



BOARD COMMUNICATIONS - NOVEMBER 21, 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: November 21, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended eSports League Fall Tournament
- Spoke at New Employee Orientation
- Held listening sessions with teachers from the following schools: Centennial, Holland, Powers-Ginsburg, Pyle, Slater, Thomas, Vinland and Wawona
- Met with Cabinet teams
- Attended CART Board Meeting
- Attended United Way Board Meeting
- 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: Debra Hawkins, Campus Culture Manager

Date: November 21, 2025

Phone Number: (559) 457-3675

Regarding: 2026 Graduation Schedule

The purpose of this communication is to share the 2026 Graduation Schedule with the Board of Education.

The graduation venues are as follows:

- Save Mart Center: Bullard, Fresno, Edison, Hoover, Sunnyside, Roosevelt, and Farber
- Saroyan Theatre: Patiño, Fresno Adult School, and DeWolf
- McLane Stadium: McLane and Duncan
- Design Science, Rata, and the Adult Transition Program will host their graduation ceremonies at their respective sites.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Debra Hawkins at (559) 457-3675.

Cabinet Approval: Signature



Name and Title: Ben A. Drati, Ed.D., Deputy Superintendent

2026 High School Graduation Schedule

Day	Date	Grad Time	Practice	School	Location
Tuesday	May 26	6:15 PM	8:30 AM	Design Science	FCC – OAB
Friday	May 29	11:00 AM		Rata	Rata multi-Purpose
Monday	June 8	11:00 AM	10:00 AM	Fresno Adult H.S. & GED	Saroyan Theater
Monday	June 8	3:30 PM	2:00 PM	DeWolf	Saroyan Theater
Monday	June 8	5:30 PM	8:00 AM	Patiño	Saroyan Theater
Monday	June 8		1:00 PM	Farber	Save Mart Center
Monday	June 8	4:00 PM	8:00 AM	Sunnyside HS	Save Mart Center
Monday	June 8	8:00 PM	10:30 AM	Roosevelt HS	Save Mart Center
Tuesday	June 9	1:00 PM		Farber HS	Save Mart Center
Tuesday	June 9	4:00 PM	8:00 AM	Bullard HS	Save Mart Center
Tuesday	June 9	8:00 PM	10:30 AM	Fresno HS	Save Mart Center
Tuesday	June 9	7:30 PM	8:30 AM	McLane HS	McLane Stadium
Tuesday	June 9	9:30 AM	-----	Adult Transition Program	ATP Courtyard
Wednesday	June 10	4:00 PM	8:00 AM	Edison HS	Save Mart Center
Wednesday	June 10	8:00 PM	10:30 AM	Hoover HS	Save Mart Center
Wednesday	June 10	7:30 PM	8:00 AM	Duncan HS	McLane Stadium
Thursday	July 16	9:00 AM	7/15 @ 3:00 PM	Summer School	TBA

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Chief of Staff

Date: November 21, 2025

Phone Number: (559) 457-3838

Regarding: Thanksgiving Break Office Closures

The purpose of this communication is to provide the Board with information on planned office closures during Thanksgiving Break.

The Office of the Board of Education and the Office of the Superintendent will be closed to the public for Thanksgiving Break from November 24 through November 28, 2025. We will reopen on Monday, December 01, 2025.

We wish you a wonderful and restful holiday with your loved ones.

Cabinet Approval: 

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

Fresno Unified School District
Board Communication

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

Date: November 21, 2025

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for November 14, 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 November 14, 2025, are attached and include the following articles:

- Longest Government Shutdown in U.S. History Ends – November 13, 2025
- California School Dashboard Shows Progress and Challenges – November 13, 2025
- Ed. Dept. Layoffs Are Reversed, but Staff Fear Things Won't Return to Normal – November 13, 2025

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

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www.sscal.com

DATE: November 14, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

The big state education news this week was that the California Department of Education (CDE) released the [2025 California School Dashboard](#) (Dashboard). We provide more information about the release of the Dashboard below.

The big federal news was that the longest government shutdown in U.S. history came to an end with President Donald Trump signing a stopgap measure on Tuesday night to fund the government at fiscal year 2025 levels through January 30, 2026. We provide more information on the signed continuing resolution (CR) in our *Fiscal Report* article below, entitled “Longest Government Shutdown in U.S. History Ends.”

Finally, in California politics, Senator Mike McGuire leaves his position as Senate President pro Tempore this week and announced his intention to run for Congress. McGuire is termed out in 2026 and will be running for the newly redrawn Congressional District 1.

CDE Releases 2025 California School Dashboard

On Thursday, November 13, 2025, the CDE released the Dashboard highlighting continued improvement across multiple indicators of school performance.

The statewide graduation rate reached 87.5%, the highest since the Dashboard launched in 2017 and a 4.5-point increase over that period. The share of students deemed college- and career-ready rose to 51.7%, with 53.9% meeting A-G requirements, and TK-8 chronic absenteeism dropped to 17.1%, down more than 10 points from the pandemic-era peak in 2022. For the first time, every state indicator earned a yellow or green rating, signaling steady progress across all performance areas.

State leaders credited several major initiatives for driving the gains, including:

- California Community Schools Partnership Program
- Expanded Learning Opportunities

- Universal Meals Program
- Literacy Coaches and Reading Specialists Grant Program

The Dashboard serves as the state’s core accountability and continuous improvement system. It provides data visualizations on student outcomes, helping educators, families, and policymakers understand school performance at multiple levels—including by student group.

