PAC – Minutes
Thursday, March 19, 2026

Welcome

Maiyer Vang

Welcome everyone , shared the purpose of PAC

Announcement: Vice Chairperson Enoch Oliva moved to a new district and will resign as VP

Christopher De La Cerda, PAC Chairperson

Roll Call of Officers

Call to Order: 5:44 pm

Roll Call was done at the sign-in registration plus virtually online

Approval of agenda

Motion to approve the agenda by 1st motion Jalyssa Jenkins, Eaton Elementary, 2nd Kristen Maroot from Bullard Talent & Computech

Approval of Previous Minutes

Julie Wong, Bullard High School – Need corrections on Previous Minutes, January 15, 2026

- Page 2, Question #1: Does every school site have a child development program?
  Answer: No, not all schools have a child development program.
- Page 4, Julie Wong is representative for Bullard High School, not Eaton.

Motion to approve the minutes by 1st motion, Jalyssa Jenkins, Eaton Elementary, 2nd Mary McPeters, Gaston Middle School

PAC Chairperson, Christopher De la Cerda, went over the PAC Norms for everyone to follow and agreed upon.

Maiyer Vang, briefly went over the PAC Inquiries Questions(s) Form

Local Control Accountability Plan (LCAP) Educational Partner Feedback – Dr. Ashlee Chiarito

- LCAP Planning & Engagement Timeline
- Opportunities for Engagement
    - LCAP Top Themes – Climate & Culture Survey
        - Top Themes-Students
            - ✓ Safety/Bullying, Nutrition, and Mental/Emotional Support
        - Top Theme-Families Participants: Clear Communication Between School and Home, Safety/Bullying, and Language/Bilingual Support

- Top Theme: School Staff: Student Behavior, Staff Supports, Mental/Emotional Supports.

Q: Joanna Perez, Herrera Elementary: Regarding the projection enrollment (specifically asking for Herrera) projected to not have enough seats for students, freeze on transfers, had not got her second child into school, yet seeing cuts and not quite understand

A: Yes, we have a process for the district wide projection is done by school sites, and utilize those enrollment projection to help with school sites funding, as far as for transfer that might take a little time with the transfer office diligently working and seeing if there's changes or people are leaving or moving, we call it classroom or school site leveling (you can possibly see change start of the school year), so if there's room they will do a lottery.

Q: Liz Rocha, McCardle Elementary: Regarding Independent Studies, when I approached my school about it, they said they had not heard about it. Is this available to all Fresno Unified schools?

A: Yes, every school offers Independent Studies. We should be connecting or speaking to site principals and should know how or to support. It's a schoolwide thing, for McCardle specifically we can follow up on that and ask, but to answer your question it is district wide for all schools.

Q: Liz Rocha, McCardle Elementary: I guess we need to review that with Principals because if it's regarding funding, that's very important.

A: You're 100% correct.

Q: Julie Wong, Bullard High School: On your Preliminary Central Office Reductions, you're showing I'm guessing 39.2 bodies that were eliminated or positions?

A: 39.2 percentage of hours, someone who has additional time (Teachers, Literacy Coaches, Climate and Culture Specialist, Teachers on Special Assignment) additional 1.0 equates to one person at being funded for extra time.

Q: Julie Wong, Bullard High School: Is that really true numbers, because if you took all of the Literacy Coaches, back then they are going to take TSA out of administrative office and go back to the classrooms, so you didn't really eliminate positions you just reclassify the job title for it right?

A: That did happen to some, some positions were cut, if they were to cut into it's not a cut if you were bumping someone out, and teachers are losing their job, if we have open positions that they're going into, and then we didn't refill these positions. Jobs at the central office has to be redistributed so it's re-saving and redistribution of work.

Q: Julie Wong, Bullard High School: GV Wire ran a comparison of Fresno Unified and Long Beach Unified, same test scores, populations.

A: That Included school site administration, elementary schools only have principals, they don't have any other administrative support. We have a large amount of special education students that require IEPs which require additional administration support and other aspects.

Q: Virtual - Elsa Carrillo, Ahwahnee Elementary & Robinson Elementary: Based on the survey, how does the district plan to ensure our children feel safe and encouraged to attend school?

