BOARD COMMUNICATIONS - NOVEMBER 06, 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: November 06, 2026

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at the New Employee Orientation
- Team taught Special Education Kindergarten at Birney Elementary
- Site/Department visits at Advancing Academic Acceleration and Achievement, Balderas, Centennial, English Learner Services, Farber, Instructional Division, Leadership Development, Sequoia, Special Education, Thomas, Vang Pao and Viking
- Held two meetings with Labor Partners
- Met with Cabinet Teams
- Met with Dr. Ignacia Hernández, Fresno State, regarding potential partnership opportunities
- Met with Fresno Fire Department Chief Alcorn regarding potential partnership opportunities
- Met with Gagendeep Gill, learn4life, to discuss charter schools
- Met with Youth Leadership Institute, County Superintendent Dr. Michele Copher and district staff to discuss the Latinx Celebration
- Met with Fresno City President Dr. Denise Whisenhunt
- Held the Labor Management Meeting
- Attended the Fresno Unified eSports League Middle School Rocket League Tournament Exhibition Match

If you have any questions about the information in this communication, or require further information, please contact me 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: Zerina Hargrove-Brown, Ed.D.

Date: November 06, 2026

Phone Number: (559) 457-3987

Regarding: Charter School Annual 2025/26 Report

The purpose of this communication is to provide the Board with the Charter Office's 2025/26 Annual Report, which presents an overview of the District's ten authorized charter schools and the District's oversight activities during the reporting year.

In accordance with California Education Code section 47604.32, the Charter Office implements the District's charter school oversight responsibilities on behalf of the Board in its role as charter school authorizer. During 2025/26, the Charter Office collaborated with sixteen District departments and conducted annual oversight reviews at each charter school through the District Review Team. The reviews considered each school's educational program, equity and access, operations and governance, fiscal practices, approved charter, and other information relevant to the District's oversight responsibilities.

The Annual Report organizes the outcomes of this work within the Essential Questions Framework, which addresses four guiding questions: Is the school's educational program successful? Is the school advancing equity and access while serving public purposes? Is the school operating and governed effectively? Is the school financially viable? Consistent with Education Code section 47601, the framework also recognizes the broader public purposes of charter schools, including educational innovation, expanded opportunities for students, and continual improvement across public schools.

Each school section includes a profile with enrollment, demographic, academic, accountability, and fiscal information, followed by an oversight narrative organized around the four Essential Questions. The report primarily uses 2024/25 state-reported data and audited financial statements, supplemented by information from the District's 2025/26 oversight process and school-provided documentation where applicable.

While individual charter school Memoranda of Understanding (MOUs) establish annual reporting requirements to the District, there is no statutory requirement for the Charter Office to present a consolidated Annual Report to the Board. The Charter Office has developed and refined this report over the past three years to provide the Board with an annual overview of charter school performance, organizational conditions, and the District's oversight activities. The report also serves as a reference when the Board considers charter renewals, material revisions, and other matters related to its authorizing responsibilities.

If you have any questions about the information included in this communication or need further information, please contact Sean Virnig, Ph.D., at (559) 457-3923. Thank you.

Cabinet Approval:

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

Fresno Unified School District
CHARTER OFFICE

2025/26
Annual Report

1301 M Street | Fresno, CA 93721 | (559) 457-3923

Fresno Unified School District
CHARTER OFFICE

Preface

The Fresno Unified School District (FUSD) Charter Office implements the District's charter school oversight responsibilities on behalf of the Board of Trustees in its role as charter school authorizer, in accordance with California Education Code §47604.32. This oversight includes each school's educational program, equity and access, operations and governance, and financial viability.

The District authorized ten charter schools during the 2025/26 school year, serving students across multiple grade spans and instructional models. The Charter Office collaborated with these schools and sixteen District departments in overseeing each school in relation to applicable law, its approved charter, agreements, and other requirements.

During 2025/26, the annual oversight cycle included reviews conducted by the District Review Team (DRT) at each school site. In coordination with the Charter Office, the DRT comprised District departments with expertise relevant to their respective areas of charter school oversight. Reviews addressed academic performance, operational conditions, fiscal practices, the approved charter, state and local data, documentation provided by the school, and other information relevant to the District's oversight responsibilities.

Information from the 2025/26 oversight process is captured in this Annual Report. The report provides the Board of Trustees and the FUSD community with an overview of the District's authorized charter schools, including information regarding each school's educational program, equity and access, operations and governance, and financial viability, along with the District's oversight activities during the reporting year.

Essential Questions Framework

The Essential Questions frame what oversight seeks to determine about each school. In the District's annual oversight process, they provide a common framework for organizing information captured through oversight activities around the following guiding questions:

1. Is the school's educational program successful?
2. Is the school advancing equity and access while serving public purposes?
3. Is the school operating and governed effectively?
4. Is the school financially viable?

The framework organizes outcomes across the various areas of oversight and provides a common approach to reviewing each school's educational program, equity and access, operations and governance, and financial viability. Consistent with Education Code §47601, the framework also recognizes the broader public policy purposes of charter schools, including educational innovation, expanded opportunities for students, and contributions to continual improvement across public schools.

Fresno Unified School District
CHARTER OFFICE

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Report Overview

This report provides the Fresno Unified School District Board of Trustees and the community with an overview of the District's ten authorized charter schools and the District's oversight activities during the 2025/26 school year.

Each school section presents information regarding the school's educational program, equity and access, operations and governance, and financial viability. The Charter Office's oversight narrative organizes outcomes from the 2025/26 oversight process within the Essential Questions Framework. The report provides a record of the District's oversight during the reporting year and information relevant to the Board's ongoing responsibilities as charter school authorizer.

Data Sources

Demographic, academic, accountability, and fiscal information in this report primarily reflects the 2024/25 reporting period. State-reported demographic, assessment, and

accountability data are drawn from the California Department of Education's California School Dashboard and DataQuest. Enrollment information reflects school-reported data compiled by the District as of May 2026. Financial figures are based on the 2024/25 audited financial statements; notes may include subsequent fiscal developments during the 2025/26 school year.

Additional information is drawn from documentation provided by each school, District records, and the District's 2025/26 oversight process, including District Review Team observations and reviews. Charter schools may provide supplementary information, including local assessment results, student-growth measures, and survey data, to provide additional context alongside state-reported information. Leadership names and titles reflect positions held during the 2025/26 reporting year unless otherwise noted. Sources and reporting periods are identified where needed to support interpretation of the information presented.

