



BOARD COMMUNICATIONS - MAY 29, 2026

TO: Members of the Board of Education

FROM: Mao Misty Her, Superintendent

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Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Superintendent

Date: May 29, 2026

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Cabinet Team
- Participated in CORE Districts Financial Committee Meeting
- Received 2025 Energy Star Award from Cenergistics
- Attended CART Board Meeting
- Attended Design Science Graduation
- Participated in meeting with Fresno State regarding immigration and the 2030 Census
- Held interviews for Director, Adult Schools
- Spoke at the Leadership Cohort Celebration
- Participated in Wallace meeting regarding CALL-ECL a school-wide assessment and feedback system for equity-centered school improvement

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 29, 2026

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for May 21, 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 21, 2026 are attached and include the following articles:

- An Overview of the 2026-27 Governor's May Revision – May 14, 2026
- California Education Leaders React to Gov. Newsom's Revised Budget – May 15, 2026
- Ban Cell Phones in All K-12 Schools? Not So Fast, Say School Officials – May 15, 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: May 21, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Governor Releases May Revision

Last Thursday, May 14, 2026, Governor Gavin Newsom presented his final May Revision as Governor of California.

As we saw in January, his education proposals are much more about shoring up existing programs than creating new ones: one-time flexible dollars, short-term resources for specific priorities, preparing schools for a rainy day, and the largest special education investment in the state's history. While not creating a new program per se, the Governor proposes a significant new benefit to TK-14 employees of paid pregnancy disability leave, which he proposes to fund through the Local Control Funding Formula (LCFF).

Last Thursday, we published a *Fiscal Report* article that provides a comprehensive analysis and review of the Governor's major education proposals, which can be found below.

The next step in the legislative process is for the Legislature to approve its version of the State Budget by June 15, 2026. The Assembly and Senate Budget subcommittees have already started convening to vet the Governor's May Revision and establish their own priorities. Helping assist in that process, as always, is analysis from the Legislative Analyst's Office (LAO), the Legislature's nonpartisan policy and fiscal advisor.

LAO Analysis on the 2026-27 May Revision

On Tuesday, May 19, 2026, the LAO released an [analysis](#) of the Governor's May Revision for TK-14 education, which reflects an improved outlook for Proposition 98 funding compared to the January Governor's Budget proposal.

In addition to providing a summary of the Governor's proposals, the analysis assesses the overall structure:

- Allocating funds through cost-of-living adjustment (COLA) and special education rates are efficient ways of distributing funding to a broad swath of districts.
- Ongoing costs are likely slightly higher than the May Revision estimates, noting that a 4.31% LCFF COLA will likely cost \$211 million more than the May Revision estimates.
- Dedicating about \$4.5 billion in ongoing (2026-27) Proposition 98 funds for one-time activities is prudent because it creates a cushion to protect ongoing programs.
- Recommends depositing at least as much funding into the Proposition 98 reserve as the Governor proposes.
- The lower amount of the settle-up proposal in the May Revision is better aligned with the revenue uncertainty and potential drops in the minimum guarantee that could occur in 2025-26.

The LAO notes that while the Proposition 98 outlook has improved, much of the additional funding is effectively committed to existing obligations, prior program expansions, and higher operational costs, limiting the amount of flexible discretionary funding available to local educational agencies (LEAs). The office further cautions that the state's improved revenue picture may not be sustainable over the long term given continued economic uncertainty and volatility in state revenues. As a result, the LAO recommends that the Legislature take a cautious approach toward creating new ongoing spending commitments and instead prioritize maintaining core instructional programs and preserving fiscal flexibility. The LAO also recommends that the Legislature carefully evaluate the Governor's proposed allocation of the \$3.9 billion settle-up funding and prioritize one-time investments that address long-term cost pressures and infrastructure needs rather than creating additional ongoing obligations. In particular, the LAO identifies special education, deferred maintenance, and facilities needs as areas where one-time funding could provide meaningful long-term benefit while minimizing future fiscal risk.

Next Steps

Over the next couple of weeks, the two houses will approve a legislative budget, which will form the basis of the tri-party negotiations between the Governor and legislative leadership. We will keep you apprised of the progress of the State Budget in subsequent updates.

