



BOARD COMMUNICATIONS - MAY 22, 2026

TO: Members of the Board of Education

FROM: Mao Misty Her, Superintendent

Page

1. OFFICE OF THE SUPERINTENDENT

Mao Misty Her, Superintendent

1.1 [Superintendent Calendar Highlights.docx](#) 

3

2. OFFICE OF THE DEPUTY SUPERINTENDENT

Ben Amuku Drati, Ed.D., Deputy Superintendent

3. OFFICE OF THE CHIEF OF STAFF

Ambra O'Connor, Chief of Staff

4. OFFICE OF BUSINESS & FINANCIAL SERVICES

Patrick Jensen, Chief Officer

4.1 [School Services of California Weekly Update Report for May 12, 2026.docx](#) 
[School Services of California Weekly Update Report for May 12, 2026.pdf](#) 

4

5. OFFICE OF COMMUNICATIONS

Adela G. Duncan, Chief Officer

6. OFFICE OF ENGAGEMENT & EXTERNAL PARTNERSHIPS

Wendy McCulley, Chief Officer

7. OFFICE OF HUMAN RESOURCES & LABOR RELATIONS

David Chavez, Chief Officer

8. OFFICE OF THE INSTRUCTIONAL DIVISION

Carlos Castillo, Ed.D., Chief Officer

- 8.1 [Out-of-State Field Trip–Edison High School.docx](#)  12
[Out-of-State Field Trip–Edison High School.pdf](#) 

9. OFFICE OF OPERATIONAL SERVICES

Paul Idsvoog, Chief Officer

- 9.1 [Resolution No. 26-82, Emergency Flood Restoration at Fresno High School.docx](#)  14

10. OFFICE OF TECHNOLOGY SERVICES

Tami Lundberg, Chief Officer

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: May 22, 2026

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at New Employee Orientation
- Team taught at Mayfair Elementary
- Site Visits to Fresno High, Kirk Elementary and Sunnyside High Schools
- Guest speaker for Farber 6th grade online class as part of their career unit
- Met with Cabinet Teams
- Visited the Zimmerman Boys and Girls Club
- Participated in the United Way Board Meeting
- Participated in the Wallace Equity Data Review with Columbia University
- Spoke at the HBCU Step Up Dual Enrollment Ceremony
- Held interviews for Principals and Human Resources Deputy Executive
- Attended M.A.N.Y. (Mentoring and Advancement for Newcomer Youth) End of Year Youth Student Presentations

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at (559) 457-3884.

Cabinet Approval: 
Name and Title: Mao Misty Her, Superintendent

Fresno Unified School District
Board Communication

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

Date: May 22, 2026

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for May 12, 2026

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for May 12, 2026, are attached and include the following articles:

- Assembly Democrats' 2026/27 Budget Priorities – May 08, 2026
- English Learners Could Miss Out on Support Under Newsom Proposal, Advocates Warn – May 11, 2026
- What's Holding Back California Students? A New Report Urges Stronger State Oversight – May 07, 2026

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

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer



500 Capitol Mall

•
Suite 1700

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

•
www.sscal.com

DATE: May 12, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

May Revision to Be Released on May 14

This Thursday, May 14, 2026, Governor Gavin Newsom will release the May Revision, which is the final opportunity for the Governor to update his revenue projections and budget proposals prior to enactment of the 2026-27 State Budget in June.

The Governor is expected to hold a press conference on his revised State Budget proposal mid-morning on Thursday. The press conference can typically be viewed on the Governor's Twitter page, Facebook page, or YouTube page.

Last week, the Legislative Analyst's Office (LAO), the Legislature's nonpartisan policy and fiscal advisor, released an updated [revenue outlook](#) for the state's "Big Three" taxes: personal income taxes (PIT), corporation taxes, and sales and use taxes. The LAO reported that revenues across the multiyear forecast period are now projected to be approximately \$25 billion above the Governor's January budget projections, driven almost entirely by significantly higher PIT collections associated with continued strength in the stock market and artificial intelligence-related market activity.

Despite the stronger revenue picture, the LAO cautioned that the recent surge in revenues "appears unsustainable" and warned policymakers against treating current revenue levels as a stable long-term foundation for ongoing spending commitments. The LAO noted that California's recent income tax growth mirrors prior periods of speculative market activity, including the dot-com boom and the post-pandemic market surge, both of which were followed by significant corrections.

