



BOARD COMMUNICATIONS - MARCH 27, 2026

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

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Board Communications Approved by:
Mao Misty Her, Superintendent



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 27, 2026

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at the Principal's Meeting
- Held Principal interviews for the following sites: Baird, Bullard, Cooper, Eaton, Edison, Fulton, Gaston, Kings Canyon, Scandinavian, Wawona, and Wilson
- Met with Community Health System Leaders and District Staff
- Met with Cabinet Team
- Participated in Central Valley Community Foundation Program Review Committee Meeting
- Attended Government-to-Government Roundtable bringing together county and city stakeholders with state officials to discuss immigration issues
- Attended the St. Jude's Home Giveaway Sneak Peek event
- Attended a portion of the Student Outcomes Focused Governance training for students
- Met with County Superintendent of Schools, Michele Copher

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: Ambra O'Connor, Chief of Staff

Date: March 27, 2026

Phone Number: (559) 457-3838

Regarding: Spring Break Office Closures

The purpose of this communication is to notify the Board of planned office closures during Spring Break.

The Office of the Board of Education, the Office of the Superintendent, and the Constituent Services Office will be closed to the public for **Spring Break** from **Monday, March 30, 2026**, through **Friday, April 03, 2026**. All offices will reopen on **Monday, April 06, 2026**.

Although these offices will be closed to the public, some employees may be working on various days during this period.

We hope you have a wonderful and relaxing Spring Break!

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ambra O'Connor at (559) 457-3838.

Cabinet Approval: 

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

Fresno Unified School District
Board Communication

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

Date: March 27, 2026

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for March 19, 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 19, 2026, are attached and include the following articles:

- First Interim Certifications Released – March 17, 2026
- California School Boards Fault State Government's Failure to Narrow the Achievement Gap – March 18, 2026
- California Labor Leaders See an Opportunity to Push for Tax Hike on Corporations – March 17, 2026

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

Cabinet Approval:

Name and Title: Patrick Jensen, Chief Financial Officer



500 Capitol Mall

•
Suite 1700

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

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www.sscal.com

DATE: March 19, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Assembly and Senate Education Committee Hearings

The Assembly and Senate Education Committees, chaired by Assembly-member Dr. Darshana Patel (D-San Diego) and Senator Sasha Renée Pérez (D-Pasadena), respectively, both held their first hearings to consider 2026 legislation on Wednesday, March 18, 2026.

The Assembly agenda included 16 bills, while the Senate considered 3 measures—only 1 of which related to TK-12 education. Both committees approved the bills on their agendas, advancing several measures that would impact local educational agencies (LEAs), including the following:

- Assembly Bill (AB) 1590 (Ransom, D-Stockton) would require the Career Technical Education Incentive Grant (CTEIG) formula to be revised, by the 2027-28 fiscal year, to ensure that all funds appropriated by the state for CTEIG are allocated to applicants each year.
- AB 1631 (Muratsuchi, D-Torrance) would require children to complete one year of kindergarten before enrolling in first grade in a public school, effectively making kindergarten a prerequisite for first grade enrollment. The author agreed to an amendment to implement mandatory kindergarten in a phased approach over the course of four years.
- AB 1694 (Carrillo, D-Victorville) would require CTEIG recipients to receive renewal grants for three additional years if specified criteria are met. Beginning in 2026-27, 90% of funds appropriated for CTEIG would be designated for renewal grants, while 10% would be reserved for new applicants.
- AB 1809 (Fong, D-Alhambra) would make permanent the authority for school districts and community college districts to use job order contracting

for public works projects by removing a 2027 sunset date and establishing a maximum five-year term for job order or task-order procurement contracts.

- AB 1861 (Lackey, R-Palmdale) would require the California Department of Education (CDE) to create and maintain a public online database of special education complaints, with personally identifiable student information removed, by January 1, 2028. The author took the following committee amendments:
 - Permit the CDE to contract for the development of the database
 - Extend the implementation deadline to January 1, 2030
 - Require that the investigation report posted include the summary of allegations, applicable citations, findings of fact, conclusions, and required corrective actions
 - Limit the entries to those complaints for which there is an investigation report, instead of all complaints received
 - Make the requirement to enter complaints effective commencing with the year in which the database is operational
 - Require parent opt-in before reports are posted
 - Require the CDE to issue a notice to LEAs regarding the new requirements
- AB 1943 (Gipson, D-Carson) would require the CDE to develop a Secure Firearm Storage Notification which the CDE and LEAs would then distribute to the parents and guardians of enrolled pupils through specified means.
- Senate Bill 1017 (Reyes, D-San Bernardino) would allow foster youth aged 14 or older to access their own school records related to their educational interests, similar to rights already granted to homeless and unaccompanied youth.

The March 18 hearings mark the beginning of the Legislature's policy committee review process for education bills introduced in 2026. Measures approved by the committees will now move forward in the legislative process, with additional bills affecting LEAs expected to be heard in the coming weeks ahead of the first house policy committee deadlines of April 24 (for fiscal bills) and May 1 (for nonfiscal bills).

Leilani Aguinaldo

First Interim Certifications Released

By Wendi McCaskill, EdD, and Matt Phillips, CPA
School Services of California Inc.'s *Fiscal Report*
March 17, 2026

The California Department of Education released the results of the 2025-26 First Interim reporting. Local educational agencies (LEAs) are required to self-certify in one of the following three categories:

- **Positive**—LEA will meet its financial obligations in the current and two subsequent years
- **Qualified**—LEA may not meet its financial obligations in the current or two subsequent years
- **Negative**—LEA will not meet its financial obligations in the current or subsequent year

The First Interim report represents the first of two required fiscal status reports submitted during the year; the Second Interim report is submitted later in the spring. LEAs do not certify their fiscal condition when submitting their adopted budgets.

Certification	2024-25 First Interim	2024-25 Second Interim	2025-26 First Interim
Qualified	32	20	45
Negative	7	4	8

Compared with the 2024-25 First Interim, the 2025-26 First Interim shows an increase in LEAs reporting potential or immediate fiscal challenges. The number of LEAs reporting a qualified certification increased from 32 to 45, an increase of 13 LEAs (40.6%). Similarly, the number of LEAs reporting a negative certification increased from seven to eight, an increase of one LEA.

Although interim certification levels can fluctuate during the year as districts revise budgets or implement corrective actions, the year-over-year increase suggests that more districts are identifying potential fiscal stress earlier in the budget cycle.

With roughly 1,000 LEAs statewide submitting interim certifications, the 45 qualified certifications reported at the 2025-26 First Interim represent approximately 4.5% of LEAs, while the eight negative certifications represent less than 1%. Although these shares remain relatively small, increases in qualified or negative certifications are often viewed by fiscal oversight agencies as early indicators of emerging financial stress among school districts.

Several factors may be contributing to the increase in LEAs reporting fiscal stress.

- Expiration of pandemic-era attendance protections
 - The 2025-26 fiscal year is the first full year after the expiration of hold-harmless provisions that protected school funding during pandemic-related declines in average daily attendance. Because Local Control Funding Formula funding is largely based on attendance, districts with sustained enrollment or attendance declines may experience reductions in ongoing revenue.

- Rising district cost pressures
 - School districts continue to face increasing expenditures for employee compensation, pension contributions, health benefits, special education services, and transportation. These cost pressures can create fiscal challenges even when overall funding levels remain stable.
- Expiration of one-time funds
 - September 30, 2024, marked the end of the period of availability to spend Elementary and Secondary School Emergency Relief (ESSER) III funds and Expanded Learning Opportunities Grant funds. The expiration of the ESSER III funds marked the end of an historical investment of more than \$25 billion in one-time federal funds for K-12 education that began in 2020.

The full list of LEAs that have a qualified or negative certification as of the 2025-26 First Interim reporting can be found [here](#).

Note: The California School Boards Association is sponsoring a bill package aimed at establishing a statewide plan with clear goals, accountability, and coordinated policies to close persistent student achievement gaps.

California School Boards Fault State Government's Failure to Narrow the Achievement Gap

Package of bills would set goals and hold state agencies accountable for helping districts improve

By John Fensterwald
EdSource
March 18, 2026

Advocates and experts cite many factors behind a persistent student achievement gap: poverty, chronic absences and health challenges, poor instruction, a lack of teacher preparation, inadequate funding, bureaucratic intransigence and entrenched interests.

The California School Boards Association cited another factor on Tuesday — state government itself.

In announcing a new legislative initiative called SOS for Student Achievement to close “the state accountability gap,” the association faulted “fragmented” state policies, “diluted” resources, overlapping authorities and new programs with piles of regulations as obstacles to student success.

“School districts and county offices of education are expected to deliver results for students every day,” said CSBA President Debra Schade. “The SOS for Student Achievement legislative package recognizes that the state must also be accountable for ensuring its own policies, programs and funding are aligned to support local efforts.”

The disparities of students by race, ethnicity and family income in test scores and other indicators of student success, including meeting admission requirements for state universities, are collectively known as the achievement gap. It’s been vast for decades, and since Covid-19, it has widened as rates of recovery for the most vulnerable students have lagged.

