



BOARD COMMUNICATIONS - MARCH 20, 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



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: March 20, 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 New Employee Orientation
- Team taught 1st grade at Mayfair Elementary
- Site visits at: Aynesworth, Bakman, Easterby, Kings Canyon and Lane
- Participated in interviews for Chief Executive Officer for Center for Advanced Research and Technology CART
- Attended CART Special Board Meeting
- Met with Cabinet team
- Held principal interviews
- Attended Superintendent Political Landscape Meeting hosted by Fresno County Superintendent of Schools
- Attended Strategic Planning Session #2
- Attended United Way Board Meeting
- Gave interview with FOX26 as part of St. Jude's Home Giveaway Sellathon
- Attended DeWolf Early Graduation Walk Celebration

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: Ashlee Chiarito, Ed.D., Executive Officer

Date: March 20, 2026
Phone Number: (559) 457-3934

Regarding: March Legislative Committee

The purpose of this communication is to provide the Board information shared at the March 12, 2026, Legislative Committee Meeting.

At the regular meeting of the Legislative Committee of the Fresno Unified School District the following were present: Board of Education Members Veva Islas, Andy Levine, and Keshia Thomas; Director of Governmental Relations, Leilani Aguinaldo; District Staff: Patrick Jensen, Chief Financial Officer; Kim Kelstrom, Chief Executive, Fiscal, Jonie Difilippo, Assistant Superintendent, Human Resources; Ashlee Chiarito, Executive Officer, State and Federal, Teresa Plascencia, Executive Director, Constituent Services, and Adela Duncan, Chief Information Officer, Communication Information.

Budget and Economic Update

Ms. Aguinaldo provided a budget update.

The Department of Finance reports that 2025/26 fiscal year-to-date revenues are beating the January projections by \$3.4 billion, led by strong personal income tax and corporation tax performance. Overall state revenue trends are accompanied by strong economic growth. Over three fiscal years, the Legislative Analysts Office (LAO) tax receipt estimates increase by \$33.4 billion. While we can anticipate an increase during the Governor's May Revise, it's likely that the state will be required to make a larger mandatory deposit into the Proposition 98 reserve.

The Governor released a proposal to allocate \$1 billion in ongoing funding to the California Community Schools Partnership Program (CCSPP). If approved, eligibility will be based on schools serving 10 or more students with an unduplicated pupil percentage of 65% or greater. Another proposal includes \$100 million in one-time funding to California Department of Education (CDE) to award competitive grants to local education agencies to support kitchen equipment, infrastructure, training, and the meal program. The 2025/26 state budget also included \$40 million in one-time funds to implement reading screeners for kindergarten through second grade. The purpose is to identify reading challenges early and strengthen statewide literacy outcomes.

The Supreme Court of the United States temporarily blocked enforcement of key provisions of Assembly Bill 1955 (SAFETY Act) in *Mirabelli v. Bonta*. The order prevents California from enforcing the law's ban on school policies requiring parental notification about a student's gender identity while litigation continues. The law, otherwise, remains in effect pending further court review.

Legislative Update – The following bill proposals were discussed:

AB 2202 (Muratsuchi) – Support – Establishes the Closing the Achievement Gap Commission as an advisory body to the State Board of Education (SBE).

AB 2225 (Patel) – Watch – This bill would require the State Board of Education, in consultation with the California Department of Education to select an organization that has experience assessing governance structures, improving strategies to close pupil academic achievement gaps.

AB 2514 (Ransom) – Support – This bill would require the Legislative Analyst’s Office to assess and publicly report the state’s progress in closing pupil academic achievement gaps and to include recommendations of action that the state can take to meet its performance targets.

AB 1763 (Lee) – Watch – This bill would include observance of a holiday or ceremony of the pupil’s religion as a type of required excused absence be requested in writing by the parent or guardian and approved by the principal or designated representative.

AB 1694 (Carrillo) – Support – This bill would require Career Technical Education Incentive Grant (CTEIG) recipients receive renewal grants for three additional years as long as certain criteria are met.

AB 1871 (Fong) – Watch – This bill would revise College and Career Access Pathways (CCAP) statute to make it easier for high school students to take community college courses.

AB 1750 (Caloza) – Oppose – Existing law provides that certificated and classified employees of local educational agencies and academic and classified employees of community college districts who exhaust all the available sick leave and remain absent due to illness or injury for up to five additional school months receive either the difference between their regular salary and the amount paid to a substitute, or at least 50% of their regular salary.

AB 1896 (Gonzalez, Mark) – Watch – This bill would make a person ineligible for public employment if they were previously employed by an entity that engages in immigration enforcement between January 20, 2025, and January 20, 2029.

AB 1898 (Schultz) – Watch – Requires an employer to provide written notice to an affected worker and the bargaining representative that a workplace artificial intelligence tool was used to assist the employer in making employment-related decisions or to surveil the workplace.

AB 2365 (Sanchez) – Support – Expands, egregious misconduct to include offenses related to human trafficking, child abandonment and neglect, child abduction, and impermissible contact or communication with a minor.

AB 1822 (Muratsuchi) – Support – This bill would authorize the board to include, as priorities for projects, an efficient response to extreme heat and climate change.

SB 1017 (Reyes) – Support – This bill extends access to student records to foster youth aged 14 or older.

SB 1187 (Durazo) – Watch – For the Brown Act, defines “majority” to mean the number of members equaling more than half of the total number of seats on the legislative body. If a seat is vacant, that seat is still to be counted as a seat on the legislative body.

AB 2071 (Hoover) – Support – This bill would expand the requirement for middle and high school health courses to include digital wellness instruction that incorporates the relationship between digital technology use and mental health.

AB 2248 (Hoover) – Watch – This bill would require each school district maintaining any of grades 9 to 12 to ensure that all pupils in those grades, and their parents or guardians, receive a written notice of the advanced academic programs available to pupils.

SB 1048 (Becker) – Support – This bill would establish the State Seal of Climate Literacy to recognize high school graduates who have demonstrated mastery in climate literacy disciplines and have attained green skills or technical green skills.

SB 1133 (Strickland) – Support – This bill requires the revision of the Health Education Framework for California Public Schools to include evidence-based preventative health instruction.

AB 2008 (Patel) – Support – A bill that requires a local educational agency to complete a plan or report with an undefined end date shall include a provision that repeals the reporting requirement within four years of operation.

AB 2117 (Alvarez) – Watch – This bill would assign specific duties of the State Superintendent of Public Instruction (SSPI) to an undesignated Secretary of Education, including, among others to superintend the schools of this state and to execute the policies that have been decided upon by the School Board of Education.

AB 2242 (Davies) – Watch – This bill would require public schools that serve grades 7-12 to display in at least one student men's restroom and one student women's restroom a poster in English and Spanish that contains specified information relating to sextortion.

SB 980 (Hurtado) – Support – This bill would prohibit health care providers from charging a fee to a patient for completing health-related forms required by an educational institution for a student's participation in school, childcare, or school-sponsored activities.

The School Services Legislative Committee March 2026 report is attached. The next Legislative Committee meeting is scheduled for April 09, 2026.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at 457-3934 or Kim Kelstrom at (559) 457-3907.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING
MARCH 12, 2026

2025-2026 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

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Legislative and Economic Update Prepared for:
Fresno Unified School District
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FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

State Revenues Remain Strong

By: Patti F. Herrera, EdD

February 20, 2026

In its February 2026 issue of the monthly [Finance Bulletin](#), the Department of Finance reports that, compared to the Governor's Budget estimates, January and 2025-26 fiscal year-to-date revenues are beating projections by \$3.4 billion (14.2%) and \$6.9 billion (5.4%), respectively, led by strong personal income tax and corporation tax performance.¹ Receipts from sales taxes are lagging on a monthly and annual basis, but only modestly.

"Big Three" Taxes In millions

	January 2026			2025-26 Year-to-Date		
	Governor's Budget	February Finance Bulletin	Difference	Governor's Budget	February Finance Bulletin	Difference
Personal Income Tax	\$18,884	\$22,022	\$3,138	\$83,492	\$88,203	\$4,711
Corporation Tax	\$2,428	\$2,672	\$244	\$19,389	\$20,852	\$1,463
Sales and Use Tax	\$1,940	\$1,704	\$(236)	\$19,116	\$18,937	\$(179)
Total	\$23,252	\$26,398	\$3,146¹	\$121,997	\$127,992	\$5,995¹

¹Total revenues in the table are limited to "Big Three" taxes and do not include all state revenues reported in the Finance Bulletin.

Overall state revenue trends are accompanied by strong economic growth. National gross domestic product (GDP) increased 4.4% in the third quarter of 2025, while California's GDP grew by 4.5%, the highest growth since mid-2023. Likewise, unemployment rates for the U.S. and California improved slightly by dropping 0.1 percentage points from the prior month. The U.S. unemployment rate measured at 4.3% while California's rate remained relatively high at 5.5%. Five of 11 job sectors experienced gains in December but were not enough to offset losses in six sectors, including construction, professional and business services, other services, information, financial activities, and trade, transportation, and utilities, which in total lost over 15,000 jobs in December.

Finally, the California housing market is showing modest improvement with permits up from the previous year (though down from prior-month levels). The median sale prices for an existing single-family home dipped to \$850,680 in December from \$852,680 in November.

Strong revenue gains are likely to be committed to obligations related to reserves and increased spending requirements on TK-12 and community college education.

