BOARD COMMUNICATIONS - OCTOBER 30, 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 October 23.docx 4
School Services of California Weekly Update Report for October 23-BACKUP.pdf

5. OFFICE OF COMMUNICATIONS
Adela G. Duncan, Chief Officer

5.1 26-27 Quarter 1 Language Access Board Communication.docx 15
26-27 Quarter 1 Language Access Board Communication.pdf

6. OFFICE OF ENGAGEMENT & EXTERNAL PARTNERSHIPS
Wendy McCulley, Chief Officer

7. OFFICE OF HUMAN RESOURCES & LABOR RELATIONS
David Chavez, Chief Officer

Employment Rights and Due Process for Permanent K-12 School District Employees.docx 19

8. OFFICE OF THE INSTRUCTIONAL DIVISION
Carlos Castillo, Ed.D., Chief Officer

8.1

9. OFFICE OF OPERATIONAL SERVICES
Paul Idsvoog, Chief Officer

10. OFFICE OF TECHNOLOGY SERVICES
Paoze Lee, 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: October 30, 2026

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the Principal's Meeting
- Site visit to Birney Elementary School
- Met with Cabinet Teams
- Attended the Dailey Board Meeting
- Met with Mayor Dyer and District Staff to discuss potential partnership on Camp Fresno
- Gave interview with Hmong Radio regarding the history and work of the Central Valley Community Foundation
- Attended a Community Listening Session at DeWolf High School
- Attended the Labor Management Partnership Meeting
- Held meeting with Fresno Chaffee Zoo and District Staff regarding potential partnerships
- Held event with Fresno Pacific University to announce the Fresno Unified School District/Fresno Pacific University Guaranteed Admission Agreement

If you have any questions about the information in this communication, or require further 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 — Date: October 30, 2026
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive — Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for October 23, 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 October 23, 2026, are attached and include the following articles:

- New Requirements Regarding Egregious Misconduct – October 21, 2026
- What to Know About California's Other Tax-the-Rich Measure: Prop. 3 – October 21, 2026
- Newsom's Dilemma: Join or Spurn New Federal School Choice Program – October 22, 2026

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

School Services of California INC.
An Employee-Owned Company

500 Capitol Mall
•
Suite 1700
•
Sacramento
•
California 95814
•
TEL: 916 . 446 . 7517
•
FAX: 916 . 446 . 2011
•
www.sscal.com

DATE: October 23, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

CDE Releases First SSPDDBG Apportionment

On October 16, 2026, the California Department of Education (CDE) announced the first apportionment of the Student Support and Professional Development Discretionary Block Grant (SSPDDBG), distributing approximately $3.77 billion of the approximately $5 billion available through the 2026-27 State Budget. The first apportionment represents 75% of each local educational agency's (LEA's) allocation, with funding calculated at approximately $935 per unit of 2025-26 second principal apportionment average daily attendance.

The one-time funding provides LEAs with flexibility to address local priorities, including professional development, teacher recruitment and retention, career pathways and dual enrollment, community schools, deferred maintenance, and rising operational costs. LEAs have until June 30, 2032, to expend the funds.

As a condition of receiving funding, school districts and charter schools experiencing or projecting declining enrollment within the next five years must hold a public hearing in conjunction with their Local Control and Accountability Plan public hearing to discuss strategies for addressing declining enrollment.

The CDE has published the first apportionment information and LEA allocations, which can be found here: Funding Results: Student Support and Professional Development Discretionary Block Grant, 2026-27 (CA Dept of Education). LEAs should review their allocations and begin evaluating how these one-time resources can support local priorities while meeting applicable grant requirements.

Statewide Student Data Breach

On October 16, 2026, the CDE announced that Educational Testing Service (ETS), the state's contractor responsible for administering statewide assessments, has begun notifying students and families of a data security incident involving unauthorized access to student information. ETS discovered

the incident on September 25 and determined that an unauthorized party accessed and copied student records between May 22 and September 18, 2026.

The incident may affect current and former California public school students, including those enrolled during the previous three school years. The compromised information varies by individual but may include names, dates of birth, addresses, student identification numbers, demographic information, disability and Section 504 status, English learner information, and statewide assessment results. The CDE confirmed that Social Security numbers, financial information, passwords, and parent or guardian information were not involved.