For local educational agencies (LEAs), the Dashboard has several critical functions:

- **Accountability and Support:** It determines which LEAs and schools qualify for the System of Support or Differentiated Assistance, ensuring targeted help where it is most needed.
- **Planning and Resource Alignment:** It guides Local Control and Accountability Plan (LCAP) updates, helping districts identify areas for investment and intervention.
- **Transparency:** It offers the public a clear picture of student progress across academic, attendance, and engagement metrics.
- **Timely Data Use:** With the release timeline moved earlier under Senate Bill (SB) 114 (Committee on Budget and Fiscal Review, Statutes of 2023), LEAs now receive actionable data in time to inform midyear planning and spring budgeting decisions. Under SB 114, beginning in 2026 the Dashboard must be released by October 15 annually.

The Dashboard results are intended to inform LCAP updates, guiding needs assessments, goal setting, and the selection of appropriate metrics. LEAs are encouraged to use the data to align resources and interventions toward persistent gaps—particularly in areas such as chronic absenteeism, English learner progress, and college and career readiness.

Leilani Aguinaldo

Longest Government Shutdown in U.S. History Ends

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
November 13, 2025

Last night, President Donald Trump signed a continuing resolution (CR) that reopens the federal government and restores operations across all agencies. The stopgap measure effectively puts an end to the 43-day shutdown, the longest government shutdown in U.S. history.

Scope of Funding

The CR provides full-year funding for three of the 12 annual appropriations bills for fiscal year (FY) 2026:

- Agriculture, Rural Development, Food and Drug Administration (Ag-FDA)
- Military Construction and Veterans Affairs
- Legislative Branch

These departments and agencies will be funded through September 30, 2026—the end of FY 2026. The remaining nine appropriations measures—including the Labor, Health and Human Services, Education, and Related Agencies (LHHS) bill—are temporarily funded through January 30, 2026, giving Congress additional time to negotiate full-year appropriations. As a result, key education programs will continue operating at FY 2025 levels until a broader agreement is reached.

School Meals and SNAP Fully Funded

Fully funding the Ag-FDA spending bill ensures full FY 2026 funding for the U.S. Department of Agriculture's Food and Nutrition Service (FNS). This covers two of the nation's most significant nutrition programs: the Child Nutrition Programs, which include the National School Lunch Program, School Breakfast Program, and Summer Food Service Program, and the Supplemental Nutrition Assistance Program (SNAP).

Full-year funding for FNS guarantees continued support for school meal programs that serve children nationwide. These programs, while considered "appropriated entitlements," rely on annual funding from the Ag-FDA measure to reimburse schools for every meal served. With the full-year appropriation secured, local educational agencies (LEAs) can reasonably presume stable reimbursement rates and uninterrupted meal service through the end of FY 2026.

Reductions in Force Reversed

Amid the government shutdown, the federal Education Department (ED) laid off hundreds of employees, including 121 employees in its Office of Special Education and Rehabilitative Services, leaving the Office of Special Education Programs, which administers special education funding and oversight, with just a handful of staff. The bill signed by President Trump contains a provision reversing these and thousands of other early October layoffs across numerous agencies, and preventing further federal layoffs. Recipients of

Impact Aid and Head Start grants will be eager for ED employees to return to work and resume funding allocations that were disrupted during the shutdown.

ACA Subsidies Not Extended

The CR does not include an extension of the enhanced Affordable Care Act (ACA) premium tax credits, which had been temporarily increased under prior pandemic-era legislation. Without further congressional action, these enhanced subsidies are still set to expire at the end of the current plan year, likely increasing marketplace premiums for millions of Americans in 2026.

Looking Ahead

While the stopgap measure ends the prolonged shutdown and allows the government to resume full operations, the debate over remaining FY 2026 appropriations is far from settled. Congress must now finalize funding for the nine remaining bills, including the LHHS bill, by January 30, 2026, to avoid another government shutdown.

For state and LEA leaders, the end of the shutdown means resumed coordination with federal partners and more certainty for programs that support students and families. Still, long-term clarity will depend on Congress's ability to reach full-year funding agreements in the months ahead. Stay tuned.

Note: California schools continued to make incremental gains in graduation rates, chronic absenteeism, academic achievement, and college readiness, according to the Dashboard released Thursday.

California School Dashboard Shows Progress and Challenges

By Diana Lambert, Betty Márquez Rosales, and Daniel J. Willis
EdSource
November 13, 2025

California schools continued to make incremental gains in graduation rates, chronic absenteeism, academic achievement and college readiness, according to the California School Dashboard released Thursday.

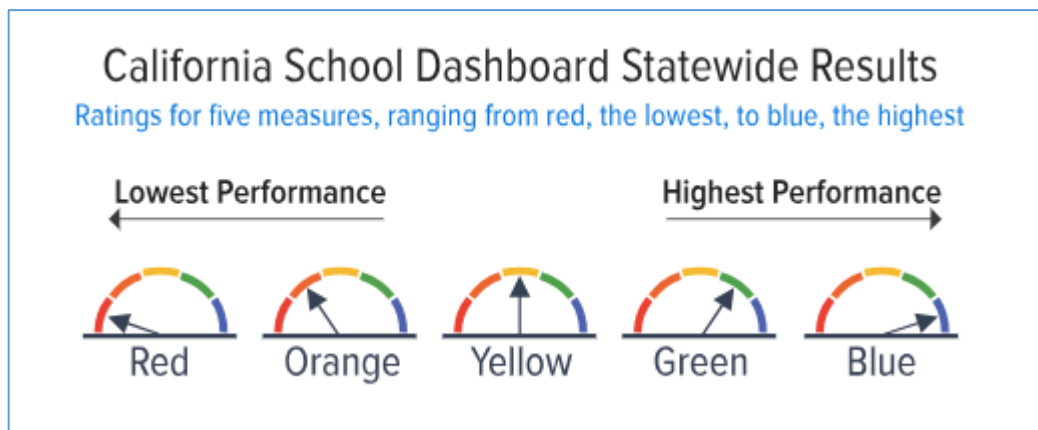
But it's not all good news. Despite gains, many schools are still struggling with high levels of chronic absenteeism, and while state test scores have improved, they are still below pre-pandemic levels.