Governor Gavin Newsom's May Revision will include updated revenue estimates and how they will impact Proposition 98, which we will cover extensively at our May Revision Workshop. For more information about and to register for our live webinar, click [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

LAO's State Tax Estimates Surge

By: Patti F. Herrera, EdD and John Gray

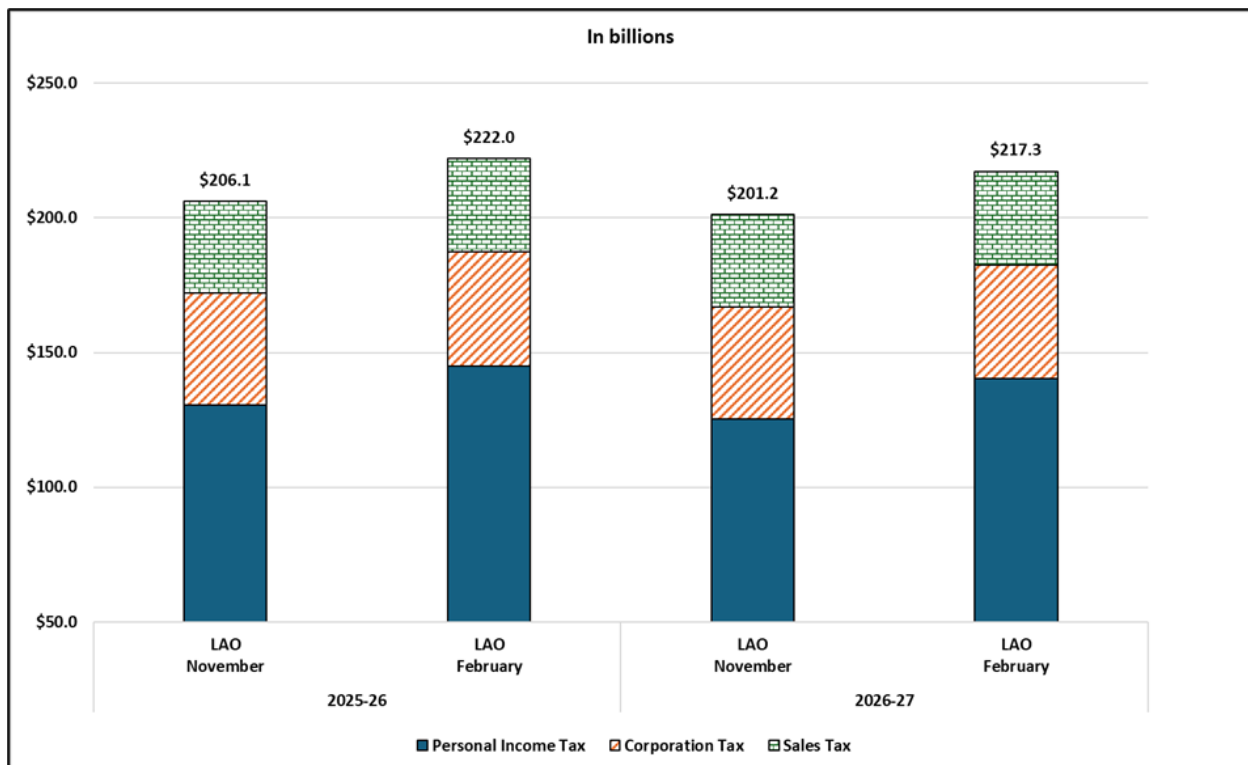
February 26, 2026

The Legislative Analyst's Office (LAO)—the policy and fiscal advisors to the California State Legislature—recently revised its estimates of the “Big Three” tax revenues for the 2026-27 budget window, which includes prior- and current-year revisions and projections for the coming fiscal year.

Across the three fiscal years, the LAO's tax receipt estimates increase by \$33.4 billion from the office's November 2025 projections issued with the release of its annual *Fiscal Outlook* report. Not surprisingly, revised revenue estimates for 2024-25 change only modestly (up \$1.4 billion). The most significant revisions apply to the current and budget year, or 2025-26 and 2026-27.

Figure 1 shows the change in the LAO's Big Three tax revenues compared to the November *Fiscal Outlook* report. Across the two years combined, the LAO now estimates that revenues from the state's largest tax sources will be \$32 billion higher than their estimates from November. For 2025-26, total Big Three revenues are now projected to be \$15.9 billion higher, with 92% of the increase attributable to healthier-than-previously-anticipated personal income tax receipts. The LAO expects similar improvements for the budget year (2026-27) with a total increase of \$16.1 billion compared to earlier projections. Again, the largest contributor of the upward revision is expected personal income tax revenue (94%).

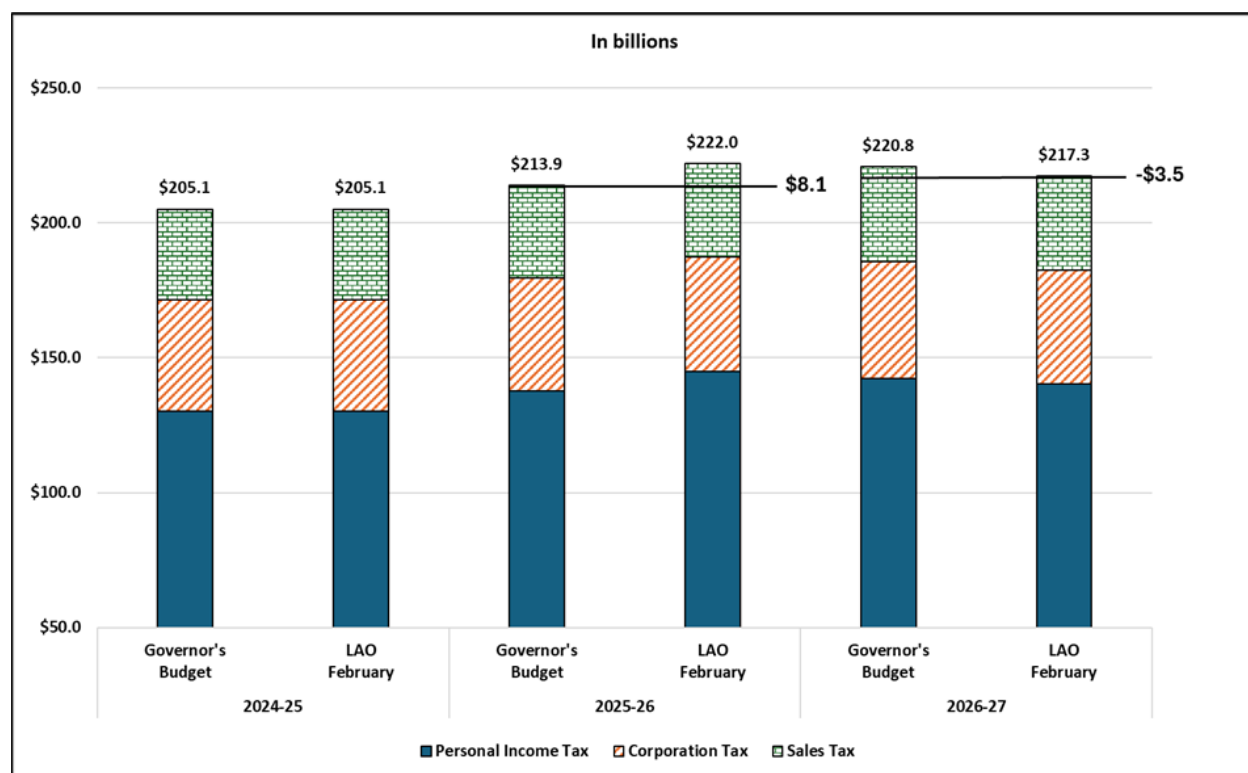
Figure 1. LAO Big Three Tax Revenues, from November 2025 to February 2026



Sources: LAO Fiscal Outlook Report; LAO's February 2026 "Updated 'Big Three' Revenue Outlook;" 2026-27 Governor's Budget

The LAO's revised estimates assume that 2025-26 tax receipts will beat Governor Gavin Newsom's January projections by \$8.1 billion. Revenues for 2026-27, while higher than the LAO's November estimates, remain slightly lower than the Governor's projections of \$220.8 billion (Figure 2).

Figure 2. Big Three Taxes, Comparing LAO February Outlook and 2026-27 Governor's Budget



Sources: LAO's February 2026 "Updated 'Big Three' Revenue Outlook;" 2026-27 Governor's Budget

Implications for Proposition 98

Expected improvements in Big Three tax revenues will have implications for Proposition 98 and education funding, particularly for the current year. If Test 1 continues to be the determinant for the current-year minimum guarantee, we can anticipate another \$3.2 billion for fiscal year 2025-26 at the May Revision. However, if capital gains realizations are driving the increase in personal income tax receipts, it is likely that the state would be required to make a larger mandatory deposit into the Proposition 98 reserve than the Governor's current \$424.3 million estimate, which will reduce the amount of additional Proposition 98 resources that would be available to fund other education priorities.

We will have more details about how improved revenues will affect education funding through the three-year budget window when Governor Newsom releases the 2026-27 May Revision in a few months, which we will cover extensively at our [May Revision Workshop](#) on May 21, 2026.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Governor's Community School Proposal Details Released

By: Leilani Aguinaldo and Megan Baier

February 5, 2026

On Monday, February 2, 2026, the Governor released the details of his proposed 2026-27 budget, including how he plans to allocate \$1 billion dollars in ongoing funds to the California Community Schools Partnership Program (CCSPP).

The Governor's budget proposal would support both existing community schools and the establishment of new community schools. The proposal requires a portion of existing CCSPP funding to be reappropriated in the 2026-27 fiscal year to augment the new grant funds and support the implementation of new community schools. The reappropriated existing funds are currently designated for the option to extend implementation grants from five years to seven years by up to \$100,000 annually from 2027-28 to 2031-32.

In order to be eligible for funds, school sites must have at least 65% or greater unduplicated pupils and serve ten or more students. In addition, schools currently receiving an implementation grant—including those with less than 65% unduplicated pupils—will retain the grants and be eligible for the new, ongoing funds.

The proposal provides the following annual amounts based on student enrollment at eligible school sites starting in 2026-27:

School Site Enrollment	Funding
10 to 24	\$75,000
25 to 150	\$115,000
151 to 400	\$190,000
401 to 1,000	\$230,000
1,001 to 2,000	\$305,000
2,000 or more	\$400,000

For school sites currently receiving CCSPP implementation grants, awards may be adjusted under the new rate structure. If the existing annual allocation is less than the amount the school would receive under the new rates, the award will be increased to match the new funding level. If the new rate would result in a lower annual allocation than the current implementation grant, the grant amount will not be changed.

Local educational agencies (LEAs) with eligible school sites would need to notify the California Department of Education (CDE) by November 1, 2026, of their intent to receive CCSPP funds. LEAs will also have the opportunity to renew or apply for grants to establish new community schools at eligible sites at regular intervals determined by the CDE. Funds may be used to support the same activities as the current CCSPP; however, the proposal does specify that funding must be

used in accordance with the California Community Schools Framework, as adopted by the State Board of Education, and funds must supplement, not supplant existing funding used for services and supports at school sites. Consistent with the existing CCSPP, LEAs would be permitted to use the lesser of \$500,000 or 10% of their total funds to administer the program moving forward.