ETS began notifying affected students and families on October 16, with notifications expected to continue through early November. Affected individuals are eligible for two years of complimentary identity-protection services through Experian IdentityWorks, with an enrollment deadline of March 19, 2027. ETS has reported no evidence to date that the compromised information has been made publicly available.

As districts communicate with families about the incident, LEAs are encouraged to review the CDE's guidance and direct families to the state's ETS Incident webpage, which includes frequently asked questions, notification letters in multiple languages, and information about identity-protection services. The CDE and the State Board of Education continue to investigate the incident and review ETS's compliance with applicable data security requirements.

Leilani Aguinaldo

New Requirements Regarding Egregious Misconduct

By Leilani Aguinaldo and Danyel Conolley
School Services of California's *Fiscal Report*
October 21, 2026

Governor Gavin Newsom recently signed into law Senate Bill (SB) 1083 (Pérez, Statutes of 2026), which considers school employees and egregious misconduct. We have talked about SB 1083 in our State Budget Workshops and human resources presentations this past year because of the significant changes it includes for investigations of egregious misconduct and background checks of classified employees and contractors. SB 1083 is a follow up to last year's SB 848 (Pérez, Statutes of 2025), which included various provisions to improve child abuse prevention practices in school settings. The bill generally takes effect January 1, 2027, although we will note if certain provisions have a delayed implementation date.

Classified Employees and Egregious Misconduct Database

SB 848 called for the Commission on Teacher Credentialing (CTC) to establish, by July 1, 2027, a statewide database of substantiated reports of egregious misconduct for noncertificated employees of a local educational agency (LEA) or for any private school employee. SB 1083 refines the information that LEAs are required to submit to the CTC when the database is operational to include the following:

- Whether the LEA conducted an employee investigation of any credible complaints of egregious misconduct that was completed after January 1, 2026, and resulted in a substantiated report
- Commencing January 1, 2027, whether the LEA provided a response to an LEA or private school inquiry regarding a substantiated report of egregious misconduct that was completed before January 1, 2026, and the date of the investigation
- Whether an employee left employment before the completion of an investigation of egregious misconduct

If an employee leaves employment in the middle of an egregious misconduct investigation, SB 1083 details a process that an LEA must follow for completing the investigation and subsequent information that must be provided to the CTC. In addition, an LEA that submits to the CTC a report of an employee's egregious misconduct also must preserve and submit upon request by the CTC a copy of relevant information or evidence that was used to support the substantiated report of egregious misconduct.

Remember, the above-mentioned requirement is for classified employees. Current requirements under California Code of Regulations Section 80303 mandate superintendents report a credential holder's change in employment status due to allegations of misconduct.

Investigations for Egregious Misconduct

SB 1083 establishes a process that an LEA must follow for investigations it must conduct if it receives a credible complaint or has reason to believe that an employee has engaged in egregious misconduct. Investigations must be commenced within 15 calendar days and must be concluded within 90 calendar days, although this timeline may be extended for good cause, such as law enforcement involvement. The investigation must culminate in an unfounded report, a substantiated report, or an inconclusive report.

Investigation records shall not be included in an employee's personnel records until the employee has an opportunity to review and comment. The investigation must be completed even if the employee leaves employment during the investigation. Within ten calendar days of the investigation's conclusion, the LEA shall serve the employee with a written notice of the finding and a summary.

While the intent of establishing investigation timelines encourages accountability and timely resolution, these new requirements may also present considerable operational challenges. We advise LEAs review current board policies, administrative regulations, collective bargaining agreements, and established Title IX and Uniform Complaint Procedure timelines as they may also be impacted. The challenge is not simply meeting a new deadline; it is reconciling multiple procedural requirements without compromising the integrity of the investigation or employee rights.

Background Checks for Contractors

Existing law already requires contractors to ensure that an employee who interacts with pupils has a valid criminal records summary, except for narrow exemptions (Education Code Section 45125.1). Under new requirements in SB 1083, the contractor will be required to provide the LEA with evidence that all of the contractor's employees that interact with or provide direct services to pupils have gone through a fingerprint-based state and national criminal history background check. This also now is true for independent study programs, regardless of whether the student is under the immediate supervision of the student's parent or guardian and even if direct services are provided virtually. Contractors also must disclose the names of any employees who have previously worked at an LEA or private school in California. LEAs must check the names of these individuals against the CTC database.

