



BOARD COMMUNICATIONS - APRIL 17, 2026

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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: April 17, 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 Charlotte-Mecklenburg Schools to observe their Student Outcomes Focused Governance Data Report Out Sessions
- Gave interview with FOX26 for St. Jude's Home Giveaway
- Attended Labor Management Partnership Meeting
- Attending Central Valley Community Foundation Retreat

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: Bryan D. Wells, Assistant Superintendent

Date: April 17, 2026
Phone Number: (559) 457-3805

Regarding: Recommendation for district high school graduation ceremony venue selection

The purpose of this communication is to provide a Board-level summary of the district's review of graduation ceremony venue options and to recommend the venue that best balances cost, safety, accessibility, operational efficiency, and the overall family experience.

Recommendation

Continue holding district high school graduation ceremonies at the Save Mart Center (SMC). Based on the comparative review, SMC and McLane Stadium are functionally comparable in cost once shared site-related expenses are taken into account. However, SMC provides clear advantages in the areas of safety, accessibility, traffic flow, crowd management, and overall event reliability. These factors make it the stronger option for students, families, and staff.

Key Considerations

Safety

McLane Stadium has presented recurring heat-related concerns, including medical incidents requiring ambulance transport. SMC significantly reduces this risk by providing an indoor, climate-controlled environment, along with immediate access to on-site emergency medical personnel and more efficient ingress and egress for emergency response.

Accessibility

The SMC offers a stronger overall accessibility experience for guests. This includes ADA-compliant access, multiple viewing options, elevator availability, ample parking, support for deaf and hard-of-hearing attendees, and livestream capability for families unable to attend in person.

Traffic and Parking

McLane Stadium continues to present challenges related to parking, traffic congestion, and entry and exit flow. SMC is better designed to accommodate large-scale events and provides a more efficient experience for guests arriving, parking, entering, and exiting the venue.

Capacity and Family Access

Several 2025 graduation ceremonies approached or exceeded the seating capacity available at district stadiums. Moving all comprehensive high school ceremonies to district sites would likely require stricter ticket limits and could reduce family access. Save Mart Center provides greater capacity and helps preserve the ability for more family members and supporters to attend.

Conclusion

Based on the information reviewed, the Student Engagement Office recommends continuing to use Save Mart Center as the district's primary graduation venue. This option minimizes heat-related risk, provides a materially stronger accessibility experience, accommodates large crowds more effectively, and offers a reliable setting for annual graduation ceremonies. For these reasons, Save Mart Center remains the most balanced and appropriate choice for Fresno Unified's high school graduation events.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Bryan Wells at (559) 457-3805.

Cabinet Approval:



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

Graduation Venue Data Snapshot

1. Comparative Cost Snapshot

Venue	Approx. Cost per Event	Notes
Save Mart Center	\$30,000	Indoor venue. Avoids heat-related exposure and provides enhanced accessibility supports.
McLane Stadium	\$25,000	Sites also absorb fireworks, scoreboard operations, and event-specific traditions; when included, overall cost appears generally neutral.

2. 2025 Attendance by School

School	2025 Attendance
Roosevelt	7,838
Edison	6,093
Farber	3,545
Fresno High	4,172
Bullard	6,945
Hoover	5,047
Sunnyside	8,490

Additional constraints noted in the review:

- Chukchansi (Grizzly) Stadium is unavailable during baseball season
- Saroyan Theatre cannot accommodate larger comprehensive high school ceremonies
- Selland Arena is too small and lacks dependable date security
- Sunnyside Stadium does not materially solve districtwide capacity limitations due to limited capacity

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: April 17, 2026

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for April 10, 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 April 10, 2026, are attached and include the following articles:

- Trailer Bill Proposes Changes to Independent Study – April 09, 2026
- California's Next Governor to Face Tough Choices for Education as State Budget Tightens – April 06, 2026
- The Federal Government Pulls Out of Civil Rights Settlements Backing Trans Students – April 06, 2026

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: April 10, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

“Close the Achievement Gap” Legislative Package Clears Assembly Education

On Wednesday, April 8, 2026, the Assembly Education Committee, chaired by Assemblymember Dr. Darshana Patel (D-San Diego), took up the California School Boards Association’s “Close the Achievement Gap” bill package, which calls on state policymakers to adopt a more coordinated statewide strategy for improving student outcomes. The four bills in the package are as follows:

- Assembly Bill (AB) 2225 (Patel) 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.
 - Assemblymember Patel accepted amendments to revise the implementation deadlines.
- AB 2149 (Garcia, D-Rancho Cucamonga) would require the Legislative Analyst’s Office to assess and publicly report to the Legislature and the Governor the state’s progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet its performance targets established pursuant to AB 2225 (Patel).
 - Assemblymember Robert Garcia accepted amendments to remove “performance targets” and replace it with “specific goals and benchmarks for the state to support local educational agencies in closing the achievement gap” as described in AB 2225.
- 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.

- Assemblymember Rhodesia Ransom accepted amendments to specify that the dashboard recommendations include the financial support of the state and that the dashboard recommendations include the dashboard format; the entity responsible for the design, execution, and maintenance of the dashboard; and the dashboard implementation date.
- 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.
 - Assemblymember Al Muratsuchi accepted amendments to add two parents of a child enrolled at a California public school to the commission selected by the Assembly Speaker and Senate pro Tempore, remove the President of the California State Parent Teacher Association from the commission, add one charter school educator appointed by the Governor, add one individual representing public school equity advocacy organization appointed by the Governor, and add one Special Education Local Plan Area administrator.

With the exception of AB 2149, all of these bills will now go to the Assembly Appropriations Committee where their fiscal implications will be scrutinized.

Leilani Aguinaldo

Trailer Bill Proposes Changes to Independent Study

By Wendi McCaskill, EdD, and Brianna García
School Services of California's *Fiscal Report*
April 9, 2026

The 2026-27 trailer bill, which serves as the implementing language of the State Budget, includes proposed changes to California's independent study statutes, focusing on average daily attendance (ADA) to full-time equivalent (FTE) certificated staff ratios and clarifying documentation requirements tied to pupil work samples. The trailer bill amends existing provisions in Education Code Sections 51745.6 and 51747.5 that govern how local educational agencies (LEAs) structure and document independent study programs.

The trailer bill makes significant changes to the calculation of allowable pupil-teacher ratios for independent study. Under current law, LEAs must generally ensure that their independent study ADA to certificated staff FTE ratio does not exceed the ratio used in their traditional instructional programs or an alternative ratio that has been established through a collective bargaining agreement. In addition, existing law includes separate ratio provisions for county offices of education (COEs) and charter schools, including a 25-to-1 ratio option that has historically applied to charter schools.

The proposed trailer bill would instead establish multiple compliance pathways that would apply to all LEAs. Specifically, an LEA would be in compliance if its independent study ratio does not exceed: (1) the ratio used in its own traditional instructional programs; (2) the prior-year ratio used by the largest high school or unified school district in the county (or the high school or unified school district where the chartering authority is located for charter schools serving pupils in more than one county), including any collectively bargained alternative; or (3) a fixed ratio of 25 to 1, or lower. The proposal would also newly require high school and unified school districts to annually report their ratios to their COE and then require COEs to post those ratios to COE websites.

Making the 25-to-1 ratio a compliance option for all LEAs establishes a new statewide standard that does not rely on local ratios. LEAs would continue to need to carefully determine and document which methodology they are using for audit and funding purposes. The trailer bill would maintain existing provisions requiring that only ADA generated within the allowable ratios is eligible for apportionment funding. LEAs may serve students above those ratios, but that additional ADA would not be funded.

In addition to ratio changes, the trailer bill clarifies expectations for pupil work samples used to support attendance claims in independent study. The proposal specifies that LEAs must maintain completed pupil work products in core subject areas—English language arts, mathematics, history-social science, and science—across three attendance periods during the school year. For each attendance period, an LEA would be required to maintain at least one completed work sample per subject. If a pupil is not enrolled in one or more of those subjects during a given period, the LEA must instead maintain four completed work samples that are representative of the pupil's course schedule.

Taken together, these proposed changes expand the pathways to independent study ratio compliance while also providing LEAs with a new statewide ratio option and more explicit expectations for documentation of pupil work used to support independent study ADA.

We will be discussing the 2026-27 State Budget independent study ratio proposal and the options for independent study ratio compliance under current law in more detail during our Instructional Time and

Attendance Planning webinar on Tuesday, April 14, 2026. If you are interested in learning more, click [here](#) to learn more and register.

Note: The 2026 gubernatorial race is a pivotal moment as the next Governor will inherit tightening education budgets and mounting financial pressures, which may result in difficult trade-offs rather than an expansion of education programs.

California's Next Governor to Face Tough Choices for Education as State Budget Tightens

By John Fensterwald
EdSource
April 6, 2026

Whoever is elected this fall as governor and state superintendent of public instruction will face a new reality for California education.

The changing of the guard after the eight-year term limits for Gov. Gavin Newsom and State Superintendent of Public Instruction Tony Thurmond will likely coincide with a belt-tightening period for the state budget, forcing tough choices for the next governor.

A consolation prize, however, could be more authority over the California Department of Education. Newsom is proposing to shift control of the department's operations to a new education commissioner appointed by the next governor — an arrangement common among states. The shift would diminish the power of the state superintendent, who'd be relieved of managing the education bureaucracy while remaining the state's elected advocate-in-chief of education.

Over the past six years, amid a burst of state revenue, Newsom and the Legislature enacted multibillion-dollar programs that redefined TK-12. They expanded TK-12 with transitional kindergarten for 4-year-olds and lengthened the school day through expanded learning. Money for apprenticeships and career pathways created post-high school opportunities, and community schools broadened connections with parents and neighborhood health services.

But the era of large-scale programs will be Newsom's legacy, not his successor's. Circumstances beyond the next governor's control — continuing declines in enrollment and revenues, probably retreating to historical levels, forcing additional school closures, with a recession looming — will temper ambitions of what more can be done for California's students.

And then there are sounds of frustration, growing louder from the picket line to the school boardroom to the hallways of Sacramento. Districts are complaining that the rollout of ambitious programs, with accompanying reporting requirements and regulations, has diverted their attention and strained their budgets.

David Roth, superintendent of Buckeye Union School District, which serves 4,200 TK-8 students in El Dorado County, was emphatic. "We don't need new programs," he said. Adding more, he said, would result in continued labor strife over pay raises that many districts argue they can't afford, and "an inability to maintain the programs we have."

Roth's message, reiterated by others, is that schools should get back to basics, as in base funding — the portion of the state's funding formula intended to cover general operating expenses. They want the Legislature and the next governor to make raising base funding the number one priority.

Roth established Raise the Base Coalition, a website that lays out the challenge of rising costs. Forty districts have signed up so far; they are primarily suburban districts with fewer-than-average high-needs students, and therefore receive less "supplemental" and "concentration" funding under the state's Local Control Funding Formula and other programs with similar distributions.

Opposition to equity is not the issue, Roth said. "Even districts with above-median funding are struggling to keep pace with rising costs." When there is more money to cover basic expenses, he added, all districts benefit.

Last month, school board presidents and members from 10 districts, mainly in the San Francisco Bay Area, made the same point while calling for, among other things, adjustments to the funding formula to reflect regional costs.

"As those entrusted with ensuring the long-term financial viability and educational success of our public schools, we write to sound the alarm about the profound, widespread fiscal challenges districts across the state are facing," they wrote.

At first glance, their complaints may invoke little sympathy. From 2018-19, the year preceding Covid-19, through 2024-25, funding rose 53% through Proposition 98, the formula that sets the minimum share of state revenue for TK-12 and community colleges. Per student funding from the state will rise to more than \$20,000, a record.

But several factors squeezing districts' spending will likely escalate in the coming years, demanding the next governor's attention.

Declining enrollment: The California Department of Finance projects the nearly decade-long statewide decline in enrollment to accelerate, with an additional 10% drop by 2033-34, bringing the total to 5.2 million students. Most districts will feel it, with enrollment losses of up to 20% in some Los Angeles County districts.

Districts receive funding based on the average number of students who attend school daily over the course of a year. Adding transitional kindergarten has propped up attendance, but now that TK is fully phased in, the average daily attendance decline will bite harder in many districts.

Special education: The percentage of students with disabilities has risen from 13% in 2018-19 to 15% in 2023-24, even as overall enrollment has declined. Newsom is proposing to add \$500 million next year to equalize state special education funding among districts, but the overall trend has not favored districts. The federal share of total special education funding in California, never close to the 40% share that Congress envisioned 50 years ago when passing the federal special education mandate, has fallen steadily over the past decade, as has the state's share of dedicated funding.