The proposal allocates \$10 million to support at least five LEAs to serve as state and regional transformational assistance centers to continue the existing technical assistance structure and provide support to community schools statewide.

In addition, the proposal includes new accountability and quality components including:

- By December 31, 2029, LEAs establishing new community schools must submit progress reports on planning and implementation to the CDE
- Beginning in 2029-30, LEAs must submit an annual self-certification to their regional transformational assistance center confirming continued implementation in accordance with the law
- In 2033-34 and every seven years thereafter, LEAs must participate in an accreditation process with the state transformational assistance center to ensure quality community schools are implemented with fidelity
- LEAs and transformational assistance centers must commit to providing program and expenditure data to the CDE and participating in program evaluation and improvement efforts

The Legislature has begun holding hearings to review the Governor's Budget proposals and will soon put forth its own priorities. The Assembly Subcommittee #3 on Education Finance and the Assembly Education Committee are holding a joint oversight hearing on February 10, 2026, to reflect on the CCSPP's current impact across the state.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Governor Newsom Proposes Another Round of KIT Funding

By: Kyle Hyland

March 9, 2026

Governor Gavin Newsom's 2026-27 State Budget proposal includes another round of kitchen infrastructure and training (KIT) funding aimed at strengthening school nutrition programs by improving kitchen capacity and supporting food service staff.

The proposed trailer bill language would provide \$100 million in one-time funding to the California Department of Education to award competitive grants to local educational agencies (LEAs) to support kitchen equipment, infrastructure, training, and the continued implementation of California's Universal School Meals Program.

The KIT funds would be available for encumbrance through June 30, 2029, and could be used for three primary purposes:

- **Kitchen Infrastructure and Equipment:** LEAs could upgrade facilities or purchase equipment to increase their ability to prepare meals onsite. Eligible expenses include cooking equipment such as ovens and steamers, refrigeration and storage systems, service lines and point-of-sale equipment, transportation for meals or ingredients, and infrastructure needed to support these improvements.
- **Staffing and Training:** Funds could support recruitment, retention, training, and professional development for food service staff, including training on preparing minimally processed meals, reducing food waste, and incorporating locally grown foods into school menus.
- **Procurement of California-Grown Foods:** LEAs could also use funding to purchase whole or minimally processed foods grown in California for use in reimbursable school meals.

The proposal prioritizes funding for schools serving high-poverty populations, LEAs that have not previously received kitchen infrastructure grants, and LEAs that have already obligated at least 65% of earlier funding allocations. LEAs receiving funds would also be required to report by June 30, 2030, on how the funding improved meal quality and expanded their capacity to prepare freshly prepared meals onsite.

The proposal represents another round of the state's KIT investments supporting California's Universal School Meals program. The state first provided \$150 million in KIT funding in 2021-22, followed by \$600 million in 2022-23 and \$145 million in the 2025-26 Enacted Budget. If adopted, the 2026-27 proposal would represent the fourth round of these investments, bringing total state funding for kitchen infrastructure and training to nearly \$1 billion since 2021.

The Assembly Budget Subcommittee on Education Finance is expected to review the proposal at its April 14, 2026, hearing, while the Senate Budget Subcommittee on Education will vet it at its April 30, 2026, hearing.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Funding and Proposed Changes for Reading Difficulties Screener

By: Michelle McKay Underwood and Anjanette Pelletier

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.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

New Details Emerge for Newsom's Education Governance Reform

By: Patti F. Herrera, EdD and Megan Baier

February 5, 2026

One of the boldest proposals released with Governor Gavin Newsom's 2026-27 State Budget last month is an effort to reform how public education in California is governed. Citing a century of research and observations about the incoherence of the existing governance structure, the Governor is seizing a narrow opportunity when the state will be ushering in both a new Governor and State Superintendent of Public Instruction (SSPI) later this fall to "enact historic changes" designed to strengthen the state's public education system by unifying education policymaking and implementation under the jurisdiction of the executive branch.

The Governor announced his budget proposal on January 9, 2026, just over a month after the Policy Analysis for California Education published a [report](#) that once again calls for reforming the state's education governance system (see the January 2026 *Fiscal Report* article, "[Education Governance Key Initiative in Budget Proposal](#)"). The Governor's proposal draws primarily from the report's key recommendations but leaves others unaddressed. On Monday, February 2, 2026, the Newsom Administration released details of the proposal, along with [Frequently Asked Questions \(FAQ\)](#).

Shifting oversight and management of the California Department of Education (CDE) from the SSPI to a governor-appointed Education Commissioner, who will also serve as the State Board of Education's (SBE) executive officer, is the most significant part of the Governor's proposal. The CDE functions to implement laws enacted by the Legislature and the Governor, as well as policies and regulations approved by the SBE. This, according to many, is what makes the public education governance incoherent and unnecessarily complex. By shifting the CDE under the purview of the executive branch, like many state agencies, the Governor's proposal seeks to better align policymaking authority with policy implementation and accountability.

According to the Governor's FAQ, the proposal seeks to position the SSPI "to foster needed alignment and coordination of education policies from early childhood through postsecondary education for the betterment of California's students." It not only maintains the position of the SSPI, but it also creates voting authority for the SSPI on key education boards, including the SBE where the SSPI currently sits, but in a nonvoting capacity. In furtherance of the Governor's larger cradle-to-career initiative, he proposes adding the SSPI as a voting member to the California Community Colleges Board of Governors, which would be a new function for the SSPI. To support the SSPI's new role, the proposal establishes the Office of the Superintendent of Public Instruction and authorizes the SSPI to appoint two deputies. Three associate superintendents within the office would be appointed by the SBE.

The proposal also contemplates how to shift existing positions that support both the SBE and SSPI in alignment with the broader governance reform. If approved as part of the State Budget in June, this shift would take effect on January 1, 2027, when the next California Governor and SSPI assume their posts.

Click [here](#) to read the details of the education governance reform (starting on page 102).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Labor Groups Endorse SSPI Candidates

By: Leilani Aguinaldo

February 6, 2026

The race to succeed Tony Thurmond as State Superintendent of Public Instruction (SSPI) is a crowded one with eight candidates who have publicly declared their candidacy. Many labor organizations associated with public education recently announced their endorsements, which we summarize below.

The California Teachers Association recommends Richard Barrera for SSPI. Barrera was first elected to the Board of Education for San Diego Unified School District in 2008, and he currently serves as Board President. Barrera is also a Senior Policy Advisor at the California Department of Education in the SSPI's Superintendent's Initiatives Office.

The California School Employees Association and the California Federation of Teachers both endorse Assemblymember Al Muratsuchi. Assemblymember Muratsuchi is Chair of the Assembly Education Committee until March 2, 2026, and he was first elected to the California State Assembly in 2012. Prior to joining the Assembly, he also served on the Torrance Unified School District Board of Education.

Anthony Rendon is endorsed by the Service Employees International Union California and International Brotherhood of Teamsters. Rendon represented the southeastern part of Los Angeles County during his time in the Legislature, and he served as Speaker of the California State Assembly from 2016 to 2023. Prior to his time in the Assembly, Rendon also served as Executive Director of Plaza de la Raza Child Development Services.

Josh Newman is supported by the State Building and Construction Trades Council of California. Newman was elected to the California State Senate in 2016, and he represented parts of Los Angeles, Orange, and San Bernardino counties. He was the Chair of the Senate Education Committee during his time as a state senator.

The new SSPI will begin their term on January 4, 2027. If no candidate receives a majority of votes at the primary election on June 2, 2026, then the top two candidates will face off at the General Election on November 3, 2026.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

U.S. Supreme Court Blocks Parental Notification Ban

By: Kyle Hyland

March 3, 2026

On March 2, 2026, the United States Supreme Court (Court) granted an emergency order in *Mirabelli v. Bonta*, staying enforcement of key provisions of Assembly Bill (AB) 1955 (Ward, Statutes of 2024) while litigation continues in the lower courts.

AB 1955, the Support Academic Futures and Educators for Today's Youth (SAFETY) Act, was signed into law by Governor Gavin Newsom in July 2024, and went into effect on January 1, 2025 (see the article "[Governor Newsom Signs SAFETY Act Legislation](#)" in the July 2024 *Fiscal Report*). The bill prohibits local educational agencies (LEAs) from requiring an employee or contractor to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent unless otherwise required by state or federal law. The statute also bars governing boards from adopting or enforcing policies mandating such disclosure and includes anti-retaliation protections for employees.

In the unsigned opinion, the Court, by a 6-3 ruling, granted the plaintiffs' application for a stay and reinstated the district court's injunction blocking enforcement of the challenged provisions. Specifically, it stayed enforcement of any California statute, regulation, or policy that prohibits schools from notifying parents regarding a student's gender identity. In granting the stay, the Court concluded that the applicants satisfied the standard for interim relief, including showing they are "likely to succeed on the merits." The order does not resolve the constitutionality of AB 1955 but reflects the Court's preliminary assessment that enforcement should be paused pending further proceedings.

In the dissent written by Justice Kagan (and joined by Justice Jackson), Justice Kagan did not so much criticize the merits of the case as criticize the quickness with the Court's action, as the case has only had a single decision at the district level. Rather, she felt that a fuller discussion of the merits of the case should be resolved through the ordinary appellate process.

As of now, AB 1955 remains law; however, its prohibition on policies requiring mandatory parental notification is currently unenforceable. For LEAs, the immediate effect is that the state may not enforce AB 1955's restriction on parental notification policies while the stay remains in place. LEAs must still comply with applicable federal and state privacy, nondiscrimination, and child welfare reporting laws. Given the ongoing litigation, LEAs should consult legal counsel before revising policies adopted in response to AB 1955.

The case will now continue through the federal courts toward a final merits determination, which could ultimately return to the Supreme Court for full review. We will continue to monitor developments and provide updates as additional guidance becomes available.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Total Compensation Increases for 2024-25

By: Dave Heckler and John Gray

February 10, 2026

For the 2024-25 fiscal year, school districts were provided the statutory cost-of-living adjustment of 1.07% for the Local Control Funding Formula (LCFF). As the data shown below indicates, a significant amount of the LCFF dollars were passed on to employees by either salary increases or increased health and welfare contributions. Considering declining enrollment, most districts provided increases in excess of new actual LCFF dollars received in 2024-25.

