

BOARD COMMUNICATIONS - FEBRUARY 27, 2026

TO: Members of the Board of Education

FROM: Mao Misty Her, Superintendent

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Board Communications Approved by:
Mao Misty Her, Superintendent

A handwritten signature in blue ink, appearing to read 'Mao Misty Her', is positioned below the text '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: February 27, 2026
Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended Principal's Meeting
- Interviewed for Principal positions
- Participated in Wallace Equity Centered Pipeline Initiative (ECPI) Superintendent's Quarterly Meeting
- Attended Urban Education Dialogue 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: February 27, 2026
Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for February 20, 2026

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 February 20, 2026, are attached and include the following articles:

- Funding and Proposed Changes for Reading Difficulties Screener – February 19, 2026
- Meet Darshana Patel, the Scientist Shaping Education in the California Legislature – February 18, 2026
- California Schools Face a New Budget Hit: Soaring Insurance Costs After Sex Abuse Lawsuits – February 17, 2026

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

Cabinet Approval: 
Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: February 20, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Bill Introduction Deadline

Today, Friday, February 20, 2026, is the deadline for lawmakers to introduce legislation to be considered in the second year of the 2025-26 Legislative Session. As of this writing, nearly 1,100 bills have been introduced this year, including several measures affecting TK-12 education and community colleges.

Under current rules, each legislator is limited to introducing 35 bills over the two-year session, significantly reducing the overall volume of legislation compared to prior years. Because many members introduced a substantial number of bills in 2025, they have been more selective this year in determining which issues to advance. In addition, some of the measures introduced are “spot bills,” placeholder vehicles that may be amended later with substantive policy language.

Policy bills must be in print for 30 calendar days before they may be heard in committee. With the introduction deadline now passed, measures will be referred to policy committees, and hearings are expected to begin in March. We will continue to monitor significant TK-12 education legislation and provide summaries and analysis in future updates.

Math Screening Bill Introduced

Last week, Senator Akilah Weber Pierson (D-San Diego) introduced Senate Bill (SB) 1067, which would establish a statewide framework for early mathematics screening for students in grades K-2.

In many ways, SB 1067 is modeled on California’s existing early literacy screening requirement, which took effect this school year and requires local educational agencies (LEAs) to screen K-2 students annually for reading difficulties, including risk of dyslexia. SB 1067 seeks to build on that framework by creating a comparable early identification system for foundational math skills.

Under the bill, the State Board of Education (SBE) would convene an independent panel of experts by April 30, 2027, to develop a list of evidence

based, culturally, linguistically, and developmentally appropriate screening instruments designed to identify early signs of math difficulties. The panel would approve the list at a public meeting no later than January 31, 2028, using criteria established by the SBE. By June 30, 2028, LEAs would be required to adopt at least one screening instrument from the approved list.

Beginning in the 2028-29 school year, LEAs would screen all K-2 students annually for math difficulties using their selected tool, with a parent or guardian opt-out available in writing. The bill also establishes an annual reporting requirement: beginning July 15, 2029, and each July 15 thereafter, LEAs would report to the California Department of Education the number and percentage of students identified as having math difficulties.

SB 1067 is expected to be referred to the Senate Education Committee and may be heard once it satisfies the 30-day in-print requirement and is scheduled by the committee chair.

LAO Presents at Senate Budget and Fiscal Review Committee

On Wednesday, February 18, 2026, the Senate Budget and Fiscal Review Committee, chaired by Senator John Laird (D-Santa Cruz), held an informational hearing on the state's reserve policy.

During the hearing, the Legislative Analyst's Office (LAO) emphasized that California's revenue structure remains highly volatile and that the state's current reserve framework may not be sufficient to weather a significant economic downturn. Because the General Fund relies heavily on personal income tax, particularly from high-income earners and capital gains, revenues can fluctuate dramatically year to year. Although Proposition 2 (2014) strengthened the state's rainy day fund by requiring deposits tied to capital gains, the LAO's modeling suggests current reserve levels would cover only about one-third of potential shortfalls in a severe downturn.

In the context of a projected budget problem for 2026-27 and ongoing structural deficits, the LAO suggested the Legislature consider strengthening the reserve framework by raising the constitutional cap and increasing deposits in strong revenue years. The broader message for lawmakers this budget cycle is that, given persistent revenue volatility and limited fiscal flexibility, building reserves during stable periods is critical to protecting core programs, including Proposition 98 education funding, when the next economic slowdown occurs.

You can find the LAO document on this issue [here](#).

Leilani Aguinaldo

Funding and Proposed Changes for Reading Difficulties Screener

By Michelle McKay Underwood and Anjanette Pelletier
School Services of California Inc.'s *Fiscal Report*
February 19, 2026

The 2025-26 school year marks the first year of statewide screening for reading difficulties for kindergarteners, first, and second graders, an effort intended to support early identification of students who may be at risk for reading challenges and to strengthen statewide literacy outcomes. The 2025-26 State Budget included \$40 million (one-time) for the implementation of these screeners, and Governor Gavin Newsom has proposed an additional \$40 million one-time grant for 2026-27.

The Governor's trailer bill language proposes to once again provide funds based on a local educational agency's (LEA) total count of kindergarten (excluding transitional kindergarten), first, and second grade students based on prior-year California Longitudinal Pupil Achievement Data System fall census data. The funds, \$34.74 per eligible pupil in 2025-26, could be used for procurement of screening instruments, screening administration, and training for school employees to administer the pupil screenings.

As part of the 2026-27 State Budget process, Governor Newsom proposes restrictions and guidance on when LEAs administer approved screening instruments during the school year. The proposed changes retain the current-year requirement that LEAs consider whether pupils have received sufficient instruction in foundational reading skills to ensure screening results are valid but go further to set boundaries on when screenings may begin.

Under the proposal, to meet the annual screening requirement for kindergarten through grade 2, LEAs would be required to follow timelines:

- Screening for kindergarten pupils could occur no earlier than the 91st school day of the school year.
- Screening for first- and second-grade pupils could not take place before the 46th school day of the school year.

Nothing in the existing or proposed statute would prevent LEAs from administering more than one screening or diagnostic evaluation annually beyond what is required, as appropriate. In addition, to ensure "accuracy and precision," the bill states that LEAs are strongly encouraged to administer screening instruments in one-on-one or small group settings, consistent with publisher instructions.