Districts will continue to be responsible for the shortfall. Districts' share of special education costs has risen from 51% in 2014 to 63% last year, according to School Services of California, a statewide consulting company, and higher in some small districts.

Placer County Office of Education Superintendent Gayle Garbolino-Mojica said that unexpected special education costs have forced three of her districts onto the state's financial watch list. Preschoolers are coming to school with serious special needs — autism, multiple disabilities, behavioral problems — “in numbers not seen before,” she said.

Inadequate cost-of-living adjustments: A 3% decline in a district's attendance may not appear dramatic, but losing 3% of funding will be larger than the 2.41% cost-of-living adjustment that districts are projected to receive in 2026-27. And it's larger than the 2.30% COLA they got this year and the 1.07% COLA in 2024-25. The state's COLA is tied to a national formula of a basket of goods that doesn't reflect the sharp rise in health insurance and the need to raise staff pay to retain teachers.

The state cushions the impact of a steadily declining enrollment by allowing districts to claim attendance over a three-year period. Without it, “we would be toast,” said Roth. But that's not a long-term answer, he said. “We cannot adjust costs as quickly as we will lose revenue.”

‘Declining enrollment dividend’

Because of Proposition 98's funding guarantee, TK-12 and community colleges will continue to receive 40% of the state's general revenue, yet districts collectively will receive fewer dollars as their enrollments drop. The unallotted difference, euphemistically called a “declining enrollment dividend,” could grow to \$7.5 billion annually, providing a pot of discretionary funding for the Legislature and governor. How to spend it could prove one of the more contentious decisions in the coming years. Among the options:

- Switching from funding by attendance to funding by annual enrollment, a method favored especially by districts hardest hit by chronic absences.
- Adding a regional cost factor to the Local Control Funding Formula — a much-discussed idea over the years, but never adopted;
- Increasing the state's share of special education expenses, benefiting all districts;
- Building in a permanent 4% annual COLA;
- Making permanent what has been sporadic among districts: funding professional development, starting with evidence-based instruction in early literacy and the new math framework.

Other issues

Plenty of important decisions won't require more money. While it's a fool's errand to predict what future events will determine, what could crowd its way to the top of the list includes:

Restructuring the California Department of Education. If the Legislature approves Newsom's plan as part of the next state budget, the department will fall under the authority of Newsom's successor. That will be only the first step to untangling the current fractured system of school improvement and accountability. Like it or not, the next governor will take credit or blame for implementing programs the state superintendent of instruction had managed.

Resolving Miliani Rodriguez v. State of California. That's the lawsuit the public interest law firm Public Advocates filed on behalf of 14 students, parents, and teachers in six school districts, challenging the first-

come, first-served state formula for distributing billions of dollars to repair school facilities. If Newsom doesn't settle what he has acknowledged favors wealthy districts, then the decision to defend or negotiate an end to an inequitable system falls to his successor.

Taking the lead on artificial intelligence. AI is a big, amorphous subject, enticing and forbidding, that has been left to districts to decipher and deal with vendors. The next California governor can call for all students to be AI literate, said Chris Agnew, director of Generative AI for Education Hub at Stanford University, and ask fundamental questions like, "What are the core capacities we want to build in California students, and what are the research-backed learning experiences that build these capacities?"

Redesigning high schools. High schools face a challenge. Only 55% of California students report feeling connected to high school. In 2025, the Legislature budgeted \$10 million for a Secondary School Redesign Pilot Program to establish 14 networks for high schools and middle schools in 57 districts. Some have been experimenting for years, while others are launching different models with team teaching, small-group learning to strengthen student relationships, and nontraditional scheduling to accommodate apprenticeships.

A seven-period day, driven by college course requirements and seat time regulations, is hard to change. But if, as State Board President Linda Darling-Hammond hopes, the results show "what it takes for students to be engaged and purposeful in a rapidly changing world," the next governor should scale up the project, she said.

Getting serious about the achievement gap. Newsom's big bets on improving students' well-being and academic progress may bear fruit long term. But the California School Boards Association is demanding full attention now to narrowing persistent disparities in achievement between low-income and well-off students, and among racial and ethnic groups.

CSBA is pushing bills that would hold state agencies accountable for providing the annual metrics that they use to track how they are closing the achievement gap. A separate commission would weed out regulations and duplicate programs, and give a thumbs-down on new programs that would divert resources and energy from addressing the achievement gap.

The bills may not pass, at least as written, but the message is clear: A governor with a different agenda may be out of sync with the times.

Note: The Trump Administration has terminated multiple civil rights settlements aimed at ensuring transgender students' rights to equal opportunity to an education, forcing school officials to choose whether to comply with the government's interpretation of federal anti-discrimination laws or to abide by conflicting state statutes.

The Federal Government Pulls Out of Civil Rights Settlements Backing Trans Students.

By Michael C. Bender
The New York Times
April 6, 2026

The Trump administration on Monday terminated multiple civil rights settlements aimed at ensuring transgender students' rights to equal opportunity to an education, forcing school officials to choose whether to comply with the government's interpretation of federal anti-discrimination laws or to abide by conflicting state statutes.

The terminations are an escalation of the administration's efforts to enforce President Trump's executive order that the government recognize only a person's sex assigned at birth.

The actions show how the administration's campaign to erase diversity, equity and inclusion policies has sharpened to root out specific civil rights protections, particularly for students participating in school programs or activities based on their gender identity instead of their biological sex.

The Trump administration has opened at least 40 civil rights investigations into educational institutions that provide protections for transgender students. It has also sued state education departments and high school athletic associations in California and Minnesota over policies that permit transgender athletes to participate in school sports. A total of 27 states have restricted the participation of transgender athletes in school sports.

Education Department officials said there was no precedent for the federal government terminating previously negotiated civil rights settlements with schools. Civil rights lawyers who worked under Democratic and Republican administrations said they were unaware of previous examples of such a move.

"To go back and terminate agreements and say all of the policies and procedures should be reversed as if nothing ever happened, that is very different and a very big deal," said Nancy Potter, a former supervising lawyer at the Education Department's Office for Civil Rights who now runs her own practice.

The terminations rescinded all or portions of six settlements that the Obama and Biden administrations had negotiated, Education Department officials said. They would revoke the federal government's support for deals with school districts in Delaware, Pennsylvania and Washington State, as well as two school districts and a community college in California.

Kimberly M. Richey, the assistant secretary for civil rights at the Education Department, said in a statement that the changes underscored the Trump administration's efforts to bar transgender students from girls' and women's sports teams and shared restrooms or locker rooms.

“Today is yet another demonstration of the Trump administration’s commitment to uphold the law, protect our students and restore common sense,” Ms. Richey said. “No longer will the federal government force educational institutions to violate the law or punish them for upholding it.”

Shelby Chestnut, the executive director of the Transgender Law Center, a group in Oakland, Calif. that advocates for policies that support gender-nonconforming people, said the administration’s actions jeopardized the safety and well-being of transgender students.

“This sends a chilling alarm that trans students really are a target of this administration,” he said. “It’s extremely concerning. Students should be safe to go to school and get an education.”

Several school officials said they had either not yet heard from the Education Department about the changes or signaled that they were uninterested in rescinding the agreements. School boards would have to vote on any change to a district’s policies.

The Trump administration said it was striking portions of a 2023 settlement with Taft College, a two-year community college about 120 miles north of Los Angeles, that required training for faculty and staff members about abiding by a student’s preferred name and pronouns and how refusing could create a hostile academic environment under civil rights law.

Leslie Minor, the interim president of Taft College, said in a statement that the school had settled the case with the Office for Civil Rights three years ago and no further action was required.

Education Department officials said they were also overturning a 2023 agreement with the La Mesa-Spring Valley School District, outside San Diego, which involved complaints about harassment of a nonbinary student.

The department ordered the district to rescind “any materials and guidance” that resulted from the resolution agreement. But David Feliciano, the superintendent of schools in La Mesa-Spring Valley, said he did not expect any significant changes.

“Seems like it’s just meant to be a statement on behalf of the Trump administration,” Mr. Feliciano said, adding that he would consult with the district’s lawyers.

Another agreement targeted by the department had been in place for more than a decade, including all four years of the first Trump administration. It required a rural school district in northeastern Pennsylvania to provide training for its faculty about gender-based discrimination, among other things.

The district, Delaware Valley, had agreed in 2016 to update its policies and procedures after a transgender student complained about its repeated refusal to comply with a name change and preferred pronouns. The student also objected to being forced to use restrooms and locker rooms based on biological sex instead of gender identity.

But members of the school board raised alarms about the agreement last year, shortly after Mr. Trump signed a series of executive orders aimed at erasing the rights of transgender Americans and others who do not identify as the sex they were assigned at birth.

In November, the Southeastern Legal Foundation, a conservative policy group in Georgia with ties to the Trump administration, sent a letter to Ms. Richey urging the Education Department to terminate its agreement with Delaware Valley.

In February, the department ordered the school district to rescind any policies and procedures stemming from the decade-old agreement or to face an investigation and potential funding cuts. The school board voted last month to overturn the civil rights resolution and comply with the administration's orders, according to district records.

Carl Will, a member of the Delaware Valley School Board who supports the administration's push to pare back rights for transgender students, said the move put the district at odds with Pennsylvania laws that protect transgender students from discrimination.

"It puts us in a weird position," Mr. Will said, adding that the district could not afford to lose millions of dollars in federal support each year.

Education Department officials said they were terminating agreements that were similarly based on gender-related civil rights investigations, including ones with the Sacramento City Unified School District in California; the Cape Henlopen School District in Lewes, Del.; and the Fife School District in Milton, Wash.

Some of those districts were being notified about the terminations on Monday, Education Department officials said.

The Cape Henlopen and Fife districts were on spring break on Monday. The Sacramento district returned on Monday after a weeklong break.

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: April 17, 2026
Phone Number: (559) 457-3934

Regarding: April Legislative Committee

The purpose of this is to provide the Board information shared at the April 09, 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: Adela Duncan, Chief Information Officer, Patrick Jensen, Chief Financial Officer; David Chavez, Chief of Human Resources; Kim Kelstrom, Chief Executive, Fiscal; Ashlee Chiarito, Executive Officer, State and Federal; and Teresa Plascencia, Executive Director, Constituent Services.

Legislative Committee Update

The Legislative Committee reviewed several matters and has put forward a series of recommendations for the Board of Trustees' consideration at an upcoming regularly scheduled meeting.

The Committee recommends:

- The Board of Trustees support California Friday Night Live (FNL) Month. April is designated to celebrate a statewide initiative that empowers youth through leadership, advocacy, and prevention activities. Throughout April, FNL chapters highlight youth-driven impact on issues like alcohol and drug prevention
- The Board of Trustees support Day of the Teacher to celebrate educators on the second Wednesday every May. Modeled after "El Día del Maestro," this day recognizes the contributions of teachers in public schools, community colleges, and universities
- The Board of Trustees oppose the proposed Southeast Development Area (SEDA), citing concerns that it would negatively impact students and the district's long-term stability. The development could reduce student enrollment and Average Daily Attendance, leading to potential school closures, staffing cuts, and fewer support services. It may also weaken the district's financial health by reducing ADA-based funding and the local tax base that supports education

The Committee received an update on Assembly Bill (AB) 2220. This bill, sponsored by Fresno Unified, authorizes school districts to establish "auxiliary organizations" for providing supportive services, specialized programs, and enhancing educational opportunities. Introduced in early 2026, it requires these organizations to operate within the district's educational mission and maintain strict accounting and reporting systems.

Legislative Update – The following bill proposals were discussed:

AB 1581 (Ramos) – Watch – Requires districts to report in CALPADS the tribal affiliation of students who identify as American Indian or Alaska Native.

AB 2149 (Garcia) – Watch – Requires the Legislative Analyst's Office (LAO) to report on the state's progress in closing the achievement gap and make recommendations to meet future targets.

AB 2303 (Muratsuchi) – Support – By July 01, 2027, requires the LAO to review existing required reports and reporting deadlines and provide recommendations to reduce conflicting or redundant reports.

AB 2496 (Solache) – Support – Eliminates the school accountability report card (SARC), replaced with data reported and made public on the California School Dashboard.

AB 1763 (Lee) – Watch – Includes 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.