Finally, the contractor must have a process in place for notifying the LEA when an employee who provides direct services to students is the subject of a credible complaint or discipline for conduct that poses a serious risk to the physical or emotional safety of a pupil. This conduct includes egregious misconduct, sexual misconduct, controlled substance offenses, and child abuse. If any credible complaint of egregious misconduct is made about a contractor, then the LEA must file a report with law enforcement and notify the contracting entity in writing.

SB 1083 includes many new requirements for LEAs that are intended to further student safety and strengthen LEA processes for classified employee hiring, investigation of significant employee concerns, and managing contractors working directly with students. Laws to protect students from adult misconduct have evolved over the last few years, particularly as the impacts of childhood sexual abuse continue to take a toll. We acknowledge that this law is expansive and will require preparation and planning to coordinate the operational requirements. While implementation may present challenges, it is important not to lose sight of the underlying intent, which is to protect students and ensure concerns involving child abuse and misconduct are addressed promptly and appropriately.

Note: Proposition 3 (2026) would make permanent California's existing higher income tax rates on high earners, preserving an estimated $5 billion to $15 billion annually in state revenue primarily supporting public education and health care.

What to Know About California's Other Tax-the-Rich Measure: Prop. 3

By Carolyn Jones
CalMatters
October 21, 2026

If Proposition 3 looks familiar, it's because this is the third time the income tax measure has appeared on California ballots. But this time might be the last.

Prop. 3 would permanently extend an income tax on the wealthy to fund schools, healthcare and other state services. It first appeared on the ballot as a temporary tax in 2012 to help schools through the Great Recession, and voters renewed it in 2016. Now, its supporters are asking voters to make it permanent before it expires in 2031.

"I can't overstate how important this is," said David Goldberg, president of the California Teachers Association, the state's largest teachers union and a primary supporter of the measure. "It's only a tax on the wealthiest Californians, but it's vital for our schools."

Prop. 3 would extend a tax on individuals who earn more than $371,000 or couples who earn more than $743,000 annually. It generated between $5 billion and $15 billion a year, fluctuating with the stock market, interest rates and other factors that affect the income of the state's top earners.

Top earners would continue paying an income tax rate of 12.3% if the measure passes. Tack on the state's additional 1% tax on income over $1 million for mental health services and California's highest-earners wind up with an income tax rate of 13.3%, the highest in the nation.

The bulk of the money would be funnelled through the state's Proposition 98 funding mechanism, which guarantees 40% of the state budget be set aside for K-12 schools and community colleges. If the money surpasses a certain level, the extra would go toward a budget rainy day fund.

Prop. 3 would also pay for healthcare and other services because it frees up money the state would ordinarily spend on schools for other services, according to the Legislative Analyst's Office. Of the Prop. 98 money, 89% goes to K-12 schools and 11% goes to community colleges.

In flush years, the income tax makes up about 15% of the state's overall K-12 education budget. If it doesn't pass, school districts will be forced to lay off up to 50,000 teachers and make other cuts, Goldberg said.

Union's big push

The teachers union is aggressively supporting the measure. It collected thousands of signatures to win a spot on the ballot and sent members to knock on more than 200,000 doors throughout the state. Goldberg described the campaign as "one of our biggest, most ambitious efforts yet."

The powerful union as well as other groups have raised more than $40 million to pass Prop. 3. Opponents, which include taxpayer associations, have raised $5,500.

The measure appears to have an edge with voters. According to a Public Policy Institute of California poll conducted in September, 58% of likely voters said they planned to vote yes on the measure. Among Democrats, 82% said they favored it, while 18% of Republicans said they did.

Prop. 3 is not the only tax-the-rich measure on the Nov. 3 ballot. Proposition 40 would levy a 5% tax on Californians with assets of more than $1 billion, with 90% of the money going toward healthcare and the rest divided between schools, food assistance programs and other services. The teachers union opposes Prop. 40 because it argues schools wouldn't receive enough of the money, Goldberg said.

"We're not campaigning against Prop. 40. We're just prioritizing Prop. 3," Goldberg said.

The union decided to put the measure on the ballot now, more than four years before the current tax expires, because schools typically plan their budgets many years in advance and need plenty of advance warning of significant changes in revenues, Goldberg said.

'Not sustainable'

Susan Shelley, vice president of the Howard Jarvis Taxpayer Association, questioned whether schools need more money, considering the state's recent investments and declining enrollment.

"We have fewer and fewer students. Does this mean we need fewer teachers? Maybe it does," Shelley said. "It's time to revisit some of these costs. Some districts have unaffordable labor contracts, fewer students … It's not sustainable."