The proposal is receiving resistance from interest holders who point out that many validated screening tools are designed for beginning-of-year administration, including several selected by the State Board of Education's Reading Difficulties Risk Screener Selection Panel. Although not a requirement of current law, nor incentivized with a per-pupil rate that is indifferent to repeated administration, educational best practices indicate that screeners should be used early and often throughout the year to inform progress monitoring and the impact of interventions. This issue will be heard in the Senate Budget and Fiscal Review Subcommittee on Education on April 23, 2026.

Note: Effective March 2, 2026, Assemblymember Darshana Patel (D-San Diego) will become the chair of the Assembly Education Committee.

Meet Darshana Patel, the Scientist Shaping Education in the California Legislature

By John Fensterwald
EdSource
February 18, 2026

A first-term Assembly member with a scientist's temperament and a veteran school board member's blend of pragmatism and empathy will lead the Assembly Education Committee.

Assembly Speaker Robert Rivas appointed Darshana Patel, a Democrat from northern San Diego County, to the position, effective March 2. She will also serve on the Budget Committee's key Subcommittee on Education Finance.

Patel will succeed Assemblymember Al Muratsuchi, D-Torrance, whose removal from the committee in his final year in the Assembly will deny him visibility and influence in his campaign for state superintendent of public instruction. There is some precedent for replacing termed-out committee chairs, according to Rivas' office, which declined further comment on why the speaker decided to remove Muratsuchi.

Those who observed or worked with Patel as she threw herself full time into navigating the challenges of Poway Unified School District as a school board member and in additional county education roles said they found her leadership inspiring.

"She brings a really rare combination of deep intelligence and very steady judgment," said Debra Schade, the president of the California School Boards Association and longtime Solana Beach School District board member, who served with Patel as county delegates to CSBA.

"There's a lot going on in public education; we're really being tested in several different directions," Schade said. "I think her leadership will really meet the moment."

Michelle O'Connor-Ratcliff, who preceded Patel's 2016 election to the Poway Unified board and is now its president, summed up Patel's qualities this way: "Things at a school district level are one part data and one part heart. She really has both, but the scientist piece of her made her very focused on bringing data in all the time."

The daughter of Indian immigrants, Patel, 51, grew up with two older brothers in San Diego, where the family struggled financially off and on when her father, a civil engineer, was out of work. During those periods, Patel said, she went without necessary dental care and glasses, and the family lacked health insurance, including when her mother died unexpectedly from an undiagnosed medical condition. Patel was a high school freshman, and the death inspired her to go into biotech research. A talk with her mock trial coach at Apple Valley High School affirmed that decision.

The teacher confided that her own mother had died of cancer, Patel said. "And she looked at me and said, 'If you're not going to be a powerful lawyer who becomes a Supreme Court justice, can you at least cure cancer?'"

Given that binary choice, she earned a bachelor's degree in biochemistry from Occidental College and a Ph.D. in biophysics from UC Irvine, then moved to the Bay Area for postdoctoral research, followed by eight years at Genentech, working on novel cancer therapeutics.

Then, in 2009, nearly 21 years after her mother's passing, her father died while waiting for prior insurance authorization — in the same ICU unit, in the same hospital in Apple Valley where her mother died. "It was this moment for me: I am developing novel cancer therapeutics to save lives, and I can't even save my dad from just getting known, established treatment that he needed," she said.

It coincided with the Great Recession, when colleagues faced threats to National Institutes of Health grants. Now the parents of three daughters, she and her husband decided to move back to San Diego, where by scaling back, they could live on one income, and she could answer a lingering question, "Where can I make the greatest good?"

Her answer: "There are many brilliant scientists, but not an overwhelming number of people who can effectively talk about complex science policy and how science affects the world around us," she said. "We have to communicate the value of our work; otherwise, society will choose not to fund it."

A pivot to a professional volunteer

She became a "professional volunteer," doing work on the town council of Rancho Peñasquitos, the area of San Diego where they lived, and as the science chair for the local high school foundation, helping to fund science labs and professional development for teachers.

Those were turbulent years for Poway Unified, a largely suburban district with 40 schools, which, unknown to voters, had issued a capital appreciation bond whose balloon payments obligated the district to pay \$1 billion in interest on a \$105 million principal. The Legislature quickly outlawed that form of school district borrowing, though too late for Poway taxpayers. Then, in 2015, the board uncovered financial malfeasance and fired the superintendent.

Patel was elected to the five-member board in 2016. "I had people in the community that pushed me to run," she said. "They liked the way I asked questions on the planning board, the way I was collegial, but direct."

Rebuilding public trust started with regaining financial stability. The board asked the state financial agency, FCMAT, to analyze the district's special education program; the report had 70 recommendations, and the board adopted many of them. That stirred Patel's awareness of the unmet needs of students with disabilities, which, since her election in 2024, has become a focus of her work in the Assembly.

Covid was a setback. As in many districts — only with more intensity — tempers flared at school board meetings, with disruptions by parents angered by extended school closures and mask mandates when students returned. Patel responded with diplomacy.

"She really set a good tone, especially when she was board president during turbulent issues. She was very calm," said fellow board member O'Connor-Ratcliff. "I can't think of one time, when she was holding the gavel, that she was upset visibly or audibly."

Colleagues on the San Diego County School Board Association paid attention during presentations she gave. "She worked really hard to have us all understand what processes and procedures to put in place to deal with very aggressive people," said CSBA President Schade.

Covid drew more attention to students' behavioral and mental health needs. Patel was instrumental in establishing the Mental Wellness and Connections Committee at Westview High, which brought in therapy dogs, set up a crisis and intervention center open all day on campus and expanded resources and programs for parents and students. Patel is a compassionate and empathetic person, said Christi Papworth, a neighbor who helped establish Mental Wellness and Connections, and through the committee's outreach to students, "she saw how many students were struggling."

In December, Patel and a colleague on a select Assembly committee on student mental health organized a lengthy hearing in the district with multiple panels to learn more about how mental health services are currently offered and could be improved.

Her goals for Assembly Ed

With a deadline for introducing new bills in early March, Patel is still lining up co-authors, but she said her themes will be streamlining bureaucracy facing school districts to free up time and money for the classroom, and providing more resources for students with disabilities to learn in an inclusive environment.

In the same vein, her mission will not be to pass big new programs but, through more base funding for districts, to address student achievement by filling in gaps in the programs that Gov. Gavin Newsom created — a top priority of the School Boards Association, too.

"With public education, we want to do the right thing. But when you have (universal transitional kindergarten) rolling out, we didn't have money to convert our facilities with playgrounds and bathrooms for 4-year-olds. We saw universal meals rolled out, but we didn't have the workers in our community to fill those positions, where the average rent is much higher than what a part-time, split-shift food and nutrition worker could bring home. With the rollout of EV (electric) buses, we don't have the mechanics that know how to work on the electric vehicles," she said.