Acknowledgements

The Charter Office appreciates the Fresno Unified Board of Trustees, District leadership, District Review Team members and their respective departments, and charter school leaders and staff for their participation in the District's charter school oversight during the 2025/26 school year. Special appreciation is extended to the District's Fiscal Services Department for its assistance in ensuring the accuracy and consistency of the financial information presented in this report.

The Charter Office remains committed to transparent and consistent oversight and to providing the Board with clear information regarding its authorized charter schools. The Essential Questions Framework supports this commitment by providing a common approach to organizing oversight outcomes and maintaining continuity across each school's charter term.

Questions regarding this report or the District's charter school oversight may be directed to the Charter Office at (559) 457-3923.

Aspen Meadow Public School	Chief Executive Officer	Shelly Lether
	Principal	Lisa Taylor
1400 E. Saginaw Way Fresno, 93705	Authorized Grade Span	TK–6th
	Enrollment as of May 2026	285
	School Type	Site-Based Instruction
	School Focus	Basic Academic Curriculum
	Performance Category	Middle Performing
	Next Renewal Year	2030

Fast Facts			
Year of School Opening	2016	Last Renewal	2024
Authorization Years	2025–2030	Dashboard Alternative School Status	No

English Learners	21.9%	Foster Youth	1.0%
Homeless	22.6%	Migrant	0.0%
Socioeconomically Disadvantaged	88.4%	Students with Disabilities	14.6%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	99% of Grades 3–6	100% of Grades 3–6
Mathematics	99% of Grades 3–6	100% of Grades 3–6

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	22.15%	25.85%	23.81%
Mathematics	28.86%	23.65%	28.57%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	41.9 points below standard	Increased 13.4 points
Mathematics	58.8 points below standard	Maintained 1.2 points
English Learners Progress	61.7% making progress	Increased 35.7%
Chronic Absenteeism	26.5% chronically absent	Increased 4.5%
Suspension Rate	6.9% suspended at least one day	Increased 0.4%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$119,679	$252,150	1.96%
Expenditures	2023/24	2024/25	
	$6,406,413	$7,092,127	
Audit Finding	No		
Fiscal Stabilization Plan	Yes		
Notes	Aspen Meadow ended the 2024/25 fiscal year with a 1.96% reserve, below the required 3% minimum, prompting the District to issue a Notice to Cure. Aspen Public Schools subsequently reallocated funds from Aspen Valley to address the reserve shortfall. The District continues to monitor the school's fiscal condition and progress toward maintaining the required reserve level.		

Fresno Unified School District
CHARTER OFFICE

Aspen Meadow Public School Narrative

1. Is the school's educational program successful?

Aspen Meadow Public School continues to strengthen its educational program through targeted academic supports, expanded student services, and instructional interventions. The most recently available state accountability data reflect improvement in English language arts and substantial growth in English learner progress, with opportunities for continued growth in mathematics. The school uses structured literacy, designated and integrated English Language Development, small-group interventions through Empower Hour, and early literacy supports. Aspen Meadow is also evaluating new mathematics curricula and expanding Tier 2 interventions to strengthen conceptual understanding and standards-based instruction.

During the 2025/26 annual oversight visit, classroom observations reflected inclusive instructional practices, collaborative learning, and supports providing students multiple ways to access and demonstrate learning. The school continues to develop its instructional systems and use of data through collaborative practices, progress monitoring, and the use of results to inform instruction, interventions, and resource allocation.

2. Is the school advancing equity and access while serving public purposes?

Aspen Meadow serves a diverse student population that includes English learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing housing insecurity. The school continues efforts to strengthen representation among its staff and provide supports responsive to student needs. During classroom observations, students with Individualized Education Programs participated alongside their general education peers, supported through visual supports, graphic organizers, classroom schedules, Universal Design for Learning strategies, and individualized services.

Student and family engagement is supported through Community Schools partnerships, expanded family involvement opportunities, and schoolwide behavioral supports aligned with the school's Multi-Tiered System of Supports. Survey results reflected strong perceptions of safety and connectedness among families and staff, while student connectedness remained stable.

3. Is the school operating and governed effectively?

The 2025/26 annual oversight review reflected an established governance and operational structure supported by the Aspen Public Schools Board of Directors and school leadership. The governing board oversees organizational finances, policies, executive leadership, student performance, annual planning, and required accountability documents. School-level opportunities for participation include the English Learner Advisory Committee, Parent Advisory Committee, and Community Schools Advisory Committee.

Aspen Meadow has invested in its operational and student support systems through facility improvements, increased parent participation, expanded behavioral supports, and the addition of a full-time school psychologist. The school also reported that all teachers intended to return for the 2026/27 school year, providing continuity as it continues developing its instructional and operational systems.

4. Is the school financially viable?

Aspen Meadow has taken steps to strengthen its fiscal position. The school ended the 2024/25 fiscal year with a net position of $252,150 and a 1.96 percent reserve, below the required 3 percent minimum. In response, the District issued a Notice to Cure. Aspen Public Schools implemented a reorganization plan and staffing adjustments in select nonteaching departments and reported balancing its budget for 2025/26. A subsequent reallocation of funds from Aspen Valley was undertaken to address the reserve shortfall.

The governing board maintains financial oversight and internal controls that include review of financial reports, purchasing approvals, bank statements, and independent audits. The District continues to monitor submitted financial information and progress toward maintaining the required reserve level.

Aspen Ridge Public School	Chief Executive Officer	Shelly Lether
	Principal	Riley Fox
3821 N. Clark Street Fresno, 93726	Authorized Grade Span	7th–12th
	Enrollment as of May 2026	273
	School Type	Site-Based Instruction
	School Focus	Blended Learning (Accredited)
	Performance Category	Low Performing
	Next Renewal Year	2028

Fast Facts			
Year of School Opening	2021	Last Renewal	N/A
Authorization Years	2021–2028	Dashboard Alternative School Status	No

English Learners	16.7%	Foster Youth	0.4%
Homeless	16.7%	Migrant	0.0%
Socioeconomically Disadvantaged	81.7%	Students with Disabilities	19.1%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	100% of Grades 8 and 11	100% of Grades 8 and 11
Mathematics	100% of Grades 8 and 11	100% of Grades 8 and 11

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	34.51%	34.10%	38.19%
Mathematics	17.70%	15.16%	18.06%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	34.1 points below standard	Increased 13.9 points
Mathematics	109.5 points below standard	Maintained (declined 2.9 points)
English Learners Progress	26.3% making progress	Declined 25.2%
Chronic Absenteeism	28.4% chronically absent	Declined 3.8%
Suspension Rate	15.8% suspended at least one day	Increased 1.6%
Graduation Rate	Fewer than 11 students; data not displayed for privacy.	