On the 2025 state Smarter Balanced test in math, for example, 20% of Black students and 26% of Hispanic students were proficient in math, compared with 50% of white and 70% of Asian students — differences that remain essentially unchanged in a decade. On the 2024 National Assessment of Educational Progress (NAEP) 4th grade math test, the 39-point difference in scores between California’s income-disadvantaged and non-income-disadvantaged students was tied with Massachusetts for the widest gap in the nation.

What the bills would do

CSBA says its quartet of bills will force the state — the governor, legislators, county offices of education, the California Department of Education — to establish clear priorities, with annually measurable goals and to make it clear who, when and how districts will receive support. The purpose, the bills repeatedly say, is better “alignment” and “coherence,” partly by weeding out mandates superfluous to narrowing achievement gaps.

Two of the Assembly’s education leaders, the new chair of the Assembly Education Committee, Darshana Patel, D-San Diego, and her predecessor, Al Muratsuchi, D-Torrance, are introducing two of the four bills.

Assembly Bill 2225, Patel’s bill, would create a 15-member group, half from education groups like CSBA, employee unions and administrators, and half from legislative leaders and state departments, to write the state Closing the Achievement Gap Support and Operations Plan and submit it to the State Board of Education and Legislature by Dec. 1, 2027.

The plan would set metrics for agencies involved with student achievement — among them the State Board, the California Department of Education, the California Collaborative for Education Excellence — and determine how to respond when they come up short. It would also recommend how the governor and legislators can reduce unfunded mandates — requirements and regulations imposed on districts without accompanying resources — a measure that should especially please school board association members.

AB 2202, Muratsuchi’s bill, would create an independent body called Closing the Achievement Gap Commission, which would annually advise the State Board and Department of Education on what is and isn’t working in districts for improving student performance. Its members would be state agency heads, representatives of small and big districts and employee groups.

Another bill, AB 2149, would require the nonpartisan Legislative Analyst’s Office to annually recommend how the state could better meet the new closing-the-achievement-gap targets. The fourth would create a new State of the Achievement Gap Dashboard (AB 2514) to measure the state’s progress (presumably different from the multicolored, often criticized California School Dashboard).

“As a school board trustee, my budget reflects the priorities of our district,” said Schade, who serves on the Solano Beach School District board. “We want the LAO to look at if closing the achievement gap is reflected in the state’s proposed and final budget.”

Deeply flawed school accountability system

In 2012, the Legislature and then-Gov. Jerry Brown made addressing the achievement gap the focus of redesigning the state’s funding and accountability system under the Local Control Funding Formula. It provides additional money for low-income students, English learners and other high-needs students and sets up a new system of support tied specifically to student groups with the lowest performance by a half-dozen measures.

But CSBA said the system of support is duplicative and disorganized, with widely varying effectiveness.

The current system imposes differentiated assistance on hundreds of school districts' lowest-performing student groups, usually foster children and students with disabilities. In most districts, Latino, Black and low-income children, comprising most students, aren't designated for assistance, although their performance in state math and English language arts is persistently well below proficient.

Districts' complaints about creeping mandates under the funding formula have grown louder in recent years. Gov. Gavin Newsom and the Legislature have used unexpected state revenue to phase in new programs at the same time — transitional kindergarten, expanded after-school learning and community schools without detailed implementation plans.

CSBA said the new programs, such as a requirement to buy electric buses, have diverted energy from focusing on addressing the achievement gap.

"We do have unfunded mandates and initiatives that are providing a tremendous amount of noise and barriers for our local school districts and county offices that really have caused some challenges," said Schade.

Eric Premack, executive director of the Charter Schools Development Center in Sacramento, agrees with CSBA — to a point.

"I'm struck by the belief that reform is something that the state can impose on thousands of schools by edict and mandate. Thus, I'm a bit sympathetic with CSBA," he said in an email. "Their bill, however, is more about preserving school districts' and school boards' autonomy and exclusivity than it is about changing the system to encourage or ensure improvement in services to students/families."

Newsom's office declined immediate comment on CSBA's initiative, but earlier this year, the governor cited some of the same flaws in the structure of California's oversight and support. He is proposing to shift school management from the state superintendent of public instruction to a new commissioner of education under the governor's and state board's control.

Also, the state board is considering fully revising the system of differentiated support for low-performing districts and is expected to vote on it in July.

CSBA has joined many other advocacy and school management groups in endorsing Newsom's proposal, which would go into effect after Newsom's term ends. CSBA Chief of Communications Troy Flint said that the proposal complements CSBA's initiative but doesn't go far enough for "a complete reformation."

"Beyond the first flurry of attention, we want continued involvement as partners, with ongoing evaluations, as systems are changed," he said.

Note: Labor unions have launched an effort to push California lawmakers to tax large corporations more, with some of the state's most powerful unions backing a multi-year campaign they say will make sure businesses do not rake in huge profits while public services are undermined.

California Labor Leaders See an Opportunity to Push for Tax Hike on Corporations

By Andrew Graham
The Sacramento Bee
March 17, 2026

Major labor unions launched an effort this month to push California lawmakers to tax large corporations more, with some of the state's most powerful unions backing a multi-year campaign they say will make sure businesses don't rake in huge profits while public services are undermined.

The campaign is called UnRig California.

Since last year, when the Legislature, at Gov. Gavin Newsom's urging, froze the enrollment of undocumented immigrants in the state's health-care program amid budget pressures from the Republican-controlled federal government, progressive lawmakers in Sacramento have been pitching revenue-raising proposals to close the state's budget deficits without deeper cuts. As this year's legislative session picks up steam, lawmakers have introduced bills to tighten the tax code for offshore corporations and real estate investment groups.

At a state house rally organized by SEIU California last week, labor leaders said they'd be backing those legislative efforts and a proposal to impose a fee on corporations whose workers rely on state benefit programs like Medi-Cal or Cal-Fresh because of low wages and a lack of benefits.

Last month, Assemblymember Mia Bonta, D-Alameda, introduced a bill that could become a vehicle for that policy, cosigned by 16 other assemblymembers, though it does not yet have detailed language. Bonta told *The Sacramento Bee* last week she and her allies are still weighing if it's best advanced as separate legislation or through the budget. Proponents estimate the measure targeting offshore corporations could raise as much as \$3 billion. The fee imposed on companies who Bonta and other advocates say are taking advantage of Medi-Cal to support their employees could raise far more than that.

Depending on how its structured, the fees could raise as much as \$17 billion, Bonta said at a press conference Tuesday.

Rally participants held signs targeting Amazon, Wal-Mart and McDonalds. Corporations and the wealthy have seen large gains from tax cuts pushed by President Donald Trump, while the state struggles to reconcile with the accompanying cuts to federal health and human services programs.

The current tax code represents "socialism for the rich, and capitalism for the workers," Arnulfo De La Cruz, President of SEIU Local 2015, said at the rally.

SEIU is joined by a who's who of labor unions, including the California Teachers Association, United Domestic Workers and the California Labor Federation, which represents more than 1,300 unions. It's a politically potent coalition — labor's influence on the Legislature ranges from campaign donations to endorsements and a get out the vote apparatus during election season. Leaders of the campaign say the One

Big Beautiful Bill Act, which both extended tax cuts from Trump's first term and slashed deep into federal social service funding, has created momentum in Sacramento for measures that have failed in the past

"California leaders cannot afford to stand by," SEIU California Executive Director Tia Orr said in a statement. "The time is right for the Legislature to act and make real change to California's tax code."

Embracing a tax the rich sentiment isn't limited to the Statehouse. Gubernatorial candidates are also touting tax proposals on the wealthy and corporations. Then there's SEIU-UHW's billionaire tax ballot measure proposal, which has spurred national debate.

Polling suggests Californians support taxing corporations more to maintain the state's social programs without burdening individual residents, who already face costs of living higher than most of the country. According to the Public Policy Institute of California's February statewide survey, 61% of adults favor closing the state's budget deficit by raising state taxes paid by the wealthiest Californians. The same survey found 55% of adults would rather pay less taxes themselves and have less state services as a result.

That sentiment isn't new for Californians, said Mark Baldassare, the survey's director.

"Most people feel they're paying more than their fair share in taxes," he said. "There's a distrust of government at both the state and federal level and a feeling that people are getting advantages they don't have and generally that's the wealthy and corporations."

But Californians also support a robust social safety net, he said, and whiplash from Trump's tax and budget cuts are generating more interest in tax proposals that target the rich.

"There is uncertainty, perhaps unprecedented uncertainty, of what the federal government is going to support," Baldassare said.

With policy details still being shaped somewhat behind the scenes, the nature of opposition to the legislative campaign has yet to coalesce — except for the offshore corporation measure, sponsored by Assemblymember Damon Connolly, D-San Rafael, which has drawn fire from tax think tanks who say the bill seeks to tax corporations for more than California's fair share and will disrupt global commerce to the state.