AB 2248 (Hoover) – Watch – Requires districts to notify parents/guardians of students in grades 7-12 of the benefits of the California College Guidance Initiative and encourage to create parent accounts.

AB 1578 (Jackson) – Support – Adds anti-hate speech training to sexual harassment training that is required of all elected state or local officials.

AB 1626 (Gabriel) – Support – Requires California Interscholastic Federation coaches to complete initial training, and subsequent training every two years, that covers specified mental health-related topics.

AB 1665 (Pacheco) – Support – In the 2027/28 school year, requires a local educational agency that offers an athletic program to ensure that coaches complete an initial training, and subsequent training every two years, that covers sudden cardiac arrest and behavioral and mental health training.

AB 2148 (Muratsuchi) – No Position – Allows K-12 and public college educators to refuse to use any form of educational technology.

AB 2325 (Alvarez) – Support – Requires the California Department of Education to develop the Bilingual Clinical Placement Registry to connect the preparation, credentialing, and long-term retention of bilingual and multilingual teachers.

AB 2490 (Valencia) – Support – Reestablishes the 60-cumulative day authorization for substitute teachers (rather than 20 days in a special education assignment or 30 days in a general education assignment) if certain requirements are met.

AB 2555 (Patel) – Watch – Makes changes to the system of reclassifying English learner students as English proficient commencing on July 01, 2027.

AB 1644 (Muratsuchi) – Watch – By July 01, 2027, requires districts to adopt and update every five years, a policy that prohibits students from using smartphones while on campus or while under the supervision of a school employee.

AB 1821 (Pacheco) – Support – Existing law requires a public agency to determine within 10 days whether requested records are disclosable and to notify the requester, with a possible extension of up to 14 days under unusual circumstances. This bill clarifies that both the initial period and any extension are measured in 10 business days and 14 business days.

AB 2726 (Fong) – No Position – Authorizes a school district to declare technology to be surplus technology property that can be disposed of if authorized by policy adopted by the governing board.

SB 1147 (Ochoa Bogh) – Support – Allows the existing personal finance course requirement to be fulfilled as part of an integrated year-long course that includes the personal finance required topics.

AB 1884 (Hadwick) – No Position – Requires school districts, as part of its policy, regarding participation in extracurricular and co-curricular activities, to adopt a drug testing program.

AB 2404 (Tangipa) – No Position – The measure requires at least one member from the San Joaquin Valley to serve on several state boards and advisory bodies. These include the State Board of Education, a career technical education advisory group, the Financial Solvency Standards Board, the Citizen's Financial Accountability Oversight Committee, and the California Veterans Board.

AB 1731 (Wilson) – Support – On or before January 01, 2028, the Office of Farm to Fork shall establish the California Healthy Food Procurement Fund Program for purposes of cultivating equity, nurturing students, building climate resilience, support agriculture, and creating scalable and sustainable change in the school food system.

AB 2230 (Avila Farias) – Support – Prohibits an elections official from allowing immigration enforcement or federal law enforcement to be stationed or posted in the immediate vicinity of a polling place.

SB 1181 (Hurtado) – No Position – Requires the Office of Emergency Services to establish the Central Valley School Safety Coordination Pilot Program to study and evaluate improved communication pathways between districts and regional fusion centers regarding credible safety threats affecting school communities.

AB 2509 (Schultz) – Support – This bill, for purposes of the Local Control Funding Formula, would require a school district's fiscal year average daily attendance to be computed using the average of the five most recent prior fiscal years, if that average is greater than the current fiscal year, prior fiscal year, or average of the three most recent fiscal years.

AB 2460 (Rodriguez, Celeste) – Support – This bill would require governing boards to adopt an update to that policy to include guidance on providing equity-centered mental health supports in case of a local emergency related to immigration enforcement activities or deportations of pupils or their family members.

AB 1899 (Caloza) – Watch – Creates the Office of Youth Homelessness Prevention (Office) in the California Agency on Housing and Homelessness with a mission to reduce youth homelessness in the state to functional zero.

The School Services Legislative Committee April 2026 report is attached. The next Legislative Committee meeting is scheduled for May 07, 2026.

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

Cabinet Approval: 

Name and Title: Patrick Jenson, Chief Financial Officer

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
APRIL 9, 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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FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

State Revenues Exceed Projections Amid Moderating Economic Trends

By: Megan Baier and Wendi McCaskill, EdD

March 23, 2026

In its March 2026 issue of the monthly *Finance Bulletin*, the Department of Finance reports that General Fund revenues for February came in slightly above the Governor's Budget projections, while fiscal year-to-date (YTD) revenues continue to show strong performance. February receipts exceeded projections by \$154 million (1.4%), and YTD revenues are higher than expected by \$7.0 billion (5.1%), largely driven by continued strength in personal income tax and corporation tax collections.

Revenue Trends

Revenue performance in February was mixed across the major tax categories. Personal income tax receipts fell short of projections for the month by \$395 million (6.8%), primarily due to higher-than-anticipated refunds. Despite this monthly shortfall, personal income tax collections remain strong on a year-to-date basis, exceeding projections by \$4.3 billion (4.8%).

Corporation tax receipts continued to outperform expectations. February revenues exceeded projections by \$362 million, and YTD collections are higher by \$1.8 billion (9.3%). This strength is largely attributable to higher pass-through entity tax payments and lower refund activity.

Sales and use tax receipts came in modestly above projections for February by \$180 million (4.2%) and are essentially on target for the fiscal year, exceeding projections by only \$1 million.

"Big Three" Taxes In millions						
	February 2026			2025-26 Year to Date		
	Forecast	March <i>Finance Bulletin</i>	Difference	Forecast	March <i>Finance Bulletin</i>	Difference
Personal Income Tax	\$5,772	\$5,377	\$(395)	\$89,263	\$93,577	\$4,314
Corporation Tax	\$175	\$537	\$362	\$19,564	\$21,391	\$1,827
Sales and Use Tax	\$4,323	\$4,503	\$180	\$23,439	\$23,440	\$1
Total	\$10,270	\$10,417	\$147¹	\$132,266	\$138,408	\$6,142¹

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

Economic Conditions

Recent national indicators point to continued economic expansion at a moderating pace. In March, the Federal Reserve maintained the federal funds rate target range at 3.5% to 3.75%, signaling a continued data-dependent approach to future policy adjustments. U.S. headline and core inflation remained unchanged in February, with the Consumer Price Index (CPI) increasing 2.4% and core CPI, which excludes food and energy increasing 2.5% over the past 12 months, while personal income and consumer spending continue to reflect steady household demand. According to the *Finance Bulletin*, economic growth slowed in late 2025, with U.S. real gross domestic product increasing at a 0.7% annualized rate in the fourth quarter, a notable deceleration from earlier in the year.

At the state level, economic conditions in California generally reflect similar trends, though with some continued differences in magnitude. Labor market conditions in California remain relatively stable but continue to lag slightly behind national trends. The *Finance Bulletin* notes that employment gains have been modest and uneven across sectors, with some industries experiencing job losses that offset gains in others.

Housing activity in California shows mixed signals. The *Finance Bulletin* indicates that building activity and permits remain below prior levels, reflecting continued constraints in housing supply, although conditions have shown some stabilization relative to earlier periods.

Inflationary pressures in California, while easing, continue to be influenced by components such as housing, which remain a key driver of overall price levels.

Outlook

Overall, the state's revenue picture through February remains favorable, supported by strong year-to-date performance in personal income and corporation taxes. At the same time, moderating economic growth, stable but uneven labor market conditions, and ongoing housing constraints suggest a more measured economic environment moving forward.

Updated U.S. and state economic conditions, along with state revenue estimates and their implications for Proposition 98, will be reflected in the Governor's May Revision. We will continue to monitor these developments and provide additional analysis as new information becomes available. For more information about and to register for our live webinar—the May Revision Workshop—click [here](#).

President Trump Releases FY 2027 Budget Proposal

By: Kyle Hyland

April 8, 2026

The Trump Administration has released its full [budget proposal](#) for federal fiscal year (FY) 2027, outlining significant changes to the U.S. Department of Education (ED). The proposal continues a multiyear effort to reduce federal education spending, consolidate programs, and shift greater authority to states and other federal agencies.

Notably, many of the proposals included in the FY 2027 budget proposal were also proposed in the FY 2026 budget (see the article “[Details of the FY 2026 Presidential Proposal](#)” in the June 2025 *Fiscal Report*). However, those changes were ultimately rejected by Congress and did not go into effect in the final FY 2026 enacted budget (see the article “[Bipartisan Budget Deal Safeguards Education Funding](#)” in the January 2026 *Fiscal Report*).

Below we highlight the significant proposals in Trump’s FY 2027 budget that would impact TK-12 education.

Title I Funding

While the President proposes significant reductions to the ED budget, he proposes to keep funding Title I grants to states at \$18.4 billion. This is the same investment in Title I that the federal budget has provided in FY 2026.

Make Education Great Again Grant Program

The Trump Administration again proposes a major restructuring of federal K-12 funding through a consolidated block grant—rebranded in FY 2027 as the Make Education Great Again (MEGA) grant.

This proposal would consolidate 17 existing federal education programs that currently total approximately \$6.6 billion into a single formula grant to states. However, the Administration proposes funding the MEGA grant at \$2 billion, representing a reduction of approximately \$4.6 billion (roughly 70%) compared to current funding levels. Similar to last year’s proposal, the goal is to provide states and local educational agencies (LEAs) greater flexibility in spending decisions. However, it eliminates dedicated funding streams targeting specific student populations and priorities, replacing them with a significantly smaller block grant.

- The 17 programs proposed for consolidation include:
- Supporting Effective Instruction State Grants (Title II-A): \$2.19 billion
- Student Support and Academic Enrichment Grants (Title IV-A): \$1.38 billion
- 21st Century Community Learning Centers: \$1.33 billion
- State Assessments: \$380.0 million

- Rural Education Achievement Program: \$220.0 million
- School Safety National Activities: \$216.0 million
- Comprehensive Literacy State Development: \$198.5 million
- Education for Homeless Children and Youth: \$129.0 million
- Magnet Schools Assistance: \$124.7 million
- Promise Neighborhoods: \$91.0 million
- Neglected, Delinquent, and At-Risk Youth: \$49.2 million
- Alaska Native Education: \$45.0 million
- Innovative Approaches to Literacy: \$25.5 million
- American History and Civics Education: \$162.9 million
- Arts in Education: \$33.7 million
- Javits Gifted and Talented Education: \$7.9 million
- Statewide Family Engagement Centers: \$16.6 million

Under the proposed program, states would be required to reserve at least 25% of funds for evidence-based literacy activities and 25% for evidence-based mathematics instruction that strengthens core instruction, supports personalized learning, and builds foundational skills. The remaining funds could be used for activities aligned with the 17 consolidated K-12 programs, with states and local agencies having flexibility to address local needs.

Special Education Funding

The FY 2027 proposal includes a notable restructuring of special education funding. In total, the Administration proposes over \$16 billion for students with disabilities, representing a net increase of over \$538 million compared to FY 2026 levels.

The majority of the increase is directed toward Individuals with Disabilities Education Act (IDEA) Part B Grants to States, which would increase by approximately \$1.17 billion year over year, while a \$50 million increase is proposed for the Infants and Families (Part C) program.

However, like last year's budget proposal, the Administration proposes eliminating several targeted special education programs and consolidating those funds into the main state grant. The programs proposed for consolidation into the main IDEA funding stream are the following:

- Preschool Grant Program: \$420.0 million
- State Personnel Development: \$38.6 million

- Technical Assistance and Dissemination: \$39.4 million
- Personnel Preparation: \$115.0 million
- Parent Information Centers: \$33.2 million
- Educational Technology, Media, and Materials: \$32.4 million

In California, these funds are used for preschool programs for children with disabilities, educationally related mental health services funds (sent directly to LEAs), transportation for the state's special schools, family empowerment centers, various statewide initiatives, and more. Under President Donald Trump's proposal, language would be added to IDEA to allow states to reserve additional funds for activities previously administered by the ED under the National Activities programs.

Charter Schools and School Choice

Consistent with prior proposals, the Administration maintains level funding for charter school grants at \$500 million, continuing its emphasis on school choice and expanding educational options for families. While the FY 2026 proposal included an increase for charter schools, the FY 2027 proposal keeps funding flat.

Impact Aid and Indian Education Programs

The FY 2027 proposal maintains federal support for key formula-driven programs serving federally impacted districts and Native American students, with both programs receiving slight increases compared to prior-year levels.