"Schools are being tasked to do more and more without significantly more money, or the money is not distributed in a way that parallels the increase in cost," Patel said. "I want to guide the conversations around feasibility and implementation with a mindful eye that if we want to do well-intentioned policies right, they have to come with the appropriate amount of time and money."

Note: A recent state law lifted the statute of limitations on sex abuse lawsuits, driving a huge increase in payouts by school districts and government agencies.

California Schools Face a New Budget Hit: Soaring Insurance Costs After Sex Abuse Lawsuits

By Carolyn Jones
CalMatters
February 17, 2026

Since California made it easier for sexual abuse survivors to sue government agencies, victims have brought forth more than \$3 billion in claims. But even agencies that haven't been sued are facing financial hardship as a result of the law — through skyrocketing insurance premiums.

School districts, counties and other public agencies in every corner of California have seen their liability insurance premiums soar, in large part because of that law, which passed in 2019. Some districts have seen their yearly insurance costs jump by \$1 million or more.

To pay the premiums, schools have had to leave teacher vacancies unfilled, scrap renovation projects and make other cuts that affect students. Counties have cut back on public safety, roads, health care and social services.

“It’s become unmanageable,” said Dorothy Johnson, a legislative advocate for the Association of California School Administrators. “We desperately need guardrails, or the situation will become very dire.”

School districts and other public agencies are begging the Legislature to intervene by capping the settlements, similar to the way medical malpractice settlements are capped. That could also include capping attorney fees, which can top 40%.

The agencies don’t have traditional private insurance. Some larger ones are self-insured, but most belong to risk pools made up of a few dozen other agencies. So when one agency faces a large settlement, premiums increase for everyone.

At schools, the law has had a direct impact on student learning, according to research by the California Association of Joint Powers Authorities, which represents public agency risk pools.

A year after the average school district paid a settlement of \$1 million or more, the number of its students who met the state’s math standard fell by 3.7 percentage points, and the number of students meeting the reading standard dropped by 3.4 percentage points, according to the group’s research. The reason, the study states, is that those schools had to cut back on tutoring, after-school programs, field trips and other offerings aimed at helping students stay engaged in school.

Those numbers are a contrast to statewide scores, which have been generally rising since the pandemic ended.

“Classrooms are being impacted because there’s money being pulled out of the education system,” said Faith Borges, legislative advocate for the California Association of Joint Powers Authorities. “I don’t think that there’s an understanding that these really, truly are taxpayer dollars. We need to have an informed conversation about where this money is coming from.”

There’s no end in sight. The law allows survivors to sue within five years of remembering they were abused, in perpetuity.

Public agencies rarely contest plaintiffs’ claims. The main reason is the horrific nature of the incidents; agencies generally believe victims should be compensated. Another reason is the lack of evidence, particularly for cases more than 20 or 30 years old. In those cases, the perpetrator and other school staff are often long gone or even dead, and schools typically don’t have paperwork dating back that long. They often don’t even know who their insurance carrier was.

Taxpayer-funded insurance

For most public agencies, the size of the settlements is the primary problem. Many exceed \$10 million. Los Angeles Unified, the state’s largest district, recently issued \$500 million in bonds to settle cases. Los Angeles

County agreed to pay \$4 billion to settle more the 6,800 claims. The settlements are paid by taxpayers through a combination of the agency's general fund dollars, reserves and insurance.

The law that lowered obstacles for sexual abuse survivors to sue, AB 218, was intended to bring a degree of justice to sexual abuse victims. In some cases, school staff had been abusing students for years, even after administrators learned it was happening. Incidents range from inappropriate comments to rape. A 2004 report by the U.S. Department of Education estimated that 1 in 10 students nationwide had endured misconduct by school staff.

To bring further accountability to schools, California passed another bill in October that requires schools to train staff and students on preventing sexual misconduct. The law, SB 848, also mandates that the state create a database of school employees that have been credibly accused of abuse, in an effort to keep abusers from getting rehired elsewhere and continuing to harm children.

'Doing the best we can'

Sierra Sands Unified is a medium-sized district in Ridgecrest, in the high desert about two hours east of Bakersfield. It's in a remote and harsh environment: Summer months exceed 100 degrees most days, and winter temperatures often drop below freezing. Rain is rare, and dust storms are frequent.

Those conditions take a toll on school facilities. The relentless sun degrades anything outdoors, including ground cover and play equipment. Maintenance staff remove pieces of monkey bars and slides as they become damaged, leaving "ever-shrinking" play equipment on hard-packed dirt, said Superintendent April Moore.

The district planned to replace its elementary school play structures last year, but had to cut back that plan because of soaring insurance premiums. In the past three years, the district's yearly total insurance costs have gone up \$500,000 a year, to nearly \$1.2 million annually. The district's annual budget is \$80 million, nearly 90% of which goes toward salaries. That doesn't leave much extra to pay for things like repairs.

As a result, the district was only able to replace two of the seven elementary school play structures. It also had to limit raises for staff, which Moore fears will hamper the district's ability to attract and retain teachers — already a tough proposition in such a remote area.

The cuts have been hard on morale for the entire community, Moore said.

"I don't want our staff to feel like they've settled by staying here, or they're stuck. I want them to feel valued and respected," Moore said. "In our remote area, our students and staff and families are all one. For me, this is all one conversation. Everyone is affected."

Moore said she often worries about the future. The district's insurance premiums are certain to continue increasing, which makes it hard to plan.

"We're having to budget for these unknowns. ... Sometimes I feel helpless," Moore said. "And it's affecting the kids of today."

Striking a balance?

Schools and other public agencies have pushed to reform the laws governing sexual abuse suits. So far, they haven't gotten anywhere.

A bill last year by Sen. John Laird, a Democrat from Santa Cruz, would have reined in the settlements by creating a statute of limitations, but the bill died.

Assembly Speaker Robert Rivas, a Democrat, has asked several legislators to "explore solutions that strike the right balance on this critical issue: ensuring meaningful access to justice for all survivors, while safeguarding schools and cities from financial consequences that could lead to lost or reduced services," according to Rivas' spokesman, Nick Miller.

"(Rivas) has a long history of defending and supporting survivors, and has consistently been a steadfast advocate for survivors of childhood sexual assault," Miller said. "We will closely review any proposals brought forward this legislative year."