David Kline, vice president of communications for the California Taxpayers Association, said the affordability argument cuts both ways in the tax debate. "California is way too expensive," he said, "their proposed solutions for the problems just would make it worse." Corporations will pass tax increases on to customers, cut jobs or leave the state, he said.

Kline attended the rally and said he didn't hear any convincing arguments that tax increases on corporations would do anything for working class people, but instead just grow government spending to the benefit of labor unions. "Public employee unions vehemently oppose any reductions in spending and economizing and just view the taxpayers as an endless source of new revenue," he said.

Those arguments have blunted voter enthusiasm for ballot measures to increase corporate taxes before, according to Baldassare. The support for taxing others, "is vulnerable to the argument that there might be unintended consequences," he said.

Wealthy CEOs are pouring money into campaign committees to fight the billionaire tax, maintaining it will hurt state revenues in the long run by driving people who pay the most in income taxes out of California. It

remains to be seen what form the debate over more targeted measures inside the Statehouse will take. Two-thirds of the lawmakers in each chamber must back any tax raising measure for passage.

Also uncertain is how Newsom, who has fiercely opposed the billionaire tax, might consider the legislation.

The governor, who is considering a presidential campaign in 2028 where he would likely face Republican attacks over California's high taxes, has expressed wariness toward new tax measures at large. Members of his administration have told lawmakers Newsom is not interested in revenue proposals.

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 27, 2026

Phone Number: (559) 457-3907

Regarding: Joint Health Management Board Financial Updates

The purpose of this board communication is to provide the Board the financial updates reported at the March 19, 2026, meeting of the Joint Health Management Board (JHMB).

The Second Quarter Health Fund Report for the 2025/26 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2025, through December 31, 2025. The report also provides projected income and expenditures for the entire fiscal year 2025/26 compared to the budget for the same time period (Attachment I). Per the language in each of the district's collective bargaining agreements, the attached is provided by the health plan consultant.

For 2025/26, the report further shows a year-end projected deficit of \$42.6 million, an increase compared to the approved budget of \$19.7 million deficit, mainly due to increased large medical claims and prescription claims.

If you have any questions pertaining to the information in this communication, or require additional information, please contact either Kim Kelstrom at (559) 457-3907 or Patrick Jensen at (559) 457-6226.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

MEMORANDUM

TO: Joint Health Management Board – Employee Unit Representatives
FROM: Giovanni Pacheco, Senior Vice President
DATE: March 19, 2026
RE: Quarterly Health Fund Report for July 1, 2025 through December 31, 2025

Attached is the Quarterly Health Fund Report for the first two quarters of the 2025/26 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2025/26 fiscal year. The Plan is managed by the Joint Health Management Board. We continue to modify and update the format as we work through all the aspects of managing the coverage and funding the Plan.

Adjusting for the tenthly District contributions, the first six months of the year are showing a deficit of \$12,723,369 compared to the budget deficit of \$22,884,673 for the fiscal year. Plan income is projected to be 0.59% lower than the annual budgeted amount per Active for the full fiscal year, while plan expenses are expected to be 6.72% above budget on a per capita basis at the end of the year. The attached exhibit provides detailed information and is summarized in the table below.

Please note that the figures contained in this report are based on data available to the JHMB. Audited figures may differ from those set forth in this report.

	<u>Second Quarter of 2025/26 Fiscal Year (Actual)</u>	<u>Budget (Projected Period)</u>
	<u>July 1, 2025 – December 31, 2025</u>	<u>July 1, 2025 – June 30, 2026</u>
Income ¹	\$121,721,813	\$242,660,924
Expenditures	\$134,445,183	\$265,545,597
Surplus / (Deficit)	(\$12,723,369)	(\$22,884,673)
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	(\$12,723,369)	(\$22,884,673)
Encumbered Reserves	\$120,761,425	\$127,311,117
Unencumbered Reserves	\$91,007,853	\$80,846,549
Total Reserves	\$211,769,278	\$208,157,666

¹Income amount has been annualized to account for the tenthly District contributions

Please note that expenses shown in the vendor reports can differ slightly from the paid amounts shown in the District's Monthly Financial Report, as adjustments, credits, and delayed postings on the vendor side result in differences in the monthly costs compared to the amounts shown as paid by the District. The annual costs shown in this report have been adjusted to account for these differences and match the audited year-end financial report prepared by the District.

Definitions

Encumbered Reserves: A part of the Total Reserves amount that includes money held to cover the Incurred But Not Reported (IBNR) liability as well as assets held in the OPEB Irrevocable Trust.

Unencumbered Reserves: A part of the Total Reserves amount and is money that is available to pay claims in excess of Encumbered Reserves. This reserve covers the claim fluctuation and unexpected contingencies and is available to cover future cost increases to the Plan.

Total Reserves: represents the combination of Encumbered and Unencumbered Reserves. This is the amount that represents the Plan's ability to meet future contingencies and obligations.

Encls.

Fresno Unified School District
Exhibit I: YTD Income and Expenditures with Projected Budget Period