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$119,511	$237,343	2.59%
Expenditures	2023/24	2024/25	
	$3,838,842	$4,748,191	
Audit Finding	No	Fiscal Stabilization Plan	Yes
Notes	Aspen Ridge ended the 2024/25 fiscal year with a 2.59% reserve, below the required 3% minimum, prompting the District to issue a Notice to Cure. Aspen Public Schools subsequently reallocated funds from Aspen Valley to address the reserve shortfall. The District continues to monitor the school's fiscal condition and progress toward maintaining the required reserve level.		

Fresno Unified School District
CHARTER OFFICE

Aspen Ridge Public School Narrative

1. Is the school's educational program successful?

Aspen Ridge Public School continues to develop its grade 7 through 12 educational programs as enrollment and program offerings expand. The most recently available state accountability data reflect improvement in English language arts and mathematics proficiency, with opportunities for continued growth in mathematics and English learner progress. The school has strengthened curriculum pacing, incorporated structured intervention courses into the master schedule, expanded after-school academic supports, and developed its Multi-Tiered System of Supports. Aspen Ridge also provides dual enrollment opportunities through Fresno City College and celebrated the graduation of its first senior class in 2025.

During the 2025/26 annual oversight visit, classroom observations reflected structured instructional environments, clear expectations, visual supports, accommodations, and practices supporting student participation and access to grade-level content. The school is also developing connections between its instructional program and real-world learning experiences through career exploration, project-based learning, and opportunities for applied learning.

2. Is the school advancing equity and access while serving public purposes?

Aspen Ridge serves a diverse and growing student population, including socioeconomically disadvantaged students, English learners, students with disabilities, and students experiencing housing insecurity. The school provides inclusive instructional supports for students with disabilities through push-in services, accommodations, collaborative planning, and access to grade-level instruction. Counseling, psychological services, expanded learning opportunities, athletics, and Community Schools partnerships further support student engagement, belonging, and college and career preparation.

The school continues to develop its English learner program through progress monitoring, ELAC documentation, professional learning, and instructional supports across classrooms. Aspen Ridge is also continuing its efforts to develop a diverse and representative workforce as enrollment and the educational program grow.

3. Is the school operating and governed effectively?

Aspen Ridge operates within an established governance and operational structure supported by the Aspen Public Schools Board of Directors and school leadership. The governing board oversees organizational finances, policies, executive leadership, student performance, and required accountability documents. School-level participation includes the English Learner Advisory Committee, Parent Advisory Committee, Community Schools Advisory Committee, and Parent Leadership Team.

During 2025/26, Aspen Ridge strengthened its operational systems through expanded family participation, completion of its WASC accreditation renewal self-study, and continued collaboration with Fresno Unified. The school continues to refine documentation and monitoring practices, particularly for English learner services, in support of accountability and continuous improvement.

4. Is the school financially viable?

Aspen Ridge ended the 2024/25 fiscal year with a net position of $237,343 and a 2.59 percent reserve, below the required 3 percent minimum. In response, the District issued a Notice to Cure. Aspen Public Schools implemented organizational adjustments in response to declining attendance and reported balancing its budget for 2025/26. A subsequent reallocation of funds from Aspen Valley was undertaken to address the reserve shortfall.

The governing board maintains financial oversight and internal controls that include review of financial activity, purchasing approvals, bank statements, and independent audits. The District continues to monitor the fiscal condition of the three Aspen Public Schools charters in support of continued compliance and financial stability across the organization.

Aspen Valley Prep Academy	Chief Executive Officer	Shelly Lether
	Principal	Dr. Christine Montanez
4221 N. Hughes Fresno, 93705	Authorized Grade Span	TK–6th
	Enrollment as of May 2026	328
	School Type	Site-Based Instruction
	School Focus	Basic Academic Curriculum
	Performance Category	Middle Performing
	Next Renewal Year	2030

Fast Facts			
Year of School Opening	2004	Last Renewal	2025
Authorization Years	2025–2030	Dashboard Alternative School Status	No

English Learners	12.8%	Foster Youth	0.6%
Homeless	11.3%	Migrant	0.0%
Socioeconomically Disadvantaged	77.5%	Students with Disabilities	10.0%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	99% of Grades 3–6	98% of Grades 3–6
Mathematics	99% of Grades 3–6	98% of Grades 3–6

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	35.79%	38.37%	32.20%
Mathematics	33.52%	33.14%	26.70%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	38.5 points below standard	Declined 8.0 points
Mathematics	55.9 points below standard	Declined 6.1 points
English Learners Progress	37.1% making progress	Declined 11.4%
Chronic Absenteeism	18.4% chronically absent	Increased 5.0%
Suspension Rate	4.7% suspended at least one day	Declined 3.1%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$2,504,311	$2,438,300	28.86%
Expenditures	2023/24	2024/25	
	$7,199,371	$8,076,567	
Audit Finding	No	Fiscal Stabilization Plan	Yes
Notes	Aspen Meadow and Aspen Ridge ended 2024/25 below the required 3% reserve and received Notices to Cure. Aspen Public Schools subsequently made financial adjustments across all three schools, including reallocating funds from Aspen Valley, to address the reserve deficiencies. The Fiscal Stabilization Plan designation applies to Aspen Public Schools as a whole, rather than to Aspen Valley individually. The District continues to monitor the fiscal condition of all three schools.		

Fresno Unified School District
CHARTER OFFICE

Aspen Valley Prep Academy Narrative

1. Is the school's educational program successful?

Aspen Valley Prep Academy continues to strengthen its educational program through targeted academic supports, instructional coaching, and development of its Multi-Tiered System of Supports. The most recently available state accountability data identify opportunities for continued academic growth, while supplemental measures reflect student progress, with 68 percent of students demonstrating growth in English language arts and 75 percent in mathematics. The school has reinforced its instructional systems through participation in the Fresno County Superintendent of Schools Math Framework cohort, evaluation of new mathematics curricula, targeted small-group instruction, progress monitoring, and instructional coaching.