Leilani Aguinaldo

An Overview of the 2026-27 Governor's May Revision

By SSC Team
School Services of California's *Fiscal Report*
May 14, 2026

Overview of the Governor's May Revision Proposals

On May 14, 2026, Gavin Newsom presented his final May Revision as Governor of California. If his press release and budget documents are any indication, he is hoping that the headlines today will be of a Governor eliminating a projected ongoing deficit that will benefit the state long after his final year in office while making "transformative investments in child care, schools, higher education, public safety, healthcare, housing, clean energy, new businesses, and the protection of our state's natural resources."

As we saw in January, his education proposals are much more about shoring up existing programs than creating new ones: one-time flexible dollars, short-term resources for specific priorities, preparing schools for a rainy day, and the largest special education investment in the state's history. While not creating a new program per se, the Governor proposes a significant new benefit to transitional kindergarten (TK)-14 employees of paid pregnancy disability leave, which he proposes to fund through the Local Control Funding Formula (LCFF).

While concerns will be debated regarding the long-term sustainability of the Governor's proposals, and notwithstanding the retained—but diminished—Proposition 98 settle-up proposal, there is a fair amount to like in the Governor's final May Revision.

The Economy and Revenues

At the release of the May Revision, Governor Newsom emphasized California's economic strength, describing California as a tentpole of the U.S. economy and noting at the outset of his press conference that California remains the fastest-growing developed economy in the world. The Administration framed the May Revision as achieving balance across both the 2026-27 and 2027-28 fiscal years while maintaining substantial reserves and reducing projected future operating deficits by more than half compared to the Governor's Budget.

The May Revision upgrades General Fund revenues over the three-year budget window by approximately \$16.5 billion relative to the Governor's Budget forecast, with the detailed Revenue Estimates section reflecting a \$16.8 billion upgrade before accounting for transfers and tax policy proposals. The increase is driven primarily by stronger-than-expected personal income tax collections tied to elevated capital gains realizations. Detailed Revenue Estimates show that, excluding Pass-Through Entity Elective Tax (PTET) impacts, personal income tax revenues increase by \$15.7 billion, corporation tax revenues decline by \$1.6 billion, and sales tax revenues increase modestly by \$244 million, while PTET contributes an additional \$2.1 billion to the overall revenue upgrade.

“Big Three” Revenue Sources (In Millions)						
	2024-25		2025-26		2026-27	
	Governor’s Budget	May Revision	Governor’s Budget	May Revision	Governor’s Budget	May Revision
Personal Income Tax	\$130,178	\$131,328	\$137,840	\$146,847	\$142,202	\$145,610
Corporation Tax	\$41,338	\$41,757	\$41,702	\$43,287	\$43,528	\$44,192
Sales Tax	\$33,602	\$33,596	\$34,401	\$34,588	\$35,085	\$35,148
Total	\$205,118	\$206,681	\$213,943	\$224,722	\$220,815	\$224,950

While revenues improved relative to January projections, the Administration continues to emphasize long-term structural balance. The May Revision proposes a combination of spending reductions, fund shifts, revenue-related solutions, and General Fund offsets intended to significantly reduce projected structural deficits in 2027-28 and beyond.

The May Revision projects moderate but stable economic growth over the forecast period, with no sustained contraction in economic activity. U.S. real Gross Domestic Product growth is projected at 2.1% in both 2025 and 2026 before slowing modestly in subsequent years. The May Revision also notes that inflation has moderated from recent highs but remains an important source of economic uncertainty. The Administration’s forecast assumes inflationary pressures will continue to moderate over the forecast period, although energy prices, financial market conditions, and global events continue to present economic uncertainty.

Proposition 98 Minimum Guarantee, Settle-Up, Rainy Day Fund, and Local Reserves

The May Revision revises the Proposition 98 minimum guarantee upwards over the three-year budget window by \$6.4 billion as compared to the Governor’s January State Budget proposal. Under the revised estimates, the Proposition 98 minimum guarantee totals \$127.1 billion in 2026-27, \$125.1 billion in 2025-26, and \$124.9 billion in 2024-25.

Proposition 98 Minimum Guarantee (In Billions)								
2024-25			2025-26			2026-27		
Governor’s Budget	May Revision	Difference	Governor’s Budget	May Revision	Difference	Governor’s Budget	May Revision	Difference
\$123.8	\$124.9	\$1.1	\$121.4	\$125.1	\$3.7	\$125.5	\$127.1	\$1.6

Across the three fiscal years, the Proposition 98 minimum guarantee continues to be determined by Test 1.

The Proposition 98 formula also requires an \$8.3 billion maintenance factor in 2024-25, which will fully retire the existing maintenance factor obligation payment resulting from the suspension of the minimum guarantee in 2023-24.