	Current Period				Current + Projected Period				Budget		
	Jul-25 - Dec-25	Tenthly Cost per Active	Monthly Cost per Active	Difference from Budget ¹	Jul-25 - Jun-26	Tenthly Cost per Active	Monthly Cost per Active	Difference from Budget ¹	Jul-25 - Jun-26	Tenthly Cost per Active	Monthly Cost per Active
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Number of Employees	Employees	Dependents	Members		Employees	Dependents	Members		Employees	Dependents	Members
1. Actives	9,415	14,030	23,446		9,482	14,038	23,520		9,395	13,850	23,245
2. Retirees	4,811	3,045	7,955		4,911	2,874	7,785		4,877	3,053	7,930
3. Monthly Average	14,326	17,075	31,401		14,392	16,912	31,304		14,272	16,903	31,175
INCOME											
4. Employer Contributions ¹	\$82,998,883	\$1,763,06	\$1,469,21	-19.86%	\$209,032,483	\$2,204,60	\$1,837,16	-0.21%	\$206,690,000	\$2,200,00	\$1,833,33
5. Employee Contributions	11,181,702	237,52	197,93	-6.23%	23,888,440	251,94	209,95	-0.54%	23,797,986	253,30	211,09
6. Retiree Contributions	2,698,676	57,33	47,77	-2.91%	5,397,108	56,92	47,43	-3.60%	5,547,221	59,04	49,20
7. COBRA Contributions	777,139	16,51	13,76	67.82%	1,565,228	16,51	13,76	67.82%	924,147	9,84	8,20
8. Insurance Revenue	0	0.00	0.00		71,474	0.75	0.63		0	0.00	0.00
9. Low Income Premium Subsidy	832,417	17,68	14,74	9.27%	1,517,599	16,01	13,34	-1.09%	1,520,304	16,18	13,49
10. Other Income	22,443	0.48	0.40	-64.31%	135,197	1.43	1.19	6.73%	125,513	1.34	1.11
11. Interest	51,958	1.10	0.92	-97.36%	1,139,900	12.02	10.02	-71.22%	3,924,089	41.77	34,81
12. Investment Increase/Decrease	584,258	12.41	10.34		584,258	6.16	5.13		0	0.00	0.00
13. Zellis Credit Rebates	62,256	1.32	1.10	-5.64%	111,941	1.18	0.98	-15.76%	131,664	1.40	1.17
14. Active Reserve Assessment ⁴	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
15. Retiree Reserve Assessment ⁶	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
16. Authorized Transfer to Reserves ⁷	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
17. Inter-District Transfer	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
18. Total Income	\$99,209,732	\$2,107.41	\$1,756.17	-18.41%	\$243,443,627	\$2,567.52	\$2,139.60	-0.59%	\$242,660,924	\$2,582.87	\$2,152.39
EXPENSES											
Benefits											
19. Active Medical Claims	\$58,353,008	\$1,239.53	\$1,032.94	-2.02%	\$122,224,079	\$1,289.06	\$1,074.21	1.89%	\$118,855,523	\$1,265.09	\$1,054.24
20. Retiree Medical Claims	6,185,710	131.40	109.50	-8.28%	12,668,272	133.61	111.34	-6.74%	13,459,171	143.26	119.38
21. Kaiser Health Plan	12,731,821	270.45	225.37	0.93%	25,670,040	270.73	225.61	1.04%	25,173,563	267.95	223.29
22. Aetna MAPPO Premium	13,455,230	285.82	238.18	-26.46%	36,368,098	383.56	319.64	-1.30%	36,511,849	388.63	323.86
23. Active Prescription Drug	20,494,362	435.34	362.78	37.14%	39,441,205	415.97	346.84	31.04%	29,823,358	317.44	264.53
24. Retiree Prescription Drug	2,659,384	56.49	47.08	21.72%	5,553,921	58.58	48.81	26.21%	4,360,406	46.41	38.68
25. Prescription Drug Fee	50,513	1.07	0.89	5.98%	125,683	1.33	1.10	30.92%	95,122	1.01	0.84
26. Blue Cross/Aetna PPO Fee	1,303,414	27.69	23.07	75.23%	2,066,795	21.80	18.16	37.96%	1,484,440	15.80	13.17
27. Delta Health Admin	1,328,688	28.22	23.52	-9.35%	2,688,992	28.36	23.63	-8.92%	2,925,225	31.14	25.95
28. Claremont EAP	157,098	3.34	2.78	-0.66%	311,826	3.29	2.74	-2.10%	315,594	3.36	2.80
29. Simple Behavioral ⁷	4,421,607	93.92	78.27	168.17%	9,349,382	98.60	82.17	181.54%	3,290,465	35.02	29.19
30. Simple MSK ⁸	325,005	6.90	5.75	10.52%	596,951	6.30	5.25	0.79%	586,863	6.25	5.21
31. Standard Life Insurance	329,855	7.01	5.84	50.36%	607,988	6.41	5.34	37.60%	437,807	4.66	3.88
32. Delta Dental Claims	6,358,550	135.07	112.56	-6.61%	13,973,650	147.38	122.81	1.90%	13,587,573	144.63	120.52
33. Delta Dental Admin Fees	378,953	8.05	6.71	-10.05%	830,352	8.76	7.30	-2.14%	840,786	8.95	7.46
34. Pacific Union Dental	278,565	5.92	4.93	-1.45%	571,296	6.03	5.02	0.35%	564,088	6.00	5.00
35. VSP Vision	1,192,681	25.33	21.11	1.41%	2,403,980	25.35	21.13	1.48%	2,347,180	24.98	20.82
36. Stop Loss Premium	477,496	10.14	8.45	0.24%	959,221	10.12	8.43	-0.02%	950,657	10.12	8.43
37. Community Medical Provider	425,866	9.05	7.54	-5.64%	906,497	9.56	7.97	-0.28%	900,704	9.59	7.99
38. WellPATH	12,479	0.27	0.22	393.26%	137,138	1.45	1.21	2591.32%	5,049	0.05	0.04
39. Transfer out to OPEB	1,750,000	37.17	30.98	16.41%	3,000,000	31.64	26.37	-0.91%	3,000,000	31.93	26.61
40. Transfer out to IBNR	0	0.00	0.00	-100.00%	1,987,361	20.96	17.47	-0.91%	1,987,361	21.15	17.63
41. ACA PCORI Fee	0	0.00	0.00	-100.00%	0	0.00	0.00	-100.00%	74,478	0.79	0.66
42. Total Benefits, Premiums & Fees	\$132,670,287	\$2,818.18	\$2,348.48	1.22%	\$282,442,707	\$2,978.83	\$2,482.36	6.99%	\$261,577,262	\$2,784.22	\$2,320.18
Operating Expenses											
43. Salaries	\$419,139	\$8.90	\$7.42	15.57%	\$743,909	\$7.85	\$6.54	1.85%	\$723,750	\$7.70	\$6.42
44. Staff Benefits	216,916	4.61	3.84	-2.67%	411,885	4.34	3.62	-8.24%	444,754	4.73	3.94
45. Supplies	0	0.00	0.00		1,365	0.01	0.01		0	0.00	0.00
46. Auditor	0	0.00	0.00	-100.00%	6,637	0.07	0.06	-75.66%	27,019	0.29	0.24
47. Delta Fund Administrator Fees	171,963	3.65	3.04	-0.55%	349,801	3.69	3.07	0.44%	345,089	3.67	3.06
48. MMA Consultant Fees	225,000	4.78	3.98	-1.69%	456,750	4.82	4.01	-0.91%	456,750	4.86	4.05
49. Delta Team Care Fees	15,698	0.33	0.28	-84.16%	114,592	1.21	1.01	-42.59%	197,789	2.11	1.75
50. Claremont Partners: General	248,160	5.27	4.39	-15.75%	545,900	5.76	4.80	-7.98%	587,815	6.26	5.21
51. Legal Fees - Kraw Law Group	75,000	1.59	1.33	-18.21%	168,000	1.77	1.48	-9.04%	183,000	1.95	1.62
52. KHK Law: Outside Counsel	0	0.00	0.00	-100.00%	35,000	0.37	0.31	-0.91%	35,000	0.37	0.31
53. JHMB Training / Education Expenses	26,114	0.55	0.46	-58.83%	73,469	0.77	0.65	-42.50%	126,597	1.35	1.12
54. Other Operating Expenses	371,529	7.89	6.58	-11.21%	659,217	6.95	5.79	-21.78%	835,022	8.89	7.41
55. Communications	5,378	0.11	0.10	86.65%	8,231	0.08	0.07	41.84%	5,750	0.06	0.05
56. Total Operating Expenses	\$1,774,896	\$37.70	\$31.42	-10.74%	\$3,574,755	\$37.70	\$31.42	-10.74%	\$3,968,335	\$42.24	\$35.20
57. Total Expenses	\$134,445,183	\$2,855.88	\$2,379.90	1.04%	\$286,017,462	\$3,016.53	\$2,513.78	6.72%	\$265,545,597	\$2,826.46	\$2,355.38
58. Surplus / (Deficit) ⁴	(\$35,235,451)	(\$748.47)	(\$623.72)	135.52%	(\$42,573,835)	(\$449.01)	(\$374.18)	117.49%	(\$22,884,673)	(\$243.58)	(\$202.99)
Beginning Reserve Balance											
59. Encumbered Reserves											
60. OPEB Irrevocable Trust	\$91,142,862				\$91,142,862				\$91,142,862		
61. Reserve Liability for IBNR	\$29,618,563				\$29,618,563				\$29,618,563		
62. Total Encumbered Reserves	\$120,761,425				\$120,761,425				\$120,761,425		
63. Unencumbered Reserves	\$103,731,222				\$103,731,222				\$103,731,222		
64. Total Reserves	\$224,492,647				\$224,492,647				\$224,492,647		
65. Operating Surplus / (Deficit)	(\$35,235,451)				(\$42,573,835)				(\$22,884,673)		
66. Transfer In from Reserves	\$0				\$0				\$0		
67. Adjusted Unencumbered Reserves	\$68,495,771				\$61,157,387				\$80,846,549		
68. Target Unencumbered Reserves ⁵	\$44,815,061				\$47,669,577				\$44,257,599		
Ending Reserve Balance											
69. Encumbered Reserves											
70. OPEB Irrevocable Trust	\$91,142,862				\$94,642,862				\$95,705,193		
71. Reserve Liability for IBNR	\$29,618,563				\$31,605,924				\$31,605,924		
72. Total Encumbered Reserves	\$120,761,425				\$126,248,786				\$127,311,117		
73. Unencumbered Reserves	\$68,495,771				\$61,157,387				\$80,846,549		
74. Total Reserves	\$189,257,196				\$187,406,173				\$208,157,666		

¹ Current + Projected Period amount calculated based on tenthly budget amounts, not monthly

² District contribution subject to final negotiations

³ Difference from Budget percentages calculated based on Monthly Cost per Active

⁴ Surplus / (Deficit) percentage calculated as Total Expenses (row 57) divided by Total Budgeted Income (row 18)

⁵ Target Unencumbered Reserves calculated as 2.0 months of total annual expenses.

⁶ Active and Retiree Assessments were suspended beginning in May 2023

⁷ Switched from Hakyon Mental Health to Simple Behavioral July 2025

⁸ Switched from Phymetrics to Simple MSK July 2025

Fresno Unified School District
Board Communication

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

Date: March 27, 2026

Prepared by: Jennifer Stacy-Alcantara, Associate Superintendent

Phone Number: (559) 457-3731

Regarding: Follow up to Board Presentation on Equity and Access, January 28, 2026

The purpose of this communication is to provide the Board with a follow-up regarding the Equity and Access Guardrail presentation held on January 28, 2026. During this presentation, it was shared that 17.5% of our kindergarten through sixth-grade students were at or above the district average on iReady, and that 24.4% of our kindergarten through sixth-grade students in foster care were at or above the district average on iReady. The data for these two groups led to discussions regarding the district's current housing partnership with Crossroads, inquiries into tried-and-true practices to support these student groups from other districts, and curiosity about data monitoring practices.

During the 2025/26 school year, the Crossroads program is serving 38 students and showing improvement across attendance, behavior, and academics. Fifty-four percent of previously chronically absent students improved their attendance, and 14% are no longer chronically absent. Behavior indicators show that 88% of students reduced office discipline referrals and 50% reduced suspensions from the prior year. Academically, 24% of students improved their grade point average. Additionally, 95% of families have maintained stable housing throughout the partnership since April 2025.

A significant factor influencing the district's ability to monitor the progress of students served by Project ACCESS is student mobility. Only 33% of students currently identified as experiencing homelessness were identified as homeless last year and received Project ACCESS services. This means two-thirds of this year's group is entirely new, creating barriers to year-to-year data comparisons. Foster youth demonstrate similar volatility due to changes in placement, reunification, and transitions between caregiving settings. Because the group composition changes so substantially each year, a traditional year-over-year comparison does not provide an accurate measure of student progress. To address this limitation, the district has begun exploring how to transition to a cohort-based progress monitoring model. Under such a model, the same students would be tracked across multiple years, regardless of their mobility status or changes in service eligibility.