A: Our schools have a Climate and Culture Team, focus on Social Emotional Support, different areas for counselors and mentoring, positions that provide Social Emotional and Mental Health support, trainings and other engagement support for Admin and teachers to be able to help students feel safe on campus, increase the amount of Campus Safety Assistants and other types of supervision, employees that are able to support school sites, lending additional adults on campus, those may or may not be filled because we have less students

Q: Virtual - Sandra Medina, Hamilton K-8: Do kids that act up at school and should require to go home because of behavior affect ADA *(Average Daily Attendance)*??

A: For ADA *(Average Daily Attendance)*, if the students were there at some point in a day… (answer got cut short)

Q: Jalyssa Jenkins, Eaton Elementary: Climate and Culture Survey - Does the school site set up a plan after the Climate and Culture Survey is done and when their results are in, is the school by itself have to setup a plan because Safety was number one, are they responsible for doing that on their own?

A: What we do for the LCAP, which is the district plan, but schools receive individual Climate and Culture by school sites. So, I report district level data, they have school level data, which for them individually if Safety pops up then that's definitely on their school plan for student achievement and is something that they will be addressing.

Q: Jalyssa Jenkins, Eaton Elementary: If it was the school's responsibility to address it, then shouldn't the parents and students be aware that these things are happening or what's going to happen from now, what's going to take place, what changes are going to be made.

A: As a parent and a district leader, yes you should be aware, how schools and parents being made aware through that process it will be a little different, if you're on School Site Council you might be part of those conversations or ELAC, you are here so you should hear that, or discussing school site plan for student achievement, if it's a data point for a major focus for that action they are doing.

Q: Gerard Johnson, Story Elementary: Considering the LCAP top themes for Climate and Culture Survey (Safety, Nutrition, Mental/Physical Health...) and parents are asked to make sure their kids are in school every day. Is the district considering or will it make independent studies easier or expedite it as a tactic to help with attendance and school site well-being?

A: Yes, there are times where your child has to stay home, if they really need a day, struggling, the best thing to do is contact your school, what type of support is available, as far as independent study, the changes are new looking at it statewide, we are doing a better job as a district making sure that there easier access, will take notes back and look at what are the next steps to support parents with the process.

Q: Yee Chang, Bakman Elementary: My concern is Nutrition, there's not enough time for students in the cafeteria to eat, all the same grade level at one time to eat for only 15 minutes, with this budget cut, we need more help in the cafeteria, need more eyes and ears to support, 1st and 2nd graders should have lunch together or 3rd and 4th, have enough time to eat.

A: The cuts that are coming will not affect this further but does take a part of strategic planning by school site. Some things need to be thought through and considered for each school site.

Q: Tina Neal, Ewing Elementary: The budget cut is districtwide, but as a School Site Council we have to make that vote of who to cut. If we can't come to an agreement or don't vote, what will happen?

A: Ultimately, the principal oversees the budget of the school site and can make the determination of what it looks like for that site.

Q: Tina Neal, Ewing Elementary: As for Attendance, is there a minimum of hours for students to be there if they have to leave class to be marked?

A: Yes, Minimum 2 hours

Q: Marycela Pacheco, Fresno High School: At my site, we have to cut 10% or approximately $80K this equate to two full-time positions, one was not filled which was easy to cut, the other we desperately need it, however, after 5 rounds of voting, the majority won to cut a Home School Liaison (HSL). My question is: Why is the district not cutting at the executive level and allocating that money towards direct impact for students such as that HSL position we cut that desperately need. Executives make about a quarter of a million dollars and annual salary as opposed to a $50K annual salary of the position that we have to cut.

A: We've been making higher level cuts and changes, for executive level, there's only one for each area that the groups oversee, even though that seem really hard at school site in district our size, we need that type of support, unfortunately, there are difficult decisions to make for ex: even within our departments, we have to speak with people who we are working with, and fortunately our district has been doing well fiscally, positions that are being cut, not necessarily mean someone being fired or let go, we have a lot of open positions for a lot of people in our district, it's unfortunate for your school site and I apologized for that, the majority will have a place to support our district.

Q: Spanish - Gloria Herrera, Hidalgo Elementary: I am concerned with our students and participation of parents at school sites, I worried about everything because it will affect in the future and us parents, I know they are making cuts, it makes me sad because we'll have to work, so help us participate, make funding for fieldtrip or use for HSL. At school site, we have a PTA and they encouraged us to participate, however, we would like more participation.