The Governor maintains his “settle-up” proposal to underfund the Proposition 98 minimum guarantee in the 2025-26 fiscal year, though the amount proposed to be withheld is decreased from \$5.6 billion to \$3.9 billion. The May Revision indicates these funds will be withheld until spring 2027, at which point if revenues estimates are the same or higher, funds will be allocated via the 2027 Budget Act. With this “settle-up” proposal, Proposition 98 is funded at \$121.2 billion in 2025-26. The May Revision fully repays the existing \$1.9 billion “settle-up” that was created in the 2025 Budget Act for the 2024-25 minimum guarantee.

The increased revenues from capital gains require greater deposits into the Public School System Stabilization Account (PSSSA) and eliminate the required withdrawal that was projected in the Governor’s January State Budget. Across the three-year budget window, \$8.7 billion is required to be deposited into the PSSSA. The May Revision proposes to make an additional discretionary \$1.6 billion deposit into the PSSSA, which brings the total balance to \$10.3 billion.

Current law caps TK-12 school district reserves at 10% in fiscal years immediately succeeding those in which the balance in the account is equal to or greater than 3% of the total TK-12 share of the Proposition 98 Guarantee. The balances noted above will trigger the local district reserve cap in 2026-27.

LCFF Entitlements, COLA, and Paid Pregnancy Disability Leave

The May Revision proposes to fully fund the statutory cost-of-living adjustment (COLA) of 2.87%, an increase of 0.46 percentage points from what was projected at the Governor’s Budget. In addition, the May Revision proposes an additional investment of \$926.9 million to the LCFF to help local educational agencies (LEAs) manage rising costs, offset declining enrollment impacts, and absorb the costs of a new requirement to provide employees with up to 14 weeks of paid pregnancy disability leave.

Starting in 2026-27, proposed trailer bill language would require TK-14 employers to provide a pregnancy disability leave of absence with full pay for a maximum of 14 weeks for both certificated and classified employees. Trailer bill language provides a prorated amount for part-time employees and states there are no eligibility requirements (including minimum hours worked or length of service) before becoming eligible.

With this funding, the base grants by grade span for 2026-27 are increased over 2025-26 by a total of 4.31%.

Grade Span	2025-26 Base Grant per ADA¹	2.87% Statutory COLA	1.44% Additional LCFF Investment	2026-27 Base Grant per ADA
TK-3	\$10,256	\$294	\$148	\$10,698
4-6	\$10,411	\$299	\$150	\$10,860
7-8	\$10,719	\$308	\$154	\$11,181
9-12	\$12,423	\$357	\$179	\$12,959

¹Average daily attendance

The TK-3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$1,113 per ADA in 2026-27, and the grades 9-12 base grant per ADA is increased by \$337 in recognition of the need for career technical education (CTE) courses provided to students in the secondary grades. Further, the TK add-on that

funds lower student-to-staff ratios benefits solely from the statutory COLA, not from the additional LCFF investment, and is therefore \$5,704 for 2026-27.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

Additionally, statutory COLA will be applied not only to the LCFF, but to other categorical programs outside of the LCFF. The May Revision proposes \$261 million ongoing for the statutory COLA for the LCFF Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. Note that the COLA for the California State Preschool Program is being reduced from the statutory COLA of 2.41% to 2.01% in alignment with other childcare and development programs.

Special Education

The May Revision proposes an historic 46% increase to the special education base rate from the current-year rate of \$917 to a proposed rate of \$1,340, which represents \$423 per funded ADA. This increase surpasses the statewide equalized funding rate proposed in January, and with an additional investment of \$1.8 billion ongoing in addition to the previously proposed increase of \$509 million.

Other special education funding streams, including Assembly Bill 602 program specialist and regionalized services, low-incidence funding, out-of-home care, infant funding, state mental health, and early intervention preschool grants, are projected to increase by the statutory COLA of 2.87%.

Student Support and Professional Development Discretionary Block Grant and LREBG

The Governor provides much of the additional one-time Proposition 98 revenues to LEAs through the Student Support and Professional Development Discretionary Block Grant. The May Revision increases this investment to \$5.0 billion, up from \$2.8 billion in January. As proposed in January, use of these funds is intended to be fully discretionary and allocated on a per-ADA basis. We estimate LEAs would receive \$936.98 per ADA.