Trial attorneys have been aggressive in defending AB 218. Last year, when legislators were considering limits to the law, an Orange County law firm bought social media ads featuring a large photo of Rivas with the words, "STOP the Predator Protection Law. Stand with Child Victims." The bill died.

John Manly, a partner at the firm that purchased the ads, said he doesn't plan to back down.

"What kind of idiot politician is going to put up a bill that protects people like Epstein? It's radioactive," Manly said. "Any attempt to limit these lawsuits is a cynical, disgusting, wrong-headed attempt to keep the public from knowing the full extent of this problem."

Manly's firm has represented thousands of victims who say they were abused in California public schools, he said. He believes schools' claims of financial hardship are "a scam," and politicians who seek to cap settlements are essentially enabling child predators.

"Kids who've been abused take a hit for life. And we're going to cap settlements? Any politician who tries to do that we're going to chase to the ends of the earth," Manly said.

'No voice, no power'

Nancy, a woman who sued Los Angeles Unified in 2020 after she said she was abused in middle and high school, said money was not her primary motivation for filing a claim. It was more about empowerment and seeking changes in the system, she said.

"I felt I had no voice, no power," said Nancy, who asked that her last name not be used to protect her privacy. "I want to see policies change. Unfortunately, money gets people's attention."

Nancy was in middle school in the early 1990s when her math teacher began paying her compliments such as "You're attractive, intellectually and physically," and "I like you," Nancy said. The attention made her feel special, and soon she had developed a friendship with him. By the end of the school year it had become physical, she said.

In her junior year of high school, a music teacher took a similar interest in her. Because of her previous experience, she was especially vulnerable to his attention, she said.

She told almost no one about either experience and put it out of her mind for years. In her 30s, she began talking about it with a therapist, and spent years trying to overcome the shame and guilt she felt, she said. Eventually, she felt confident enough to file a police report. A year later, she filed a civil lawsuit against the school district.

In all, Los Angeles Unified has faced about 370 abuse claims since AB 218 passed. Nancy's former math and music teachers are no longer employed by the district, she said.

"I hope everyone knows that behind every payout is a person, someone who was harmed as a child," said Nancy, who now works as a special education teacher. "There's a soul behind every story."

Hardships for counties

In Napa, insurance premiums are expected to climb to \$20 million annually in the next few years, said the county's chief executive officer, Ryan Alsop. Wildfires and other factors have also led to the increase, but abuse claims have also been a significant factor, Alsop said. The county will have to find room in its \$400 million general fund to pay it, likely cutting more services.

There's an extra concern, he said, because President Donald Trump's cuts to Medicaid and food assistance will soon put new demands on counties to cover the gaps. Statewide, counties will have to come up with an extra \$9.5 billion a year to make up for federal funding shortfalls, according to the California State Association of Counties.

"It's a real problem, not just for Napa but for all counties," Alsop said. "Obviously victims deserve justice, but the effects of AB 218 are real."

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: February 27, 2026

Phone Number: 457-3907

Regarding: Credit Card Bill Pay Program Update

The purpose of this communication is to provide the Board an update on the credit card program approved by the Board of Education on April 10, 2013. Fresno Unified School District utilizes Commerce Bank which allows the district to pay vendors electronically and receive rebates.

Since the program began in July 2013, staff have provided an annual board communication updating the Board on how the district continues to work with Commerce Bank enrolling vendors and maximizing rebates. The chart below provides a historical picture of the program, which shows the number of vendors enrolled, the total amount paid, and the total rebates received by calendar year.

Calendar Year	Active Vendors	Accounts Payable	Rebates
		Volume (in millions)	
2013	148	\$7.10	\$97,000
2014	349	\$15.40	\$211,000
2015	512	\$17.30	\$246,000
2016	710	\$19.40	\$301,000
2017	821	\$25.50	\$343,000
2018	832	\$28.90	\$367,000
2019	882	\$26.80	\$350,000
2020	912	\$18.90	\$240,000
2021	941	\$29.60	\$392,000
2022	893	\$37.20	\$426,000
2023	522	\$33.22	\$366,000
2024	561	\$37.19	\$415,000
2025	677	\$46.62	\$480,000

The total rebates collected since the inception of this program are \$4.2 million.

The district is currently reaching out to vendors to provide them with the opportunity to enroll in the district's credit card payment program. Participation provides electronic payment delivery to enrolled vendors rather than having vendor checks processed and mailed. There has been a change to vendors accepting the option for the credit card program due to increased fees.

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

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: Key Kelstrom, Chief Executive

Date: February 27, 2026
Phone Number: (559) 457-3907

Regarding: Every Student Succeeds Act Per-Pupil Expenditure Reporting

The purpose of this communication is to provide the Board an update regarding school level per-pupil expenditure (PPE) reporting requirements.

The Every Student Succeeds Act (ESSA) requires states to prepare and publish annual report cards containing specified data elements, including district and school level PPE. The PPE report includes expenditures directly supporting students from the General Fund and the Cafeteria Fund. The district will be utilizing student enrollment as the divisor from the October 2024 census (CBEDS), which is what has been used in the past.

The District reports school site expenditures, which include costs directly charged to individual school sites as well as centrally supported services that are prorated to each school based on cumulative student enrollment.

The average per pupil expense in 2024/25 was \$22,399 which is an increase of \$2,670 compared to 2023/24. Changes from the prior year ESSA report reflect a 3.0% ongoing salary increase and a 1.5% one-time salary adjustment, increased longevity costs, additional district positions to support health and safety, and the use of one-time funds to support the General Fund. Additionally, declining enrollment has contributed to higher per-pupil costs.

For a full list of per pupil expenses by school site please refer to the attachment.

The Per-Pupil Expenditure ranges are as follows:

	Low	High	Average
Elementary	\$16,570	\$33,004	\$22,840
Middle	\$17,562	\$24,796	\$22,325
High	\$19,634	\$24,002	\$21,337
Specialty Schools*	\$19,741	\$206,235	\$86,114

*Includes Design Science, Patino, Alternate Education and Medically Fragile

Excludes: Dailey Charter, Central Administration, Adult Education, Preschool, capital outlay, community services, debt service, transfers, and county services to districts per CDE guidance

The district reported to the California Department of Education (CDE) on 02/25/2025. Once collected, the CDE will publish the data to the Local Educational Agency Accountability Report Card (LARC) website.