After conducting initial research, districts across California are implementing a range of strategies to address the literacy and attendance challenges faced by students experiencing homelessness and foster youth. Long Beach Unified, San Diego Unified, and Oakland Unified have adopted research-based literacy and tutoring programs targeting students furthest behind in reading. These districts also deploy mobile instructional teams to support students directly in shelters, community centers, or foster homes.

Sacramento City Unified and Los Angeles Unified have developed data-driven attendance recovery systems that leverage real-time dashboards, rapid outreach teams, and prioritized transportation routing to support homeless and foster youth in promoting school stability and reengagement. A connection has been initiated with Long Beach Unified, Compton Unified, and Los Angeles Unified to learn about additional strategies we can integrate into our current practices supporting students served by Project ACCESS.

We are in the process of connecting students served through Project ACCESS to elementary after-school literacy intervention programs to maximize existing opportunities. In April, we are launching a literacy intervention program to support students served by Project ACCESS at one elementary school with a high number of students who meet these criteria.

If you have any questions pertaining to the information in this communication or require additional information, please contact Rita Baharian at (559) 457-3342.

Cabinet Approval: 
Carlos Castillo (Mar 28, 2025 11:56:06 PDT)

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

CROSSROADS QUARTER 2 REPORT CARD

TOTAL STUDENTS SERVED



38

95% OF FAMILIES HAVE MAINTAINED THEIR HOUSING STABILITY

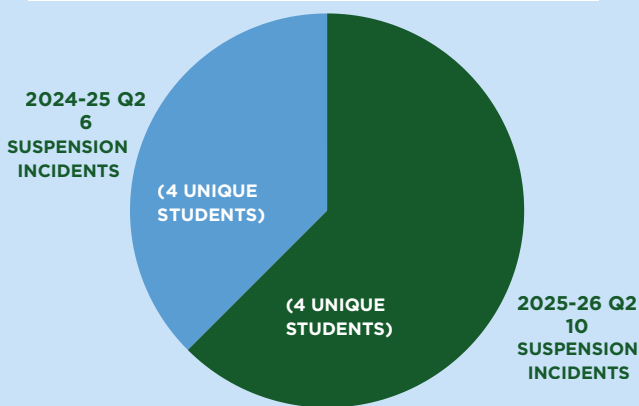
CHRONIC ABSENTEEISM

54% OF STUDENTS WHO WERE CHRONICALLY ABSENT IN 2024-25 Q2, IMPROVED THEIR ATTENDANCE IN 2025-26 Q2

38% OF STUDENTS WHO WERE CHRONICALLY ABSENT IN 2024-25 Q2, INCREASED THEIR ATTENDANCE BY 10% OR MORE AS OF 2025-26 Q2

14% OF STUDENTS ARE NO LONGER CHRONICALLY ABSENT AS OF 2025-26 Q2

SUSPENSIONS



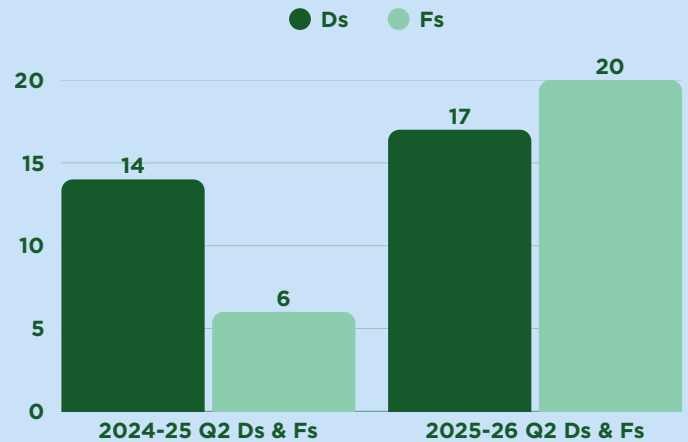
50% OF STUDENTS WITH A SUSPENSION IN 2024-25 Q2, DECREASED THEIR SUSPENSIONS IN 2025-26 Q2

WORKSHOPS

92% OF FAMILIES ATTENDED AT LEAST ONE WORKSHOP IN 2025-26 Q2

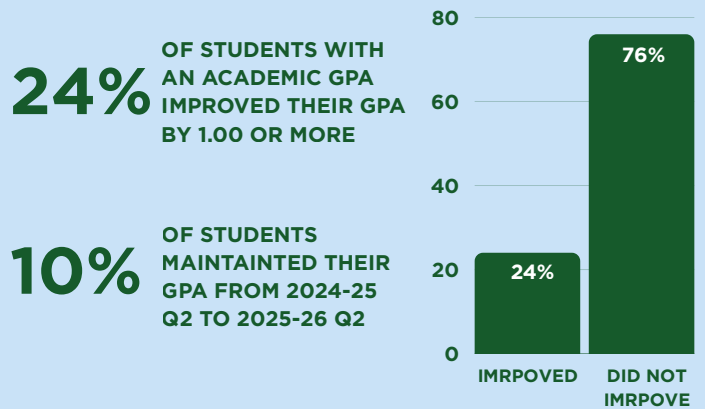
34% OF FAMILIES ATTENDED ALL THREE AVAILABLE WORKSHOPS IN Q2

GRADES



50% OF STUDENTS WITH AT LEAST ONE 'D' OR 'F' IN 2024-25 Q2, HAD ZERO IN 2025-26 Q2

GPA



OFFICE DISCIPLINE REFERRALS

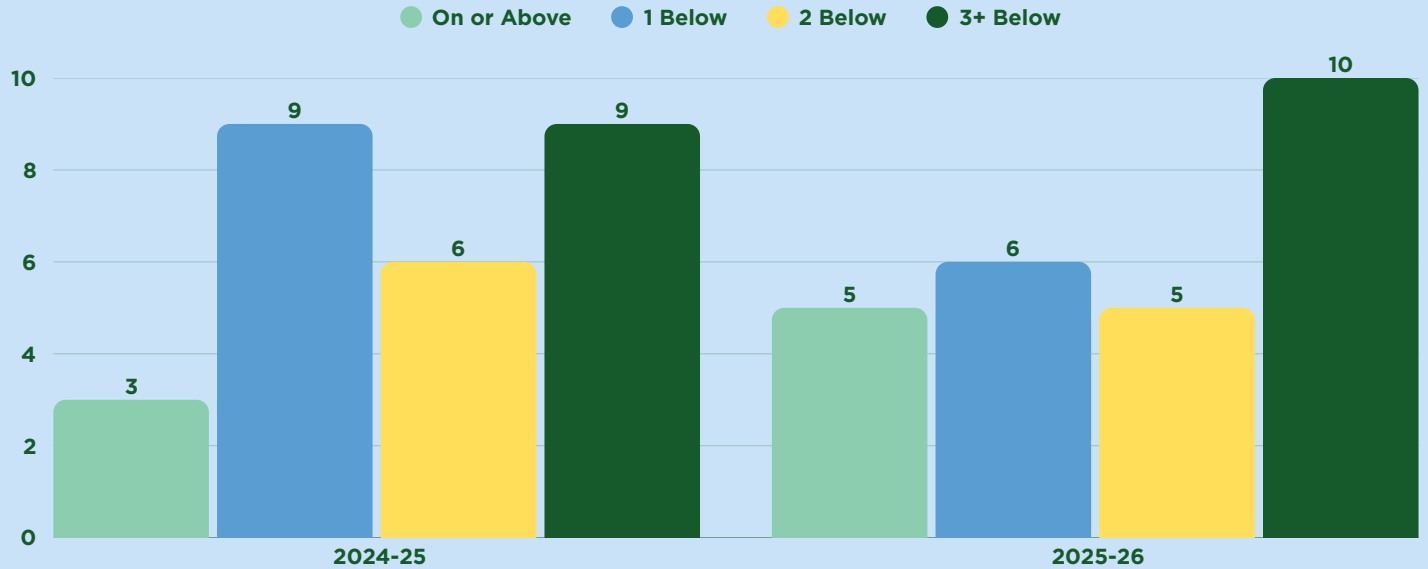
88% OF STUDENTS DECREASED THEIR OFFICE DISCIPLINE REFERRALS FROM 2024-25 Q2 TO 2025-26 Q2