The LAO also strongly cautioned the Legislature against relying on reserves or additional borrowing to address the state's ongoing budget challenges. Although revenues have improved, the January Governor's Budget proposal relied on approximately \$10 billion in reserves and nearly \$6 billion in new borrowing. According to the LAO, these proposals highlight an underlying structural imbalance in the State Budget and mirror conditions seen in prior

budget cycles that were ultimately followed by significant revenue downturns and more disruptive budget reductions.

After the release of Governor Newsom's revised State Budget proposal, the Legislature will quickly move into the next phase of budget deliberations. The Senate and Assembly budget subcommittees are expected to begin hearings on the May Revision shortly after its release, with education budget hearings anticipated throughout the latter half of May.

It is unlikely that the Legislature's final budget decisions will be made during the initial post-May Revision hearings. More often, subcommittees hear the issues, take public input, and return later to take final action on their budget recommendations to the full budget committees. These decisions may also evolve further as negotiations continue between the Newsom Administration and the Legislature leading up to the constitutional June 15 deadline for passage of the State Budget.

We will use subsequent *Sacramento Updates* to keep you apprised of the Governor's revised budget proposals and how the Legislature shapes its version of the budget in the coming weeks.

Leilani Aguinaldo

Assembly Democrats' 2026-27 Budget Priorities

By Michelle McKay Underwood
School Services of California's *Fiscal Report*
May 8, 2026

Assembly Democrats released their "[Road Map to a Responsible & Compassionate Budget](#)," outlining a fiscally cautious approach to the 2026-27 State Budget focused on protecting core state investments amid ongoing economic uncertainty. For education, the proposal prioritizes maintaining stable Proposition 98 funding levels—noting that the Governor's Budget shortchanges schools by billions, likely alluding to the Proposition 98 settle-up proposal. It is important to note that Assembly Democrats align with Senate Democrats' perspective (see the April 2026 *Fiscal Report* article "[Senate Democrats Release State Budget Plan](#)") that the current revenue surge (of one-time funds) should go towards schools, building up reserves and one-time needs.

Without specifics, Assembly Democrats state that they aim to direct new school funding in ways that encourage districts to be fiscally responsible, provide more stable base funding, and "work in partnership with the Legislature to prepare for tough times ahead." With more Proposition 98 state reserves, the intent is to help prepare for more uncertain budget terrain, ongoing enrollment fluctuations, and additional rising costs.

The proposal does not promote new ongoing education spending programs, instead stating its commitment "to programs that have demonstrated success, as well as increasing special education investments and continuing robust, paid teacher preparation funding in areas of high need." The road map notes that "Child care is a critical part of education, too, and a consistent Assembly funding priority," potentially fitting together with or alongside the Senate's proposal to shift all California State Preschool Program costs into Proposition 98.

With both houses having weighed in and budget subcommittee work complete, the stage is set for the release of the May Revision, anticipated next Thursday, May 14.

Note: Governor Newsom's proposal to narrow the definition of students "at risk" of becoming long-term English learners has drawn significant opposition from educators and advocates who argue the change would delay critical early interventions for struggling English learner students.

English Learners Could Miss Out on Support Under Newsom Proposal, Advocates Warn

By Zaidee Stavely
EdSource
May 11, 2026

Educators, advocates and the state's largest teachers' union warn that a proposal by Gov. Gavin Newsom could delay help for students struggling to learn English.

Newsom is seeking to change how the state defines students who are “at risk of becoming long-term English Learners” and “long-term English learners.” He included the change in legislation attached to his January budget proposal, commonly known as a “trailer bill.”

Students who take longer to become proficient in English often face barriers to enrolling in college-preparatory courses and electives in middle and high school. Long-term English learners are currently defined in two different ways in the state’s accountability “dashboard” and its enrollment information database, Dataquest, which can be confusing for school districts. Newsom’s proposal would have all systems use just one definition: students who have not achieved English proficiency within seven years.

What has sparked more controversy is that the proposal would also change the definition of students “at risk of becoming long-term English learners” to include only students who have not reached English proficiency within six years. Currently, students are considered “at risk” of becoming long-term English learners if they have been enrolled in school for four or five years, score at the intermediate level or below on the English Language Proficiency Assessments for California (ELPAC) and below grade-level standards on the state English language arts achievement test.

The change to the “at risk” definition sparked immediate protest. Advocates and leaders from multiple English learner advocacy organizations, school districts and county offices of education and the California Teachers Association signed a letter opposing the change, arguing that the shift could delay the support needed to prevent students from becoming long-term English learners.