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

Fresno Unified School District
2024/25 ESSA Report
Summary by School Site

		Enr. UPP Count		SPED Enrollment		Teacher Data		Expenditures					
Type	School Name	Enr.	UPP %	All SPED	Avg. Sal. & Ben.	Teacher/ Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Total Central and School	Per Pupil 2024/25
ELEM	Addams Elementary	748	98%	95	\$ 142,959	19	9	\$ 762,092	\$ 10,178,580	\$ 1,062,907	\$ 4,294,878	\$ 16,298,457	\$ 21,789
ELEM	Anthony Elementary	368	98%	80	\$ 163,109	13	15	\$ 1,043,165	\$ 7,066,641	\$ 567,263	\$ 3,468,389	\$ 12,145,457	\$ 33,004
ELEM	Ayer Elementary	590	92%	83	\$ 137,038	17	12	\$ 1,000,192	\$ 7,495,043	\$ 863,869	\$ 4,166,621	\$ 13,525,725	\$ 22,925
ELEM	Aynesworth Elementary	523	96%	66	\$ 154,108	18	17	\$ 415,893	\$ 7,074,776	\$ 747,382	\$ 3,131,342	\$ 11,369,393	\$ 21,739
ELEM	Bakman Elementary	722	95%	142	\$ 148,868	19	15	\$ 475,017	\$ 7,914,893	\$ 1,022,708	\$ 4,046,118	\$ 13,458,736	\$ 18,641
ELEM	Balderas Elementary	615	92%	103	\$ 159,437	17	14	\$ 497,022	\$ 8,324,783	\$ 881,997	\$ 3,778,323	\$ 13,482,125	\$ 21,922
ELEM	Birney Elementary	731	95%	122	\$ 155,695	18	16	\$ 585,554	\$ 9,307,360	\$ 1,041,408	\$ 4,278,520	\$ 15,212,843	\$ 20,811
ELEM	Bullard Talent K-8	744	48%	72	\$ 145,520	20	15	\$ 528,476	\$ 8,863,387	\$ 1,045,681	\$ 3,919,029	\$ 14,356,573	\$ 19,296
ELEM	Burroughs Elementary	674	95%	76	\$ 156,373	17	17	\$ 481,759	\$ 8,946,007	\$ 958,129	\$ 3,881,471	\$ 14,267,365	\$ 21,168
ELEM	Calwa Elementary	568	97%	61	\$ 157,181	17	13	\$ 522,040	\$ 7,800,056	\$ 800,671	\$ 3,063,954	\$ 12,186,721	\$ 21,455
ELEM	Centennial Elementary	741	92%	68	\$ 131,603	19	11	\$ 563,740	\$ 7,487,829	\$ 1,047,097	\$ 4,075,436	\$ 13,174,101	\$ 17,779
ELEM	Columbia Elementary	568	99%	60	\$ 155,058	17	13	\$ 680,662	\$ 8,009,834	\$ 810,090	\$ 3,351,918	\$ 12,852,504	\$ 22,628
ELEM	Del Mar Elementary	444	94%	98	\$ 159,328	15	15	\$ 411,304	\$ 6,276,104	\$ 631,461	\$ 2,565,789	\$ 9,884,658	\$ 22,263
ELEM	Easterby Elementary	613	91%	123	\$ 164,096	19	15	\$ 442,021	\$ 7,808,804	\$ 876,546	\$ 3,687,064	\$ 12,814,435	\$ 20,904
ELEM	Eaton Elementary	512	73%	97	\$ 149,517	18	16	\$ 835,390	\$ 6,600,351	\$ 742,487	\$ 3,396,414	\$ 11,574,642	\$ 22,607
ELEM	Ericson Elementary	722	96%	138	\$ 149,799	16	12	\$ 1,234,038	\$ 9,785,993	\$ 1,060,939	\$ 5,214,925	\$ 17,295,895	\$ 23,956
ELEM	Ewing Elementary	842	86%	105	\$ 151,946	17	12	\$ 1,431,145	\$ 10,440,593	\$ 1,218,690	\$ 5,513,568	\$ 18,603,995	\$ 22,095
ELEM	Figarden Elementary	608	80%	147	\$ 140,222	17	14	\$ 1,284,286	\$ 8,233,559	\$ 911,659	\$ 4,949,047	\$ 15,378,551	\$ 25,294
ELEM	Tatarian Elementary	470	54%	60	\$ 155,386	20	17	\$ 689,357	\$ 6,196,849	\$ 679,054	\$ 3,040,586	\$ 10,605,846	\$ 22,566
ELEM	Fremont Elementary	443	93%	84	\$ 145,769	15	12	\$ 1,134,644	\$ 6,518,233	\$ 649,995	\$ 3,170,117	\$ 11,472,989	\$ 25,898
ELEM	Gibson Elementary	358	63%	71	\$ 159,570	16	20	\$ 546,832	\$ 5,445,487	\$ 518,002	\$ 2,339,397	\$ 8,849,718	\$ 24,720
ELEM	Greenberg Elementary	490	96%	81	\$ 159,807	15	15	\$ 1,301,802	\$ 8,144,013	\$ 734,709	\$ 3,988,047	\$ 14,168,572	\$ 28,915
ELEM	Hamilton	811	86%	110	\$ 145,551	17	14	\$ 1,397,587	\$ 11,119,081	\$ 1,173,656	\$ 5,305,533	\$ 18,995,857	\$ 23,423
ELEM	Heaton Elementary	515	96%	89	\$ 147,892	14	10	\$ 1,195,320	\$ 7,777,517	\$ 765,836	\$ 3,997,120	\$ 13,735,793	\$ 26,671
ELEM	Herrera Elementary	630	86%	83	\$ 140,832	18	12	\$ 413,237	\$ 7,642,948	\$ 903,502	\$ 3,870,259	\$ 12,829,947	\$ 20,365
ELEM	Hidalgo Elementary	572	98%	90	\$ 156,504	15	13	\$ 884,958	\$ 8,733,201	\$ 833,789	\$ 3,925,647	\$ 14,377,596	\$ 25,136
ELEM	Holland Elementary	367	89%	97	\$ 143,288	14	13	\$ 1,083,334	\$ 6,422,243	\$ 548,470	\$ 2,931,580	\$ 10,985,627	\$ 29,934
ELEM	Homan Elementary	475	94%	47	\$ 154,290	18	11	\$ 547,627	\$ 6,603,999	\$ 682,287	\$ 2,950,909	\$ 10,784,821	\$ 22,705
ELEM	Jackson Elementary	319	92%	35	\$ 154,472	17	13	\$ 399,749	\$ 5,136,894	\$ 450,068	\$ 1,732,873	\$ 7,719,583	\$ 24,199
ELEM	Jefferson Elementary	383	96%	74	\$ 163,554	15	16	\$ 702,651	\$ 6,897,271	\$ 567,599	\$ 2,913,162	\$ 11,080,683	\$ 28,931
ELEM	King Elementary	566	99%	52	\$ 151,105	18	12	\$ 622,689	\$ 7,198,322	\$ 797,875	\$ 3,053,885	\$ 11,672,771	\$ 20,623
ELEM	Kirk Elementary	395	97%	77	\$ 149,940	14	14	\$ 1,388,472	\$ 7,242,483	\$ 600,889	\$ 3,478,486	\$ 12,710,330	\$ 32,178
ELEM	Kratt Elementary	620	80%	114	\$ 143,247	17	14	\$ 414,030	\$ 7,236,757	\$ 888,148	\$ 3,777,854	\$ 12,316,789	\$ 19,866
ELEM	Lane Elementary	555	96%	69	\$ 156,971	15	15	\$ 995,723	\$ 8,582,047	\$ 804,897	\$ 3,683,273	\$ 14,065,940	\$ 25,344
ELEM	Lawless Elementary	663	87%	51	\$ 136,499	19	12	\$ 420,146	\$ 7,092,966	\$ 937,061	\$ 3,652,078	\$ 12,102,251	\$ 18,254
ELEM	Leavenworth Elementary	748	85%	92	\$ 152,839	19	16	\$ 554,674	\$ 8,834,194	\$ 1,064,280	\$ 4,336,831	\$ 14,789,979	\$ 19,773
ELEM	Lincoln Elementary	526	98%	104	\$ 141,430	15	12	\$ 605,506	\$ 7,012,671	\$ 752,246	\$ 3,166,966	\$ 11,537,388	\$ 21,934
ELEM	Lowell Elementary	325	98%	52	\$ 149,496	15	13	\$ 397,007	\$ 5,985,776	\$ 473,206	\$ 2,214,049	\$ 9,070,039	\$ 27,908
ELEM	Malloch Elementary	495	54%	32	\$ 148,145	20	16	\$ 487,652	\$ 5,929,620	\$ 704,662	\$ 2,880,934	\$ 10,002,867	\$ 20,208
ELEM	Manchester GATE Elementary	684	74%	35	\$ 155,561	25	19	\$ 262,623	\$ 6,633,496	\$ 957,336	\$ 3,480,228	\$ 11,333,683	\$ 16,570
ELEM	Mayfair Elementary	576	96%	73	\$ 159,039	17	16	\$ 855,444	\$ 8,200,286	\$ 835,327	\$ 3,821,846	\$ 13,712,903	\$ 23,807
M	McCardle Elementary	463	78%	85	\$ 140,946	17	13	\$ 424,197	\$ 6,224,083	\$ 666,571	\$ 2,922,844	\$ 10,237,694	\$ 22,112
M	Muir Elementary	469	95%	87	\$ 152,706	17	10	\$ 823,789	\$ 6,942,641	\$ 684,202	\$ 3,235,680	\$ 11,686,312	\$ 24,918
M	Norseman Elementary	554	95%	95	\$ 144,552	15	10	\$ 750,842	\$ 8,396,979	\$ 808,449	\$ 3,829,567	\$ 13,785,837	\$ 24,884