Remember that, in the health benefit calculations shown below, we are not reporting the total increase in the cost of health benefit premiums charged by the provider—only the increase in the statewide average for school districts' contributions to the premiums. Most districts have some form of cap on the contribution to premiums, other cost containment, or sharing of health benefit costs; so, plan changes and employee contributions are not taken into account. For compensation purposes, we count only the additional amount contributed by the school district employer.

	2023-24	2024-25	\$ Change	% Change
Elementary				
BA+30, Step 1	\$64,107	\$65,203	\$1,096	1.7%
BA+60, Step 10	\$95,098	\$96,798	\$1,699	1.8%
Maximum (Max)	\$124,614	\$127,108	\$2,494	2.0%
Benefits	\$15,753	\$16,499	\$746	4.7%
High				
BA+30, Step 1	\$69,099	\$69,846	\$747	1.1%
BA+60, Step 10	\$104,290	\$105,387	\$1,096	1.1%
Max	\$137,032	\$138,309	\$1,277	0.9%
Benefits	\$19,000	\$19,572	\$572	3.0%
Unified				
BA+30, Step 1	\$65,495	\$67,275	\$1,780	2.7%
BA+60, Step 10	\$94,203	\$96,496	\$2,294	2.4%
Max	\$124,991	\$128,582	\$3,591	2.9%
Benefits	\$16,810	\$17,836	\$1,026	6.1%

Source: State-certified J-90 Teachers' Salary and Benefits Report

These statewide averages were calculated from detailed information provided by school districts across the state. The increases from 2023-24 to 2024-25 were funded from all school funding sources, including the LCFF base funding as well as supplemental and concentration grant funding.

Salary increases funded from supplemental and concentration grant funding are typically in exchange for increased services to benefit the students generating the funds—additional instructional minutes or increased collaboration time, for example. Further, these averages do not include any negotiated “off-the-schedule” salary increases, which are one-time increases that are not used to increase the ongoing salary schedule.

If you are interested in receiving additional detail, please click [here](#) to order our Salary and Benefits Report (SABRE).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

2024-25 Ending Fund Balances

By: John Gray and Dave Heckler

February 11, 2026

The California Department of Education released the 2024-25 Unaudited Actuals data that allows for the calculation of district and statewide average reserve levels.

The reserve levels are defined as the unrestricted ending fund balance for the General Fund, plus the ending balance for Fund 17 (Special Reserve for Other Than Capital Outlay Projects), as a percentage of the total General Fund (including restricted programs) expenditures, transfers out, and other uses. The averages for all school districts are as follows:

Average Unrestricted General Fund, Plus Fund 17—Fund Balances as a Percentage of Total General Fund Expenditures, Transfers, and Other Uses			Change from Prior Year
	2023-24	2024-25	
All School Districts	24.59%	22.79%	-1.80%

The percentages outlined above in this article are statewide school district averages. The percentages below break down the districts by type. Each local educational agency (LEA) should independently evaluate its reserve levels.

2024-25 Average Unrestricted General Fund, Plus Fund 17—Fund Balances as a Percentage of Total General Fund Expenditures, Transfers, and Other Uses		Change from Prior Year
Unified School Districts	21.89%	-2.47%
Elementary School Districts	24.52%	-0.02%
High School Districts	26.13%	1.73%

In an environment of low cost-of-living adjustments, declining enrollment, and slowing state revenues, as well as increased demands at the bargaining table, having adequate reserves is of critical importance. An adequate reserve allows LEA governance teams the ability to be more strategic in reducing expenditures when faced with a fiscal crisis. An adequate reserve protects students, employees, and the public.

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of March 11, 2026**

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Accountability and Assessments

[AB 2202 \(Muratsuchi\)](#)

Title: Pupil Achievement: Closing the Achievement Gap Commission

Status: Assembly Education Committee

Position:

Summary:

Establishes the Closing the Achievement Gap Commission as an advisory body to the State Board of Education (SBE). The bill would require the commission to:

- Advise the SBE and the California Department of Education on policies and practices necessary to assist local educational agencies (LEAs) in closing the achievement gap
- Use the Closing the Achievement Gap Commission State Operations and Support Plan (which would be created by Assembly Bill 2225 [Patel, D-San Diego]) to guide its work
- Assess the efficacy of state support to LEAs within the State System of Supports
- Evaluate the efficacy of current law and other policies to assist in closing the achievement gap

SSC Comment: This is one of four bills sponsored by the California School Boards Association to close the achievement gap. Three bills are already in print, while a fourth bill will be amended to require an annual report on the state's progress in closing achievement gaps.

[AB 2225 \(Patel\)](#)

Title: Pupil Achievement: Closing the Achievement Gap State Operations and Support Plan

Status: Assembly Education Committee

Position:

Summary:

This bill would require the State Board of Education, in consultation with the California Department of Education to select an organization that has experience assessing governance structures, improving strategies to close pupil academic achievement gaps, and working with interest holders throughout the state. The bill would require the selected organization to convene a working group to develop and submit to the Governor and the Legislature a plan, to be known as the Closing the Achievement Gap State Operations and Support Plan, that includes, among other things, specific goals and benchmarks for the state to support local educational agencies in closing the achievement gap and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals.

[AB 2514 \(Ransom\)](#)

Amended Date: 03/02/2026

Title: Pupil Achievement: State of the Achievement Gap Dashboard

Status: Assembly Education Committee

Position:

Summary:

This bill would require the Legislative Analyst's Office, as a component of the assessment of the State Budget, to assess and publicly report the state's progress in closing pupil academic achievement gaps and to include recommendations of actions that the state can take to meet its performance targets. The report would include, but not be limited to funding, State Board of Education actions, governance, new programs and initiatives.

SSC Comment: This is one of four bills sponsored by the California School Boards Association to close the achievement gap.

Attendance or Instructional Time

[AB 1631 \(Muratsuchi\)](#)

Title: Elementary Education: Kindergarten

Status: Assembly Education Committee

Position: Support

Summary:

Starting with the 2028-29 school year, would require a student to complete one year of kindergarten before being admitted to first grade.

Note: In 2023, Fresno USD supported a similar bill to require kindergarten.

[AB 1763 \(Lee\)](#)

Title: Pupil Attendance: Excused Absences: Religious Observance

Status: Assembly Education Committee

Position:

Summary:

This bill would include observance of a holiday or ceremony of the pupil's religion as a type of required excused absence without the requirement that the absence be requested in writing by the parent or guardian and approved by the principal or a designated representative.

College and Career

[AB 1694](#) (Carrillo)

Title: California Career Technical Education Incentive Grant Program: Renewal Grants

Status: Assembly Education Committee

Position:

Summary:

This bill would require that Career Technical Education Incentive Grant (CTEIG) recipients receive renewal grants for three additional years as long as certain criteria are met. Starting in 2026-27, 90% of funds appropriated for CTEIG will be designated for renewal grants and 10% of funds shall be designated for new applicants.

[AB 1871](#) (Fong)

Title: Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships

Status: Assembly Higher Education Committee

Position:

Summary:

This bill would revise College and Career Access Pathways (CCAP) statute to make it easier for high school students to take community college courses. Specifically, the bill would do the following:

- Remove the requirement that CCAP agreements must include a principal recommendation for a high school pupil to enroll in community college courses
- Authorize a pupil to complete one application for the duration of the pupil's attendance at a community college as a special part-time student participating in a CCAP partnership agreement
- Eliminate the limit on the number of community college courses (currently capped at four per term) that a special part-time CCAP student can take, as long as they do not exceed 15 units per term
- Change annual reporting requirements so that CCAP partners report on outcomes such as the number of pupils who successfully completed at least 12 college units, earned a certificate, or completed an associate degree or transfer requirements

SSC Comment: Fresno Unified School District took a watch position on an identical bill—Assembly Bill 731 (Fong, D-Alhambra)—in 2025.

[SB 323 \(Pérez\)](#)

Amended Date: 07/10/2025

Title: Student Aid Commission: California Dream Act Application

Status: Assembly Appropriations Committee—Suspense File

Position: Support

Summary:

By the start of the 2026-27 financial aid cycle, the California Student Aid Commission (CSAC) shall amend the California Dream Act Application (CADAA), and any of its grant processing systems, to clarify and ensure that the application can be used by any student eligible for state financial aid programs, regardless of their eligibility for federal financial aid. The bill would also require CSAC to consult with California's public and private colleges and universities to effectively promote the CADAA and inform students and their families of their available financial aid application options.

[SB 685 \(Cortese\)](#)

Amended Date: 06/26/2025

Title: California State University: Financial Aid for Homeless Students: Pilot Program

Status: Assembly Appropriations Committee—Suspense File

Position: Support

Summary:

Establishes the Financial Assistance for Students Experiencing Homelessness Pilot Program to provide financial assistance at four California State University campuses to California residents who (1) have been accepted for enrollment at one of those campuses, (2) were homeless at any time during high school, and (3) will be between 17 and 26 years of age upon receipt of assistance. Commencing with the 2026-27 academic year, each participating campus shall provide financial assistance for the balance of the qualifying student's cost of attendance that exceeds the financial aid the qualifying student receives during the first four years the student participates in the pilot program. The qualifying student must meet certain requirements to receive financial assistance under the pilot program.

Employees

[AB 65 \(Aguiar-Curry\)](#)

Title: School and Community College Employees: Paid Disability and Parental Leave

Status: Senate Education Committee

Position: Support

Summary:

Requires a K-14 public school employer to provide up to 14 weeks of full pay to certificated and classified employees due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions.

[AB 1331 \(Elhawary\)](#)

Amended Date: 09/04/2025

Title: Workplace Surveillance

Status: Senate Floor—Inactive File

Position: No Position

Summary:

Prohibits employers from using a workplace surveillance tool to monitor workers in the following employee-only areas: bathrooms, locker rooms, changing areas, and lactation spaces.

[AB 1654 \(DeMaio\)](#)

Title: Vehicles: Commercial Driver's Licenses

Status: Assembly Desk

Position: Oppose

Summary:

Would require the Department of Motor Vehicles, before issuing or renewing a commercial driver's license, to verify the applicant's lawful presence in the United States. Would require the department to revoke any commercial driver's license issued to a person subsequently determined to be unlawfully present in the United States.