“What we don’t want to happen is that folks aren’t aware of the urgency with a fourth grader or a fifth grader that’s not on track to reclassify. We need to intervene, we need to act, we need to get to the bottom of the why,” said Veronika Lopez-Mendez, executive director of the Multilingual Education Department at the San Diego Unified School District. “It’s too late for us to start waving the flag and saying something’s wrong if we wait until sixth grade.”

In their letter, the advocates and educators proposed redefining students “at risk of becoming long-term English learners” to include those who have been in school for four years and scored at Level 2 or below on the ELPAC, or who have been in school for five to six years and scored at Level 3 or below on the ELPAC. They said this approach aligns with California’s English Learner Progress Indicator, which suggests English learners should advance at least one level per year.

Not flagging children in fourth or fifth grade misses a critical window for intervention while they are still in elementary school, said Shelly Spiegel-Coleman, strategic adviser for Californians Together, a nonprofit that advocates for English learners.

“We know that in fourth and fifth grade, if we know who the students are, and they’re all with the same teacher all year long, that teacher is going to be able to target their needs and help them accelerate,” Spiegel-Coleman said.

The Assembly Subcommittee on Education Finance voted Tuesday to reject the proposal and refer it to the Education Committee as a separate bill, not attached to the budget, so it can be considered more carefully. The Senate is still considering the proposal.

“Certainly this is something that raised eyebrows, that it was through the budget process rather than through a policy committee,” said Assemblymember Darshana Patel, D-San Diego, during the hearing.

Assemblymember David Alvarez, D-Chula Vista, leads the subcommittee that rejected the proposal.

“Expediting state-level data dashboard publications is not the core value for how we define our Long Term English Language Learners,” he said in a statement. “The trailer bill proposal has no budget nexus and is a very sensitive, complex policy proposal impacting hundreds of thousands of students learning English as a second language.”

Sade Neri, finance budget analyst for the California Department of Finance, also at the hearing, said that the intent behind the proposal was to align with research showing that students take between five and seven years to learn English proficiently, “and to give students closer to the end of that time period to learn English.”

However, she added that the administration is aware of the concerns and plans to take them into consideration for the governor’s May revision to his budget proposal, expected to be announced this week.

Note: A new report from Getting Down to Facts argues that California’s fragmented TK-12 governance structure and inconsistent state oversight have contributed to persistent student achievement gaps, prompting renewed calls for stronger statewide accountability.

What’s Holding Back California Students? A New Report Urges Stronger State Oversight

By Carolyn Jones
CalMatters
May 7, 2026

California K-12 schools have come a long way over the past 20 years, but according to an exhaustive overview of the state’s school system, further progress may require tinkering with a long-entrenched form of school governance: local control.

That’s among the conclusions of the much-anticipated [Getting Down to Facts](#) report released Thursday, a 1,000-page undertaking written by more than a hundred K-12 education researchers.

“We’re in a much better place than we were,” said Linda Darling-Hammond, president of the State Board of Education and one of the report’s authors. “But we need a coherent governance system if we’re going to continue to progress.”

The Getting Down to Facts reports, published every 10 to 12 years, are large-scale reviews of California’s K-12 system – what’s working, what’s not, and how lawmakers should respond. For this report, researchers looked at everything from special education staffing to school closures to overhauling high schools. The report is based on extensive data analysis and interviews with hundreds of superintendents, principals, school board members and parents.

The report’s timing is important because the state’s K-12 school system is at a transition point, said Susanna Loeb, an education professor at Stanford who is among the lead authors of the report.

The political landscape is changing in California, with voters electing a new governor and state superintendent of public instruction this November. Artificial intelligence is expected to drastically

change the way students learn in the coming years. And the state is finally emerging from the COVID-19 pandemic, which upended learning for nearly all of California's 5.8 million public school students.

Lack of consistency and accountability

For at least a century, California has had a convoluted system of school oversight, with the governor, Legislature, state superintendent and state school board all sharing policy-making authority. Local school districts have wide leeway to adopt those policies to suit the unique needs of their students. That system was further strengthened more than a decade ago when the state shifted the bulk of funding decisions to local districts through the Local Control Funding Formula.

But that's left big gaps in student performance and questions over who's accountable for what, according to the report.

"California has invested a lot in education and there are instances of real excellence," Loeb said. "But we haven't been very good at scaling it so there's consistency across the state."

Transitional kindergarten, expanded after-school programs and community schools are a few new programs that have led to big improvements, according to the report. Low-income students especially have benefited from these initiatives. For example, low-income students who attended TK scored higher in math and reading in third and fourth grade, especially if they attended well-funded elementary schools, researchers found.