Fresno Unified School District
2024/25 ESSA Report
Summary by School Site

		Enr. UPP Count		SPED Enrollment	Teacher Data			Expenditures					
Type	School Name	Enr.	UPP %	All SPED	Avg. Sal. & Ben.	Teacher/ Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Total Central and School	Per Pupil 2024/25
ELEM	Olmos Elementary	536	98%	69	\$ 159,796	17	14	\$ 602,543	\$ 7,178,148	\$ 767,723	\$ 3,263,109	\$ 11,811,523	\$ 22,036
ELEM	Powers Elementary	421	84%	80	\$ 148,525	17	16	\$ 836,434	\$ 6,243,472	\$ 617,817	\$ 3,015,796	\$ 10,713,519	\$ 25,448
ELEM	Pyle Elementary	647	95%	131	\$ 152,893	18	11	\$ 1,414,740	\$ 9,216,819	\$ 964,733	\$ 5,101,274	\$ 16,697,566	\$ 25,808
ELEM	Robinson Elementary	525	92%	87	\$ 155,126	18	16	\$ 1,184,637	\$ 7,353,859	\$ 774,335	\$ 3,879,950	\$ 13,192,780	\$ 25,129
ELEM	Roeding Elementary	704	91%	134	\$ 148,669	18	11	\$ 464,295	\$ 8,241,630	\$ 1,006,683	\$ 4,234,838	\$ 13,947,447	\$ 19,812
ELEM	Rowell Elementary	555	97%	50	\$ 164,040	16	16	\$ 463,615	\$ 8,305,587	\$ 781,787	\$ 2,976,745	\$ 12,527,733	\$ 22,572
ELEM	Slater Elementary	752	94%	118	\$ 142,876	19	8	\$ 451,929	\$ 8,701,722	\$ 1,071,347	\$ 4,402,093	\$ 14,627,091	\$ 19,451
ELEM	Starr Elementary	336	55%	77	\$ 155,132	15	20	\$ 853,278	\$ 5,304,717	\$ 497,925	\$ 2,555,022	\$ 9,210,941	\$ 27,414
ELEM	Storey Elementary	554	83%	125	\$ 157,553	16	20	\$ 952,459	\$ 7,913,948	\$ 811,993	\$ 3,937,904	\$ 13,616,304	\$ 24,578
ELEM	Sunset Elementary	413	77%	46	\$ 147,985	18	17	\$ 400,853	\$ 5,194,735	\$ 581,143	\$ 2,196,217	\$ 8,372,948	\$ 20,273
ELEM	Thomas Elementary	859	91%	111	\$ 146,543	21	15	\$ 751,556	\$ 9,441,716	\$ 1,226,950	\$ 5,125,174	\$ 16,545,395	\$ 19,261
ELEM	Turner Elementary	585	95%	64	\$ 140,889	18	12	\$ 612,732	\$ 7,028,863	\$ 829,713	\$ 3,310,906	\$ 11,782,213	\$ 20,141
ELEM	Vang Pao Elementary	802	93%	50	\$ 160,491	20	15	\$ 529,167	\$ 9,037,959	\$ 1,125,725	\$ 4,179,494	\$ 14,872,345	\$ 18,544
ELEM	Viking Elementary	701	92%	68	\$ 156,496	20	14	\$ 479,545	\$ 7,996,040	\$ 992,975	\$ 3,928,842	\$ 13,397,402	\$ 19,112
ELEM	Vinland Elementary	595	92%	92	\$ 140,975	19	18	\$ 449,881	\$ 6,795,215	\$ 848,143	\$ 3,497,348	\$ 11,590,587	\$ 19,480
ELEM	Wawona K-8	688	75%	92	\$ 131,294	17	7	\$ 1,470,591	\$ 6,936,376	\$ 976,532	\$ 3,916,272	\$ 13,299,772	\$ 19,331
ELEM	Webster Elementary	295	95%	34	\$ 159,157	12	14	\$ 393,858	\$ 5,221,486	\$ 417,628	\$ 1,645,933	\$ 7,678,905	\$ 26,030
ELEM	Williams Elementary	582	96%	87	\$ 146,755	16	8	\$ 452,082	\$ 7,785,430	\$ 837,360	\$ 3,657,789	\$ 12,732,661	\$ 21,877
ELEM	Wilson Elementary	669	96%	102	\$ 143,673	18	9	\$ 1,231,659	\$ 8,442,286	\$ 968,779	\$ 4,395,549	\$ 15,038,273	\$ 22,479
ELEM	Winchell Elementary	663	97%	86	\$ 154,599	16	15	\$ 488,690	\$ 9,205,671	\$ 951,643	\$ 4,097,891	\$ 14,743,896	\$ 22,238
ELEM	Wishon Elementary	497	94%	85	\$ 162,150	16	15	\$ 701,012	\$ 7,396,093	\$ 716,619	\$ 3,171,104	\$ 11,984,829	\$ 24,114
ELEM	Wolters Elementary	411	93%	77	\$ 164,485	15	18	\$ 407,313	\$ 6,206,563	\$ 588,529	\$ 2,497,409	\$ 9,699,814	\$ 23,601
ELEM	Yokomi Elementary	700	86%	74	\$ 150,950	19	17	\$ 618,157	\$ 8,120,558	\$ 990,497	\$ 3,890,783	\$ 13,619,995	\$ 19,457
ELEM Total		38,295		5,614			934	\$ 48,704,711	\$ 509,033,543	\$ 55,119,676	\$ 241,359,999	\$ 854,217,928	\$ 22,306
ELEM Avg		572	88.9%	84	\$ 150,680	17	14	\$ 726,936	\$ 7,597,516	\$ 822,682	\$ 3,602,388	\$ 12,749,521	\$ 22,840