13% OF STUDENTS WITH 2024-25 Q2 OFFICE DISCIPLINE REFERRALS HAD ZERO IN 2025-26 Q2

2025-26 SCHOOL YEAR

CROSSROADS QUARTERLY REPORT CARD Q2

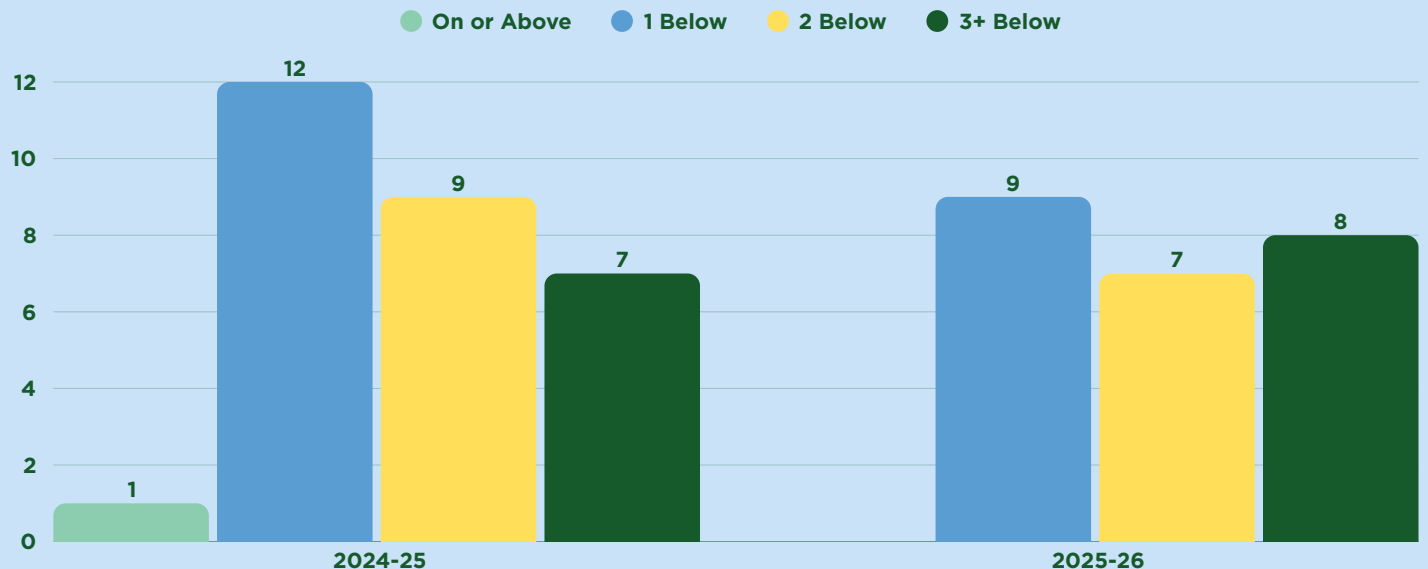
OVERALL I-READY ELA PERFORMANCE DIAGNOSTIC 2



33% OF STUDENTS WHO WERE '1 BELOW' ON I-READY ELA DIAGNOSTIC 2 IN 2024-25, IMPROVED ONE LEVEL TO 'ON OR ABOVE' LEVEL IN 2025-26

11 OF 38 STUDENTS DID NOT TAKE I-READY D2 IN 2024-25; 1 ELEMENTARY DID NOT TAKE D2, 10 WERE SECONDARY AND OPTIONAL
12 OF 38 STUDENTS DID NOT TAKE I-READY D2 IN 2025-26; 2 ELEMENTARY DID NOT TAKE D2, 10 WERE SECONDARY AND OPTIONAL

OVERALL I-READY MATH PERFORMANCE DIAGNOSTIC 2



22% OF STUDENTS WHO WERE '2 BELOW' ON I-READY MATH DIAGNOSTIC 2 IN 2024-25, IMPROVED BY ONE LEVEL IN 2025-26

9 OF 38 STUDENTS DID NOT TAKE I-READY D2 IN 2024-25; ALL 9 WERE SECONDARY AND OPTIONAL
14 OF 38 STUDENTS DID NOT TAKE I-READY D2 IN 2025-26; 2 ELEMENTARY DID NOT TAKE D2, 12 WERE SECONDARY AND OPTIONAL

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Rosencrans, Director

Date: March 27, 2026

Phone Number: (559) 457-3134

Regarding: Transportation Plan Update for 2026/27

The purpose of this communication is to provide information on the Updated Transportation Plan for Fiscal Year 2026/27.

The Transportation Plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1. The Transportation Plan is required as a condition of apportionment which is based on reported transportation expenditures. The Plan must be updated by April 01, 2026. There is no requirement for the update to be formally placed on an agenda, adopted, or approved. The Plan adoption will be checked in the Local Educational Agency (LEA) annual audit.

Beginning next year, Zum will assume responsibility for Special Education transportation services, replacing First Student as the service provider. This transition will expand the Zum transportation management system to include Special Education transportation, allowing Special Education families to use the parent app to track their student's bus in real time and receive updates. The system will also support trip requests, approval workflows, notes, and change requests within a single platform, improving communication, transparency, and efficiency for schools, families, and the Transportation Department.

Please see the updated Transportation Plan, attached.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at (559) 457-3134.

Cabinet Approval: 

Name and Title: Paul Idsvoog, Chief Operations Officer and Classified Labor Management Officer

**Fresno Unified School District
Transportation Plan
Updated for FY2026-2027**

Introduction

The Transportation Department is accountable for improving student achievement by effectively managing; planning, organizing, controlling, and directing the transportation services of the District to provide timely delivery of high-quality services to students, staff, sites, and departments; and administering District transportation policies.

This Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1. The transportation services plan is required as a condition of apportionment, which is based on reported transportation expenditures.

CDE is not planning to publish a plan template as there is no specific required format. The LEAs have the flexibility to format and approve the plan as they see fit to match their needs as long as it incorporates all of the required elements in required in the statute.

There is no opt-out mechanism provided in the statute, All LEAs eligible for the funding based on the allocation formula in the statute will be apportioned funds. LEAs that chose not to develop a transportation services plan will have an audit finding and a corresponding reversal of funding.

The plan must be updated each year by April 1.

**Fresno Unified School District
Transportation Plan
Updated for FY2026-2027**

Table of Contents

Section 1: Refine and maintain new systems: Transportation leadership has been tasked with maintaining positive labor relations, implementing the new Transportation Management software programs, filling all vacancies with qualified School Bus drivers, and implementing a plan to add electric school buses to the fleet.

Section 2: Description of services accessible to pupils with disabilities, and homeless children

Section 3: Description of how unduplicated pupils can access home-to-school transportation at no cost to the pupils

Section 4: Consultations: The plan was developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders

Section 5: Existing Transportation Plan as required by EC 39831.3 (typically Board Policy or Administrative Regulation)

Section 6: District Data & Revenue calculations

**Fresno Unified School District
Transportation Plan
Updated for FY2026-2027**

Section 1: Refine and maintain new systems

Transportation leadership has been tasked with maintaining positive labor relations, implementing the new Transportation Management software programs, filling all vacancies with qualified School Bus drivers, and implementing a plan to add electric school buses to the fleet.

Maintaining Positive Labor Relations

Working closely with SEIU has yielded positive results and helped build trust. The Routing committee will continue to hold regular meetings to plan for next year and adjust routes, as needs are identified. Consideration will be given to the length of routes, frequency of routes, and ability to stay on time with current resources.

Transportation plans to continue offering additional professional development opportunities such as:

- Inclusive sensitivity and awareness training
- Wheelchair procedures
- Behind the Wheel Trainer Certification
- Relief Drivers will be crossed trained as Dispatchers. On a rotating basis and when staffing allows, Relief Drivers will be called in for approximately 2-3 hours per day for one week at a time.
- Stress Management for School Bus Drivers
- Student Behavior Management Skills

We will be working collaboratively with SEIU to establish a **Technology Advisory Committee** focused on evaluating and supporting the implementation of new transportation technologies. This committee will include representatives from drivers, classified staff, and management to ensure that technological decisions—such as routing software, onboard tablets, GPS systems, and safety platforms—are informed by frontline experience. The committee’s purpose will be to identify operational challenges, improve usability, strengthen training support, and ensure that new tools enhance safety, efficiency, and communication. Transportation will continue to provide logistical coordination and appropriate resources to support the work of this committee as we move into the 2026/2027 school year.

**Fresno Unified School District
Transportation Plan
Updated for FY2026-2027**

Implementing the new Transportation Management software programs

Zum Implementation Update – 2026–2027

During the 2025–2026 school year, the Transportation Department successfully implemented the Zum Transportation Management System for General Education transportation services. The rollout was well received by drivers, dispatch staff, and families. Parents were given the opportunity to enroll in the Zum parent app, which allows real-time tracking of their student’s bus. Participation and feedback have been positive, with families expressing appreciation for the added visibility and peace of mind.

Beginning in the 2026–2027 school year, Zum will assume responsibility for Special Education transportation services. With this transition, families with both General Education and Special Education students will be able to track all students within a single, unified platform. This alignment will strengthen communication, improve operational coordination, and enhance service consistency across programs.

The Transportation Department will continue promoting and providing training on the Zum platform to ensure effective use and consistent communication.

In 2026–2027, the District will also implement mandatory bus passes. This enhancement will provide more accurate ridership counts, allow for more timely and precise route adjustments, reduce overcrowding, and improve overall operational efficiency. In addition, the bus pass system will enable parents to receive confirmation when their student boards and exits the bus, further strengthening safety and accountability.