In addition, she said, California already has the highest personal income tax rate – 13.3% – in the country. Adding more will only drive the wealthiest residents – and their money – from the state, which will have a disproportionate impact on state revenues, she said. According to the Legislative Analyst's Office, the state's top 2% of earners pay about half the state's income taxes.

California's K-12 enrollment has declined steadily for at least a decade, with schools losing more than 500,000 students since the mid-2010s. Families are having fewer children, immigration is down and many families have left California because of the high cost of living.

Still, California has among the country's highest student-to-teacher ratios. In 2022-23, California had one teacher for every 22 students, according to the National Center for Education Statistics. The national average was 1:15. In New York, it was just over 1:11.

That's why California schools need more money, said Rob Manwaring, senior policy and fiscal adviser at the advocacy group Children Now.

"Those ratios mean that students who need extra help aren't getting it, which is why we have such a large achievement gap in California," Manwaring said. "It's dire."

He also noted that federal budget cuts will continue affecting California, including its schools, and the state will need revenue to backfill those costs. The chance of an economic downturn in the next few years will also imperil school funding.

"No one wants to project out too far, but schools might see some very tight budgets," Manwaring said.

Note: Governor Gavin Newsom must decide whether California will join 31 states in a new multibillion-dollar school choice program, funded by private donations, that President Donald Trump included last year in his One Big Beautiful Bill (H.R. 1).

Newsom's Dilemma: Join or Spurn New Federal School Choice Program

By John Fensterwald
EdSource
October 22, 2026

Before he heads out the door, Gov. Gavin Newsom must decide whether California will join 31 states in a new multibillion-dollar school choice program, funded by private donations, that President Donald Trump included last year in his One Big Beautiful Bill.

Like most Democratic governors, Newsom hasn't signaled whether he'll opt in to the law that advocates promise will greatly increase full or partial scholarships to private and religious schools, while potentially paying for auxiliary services in public schools, like tutoring.

The law's intentionally broad, unrestricted language has made it contentious, with contrasting scenarios for how the Federal Scholarship Tax Credit program, also called the Education Freedom Tax Credit, will play out.

Under the program, an individual taxpayer can donate up to $1,700 annually to a qualifying grant-making organization, up to $3,400 for couples, and then receive a federal tax credit that lowers their taxes by the full amount. The nonprofit "scholarship-granting organizations" then combine individuals' donations and distribute the money to school districts or to eligible families for private schools.

Advocates say federal tax credits will boost tuition assistance for families in voucher states, while introducing school choice in states like California, which bans using state funding for private and religious schools.

Although it was not their main intent, Republicans included public schools in the law. One nonpartisan analyst, Marguerite Roza, director of the Edunomics Lab at Georgetown University, predicts that public schools will eventually become the biggest beneficiary, once they figure out how to tap into it.

"Given that anyone and everyone can donate without it costing them, it's like a cost-free donation. We think the average taxpayer is going to lean toward donating to a (grant maker) that serves public schools."

But opponents argue the program is a tactic to undermine public schools, which are already facing declining enrollments in blue states that have historically opposed voucher-like programs. One critic characterized the program as "a Trojan horse designed to bring the chaos of privatization into Democratic strongholds."

Others say the program will primarily subsidize existing private school parents, not help low-income families trapped in their neighborhood schools. And the law's free-market focus, its lack of oversight and failure to require civil rights protections will reinforce inequities and lead to abuse.

"The FSTC will become the largest source of waste, fraud and abuse we've seen in education — and most of it will be legal," wrote Jon Valant, the director of Brown Center on Education Policy at Brookings.

Congress' hands-off policy

Valant and other critics blame Congress for tying governors' hands. Under the law, governors cannot add accountability provisions or favor some scholarship-granting organizations, called SGOs, over others, such as those that give to public schools. Once they opt in and submit a list of all SGOs, their job is done.

SGOs must check students' income eligibility and audit the money, but they're not required to monitor programs or keep school achievement records.

Thomas Toch, founding director of FutureEd, an independent education policy institute at Georgetown University, said Congress should have learned from the No Child Left Behind Act of 2001. The law provided billions of dollars for parents in low-performing schools to obtain tutoring from contractors who were often unvetted, inexperienced and unmonitored. The Education Department's inspector general found widespread fraud, falsified records, conflicts of interest and deceptive marketing.

"Sounds familiar," Toch said.