		Enr. UPP Count		SPED Enrollment	Teacher Data			Expenditures					
Type	School Name	Enr.	UPP %	All SPED	Avg. Sal. & Ben.	Teacher/ Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Total Central and School	Per Pupil 2024/25
MS	Ahwahnee Middle School	738	86%	135	\$ 140,004	18	13	\$ 1,277,211	\$ 9,631,571	\$ 1,071,309	\$ 4,928,740	\$ 16,908,831	\$ 22,912
MS	Baird Middle	571	43%	28	\$ 155,492	19	17	\$ 986,415	\$ 7,387,684	\$ 807,308	\$ 3,153,757	\$ 12,335,164	\$ 21,603
MS	Computech	788	71%	24	\$ 138,665	24	11	\$ 874,392	\$ 7,871,050	\$ 1,102,297	\$ 3,991,066	\$ 13,838,805	\$ 17,562
MS	Cooper Middle School	538	86%	36	\$ 145,403	19	13	\$ 849,621	\$ 7,340,519	\$ 756,183	\$ 2,834,905	\$ 11,781,228	\$ 21,898
MS	Fort Miller Middle	652	98%	107	\$ 136,721	17	11	\$ 1,570,502	\$ 9,464,661	\$ 937,568	\$ 4,082,306	\$ 16,055,037	\$ 24,624
MS	Gaston Middle School	814	97%	132	\$ 133,524	19	8	\$ 1,335,206	\$ 10,136,684	\$ 1,165,583	\$ 4,945,624	\$ 17,583,097	\$ 21,601
MS	Kings Canyon Middle School	862	93%	134	\$ 138,955	19	12	\$ 1,477,005	\$ 10,137,574	\$ 1,233,251	\$ 5,204,709	\$ 18,052,540	\$ 20,943
MS	Scandinavian Middle School	836	96%	133	\$ 140,630	18	11	\$ 1,527,178	\$ 9,775,908	\$ 1,202,047	\$ 5,230,965	\$ 17,736,098	\$ 21,215
MS	Sequoia Middle School	829	97%	126	\$ 145,262	19	12	\$ 1,191,292	\$ 10,601,089	\$ 1,191,045	\$ 5,158,513	\$ 18,141,940	\$ 21,884
MS	Tehipite Middle School	481	96%	73	\$ 132,363	19	10	\$ 1,217,725	\$ 6,617,772	\$ 689,160	\$ 2,934,834	\$ 11,459,491	\$ 23,824
MS	Tenaya Middle School	876	73%	140	\$ 145,990	19	13	\$ 1,366,817	\$ 11,082,723	\$ 1,263,330	\$ 5,596,471	\$ 19,309,341	\$ 22,043
MS	Terronez Middle School	659	89%	110	\$ 142,173	17	12	\$ 1,593,101	\$ 9,204,093	\$ 962,498	\$ 4,580,561	\$ 16,340,253	\$ 24,796
MS	Tioga Middle School	692	92%	119	\$ 145,321	19	12	\$ 1,246,550	\$ 9,736,817	\$ 1,005,098	\$ 4,638,776	\$ 16,627,241	\$ 24,028
MS	Yosemite Middle School	613	95%	78	\$ 144,251	19	8	\$ 1,644,928	\$ 8,128,000	\$ 881,115	\$ 3,826,753	\$ 14,480,797	\$ 23,623
MS Total		9,949		1,375			162	\$ 18,157,942	\$ 127,116,146	\$ 14,267,792	\$ 61,107,981	\$ 220,649,862	\$ 22,178
MS Avg		711	86.7%	98	\$ 141,694	19	12	\$ 1,296,996	\$ 9,079,725	\$ 1,019,128	\$ 4,364,856	\$ 15,760,704	\$ 22,325