The May Revision retains the Governor's January proposal to repay the remaining amount owed to LEAs for the Learning Recovery Emergency Block Grant (LREBG).

Community Schools

The May Revision maintains \$1 billion ongoing Proposition 98 funding for community schools that was proposed in January to expand the model statewide focusing on schools serving low-income students, foster youth, and English learners (See "[Governor's Community School Proposal Details Released](#)" in the February 2026 *Fiscal Report*). The proposal redirects \$485 million from the existing California Community Schools Partnership Program extension grants to support implementation.

The \$485 million is directed as follows:

- \$401 million for one-time planning and implementation grants including professional development, implementation of the Children and Youth Behavioral Health Initiative Fee Schedule, and implementation social and emotional learning
- \$50 million to expand middle and high school redesign efforts
- \$28 million for statewide technical assistance and accountability systems
- \$6 million for continued implementation of the “Transforming Together” initiative

In addition, a one-time increase of \$50 million is proposed for the state’s Multi-Tiered Systems of Support framework to continue support for community schools.

ELO-P

In January, Governor Newsom proposed to increase funding for the Expanded Learning Opportunities Program (ELO-P) to ensure that LEAs that are funded using Rate 2 receive no less than \$1,800 per ADA. Under current law, these LEAs have an unduplicated pupil percentage less than 55% and are required to offer and provide access to their unduplicated students in grades TK-6. There are no changes to the proposal in the May Revision.

COE Universal and Targeted Assistance Funding

The Governor retains his January proposal to change the funding that county offices of education (COEs) receive to provide differentiated assistance support for LEAs. Rather than focus on differentiated assistance, the proposed funding is meant for COEs to provide support to all LEAs within the county’s jurisdiction. The allocation of Universal and Targeted Assistance Funding includes a base grant of \$500,000 to each COE, an ADA grant that factors the county Operations Grant per ADA funding, and a stability grant that ensures no COE receives less than 87% of the prior year’s funding. A hold harmless is included for 2026-27 only to allow for a transition to the new funding methodology. The proposed allocation stabilizes the funding COEs receive to provide support and is no longer tied to the number of LEAs in the county identified for differentiated assistance.

The Universal and Targeted Assistance Funding will enable COEs to provide more preventative and proactive support while also prioritizing the funds to support LEAs identified for differentiated assistance. The State Board of Education is required to adopt by July 15, 2026, updated criteria to identify LEAs eligible for assistance and intervention through the state system of support. Fewer LEAs are expected to be identified for differentiated assistance, and COEs will be able to provide more robust support to all LEAs in the county on improving student outcomes, developing and implementing Local Control and Accountability Plans, and coordinating partnerships and services for community schools.

Educator Investments

The May Revision includes several targeted investments to address ongoing teacher shortages and strengthen literacy instruction and educator development statewide. The proposal provides a one-time increase of \$428.8 million to extend the Literacy Coaches and Reading Specialists Grant Program through June 30, 2031, for all grantees, ensuring continued support for literacy instruction and intervention efforts.

To address ongoing teacher shortages and support educator preparation, the May Revision also includes \$30 million one-time for the statewide teacher residency technical assistance center, \$16.2 million in federal special education funds and \$1.6 million in one-time federal Title II funds to continue the Golden State Teacher Grant Program, and \$15 million one-time to expand and enhance professional learning opportunities through the 21st Century California School Leadership Academy for school leaders.

Universal Meals, Kitchen Infrastructure Program

The May Revision maintains the Administration's commitment to universal school meals as part of the broader "California for All Kids" framework for TK-12 education. The May Revision proposes an additional \$2.8 million ongoing to fully fund universal meals. The May Revision also maintains the Governor's proposal to provide \$100 million in one-time funding for an additional round of kitchen infrastructure and training grants to support LEAs in expanding meal preparation capacity and strengthening implementation of the state's universal meals program.

Early Childhood Education and Child Care

The May Revision decreases the COLA to childcare and development programs to 2.01%, including the California State Preschool Program. The May Revision provides \$28 million in one-time federal funds to support childcare infrastructure, targeted at communities impacted by the 2023 and 2024 natural disasters.

Closing

In all, Governor Newsom's 2026-27 May Revision presents a notably stronger outlook for TK-12 education than the Governor's Budget in January, which was already a solid start to 2026-27 State Budget deliberations. With substantial increases to Proposition 98 funding, a higher LCFF COLA, significant new investments in special education, and expanded one-time discretionary resources, the proposal reflects Governor Newsom's continued commitment to stabilizing and strengthening LEAs during a period of fiscal and operational pressure. That said, concerns remain regarding the Administration's continued reliance on the Proposition 98 settle-up proposal, which continues to create uncertainty around the minimum guarantee and remains a point of discomfort for many education interest holders.