"Seeing modest improvement on every Dashboard indicator should encourage us to deepen our investments in every child's progress," said State Superintendent of Public Instruction Tony Thurmond in a statement. "We can see that strategies like community schools and literacy coaches are making a positive impact for the whole child."

The 2025 dashboard, released by the California Department of Education, uses student data to measure academic performance, chronic absenteeism, college and career readiness, English learner progress, and graduation and suspension rates.

Performance is based on the current year's results and on whether results improved from the prior year, according to the CDE.

Color-coded graphics indicate whether a school or district has improved or declined in each area. Blue indicates the best performance, followed by green, yellow, orange, and then red. Schools or county offices with a red rating are referred to their county offices of education for assistance.



The number of California school districts performing low enough to be eligible for support from their county offices has declined for the third year in a row. This year, 418 districts qualified for help, compared with 436 last year.

This was the first time in the eight-year history of the dashboard that all statewide indicators are yellow or green, meaning fewer school districts are in need of improvement.

Not all students are succeeding

But a deeper look at individual school districts and schools shows that many are still struggling. The student groups in most need of support at traditional public schools and charter schools are students with disabilities, socioeconomically disadvantaged students, English learners and homeless students, according to the CDE.

California School Boards Association CEO and Executive Director Vernon M. Billy said state leaders are celebrating minimal progress while there are still persistent gaps in academic achievement and other outcomes, depending on student family income, race and ZIP code. He is calling for a statewide plan to support schools and accelerate student performance.

“While incremental gains are welcome, they cannot obscure the basic facts — our academic performance is not improving fast enough to meet the needs of California or those of its 5.8 million students,” Billy said.

Chronic absenteeism persists

Improvements in chronic absenteeism, which the dashboard tracks from transitional kindergarten to eighth grade, seem to be slowing. Absenteeism rates last year dropped only 1%, to 19.4%, after two years of larger drops. In 2021-22, chronic absenteeism rates peaked at 30%.

Students are considered chronically absent if they miss 10% or more of the school year for either excused or unexcused reasons.

The problem persists among some student groups, including foster and homeless students — at about 31% each. Rates for Pacific Islander, Black and Native American students hovered mostly around 30%.

Districts like Saratoga Union outside of San Jose decreased chronic absences across every student group after increases in previous school years.

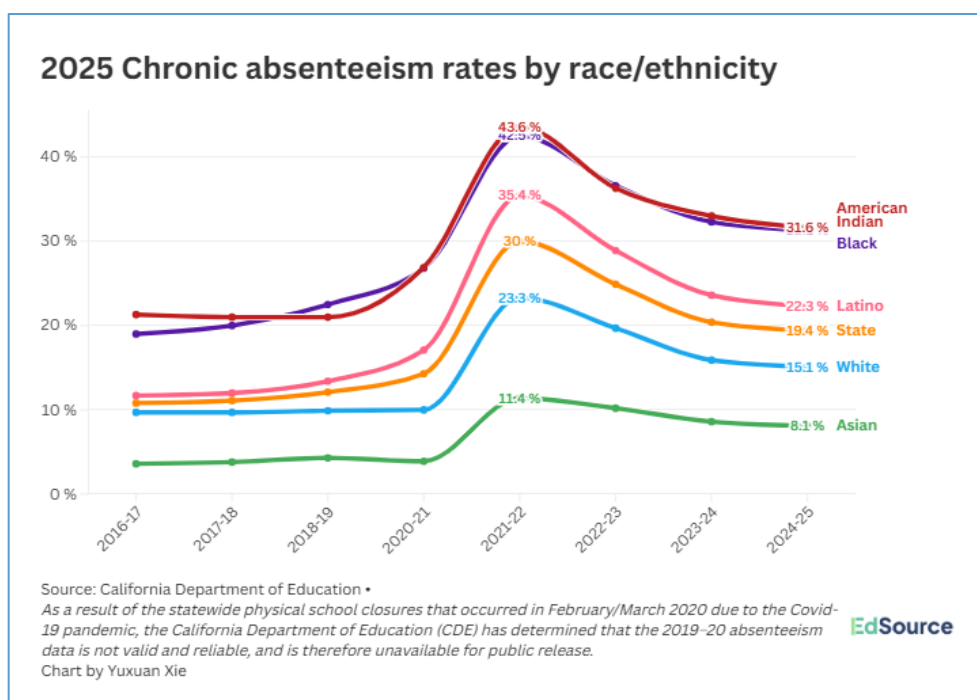
Constant communication among staff, data collection and analysis, and early engagement with families are at the center of the Santa Clara County district’s strategy that reduced chronic absenteeism to 5%, according to Moira Barker, assistant superintendent of educational services. The 1,600-student district’s four principals meet weekly to analyze chronic absence data from each school site and share strategies for reengaging students.