[AB 1665 \(Pacheco\)](#)

Title: Interscholastic Athletics: California Interscholastic Federation: High School Sports: Coaches: Student Mental Health Training

Status: Assembly Arts, Entertainment, Sports, and Tourism Committee

Position: Watch

Summary:

This bill would require:

- California Department of Education to consult with the California Interscholastic Federation (CIF) to create a student mental health training course
- CIF to prohibit individuals from coaching CIF high school sports unless the individual has successfully completed the training
- Coaches to complete the training "each time the individual applies for or renews a certification permit provided by the California Interscholastic Federation to coach high school sports" and present to CIF evidence of successful completion of the training

AB 1750 (Caloza)

Title: School and Community College Employees: Absences Due to Illness or Accident

Status: Assembly Desk

Position:

Summary:

Existing law provides that certificated and classified employees of local educational agencies and academic and classified employees of community college districts who exhaust all available sick leave and remain absent due to illness or injury for up to five additional school months receive either the difference between their regular salary and the amount paid to a substitute, or at least 50% of their regular salary.

This bill would instead require those employees who exhaust all available sick leave and continue to be absent due to illness or accident for an additional five-month period to receive their full regular salary during those five months.

AB 1896 (González, Mark)

Title: Public Employment: Disqualifications

Status: Assembly Desk

Position:

Summary:

This bill would make a person ineligible for public employment if they were previously employed by an entity that engages in immigration enforcement between January 20, 2025, and January 20, 2029.

AB 1898 (Schultz)

Title: Workplace Artificial Intelligence Tools

Status: Assembly Labor and Employment Committee

Position:

Summary:

Requires an employer to provide written notice to an affected worker and the bargaining representative that a workplace artificial intelligence tool was used to assist the employer in making employment-related decisions or to surveil the workplace.

AB 2365 (Sanchez)

Title: Education-Related Positions: Dismissals: Egregious Misconduct: Employment Prohibition

Status: Assembly Desk

Position:

Summary:

Expands egregious misconduct to include offenses related to human trafficking, child abandonment and neglect, child abduction, and impermissible contact or communication with a minor. A certificated person who is dismissed for egregious misconduct is prohibited from being employed in any education-related position by any state agency, the California State University, the University of California, any local agency, or any local educational agency.

Facilities

[AB 1822 \(Muratsuchi\)](#)

Title: School Facilities: Project Priorities: Extreme Heat and Climate Change

Status: Assembly Education Committee

Position:

Summary:

Existing law authorizes the State Allocation Board, by adoption of rules, to establish priorities for the construction and leasing of projects to schools districts whose pupils will benefit most.

This bill would authorize the board to include, as priorities for projects, an efficient response to extreme heat and climate change.

Governance and District Operations

[AB 395 \(Gabriel\)](#)

Amended Date: 06/26/2025

Title: Holidays

Status: Senate Judiciary Committee

Position: Support

Summary:

Requires public schools to consider making efforts to avoid scheduling the first day of class and high school graduation on a date for which the governing board knows, or has reason to know, that members of the public would be unable to participate or be present due to the ritual observance of a religious, cultural, or ancestral holiday.

[AB 2220 \(Arambula\)](#)

Title: Elementary and Secondary Education: English Language Education

Status: Assembly Desk

Position: Sponsored

Summary:

This bill is a placeholder for Fresno Unified School District's sponsored bill to add permissive language to the Education Code for the establishment of auxiliary organizations in support of a school district and its students.

[SB 1017 \(Reyes\)](#)

Title: Pupils: Foster Youth: Access to Pupil Records

Status: Senate Education Committee

Position:

Summary:

Existing law limits access to student records by requiring written parental consent or a judicial order, unless otherwise authorized by law. Students 14 years or older who are both homeless and unaccompanied can access their own relevant educational records. The bill extends this access to foster youth aged 14 or older.

[SB 1187 \(Durazo\)](#)

Title: Open Meetings: Majority

Status: Senate Local Government Committee

Position:

Summary:

For the Brown Act, defines “majority” to mean the number of members equaling more than half of the total number of seats on the legislative body. If a seat is vacant, that seat is still to be counted as a seat on the legislative body.

Instruction

[AB 731 \(Fong\)](#)

Amended Date: 07/01/2025

Title: Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships

Status: Senate Appropriations Committee—Suspense File

Position: Watch

Summary:

Amends the College and Career Access Pathways (CCAP) program to streamline access to dual enrollment by doing the following:

- Removes the requirement for a principal’s recommendation in order to participate in a CCAP dual enrollment program
- Requires CCAP agreements to authorize a student to complete a single community college application for the duration of their participation in the program
- Removes the four-course-per-term cap for CCAP students, while retaining the 15-unit maximum per term

July 1, 2025, amendments remove the bill language regarding online coursework using either synchronous or asynchronous modalities and removed the requirement for community colleges to provide comprehensive support services to high school students dually enrolled in asynchronous courses.

[AB 887 \(Berman\)](#)

Amended Date: 07/17/2025

Title: Pupil Instruction: High Schools: Computer Science Courses: California Computer Science Demonstration Grant Program: Reporting

Status: Senate Appropriations Committee—Suspense File

Position: No Position

Summary:

As completely rewritten on July 7, 2025, this bill establishes the California Computer Science Demonstration Project to increase the number of public high schools offering computer science and to increase the computer science course access of low-income students and students that are underrepresented in the field of computer science. The pilot program shall be funded through contributions from nonprofit organizations or private entities. Public high schools that do not offer any computer science courses may voluntarily participate in the pilot program. Funding entities, in coordination with the California Computer Science Demonstration Project Working Group, shall select the public high schools to participate in the pilot program.

[AB 2071 \(Hoover\)](#)

Title: Pupil Instruction: Digital Wellness

Status: Assembly Education Committee

Position:

Summary:

Current law requires a local educational agency that offers health education to students in middle or high school must include mental health instruction in the course. This bill would expand the requirement to also include digital wellness instruction that incorporates the relationship between digital technology use and mental health. By January 1, 2028, this bill also requires the California Department of Education to develop a plan to expand digital wellness instruction in California public schools.

[AB 2248 \(Hoover\)](#)

Title: Pupil Services: Educational Counseling: Advanced Academic Programs

Status: Assembly Education Committee

Position:

Summary:

This bill would require each school district maintaining any of grades 9 to 12 to ensure that all pupils in those grades, and their parents or guardians, receive a written notice of the advanced academic programs available to pupils. The bill would require the notice to include the benefits of participating in advanced academic programs. The bill would require each pupil to also receive notice of advanced academic programs through at least one direct communication (such as during a counseling session, academic planning meeting, or homeroom presentation). Schools would be required to annually hold at least one informational session for parents and guardians about options for advanced academic programs.

[SB 745 \(Ochoa Bogh\)](#)

Amended Date: 07/07/2025

Title: American Government and Civics: Curriculum Guide: State Seal of Civic Engagement

Status: Assembly Appropriations Committee—Suspense File

Position: No Position

Summary:

As amended May 7, 2025, this bill requires the California Department of Education to develop a curriculum guide for a one-year course in American government and civics. The bill also provides that a student's completion of the one-year course satisfies the applicable criterion for the State Seal of Civic Engagement.

[SB 1048 \(Becker\)](#)

Title: State Seal of Climate Literacy

Status: Senate Education Committee

Position:

Summary:

This bill would establish the State Seal of Climate Literacy to recognize high school graduates who have demonstrated mastery in climate literacy disciplines and have attained green skills or technical green skills, as defined. The bill would make a local educational agency's (LEA) participation in awarding the State Seal of Climate Literacy voluntary. For an LEA that chooses to participate, the bill would require the LEA to award a State Seal of Climate Literacy to a pupil that successfully completes at least two courses in the area of climate literacy and a climate literacy final experiential learning project that focuses on the effects of climate change in the pupil's local community.

[SB 1133 \(Strickland\)](#)

Title: Pupil Instruction: Preventative Health Instruction

Status: Senate Education Committee

Position:

Summary:

When the "Health Education Framework for California Public Schools" is next revised, on or after January 1, 2027, requires the Instructional Quality Commission to consider including information on evidence-based preventative health instruction, including information on nutrition, food literacy, sleep, movement, stress management, and digital balance.

Miscellaneous

[AB 2008 \(Patel\)](#)

Title: Legislature: Local Educational Agencies: Reporting Requirements: Repealer

Status: Assembly Education Committee

Position:

Summary:

A bill that requires a local educational agency to complete a plan or report with an undefined end date shall include a provision that repeals the reporting requirement within four years of operation. The bill includes exemptions for reports required for the local control funding formula or California Longitudinal Pupil Achievement Data System.

[AB 2117 \(Alvarez\)](#)

Title: Superintendent of Public Instruction: Secretary of Education

Status: Assembly Education Committee

Position:

Summary:

Current law assigns to the State Superintendent of Public Instruction (SSPI) numerous duties related to the State Board of Education (SBE) and to the management of the California Department of Education relating to the governance of the public elementary and secondary schools in the state.

This bill would assign specified duties of the SSPI to an undesignated Secretary of Education, including, among others, to superintend the schools of this state and to execute the policies that have been decided upon by the SBE.

[SB 492 \(Menjivar\)](#)

Amended Date: 01/22/2026

Title: Youth Housing Bond Act of 2026

Status: Assembly Desk

Position: Support

Summary:

Would put on the November 2026 ballot the Youth Housing Bond Act of 2026, which, if adopted, would authorize the issuance of bonds in the amount of \$1,000,000,000 to finance the Youth Housing Program. The program would require the Department of Housing and Community Development to make awards to local agencies, nonprofit organizations, and joint ventures to purchase equipment and acquire, renovate, or construct youth centers or youth housing. Youth housing is defined as a facility that provides a variety of services to current or former foster youth, homeless youth, or youth at risk of homelessness to assist them with their immediate basic needs and to help reunite them with their parents or find a suitable home.

School Safety and Student Discipline

[AB 327 \(Ta\)](#)

Amended Date: 07/16/2025

Title: Crimes: False Reporting

Status: Senate Appropriations Committee—Suspense File

Position: Oppose

Summary:

Increases the punishment for a second or subsequent offense of “swatting” which results in an unnecessary emergency response, from a misdemeanor to an alternate felony-misdemeanor. However, the increased penalties for a second or subsequent offense for swatting does not apply to a person who was under 18 years of age at the time they committed the prior offense or offenses.