Fill all Vacancies with Qualified School Bus Drivers

Transportation Data Report

Driver Report year to date:	Total 7/1/23-2/28/24	Total 7/1/24-3/15/25	Total 7/1/25 - 2/28/26
Driver Vacancies due to Promotions/Retirement	1	3	2
Driver Vacancies Due to Resignation	3	3	4
New Hires (Contract)	10	9	11
Substitute Drivers	Unknown	8	1
Current Vacancies	9	13	5

Current Training Stats as of 3/15/25	Total 23/24	Total 24/25	Total 25/26
HR Processing (fingerprints/TB test)	8	4	7
Behind The Wheel Training	4	0	1
Completed BTW/Waiting for CHP Test	1	0	2
Total Number in Class	13	4	0

**Fresno Unified School District
Transportation Plan
Updated for FY2026-2027**

Implementing a plan to add electric school buses to the fleet

Five-year plan for electric school buses

Currently applying for 11 Electric buses to be delivered in FY27/28

The following five-year plan for electric school buses was developed in FY23/24

2024 – 6 School Buses	Received - 6
2025 – 2 School Buses	Pending Grant Applications
2026 – 2 School Buses	Pending
2027 – 2 School Buses	Pending
2028 – 2 School Buses, 1 Truck	Pending

Section 2 : Description of services accessible to pupils with disabilities, homeless children

The District ensures transportation services are accessible to pupils with disabilities in accordance with Individualized Education Programs (IEPs) and applicable state and federal regulations. Transportation services include specialized routing, door-to-door service as required, wheelchair-accessible vehicles, and trained staff to meet the unique needs of students.

Through the 2025–2026 school year, the District contracts with First Student to provide Special Education transportation services. The original agreement was competitively bid in 2016, and pursuant to California Education Code Section 39803, the contract was extended for an additional five-year term from August 11, 2021, through July 31, 2026, to provide operational stability and continuity of services.

Following a new competitive Request for Proposals (RFP) process conducted during the 2024–2025 school year, Zum was identified as the best value proposer to provide Special Education transportation services.

The recommendation was approved by the Board of Education in April 2025. Zum will officially begin providing Special Education transportation services in the 2026–2027 school year. With this transition, families will benefit from a unified transportation platform allowing for consistent communication, enhanced route coordination, and access to real-time bus tracking through a single parent application for both General Education and Special Education students.

The District also provides transportation support for homeless children and youth in alignment with the McKinney-Vento Homeless Assistance Act. Transportation arrangements are coordinated to ensure school stability and uninterrupted access to educational services.

**Fresno Unified School District
Transportation Plan
Updated for FY2026-2027**

Section 3: Description of how unduplicated pupils will be able to access home-to-school transportation at no cost to the pupils.

2023/24 Local Control and Accountability Plan (LCAP) (No material changes for 24/25)

As outlined in the district's Local Control and Accountability plan (LCAP), Fresno Unified School District's attendance and chronic absenteeism data indicates that low-income students have lower attendance rates and greater chronic absenteeism as compared to all students. Low-income students experience lower rates of engagement in arts, activities, and athletics as compared to all students. The availability of transportation (buses and drivers) provides low-income students with more opportunities to be involved in school and school activities, which will increase student engagement. By decreasing the burden of getting to school or school-related activities, these transportation supports will increase attendance and lower chronic absenteeism.

LCAP Action Description: The Transportation Department establishes a team of bus drivers and strategic bus routes to ensure that the identified student groups have access to transportation to school. This increases low-income students' ability to get to school safely and on time. Additional bus routes are added for areas with a high concentration of low-income students to decrease the time spent on the bus and to make the bus a reliable option for the identified student group. This includes having bus stops closer to student homes that are accessible to LI students.

To best support low-income Secondary students who do not have a bus route to their school will receive public transit bus passes. Students are required to check in with school leadership to discuss their attendance and their experience using the bus.

Taking Educational Partner feedback from school staff and parents, to strengthen this approach the Transportation Department will implement tracking software on buses. This will allow the department to track buses to create more efficient bus routes with the purpose of getting more students to school on time. Additionally, parents will be able to track school buses. Parents will be able to see when their students arrive at school and what time they will be home. This software will allow parents who do not have the means to provide transportation a better idea of their child's location when being transported by the school district. The district will utilize this data to improve their routes to support LI students to decrease the time spent on the bus and make bus transportation a more reliable option.

This action is designed to meet the needs of low-income students; however, we believe this action will benefit the all students, therefore this action will be provided on a district-wide basis.

LCAP Action 2.12: Transportation Services

Transportation services help remove attendance barriers for low-income students by providing reliable access to school. Improved attendance and reductions in chronic absenteeism demonstrate the positive impact of consistent transportation. Fresno Unified uses a combination of traditional bus routes and public transit passes to provide flexible options that meet the varying needs of students. The implementation of trip-planning software has also improved operational efficiency, allowing the Transportation Department to better coordinate services and respond to student needs. Reliable transportation remains a foundational support that enables students to fully participate in school.

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District-funded transportation for enrichment trips and field trips also expands opportunities for low-income students by allowing them to experience activities outside their residential communities and connect classroom learning with real-world experiences. Access to arts, activities, and athletics helps make school more engaging, which supports stronger attendance. By covering transportation costs for these opportunities, the district ensures that participation does not depend on fundraising, which can be a barrier for many families.

To further improve service, the Transportation Department is implementing a transportation management system that includes a parent app allowing families to track school bus locations in real time. This system supports safe and reliable transportation while improving communication and efficiency. These services are designed to increase and improve support for low-income students, foster youth, and English learner students. Fresno Unified expects that continued improvements to transportation services will support higher attendance, reduced absenteeism, and greater participation in enrichment opportunities.

Section 4: Consultations: The plan was developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders

For the 2025–2026 school year, the Transportation Annual Plan was developed in consultation with classified staff, teachers, administrators, regional transit partners, air quality agencies, parents, students, and other stakeholders. An annual survey was distributed through ParentSquare in February 2026, with 324 parents and students responding (97% parents). Results show that most families believe our services meet or exceed expectations, with overall satisfaction continuing to trend upward—62% of respondents rated services a 4 or 5, and punctuality ratings improved significantly, with only 8% rating punctuality a “1” compared to 15% last year. Late arrival concerns decreased from 37% to 27%, and reports of unfriendly staff and disruptive behavior also declined. Cleanliness ratings remain strong, with 68% rating buses as 4 or 5, and 83% reported no safety concerns. While progress is evident, survey feedback identified three priority focus areas for 2026–2027: improving communication with parents and schools, strengthening bus management to support positive student behavior, and continuing to reduce late arrivals.

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324 parents and students responded to the survey.

Grade of Students

Response	23/24	24/25	25/16
How many responded	663	252	324
Respondents were parents	96%	98%	97%
Elementary Parents	87%	85%	75%
Middle School Parents	34%	31%	36%
High School Parents	37%	40%	39%

How do you commute to school?

Response	23/24	24/25	25/16
How many responded	357	252	324
By School bus	55%	54%	59%
By Car	31%	35%	30%
Walk to School	19%	7%	4.6%
Other	5%	4%	6.4%

Indicate specific issues encountered with school bus services

Response	23/24	24/25	25/26
No issues	40%	37%	41%
Late arrivals	34%	37%	27%
Disruptive behavior i.e. bullying, profanity	16%	19%	15%
Over crowding	15%	17%	18%
Unfriendly driver/staff	13%	12%	10%
Early departures	9%	11%	9%

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Other	1%	1%	1%
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How would you rate the cleanliness of the school buses?

Rating	23/24	24/25	25/26
1	4%	4%	3%
2	7%	3%	2%
3	29%	27%	27%
4	26%	32%	32%
5	34%	34%	36%

Buses rated with 1 being below standard and 5 being exceeds standard.

Have you experienced any safety concerns while using school transportation?

Response	23/24	24/25	25/26
No	78%	84%	83%
Yes	22%	16%	17%

How would you rate the communication regarding changes or updates related to school transportation?

Rating	23/24	24/25	25/26
1	20%	19%	16%
2	10%	14%	11%
3	27%	25%	25%
4	19%	20%	25%
5	24%	22%	23%

How satisfied are you with the level of professionalism exhibited by school bus drivers in terms of communication and overall conduct?

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Rating	23/24	24/25	25/26
1	10%	8%	7%
2	8%	5%	5%
3	26%	23%	26%
4	22%	28%	27%
5	34%	36%	35%

How satisfied are you with the overall level of school bus punctuality?

Rating	23/24	24/25	25/26
1	13%	14%	8%
2	11%	10%	9%
3	26%	24%	24%
4	23%	24%	28%
5	27%	28%	31%

Overall, how satisfied are you with the school transportation services?