During the 2025/26 annual oversight visit, the DRT recognized the school's commitment to professional development and continuous instructional improvement, along with strong foundational growth in the early grades. Aspen Valley has also strengthened its Transitional Kindergarten program through developmentally appropriate curriculum and professional learning and continues to refine instructional alignment and supports across grade levels.

2. Is the school advancing equity and access while serving public purposes?

Aspen Valley serves a diverse student population reflective of the surrounding community, including socioeconomically disadvantaged students, English learners, students with disabilities, and students experiencing housing insecurity. Classroom observations reflected an inclusive and welcoming learning environment that promotes belonging and psychological safety. The school provides inclusive supports for students with disabilities through push-in services, structured small-group supports, collaboration between general education teachers and specialists, and access to grade-level standards.

Supports for English learners include designated and integrated English Language Development, professional learning, instructional coaching, and progress monitoring. Aspen Valley also maintains strong family and community engagement through Community Schools partnerships, its Parent Leadership Team, multicultural events, expanded learning opportunities, and enrichment programs.

3. Is the school operating and governed effectively?

Aspen Valley operates within an established governance and operational structure supported by the Aspen Public Schools Board of Directors and school leadership. The governing board provides oversight of organizational finances, policies, executive leadership, student performance, strategic planning, and required accountability documents. School-level participation includes the English Learner Advisory Committee, Parent Advisory Committee, Community Schools Advisory Committee, and Parent Leadership Team.

The school demonstrates strong community engagement and organizational continuity. Aspen Valley maintained a 95 percent student retention rate, reported that all teachers intended to return for 2026/27, and provides extensive opportunities for family participation. Its Leader in Me program, Community Schools partnerships, expanded learning program, student leadership opportunities, and enrichment activities further support student engagement and whole-child development.

4. Is the school financially viable?

Aspen Valley ended the 2024/25 fiscal year with a net position of approximately $2.44 million and a 28.86 percent reserve. Aspen Public Schools maintains financial oversight and internal controls that include governing board review, purchasing approvals, bank statement review, independent audits, and established financial reporting practices. Aspen Public Schools subsequently reallocated funds from Aspen Valley to address reserve shortfalls at Aspen Meadow and Aspen Ridge.

The Fiscal Stabilization Plan designation applies to Aspen Public Schools as a whole, rather than to Aspen Valley individually. The District continues to monitor the fiscal condition of all three schools in support of continued compliance and financial stability across the organization.

Carter G. Woodson Public Charter	Chief Executive Officer	Dr. Linda Scott
	Superintendent	Kehinde Stevenson
333 N. Bond Street Fresno, 93705	Authorized Grade Span	7th–12th
	Enrollment as of May 2026	395
	School Type	Site-Based Instruction/Independent Study Combination
	School Focus	College Prep (Accredited) and Multimedia
	Performance Category	N/A - Dashboard Alternative School Status
	Next Renewal Year	2027

Fast Facts			
Year of School Opening	1998	Last Renewal	2021
Authorization Years	2021–2027	Dashboard Alternative School Status	Yes

English Learners	11.5%	Foster Youth	1.6%
Homeless	1.6%	Migrant	0.0%
Socioeconomically Disadvantaged	93.7%	Students with Disabilities	13.2%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	99% of Grades 7–8 and 11	100% of Grades 7–8 and 11
Mathematics	99% of Grades 7–8 and 11	100% of Grades 7–8 and 11

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	18.49%	17.17%	11.45%
Mathematics	1.37%	0.75%	2.29%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	117.6 points below standard	Declined 27.9 points
Mathematics	204.0 points below standard	Maintained 1.6 points
English Learners Progress	52.4% making progress	Increased 9.0%
Chronic Absenteeism	33.9% chronically absent	Declined 5.7%
Suspension Rate	1.6% suspended at least one day	Declined 2.2%
Graduation Rate	81.5% graduated	Increased 2.8%
College/Career Readiness	77.3% prepared	Increased 4.3%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$2,188,288	$2,222,413	19.02%
Expenditures	2023/24	2024/25	
	$7,166,655	$7,034,117	
Audit Finding	No		
Fiscal Stabilization Plan	No	Notes	None

Fresno Unified School District
CHARTER OFFICE

Carter G. Woodson Public Charter Narrative

1. Is the school's educational program successful?

Carter G. Woodson Public Charter continues to strengthen its educational program through continuous improvement, expanded academic opportunities, and increased use of student data to inform instruction. As a DASS school, Woodson serves students who may face barriers to consistent attendance and engagement and considers state accountability measures together with additional measures of student growth and progress. Midyear STAR Renaissance results for 2025/26 reflect growth in reading and mathematics, while English learner progress, attendance, graduation, and suspension indicators also reflect positive movement in the most recently available state data.

During the 2025/26 annual oversight visit, classroom observations reflected strong alignment among lesson objectives, central questions, and academic standards, along with a collaborative professional culture and effective integration of technology and student-directed learning. Mathematics instruction incorporates Building Thinking Classrooms strategies and interim assessments, while the school continues to develop conceptual learning, instructional rigor, research skills, and longitudinal monitoring of student growth.

2. Is the school advancing equity and access while serving public purposes?

Carter G. Woodson serves a high-need student population through personalized education, academic intervention, career preparation, and student support services. Approximately 93.7 percent of students are socioeconomically disadvantaged, and the school provides targeted supports for English learners and students with disabilities. During 2025/26, Woodson transitioned to operating as its own Local Education Agency for special education and joined the Fresno County Charter SELPA, establishing an internal special education program that includes two full-time Resource Specialist Program teachers.

The school provides substantial college and career opportunities through Career Technical Education pathways in Health and Medical, Multimedia, and Business and Entrepreneurship, along with dual enrollment opportunities that can lead to industry certificates and continued postsecondary study. Woodson also maintains systems supporting English learner progress, family participation, attendance, and student engagement.

3. Is the school operating and governed effectively?

The annual oversight review reflected an established governance and operational structure supporting Woodson's educational program. The Agape Board of Directors provides governance and fiscal oversight, while the School Site Council includes parent, teacher, student, classified staff, and administrative representation. The school maintains required safety and operational practices and supports family participation through its School Site Council and English Learner Advisory Committee.