Governors can't tell the SGOs which students to serve, but SGOs can determine where to funnel dollars — to a public or private school, an elementary or high school, only to parochial school students or for specific programs. They'll determine the scholarship amounts and the public school programs they'll support.

There will be a wide universe of students to serve.

Students in families earning up to 300% of an area's median income will be eligible — more than $400,000 in some wealthy Californian cities. Some donors may give to SGOs committed to services and scholarships for low-income children, but others may not.

The American Federation for Children, a proponent of the tax credit, projects that 51.7 million children — 90% of the total public and private school students — will be eligible for the benefits.

Based on an analysis of donors to a similar tax credit program in Ohio, Brookings predicts that more tax-credit program money will end up in wealthy communities. "We expect the FSTC to become a regressive funding source, even where those funds go to public school students."

Lance Christensen, who has drafted school choice proposals as vice president of tax policy and government relations for the conservative California Policy Center, says the Brookings analysis is "shortsighted." If 100,000 people — not even 1% of California's 17 million income tax filers — donated $1,700, it would generate $170 million, he said. That amount would rise to $1.7 billion if one million taxpayers – only 6% of the state total — gave the maximum.

"You're talking about real money that could impact the way that parents legitimately think about their kids' education," Christensen said. "We have a lot of kids right now that are stuck in a system that doesn't work for them and hasn't worked for them for a long time, and the parents are just really frustrated."

The Treasury Department and the IRS estimate that, by 2030, more than 11 million taxpayers will contribute $26 billion for scholarships and other grants.

Two visions for California donations

So far, New York Gov. Kathy Hochul and Colorado Gov. Jared Polis are the only Democratic governors among the 31 participating states to opt in. (Virginia joined before Democratic Gov. Abigail Spanberger took office.) This year's opt-in deadline is Jan. 1.

Two Californians who hope for different reasons that Newsom will sign on are Rachel Elginsmith and Evan Marwell.

Elginsmith is chief executive of the BASIC Fund in Oakland, the state's largest nonsectarian SGO. Since its founding in 1998, it has distributed $200 million in partial scholarships for 30,000 students, from preschool to eighth grade attending 266 Catholic and nonreligious schools in the Bay Area.

The BASIC Fund would be well positioned to capitalize on the tax-credit by expanding its base of donors. "It would be more money, more kids, bigger scholarships — more of what we're doing. It would be exciting," she said.

Marwell, a San Francisco nonprofit entrepreneur, founded EducationSuperHighway, which helped districts plan and fund high-speed internet during the pandemic, and then co-founded Ignite Reading, an online tutoring for the early grades. His new mission: rechartering the EducationSuperHighway into a national SGO that will compete for taxpayers who want to choose first grade tutoring in reading for their tax credit donation.

Marwell said he has reached out to 45 governors, and expects that Democratic states will opt in. They will see the success of Colorado and New York, he said, and "they will start to hear from voters, 'Why the heck are you not allowing our kids to get these scholarships that we're contributing to?' "

Newsom's dilemma

Newsom will get grief whether he opts in or out. The National Education Association and teachers unions in California will thrash him if he signs on. "Taxpayer dollars should go to public schools open to all students, not private schools that can pick and choose their students," the NEA said in a press release.

If he doesn't opt in, he'll be criticized for denying low-income families money to close the achievement gap, while forcing California taxpayers to give to out-of-state SGOs. As New York Gov. Hochul said in her Oct. 9 announcement, "I'm not going to leave money on the table when it could help our kids."

There is a third option — do nothing, citing fatal flaws in the tax credit program's design. That's the advice of Rachel Cantor, director of education policy at the Progressive Policy Institute.

"If I was advising a Democratic governor, I would say, 'No, don't opt in. Expand public school choice in your state so that people do have choices. But this is a risky way to do it if your goal is to improve educational quality and open opportunity for people who don't have it.' "

WHAT WE KNOW ABOUT TRUMP'S FEDERAL SCHOLARSHIP TAX CREDIT PROGRAM

Gov. Gavin Newsom must decide whether California will join 31 other states in participating in President Donald Trump's school choice program. Here is how the program works:

- Governors must opt in by Jan. 1 annually to participate in the program.
- Federal income tax filers, whether living in a participating state or not, can receive a tax credit of up to $1,700 ($3,400 for couples) by donating to a state-approved Scholarship Granting Organization (SGO).
- Governors cannot determine which organizations can serve as SGOs, beyond requiring 501(c) (3) nonprofit status and compliance with state nonprofit laws.
- SGOs certify scholarship recipients; the family income of recipients must be below 300% of the median income in the counties they live in (more than $400,000 in wealthy counties).
- SGOs determine the size of scholarships and grants and where the money they collect can be spent; they must spend 90% of the money they collect on scholarships and grants.
- The FSTC law does not require academic reporting and accountability requirements of private schools receiving program funds.
- Private school scholarships can cover tuition, fees, uniforms, books, technology, transportation and certain room-and-board costs.
- Grants for public school recipients can cover tutoring, extended-day and summer programs, college credit or Advanced Placement courses and potentially services and other expenses not covered by students with disabilities' individualized education programs.

Timeline for the Federal Scholarship Tax Credit

July 4, 2025: President Trump signs the One Big Beautiful Bill that includes the Education Freedom Tax Credit, also known as the Federal Scholarship Tax Credit.

Oct. 1, 2026: U.S. Treasury Department releases draft regulations for the Federal Scholarship Tax Credit (FSTC) program; 60-day public comment period begins.

Dec. 15, 2026: The Treasury Department will host a public hearing at the IRS building in Washington, D.C.

Dec. 31, 2026: Deadline for states to submit their participation in the FSTC.

Jan. 1, 2027: Individual taxpayers can begin donating contributions to eligible SGOs.

Feb. 15, 2027: Deadline for states to submit their list of eligible scholarship-granting organizations to the IRS.

Fresno Unified School District
Board Communication

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

Date: October 30, 2026

Phone Number: (559) 457-3988

Regarding: Quarter 1 Language Access Overview

The purpose of this communication is to provide the Board with a summary of language access services delivered by the Translation and Interpretation Services Department from July 1, 2026, to September 30, 2026.

These services reflect the Board's ongoing commitment to language access compliance and equitable engagement for all families and staff. By removing language barriers, the district ensures that multilingual families and special education communities receive the necessary support they need to fully participate in their children's education and access district programs and services.

Since the beginning of the 2026-27 school year, the Translation and Interpretation Services Department has provided 3,338 language supports and services in 25 languages across the following areas:

Service Breakdown:

- **860 Interpreter Services Requests**

  Coordinated with school sites and departments to support Individualized Education Program (IEP) meetings, school meetings, events, and other family engagement language needs.

- **260 General District Translation Requests**

  Provided written translation of 824 pages of district materials for schools and departments to ensure equitable access to information in multiple languages.

- **40 Individualized Education Program (IEP) Translation Requests**

  Translated and delivered 1,433 pages of IEP-related documents, maintaining a 30-day turnaround for all requests.

- **2,178 Family Connect On Demand Language Line Calls**

  Enabled real-time interpretation in 25 languages, allowing staff to connect with families and address immediate needs.

Attached are a service description, Quarterly Dashboard, and Monthly Service Overview by language.

If you have any questions about the information included in this communication or need further information, please contact Zuleica Murillo at (559) 457-3988. Thank you.

Cabinet Approval:

Adela Duncan, Chief Information Officer

Fresno Unified School District
TRANSLATION AND INTERPRETATION SERVICES

LANGUAGE ACCESS SERVICES

DESCRIPTIONS & WORKFLOWS

INTERPRETER REQUESTS

District staff submit requests to facilitate oral communication from English into various languages for Individualized Education Program (IEP) meetings, pathology assessments, Student Support Team (SST) sessions, initial assessments, parent-teacher conferences, after-school parent events, and other school- or department-related interactions. Meetings may occur in person or virtually.

FAMILY CONNECT LANGUAGE LINE ON DEMAND

This districtwide service provides staff with real-time access to interpreters in over 100 languages. School sites and departments connect via phone or web portal using a secure access code and link. The average connection time is 8 seconds.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TRANSLATION REQUESTS

District staff request translation of IEP-related documents following IEP meetings. These documents may include full IEPs, assessment reports, speech pathology evaluations, summary reports, and related materials. Each request typically ranges from 3 to over 100 pages.

GENERAL TRANSLATION REQUESTS

District staff request translation of written materials between English and other languages. Typical items include districtwide communications, department presentations, parental letters, school flyers, scripts, student transcripts, and enrollment documents. The scope and length of requests vary by department or site, typically ranging from 1 to 20 pages.