Last year, after chronic absences rose to 8%, Saratoga Union formed a committee that developed protocols to address absences before they became chronic. Their district-level data showed more cases of students refusing to attend school than in previous years, in part due to mental health challenges.

“One of the things they learned is actually getting involved as soon as possible — the longer a student refuses to come back, the more difficult it is to get them to reengage in school,” Barker said.

Torrance Unified’s slight increase of 0.6% to 8.6% in chronic absenteeism was enough to change its state dashboard indicator from green to orange.

This school year, the 22,000-student district in Southern California has started a new notification process to communicate directly with parents about their students’ attendance, according to Sara Baillie, director of communications for Torrance Unified.



San Diego Unified had multiple gains

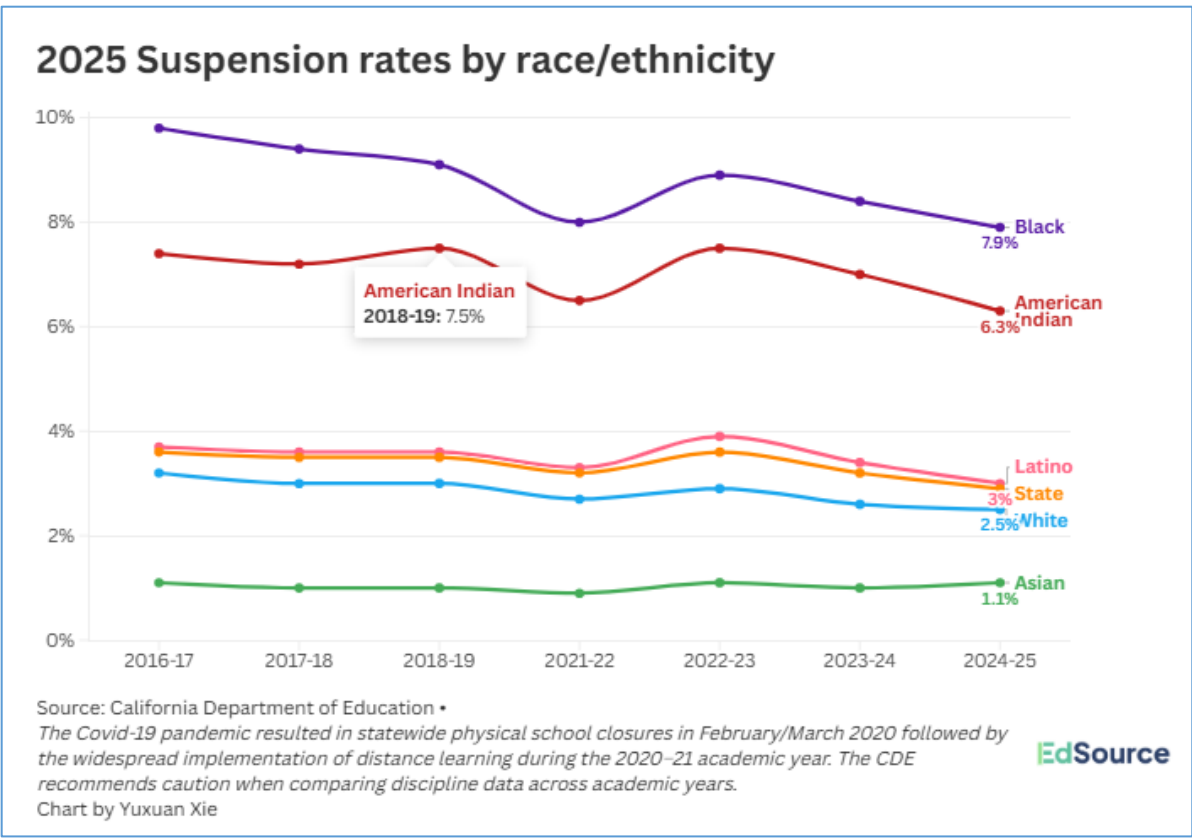
The San Diego Unified School District, the state’s second-largest school district, had gains in six dashboard categories, including chronic absenteeism, suspension rates, math, English Language Arts, career and college readiness, and graduation rates.

Its largest gains were in English Language Arts and math scores, which increased 5.3 and 4.5 points, respectively. The district also increased college and career readiness and graduation rates by 2%, while decreasing chronic absenteeism by 2.4% and suspension rates by .5%. The only dark spot on the district dashboard was a 3.3% decline in English learner progress.

Two years ago, leaders in the district of 95,175 students decided to focus on four goals, which encompassed all six categories where gains were made, said Superintendent Fabiola Bagula.

The district began monitoring student outcomes three times a year instead of just one, Bagula said. The information went to school principals, who shared it with teachers.

“The data has to be actionable,” Bagula said. “So, if you receive this data, you are going to do something with it, like right away and change instruction.”



Graduation rates improving

Lynwood Unified was among the school districts that saw gains in graduation rates. The small district of 10,000 students in Los Angeles County has focused on improving graduation rates and other outcomes since the pandemic closed schools and sent students home to learn.

The district went into the pandemic with about a 95% graduation rate, but came out somewhere in the 80s, said Maribel Martinez, assistant superintendent of educational services.

“So, after that, we’ve been very intentional with the support,” she said.