Woodson strengthened organizational capacity during 2025/26 by filling previously vacant credentialed leadership and instructional positions, expanding A–G course offerings, and developing its internal special education program. The school maintains Western Association of Schools and Colleges accreditation through 2030 and continues to develop its instructional, student support, and career preparation systems.

4. Is the school financially viable?

Carter G. Woodson maintains a strong fiscal position, with an ending net position of approximately $2.22 million and a 19.02 percent reserve. The school reported no audit finding and does not require a fiscal stabilization plan. Multiyear projections reflect positive ending fund balances through 2027/28, with enrollment, Average Daily Attendance, and expenditures monitored regularly to support continued fiscal stability.

Financial oversight includes regular governing board review of financial statements, cash flow projections, budgets, and multiyear projections, along with a Fiscal Committee that meets monthly. Established fiscal controls address segregation of duties, procurement procedures, expenditure approvals, and independent auditing. The most recent audit resulted in an unmodified opinion with no material weaknesses.

Dailey Elementary Charter School	Executive Director	Jeanne Arias
	Director	Rebecca Trevino
3135 N. Harrison Avenue Fresno, 93704	Authorized Grade Span	K–5th
	Enrollment as of May 2026	304
	School Type	Site-Based Instruction
	School Focus	Primary Years International Baccalaureate
	Performance Category	High Performing
	Next Renewal Year	2028

Fast Facts			
Year of School Opening	2010	Last Renewal	2020
Authorization Years	2020–2028	Dashboard Alternative School Status	No

English Learners	9.6%	Foster Youth	0.0%
Homeless	0.0%	Migrant	0.0%
Socioeconomically Disadvantaged	45.2%	Students with Disabilities	8.0%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	100% of Grades 3–5	99% of Grades 3–5
Mathematics	100% of Grades 3–5	99% of Grades 3–5

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	56.13%	56.55%	67.57%
Mathematics	41.93%	53.11%	56.76%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	38.9 points above standard	Increased 18.7 points
Mathematics	11.3 points above standard	Increased 8.4 points
English Learners Progress	44.4% making progress	Increased 5.6%
Chronic Absenteeism	6.7% chronically absent	Declined 14.9%
Suspension Rate	0.9% suspended at least one day	Maintained 0.0%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$7,141,911	$7,178,737	170.43%
Expenditures	2023/24	2024/25	
	$4,001,704	$4,212,080	
Audit Finding	No		
Fiscal Stabilization Plan	No		
Notes	None		

Fresno Unified School District
CHARTER OFFICE

Dailey Elementary Charter School Narrative

1. Is the school's educational program successful?

Dailey Elementary Charter School demonstrates a strong and coherent educational program through its International Baccalaureate Primary Years Program and inquiry-based instructional model. The most recently available state accountability data reflect strong academic performance and continued growth in English language arts and mathematics. English learner progress also improved, while chronic absenteeism declined substantially and assessment participation remained above the state requirement.

During the 2025/26 annual oversight visit, classroom observations reflected high expectations, active student engagement, inquiry-based learning, and opportunities for students to develop conceptual understanding and academic ownership. Teachers use collaborative planning, professional learning, NWEA Measures of Academic Progress, formative assessments, and individualized learning plans to monitor student progress and differentiate instruction.

2. Is the school advancing equity and access while serving public purposes?

Dailey provides an educational program designed to support the whole child through inquiry-based learning, differentiated instruction, and individualized student supports. The school uses assessment data and individualized learning plans to respond to student needs, while regular progress reports provide families with information regarding student learning and growth. English learner progress increased during the most recently available reporting year, and the school reported continued progress in student reclassification.

The school supports access through its student support systems, recruitment practices, and planning for adaptive technology for students with Individualized Education Programs. Family survey results also reflect a positive school environment, with 95 percent of responding families reporting that the school provides a safe and secure environment for students to learn.

3. Is the school operating and governed effectively?

The 2025/26 annual oversight review reflected stable operations, established governance, and strong systems for instructional collaboration and professional learning. The Fresno Innovative Charter Schools Board includes District, community, and parent representation, meets regularly, and receives training related to the Brown Act, conflicts of interest, and ethics. Required state plans are approved by the governing board and submitted according to established timelines, and staff hold appropriate credentials or permits.

Dailey maintains a strong professional learning structure that includes dedicated planning time, weekly professional learning, coaching cycles, and formal and informal observations and evaluations. Its International Baccalaureate Primary Years Program also provides continuity with Cooper Academy and Fresno High School. The school continues to refine governance, human resources, recruitment, and related documentation as part of its ongoing development and preparation for its next renewal cycle.

4. Is the school financially viable?

Dailey maintains a strong fiscal position, with an ending net position of approximately $7.18 million and a 170.43 percent reserve. The school reported no audit finding and does not require a fiscal stabilization plan.

Financial reports are submitted according to established timelines, with Fresno Unified providing back-office services and additional fiscal oversight. Financial documents are reviewed and approved by the Fresno Innovative Charter Schools Board, and established purchasing and expenditure controls support fiscal accountability.

Endeavor Charter School	Executive Director	Michael Cox
	Director	Nancy Garcia
723 and 777 West Shaw Fresno, 93704	Authorized Grade Span	TK–12th
	Enrollment as of May 2026	331
ENDEAVOR CHARTER SCHOOL	School Type	Independent Study
	School Focus	Personalized Learning
	Performance Category	Middle Performing
	Next Renewal Year	2028

Fast Facts			
Year of School Opening	2019	Last Renewal	N/A
Authorization Years	2020–2028	Dashboard Alternative School Status	No

English Learners	1.2%	Foster Youth	0.0%
Homeless	0.0%	Migrant	0.0%
Socioeconomically Disadvantaged	44.7%	Students with Disabilities	14.1%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	98% of Grades 3–8 and 11	96% of Grades 3–8 and 11
Mathematics	98% of Grades 3–8 and 11	95% of Grades 3–8 and 11

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	45.14%	44.27%	54.40%
Mathematics	24.29%	26.77%	29.69%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	4.1 points above standard	Increased 19.2 points
Mathematics	47.6 points below standard	Increased 14.9 points
English Learners Progress	Fewer than 11 students; data not displayed for privacy.	
Chronic Absenteeism	2.5% chronically absent	Increased 1.6%
Suspension Rate	0.0% suspended at least one day	Maintained 0.0%
Graduation Rate	93.8% graduated	Maintained 0.4%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$2,053,033	$2,050,970	41.63%
Expenditures	2023/24	2024/25	
	$4,374,609	$4,927,030	
Audit Finding	No		
Fiscal Stabilization Plan	No		
Notes	None		

Fresno Unified School District
CHARTER OFFICE

Endeavor Charter School Narrative

1. Is the school's educational program successful?

Endeavor Charter School continues to demonstrate growth through its personalized learning and independent study model serving students in grades TK through 12. The most recently available state accountability data reflect improvement in both English language arts and mathematics, along with a strong 93.8 percent graduation rate and assessment participation at or above the state requirement.