SSC Comment: Assembly Bill 327 is supported by various school districts and law enforcement agencies around the state, though none are in the Fresno vicinity. Among the opponents of the bill are the American Civil Liberties Union, California Action, and the California Public Defenders Association.

[AB 2242 \(Davies\)](#)

Title: Pupil Safety: Sextortion Informational Poster

Status: Assembly Education Committee

Position:

Summary:

Before the 2027-28 school year, requires public schools that serve grades 7-12 to display in at least one student men’s restroom and student women’s restroom a poster in English and Spanish that contains specified information relating to sextortion.

State Budget and Education Finance

[AB 477 \(Muratsuchi\)](#)

Amended Date: 06/23/2025

Title: Fair Pay for Educators Act: Local Control Funding Formula: Base Grants: Funding Targets

Status: Senate Appropriations Committee—Suspense File

Position: No Position

Summary:

This bill would establish new Local Control Funding Formula base grant targets to be reached in 2036-37 and state the intent of the Legislature to use those funds to increase school site staff salaries. Despite the “increase school site staff salaries” being intent language, the bill’s title was recently amended to the “Fair Pay for Educators Act.”

AB 1204 (Alvarez)

Amended Date: 05/05/2025

Title: Local Control Funding Formula: School Districts and Charter Schools: Pupils Experiencing Homelessness: Supplemental and Concentration Grants: Regional Adjustment Factors: Grade-Span Adequacy Adjustments

Status: Senate Rules Committee

Position:

Summary:

This bill makes a number of changes to the Local Control Funding Formula (LCFF), phasing the changes in beginning in 2025-26 and fully funding them by 2030-31 as follows:

- Provides a minimum 4% annual cost-of-living adjustment (COLA) for the LCFF, if the calculated COLA is lower
- Requires the California Department of Education (CDE) to establish regional COLAs in addition to the statewide COLA
- Adds students experiencing homelessness to the categories of students who generate supplemental and concentration grants
- Raises the supplemental grant add-on from 20% to 35% of a local educational agency's (LEA) base grant
- Lowers the threshold for LEAs to be eligible for concentration grants from those with 55% of unduplicated students to 45% of unduplicated students
- Requires the CDE to develop recommendations by January 1, 2028, on how grade span funding levels should be adjusted to account for their unique costs

The May 5, 2025, amendments remove the provisions that would have allowed for duplicated counts of students who are low-income, foster youth, and English learners.

SB 743 (Cortese)

Amended Date: 07/07/2025

Title: Education Finance: Education Equalization Act: Equalization Reserve Account

Status: Assembly Appropriations Committee—Suspense File

Position:

Summary:

Subject to a voter-approved constitutional amendment, this bill would require deposits into a newly established "Equalization Reserve Account" whenever the state deposits funds in the Proposition 98 rainy day fund, and funds in the "Equalization Reserve Account" would be available to increase per-pupil funding in non-basic-aid school districts in a manner prescribed by the Legislature.

Student Health

[SB 980 \(Hurtado\)](#)

Title: Access to Medical Records
Status: Senate Health Committee
Position:

Summary:

Prohibits health care providers from charging a fee to a patient for completing health-related forms required by an educational institution for a student's participation in school, child care, or school-sponsored activities.

Student Services

[AB 673 \(Jackson\)](#)

Amended Date: 01/12/2026
Title: Unaccompanied Homeless Pupils: Unaccompanied Youth Support Grant Program
Status: Senate Rules Committee
Position: Support

Summary:

Establishes the Unaccompanied Youth Support Grant Program, a pilot program to provide competitive grants to local educational agencies for the purpose of providing supports to improve school attendance, pupil engagement, pupil graduation rates, and pupil wellbeing for unaccompanied youth who are 16 and 17 years of age, including connecting youth with resources to find stable housing.

Transportation

[AB 1111 \(Soria\)](#)

Amended Date: 07/22/2025
Title: Pupil Transportation: School Buses: Zero-Emission Vehicles: Scrapping
Status: Senate Appropriations Committee—Suspense File
Position: Support

Summary:

The bill changes the parameters of the State Air Resources Board California Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project grant program, eliminating the requirement that school districts scrap an existing bus if it is less than 25 years old and ownership of the school bus has been transferred to another local educational agency that either qualifies for or has been approved for an extension from the January 1, 2025, requirement to only purchase zero-emission vehicles in order to access the funds.

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: March 20, 2026

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for March 12, 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 March 12, 2026, are attached and include the following articles:

- Governor Newsom Proposes Another Round of KIT Funding – March 09, 2026
- California Governor Pushes for Permanent State Funding of Community Schools – March 09, 2026
- Teachers Strikes are Rare in California. Why are so Many Happening Now? – March 10, 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

500 Capitol Mall

•
Suite 1700

•
Sacramento

•
California 95814

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TEL: 916 . 446 . 7517

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FAX: 916 . 446 . 2011

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www.sscal.com

DATE: March 12, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

CSBA Introduces “Close the Achievement Gap” Legislative Package

In October 2025, the California School Boards Association (CSBA) launched the “Close the Achievement Gap” campaign to encourage state policymakers to adopt a more coordinated statewide strategy for improving student outcomes. The initiative followed the release of statewide assessment data showing persistent disparities in academic performance across different student groups, particularly among income and ethnicity subgroups.

The campaign focuses on the role of state government in addressing these longstanding gaps. CSBA argues that while school districts and county offices of education are regularly evaluated through accountability systems such as the California School Dashboard, the state itself does not operate under a unified strategy with clearly defined goals and benchmarks for how its policies, funding decisions, and agencies support local efforts to improve student outcomes.

Through the campaign, CSBA is urging state leaders to develop a comprehensive state-level strategy that includes measurable goals, public reporting, and stronger alignment between the State Budget and policies designed to support schools. The effort is intended to shift the state’s approach from primarily monitoring local compliance to providing clearer guidance, coordination, and support for districts working to address achievement gaps.

Legislative Package

To advance these goals, CSBA is supporting a [four-bill legislative package](#) intended to establish planning, oversight, and public reporting mechanisms focused on the state’s role in closing achievement gaps. The package includes the following measures:

- Assembly Bill (AB) 2225 (Patel, D-San Diego) would convene a broad interest holder workgroup to develop a statewide plan for strengthening state-level support for local educational agencies (LEAs) working to close achievement gaps. The plan would include clear goals, benchmarks, annual

performance targets, and evaluations of key state education bodies and programs that influence student outcomes.

- AB 2149 (Garcia, D-Rancho Cucamonga) would require the Legislative Analyst's Office (LAO) to prepare an annual report evaluating the alignment between the statewide plan and the state's proposed and enacted budgets. The report would also review the funded status of mandates and provide recommendations to guide state agencies and policymakers in implementing the plan.
- AB 2514 (Ransom, D-Stockton) would establish a public "State of the Achievement Gap" dashboard designed to track the state's progress in implementing the plan and supporting efforts to close achievement gaps. The dashboard is intended to improve transparency and allow policymakers and the public to monitor statewide progress.
- AB 2202 (Muratsuchi, D-Torrance) would establish a Closing the Achievement Gap Commission under the State Board of Education (SBE). The commission would help develop and recommend to the SBE and other policymakers a publicly available system for monitoring the performance of new and existing state programs intended to support LEAs in closing achievement gaps, consistent with the statewide plan.

At this time, none of the bills have been scheduled for a hearing. However, they are expected to be considered by the Assembly Education Committee sometime in April.

Leilani Aguinaldo

Governor Newsom Proposes Another Round of KIT Funding

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
March 9, 2026

Governor Gavin Newsom's 2026-27 State Budget proposal includes another round of kitchen infrastructure and training (KIT) funding aimed at strengthening school nutrition programs by improving kitchen capacity and supporting food service staff.

The proposed trailer bill language would provide \$100 million in one-time funding to the California Department of Education to award competitive grants to local educational agencies (LEAs) to support kitchen equipment, infrastructure, training, and the continued implementation of California's Universal School Meals Program.

The KIT funds would be available for encumbrance through June 30, 2029, and could be used for three primary purposes:

- **Kitchen Infrastructure and Equipment:** LEAs could upgrade facilities or purchase equipment to increase their ability to prepare meals onsite. Eligible expenses include cooking equipment such as ovens and steamers, refrigeration and storage systems, service lines and point-of-sale equipment, transportation for meals or ingredients, and infrastructure needed to support these improvements.
- **Staffing and Training:** Funds could support recruitment, retention, training, and professional development for food service staff, including training on preparing minimally processed meals, reducing food waste, and incorporating locally grown foods into school menus.
- **Procurement of California-Grown Foods:** LEAs could also use funding to purchase whole or minimally processed foods grown in California for use in reimbursable school meals.

The proposal prioritizes funding for schools serving high-poverty populations, LEAs that have not previously received kitchen infrastructure grants, and LEAs that have already obligated at least 65% of earlier funding allocations. LEAs receiving funds would also be required to report by June 30, 2030, on how the funding improved meal quality and expanded their capacity to prepare freshly prepared meals onsite.

The proposal represents another round of the state's KIT investments supporting California's Universal School Meals program. The state first provided \$150 million in KIT funding in 2021-22, followed by \$600 million in 2022-23 and \$145 million in the 2025-26 Enacted Budget. If adopted, the 2026-27 proposal would represent the fourth round of these investments, bringing total state funding for kitchen infrastructure and training to nearly \$1 billion since 2021.

The Assembly Budget Subcommittee on Education Finance is expected to review the proposal at its April 14, 2026, hearing, while the Senate Budget Subcommittee on Education will vet it at its April 30, 2026, hearing.

Note: Lawmakers are debating whether to make funding for the community schools program permanent, as supporters cite early benefits for student well-being while the LAO warns the proposed funding may be insufficient and lacks clear long-term accountability requirements.

California Governor Pushes for Permanent State Funding of Community Schools

By Lasherica Thornton
EdSource
March 9, 2026

In late February, students at Coarsegold Elementary School in Madera County roamed around a classroom that's like no other on campus.

One student jumped on a mini-trampoline, releasing pent-up energy. Others settled into a rocking chair or on beanbags to read books. Another wore headphones as she constructed blocks.