Career Technical Education at FUSD: Career/Internship, Woodshop, Engineering Programs, Work-Based Learning and Internships- Brad Barrett, Manager

- Different CTE programs available online in English, Spanish, and Hmong
- Worked with 2K partners
- Work-Based Learning (WBL) Grade Level: Offer from PreK to 12
- Types of Internship & Opportunities

College and Career Readiness – How to Write a Strong College Essay

- UC's and components of the application
- University PIQ has 8 Prompts: Write about who you are and type of value you bring
- Creative side, have barriers, challenges, education, community impact, academic
- CSU System: GPA requirement, not require essay ex: Fresno State, A-G Requirement, Eligibility
- Types of Effective College Essay Strategies

Maiyer Vang: Introduced Board President, Genoveva Islas
Feedback to Fresno Unified School District Board of Trustees

Genoveva Islas, Board President: Shared none of us take pleasure in having to cut positions, we're really being challenged by what this means and reassure you that we are looking at every possible opportunities to sustain positions while it's not perfect we do have a bumping system, while it doesn't allow people to maintain, often times their job and salary, it does allow them to keep benefits and have another position. It's one way we're trying to save people from having to be unemployed.

Our commitment is our students, we've been on this journey for the last several years of Student Outcomes Focus Governance where we really want to see the trajectory of our students learning change and despite the difficult economic time that we're in, we are not giving up on that. A lot of these choices of what to cut or what programs to save are being driven by what make sense of the goals we established through community where you informed us, through surveys where we heard from students and other stakeholders what they want to see.

The state budget affects us, the federal budget and the federal changes that are being made around education are harsh, and more is coming, so we're trying to brace ourselves as a district, preserve what we have.

There's a consequence, let's say if we use all of the reserve, we have all this money being reserve, what if we drew all of that reserve and we have two consecutive years where we're under 2% we go in as State Control--it is all hands off like any previous agreements that was made with labor is now mute, so there's no commitment by state to serve positions, to preserve programs. They can just say you have this amount of money, this is what you can afford to do and they'll start slashing in and deal with it, they're at the state level, they have no relationships to you they weren't elected to represent you, so I just want you to really appreciate that making these hard choices now is going to save us in the long run.

Q: Liz Rocha, McCardle Elementary: I know the schools are having to make cuts and, in their areas, as well.

A: There are cuts that are happening within the district at any level. One of the talking points that you're hearing from our labor partners is that we increased at a 51% in the last 5 years, there was one time money that we used to hire staff, we expanded our Social Emotional support, Social Workers, Psychologists, those are people that were serving students.

Q: Liz Rocha, McCardle Elementary: No, it is because that's what falls into that category

A: So, you're assuming that everything that considers management is not direct service to students and it is. There are people at the admin district level that are being cut and I have asked for concise data to be shared with the public so you all can see and appreciate where these cuts are.

Q: Melissa Ilad, Slater Elementary: When the budget cuts and you guys are cutting the funding to the SROs, how is that going to help with our children's safety and also if my child is being bully and the school is actively working towards that but to junior high, what resources as for a parent do I have if I want to transfer my child out of his homeschool.

A: There are no cuts to the police contracts until next year, there will be an evaluation to those positions, as for right now and this year there are no cuts. I absolutely believe that there should be because what create safety in our campuses are not just the presence of police officers. It is the psychologists, counselors, mental health care providers, those are some of the resources we are trying to conserve that's just not possible.

Q: Melissa Ilad, Slater Elementary: I heard your answer, but it is not working at my son's case so that is why, I appreciate your feedback, but what I am not getting from my school is adequate answers and they are not able to help me with moving my son out of his home school but he's about to transfer into junior high.

A: Have you filed a complaint to Constituent Services.

Q: Melissa Ilad, Slater Elementary: I filed a inter-district transfer and got denied.

A: I'm asking if you file a complaint to Constituent Services.

Q: Melissa Ilad, Slater Elementary: No, I have not.

A: Your next step, file a complaint if the school site is not responding in a way that is appropriate for a parent, you do have the ability to file a complaint with the district, have them do a deeper assessment about what is going on with your child situation, have external investigator looking at what more can be offer and I encourage you to file to Constituent Services.

Q: Marycela Pacheco, Fresno High: My son too, we've been having an issue getting him out of his home school, I've gone up the chain of command, as well as sitting down and speaking with Dr. Williams that represents my region, my son Matthew Pacheco has been home in my care without being educated since Nov 10, 2025, the school site at Hamilton has not helped, no one has come to my aide, no one has help.