Q1: Language Access Report

2026-27

Fresno Unified School District
TRANSLATION AND INTERPRETATION SERVICES

Providing consistent access to language support districtwide

Total Language Services: 3,338

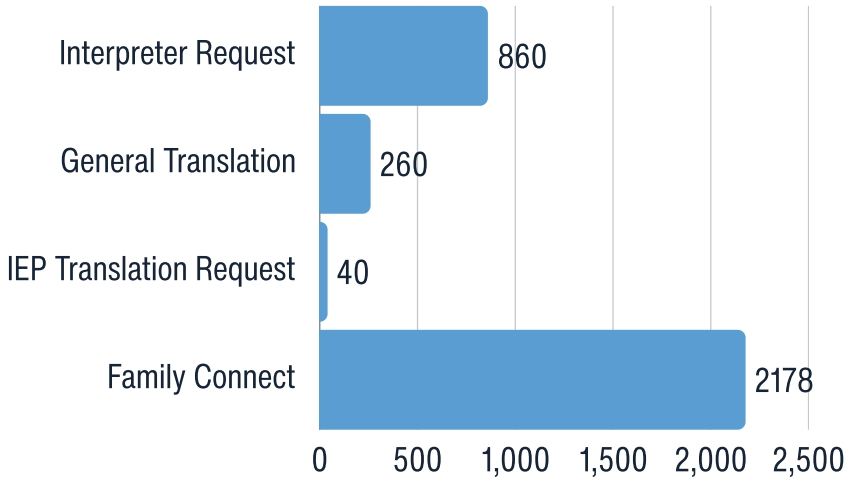
Languages Supported : 25

Total Pages Translated : 2,257

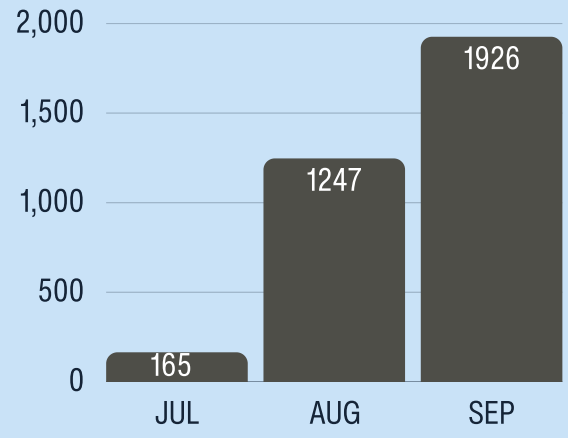
Average **General** Translation Processing Time: **4 days**

Average **IEP** Translation Delivery Time: **15 days**

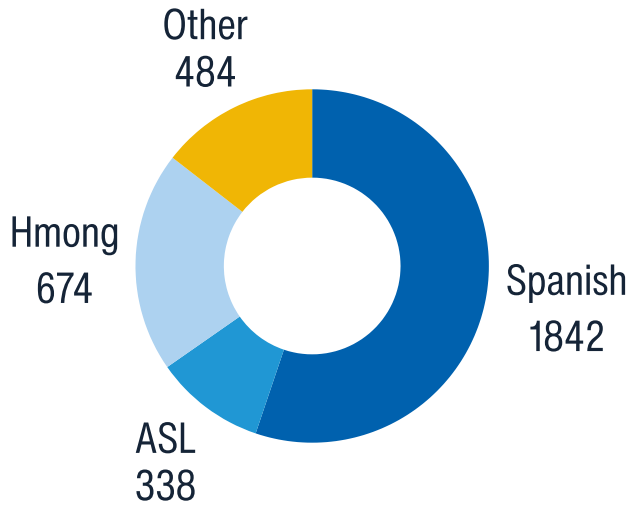
Service Distribution



Monthly Service Overview



Services by Language



Top 10 Languages

1. Spanish
2. Hmong
3. Arabic
4. American Sign Language (ASL)
5. Punjabi
6. Dari
7. Cantonese
8. Laotian
9. Mandarin
10.

LANGUAGE ACCESS SERVICES

Fresno Unified School District
TRANSLATION AND INTERPRETATION SERVICES

MONTHLY SERVICE OVERVIEW

Service Request(s)	Month	Spanish	Hmong	Other	ASL	Total	Pages
Interpreter Request	July	5	4	1	10	20	N/A
	August	124	32	2	158	316	N/A
	September	220	26	16	262	524	N/A
General Translation	July	16	16	2	N/A	34	49
	August	45	47	17	N/A	109	251
	September	57	47	13	N/A	117	524
IEP Translation	July	6	0	0	N/A	6	231
	August	6	0	0	N/A	6	205
	September	25	2	1	N/A	28	997
Family Connect	July	89	6	10	0	105	N/A
	August	678	36	88	14	816	N/A
	September	1032	62	144	21	1257	N/A
Total		**2,303**	**278**	**294**	**465**	**3,338**	**2,257**