Impact Aid would receive a modest increase (\$5 million) above its prior funding level of approximately \$1.6 billion, continuing support for school districts affected by federal activities, including those serving military-connected students and students living on tribal lands.

Indian Education programs would also see a slight increase (\$2 million) above the prior funding level of approximately \$194.7 million, supporting supplemental services to improve outcomes for Native American students.

Career Technical Education State Grants

The Administration proposes a structural shift for Career Technical Education (CTE) State Grants (Carl D. Perkins). While the \$1.44 billion in Perkins Grants to States funding is maintained, the FY 2027 proposal removes the program from the ED and shifts it to the Department of Labor (DOL).

Under the proposal, Perkins would no longer be administered as a dedicated education program. Instead, funding would be incorporated into broader federal workforce development programs within the DOL, aligning CTE more directly with labor market and economic priorities.

This represents a significant policy shift, moving CTE from a state-driven education formula grant to a federally administered workforce development framework.

Research and Data Collection Programs

The Administration requests \$261.3 million for Institute of Education Sciences activities, representing a reduction of \$531.8 million compared to the FY 2025 level. This substantial decrease reflects the Administration's continued effort to scale back federal investments in education research, data collection, and evaluation, while consolidating activities into a smaller, more centralized structure.

Programs Proposed for Elimination

In addition to consolidations, the FY 2027 budget proposes eliminating 12 K-12 programs totaling approximately \$2.1 billion. These eliminations largely target competitive grants and programs focused on specific student populations or educator development.

- The programs proposed for elimination include:
- English Language Acquisition (Title III): \$890.0 million
- Migrant Education: \$427.7 million
- Education Innovation and Research: \$259.0 million
- Full-Service Community Schools: \$150.0 million
- Supporting Effective Educator Development: \$90.0 million
- Teacher Quality Partnership: \$70.0 million
- Teacher and School Leader Incentive Program: \$10.0 million
- Comprehensive Centers: \$50.0 million
- Ready to Learn Programming: \$31.0 million
- Training and Advisory Services: \$6.6 million
- Native Hawaiian Education: \$45.9 million

In addition to K-12 programs, the proposal also eliminates TRIO (\$1.19 billion), a set of college access programs supporting low-income and first-generation students. Many of these programs were also proposed for elimination in FY 2026 but were preserved in the final appropriations bill.

Next Steps

The President's FY 2027 proposal serves as the starting point for the federal budget process. Congress will now develop its own appropriations bills, and—as demonstrated in FY 2026—many of the Administration's proposed cuts and consolidations may face bipartisan resistance.

Given that Congress rejected similar proposals last year, it remains uncertain whether the FY 2027 proposals will be enacted. The federal budget process is inherently fluid, and final funding levels will ultimately be determined through congressional negotiations in the months ahead.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

First Interim Certifications Released

By: Wendi McCaskill, EdD and Matt Phillips, CPA

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](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Historic Costs Amid Potential Historic Funding for Special Education

By: Linette Hodson and Anjanette Pelletier

April 6, 2026

Local educational agencies (LEAs) are once again focused on achieving budget alignment, striving to operate effectively and efficiently within projected revenues. Navigating challenging budgets is difficult, particularly when LEA fiscal health necessitates expenditure reductions and decreased reliance on one-time funds, while still protecting programs to support student needs. As LEAs deliberate on rescinding reduction-in-force notices and local contract negotiations make headlines, LEAs are working to ensure cost-saving measures have the least possible impact on classrooms, even as teachers and classified staff who support students are affected.

Special education program expenditure is frequently an area where LEAs seek budget alignment, as these costs continue to rise alongside general LEA operational costs. While state dedicated special education funding has increased by over \$360 per average daily attendance (ADA) in the past seven years, rising salaries, mandated contracted services obligations, and higher placement costs for students with disabilities necessitate larger General Fund contributions for most LEAs.

The Governor's Budget offers a positive outlook for the 2026-27 fiscal year with a proposal for a substantial increase to the statewide base rate, which would raise the amount per ADA to nearly \$1,000. This proposed increase in targeted special education revenue would be strongly welcomed by LEAs, many of which have observed a long-term trend of increasing contributions from the unrestricted General Fund to cover special education expenditures over the last decade. In the 2024-25 fiscal year, state funding accounted for 18.1%; federal funds 6.6%; and local revenues 12.5% of spending. Despite growing revenues, this leaves 62.8% of special education expenditures covered by the General Fund contribution, representing the highest level ever reported via state-certified data, as shown below.



Source: State-certified data, 2024-25

As LEAs proceed with budget development and multiyear planning over the coming months, a critical component that must be analyzed is the Special Education Maintenance of Effort (SEMOE) obligation. SEMOE is the federal requirement under the Individuals with Disabilities Education Act (IDEA) that mandates an LEA maintain a minimum level of expenditure from state and local revenue sources. Compliance with this mandate is necessary for an LEA to be eligible for federal special education funds and to maintain proper spending of federal dollars. The IDEA SEMOE mandate is enforced through a sequence of fiscal tests designed to ensure continued eligibility and compliance.

The SEMOE obligation is comprised of multiple components, including the requirement to calculate the excess cost threshold for spending state and local dollars on base education programs and ensuring federal funds are appropriately adjusted for compliance monitoring. Crucially, during the current budget cycle, LEAs must focus on the four SEMOE tests under the subsequent years rule, which compare the current year's spending amount on special education to a prior, comparable year. As LEAs seek budget alignment through measures such as reduced positions or right-sized staffing ratios, any potential cost savings must be carefully assessed to ensure the SEMOE obligation will still be met.

The four SEMOE measurement areas review state and local expenditures as well as per capita analysis. The LEA must ensure it is maintaining a trajectory to meet at least one area of the SEMOE obligation for both the current and the budget year. To support midyear monitoring of the SEMOE trajectory and forward projections, LEAs are encouraged to utilize useful tools. These include the Subsequent Year Tracking Worksheet, which is completed at close-of-books but remains useful year-round, and the SEMOE Interim form, which allows for comparison of actual expenditures as of Second Interim with the required comparable year. LEAs are advised to run the SEMOE Interim form, using the appropriate special education pupil count and the accurate comparable year for comparison.

If an LEA determines that passing at least one of the required tests for the current year is in jeopardy, several mitigation strategies are available. These strategies include using allowable exemptions, shifting expenditures, and adjusting spending and purchasing practices. When LEAs project budget reductions for the next year, the best approach is to plan for the multiyear impact of those cuts, which maximizes flexibility and ensures the highest probability of continuing eligibility for IDEA funding.

School Services of California Inc. (SSC) offers multiple resources to share information on the SEMOE obligation, strategies for monitoring, and mitigation of SEMOE challenges, along with guidance on engaging in collaborative discussions and multiyear planning. In addition to the Special Education Fiscal Collaborative, which meets monthly, SSC is offering a spring webinar, Maintenance of Effort Monitoring—Beyond the Basics, which will be held on April 21, 2026. Further information on the webinar can be found [here](#). We are available to assist with these technical issues during these challenging times and encourage you to join us for the Special Education Fiscal Collaborative and the upcoming webinar.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

LAO Recommends Governor's Education Governance Proposal with Improvements

By: Megan Baier and Patti F. Herrera, EdD

March 19, 2026

The Legislative Analyst's Office (LAO) released a [report](#) on March 18, 2026, analyzing the Governor's Budget proposal to restructure the state's education governance system and offering recommendations to the Legislature to strengthen the proposal. This proposal is one of the major education-related features in Governor Gavin Newsom's final proposed State Budget.

The LAO notes that six major reports over the last 30 years have identified the shortcomings in the state's current governance system, with each offering varying recommendations to improve it. Despite differing recommendations, there was consensus among the reports that the Governor should serve as the head of the system's administrative functions and oversee the implementation of state education policy.

The LAO also highlights that California's current education governance structure differs significantly from that of most other state departments. Typically, state departments are led by a director appointed by the Governor and confirmed by the Legislature. These directors serve at the Governor's pleasure and can be removed at the Governor's discretion. The LAO points out that this structure creates a clear chain of command, allowing the Governor and their appointees to be held accountable for the implementation of state programs.

As previously reported in a prior article (see "[New Details Emerge for Newsom's Education Governance Reform](#)" in the February 2026 *Fiscal Report*), under the Governor's proposal, management of the California Department of Education (CDE) would shift from the elected State Superintendent of Public Instruction (SSPI) to a newly created education commissioner appointed by the Governor, beginning January 1, 2027. The commissioner would report directly to both the Governor and the State Board of Education (SBE) and would oversee CDE operations. The SSPI would retain a smaller office and gain voting seats on both the SBE and the California Community Colleges Board of Governors; however, the proposal does not clearly define the SSPI's revised responsibilities.

The LAO concludes that the Governor's proposal could lead to a more coherent education governance system and recommends that the Legislature adopt it with several refinements:

- Require the Senate to confirm the education commissioner's appointment
- Require the Governor to propose an implementation plan that operates within existing resources and identifies areas of redundancy across the SBE and CDE where responsibilities could be consolidated
- Define the SSPI's duties, including representing the public's interests, reporting on the state of education, and making recommendations on programs and policy issues

The Governor's proposal does not include changes to the responsibilities of the SBE. However, the LAO recommends several modifications to improve system coherence. The LAO highlights that the SBE's regular meeting schedule, diverse make up, and subcommittees position the body well to focus on major policies that require public input than a single commissioner. The LAO recommends shifting administrative functions away from the SBE to the new commissioner, which could create capacity for the SBE to focus on policy issues requiring greater public engagement. Additionally, the LAO recommends adding two legislative appointees to the SBE to strengthen legislative oversight and help ensure that SBE policies align with legislative intent.

Assemblymember David Alvarez (D-San Diego), who chairs the Assembly Budget Subcommittee on Education, has introduced Assembly Bill 2117, which is substantively similar to the Governor's education governance system proposal. Next Wednesday, March 25, 2026, we will gain further insight on lawmakers' perspectives and appetite to reform the state education governance system as the Assembly Education Committee will hold an informational hearing to review the matter in depth.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

By the Way . . . Attendance Make-Up—Updated Independent Study FAQs

By: Wendi McCaskill, EdD and Patti F. Herrera, EdD

April 2, 2026

The California Department of Education (CDE) has updated its Independent Study Frequently Asked Questions (FAQs) to clarify that independent study cannot be used to make up attendance or generate average daily attendance (ADA) for prior absences. The updated FAQs are available [here](#). The new “Make-up Attendance” section reinforces that independent study is an instructional model, not an attendance recovery strategy.

For additional guidance, the CDE will host an Attendance Accounting Webinar—Strategies for Mitigating Loss of ADA Webinar on May 12, 2026, from 10:30 a.m. to 12:30 p.m. Registration is available [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Senate Education Budget Subcommittee Gets New Chair

By: Kyle Hyland

March 13, 2026

As budget subcommittee season gets underway hearing the Governor's 2026-27 State Budget proposal, there appears to be a change of the guard for the Senate Budget Subcommittee No. 1 on Education, with Senator Sasha Renée Pérez (D-Alhambra) now leading the committee.

Earlier this year, we reported that Senator Lena Gonzalez (D-Long Beach) had been appointed chair of the subcommittee, with Senators Rosilicie Ochoa Bogh (R-Yucaipa) and Sasha Renée Pérez serving as the other members (see the article "[Senate Leader Limón Announces Committee Assignments](#)" in the January 2026 *Fiscal Report*).

However, since that announcement, the membership of the Senate Budget Subcommittee No. 1 on Education has changed. The Senate Budget and Fiscal Review Committee website now lists the following members for Subcommittee No. 1:

- Senator Sasha Renée Pérez, Chair
- Senator Bob Archuleta (D-Pico Rivera)
- Senator Rosilicie Ochoa Bogh

Notably, there does not appear to have been a formal public announcement from Senate leadership regarding this change in membership. Instead, the updated roster appears on the committee's official web page and has been reflected in recent subcommittee hearing materials.

Senators Pérez and Ochoa Bogh both served on the subcommittee last year, but this is Senator Archuleta's first year as a subcommittee member.

Senator Archuleta represents Senate District 30, which includes portions of southeastern Los Angeles County and northern Orange County. He was elected to the State Senate in 2018 after previously serving on the Pico Rivera City Council and as mayor of the city.