A: Had you filed a complaint to Constituent Services

Q: Marycela Pacheco, Fresno High: Well, I didn't think I had to since I spoke with the executive, it was 13 weeks, and before she gave me a call, I specifically requested to have a sit down with her.

A: I would suggest you use our complaint system that are in place it will help to expedite your case being review. There are processes that are required to be follow and more timing follow-up, if you have a complaint and follow up on, document it, setting a timeline when that complaint was submitted, triggers how soon it has to be responded to, that's my recommendation.

Q: Marycela Pacheco, Fresno High: If we were to use that it takes up to 3 months to get back to you, I want it to quickly get him back to school. Here we are almost 4 months later, and he's still home, the school just sent me a text message that he has above a 3.0 GPA and he will be eligible to receive some certificate but yet he hasn't been at school at all and they have not provide any type of educational material which I have requested repeatedly.

A: Please follow up on it with the formal complaint.

Q: Marycela Pacheco, Fresno High: Does the board really care about the recent layoffs? Some employees are stressed out about being on the verge of losing their homes, cars, or feeding their children and pets while board trustees voted to get their salary significant bonus last pay increase, who approved this increase during a crisis?

A: It's not a bonus, it was an adjustment, it was a state law that allowed for this adjustment because school board members have not been given any adjustment anything for over 40 years, and there is no other position in our district that has been delayed in getting an adjustment for 40 years.

It was something that I voted on, I voted to support it, it was one trustee who voted against it, and it was an increase, we went from getting paid $25K a year to $54K, which is still not $100K to $250K, for work that is preparing for board meetings, meeting with constituents, going to school sites, supporting engagements with parents. In my opinion, $54K is living wage and not an excessive wage.

The reason I voted for it is because I'm not going to serve FUSD to infinity, I actually want moms, low-income moms to come in and replace me, to be able to have that income to do her job without worrying about how she's going to support her family, that's the reason why I voted to support an increase. A mom should be able to come in and serve these positions. These positions or elected officials shouldn't be limited to just people who have money like who are wealthy and have assets to sustain their families and can devote because of an income.

Q: Cara Ford, ATP (Adult Transition Program) for Special Education: Attendance and Enrollment – Is there a plan in place to make transfers easier, for me, for example, I'm a FUSD employee and my kids goes to Fresno Unified schools, I was able to afford to live in the area where my kids attend school so I have to move outside the area to a different school district and

it was heavy as high waters just to get my kids transfer to continue staying in Fresno Unified. I have a colleague who goes to another school district because it's cheaper to live in the outskirts of Fresno Unified, but they want to have their kids go to Fresno Unified. It's so hard to get a transfer, it gets denied and denied. They are employees and want their kids to go to Fresno Unified, that would help with the attendance issue.

A: I'm hearing this concern from you, but I do not have enough influence and have heard it from other people, impact with our families. There are a lot of interests, the struggle of the parents trying to drive kids to separate schools and give prior dates so parents don't have that hardship, I sympathize and wish I knew all the details, perhaps it's something that can go back, work in depth and review.

Q: Cara Ford, ATP (Adult Transition Program): This will help with attendance, I want my kids to stay in Fresno it was a mess to stay, so people don't want to mess with all of that and now we're losing more kids.

A: Over the years, they have put in place to where if you work or live within Fresno Unified, depending on the school sites that you're trying to transfer to, we heard from families that have been capped, it might be the school of choice. The school district that you live in has to release you, over the years transfers office had done some things to make it a little easier for kids to attend Fresno Unified depending on the school you're trying to get into.

Q: Liz Cole, Ewing Elementary/Computech Middle School: Who approve of the board giving themselves a 113% raise, cutting 200 jobs, this is poor timing

A: We haven't cut jobs, we send notices, this is not something that cut every year, we're not voting for increases all of the time, this was a 40 years delayed in getting adjustment for our size, that salary decreases so when we drop below sixty thousand students, which we will, our salary will decrease proportionately so that's embedded in the legislation about the salary to the school board members, this is not a permanent increase in perpetuity, it really does depend on the students population that drives it, there's no other positions in our district has that criteria when our students population decreases, which is part of what our district is struggling right now, you heard the comment about sizing the district, it is to make sure that we don't have more staff to students ratio, that we have the positions that are needed to serve the population that we have, it is 113% increase, as I explained it went from $25K-$54K so it wasn't $154K, $54K annually a monthly stipend that we get.