Fresno Unified School District
Board Communication

From the Office of the Superintendent — Date: October 30, 2026
To the Members of the Board of Education
Prepared by: David Chavez, Chief of Human Resources — Phone Number: (559) 457-3713

Regarding: Employment Rights and Due Process for Permanent K-12 School District Employees

This communication provides the Board with information on employment rights and due process procedures for permanent K-12 school district employees, given recent publications alleging the District is not acting on allegations of misconduct brought forward by employees.

First, the District takes all allegations of misconduct seriously and is committed to maintaining a safe, professional, ethical environment for students and staff.

In California public school districts, the concept of “at-will” employment does not apply once a public school employee achieves permanent or tenured status. Instead, the federal and state constitutions provide a property interest in continued employment that cannot be deprived without complying with legally established due process procedures. Under the Education Code, permanent certificated school district employees can only be terminated for cause by strictly adhering to the statutory due process laid out in Education Code Sections 44932 through 44944. Education Code Section 45113 governs classified employee’s permanent status acquisition and discipline rules.

This means that the District must follow specific steps outlined in state law, board policy and collective bargaining agreements whenever the District moves for termination, suspension, demotion, or a reduction of pay for a permanent employee due to employee misconduct or unsatisfactory performance. Below are high-level process steps that are contained in the statutory due process procedures when a district pursues an action against an employee that will affect their pay in any way.

- Complaint is received
- Conduct impartial investigation pursuant to applicable laws, Board Policies and Administrative Regulations
- Evaluate facts and policy violations, if any
- Determine corrective action, if any

If there are findings that rise to a level of corrective action that will affect an employee’s pay, then the statutory due process begins.

- District files a preliminary statement of charges
- Employee is given time to review the preliminary statement of charges
- Employee schedules a pre-disciplinary meeting called a *Skelly* conference and a *Skelly* conference is conducted with a *Skelly* Officer. This is legally required.
- If *Skelly* Officer determines that charges should move forward, employee receives a final statement of charges and may request an administrative hearing
- District gathers relevant facts and information to support charges and prepares for a hearing while an Administrative Officer/Panel is assigned to the case

- During administrative hearing District presents relevant facts and information for the charges, and employee presents their relevant facts and information disputing charges
    - Witnesses may be called to testify for either side
- Administrative Officer/Panel will make a final determination based on the relevant facts and information presented
    - If District is successful, continue employee action that will affect employee's pay
    - If District is unsuccessful, employee remains/returns in/to their current role

Note: The process outlined above can take anywhere between three and twelve months.

During the entirety of this process, or for a portion of this process, an employee may be placed on paid administrative leave. Paid administrative leave is a non-disciplinary, precautionary measure designed to protect the investigation process, prevent workplace disruption and to provide interim protective measures. An area that is usually of concern to the public is why an employee is placed on paid administrative leave and not unpaid administrative leave. Generally, a district can only place an employee on unpaid administrative leave prior to a full proceeding if the employee is formally charged with specific mandatory-suspension crimes, such as certain violent felonies, severe drug/narcotics offenses, or mandatory-reporting sex offenses (e.g. under Education Code Section 44940). Classified permanent employees may be placed on immediate suspension without pay pending dismissal charges after the *Skelly* conference but only if the District demonstrates by a preponderance of the evidence that the employee engaged in criminal misconduct, misconduct that presents a risk of harm to pupils, staff, or property, or committed habitual violations of the district's policies or regulations.

Finally, the District recognizes the vital role of keeping the public informed on education matters. However, under both the Federal and California State Constitutions, public employees maintain the right to privacy to their personnel information. While there are some exceptions to this general rule, during the course of an investigation, maintaining strict confidentiality is necessary to preserve employee privacy rights and to guarantee the integrity of investigation.

If you have any questions about the information included in this communication or need further information, please contact David Chavez, Chief of Human Resources at (559) 457-3713. Thank you.

Cabinet Approval: 

Name and Title: David Chavez, Chief of Human Resources