As a reminder, Senate Budget Subcommittee No. 1 on Education is tasked with vetting and approving education issues in the State Budget. Throughout the spring, the subcommittee will hear testimony on the Governor's 2026-27 State Budget education proposals from the Department of Finance, the Legislative Analyst's Office, and education interest holders.

The subcommittee ultimately helps shape education investments and policy proposals in the Legislature's version of the State Budget before legislative leaders and the Newsom Administration finalize the annual budget agreement.

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of April 8, 2026**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Status</i>	<i>Page</i>
Accountability and Assessments				
AB 1581 Ramos	Pupils: Data Reporting: American Indian and Alaska Native Pupils		Assembly Appropriations Committee	21
AB 2149 Garcia	Pupil Achievement: Closing the Achievement Gap: Accountability Report		Assembly Education Committee	21
AB 2202 Muratsuchi	Pupil Achievement: Closing the Achievement Gap Commission	Support	Assembly Education Committee	22
AB 2225 Patel	Pupil Achievement: Closing the Achievement Gap State Operations and Support Plan	Watch	Assembly Education Committee	22
AB 2303 Muratsuchi	School Accountability: Data Systems: Reporting		Assembly Education Committee	23
AB 2496 Solache	Local Educational Agencies: Reports: School Accountability Report Card: California School Dashboard: Local Control Accountability Plan: Local Control Funding Formula Budget Overview		Assembly Education Committee	23
AB 2514 Ransom	Pupil Achievement: State of the Achievement Gap Dashboard	Watch	Assembly Education Committee	23
Attendance or Instructional Time				
AB 1631 Muratsuchi	Elementary Education: Kindergarten	Support	Assembly Appropriations Committee	24
AB 1763 Lee	Pupil Attendance: Excused Absences: Religious Observance	Watch	Assembly Appropriations Committee	24
College and Career				
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Accountability and Assessments

[AB 1581 \(Ramos\)](#)

Amended Date: 03/23/2026

Title: Pupils: Data Reporting: American Indian and Alaska Native Pupils

Status: Assembly Appropriations Committee

Position:

Summary:

Starting in 2027-28, requires local educational agencies to report in CALPADS the tribal affiliation of students who identify as American Indian or Alaska Native.

[AB 2149 \(Garcia\)](#)

Amended Date: 03/16/2026

Title: Pupil Achievement: Closing the Achievement Gap: Accountability Report

Status: Assembly Education Committee

Position:

Summary:

Requires the Legislative Analyst's Office to report on the state's progress in closing the achievement gap and make recommendations to meet future targets.

SSC Comment: This is one of four bills sponsored by CSBA to close the achievement gap. The other bills are Assembly Bill (AB) 2202 (Muratsuchi, D-Torrance), AB 2225 (Patel, D-San Diego), and AB 2514 (Ransom, D-Stockton).

AB 2202 (Muratsuchi)

Title: Pupil Achievement: Closing the Achievement Gap Commission

Status: Assembly Education Committee

Position: Support

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: Watch

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 2303 \(Muratsuchi\)](#)

Amended Date: 03/19/2026

Title: School Accountability: Data Systems: Reporting

Status: Assembly Education Committee

Position:

Summary:

By July 1, 2027, requires the Legislative Analyst's Office to review existing required reports (including CALPADS and the Local Control and Accountability Plan) and reporting deadlines and provide recommendations to reduce conflicting or redundant reports.

[AB 2496 \(Solache\)](#)

Amended Date: 03/19/2026

Title: Local Educational Agencies: Reports: School Accountability Report Card: California School Dashboard: Local Control Accountability Plan: Local Control Funding Formula Budget Overview

Status: Assembly Education Committee

Position:

Summary:

Eliminates the school accountability report card and instead states that the California School Dashboard (Dashboard) is the school accountability report card for purposes of Proposition 98. Requires the California Department of Education (CDE) to maintain a website that includes a history of the school accountability report card and a crosswalk that indicates where specified information can be found on the Dashboard or another location on the CDE website. School districts would be required to publicize the Dashboard and annually notify parents/guardians when the Dashboard is released.

SSC Comment: AB 2496 is co-sponsored by ACSA, CSBA, and CASBO.

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

Amended Date: 03/02/2026

Title: Pupil Achievement: State of the Achievement Gap Dashboard

Status: Assembly Education Committee

Position: Watch

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 \(Muratsuchi\)](#)

Amended Date: 03/23/2026

Title: Elementary Education: Kindergarten

Status: Assembly Appropriations Committee

Position: Support

Summary:

As amended on March 23, 2026, phases in the requirement for a student to complete one year of kindergarten before starting first grade. For the 2028-29 school year, the requirement applies to a student who turns six years old between July 1, 2028, and September 1, 2028. For the 2029-30 school year, the requirement applies to a student who turns six years old between May 1, 2029, and September 1, 2029. For the 2030-31 school year, the requirement applies to a student who turns six years old between March 1, 2030, and September 1, 2030. For the 2031-32 school year, the requirement applies to students who turn six years old on or before September 1 of that school year.

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

Title: Pupil Attendance: Excused Absences: Religious Observance

Status: Assembly Appropriations Committee

Position: Watch

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 Appropriations Committee

Position: Support

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 Appropriations Committee

Position: Watch

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.

AB 2248 (Hoover)

Amended Date: 03/26/2026

Title: Pupil Services: Educational Counseling: California College Guidance Initiative

Status: Assembly Appropriations Committee

Position: Watch

Summary:

As amended March 26, 2026, requires local educational agencies to notify parents/guardians of students in grades 7-12 of the benefits of the California College Guidance Initiative and encouragement to create parent accounts.

The prior version of the bill required school districts to give notice of the advanced academic programs available and to annually hold at least one informational session.

[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**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 1578 \(Jackson\)](#)**Amended Date:** 04/06/2026**Title:** State and Local Officials: Sexual Harassment Training and Education: Anti-Hate Speech Training**Status:** Assembly Local Government Committee**Position:****Summary:**

Adds anti-hate speech training to sexual harassment training that is required of all elected state or local officials.

[AB 1626 \(Gabriel\)](#)**Amended Date:** 03/16/2026**Title:** Interscholastic Athletics: Youth Sports: Coaches: Behavioral and Mental Health Training**Status:** Assembly Education Committee**Position:****Summary:**

Requires California Interscholastic Federation coaches to complete initial training, and subsequent training every two years, that covers specified mental health-related topics.

[AB 1654 \(DeMaio\)](#)**Title:** Vehicles: Commercial Driver's Licenses**Status:** Assembly Transportation Committee**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 \(Pacheco\)](#)

Amended Date: 04/06/2026

Title: School Athletics: Coaches: Youth Athletics Behavioral and Mental Health Training

Status: Assembly Appropriations Committee

Position: Watch

Summary:

As amended, starting with the 2027-28 school year, requires a local educational agency that offers an athletic program to ensure that coaches complete an initial training, and subsequent training every two years, that covers sudden cardiac arrest and behavioral and mental health training.

[AB 1750 \(Caloza\)](#)

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

Status: Assembly Public Employment and Retirement Committee

Position: Oppose

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 Public Employment and Retirement Committee

Position: Watch

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 \(Schultz\)](#)

Amended Date: 03/20/2026

Title: Workplace Artificial Intelligence Tools

Status: Assembly Judiciary Committee

Position: Watch

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 2148 \(Muratsuchi\)](#)

Amended Date: 03/19/2026

Title: Local Educational Agency Employees: Public Postsecondary Education Employees: Artificial Intelligence, Automated Decision Systems, and Educational Technology: Discipline

Status: Assembly Education Committee

Position:

Summary:

Allows K-12 and public college educators to refuse to use any form of educational technology. Prohibits disciplining an educator based on information acquired or produced via artificial intelligence.

[AB 2325 \(Alvarez\)](#)

Amended Date: 03/19/2026

Title: Teachers: Bilingual Teachers: Online Database and Pipeline

Status: Assembly Education Committee

Position:

Summary:

Requires the California Department of Education to develop the Bilingual Clinical Placement Registry to connect the preparation, credentialing, and long-term retention of bilingual and multilingual teachers. The registry shall track local educational agency's capable of employing bilingual and multilingual teachers and map teacher supply pipelines against the anticipated workforce needs of the state.

AB 2365 (Sanchez)

Amended Date: 04/06/2026

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

Status: Assembly Education Committee

Position: Support

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.

AB 2490 (Valencia)

Amended Date: 04/06/2026

Title: Teacher Credentialing: Substitute Teachers: Days of Service

Status: Assembly Education Committee

Position:

Summary:

Reestablishes the 60-cumulative day authorization for substitute teachers (rather than 20 days in a special education assignment or 30 days in a general education assignment) if certain requirements are met:

- The local educational agency (LEA) has a collective bargaining agreement that includes a process for the assignment of substitute teachers, or
- if the teacher on record is on statutory leave, the LEA has employed all available and suitable substitute teachers who hold a teaching permit for statutory leave, or
- if the assignment is for a vacant position, the LEA has made reasonable efforts to recruit an individual for the vacancy.

Before assigning the substitute for more than 20 cumulative days in special education or 30 days in general education, the LEA shall:

- Obtain governing board approval if the assignment is foreseeable, or
- if the assignment is unforeseeable due to urgent circumstances, provide the information as an informational item at the next scheduled governing board meeting.
- If the substitute teacher does not have a preliminary or clear credential, then the LEA shall ensure the substitute receives specified professional development, training, and a mentor.

SSC Comment: Fresno Unified School District supported a similar bill, AB 1224 (Valencia), in 2025 that was vetoed.

English Learners

[AB 2555 \(Patel\)](#)

Amended Date: 03/16/2026

Title: English Learners: Reclassification

Status: Assembly Education Committee

Position:

Summary:

Makes changes to the system of reclassifying English learners (ELs) as English proficient commencing on July 1, 2027:

- Limits the reclassification criteria to the assessment of English language development (ELD)
- Requires that ELs be reclassified as English proficient if they meet the score established by the State Board of Education for purposes of reclassification on the ELD assessment or the alternate ELD assessment
- Permits some ELs with disabilities to be reclassified using alternate means
- When a student is classified as an EL the local educational agency must communicate specified information to the student's parent or guardian regarding the student's EL classification, supports available to EL students, and the reclassification process
- Requires the State Board of Education to identify an appropriate instrument for monitoring reclassified ELs
- Requires the California Department of Education to post data on reclassification rates
- Reframes EL reclassification as a milestone on the path to biliteracy
- Requires an evaluation of these changes to EL reclassification

Facilities

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

Amended Date: 03/23/2026

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

Status: Assembly Appropriations Committee

Position: Support

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 1644 \(Muratsuchi\)](#)

Amended Date: 03/19/2026

Title: Pupils: Use of Smartphones: Prohibition

Status: Assembly Education Committee

Position:

Summary:

By July 1, 2027, requires local educational agencies (LEAs) to adopt and update every five years, a policy that prohibits students from using smartphones while on campus or while under the supervision of a school employee. The goal of the policy shall be to create a bell-to-bell ban of smartphone use to support pupil learning and well-being. The bill would allow smartphone usage under certain circumstances including during an emergency, when a teacher or administrator grants permission, and when possession of a smartphone is required by the student's individualized education program. Current law requires LEAs to adopt a policy to limit or prohibit the use of smartphones.

AB 1821 (Pacheco)

Amended Date: 04/06/2026

Title: California Public Records Act: Agency Response Time

Status: Assembly Judiciary Committee

Position:

Summary:

Existing law requires a public agency, within 10 days of a request for a copy of records, to determine whether the request seeks copies of disclosable public records in possession of the agency and to promptly notify the person of the determination and the reasons therefor. Existing law authorizes that time limit to be extended by no more than 14 days under unusual circumstances. This bill clarifies that the time period is 10 business days and 14 business days, respectively.

AB 2220 (Arambula)

Amended Date: 03/19/2026

Title: School Districts: Auxiliary Organizations

Status: Assembly Education Committee

Position: Sponsored

Summary:

Authorizes school districts to establish auxiliary organizations for purposes of providing supportive services and specialized programs for the general benefit of its schools. The bill, among other things, would require a school district that establishes an auxiliary organization, in accordance with regulations adopted by the State Department of Education, to institute an accounting and reporting system for the operation of the auxiliary organization, and procedures to ensure that transactions of the auxiliary organization are within the educational mission of the school district, as specified.

SSC comment: AB 2220 replicates the existing statutes for auxiliary organizations of community college districts and applies them to school districts.