Q: Liz Cole, Ewing Elementary/Computech Middle School: We're losing a teacher, instead of having 16 or 17 students per classroom, now to have 35-37 students. The ones who's bearing the costs are the students, and the district is saying we're putting everything for the students, our students need to come first, we're proud of you ~~because you're a women having that position in fact~~ all the women in this room that hold a significant position, but is because all had a great teacher, a great mentor to guide us, that's what we want for our students too, we want them to get

a quality education, this No Child Left Behind Act is ridiculous because you're going to graduate students that cannot read, write, and in 30 years these students are going to be taking over our jobs, some of them are not going to know how to read, write, do math. They're going to be our attorneys, doctors, teachers, teaching our grandchildren, going to the hospital they're not going to know basic math and read these medications giving, it's the fact and reality, I think it's very poor timing regards to this and keep to consideration that our students are first, please show me that they are, you're saying we're not going to make students suffer, be in large classrooms, here we go we're going back to large classroom sizes and they're not going to learn that way.

A: Agreed and not in favor of larger classroom sizes that's part of why we're trying to preserve as much as we can to avoid that. We have a number of schools this year that were recognized as distinguish schools and that's because of our targeting and the priority goals that we are setting, we're on a very positive trajectory, we've seen in the McLane Region alone, I'm glad you're from Ewing, we've seen a double digit increase every year at McLane in improving its academics success, that's not in consequential that is because some of the decisions we made.

Q: Julie Wong, Bullard High School: To piggyback on merging classroom sizes, we're seeing it in SPED, where ratios are way off. I think it needs to be a serious topic of discussion, too many kids in the room because it's getting to the point where the kids are being bored, because they're being distracted, it's flat out too many distractions in the room.

A: I agreed with everything that you said, our teachers are not having their students isn't by my choice or the district's choice, some of them left for a variety of reasons not to have their children in Fresno Unified, but we're trying to change that trajectory by making Fresno Unified the focus. Some incentives ideas, can there be something that help or can offer, the child being place at the site where they are teaching what are the carrots that you use to try to draw them back?

Q: Julie Wong, Bullard High School: It has benefits to the employees, district, students. I don't know how it works through the board, policies, but Clovis is getting more kids, Central is getting more kids because of the new building. We don't do that, we should sweep them back in and eliminate a chunk..

A: Your points are well taken, you mentioned Central having people moving in because of new houses. In our region, the city is foreclosing Southeast, they're actually building homes outside the boundaries of our school district, so it means that our families will be moving out of Fresno Unified going to Sanger or into Clovis. That is something that is going to be very detrimental and consequential to us because it will impact our enrollment, we will be forced to contemplate closing schools, will be having to lay off more people when that happens. We can't let that happen. The only good to stop that from happening is being very vocal with our city to say that's not what we want, we want investments, you can build homes, how many of you live in neighborhoods where there are vacant buildings, brown lots that hasn't been investments in development, the city has an opportunities to do and build investments, build housing for

families, that's what I've been trying to advocate for. We really want to persuade the city from curling out and causing even more economic crime to our district, it will not be beneficial to our students, it will not support what we want when we lose more students or have less funding to support.

Q: Julie Wong, Bullard High School: For SPED students, there's a huge gap, being a child that is high functioning, but not qualify for certain programs, my child is reading at a 3rd grade level, she' a Junior, they're telling me she's passing for English, my question is how? There is this gap and a perfect opportunity to keep people in the district by trying to fill those gaps with the kids, they're kind of falling through the programs.

A: We identify this is an area we need to show more improvement, we're really trying hard and it's not easy to address all of the needs that we have, we are really looking for what's that applicable it in our district the achievements, I have a child who's in Special Education he will never graduate and this is an area we definitely need to look into, thank you for bringing that up.

Maiyer Vang: Our next PAC meeting will be on May 28, 2026 at Parent University

Genoveva Islas: Regarding Safety at school, if you're a register voter in the County of Fresno of City, sign this petition to get it on the ballot 7.4 billion will be generated over the next 30 years and need it to go into our neighborhoods to protect our kids on routes to school and home, so please sign this petition.

Alyson Coronado (PAC Secretary): Went over Pre and Post Testing strategies for students and Family Leadership Academy District Flyers

Motion to close the meeting by 1st Blanca Arias, Turner Elementary, 2nd Julie Wong, Bullard High School

Meeting Adjourned 8:00 pm