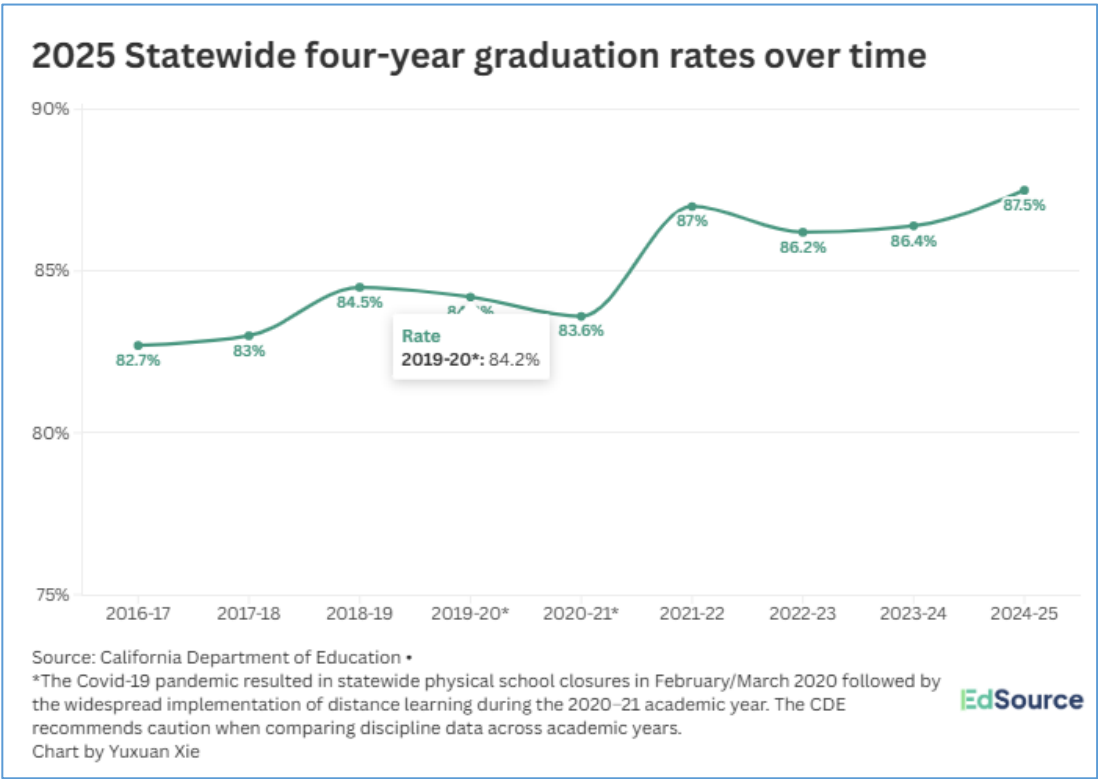
Lynwood Unified increased graduation rates from 85% in 2023-24 to 89% last school year.

Three years ago, the district received \$24.5 million in community school funding that has allowed it to hire more counselors to focus on getting students to graduation, including meeting one-on-one with students who are at risk of failing, and training parents to read a transcript and learn what credits are required to graduate, Martinez said.

The district also offers multiple credit recovery opportunities as well as dual enrollment, so students can earn high school credit for college coursework.

Martinez attributes the gains to early interventions and an effort to build relationships between students and school staff.

“They have to feel welcome,” Martinez said. “They have to feel accepted. They have to feel like they’re part of something greater.”



Highest per-pupil state funding ever

The dashboard had a few changes this year, including officially adding science scores from standardized tests as an indicator of whether schools need support and adding Advanced Placement courses to the college/career indicator.

A press release from the California Department of Education attributes the gains made by school districts to state investments in K-12 education, including transitional kindergarten and accelerated learning.

The 2024 California state budget set aside \$133.8 billion for K–12 education, which was the highest per-pupil state funding ever for California students, according to the CDE.

This year’s budget added \$215 million to the Literacy Coaches and Reading Specialists Grant Program to help students who need literacy support.

“The more we can invest time, energy, and resources into our kids, the better their future can be,” said Gov. Gavin Newsom in a statement.

Note: The signed CR included a provision reversing the early October layoffs of thousands of federal workers across numerous agencies, including 465 staff members given reduction in force notices at the U.S. Department of Education.

Ed. Dept. Layoffs Are Reversed, but Staff Fear Things Won’t Return to Normal

By Brooke Schultz
Education Week
November 13, 2025

The reopening of the federal government promises to return hundreds of laid-off U.S. Department of Education staff to work—but employees fear that’s no guarantee they’ll return to business as usual.

The sprawling bill passed by the U.S. House of Representatives on Wednesday and signed by President Donald Trump concludes the longest government shutdown in history and funds the federal government through Jan. 30. It also contains a provision reversing the early October layoffs of thousands of federal workers across numerous agencies, and preventing further federal layoffs until the bill’s expiration.

At the Education Department, that means 465 staff members given reduction-in-force notices in early October are due to be reinstated to their positions. (A court order had temporarily blocked the department and other agencies from firing those employees.)

But Education Department staff—who have been a repeated target of the Trump administration’s efforts to wind down the agency and shrink the federal workforce overall—are skeptical that they’ll be able to return to work as usual. The department has been resistant to reinstating employees when ordered to do so over the past year, and has instead kept staff on paid administrative leave—at times paying out millions of dollars each week to employees who aren’t working.

“The continuing resolution language doesn’t do enough to protect public servants. The Trump administration has shown us repeatedly that they want to illegally dismantle our congressionally created federal agency,” said Rachel Gittleman, the president of the union that represents Education Department staff. “We have no confidence that the U.S. Education Department will follow the terms of the continuing resolution or allow the employees named in October firings to return—or even keep their jobs past January.”