[AB 2726 \(Fong\)](#)

Amended Date: 03/16/2026

Title: School Facilities: Disposal of Surplus Technology Property

Status: Assembly Education Committee

Position:

Summary:

Authorizes a school district to declare technology to be surplus technology property that can be disposed of if authorized by a policy adopted by the governing board. The methods for disposing of surplus technology property are the following:

- Sale by public auction
- Sale by sealed bid
- Sale or transfer through a structured trade-in or buyback program with a third-party purchaser
- Negotiated sale to a public agency, nonprofit organization, or private entity, if the governing board of the school district determines that the negotiated sale is in the best interest of the school district and is reasonably calculated to yield fair market value under the circumstances

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

Title: Pupils: Foster Youth: Access to Pupil Records

Status: Senate Appropriations Committee

Position: Support

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: Watch

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 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: Support

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.

[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 \(Becker\)](#)

Amended Date: 04/06/2026

Title: State Seal of Climate Literacy

Status: Senate Education Committee

Position: Support

Summary:

As amended on April 6, 2026, this bill establishes the voluntary State Seal of Climate Literacy and requires the Superintendent of Public Instruction to recommend criteria under which participating local educational agencies may award said seal to qualified students.

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

Amended Date: 03/23/2026

Title: Pupil Instruction: Preventative Health Instruction

Status: Senate Education Committee

Position: Support

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.

[SB 1147 \(Ochoa Bogh\)](#)

Amended Date: 03/24/2026

Title: Pupil Instruction: High School Graduation Requirements: Personal Finance

Status: Senate Rules Committee

Position:

Summary:

Allows the existing personal finance course requirement to be fulfilled as part of an integrated year-long course that includes the personal finance required topics. If a local educational agency (LEA) elects to offer a year-long course, the LEA may also award credit for coursework in that year-long course in the subject that the course is offered, including, if applicable, credit toward satisfying a graduation requirement.

Miscellaneous

[AB 1884 \(Hadwick\)](#)

Amended Date: 03/19/2026

Title: Interscholastic Athletics: Drug Testing: Suspensions: Nicotine Use

Status: Assembly Education Committee

Position:

Summary:

This bill would require school districts, as part of its policy regarding participation in extracurricular and cocurricular activities, to adopt a drug testing program. The bill would:

- Require the program to include nicotine testing for pupils participating in athletic extracurricular activities
- Authorize the program to include testing for alcohol and controlled substances
- Require the basis for testing to be random and suspicionless, unless the school has a reasonable suspicion that a pupil used nicotine, or, if applicable, alcohol or a controlled substance
- Require student participation in the program in order to participate in athletic extracurricular activities
- Require results of the drug testing to be provided to the superintendent and coach of the extracurricular athletic team

Three positive tests would prohibit a pupil from participating in athletic extracurricular activities for the remainder of that athletic season. This bill would prohibit the suspension of a pupil who tests positive for a controlled substance, alcohol, intoxicants of any kind, tobacco, products containing tobacco, or nicotine products pursuant to the pupil drug testing program solely for that positive test.

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

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

Status: Assembly Education Committee

Position: Support

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 \(Alvarez\)](#)

Amended Date: 03/18/2026

Title: State Board of Education: Superintendent of Public Instruction: Education Commissioner

Status: Assembly Education Committee

Position: Watch

Summary:

As amended on March 18, 2026, this bill deletes the provision in existing law that establishes the Superintendent as the ex officio Director of Education and vests all executive and administrative functions of the department in an Education Commissioner to be appointed by, and serve at the pleasure of, the Governor. The State Superintendent of Public Instruction would be added to the State Board of Education.

[AB 2404 \(Tangipa\)](#)

Title: State Advisory Groups, Boards, and Committees: San Joaquin Valley

Status: Assembly Education Committee

Position:

Summary:

Requires at least one member of the following bodies to be from the San Joaquin Valley:

- The State Board of Education
- The State Superintendent of Public Instruction advisory group on career technical education
- The Financial Solvency Standards Board within the Department of Managed Health Care
- The Citizen's Financial Accountability Oversight Committee associated with the California Institute for Regenerative Medicine
- The California Veterans Board

[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.

Nutrition

[AB 1731 \(Wilson\)](#)**Amended Date:** 03/19/2026**Title:** Office of Farm to Fork: California Healthy Food Procurement Fund Program**Status:** Assembly Appropriations Committee**Position:****Summary:**

On or before January 1, 2028, the Office of Farm to Fork shall establish the California Healthy Food Procurement Fund Program for purposes of cultivating equity, nurturing students, building climate resilience, supporting California agriculture, and creating scalable and sustainable change in the school food system. To the extent that funding is available, the program shall fund approved vendors to procure foods that are whole or are minimally processed and are grown or produced in California using climate-smart agriculture practices and climate-smart agriculture production systems, so that the approved vendors can contract with institutions serving pupils in K-12 to deliver procured foods at no cost. If funding is available, the program shall also develop an approved list of vendors that source and develop food products that meet the above criteria.

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 2230](#) (Ávila Farías)

Amended Date: 04/07/2026

Title: Immigration Enforcement: Polling Places and Child Daycare Facilities

Status: Assembly Human Services Committee

Position:

Summary:

Prohibits an elections official from allowing immigration enforcement or federal law enforcement to be stationed or posted in the immediate vicinity of a polling place. Except as required by state or federal law, prohibits law enforcement from entering a licensed child daycare facility or from being stationed within 100 feet of the entrance of a licensed child daycare facility except for specified situations.

[AB 2242](#) (Davies)

Amended Date: 03/26/2026

Title: Pupil Safety: Sextortion Informational Poster

Status: Assembly Appropriations Committee

Position: Watch

Summary:

Before the 2027-28 school year, requires schools to display in at least one student men’s restroom, one student women’s restroom, and one student all-gender restroom a poster that contains specified information relating to sextortion.

[SB 1181 \(Hurtado\)](#)

Amended Date: 03/25/2026

Title: Central Valley School Safety Coordination Pilot Program

Status: Senate Rules Committee

Position:

Summary:

Requires the Office of Emergency Services to establish the Central Valley School Safety Coordination Pilot Program to study and evaluate improved communication pathways between local educational agencies and regional fusion centers regarding credible safety threats affecting school communities, with a focus on addressing chronic absenteeism, youth mental health, and emerging digital or hybrid threats in Senate District 16 and similar regions. The pilot program shall be implemented in selected counties within the Central Valley, including, but not limited to, the counties of Fresno, Kern, Kings, Tulare, Madera, Merced, San Joaquin, and Stanislaus, prioritizing areas with high chronic absenteeism and mental health challenges as identified in district-specific data.

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.

AB 2509 (Schultz)

Amended Date: 03/16/2026

Title: Education Finance: Average Daily Attendance: Apportionments

Status: Assembly Education Committee

Position:

Summary:

This bill, for purposes of the Local Control Funding Formula, would require a school district's fiscal year average daily attendance to be computed using the average of the five most recent prior fiscal years, if that average is greater than the current fiscal year, prior fiscal year, or average of the three most recent fiscal years. For purposes of computing the regular average daily attendance, the bill would also authorize a school district to exclude the five days, in which attendance was taken, with the lowest recorded attendance from the current fiscal year and the prior fiscal year.

[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

[AB 2460 \(Rodriguez, Celeste\)](#)

Amended Date: 04/06/2026

Title: Pupil Health: Mental Health: Model Referral Protocols

Status: Assembly Education Committee

Position:

Summary:

Existing law requires a local educational agency (LEA) governing board to adopt a policy on referral protocols for addressing pupil behavioral health concerns in grades 7 to 12. This bill would require governing boards to adopt an update to that policy to include guidance on providing equity-centered mental health supports in case of a local emergency related to immigration enforcement activities or deportations of pupils or their family members. The California Department of Education shall develop guidance that LEAs may use for this purpose.

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

Amended Date: 03/16/2026

Title: Access to Medical Records

Status: Senate Health Committee

Position: Support

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.

[AB 1899 \(Caloza\)](#)

Amended Date: 03/19/2026

Title: Office of Youth Homelessness Prevention

Status: Assembly Housing and Community Development Committee

Position:

Summary:

Creates the Office of Youth Homelessness Prevention (Office) in the California Agency on Housing and Homelessness with a mission to reduce youth homelessness in the state to functional zero. The Office shall lead the coordination of funding, policy, and practice to prevent youth homelessness across federal and state agencies and departments focused on all of the following:

- Sufficient stable housing
- Economic and employment support
- Education
- Prevention of youth homelessness
- Health and mental health
- Services to assist youth to establish and maintain connections with supportive adults and peers

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: April 17, 2026
Phone Number: (559) 457-3907

Regarding: Addressing Board Members' Questions Regarding the Budget

The purpose of this communication is to address Board members' questions regarding the budget. Below are the questions and responses:

1. How accurate are the Projections for 2026/27 and 2027/28?
 - **The multi-year projections assume cost of living increases, attendance, enrollment, step/career increment, staff retirements, benefit adjustments, utilities, and budget development process. These estimates are accurate but contingent upon state and federal budget actions.**
2. How close have our projections been over the last 3 to 4 budget cycles, especially on the out years?
 - **Projections have been highly accurate. For example, 2024/25 revenue as of unaudited actuals had only a 1.4% difference from what was originally budgeted. The main challenges in projections have been onetime funding either from the governor's office or Elementary and Secondary School Emergency Relief dollars these were exceptionally difficult to project at the time.**
3. During our June 21, 2023, public hearing for our 2023/24 proposed budget, we projected an ending balance of \$153.81 million for 2025/26. The actual ending balance for this year, if we add up all the unrestricted reserve numbers you gave us on March 25, 2026, is \$175.06 million, a nearly \$22 million dollar difference. If we were off by \$22 million in 2023 when we projected our 2025/26 ending balance, couldn't we be off millions of dollars in our ending balance projection for 2027/28?
 - **As stated in the notes for the 2023/24 unaudited actuals, these funds were earmarked for Heating Ventilation and Air Conditioning upgrades as part of the Indoor air quality initiative post COVID unfortunately due to supply chain issues, our facilities team was unable to secure the last batch of equipment prior to those funds expiring and funds were moved back to the General Fund. Those funds were used for ongoing expenses including utilizing \$20.5 million in the general fund for one-time support of social workers, child welfare assistants, noon time assistants, home and hospital, and student laptops.**
4. Do the projections include the 2.54% COLA or any additional new revenue for 2026/27 and 2027/28?
 - **The 2.54% figure is no longer accurate as of the Governor's proposed budget in January, the 2026/27 COLA is projected at 2.41% and 2027/28 at 3.06%. These are the figures we are using in the budget projections.**

5. Could additional reductions be made in other areas/departments? If not, why not?
- **Yes**
6. What is the pandemic recovery money \$32 million projected to be spent on? Can we spend this money on other items?
- **The \$32 million of Pandemic Recovery money is actively being spent and will be exhausted by the end of the 2026/27 fiscal year. These funds are unrestricted but 89% of those funds are being spent to maintain staff salaries and benefits. If those funds were to be reallocated to other areas, then additional staff layoffs would be required.**
7. Why do we show \$175.06 million in ending balance on our own Second Interim Financial Report, then accuse FTA of misinformation when they use the same number?

	2025/26 Projected Ending Balance	
Pandemic Recovery	\$32.0 million	Actively being spent by 2026/27.
Future Textbook Adoption	\$23.6 million	Textbooks could be reallocated, however would impact student textbooks adoptions. In 2026/27 planned K-12 Math adoptions and renewals of \$14.1 million and in 2027/28, planned K012 ELA New Adoption and AP Textbooks of \$13.3 million.
Fresno Teacher Association (FTA) Student Support	\$20.0 million	Negotiated to be spent by 2027/28.
Cash, Prepaid, Inventory	\$6.3 million	Required mainly for inventory and items that have been paid for next year (usually summer contracts that cross over fiscal years).
Unrestricted Reserve	\$93.2 million	Unrestricted and requires 2% which equates to \$33.6 million.
	\$175.1 million	

8. Is it accurate that the school board trustees have the discretion to use the entire amount of the unrestricted ending fund balance?
- **No, the District is required by education code to maintain a 2% reserve in the current year and two projected years.**
9. Is it in the board's discretion to allocate or reallocate those funds, as we see fit?
- **It is the Board's prerogative to allocate funds, however, there may be offsets that would need to be planned to reallocate funds. The Fresno Teacher's Association was assigned \$20 million that the Board is not able to reallocate.**

10. In this case is the \$175 million, correct?

- **No, the Board would need to retain 2% or about \$33 million. In addition, the Board would have to take action to utilize the future textbook adoption (\$23.6 million) and pandemic recovery funds (\$32 million) for a different purpose and additional reductions would be required to support the existing expenditures planned. Finally, the FTA support of \$20 million remaining is a negotiated item and would need to be negotiated.**
- **As a reminder, all reserve funds could only be used for a one-time purpose which is how the district is currently using the committed and assigned funds.**

11. Board Policy 3100 states that “During the stable times, the district will maintain: a general reserve for economic uncertainty of five percent to 10 percent...and in volatile economic times: a general reserve for economic uncertainty of two percent to four percent” CFO Jensen, how would you describe our current economic status: stable or volatile?