While important implementation questions remain—particularly around new ongoing obligations such as paid pregnancy disability leave—most LEAs will likely view this May Revision as a positive and supportive budget proposal that provides both flexibility and meaningful investments in core educational priorities.

Note: While many interest holders have praised Governor Newsom's proposed increase in special education funding, LEAs and teachers' unions continue to express concern over the Administration's broader budget plan, particularly proposals that they argue withhold billions of dollars in overall education funding.

California Education Leaders React to Gov. Newsom's Revised Budget

By Zaidee Stavely
EdSource
May 15, 2026

Gov. Gavin Newsom's latest education budget proposal for 2026-27 received mixed reviews from education leaders and advocates.

Many applauded Newsom's proposed increases to special education funding, but school districts and teachers unions continue to protest the governor's plan to withhold billions in overall funding. Some advocacy organizations also called for increased funding for English learners and subsidized childcare for low-income families.

Here's what they had to say.

'Historic' special education funding

Newsom's proposed \$2.4 billion increase in state funding for students with disabilities, up from the \$509 million he proposed in January, was largely hailed as "historic."

School districts have long said that they don't have enough funding from the federal and state governments to cover special education expenses, which they are required to provide under the Individuals with Disabilities Education Act (IDEA). The federal government has never fulfilled its promise to provide 40% of funding for students with disabilities; it currently provides less than 13%.

"The federal government has consistently failed to meet its funding obligations, leaving California and other states alone to close critical gaps and leaving too many students with disabilities without the support they deserve," said Assembly Education Committee Chair Darshana Patel, D-San Diego. "This historic \$2.4 billion investment in special education will better serve students with disabilities and the educators who support them."

Anjanette Pelletier, director of management consultant services at School Services of California, said the new rate "is aligned with funding needed for special education as advocated by statewide organizations ... to reflect increases in statewide incidence of students with disabilities and rising costs."

Advocates call for more funding for English learners, childcare

Several advocacy organizations applauded the governor's funding for community schools, which provide wraparound services for children, dual enrollment (college classes for high school students), and literacy and math instruction.

But early education advocates were frustrated by the governor's reduction to a cost-of-living adjustment for subsidized childcare and preschool.

“The 30% reduction to the childcare COLA, combined with lack of funding to bring childcare slots to mandated levels, sends a troubling signal to providers who are already operating on the margins,” said Patricia Lozano, executive director of Early Edge California.

As transitional kindergarten has expanded, many preschool programs are struggling to survive, and providers and advocates have called for support that they say the governor has overlooked.

“The governor seems to ignore the nation’s intensifying worry over the affordability of raising children,” said Bruce Fuller, UC Berkeley emeritus professor. “This will erode the quality of care and preK for middling families as well.”

There were also calls to increase funding for English learners, bilingual education and teacher preparation.

Martha Hernandez, executive director of Californians Together, said the organization is advocating for more funding for teacher training to help students learn English and on bilingual instruction, through the Educator Workforce Investment Grant, and the California Newcomer Education and Well-Being (CalNEW) program, which provides support for recent immigrant students and their families.

“With federal funding currently at risk, ongoing state investment is essential to protect these vulnerable communities and provide them with culturally responsive support,” Hernandez said.

Marshall Tuck, CEO of the nonprofit EdVoice, commended the governor for \$17.8 million in new funding for the Golden State Teacher Grant (GSTG) program and restoring grants of \$20,000 for special education teachers who commit to spending four years in “high-needs schools,” but said it isn’t enough.

“Historically, GSTG has operated with an average annual budget of approximately \$100 million. We urge the Governor and Legislature to invest as close to that level as possible so more students in high-needs schools have access to qualified teachers,” Tuck said.

Heather Kirkpatrick, CEO and president of Alder Graduate School of Education, had a similar opinion.

“While we appreciate the federal funds supporting Golden State Teacher Grants for special education, we must also address critical shortages in bilingual and high-poverty schools.”

Christopher J. Nellum, executive director of EdTrust-West, said the governor’s proposal “makes important progress” and it is now the Legislature’s job to make sure the final budget does the same.