During the 2025/26 annual oversight visit, the DRT recognized Endeavor's individualized instructional pathways, alignment with state standards and graduation requirements, and progress in strengthening in-person instructional opportunities. The school uses state assessments, NWEA MAP Growth, individualized learning plans, Student Support Plans, small-group instruction, and targeted interventions to monitor and support student progress. Endeavor has also expanded early literacy supports and is strengthening mathematics instruction in the early grades while developing opportunities for student interaction, collaboration, and deeper learning.

2. Is the school advancing equity and access while serving public purposes?

Endeavor serves a diverse student population through a flexible educational model designed to respond to individual student needs. The school has expanded its capacity to support students with disabilities and provides wraparound supports that include a school psychologist, guidance counselor, special education coordinator, English learner coordinator, Resource Specialist Program teacher, special education support staff, and targeted reading intervention.

The school provides opportunities supporting student engagement, well-being, and preparation for life beyond high school, including mental health resources, Theatre Arts, Art, Music, Athletics, Engineering, robotics, dual enrollment, career pathway awareness, and individualized postsecondary planning. Endeavor also conducts recruitment and community outreach to support a student population reflective of the surrounding community.

3. Is the school operating and governed effectively?

The annual oversight review reflected a stable and established program with systems supporting academic, operational, and organizational oversight. Endeavor operates as part of Western Sierra Charter Schools under a governing board composed of community members, parents, and education professionals. The Board meets regularly, participates in governance and fiscal training, and routinely monitors academic, operational, and financial performance.

Endeavor has demonstrated responsiveness to prior oversight feedback and continues to develop its instructional and operational systems. During 2025/26, the school expanded early learning supports, special education staffing, athletics, Career Technical Education opportunities, and community partnerships. Fresno Unified also approved Endeavor's material revision in January 2026, supporting continued development of the school's program offerings.

4. Is the school financially viable?

Endeavor maintains a strong fiscal position, with an ending net position of approximately $2.05 million and a 41.63 percent reserve. The school reported no audit finding and does not require a fiscal stabilization plan. Multiyear projections reflect positive ending fund balances and reserves above minimum requirements, while the governing board regularly reviews budgets and audit reports.

Financial practices include segregation of duties, routine account reconciliations, timely submission of required financial reports, and ongoing coordination with Fresno Unified Fiscal Services. Western Sierra Charter Schools, Endeavor's operating organization, reported its eleventh consecutive year of audits without findings, reflecting sustained fiscal management and oversight.

Golden Charter Academy	Chief Executive Officer	Robert Golden
	Acting Superintendent	Dr. Stephen Morris
1626 W. Princeton Fresno, 93705	Authorized Grade Span	TK–8th
	Enrollment as of May 2026	326
	School Type	Site-Based Instruction
	School Focus	Environmental Stewardship
	Performance Category	Low Performing
	Next Renewal Year	2027

Fast Facts			
Year of School Opening	2021	Last Renewal	N/A
Authorization Years	2021–2027	Dashboard Alternative School Status	No

English Learners	1.2%	Foster Youth	1.0%
Homeless	1.7%	Migrant	0.0%
Socioeconomically Disadvantaged	82.5%	Students with Disabilities	11.6%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	100% of Grades 3–8	97% of Grades 3–8
Mathematics	100% of Grades 3–8	98% of Grades 3–8

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	19.17%	22.85%	19.17%
Mathematics	9.69%	7.14%	9.69%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	91.9 points below standard	Declined 7.9 points
Mathematics	98.1 points below standard	Increased 5.7 points
English Learners Progress	Fewer than 11 students; data not displayed for privacy.	
Chronic Absenteeism	41.5% chronically absent	Increased 3.5%
Suspension Rate	1.4% suspended at least one day	Declined 1.3%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$1,646,734	$1,811,274	15.93%
Expenditures	2023/24	2024/25	
	$6,698,874	$9,605,012	
Audit Finding	Yes		
Fiscal Stabilization Plan	No		

Golden Charter Academy (GCA) received one audit finding after two of seven sampled students lacked documentation supporting reported student-group eligibility, resulting in a $43,196 fiscal penalty. GCA will implement additional internal controls to improve the accuracy and compliance of student data reporting. This was reported in the March 6, 2026 Board communication, Item 4.3, *Charter School 2024–25 Audit Reports*.

Fresno Unified School District
CHARTER OFFICE

Golden Charter Academy Narrative

1. Is the school's educational program successful?

Golden Charter Academy continues to develop its distinctive educational program centered on environmental stewardship, place-based learning, and real-world application. The most recently available state accountability data reflect an increase in mathematics performance, while English language arts and chronic absenteeism provide opportunities for continued growth. The school has responded by strengthening Tier 1 instruction, refining its Multi-Tiered System of Supports, expanding targeted interventions, and increasing the use of assessment data to guide instructional planning.

During the 2025/26 annual oversight visit, classroom observations reflected strong student engagement, clear learning objectives, checks for understanding, structured student discourse, and student ownership of learning. The DRT recognized the school's engaging instructional model and its integration of the Fresno Chaffee Zoo as an instructional setting providing meaningful, standards-aligned learning experiences. GCA continues to develop curriculum alignment, progress monitoring, and consistency of instructional practices as enrollment and staffing grow.

2. Is the school advancing equity and access while serving public purposes?

Golden Charter Academy serves a diverse student population, with approximately 82.5 percent of students identified as socioeconomically disadvantaged and 11.6 percent as students with disabilities. The school has expanded its Multi-Tiered System of Supports across Tiers I through III and increased education specialist staffing to support students with Individualized Education Programs and targeted interventions.

GCA's place-based environmental learning model provides students with regular opportunities to connect classroom instruction with experiential learning through its partnership with the Fresno Chaffee Zoo and community-based environmental activities. The school also promotes student engagement and belonging through its GOLDEN Rules framework, Scholar Stars recognition system, family advisory structures, and community events.