HS	Bullard High School	2,485	66%	299	\$ 148,410	22	14	\$ 2,874,312	\$ 28,973,578	\$ 3,572,505	\$ 15,531,707	\$ 50,952,102	\$ 20,504
HS	Duncan Polytechnical	1,186	88%	69	\$ 145,722	18	13	\$ 1,583,836	\$ 14,761,134	\$ 1,667,762	\$ 6,273,479	\$ 24,286,211	\$ 20,477
HS	Edison High School	2,339	84%	223	\$ 147,301	21	14	\$ 2,565,098	\$ 26,895,178	\$ 3,314,511	\$ 13,148,652	\$ 45,923,439	\$ 19,634
HS	Fresno High School	1,867	90%	277	\$ 150,990	17	15	\$ 3,267,753	\$ 26,974,099	\$ 2,690,937	\$ 11,879,617	\$ 44,812,406	\$ 24,002
HS	Hoover High School	2,040	85%	326	\$ 145,616	19	14	\$ 3,146,530	\$ 26,934,029	\$ 2,968,678	\$ 13,848,449	\$ 46,897,687	\$ 22,989
HS	McLane High School	2,056	95%	286	\$ 138,894	18	11	\$ 2,984,734	\$ 25,223,678	\$ 2,946,145	\$ 12,556,343	\$ 43,710,900	\$ 21,260
HS	Roosevelt High School	2,175	93%	315	\$ 139,835	19	12	\$ 3,055,368	\$ 27,732,831	\$ 3,119,742	\$ 13,377,144	\$ 47,285,084	\$ 21,740
HS	Sunnyside High School	2,858	89%	325	\$ 150,681	21	15	\$ 3,044,971	\$ 33,243,080	\$ 4,082,125	\$ 17,049,346	\$ 57,419,521	\$ 20,091
HS Total		17,006		2,120			108	\$ 22,522,601	\$ 210,737,606	\$ 24,362,405	\$ 103,664,738	\$ 361,287,350	\$ 21,245
HS Avg		2,126	86.2%	265	\$ 146,053	20	13	\$ 2,815,325	\$ 26,342,201	\$ 3,045,301	\$ 12,958,092	\$ 45,160,919	\$ 21,337

		Enr. UPP Count		SPED Enrollment	Teacher Data			Expenditures					
Type	School Name	Enr.	UPP %	All SPED	Avg. Sal. & Ben.	Teacher/ Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Total Central and School	Per Pupil 2024/25
Specialty HS	Design Science High School	243	64%	7	\$ 158,962	22	17	\$ 134,916	\$ 3,082,071	\$ 340,223	\$ 1,239,965	\$ 4,797,175	\$ 19,741
Specialty HS	Patino	282	84%	10	\$ 151,503	22	12	\$ 176,907	\$ 4,105,115	\$ 394,438	\$ 1,427,097	\$ 6,103,557	\$ 21,644
Specialty HS Total		525		17			29	\$ 311,823	\$ 7,187,186	\$ 734,661	\$ 2,667,062	\$ 10,900,733	\$ 20,763
Specialty HS Avg		263	73.9%	9	\$ 154,921	22	14	\$ 155,911	\$ 3,593,593	\$ 367,331	\$ 1,333,531	\$ 5,450,366	\$ 20,693
Alternative HS	Farber Credit Attainment Alternative School	439	96%	38	\$ 153,843	19	16	\$ 260,598	\$ 5,473,533	\$ 625,019	\$ 2,557,368	\$ 8,916,519	\$ 20,311
Alternative HS	Comm-Phoenix Elementary	28	100%	13	\$ 152,678	3	12	\$ 392,281	\$ 2,847,978	\$ 51,588	\$ 521,513	\$ 3,813,360	\$ 136,191
Alternative HS	Dewolf High School	182	91%	16	\$ 149,267	20	16	\$ 190,959	\$ 3,594,806	\$ 254,482	\$ 918,447	\$ 4,958,693	\$ 27,246
Alternative HS	Fulton	23	91%	21	\$ 148,920	4	12	\$ 669,872	\$ 1,559,890	\$ 67,265	\$ 1,189,285	\$ 3,486,311	\$ 151,579
Alternative HS	Farber School Online Learning & Ind Study Alternative School	976	92%	92	\$ 162,810	44	16	\$ 622,030	\$ 15,666,343	\$ 1,436,359	\$ 7,116,222	\$ 24,840,954	\$ 25,452
Alternative HS	Phoenix Secondary	53	100%	16	\$ 147,628	3	11	\$ 141,742	\$ 5,747,590	\$ 79,202	\$ 423,225	\$ 6,391,760	\$ 120,599
Alternative HS Total		1,701		196			83	\$ 2,277,481	\$ 34,890,139	\$ 2,513,915	\$ 12,726,060	\$ 52,407,596	\$ 30,810
Alternative HS Avg		284	95.2%	33	\$ 153,816	19	14	\$ 379,580	\$ 5,815,023	\$ 418,986	\$ 2,121,010	\$ 8,734,599	\$ 80,230
Medically Fragile	Addicott	50	90%	49	\$ 152,529	6	13	\$ 982,616	\$ 3,487,585	\$ 127,388	\$ 2,009,441	\$ 6,607,031	\$ 132,141
Medically Fragile	Rata	35	89%	37	\$ 178,210	4	23	\$ 776,795	\$ 4,063,278	\$ 117,119	\$ 2,261,028	\$ 7,218,220	\$ 206,235
Medically Fragile Total		85		86			35	\$ 1,759,412	\$ 7,550,863	\$ 244,507	\$ 4,270,469	\$ 13,825,251	\$ 162,650
Medically Fragile Avg		43	89.3%	43	\$ 165,567	5	18	\$ 879,706	\$ 3,775,432	\$ 122,254	\$ 2,135,235	\$ 6,912,625	\$ 169,188
Grand Total	Grand Total	67,561	87%	9,408	\$ 148,509	18	13	\$ 93,733,970	\$ 896,515,484	\$ 97,242,957	\$ 425,796,309	\$ 1,513,288,720	\$ 22,399
Charter	Morris E. Dailey Charter Elementary	312		25				\$ 101,396	\$ 4,304,890	\$ -	\$ -	\$ 4,406,287	\$ 14,123

Total Enrollment including Dailey

67,873

Source Information

Enr.	2024/25 CBEDS Data
Enr. %	School's % of the district's enrollment
UPP Count	CALPADS - 1.17 FRPM/English Learner/Foster Youth
UPP %	CALPADS - 1.17 FRPM/English Learner/Foster Youth
SDC	October 2024 SPED Census Enrollment as of 10/11/2024 AMA Dept
All SPED	October 2024 SPED Census Enrollment as of 10/11/2024 AMA Dept
FTE	Filled Teaching Positions and Salaries as of January 2025 - Includes SPED and PS
Avg. Salary	Filled Teaching Positions and Salaries as of January 2025 - Includes SPED and PS
Avg. YOS	Years of Service as of 1/1/2025