“Progress depends on whether these investments are protected and targeted to the students who need them the most,” Nellum said. “Students from low-income families, multilingual learners and students of color cannot afford to see these commitments diluted in the final budget.”

A dissenting view

For Lance Christensen, head of policy for the California Policy Center, a conservative nonprofit think tank, the governor’s proposed education funding falls short because it isn’t tied to student outcomes.

“His so-called ‘investments’ are not producing results where our children are literate or numerate,” Christensen said. “He has presented large numbers for increasing special education, paid pregnancy leave,

community schools. What was missing was whether those dollars would produce better outcomes for our children.”

“It’s just duct tape on old duct tape,” he said.

Missing from the governor’s budget presentation, Christensen said, was any mention of the Trump administration’s program to provide new nonrefundable tax credits to fund scholarship-granting organizations. Recently, New York Gov. Kathy Hochul announced that New York would join more than 30 other states in the new federal private school choice program.

“That would bring billions of dollars into our school system, whether it is private, public and charter,” Christensen said.

Teachers unions, school boards still frustrated over withheld funding

Newsom has insisted he needs to withhold some funding from schools and community colleges until early 2027 to make sure increased state revenue comes through. In January, he had said he would withhold \$5.6 billion. In his May revision, he decreased the number to \$3.9 billion.

The state school boards association, teachers unions and school district leaders still say they need the funding now.

David Roth, superintendent of the Buckeye Union School District, which serves the Folsom area, and organizer of the Raise the Base Coalition, which advocates for increased “base operating funding” for school districts, called the governor’s May revision a “very welcome improvement compared to the governor’s January proposal.” He cited, in part, the base increase to special education. But he said the proposal does not fully address the withholding from Proposition 98, and that the governor’s proposed 14 weeks of pregnancy leave for teachers will eat into the increased funding from COLA.

“That new expense, coupled with declining enrollment, means many districts will net something less year over year than the 4.13% that will be cited,” Roth said.

“The governor’s proposed budget revision clearly ignores the will of voters by proposing to withhold \$3.9 billion from California’s constitutionally guaranteed Prop. 98 funding minimum,” said David Goldberg, president of the California Teachers Association. “We are living in an era of unprecedented wealth, where the rich continue to get richer as the rest of us struggle to make ends meet. The governor and Legislature have the power to ensure the wealthy and corporations pay their fair share and raise revenue to fully fund schools and communities.”

Jeff Freitas, president of the California Federation of Teachers, or CFT, agreed.

“We stand firm in our demand that Proposition 98 be fully funded,” Freitas said. “CFT will continue to fight for long-term revenue solutions that protect education funding in good years and in bad — because the strength of our public schools should never depend on the whims of a revenue forecast, or the greed of billionaires.”

EdSource staff contributed to this report.

Note: Lawmakers have scaled back a proposed statewide TK-12 student cell phone ban after opposition from school boards and administrators, narrowing Assembly Bill 1644 (Muratsuchi, D-Torrance) to focus primarily on younger grades while districts continue implementing their own local phone restriction policies.

Ban Cell Phones in All K-12 Schools? Not So Fast, Say School Officials

By Carolyn Jones
CalMatters
May 15, 2026

Until last month, California was poised to join nearly a dozen other states that ban cell phones in K-12 schools. But under pressure from school boards and administrators, lawmakers scaled back a bill that would have required such a blanket ban.

“I was disappointed, but I take the long view on this,” said Torrance Democratic Assemblymember Al Muratsuchi, an author of the bill. “There’s still a growing global concern that too much cell phone use has detrimental effects on students.”

The bill, AB 1644, builds on an existing law in California that requires schools to limit, if not outright ban, students’ cell phone use during the school day. A slew of studies have shown that cell phone use is a serious distraction for students that affects their mental health, social-emotional development and ability to concentrate in class.

Confusing and unnecessary legislation?

Muratsuchi’s bill would have required all schools to draw up policies banning students from using cell phones while they’re on campus or on a school-related trip. School board and school administrator groups opposed the bill because they said a “one-size-fits-all” policy undermines districts’ ability to enact their own rules suited to their own specific students’ needs.

They also argued that the bill conflicts with the existing law that requires schools to come up with policies limiting cell phones on campus. Those policies are supposed to go into effect in July. Having two laws on the issue would be confusing for school staff and may invalidate the policies they’d already been working on, they said.

“AB 1644 creates a ‘do-over’ just one year (after the previous law passed), creating unnecessary frustration and confusion,” the Association of California School Administrators wrote to the Assembly Education Committee.