Department officials did not respond to a request for comment. With the shutdown concluded, the department posted on X, “Government shutdown is over, and we’re baaackkkkk! But let’s be honest: did you really miss us at all?”

The laid-off workers come from six of the department’s 17 primary offices and include virtually the entire staff who work on key formula grant programs, including Title I for low-income students and Individuals with Disabilities Education Act grant programs.

For Ed. Dept. staffers, 43 days of surprises and uncertainty

The bill will fund the federal government through Jan. 30, and promises back pay for workers who have been furloughed since Oct. 1.

Nearly 87% of the Education Department’s already reduced staff were among those furloughed workers, and they faced continued uncertainty and surprises early in the shutdown.

Staff discovered soon after the shutdown began that the agency had changed their out-of-office email messages to blame “Democrat Senators” for the shutdown. Their union sued over the partisan language, and a judge on Friday ultimately sided with the employees.

Then, on the shutdown’s 10th day, the Trump administration began issuing reduction-in-force notices to thousands of employees across multiple federal agencies. The 465 Education Department layoffs would have come on top of the nearly 2,000 employee departures earlier this year, through a combination of buyout offers and layoffs. A court filing described the state of uncertainty for many agency employees—they were prohibited from checking their email during the shutdown, so some were unsure whether they had received layoff notices.

Within days, a federal judge put the layoffs on hold, then extended the hold indefinitely.

Despite the pause on layoffs, there’s been broad uncertainty over whether a further-reduced department will be able to carry out key functions. Virtually entire offices in charge of administering competitive and formula grants that go to schools and overseeing special education compliance and school accountability were slated to be wiped out.

Meanwhile, two weeks into the shutdown, Education Secretary Linda McMahon, who has repeatedly vowed to make good on Trump’s promise to close the Education Department, argued that schools were “operating as normal,” demonstrating that “the federal Department of Education is unnecessary, and we should return education to the states.”

She added that no funding had been affected by the reduction in force.

But during the shutdown, districts that receive monthly Impact Aid payments from the federal government to compensate for large amounts of non-taxable federal land within their boundaries started to go without their

payments, and some wondered whether the Education Department would be able to issue them once it reopened because Impact Aid staffers were among those laid off.

Head Start programs also started to go without their annual allocations from the U.S. Department of Health and Human Services, forcing some to shut down.

The shutdown halted some internal department moves, as well. The Senate confirmed new leadership for multiple offices on Oct. 7, including North Dakota state Superintendent Kirsten Baesler to lead the office of elementary and secondary education and Kimberley Richey to lead the office for civil rights. But they couldn't be sworn in until the shutdown ended. (The Education Department on Thursday morning publicly welcomed the newly confirmed officials to the agency.)

But even as the Education Department publicly declared no problems, it brought back staff who had received layoff notices to work without pay as "excepted employees" to help push money out of the door as deadlines approached, according to some staff. It was unclear if these called-back employees would eventually be the subject to the reduction in force.

The circumstances have combined to create a continuously volatile workplace for staffers.

"The hardworking public servants at the U.S. Department of Education are ready to get back to work, but they also deserve a workplace where they are not under constant threat of being fired," Gittleman said.

Fresno Unified School District
Board Communication

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

Date: November 21, 2025
Phone Number: (559) 457-3934

Regarding: Local Control and Accountability Plan Educational Partner Engagement Follow-Up

The purpose of this communication is to provide the Board with an update on the progress of Educational Partner engagement for the Local Control and Accountability Plan (LCAP).

As previously shared on an August 22, 2025, Board Communication, the LCAP Educational Partner Engagement process was refined to address survey fatigue and limited feedback. The transition to targeted focus groups was designed to foster meaningful engagement and increase actionable feedback.

To enhance engagement several key strategies have been implemented:

- Regional Family Focus Groups were formed to discuss LCAP priorities, provide feedback, and identify improvement opportunities. A recent meeting for all regions, held at Fort Miller Middle School, focused on student support, family engagement, and school climate
- The Climate and Culture Survey incorporated an open-ended LCAP question to streamline data collection and boost response rates, reducing survey fatigue while gathering more meaningful input. This year, responses increased across all groups with over 41,000 surveys completed. A detailed analysis will be shared in a Board Communication in February 2026
- Supporting Family Engagement Hour meetings were held at school sites across the district. These meetings provided accessible, site-level opportunities for parents and guardians to share feedback, learn about district priorities, and engage directly in the LCAP process
- A districtwide LCAP Community Meeting was held with approximately 100 attendees, fostering open dialogue with families and community members, providing opportunities for attendees to share input and recommendations
- Continued engagement with the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and the Community Advisory Committee (CAC) ensuring feedback from the key advisory groups representing the district
- A virtual LCAP Community Meeting was designed specifically for community-based organizations to share input and recommendations
- Continued collaboration with the Community Schools, which has expanded access to engagement opportunities and helped tailor discussions to local school contexts.

These efforts support the district's ongoing commitment to meaningful engagement and continuous improvement in service of all students.

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zuleica Murillo, Executive Director

Date: November 21, 2025
Phone Number: (559) 457-3988

Regarding: Translation and Interpretation Services— Quarterly Report

The purpose of this communication is to provide the Board with a summary of language services delivered by the Translation and Interpretation Services Department from July 01, 2025, through September 30, 2025.