Rating	23/24	24/25	25/26
1	13%	15%	8%
2	10%	9%	9%
3	25%	24%	21%
4	21%	25%	29%
5	31%	27%	33%

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Section 5: Existing Transportation Plan as required by EC 39831.3 (typically Board Policy or Administrative Regulation re: Business and Noninstructional Operations typically AR 3541...)

Description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. Plan may provide for the LEA to partner with a municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

**Fresno USD | 3000 | BP 3540 Business and Noninstructional Operations
Transportation**

The Governing Board provides transportation for eligible students in accordance with Board policy, administrative regulations, and state and federal law. Transportation services shall depend upon student needs and a continuing assessment of financial resources, including district funds and state reimbursements. The goals of district transportation services are: 1. To provide maximum safety for students between home and school and on school-sponsored trips. 2. To promote desirable student behavior and respect for traffic safety. 3. To provide assistance and transportation for handicapped students. 4. To provide transportation for field trips. All school buses shall comply with inspection requirements specified in the Vehicle Code and administered by the California Highway Patrol. The district may contract with a private carrier for transportation services whenever such an arrangement may be more economical than using district-owned or leased vehicles.

**Fresno USD | 3000 | BP 3541 Business and Noninstructional Operations
Transportation Routes And Services**

Students who reside an excessive distance from school and do not live near regularly established municipal bus lines shall be eligible for transportation service to their school of residence in accordance with administrative regulations. Students are eligible for transportation if their home school is greater than K-6 - 1 mile 7-12 - 1.5 miles

Fresno USD | 3000 | AR 3541 Business and Noninstructional Operations Transportation Routes And Services

Boundaries:

The Business Division shall establish boundaries beyond which transportation shall be provided and shall notify schools affected prior to the first day of school.

Bus Tokens: Schools shall be responsible for issuing bus tokens to students who live beyond the boundaries established and shall maintain an up-to-date record by name and address of students riding public buses.

Routes and Stops: General routes and areas to be covered shall be determined by the Business Division. Excessive Distance

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Excessive Distance: is defined as that distance from the school excess of one or more miles for elementary and two or more miles for junior and senior high schools, as measured from the closest point of the school site to the place of residence. The excessive distance rule applies in cases where there is a concentration of 20 or more students on a single route and where transportation is deemed 1) advisable with respect to lack of public transportation and equal educational opportunities, 2) practical with respect to the number of eligible students that would utilize the service and availability of district vehicles, and 3) financially feasible.

Operation Balance: Operation balance transportation is defined as that transportation provided to students who choose to attend a school outside of their immediate attendance area and such transfer would improve the ethnic balance of students within the school of choice. (Such transportation may be provided by district buses, contract buses, or by means of tokens to ride city transit buses.)

Displaced Students: Students who have been displaced due to the closure of their school shall be transported to another school chosen by the district or may have the option to attend any school of their choice by furnishing their own transportation.

Neutral Attendance Areas: Whenever it is necessary to furnish transportation from neutral areas from which students may attend a choice of two or more schools, transportation shall be furnished to only one school, to be selected by the Superintendent or designee.

Fresno USD | 3000 | BP 3541.1 Business and Noninstructional Operations School-Related Trips
Trips by School Vehicles

District transportation may be provided for field trips and for special activities approved by the Superintendent or designee. Such trips may be taken in buses or other school transportation vehicles owned, leased, or rented by the district. All vehicles shall meet federal and state standards.

The Superintendent or designee shall maintain procedures to regulate the use of the vehicles for approved school-related activities. Student councils, parent-teacher associations, and any other organizations requesting transportation shall be fully responsible for the costs of the trip. To the extent that funding has been approved by the Governing Board, such costs may be charged to the district.

Transportation by Private Automobile

The use of private automobiles used to transport students on school-related trips is discouraged.

The Superintendent or designee may authorize the transportation of students by private automobile for approved field trips and activities when the vehicle is driven by an adult registered with the district for such purposes. All drivers shall be required to certify the safe operating condition of their vehicle and shall be issued instructions related to transporting

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students. All student passengers must provide permission slips signed by their parents/guardians.

Drivers shall be required to possess a valid California driver's license and liability insurance of at least \$100,000 per occurrence.

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur. District personnel who frequently transport students in their private vehicles are urged to carry liability insurance of \$300,000 or more per occurrence.

A seat must be provided for each passenger.

All drivers and passengers shall wear seat belts in accordance with law. (Vehicle Code 27315)

Car seat requirements must be met as per Vehicle Code 27360.

Trucks and pickups may not transport more persons than can safely sit in the passenger compartment.

The number of passengers, including the driver, shall not exceed the capacity for which the vehicle was designed and should not in any case exceed 10. (Education Code 39830) (Vehicle Code 545)

Fresno USD | 3000 | BP 3541.2 Business and Noninstructional Operations

Transportation For Students With Disabilities Or Handicaps

Transportation for students with disabilities shall be provided in accordance with a student's Individualized Education Program (IEP) or Section 504 accommodation plan.

HOME-TO-SCHOOL TRANSPORTATION

The district will provide home-to-school IEP-related transportation for special education students. Transportation is based strictly on student needs and is not provided as a matter of convenience. The District will attempt to accommodate requests for an alternate drop-off address within District boundaries. Alternate drop-off addresses must be of no greater distance than from home to school. The use of a drop-off address that is different from the home address must be consistent. (cf. 5131.1 Bus Conduct) (cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP (Education Code 56366) (cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

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Guide dogs, signal dogs, and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs. (Education Code 39839)

Fresno USD | 3000 | BP 3541.4 Business and Noninstructional Operations

Transportation for Outside Groups

The district's buses are intended to fulfill the transportation needs of the students. When possible, however, the Superintendent or designee may allow the use of its buses for youth-related activities of nonprofit community organizations excluding 1. Private schools. 2. Churches or religious organizations when engaging in religious activities. 3. Any organization which contravenes the intent and purpose of public education. Community groups shall be required to reimburse the actual costs incurred in connection with the use of district buses.

Fresno USD | 3000 | BP 3541.5 Business and Noninstructional Operations

Alternative Transportation Arrangements

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned vehicles.

Section 6: District Data and Revenue calculations

1. Information about ridership

- Miles driven per year 1,498,580
- Number of Pupils transported approximately 14,855 per day, (* this is 25/26 data, submitted by driver logs, no material changes to report) (Note that the Zum Parent App should give us better counts for FY 26/27)

2. Demographic characteristics of pupils transported (* this is 25/26 data, no material changes to report)

All Students	
Economically Disadvantaged	84.16%
English Learners	18.70%
Foster Youth	0.77%

Total	
African American	7.3%
American Indian or Alaska Native	.07%
Asian	10.8%
Filipino	.03%
Hispanic or Latino	70.2%
Pacific Islander	.04%

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White	7.2%
Two or More Races	3.1%

Developed in accordance with Education Code Sections 39800.1 and 41850.1.

Revenue Calculation

Total 2024-25 Transportation Expenses (Function 3600)	\$ 14,797,185.31
Less Capital Outlay (Object 6XXX, Function 3600)	\$ 13,356,973.55
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	
Estimated 60% Reimbursement	\$ 8,878,311.19
Less 2024-25 Transportation add-on (from LCFF Calculator)	\$ 4,401,557.00

Total Revenue (Object 8590, Resource 0000)	\$ 10,357,286.00
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Expenditures and Other Financing Uses	
2000-2999 - Classified Salaries	\$ 3,331,743.64
3000-3999 - Employee Benefits	\$ 1,621,319.28
4000-4999 - Books and Supplies	\$ 1,957,803.65
5000-5999 - Services and other Operating Expenditures	\$ 6,446,106.98
600-6999 - Capital Outlay	\$ 1,440,211.76
7000-7999 - Other Outgo	

Total Expenditures	\$ 14,797,185.31
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Please sign and date below

Plan Submitted by

Paul Rosencrans

Director of Transportation

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Plan Approved by

Paul Idsvoog

Chief Operations and Classified Labor Management Officer

cc: Kim Kelstrom

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Drone Jones, Director of Operations

Date: March 27, 2026

Phone Number:(559) 457-3134

Regarding: Pesticide Use

The purpose of this communication is to resend information previously sent to Board Trustees on September 19, 2025, regarding pesticide use within Fresno Unified and the annual parent notification included in the Parent Handbook, as required by California Education Code. Under the Healthy Schools Act of 2000, school districts must notify parents and guardians of any pesticides that may be applied during the year.

In Fresno Unified, pesticides used in accordance with the Healthy Schools Act are only used when less toxic alternatives have proven ineffective, and all applications are performed exclusively by trained personnel.

On December 21, 2018, Fresno Unified Board Trustees adopted a resolution to discontinue the use of Roundup, which contains glyphosate, in response to concerns expressed by the Board and community members.

Below is a link to the annual notification where on page 77 & 78 is the complete list of pesticides used within Fresno Unified School District.

[Parent Student Handbook - Fresno Unified School District](#)

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at (559) 457-3134.

Cabinet Approval: 

Name and Title: Paul Idsvoog, Chief Operations Officer and Classified Labor Management Officer