In response to those complaints, lawmakers removed high schools from the ban.

Outcomes in Contra Costa and Los Angeles

Many school districts in California, including Los Angeles Unified, have already banned cell phones. A recent study cast doubt on whether cell phone bans have any impact on test scores, attendance or other measures of student success, but individual districts say the policies have made a difference.

Mount Diablo Unified, in the San Francisco Bay Area’s Contra Costa County, has seen improvements since banning cell phones. In a presentation to the school board, teachers said students are more focused in the

classroom, have livelier discussions and conversations, fight less and don't get "riled up" about social media posts.

At Northgate High School in Walnut Creek, reports of harassment fell 33% and bullying dropped 50% since the district banned cell phones.

The only complaints, according to the presentation, were that students didn't have access to their phone cameras to take pictures of assignments and that locking up students' phones cut into classroom time. The authors of the report also said some students found ways around the ban.

'All these zombies'

Rishaan Marwaha, a high school freshman from Newport Beach, was so fed up with cell phones he testified at the Assembly Education Committee hearing last month to urge lawmakers to pass AB 1644.

"Tech companies are making all this money off students' phone addiction," he said. "It's not a fair fight because students are a vulnerable population. ... School should be a place for learning."

Marwaha said he was a phone addict himself. He would spend hours scrolling through Instagram reels, "when I could have been doing things I actually like, like playing basketball or going to the gym."

He eventually removed Instagram from his phone, but saw his classmates suffering from the same addiction.

"I'd walk through school and it felt like all these zombies," he said. "Some people were so addicted, they'd make up excuses to go to the bathroom just so they could look at their phones."

He was disappointed the bill got scaled back, but he's hopeful the state will enact a high school cell phone ban at some point. After all, he said, "in the past people managed without cell phones OK. I think we'll be fine."

This is Muratsuchi's third bill related to schools and cell phones, each inching closer to a total ban. The previous two cell-phone-related bills were enacted into law, and he believes this one will pass, as well, now that it's been amended.

"I hope this is part of an ongoing movement to recognize that technology can provide benefits as well as harms," said Muratsuchi, a candidate for California schools superintendent. "We need to have responsible regulations to make sure we're helping students navigate technology successfully."

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: May 29, 2026
Phone Number: (559) 457-3934

Regarding: School Plans for Student Achievement

The purpose of this communication is to provide the Board information regarding the upcoming approval of the School Plans for Student Achievement (SPSAs) for the 2026/27 school year. This item is on the Board agenda for approval on June 03, 2026. The development of SPSAs is an ongoing cycle of reflection, undertaken by each school, that includes reviewing student outcomes, identifying disproportionate performance, and directing resources towards improvement.

Each plan is aligned with the Local Control and Accountability Plan (LCAP) and utilizes the \$34 million of recommended resources for school level planning. The proposed State and Federal funds are listed below:

- Local Control Funding Formula (LCFF) Supplemental and Concentration Funds – \$26.1 million
- Federal Title I Funds – \$7.9 million

This is a collaborative process between departments, schools, and educational partners. The Office of State and Federal Programs provided training and support to schools. The Department of Analysis, Measurement, and Accountability assisted with metric identification for each school's needs assessment. School Leadership guided site leaders and provided feedback on the development of the SPSAs. Educational partners at each site, including the School Site Council (SSC), provided feedback.

As in previous years, equity-based funding principles are utilized based on the individual school's population of low-income, foster youth, and English learners to determine allocations. Trends demonstrate investment in academic supports for students and teachers, including school staff, and resources to connect with parents and families.

The district is required to set aside a minimum of 1% of the Title I allocation for Family and Community Engagement. Schools value family engagement by programming about 6.0% of funding. The attached chart summarizes investments made by school sites through this process.

Schools and departments worked collaboratively to support a successful SPSA process. It is recommended that the Board approve the 2026/27 School Plans for Student Achievement (SPSAs) on June 03, 2026.

Drafts of each School's Plan for Student Achievement can be found on the [Office of State and Federal's public website](#) prior to the Board Meeting on June 03. In addition, each school has a copy.