Our department remains committed to ensuring coordination and accessibility of language support across our district. Since the start of the school year, the department has provided services in 29 languages. The top 10 languages in order served include: Spanish, Hmong, Arabic, American Sign Language (ASL), Punjabi, Mandarin, Dari, Pashto, Farsi, and Armenian.

Service Request(s)	Month	Spanish	Hmong	Other	Total
Interpreter Support	July	5	3	5	13
	August	124	33	58	215
	September	265	50	98	413
General Translation	July	46	20	2	68
	August	17	13	1	31
	September	34	31	29	94
IEP Translation	July	3	0	0	3
	August	5	0	0	5
	September	26	1	1	28
On Demand Family Connect Language Line	July	71	4	17	92
	August	564	31	109	704
	September	920	43	162	1125
Total		2080	229	482	2791

The attachment outlines the details of each service category. If you have any questions pertaining to the information in this communication, or require additional information, please contact Zuleica Murillo at (559) 457-3988.

Cabinet Approval: 
Adela Duncan, Chief Information Officer

Translation and Interpretation Services Department Service Categories Overview

Interpreter Requests

Submissions received from district staff to facilitate oral communication from English into various languages during Individualized Education Program (IEP) meetings, Pathology Assessments, Student Support Team (SST) sessions, Initial Assessments, Parent Teacher Conferences, After-school parent events, and other school or department-related interactions. Meetings are conducted in person or virtually.

Translation Requests

Submissions received from district staff to translate written materials from English into other languages and other languages to English. Standard items include districtwide communications such as department presentations, parental letters, school flyers, scripts, student transcripts, and birth certificates for enrollment. The scope and length of each request vary by department or site. Each request ranges from 1 to 20 pages.

Individualized Education Program (IEP) Translation Requests

Submissions received from district staff to translate IEP related documents following an IEP meeting. Documents may include full IEPs, Assessment Reports, Speech Pathology Evaluations, IEP summary reports, and other related materials. Each request can range from 3 to over 100 pages.

On Demand Family Connect Language Line

This districtwide service provides staff with access to interpreters in over 100 languages. School sites and departments can connect with interpreters via phone or the web portal using a secure access code and link, with an average connection time of 8 seconds. Usage totals include both audio and video remote interpretation sessions.



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Chief

Date: November 21, 2025

Phone Number: (559) 457-3885

Regarding: Monthly Update – October

The purpose of this board communication is to provide the Board an update about the Foundation for Fresno Unified Students.

The Foundation, in partnership with Neighborhood Industries, is once again supporting our students through our annual Suit Drive and Suited for Success events. These efforts help equip students with professional attire for interviews, internships, and other opportunities that build confidence and career readiness. We will be hosting three Suit Drive collection windows during the 2025/26 school year; November 10–21, 2025, January 26–February 06, 2026, and March 30–April 10, 2026, at the following locations:

- Neighborhood Thrift, 353 E. Olive Ave.
- Neighborhood Thrift, 3139 W. Shaw Ave.
- Clothing collection bin at Bullard High School (W. Browning Ave.)

The collection bin is offered in partnership with Community Schools and Neighborhood Industries. Donations will support pop-up shopping events at school sites where students can select professional clothing free of charge. We encourage everyone to consider donating gently used or new professional attire to empower Fresno Unified students to look and feel their best as they prepare for future success.

October marked the launch of The Superintendent's Charge, a new campaign dedicated entirely to funding scholarships for Fresno Unified graduates. Every dollar raised directly supports students as they pursue higher education and career goals. To date, the campaign has raised \$134,500, including contributions from Scholastic, Net Positive Consulting Engineers, Swinerton, Amazon, CalViva Health, EECU, and New England Sheet Metal and Manufacturing. The Foundation deeply appreciates this growing community of supporters who are helping ensure that financial barriers do not stand in the way of our students' futures.

The Foundation has selected Graystone Consulting to provide investment advisory services. Through this partnership, the Foundation is strategically growing its capacity to invest in scholarships, student mental health, technology education, and school site support, advancing our mission to equip and inspire every Fresno Unified student to reach their full potential.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Wendy McCulley at (559) 457-3885.

Cabinet Approval: 
Name and Title: Wendy McCulley, Chief

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education

Date: November 21, 2025

Prepared by: Marie Williams, Ed.D., Associate Superintendent

Phone Number: (559) 457-3750

Regarding: Out-of-State Field Trip for Sunnyside High School Theater Arts

The purpose of this communication is to provide the Board with information regarding students from Sunnyside High School who will be performing in the Broadway Series concert performance of Jane Eyre, at Lincoln Center in New York, New York.

Sunnyside High School was invited by the Lincoln Center to submit student auditions, based on past musical performances that were submitted for consideration. The opportunity to audition was open for all Sunnyside students. This performance complies with the California Arts Education Standards below:

- Anchor Standard One: Generate and Conceptualize Artistic Ideas and Work
- Anchor Standard Two: Organize and Develop Artistic Ideas and Work
- Anchor Standard Three: Refine and Complete Artistic Work
- Anchor Standard Four: Select, Analyze, and Interpret Artistic Work for Presentation
- Anchor Standard Five: Develop and Refine Artistic Techniques and Work for Presentation
- Anchor Standard Six: Convey Meaning Through the Presentation of Artistic Work

The duration of the trip will be from February 11, 2026, to February 16, 2026, with the performance at the Lincoln Center on February 15, 2026. Fresno Unified School District will be represented by eight Sunnyside High School students and will be accompanied by three Fresno Unified School District staff members.

