026	5:30 PM - 7:00 PM
MANCHESTER GATE	May 21, 2026	5:30 PM – 6:30 PM

MAYFAIR	April 16, 2026	5:30 PM –7:00 PM
MCCARDLE	May 28, 2026	6:00 PM
MUIR	March 26, 2026	5:30 PM – 6:30 PM
NORSEMAN	April 23, 2026	4:00 PM –5:30 PM
OLMOS	April 30, 2026	5:00 PM - 6:30 PM
PHOENIX	May 1, 2026	11:30 AM – 1:00 PM
POWERS	April 16, 2026	5:30 PM
PYLE	April 16, 2026	5:00 PM - 7:00 PM
ROBINSON	April 9, 2026	5:30 PM - 7:00 PM
ROEDING	April 16, 2026	4:00 PM – 6:00 PM
ROWELL	March 12, 2026	5:00 PM - 7:00 PM
SLATER	April 16, 2026	4:30 PM - 6:30 PM
STARR	March 26, 2026	5:00 PM - 7:00 PM
STOREY	April 23, 2026	5:30 PM - 7:00 PM
SUNSET	March 26, 2026	4:30 PM – 5:30 PM
TATARIAN	March 26, 2026	5:30 PM
THOMAS	April 16, 2026	5:00 PM - 6:30 PM
TURNER	April 23, 2026	4:30 PM - 6:00 PM
VANG PAO	March 26, 2026	5:00 PM – 6:30 PM
VIKING	April 16, 2026	5:45 PM - 6:45 PM
VINLAND	March 26, 2026	5:00 PM - 6:00 PM
WEBSTER	April 16, 2026	4:30 PM – 6:00 PM
WILLIAMS	April 23, 2026	5:30 PM – 6:30 PM
WILSON	March 26, 2026	5:30 PM – 6:30 PM
WINCHELL	April 30, 2026	5:00 PM – 6:30 PM
WISHON	March 19, 2026	5:00 PM - 7:00 PM
WOLTERS	March 26, 2026	4:00 PM – 6:00 PM
YOKOMI	April 16, 2026	5:00 PM – 6:30 PM
Middle Schools		
SITE	**DATE**	**TIME**
AHWAHNEE	April 16, 2026	5:30 PM – 7:15 PM
BAIRD	March 26, 2026	5:00 PM – 6:30 PM
COMPUTECH	March 26, 2026	5:00 PM – 7:00 PM
COOPER	April 28, 2026	5:00 PM – 7:00 PM
FORT MILLER	April 23, 2026	4:00 PM – 6:00 PM
GASTON	March 12, 2026	4:30 PM – 6:00 PM
KINGS CANYON	April 16, 2026	5:00 PM – 7:00 PM
SCANDINAVIAN	March 10, 2026	5:00 PM – 7:00 PM
SEQUOIA	April 9, 2026	5:00 PM – 6:30 PM
TEHIPITE	May 21, 2026	4:00 PM – 7:00 PM
TENAYA	March 26, 2026	5:30 PM – 7:00 PM
TERRONEZ	April 23, 2026	4:00 PM – 6:00 PM

TIOGA	March 26, 2026	4:00 PM – 6:00 PM
WAWONA	March 26, 2026	5:00 PM – 7:00 PM
YOSEMITE	March 26, 2026	5:00 PM – 6:30 PM
High Schools		
SITE	**DATE**	**TIME**
BULLARD	April 13, 2026	5:30 PM
DESIGN SCIENCE	April 16, 2026	5:30 PM
DEWOLF	March 26, 2026	3:30 PM – 5:30 PM
DUNCAN	May 12, 2026	5:30 PM – 7:00 PM
EDISON	April 10, 2026	5:00 PM – 7:30 PM
FARBER	April 09, 2026	4:00 PM – 6:30 PM
FRESNO	March 24, 2026	5:30 PM – 8:00 PM
FULTON	March 17, 2026	5:00 PM – 7:00 PM
HOOVER	March 24, 2026	5:00 PM – 7:00 PM
MCLANE	March 23, 2026	5:30 PM – 7:00 PM
PATINO	May 14, 2026	5:15 PM – 6:15 PM
PHOENIX SECONDARY	December 19, 2025	11:00 AM – 1:00 PM
RATA	April 28, 2026	4:30 PM – 6:00 PM
ROOSEVELT	March 23, 2026	5:30 PM – 7:30 PM
SUNNYSIDE	April 13, 2026	5:00 PM – 7:00 PM

Fresno Unified School District
Board Communication

From the Office of the Superintendent — Date: October 31, 2025
To the Members of the Board of Education
Prepared by: Jennifer Stacy-Alcantara, Associate Superintendent — Phone Number: 457-3750

Regarding: Transition from Fresno State Preschool Program Memorandum of Understanding to District-Operated Itinerant Preschool Services

The purpose of this communication is to provide the Board with information regarding the decision to discontinue the Memorandum of Understanding (MOU) with Fresno State for the preschool program and transition eligible students to Fresno Unified's itinerant preschool services.

Over the past several years, Fresno Unified has strategically expanded early learning opportunities and increased capacity within its own preschool programs. As a result, Fresno Unified is now able to serve all eligible students internally through its itinerant service model while maintaining high-quality instruction and individualized support. Please find attached historical data reflecting this growth in program capacity.

Current enrollment in the Fresno State program is two students, and the attached data demonstrates that Fresno Unified consistently maintains sufficient space to accommodate all students requiring this level of support. The current teacher and paraprofessional in the Fresno State program will be reassigned to other Fresno Unified early learning classrooms.

Fresno Unified is committed to ensuring a smooth transition that prioritizes student needs, family partnership, and instructional quality.

If you have any questions pertaining to the information in this communication or require additional information, please contact Patrick Morrison at (559) 457-3220.

Cabinet Approval: Carlos Castillo (Oct 30, 2025 11:33:54 PDT)

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

FUSD Itinerant Preschool Enrollment			
Year	**Students Enrolled**	**Slots Available**	**% of Slots Filled**
2021-22	28	50	56%
2022-23	35	75	47%
2023-24	54	80	68%
2024-25	30	90	33%
2025-26 (Current)	13	85	16%