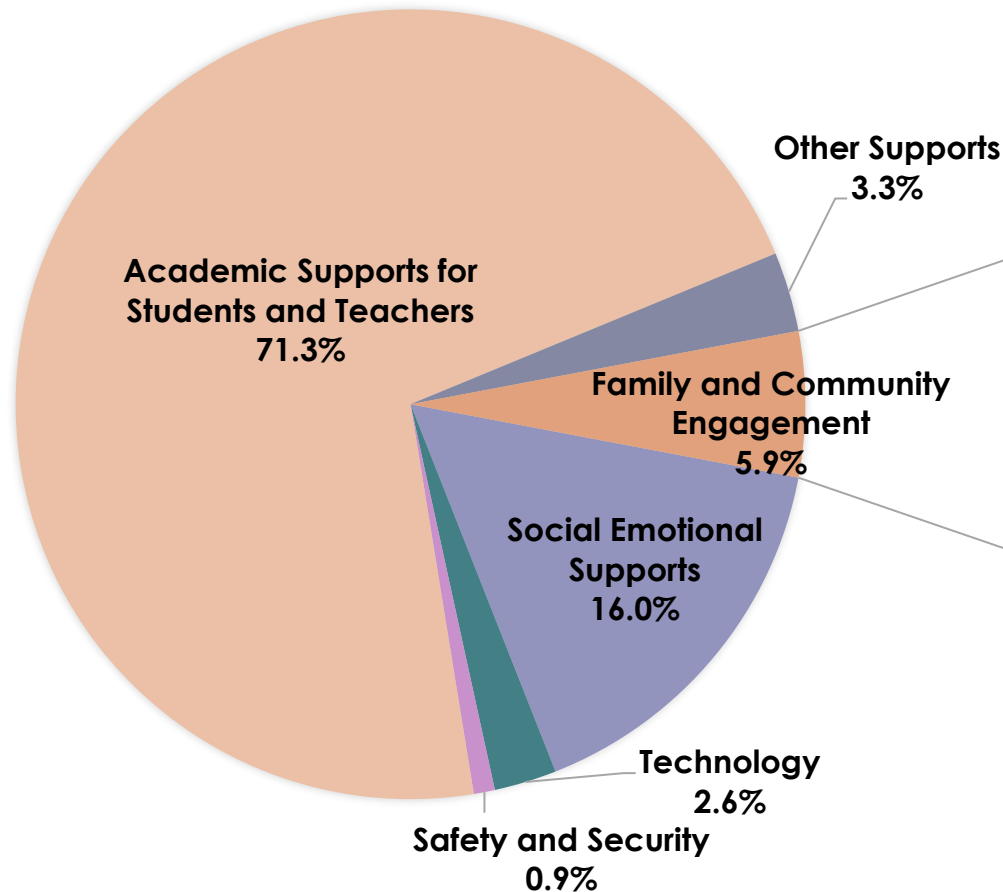
If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at (559) 457-3934.

Cabinet Approval: 

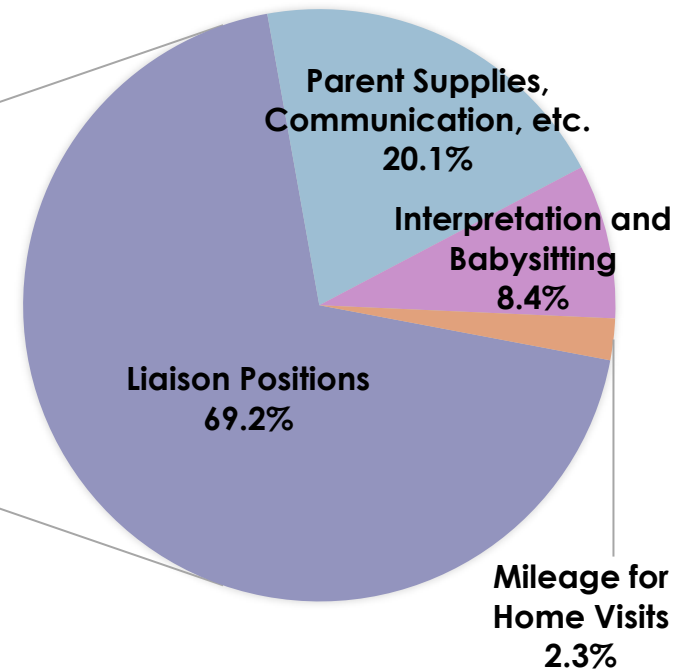
Name and Title: Patrick Jensen, Chief Financial Officer

School Site Councils Prioritize Site Funds

\$34.0 million School Site Funds



\$2.0 million Family and Community Engagement



Exceeding 1% Parent Involvement Requirement