- **Volatile due to reduced COLA projections, lower enrollment, and ADA not recovering from pre-pandemic. Additionally, there is uncertainty in Federal funding due to the policies of the current administration and geopolitical tensions driving up energy prices and core inflation.**

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

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District
Board Communication

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

Date: April 17, 2026
Phone Number: (559) 457-3988

Regarding: Translation and Interpretation Services: Third Quarter Report

The purpose of this communication is to provide the board with a summary of language access services delivered by the Translation and Interpretation Services Department from January 01, 2026, to March 31, 2026.

These services reinforce the board's continued commitment to accessible language support districtwide. During the third quarter, our department continued to advance equitable communication for families and staff across the district in 26 languages with a total of 3,936 services delivered districtwide.

Service Breakdown:

- **889 Interpreter Services Requests**
Coordinated 889 interpreter service requests, providing virtual and in person interpretation across school sites and departments.
- **221 General District Translations Requests**
Delivered written translations for 221 district documents supporting schools and departments in multiple languages.
- **173 Independent Education Program (IEP) Translation Requests**
Received 173 special education documents for translation into families' home languages. Translation is ongoing, with a current turnaround time of 60 days.
- **2,653 Family Connect Language Line Calls**
Provided immediate phone and video interpretation in 23 languages to support two-way communication between staff and families in real time.

If you have any questions pertaining to the information in this communication or require additional information, please contact Zuleica Murillo at (559) 457-3988.

Cabinet Approval:



Name and Title: Adela Duncan, Chief Information Officer

Quarterly Performance Report

Q3 2026

 **TOTAL SERVICES 3,936**

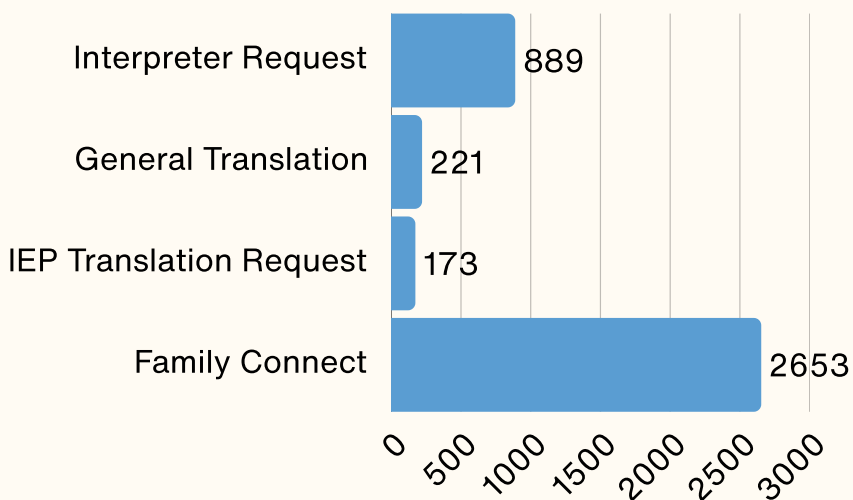
 **LANGUAGES SERVED 26**

Average **General** Translation Turnaround Time
1.1 days

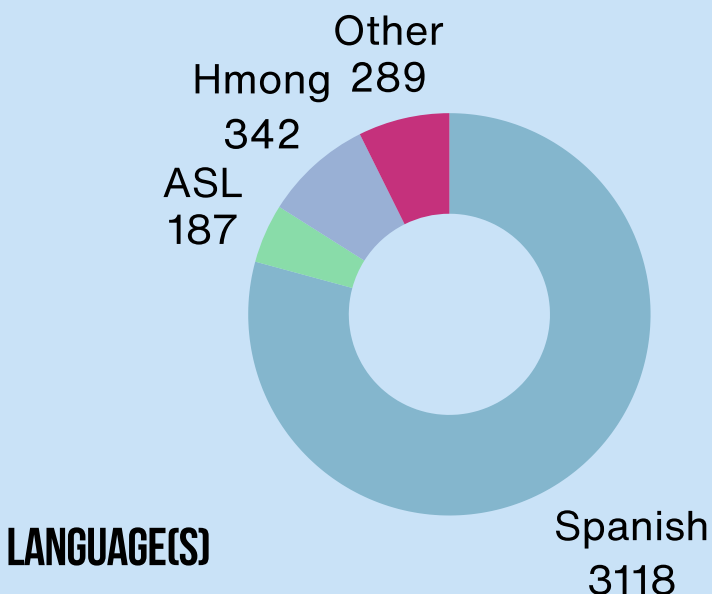
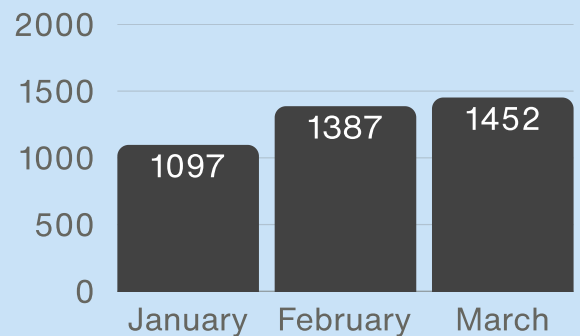
Average **IEP** Translation Turnaround Time
60 days

Total **Pages** Received
5,730 pages

SERVICE(S)



MONTH



TOP 10 LANGUAGES

- Spanish
- Hmong
- American Sign Language (ASL)
- Arabic
- Punjabi
- Dari
- Farsi
- Laotian
- Mandarin
- Khmer

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Member of the Board of Education
Prepared by: Amy Idsvoog, Executive Officer

Date: April 17, 2026
Phone Number: (559) 457-3498

Regarding: New Employee Orientation Experience Data January through March 2026

The purpose of this communication is to provide the Board with updated data regarding New Employee Orientation (NEO) for January - March 2026. This data supports the district's Effective Staff guardrail.

Between January and March, Human Resources (HR) facilitated four NEO sessions, with attendance ranging from 13-35 employees for a total of 93 new employees during that timeframe. In February, due to a slowdown in hiring, HR reduced sessions from two per month to one. To date, 793 new employees have attended NEO during the 2025/26 school year.

Creating a welcoming and engaging environment is vital to the success of NEO and serves as a new hire's first phase of onboarding. The newest members of our Fresno Unified family learn about district goals and guardrails, board policies, and employee resources. Additionally, various departments provide learning around employee payroll, district benefits, school culture, safety practices, customer service, cyber security, and cultural proficiency. Time is also dedicated to facilitating mandated trainings such as mandated reporting, sexual harassment prevention, and workplace violence prevention. Labor partners are invited to connect with new hires and provide information about available support and the district's partnership with them.

Attached you will find Quarter 3 data (January-March) indicating that New Employee Orientation attendees continue to rate their experience highly. New employees evaluated the relevance of each presentation as well as four additional categories measuring overall experience (4.89), helpful content (4.76), engaging delivery (4.76), and feeling welcomed (4.87). These categories are rated on a scale of 1 to 5, with 5 being the highest. The data points are consistent with previously reported data from July through December 2025 NEO events.

Human Resources plans to provide quarterly data to the Board. If you have any questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at (559) 457-3498.

Cabinet Approval:

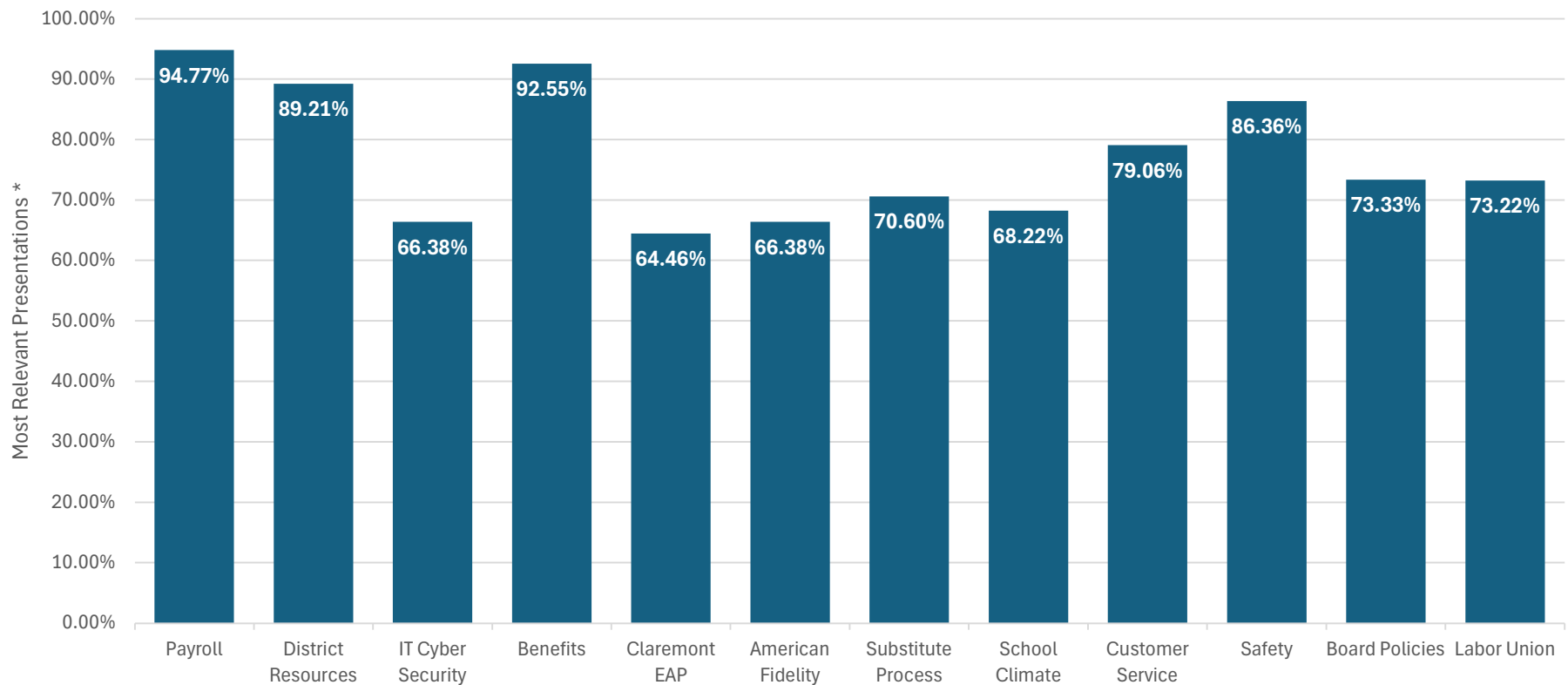


Name and Title: David Chavez, Chief of Human Resources/ Labor Relations

NEO Attendee Feedback

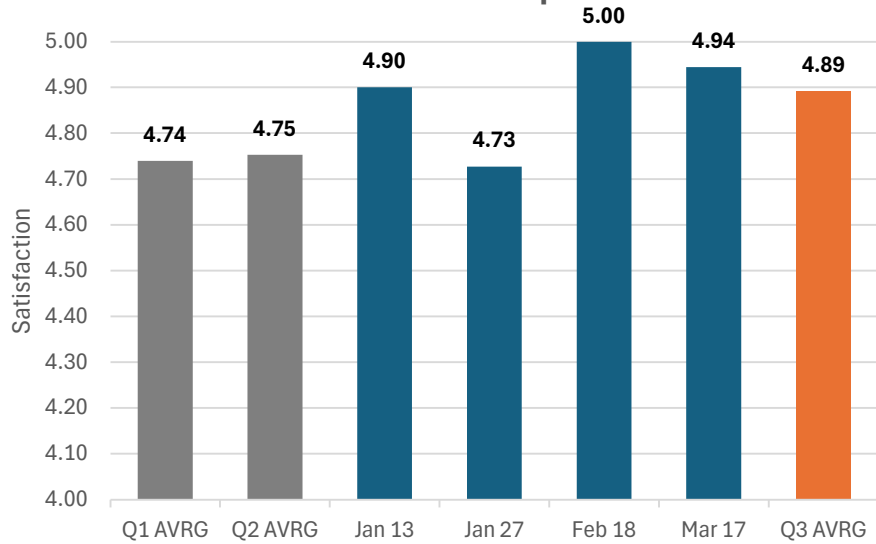
2025-2026 NEO PRESENTATION ATTENDANCE												TOTAL	793	
July 28	13	Aug 13	63	Sep 22	43	Nov 3	38	Jan 12	35	Mar 16	22	June 15	0	
Aug 4	11	Sep 2	64	Oct 6	52	Nov 17	90	Jan 26	13	Apr 20	0			
Aug 11	217	Sep 8	18	Oct 20	43	Dec 8	48	Feb 17	23	May 18	0			