This is Coarsegold's Zen Den. Designed to help students manage their emotions, the calming space is a small part of California's multi-year, \$4 billion effort to turn thousands of high-poverty campuses into community schools.

Community schools are not a new concept. The model is defined by a few key principles and provides services not normally found at a traditional school, including health care, mental health support and food pantries. These schools emphasize the "whole child approach," which aims to meet a child's academic, physical, mental and social and emotional needs. Educators work with families and local organizations to figure out how to best support students and communities.

Based on early signs of success, Gov. Gavin Newsom has proposed permanent funding for community schools. If approved by the Legislature, another \$1 billion each year would go toward expanding and maintaining the model.

As legislators consider Newsom's proposal, they must weigh whether to enshrine it into the state's funding formula and, if so, whether \$1 billion is enough to grow and sustain the model while ensuring accountability.

Nearly 2,500 schools, or about 25% of California campuses, have received the state's community school grant funding since 2021. Under the governor's proposal, an additional 3,700 schools would be eligible for funding each year. The Legislative Analyst's Office, the state's nonpartisan fiscal and policy adviser, has raised concerns about the proposal, including how the state will afford an ongoing funding stream if the number of community schools nearly triples.

A pandemic push to fund community schools

If lawmakers do approve the governor's proposal, California would join Maryland and New York as states that fund community schools through their state funding formulas. But it's taken decades to get to this point.

During the Civil Rights Movement in the 1960s, some schools in Oakland Unified School District focused on the community school approach, said Marisa Saunders, the associate director of research for the UCLA

Center for Community Schooling. Whether called a community school or not, by 2014, schools using the whole-child, community-engaged approach had grown in California and nationwide.

By 2020, 39 states — not yet including California — funded community schools, according to the National Education Association, the union for public school teachers and educators.

The California Teachers Association and local unions had long advocated for California to fund the model, too. The state Legislature decided to do so in 2021, largely because the Covid-19 pandemic disrupted learning and exacerbated many issues students faced.

Since then, schools have used the money to help remove barriers that prevent a student from attending or thriving at school.

Fresno Unified's 29 community schools provide food, backpacks, laundry service, eyewear and closets of clothes, hygiene products and other necessities.

Schools also enlist community members and organizations to provide resources for students. Chowchilla High Union School District in Madera County, for instance, obtained 20 vouchers for barbershops and hair salons for students in need.

In other community schools across Madera County, in Chawanakee Unified's North Fork Elementary School, where nearly 15% of the student population is American Indian, there are tribal lessons on the traditional way to weave a basket to foster a sense of belonging among Native American students. Yosemite Unified has purchased a van for Coarsegold Elementary, located in the rural mountain foothills, to bring families and students to after-school events.

Because of these programs, students are motivated to come to school and feel welcomed and supported once there, educators say, leading to better attendance, fewer discipline problems and academic gains.

"They feel more connected," said Anna Maier, senior policy adviser and researcher for the Learning Policy Institute, a nonprofit research organization that has studied community schools and student outcomes.

The data shows some improvement

And there is some evidence to back up those claims, according to the institute. It compared data from state-funded community schools to similar, neighboring schools without the funding. Looking at student outcomes from the 2018–19 school year to 2023–24, the institute found:

- Chronic absenteeism at community schools declined, on average, 30% more than at comparison schools.
- Suspension rates decreased by an average of 15% while there were slight increases at comparison schools.

It also found that students at community schools improved their English scores, equaling 36 additional days of learning, and math scores, equating to 43 additional days of learning, more than at comparison schools.

Gains were greater at elementary schools, schools in the first round of grant funding and among specific student groups, such as Black students and English learners.

These signs of success are driving the governor's push to make community school funding permanent, said Linda Darling-Hammond, president of the State Board of Education and an adviser to the governor. She was the founding president of the Learning Policy Institute.

Questions remain about the proposal

Under the \$1 billion proposal, most of California's schools would qualify for funding — as many as 6,200 schools.

The Legislative Analyst's Office (LAO) estimates that the \$1 billion a year will not be enough to fund all eligible schools over time, especially once the current grant funding expires.

The proposal introduces accountability measures but includes few requirements for new community schools until 2029.

For example, schools would need to self-certify that they're implementing the model. But adopting the model often requires fundamental changes in schools, including engaging the community in decision-making. Sometimes, school or district staff are resistant to changing long-held practices, the LAO noted.

The proposed legislation also establishes an accreditation process. Schools would need to meet requirements to continue receiving community school funding. However, the accreditation process has not yet been defined.

Pointing to costs, unclear guidelines and other questions about implementation and accountability, the LAO recommends a continued grant-funded program for additional rounds of community schools, not funding the model as part of the state's funding formula.

But Darling-Hammond, the governor's adviser, said building community schools into the state formula is how California would ensure their sustainability.

"We've had a history in California of all kinds of wonderful programs that have been successful, that are funded with one-time funding," she said. "And they come and they go."

Note: A wave of teacher strikes across California is being driven by coordinated union efforts to demand higher pay, fully funded family health care, smaller class sizes, and more school funding, while districts warn their tight budgets make many of those demands difficult to afford.

Teachers Strikes are Rare in California. Why are so Many Happening Now?

By Jill Tucker
San Francisco Chronicle
March 10, 2026

Dublin educators took to the picket lines Monday, the East Bay district joining a growing list of California districts to see contract talks dissolve into a teachers strike in recent months, a trend that has parents and politicians on edge up and down the state.

School remained open in Dublin as teachers demanded increased pay and full family health care. District officials said the ask was “far beyond” what city schools can afford, leaving the open-ended strike at a stand-off.

The walkout followed a four-day teachers strike in San Francisco in February and a four-day strike in West Contra Costa in December while coinciding with the third day of a strike in Twin Rivers Unified in Sacramento County. Oakland, Berkeley, San Diego and Woodland (Yolo County) are among a handful of districts that narrowly avoided the fate.

Teachers at Sacramento County’s Natomas Unified started picketing Tuesday after failing to reach an agreement with the district, while Los Angeles has authorized a strike even as negotiations continue.

Q: Is this normal?

A: No. Teachers strikes, with the exception of some districts like Oakland, are rare. San Francisco saw its first strike in nearly 50 years. Los Angeles has seen three in the last 56 years.

Oakland is a bit of an outlier. The union authorized a strike, but reached an agreement with the district before a walkout. It would have been the fourth strike in seven years.

Q: So why are there so many this year?

A: The number of teachers strikes — and the timing — appears to be unprecedented in the state and not a coincidence. The California Teachers Association, which directs and supports local unions, launched a campaign in February 2025 to coordinate the contract negotiations of 32 school districts.

The goal was to align 80,000 educators — serving one million of the state’s 5.8 million students — to focus on the same issues, including smaller class sizes, opposition to closures and layoffs, and better pay and benefits.

Q: Why is that leading to more strikes?

A: The coordinated effort appears to be giving each district more momentum to make bigger demands and stick to them, rather than ceding to the independent fact-finding reports, which have recommended more modest settlements than what districts and unions have ultimately agreed to either before or after strikes this year.

The so-called “We Can’t Wait” campaign has meant “locals are maximizing their power, moving from isolated fights to a coordinated campaign,” according to a February essay in the CTA’s California Educator magazine.

Q: Does this mean more strikes are likely?

A: Yes. The possibility of ongoing teacher walkouts remains given the number of districts still negotiating, including Los Angeles, the state’s largest. There could be more this spring and some in the fall, depending on contract talks.

Q: What about long-term? Will there be strikes with every round of contract negotiations now?

A: Not necessarily. This CTA campaign also has the goal of pushing for more statewide funding for schools, presumably using the backdrop of multiple local teachers strikes to bolster the need for the extra money.

Specifically, the statewide labor group supports a renewal of a California tax on the top 2% of high earners, which expires in 2030. If not renewed, it could reduce state revenue by more than \$10 billion.

In addition, CTA has long pushed to reform Proposition 13, which limits property taxes based on date of purchase and thereby limits revenue to the state. Rewriting the law to assess commercial properties at market value while keeping the protections for residential properties would boost funding for education, but, so far, efforts to change the 1978 law have been stymied.

Q: How are districts going to afford these new contracts?

A: Each district has to submit to the school board and the county a budget plan to show it can afford to cover its bills over the next two years, including any contract agreements. If a county superintendent believes a district is at risk of fiscal insolvency, they can take steps to intervene.

But in several cases, including in West Contra Costa, Oakland and San Francisco, officials have said they will need to make significant cuts, including layoffs, to remain solvent.

Q: What happens after a strike is over?

A: Usually, the tentative agreement is approved by union members and the school board. But striking educators lose pay for the days they were on the picket lines, the district loses state funding for children who were not in school on strike days, and children lose the days of learning.

The lost days can be added back to the school year, but that requires the approval of the school board, the union and the state Department of Education.

Fresno Unified School District
Board Communication

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

Date: March 20, 2026

Prepared by: Diana Ramirez Diaz, Communications Director

Phone Number: (559) 457-3816

Regarding: Retirement Recognition Feedback Survey and Recommendation

The purpose of this board communication is to provide the Board with the results of the Retirement Recognition Feedback Survey conducted per Guardrail 1 Community Engagement, as well as the recommendation of the Communications Department on how to move forward.

A survey was distributed to the 606 employees who have indicated plans to retire this year to better understand their preferences for district recognition. A total of 299 retirees responded, representing a 49.3% response rate. Responses showed that retiree preferences vary widely, with interest distributed across several options including a formal dinner or banquet (131 respondents) luncheon (119 respondents), commemorative gift (125 respondents), and smaller site-based celebrations. Some respondents also indicated they would prefer no formal recognition event.

Survey results suggest that attendance at a meal-based event would likely represent only a portion of retirees. While 184 respondents indicated they would be somewhat or very likely to attend a recognition event, 69 respondents indicated they would be unlikely to attend or would not participate.

Based on the survey results and the large number of retirees this year, the Communications Team recommend hosting a districtwide retirement recognition ceremony in a district auditorium where all retirees would be invited to attend and be recognized for their service. Retirees would be called by name and invited to walk across the stage to receive a commemorative gift in recognition of their contributions to Fresno Unified. The district may also consider food trucks following the ceremony to provide an opportunity for informal gathering and celebration.