3. Is the school operating and governed effectively?

The 2025/26 annual oversight review identified established governance and operational structures supporting GCA's continued growth. The governing board oversees academic performance, fiscal health, strategic planning, LCAP implementation, and programmatic outcomes. The school monitors teacher assignments, provides standards-aligned instructional materials, maintains its facilities through regular safety inspections, and continues preparations for transition to its permanent facility.

As enrollment and staffing have expanded, GCA has developed organizational and instructional systems to support consistency across the school. The DRT recognized progress in the school's use of data, professional development, instructional planning, and assessment practices. Continued oversight will include the school's adherence to applicable governance, reporting, and authorizer notification requirements.

4. Is the school financially viable?

Golden Charter Academy maintains a positive fiscal position, with an ending net position of $1,811,274 and a 15.93 percent reserve. Multiyear financial projections reflect positive ending fund balances and operating surpluses, and the school does not require a fiscal stabilization plan. The governing board receives regular financial updates and maintains internal controls for budgeting, expenditure monitoring, audit compliance, and oversight of LCAP aligned expenditures and restricted funds.

The school received one audit finding related to supporting documentation for student eligibility reporting, resulting in a fiscal penalty of $43,196. GCA is addressing the finding through additional internal controls designed to strengthen the accuracy and compliance of student data reporting. The matter was previously reported to the Board in March 2026.

School of Unlimited Learning	FEOC CEO	Steven R. Lewis
	Chief Academic Officer	Dr. Dion Varnado
2336 Calaveras Fresno, 93721	Authorized Grade Span	9th–12th
	Enrollment as of May 2026	188
	School Type	Site-Based and Independent Study Combination
	School Focus	Basic Academic Curriculum (Accredited)
	Performance Category	N/A - Dashboard Alternative School Status
	Next Renewal Year	2029

Fast Facts			
Year of School Opening	1998	Last Renewal	2026
Authorization Years	2026–2029	Dashboard Alternative School Status	Yes

English Learners	12.6%	Foster Youth	3.0%
Homeless	13.6%	Migrant	0.0%
Socioeconomically Disadvantaged	94.5%	Students with Disabilities	12.6%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	96% of Grade 11	94% of Grade 11
Mathematics	96% of Grade 11	94% of Grade 11

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	34.6%	15.39%	13.12%
Mathematics	0.0%	0.0%	0.0%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	95.0 points below standard	Declined 21.6 points
Mathematics	194.5 points below standard	Increased 6.0 points
English Learners Progress	38.1% making progress	Increased 13.1%
Chronic Absenteeism	27.5% chronically absent	Increased 4.7%
Suspension Rate	1.9% suspended at least one day	Declined 4.2%
Graduation Rate	60.8% graduated	Increased 1.8%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$2,638,845	$2,658,329	66.28%
Expenditures	2023/24	2024/25	
	$3,358,950	$4,010,778	
Audit Finding	No		
Fiscal Stabilization Plan	No		
Notes	None		

Fresno Unified School District
CHARTER OFFICE

School of Unlimited Learning Narrative

1. Is the school's educational program successful?

School of Unlimited Learning provides a student-centered educational program designed for high school students who have experienced academic disruption, credit deficiency, or disengagement in prior school settings. As a Dashboard Alternative School Status school, SOUL uses state accountability measures together with locally adopted alternative measures to evaluate progress for the students it serves. Local NWEA Measures of Academic Progress reflect strengthening outcomes in reading and mathematics, while credit attainment and graduation outcomes for credit eligible seniors remain important measures of the program.

During the 2025/26 renewal review, the DRT recognized SOUL's student centered, relationship based instructional model and progress in strengthening instruction and systems for monitoring student outcomes. The school has expanded classroom-based instruction while maintaining individualized learning pathways and uses its LEAP intervention model, professional learning community cycles, NWEA MAP, and state assessments to identify student needs and adjust instruction. Classroom observations reflected structured lessons, student engagement, individualized feedback, conferencing, and scaffolded assignments.

2. Is the school advancing equity and access while serving public purposes?

SOUL serves a high need student population through flexible educational pathways and extensive academic, social emotional, and postsecondary supports. The school provides individualized academic planning, case management, counseling, flexible instructional options, and access to wraparound services designed to reduce barriers to learning and support students toward graduation.

The school's counseling structure is a particular strength, with five full-time staff supporting approximately 187 students during the renewal review. Students have access to academic, college, career, and social emotional supports, including dual enrollment through Fresno City College and targeted financial aid assistance. SOUL has also intentionally expanded access to classroom-based instruction while preserving individualized options for students who benefit from greater flexibility.

3. Is the school operating and governed effectively?

SOUL maintains established governance and operational systems supporting its educational program and continued development. The governing council and governing board meet regularly, review academic and fiscal performance, participate in governance training, and oversee policy and accountability matters. Required submissions, staff credentialing and assignments, safety activities, and operational requirements were maintained during the reporting period.

The school continues to refine its program as classroom-based enrollment expands, including instructional consistency, data systems, professional learning, and accessibility. SOUL has acquired additional classroom space and is working to improve physical accessibility for students and visitors. Following the 2025/26 renewal review, the Fresno Unified Board of Education approved SOUL's charter renewal on February 25, 2026, for a three-year term through June 30, 2029.

4. Is the school financially viable?

SOUL maintains a strong fiscal position, with an ending net position of approximately $2.66 million and a 66.28 percent reserve. The school reported no audit finding and does not require a fiscal stabilization plan. Multiyear projections reflect positive ending fund balances and reserves above minimum requirements, with enrollment assumptions adjusted during the renewal process to support sustainable fiscal planning.

Financial oversight includes regular governing board review of budgets and audits, segregation of duties, routine account reconciliation, timely submission of required financial reports, and continued coordination with Fresno Unified Fiscal Services.