Q3 Presentation Averages

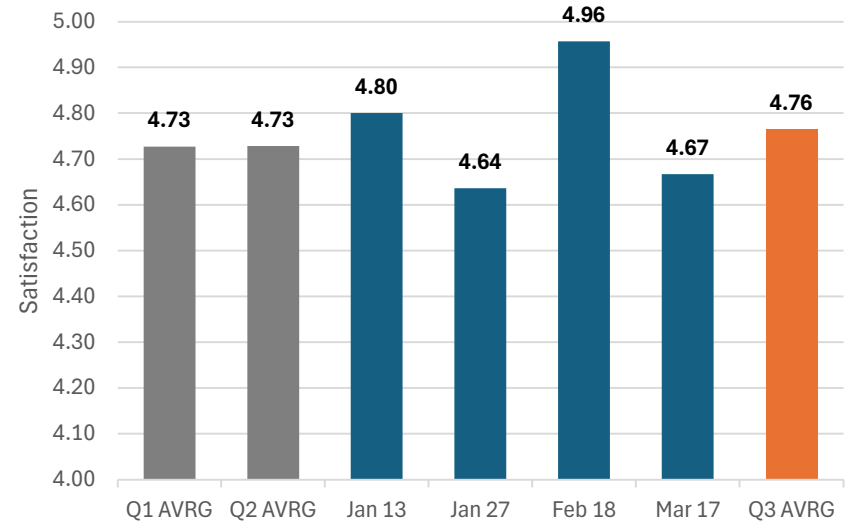


* Attendees asked to "Identify most relevant presentations (check all that apply)"

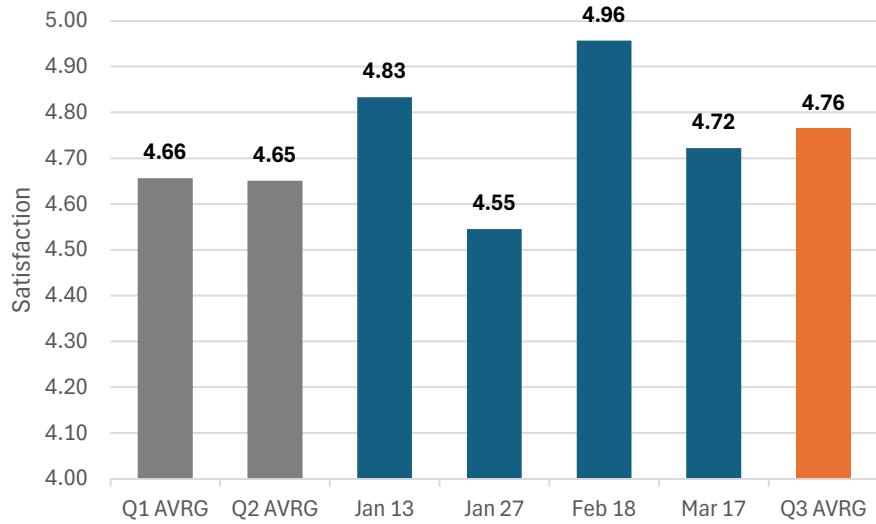
Overall Orientation Experience



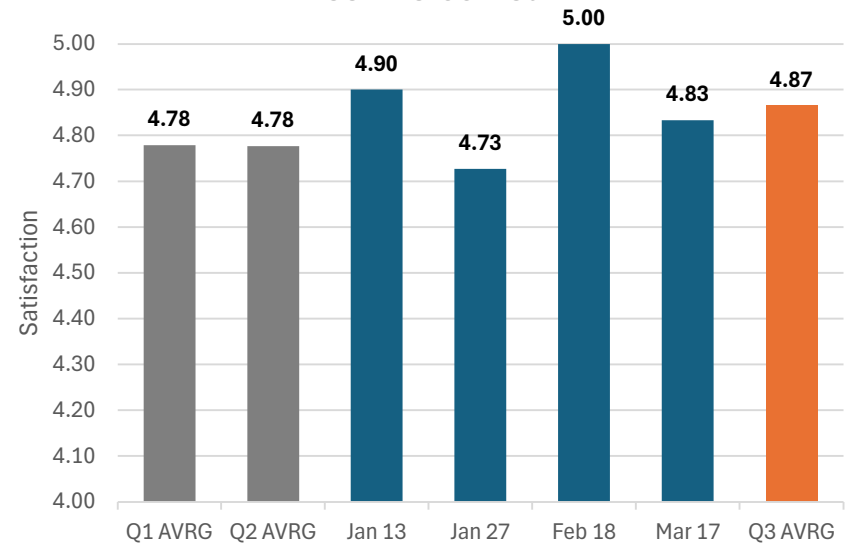
Helpful Content



Engaging Delivery



Feel Welcomed



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Member of the Board of Education
Prepared by: Amy Idsvoog, Executive Officer

Date: April 17, 2026
Phone Number: (559) 457-3498

Regarding; Let's Talk and Fresno Jo Chatbot Data

The purpose of this communication is to provide the Board with updated data regarding the customer service tools, Let's Talk and Fresno Jo Chatbot. The data supports customer service efforts focused on compassion, service excellence, communication, and hospitality.

When comparing 2024/25 data to current 2025/26 data, Let's Talk inquiries have decreased this quarter. Analysis indicates the largest shortfalls are directly related to community listening sessions held last school year that did not occur this year, along with an internal employee process change within Translation Services. Last year, listening session feedback via text dialogues brought nearly 200 engagements which also impacted the "other" customer type. Additionally, Translation Services has moved away from using Let's Talk for interpreter and translation service requests, resulting in 618 fewer Let's Talk engagements. This shift can be observed in district website dialogues and the employee customer type. When accounting for these two procedural changes, the data indicates a modest increase in Let's Talk engagement compared to last year.

Key district response and Customer Experience (CX) goals improved this quarter compared to the same time last year, exceeding customer service expectations. The district's goal is to respond to each inquiry within two business days. The average response time was 1.3 days, an improvement from 2.6 days during the same time period last year. The CX score was 9 out of 10 just slightly higher than the same time last year.

Human Resources plans to provide quarterly data to the Board.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at (559) 457-3498.

Cabinet Approval:



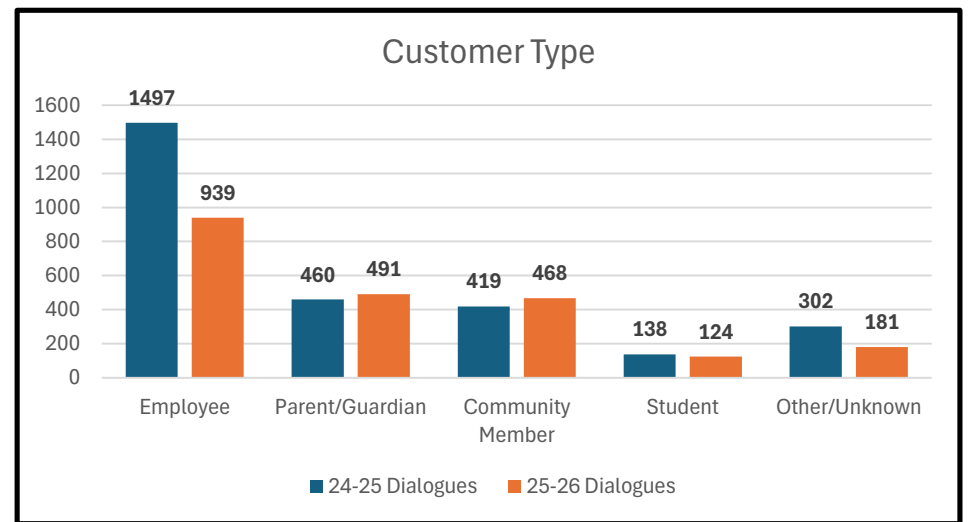
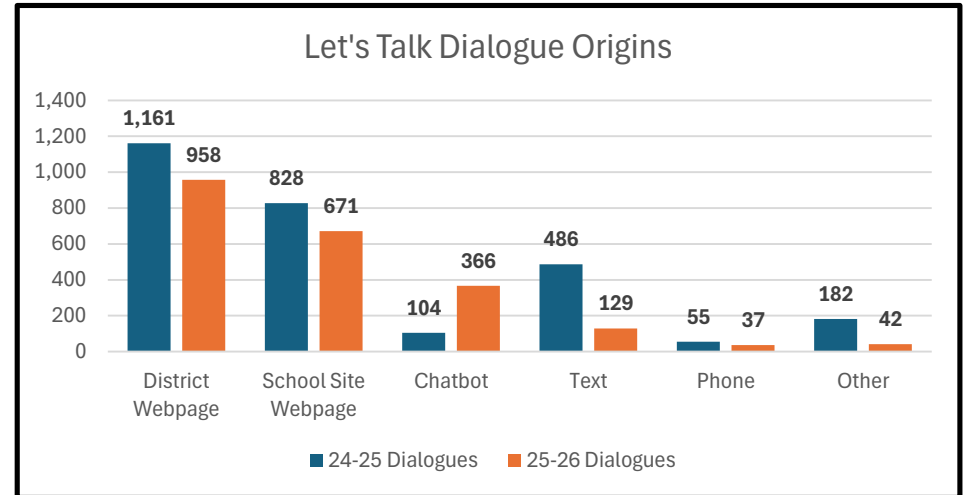
Name and Title: David Chavez, Chief of Human Resources/ Labor Relations

January 1 - March 31, 2026

	24-25 Year	25-26 Year
Dailogues	2816	2,203
CX Score	8.8/10	9/10
Average Dialogue Age	2.6	1.3

Dialogue Origin	24-25	24-25 Dialogues	25-26	25-26 Dialogues
District Webpage	41%	1,161	43%	958
School Site Webpage	29%	828	30%	671
Chatbot	4%	104	17%	366
Text	17%	486	6%	129
Phone	2%	55	2%	37
Other	6%	182	2%	42

Customer Type	24-25	24-25 Dialogues	25-26	25-26 Dialogues
Employee	53%	1497	43%	939
Parent/Guardian	16%	460	22%	491
Community Member	15%	419	21%	468
Student	5%	138	6%	124
Other/Unknown	11%	302	8%	181



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief Operations Officer

Date: April 17, 2026
Phone Number: (559) 457-3134

Regarding: Agreement with Enterprise Fleet Management Services

The purpose of this communication is to inform the Board that the district is preparing to replace approximately 80 of the district's oldest Maintenance Department vehicles through a fleet management agreement with Enterprise Fleet Management. This transition will improve safety by introducing newer vehicles equipped with modern safety features and updated technology.

- 15 of the 80 units predate Anti-Lock Brakes standardization (2007)
- 54 of the 80 units predate Electronic Stability Control (ESC) standardization (2012)
 - ESC is considered the most significant safety invention since the seatbelt
- 54 of the 80 units also predate Rear Automatic Braking (2016)
- 74 of the 80 units predate the standardization of the back-up camera (2018)

The current fleet is aging and requires increasing maintenance, impacting reliability and creating unpredictable costs. Leasing will provide a structured maintenance program, reduce downtime, and allow staff to focus on critical fleet needs.

Financially, this approach shifts large, irregular replacement costs into stable, predictable operating expenses, improving budget planning. Overall, this initiative supports safer operations, increased efficiency, and long-term cost savings for the district. The agreement is for a five-year term and is expected to generate approximately \$680,000 in cost savings over the five-year period.

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

Cabinet Approval:



Name and Title: Paul Idsvoog, Chief Operations Officer