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

Cabinet Approval: 
Carlos Castillo (Nov 18, 2025 12:37:26 PST)

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

Out of State, Over-Night Field Trip Information Matrix

Trip Date	School	Destination	Purpose: Educational Outcome and standards being addressed	Students and Chaperones	Instructional Time off Site	Cost/Funding
February 11-16, 2026	Sunnyside HS	New York, New York	Event: CONCERT PRODUCTION OF JANE EYRE, THE MUSICAL Group: SUNNYSIDE MUSICAL THEATER STUDENTS SUNNYSIDE MUSICAL THEATER STUDENTS AUDITIONED AND WERE ACCEPTED TO PERFORM IN THE LINCOLN CENTER CONCERT PRODUCTION OF JANE EYRE, THE MUSICAL. STANDARDS ADDRESSED: Standard one: Generate and conceptualize artistic ideas and work (e.g., developing characters or scenes). Standard two: Organize and develop artistic ideas and work (e.g., scripting or staging rehearsals). Standard three: Refine and complete artistic work (e.g., polishing performances). Standard four: Select, analyze, and interpret artistic work for presentation (e.g., interpreting the musical's script). Standard five: Develop and refine artistic techniques for presentation (e.g., vocal or movement skills). Standard six: Convey meaning through the presentation of artistic work (e.g., performing for the Lincoln Center audience).	8 Students 3 Chaperones	3 days	\$35,279.73 School Site Funds - Prop 28 Arts and Music Education

Event Itinerary: (attach a separate sheet if necessary)

- Times and locations of meetings, classes or tours, lunch and/or dinner.
- Please list all stops in route, locations and times (inbound and outbound)
- Night time supervision plan
- Provide a list of all chaperones and titles i.e., parent, teacher etc. and chaperone/student ratio.

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education

Date: November 21, 2025

Prepared by: Jennifer Stacy-Alcantara, Associate Superintendent Phone Number: (559) 457-3809

Regarding: Literacy Family Nights

The purpose of this board communication is to provide the Board with information regarding the Family Literacy Nights initiative, which is designed to strengthen school-family partnerships and support student achievement in literacy and math.

This fall, Parent University is partnering with 24 elementary schools to support and host Family Literacy Nights. Please note that some sites are also organizing their own independent literacy family nights. The attached schedule includes all events: Parent University-led sessions, site-led workshops, and the Family Leadership Academy offerings.

The Family Literacy Nights initiative engages families through interactive workshops that provide practical, hands-on strategies to support their children's reading and math development at home with a focus on prekindergarten through first grade. These workshops are designed to promote strong home-school connections, build foundational academic skills, and foster a collaborative learning environment that extends beyond the classroom.

If you have any questions pertaining to the information in this communication or require additional information, please contact Maiyer Vang at (559) 457-3390.

Cabinet Approval: 
Carlos Castillo (Nov 20, 2025 11:57:29 PST)

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

Family Literacy Nights

Site	Region	PU Family Leadership Academy & Literacy Night	PU Literacy Night Support	Site Directed
Olmos	SHS	X (11/13 @ 5:30 PM)		
Herrera	SHS	X (11/18 @ 6:00 PM)		
Aynesworth	SHS		X (PENDING)	
Easterby	SHS	X (10/24 @ 5:00 PM)		
*Bakman	SHS	X (11/5 @ 5:00 PM)		
Jackson	RHS			X (9/25)
Winchell	RHS	X (11/20 @ 5:00 PM)		
Jefferson	RHS	X (12/3 @ 5:30 PM)		
*Lane	RHS	X (11/20 @ 5:30 PM)		
Wishon	MHS	X (11/10 @ 5:30 PM)		
Norseman	MHS			X (11/4)
Birney	MHS	X (11/5 @ 6:00 PM)		
Hidalgo	MHS	X (12/3 @ 5:30 PM)		
Mayfair	MHS	X (10/30 @ 5:30 PM)		
*Rowell	MHS	X (FLA)		
Leavenworth	MHS	X 11/4 @ 5:30 PM)		
Turner	MHS	X (11/5 @ 5:30 PM)		
Vinland	HHS			X (MONTHLY SUCCESS TOGETHER)
Thomas	HHS			X (10/2)
Holland	HHS			X (MONTHLY SUCCESS TOGETHER)
Pyle	HHS	X (11/4 @ 6:00 PM)		
Wolters	HHS	X (11/18 @ 5:00 PM)		
*Centennial	HHS	X (FLA)		
Viking	HHS			X (10/3 – ST)
Williams	FHS	X (FLA)		X (9/18 – ST)
Roeding	FHS			X (9/18)
Hamilton	FHS	X (12/9 @ 5:30 PM)		
Fremont	FHS			X (10/7)
Heaton	FHS	X (12/11 @ 5:30 PM)		
*Muir	FHS	X (11/29 @ 5:30 PM)		
Lincoln	EHS	X (12/11 @ 5:30 PM)		
Kirk	EHS			X (10/14) ENP
King	EHS	X (FLA)		X (10/30) ENP
Columbia	EHS			X (10/15) ENP
Sunset	EHS			X (10/2) ENP
Powers-Ginsburg	BHS	X (11/10 @ 5:30 PM)		
Wawona	BHS		X (12/2 @ 5:30 PM)	
Slater	BHS			X (10/1)
Farber Online	Specialty			

*Other sites: Parent University, Family Leadership Academy & Literacy Nights. 10/13/25
 PU (Parent University), Family Leadership Academy (FLA), and ST (Success Together).