By utilizing existing district venues, staff, and photography services, the primary cost associated with this event would be commemorative gifts for retirees. Providing gifts for all 606 retirees is estimated to cost approximately \$27,270. Because participation is voluntary, not all retirees may attend the ceremony. The district may consider ordering awards based on confirmed attendance to help reduce unused awards.

If you have any questions pertaining to the information in this communication or require additional information, please contact Diana Ramirez Diaz at (559) 457-3816.

The full report is enclosed.

Cabinet Approval:



Name and Title: Adela Duncan, Chief Information Officer



2026 Retirement Recognition Survey Findings & Recommendation

1. Summary

To better understand retiree preferences for district recognition, Fresno Unified distributed a survey to employees planning to retire this year. A total of 299 retirees responded, a 49.3% response rate. Survey responses indicated that retiree preferences for recognition vary widely, with interest distributed across several options including a formal dinner, luncheon, commemorative gift, and smaller site-based celebrations. The results also showed that some retirees prefer no formal event.

Given the large number of retirees this year (606) and the varied preferences expressed in the survey, a single meal-based event would only recognize a portion of retirees.

Recommended Approach

It is recommended that Fresno Unified host a districtwide retirement recognition ceremony in a district auditorium where all retirees are invited to attend and be recognized for their service. During the ceremony, retirees would be called by name and invited to walk across the stage to receive a commemorative gift in recognition of their contributions to Fresno Unified. Family members and colleagues would also be invited to attend. This approach ensures that all retirees are honored equally, while providing a meaningful opportunity to celebrate their years of service.

The district may also consider offering optional food trucks or light refreshments following the ceremony to provide an opportunity for informal gathering and celebration.

Estimated Cost

Because the district can utilize internal venues, staff, and photography, the primary cost associated with this event would be commemorative gifts for retirees.

Providing gifts for all 606 retirees is estimated to cost approximately \$27,270. Because participation is voluntary, not all retirees may attend the ceremony. The district may consider ordering awards based on confirmed attendance to help reduce unused awards.

Why This Approach Is Recommended

- Opportunity for all retirees to be recognized.
- Provides a meaningful moment of recognition for retirees and their families.
- Utilizes existing district resources, reducing event costs.
- Maintains a focus on celebrating service and contributions to Fresno Unified.

2. Key Findings

Format Choice

(Retirees could select up to two options)

Recognition Type	Responses
Formal dinner / banquet	131
Commemorative gift only	125
Luncheon	119
Small regional/site celebration	109
Prefer no formal recognition	78

What this tells us

- These results show that **no single event format represents a clear majority preference**. While some retirees expressed interest in a dinner or luncheon, many also indicated interest in simpler forms of recognition such as a commemorative gift or smaller celebrations.
- A significant number of respondents (78) indicated they prefer no formal recognition event.
- Many retirees value smaller or simpler forms of recognition.

Likelihood of Participating in a Recognition Event

Likelihood	Responses
Very likely	118
Somewhat likely	66
Unsure	43
Unlikely	31
Would not participate	38

What this tells us

- 184 respondents indicate they are somewhat or very likely to attend an event.
- However, 69 respondents indicate they are unlikely or would not attend.
- Attendance will likely represent a portion of retirees rather than all retirees.
- While some retirees expressed interest in attending an event, the results suggest that a luncheon or dinner would likely only attract a portion of retirees. Given that the district expects 606 total retirees, a meal-based event would likely recognize only a fraction of this group.

What Retirees Say Matters Most

Across responses, retirees indicated that meaningful recognition includes:

- Celebrating with colleagues
- Having family present
- Receiving a commemorative gift
- Acknowledgement of years of service

3. Recognition for All Retirees Via Commemorative Gift

Options can include an engraved plaque or crystal award with:

Name

In Recognition of your Dedicated Service

Fresno Unified School District

1998- 2026

Providing gifts for all 606 retirees is estimated to cost approximately \$27,270. Because participation is voluntary, not all retirees may attend the ceremony. The district may consider ordering awards based on confirmed attendance to help reduce unused awards.

4. Recommendation: Districtwide Retirement recognition ceremony in a district auditorium

It is recommended that Fresno Unified host a districtwide retirement recognition ceremony (tentative date Tuesday, June 2nd) in a district auditorium where all retirees are invited to attend and be recognized for their service. During the ceremony, retirees would be called by name and invited to walk across the stage to receive a commemorative gift in recognition of their contributions to Fresno Unified. Family members and colleagues would also be invited to attend. This approach ensures that all retirees are honored equally, while providing a meaningful opportunity to celebrate their years of service.

The district may also consider offering optional food trucks or light refreshments following the ceremony to provide an opportunity for informal gathering and celebration.

5. Optional District Luncheon

Optional District Luncheon If the District chooses to host a retirement luncheon in late May or early June, the following estimated costs should be considered:

Rough Cost Estimate

Attendance Assumptions

200 retirees

200 guests

Total estimated attendance: 400

400 plates × \$55 per person = \$22,000

Additional Event Costs Estimated \$5,000 for venue-related and event expenses such as decorations and other logistics. Total Estimated Cost: Approximately \$27,000

6. Community Engagement Plan Submission Through Let's Talk / Onflo


formerly Let's Talk



New Ticket Received
Mar 16 at 11:32am
Diana Ramirez Diaz (Customer) submitted new Ticket via District Website

Go to Ticket

Ticket Details
ORIGINAL MESSAGE
Request

Department or School

Communications Dept / Board Office

Type of Request

Community Engagement Plan Design (select this option if your initiative requires a comprehensive plan to ensure broad outreach.)

Timeline (please identify key dates to consider in this campaign)

The survey was available to respondents for an 11-day period from February 24 through March 6. Other key dates include, respondents indicated that late May and June were ideal dates for [a recognition](#).

Metrics (How will you measure success?)

Many studies show a typical response rate for an employee survey is [roughly between](#) 30-40%. The survey received 299 responses from the 606 employees planning to retire, representing a 49.3% response rate. This level of participation is strong for a voluntary internal survey and provides a meaningful sample of retiree perspectives. We measure success by the response rate and moving forward with a retirement recognition plan that is reflective of the target group.

Overview of request (purpose, any helpful context)

The purpose of the survey was to gather feedback from employees planning to retire in order to better understand their preferences for district recognition and help inform planning for the 2026 retirement recognition program.

Goal / Intended Outcome (what are you hoping to achieve with this campaign?)

The primary goal of the survey was to collect retiree feedback to guide decision-making about how Fresno Unified recognizes employees who conclude their service with the district.

Target Audience (check all that apply)

Specific Staff Group

Please describe what specific staff group you are targeting.

2026 Retirees (PARS and Regular)

What outreach tools would you like to use? (Please note: our team will review your request and recommend best practices and the most effective tools to achieve your desired outcome.)

Outlook Email, Survey

Please describe how this is connected to the district's Goals and/or Guardrails. Please identify which Goal and Guardrail it specifically ties to?

Although retirement recognition is not directly tied to a specific district goal or guardrail, the survey reflects the district's broader commitment to valuing employees, using stakeholder feedback to inform decisions, and ensuring thoughtful stewardship of district resources.

Will this request require work outside normal business hours? If yes, please explain why and indicate if your department can cover the overtime cost. Include the budget line or funding source. (Please note: such requests are considered on a case-by-case basis)

Yes. We may need support with funding.

Fresno Unified School District
Board Communication

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

Date: March 20, 2026

Prepared by: Jennifer Stacy-Alcantara, Associate Superintendent Phone Number: (559) 457-3731

Regarding: Spring Literacy Family Nights

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

This spring, Parent University will partner with 24 elementary schools to host or support Literacy Family Nights. Included as backup is the schedule of workshops.

The Literacy Family Nights initiative engages families through interactive workshops that provide practical, hands-on strategies to support 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 (Mar 18, 2026 15:01:58 PDT)

Name and Title: Carlos Castillo, Chief Academic Officer

PARENT UNIVERSITY

Parent University Spring Literacy Family Nights

School	Date	Time
Mayfair Elementary School	Thursday, January 29, 2026	5:00 P.M. -7:30 P.M.
Winchell Elementary School	Wednesday, February 4, 2026	5:30 P.M. - 7:30 P.M.
Birney Elementary School	Wednesday, February 11, 2026	6:00 P.M. 7:30 P.M.
Heaton Elementary School	Thursday, February 19, 2026	5:00 P.M.-7:00 P.M.
Leavenworth Elementary School	Tuesday, March 10, 2026	5:30 P.M. - 7:30 P.M.
Turner Elementary School	Tuesday, March 10, 2026	5:30 P.M. - 7:30 P.M.
Hamilton K-8	Thursday, March 12, 2026	5:30 P.M. - 7:00 P.M.
Lincoln Elementary School	Thursday, March 19, 2026	5:30 P.M. - 7:30 P.M.
Wishon Elementary School	Monday, March 23, 2026	4:30 P.M. - 6:30 P.M.
Hidalgo Elementary School	Wednesday, March 25, 2026	5:30 P.M. - 7:00 P.M.
Lane Elementary School	Thursday, March 26, 2026	5:00 P.M. - 6:30 P.M.
King Elementary School	Thursday, April 9, 2026	4:30 P.M. - 6:30 P.M.
Rowell Elementary School	Thursday, April 9, 2026	5:00 P.M. - 6:30 P.M.
Jefferson Elementary School	Thursday, April 16, 2026	5:30 P.M. - 7:30 P.M.
Centennial Elementary School	Monday, April 20, 2026	5:30 P.M. - 7:30 P.M.
Wolters Elementary School	Monday, April 20, 2026	5:30 P.M. - 7:00 P.M.
Pyle Elementary School	Tuesday, April 21, 2026	6:00 P.M. 7:30 P.M.
Powers-Ginsburg Elementary School	Tuesday, April 28, 2026	5:30 P.M. - 7:00 P.M.
Bakman Elementary School	Thursday, April 29, 2026	5:00 P.M.-7:00 P.M.
Herrera Elementary School	Wednesday, April 29, 2026	6:00 P.M. 7:30 P.M.
Williams Elementary School	Wednesday, May 6, 2026	8:00 A.M. – 9:30 A.M..
Calwa Elementary School	Thursday, May 14, 2026	5:30 P.M. - 7:30 P.M.
Wawona Elementary School	Wednesday, May 20, 2026	5:30 P.M. - 7:30 P.M.
Olmos Elementary School	Coming soon	Coming soon