Big investments, big improvements

In the mid-2000s, California schools were in a sorry state. They ranked near the bottom nationally in nearly every metric. That was the impetus for the first Getting Down to Facts report in 2007, which aimed to stop the downward slide.

The state has almost doubled per-pupil spending since then, when factoring for inflation, and now ranks well above the national average. Because of the Local Control Funding Formula, which allocates more money to districts with larger numbers of high-needs students, there's more equitable funding than existed in the past, the report noted.

California students are scoring significantly higher in reading and math than they did two decades ago, even when accounting for pandemic setbacks and even as the percentage of English learners, low-income students and other high-needs students has grown.

"Over the past two decades, the state has adopted stronger standards and assessments, made school funding more equitable ... and improved achievement scores, especially in reading," researchers wrote. "These changes have not solved California's educational challenges, but they have left the state better positioned than it was fifteen years ago to pursue broader and more ambitious goals for students."

Solutions and ideas

Concentrating more power with the state could bring some accountability and transparency, help narrow the achievement gaps and ensure that all districts are adopting programs that have shown promise, researchers said. For example, the state could require districts to adopt curricula that have been successful, hire more tutors or counselors, or expand after-school programs.

Some of that power shift may happen soon. Gov. Gavin Newsom recently proposed moving most of the state superintendent's duties to the State Board of Education, whose members are appointed by the governor. This won't solve the problem entirely, but it's a good start, Darling-Hammond said.

The report also suggested improving conditions for teachers and administrators. The state needs to do a better job recruiting and training teachers and making sure they stay in the profession. It also needs to reduce paperwork for administrators, who spend far too much time filling out forms that are redundant and of little use.

"California has strong foundations, ambitious goals, and visible examples of what richer and more coherent educational experiences can look like," researchers wrote. "The central challenge is whether state policymakers (and others) can connect policies, supports, and institutions into a system that delivers those opportunities consistently for students."

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Assoc. Supt.

Date: May 22, 2026

Phone Number: (559) 457-3750

Regarding: Out-of-State Field Trip – Edison High School

The purpose of this board communication is to provide the Board with information regarding an out-of-state field trip for Edison High School, which will have the opportunity to compete in the National History Day National Finals.

Participating in the National History Contest provides students with a valuable opportunity to showcase the hard work, dedication, and academic achievement they have developed throughout the competition cycle. After spending months conducting research, preparing projects, and successfully advancing through local and affiliate contests, students are invited to present their work at the National Contest alongside other high-achieving scholars from across the nation. Attending this competition allows students to strengthen their critical thinking, public speaking, and presentation skills while gaining confidence in their academic abilities. In addition, students benefit from networking with peers, educators, and professionals who share similar academic interests, creating an environment that encourages scholarship, collaboration, and personal growth.

The National History Contest includes Edison High School. Edison High School will experience cultural education in Washington, D.C., from June 13, 2026, through June 18, 2026. This year, a total of 4 students and 2 chaperones will attend the trip. Site budget and private funds are being used to fund the trip.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Sandra Toscano at (559) 457-3806.

Cabinet Approval: 
Carlos Castillo (May 21, 2026 10:38:39 PDT)

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

Out-of-State, Over-Night Field Trip Information

Trip Date	School	Destination	Purpose: Educational Outcome and standards being addressed	Students and Chaperones	Instructional Time off Site	Cost/Funding
6/13/2026-6/18/2026	Edison High School	Washington, DC	Event: National History Day National Finals Group: History Day	2 Chaperones 4 Students	0	\$18,000-Site Funds & Private Funds

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: May 22, 2026
Phone Number: (559) 457-3134

Regarding: Resolution No. 26-82, Emergency Flood Restoration at Fresno High School

The purpose of this communication is to inform the Board that the district will bring Resolution No. 26-82, Emergency Flood Restoration at Fresno High School to the May 27, 2026, Board meeting for approval.

On March 31, 2026, Fresno High School experienced a water intrusion to the South Academic Building and required immediate restoration, environmental, and reconstruction services. The scope included removal and replacement of water-damaged building materials, including flooring, wall systems, and casework, as necessary. Work also addressed moisture mitigation, mold prevention, and restoration of affected building systems to ensure a safe, functional, and code-compliant learning environment.

The resolution, which requires a four-fifths vote for approval pursuant to Public Contract Code Section 22050, allows for immediate remediation of the emergency conditions by waiving the advertisement requirement and obtaining Board approval. Per Public Contract Code, emergency is defined as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services." When there is a finding of an emergency, contracting without a competitive bid is allowed to decrease the timeline to repair a public facility which, in its present state, constituted an emergency. The project was concluded on April 11, 2026.

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