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**February 25, 2026, Board Meeting  
Trustee Agenda Item Questions & Answers**

**Q: How are we helping students build emotional intelligence and conflict resolution skills?**

A: Conflict resolution and emotional regulation are embedded in the Life Skills goal, and the district has adopted assessment systems to track students' skills in managing emotions, behavior, and social situations, with more detailed reporting to the board coming soon.

**Q: Is conflict resolution clearly embedded in the durable skills, or should it be separated out?**

A: Staff explained that conflict resolution is intentionally embedded within critical thinking, communication, empathy, and life skills, and systems are being developed to ensure fidelity and accountability in implementation.

**Q: Are we on track to meet our College and Career Indicator (CCI) goals?**

A: Yes, the district is on track, with CCI increasing from 43% and trending upward toward the long-term goal of 64% by 2030, supported by strong dashboard results and expanded A–G completion.

**Q: How are we ensuring students feel culturally welcomed and represented in college and career efforts?**

A: The district has launched culturally responsive initiatives such as the Latino College Expo (similar to the Black College Expo), brings in representative institutions, and continues expanding partnerships to improve cultural representation and belonging.

**Q: How are we expanding partnerships beyond traditional labor partners?**

A: Staff are working to expand partnerships with higher education institutions, industry partners, and community organizations, and acknowledged opportunities to collaborate more with nonprofit organizations offering paid internships.

**Q: Are we aligning CTE pathways with real community needs like mental health and legal services?**

A: Pathways are developed based on local workforce demand and postsecondary opportunities; current examples include healthcare (the largest workforce need), a mental-health-adjacent pathway at Edison, and a large law pathway at Bullard, with openness to further expansion.

**Q: How are we reducing D and F grades among ninth and tenth graders?**

A: The district is implementing secondary orientation efforts, professional learning for teachers, data dashboards, grade monitoring systems, ninth grade on-track teams, targeted interventions, and structured student support plans. Even one D or F affects A–G eligibility and college readiness, and high rates of D/F grades can normalize underperformance, so the district is focusing on systems to prevent that culture.

**Q: How are we supporting students with IEPs in work-based learning and college/career readiness?**

A: CCR and Special Education are establishing stronger tracking systems for work-based learning for students on IEPs and expanding certificate-of-completion pathways tied to inclusive work experiences.

**Q: How are we ensuring dual enrollment and CTE opportunities are actually available to students?**

A: The district is revising master schedules to expand course offerings, aiming for 80% pathway fill rates, strengthening partnerships with colleges including Fresno State, and addressing staffing and approval barriers.

**Q: Are we creating paid internship opportunities for students?**

A: The district is actively pushing to expand paid apprenticeship and work-based learning programs, collaborating with workforce and labor partners to reduce barriers and increase compensated opportunities.

**Q: How is Fresno Unified doing with promoting Military Science?**

A: Fresno High School and Duncan Polytechnical High School both manage the promotion and retention of students into their JROTC programs as a part of their pre-registration process in the spring and during their showcase and move-up days for 8<sup>th</sup> grade students that are preparing to enroll in the 9<sup>th</sup> grade.

**Q: Are we inviting trades unions to come and talk about what they can offer in terms of College and Career Readiness? Employment opportunities?**

A: Fresno Unified's partnership with trades includes invitations to come and speak and mentor in our trades related to CTE pathway programs. For example, carpenters representing the Carpenter's union will come and mentor students both in the classroom and in preparation for Skills USA competitions. In addition to this, Fresno Unified acts as the LEA for the Fresno Electrical Sound and Communication and California Firefighters registered apprentice programs as such, we are active participants in their advisory committees. In addition, The Fresno Unified Industrial Manufacturing and Technology subcommittee is comprised of industry professionals from the trades to support curriculum development, certifications and work-based learning experiences.

**Q: Given the amount of investment compared to the number of kids in the program completing it, is the investment in IB worth it in terms of achieving our goals?**

A: This question will be addressed during the presentation.

**Q: What programs do we have in place for work-based opportunities?**

A: This question will be addressed during the presentation.

**Q: How are we capturing students' experience with work outside of our programs? Non-profits or other summer jobs for example?**

A: This question will be addressed during the presentation.

**Q: How are we going to highlight the importance of grades for students at the elementary level?**

A: The high schools and middle schools are going to engage students and families in information on A-G awareness and supports available when students are missing assignments that are causing grades to go below a C in a class. The school will engage counselors, teachers, administrators, and classified staff to engage families and students at an early age.

**Q: How are we pushing heavy parent involvement for parents to understand the need for students to pass their classes?**

A: The district is going to have school teams work with families at an early age to inform them of A-G completion and how that affects post-secondary opportunities at an early age. Students in elementary schools will be exposed to college and career through exposure, middle schoolers through exploration and high school students through experience.

**Q: How are we pushing out information on programs like ATLAS Connect and other platforms we offer for parents to know student grades?**

A: The counseling teams at different high schools and middle schools provide families with different modes of communication around student grades. Progress reports are provided to all students during each quarter. Some schools send out messages on ATLAS connect, parent square, and parent square. Some schools customize parent engagement around use of Atlas Parent Portal for parents to check student grades and assignments.

**Q: What are the student success rates for those enrolled in CTE?**

A: The CTE department is currently working on gathering all of this information to share.