Sierra Charter School	Chief Academic Officer	Lisa Marasco
	Principal	Armando Montero
1931 N. Fine Avenue Fresno, 93727	Authorized Grade Span	K–12th
	Enrollment as of May 2026	261
	School Type	Site-Based and Independent Study Combination
	School Focus	Personalized Learning
	Performance Category	Middle Performing
	Next Renewal Year	2030

Fast Facts			
Year of School Opening	1998	Last Renewal	2025
Authorization Years	2025–2030	Dashboard Alternative School Status	No

English Learners	4.5%	Foster Youth	0.0%
Homeless	1.7%	Migrant	0.0%
Socioeconomically Disadvantaged	73.7%	Students with Disabilities	14.7%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	96% of Grades 3–8 and 11	99% of Grades 3–8 and 11
Mathematics	98% of Grades 3–8 and 11	99% of Grades 3–8 and 11

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	34.62%	47.04%	48.82%
Mathematics	46.66%	35.54%	37.30%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	17.8 points below standard	Increased 6.0 points
Mathematics	107.6 points below standard	Increased 20.4 points
English Learners Progress	30.0% making progress	Declined 3.0%
Chronic Absenteeism	0.5% chronically absent	Decreased 0.5%
Suspension Rate	0.0% suspended at least one day	Maintained 0.0%
Graduation Rate	88.3% graduated	Declined 4.3%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$4,075,929	$3,762,847	56.40%
Expenditures	2023/24	2024/25	
	$6,430,003	$6,671,635	
Audit Finding	No		
Fiscal Stabilization Plan	No		
Notes	None		

Fresno Unified School District
CHARTER OFFICE

Sierra Charter School Narrative

1. Is the school's educational program successful?

Sierra Charter School continues to demonstrate progress through its personalized learning model serving students across grades K through 12. The most recently available state accountability data reflect improvement in both English language arts and mathematics, with CAASPP results also showing continued growth and assessment participation reaching 99 percent in both subjects.

During the 2025/26 annual oversight visit, the DRT recognized Sierra's well established and coherent educational program and its strong understanding of the students served through its alternative, hybrid instructional model. The school combines personalized independent study with in-person instructional support, individualized feedback, targeted interventions, and multiple measures of student progress. Sierra continues to develop its Multi-Tiered System of Supports and expand hands on and student-centered learning opportunities across grade levels.

2. Is the school advancing equity and access while serving public purposes?

Sierra serves a diverse student population through a flexible educational model designed to respond to individual academic and social emotional needs. The school provides inclusive practices through small-group intervention, collaborative planning, instructional scaffolds, push in services, counseling, and other student supports.

Sierra also provides students with multiple pathways supporting engagement and preparation for life beyond high school, including dual enrollment, college and career workshops, financial aid support, individualized academic planning, and partnerships with postsecondary and community organizations. School climate remains a strength, with chronic absenteeism at 0.5 percent and a suspension rate of zero. Creative arts, media programs, and community partnerships further provide opportunities for student voice, belonging, and applied learning.

3. Is the school operating and governed effectively?

The 2025/26 annual oversight review reflected stable operations and an established governance structure supporting Sierra's academic and organizational program. The governing board meets regularly and provides oversight through review of fiscal reports, academic and operational updates, policy revisions, and governance training. School facilities are maintained in good repair, required safety and planning documents are current, and staff assignments and credentials remain compliant.

Sierra supports its organizational and instructional systems through professional learning communities, curriculum planning cycles, progress monitoring, and refinement of its Multi-Tiered System of Supports. The school has also expanded family and community partnerships through its Community Engagement and Involvement team.

4. Is the school financially viable?

Sierra maintains a strong fiscal position, with an ending net position of approximately $3.76 million and a 56.40 percent reserve. The school reported no audit finding and does not require a fiscal stabilization plan. Multiyear financial projections reflect positive ending fund balances and reserves above minimum requirements, supported by conservative enrollment assumptions and ongoing monitoring of enrollment and Average Daily Attendance trends.

Financial oversight is supported by established procurement procedures, segregation of duties, governing board review, and coordination among the Business Director, administrative leadership, and governing board. Required fiscal reports are submitted to Fresno Unified according to established timelines.

University High School	Superintendent/Principal	Jeffie Esparza Hickman
2611 E. Matoian Way, MS/UH 134 Fresno, 93740	Authorized Grade Span	9th–12th
	Enrollment as of May 2026	490
	School Type	Site-Based Instruction
	School Focus	College Prep with Music Emphasis
	Performance Category	High Performing
	Next Renewal Year	2030

Fast Facts			
Year of School Opening	2000	Last Renewal	2025
Authorization Years	2025–2030	Dashboard Alternative School Status	No

English Learners	0.4%	Foster Youth	0.0%
Homeless	1.0%	Migrant	0.0%
Socioeconomically Disadvantaged	21.5%	Students with Disabilities	0.6%

Smarter Balanced Summative Assessments Test Participation Rates		
Subject	2024 Participation Rate	2025 Participation Rate
English Language Arts	100% of Grade 11	100% of Grade 11
Mathematics	100% of Grade 11	100% of Grade 11

California Assessment of Student Performance and Progress			
Met or Exceeded Standard	2023	2024	2025
English Language Arts	98.21%	99.18%	97.52%
Mathematics	86.61%	78.86%	75.84%

2024/25 California School Dashboard and DataQuest		
Indicator	Performance	Status
English Language Arts	147.6 points above standard	Declined 24.2 points
Mathematics	69.9 points above standard	Declined 14.0 points
English Learners Progress	Fewer than 11 students; data not displayed for privacy	
Chronic Absenteeism	2.4% chronically absent	Declined 1.1%
Suspension Rate	0.0% suspended at least one day	Maintained 0.0%
Graduation Rate	98.3% graduated	Maintained 0.1%

Financial Overview - 2024/25 Audited Financial Data			
Net Position	Beginning	Ending	% in Reserve
	$6,331,737	$6,783,853	95.28%
Expenditures	2023/24	2024/25	
	$7,370,098	$7,119,656	
Audit Finding	No		
Fiscal Stabilization Plan	No		
Notes	None		

Fresno Unified School District
CHARTER OFFICE

University High School Narrative

1. Is the school's educational program successful?

University High School continues to demonstrate strong academic performance through its rigorous college preparatory program with an arts emphasis. The most recently available state accountability data show students performing substantially above standard in English language arts and mathematics, along with high graduation and statewide assessment participation rates. During the 2025/26 annual oversight visit, classroom observations reflected consistent student engagement, collaborative learning, high academic expectations, and a positive learning environment.

The school continues to provide advanced coursework, dual enrollment opportunities, and a substantial music and arts program. While mathematics performance remains strong overall, the most recently available assessment results provide an opportunity for continued attention to mathematics growth. School leadership has identified mathematics improvement as a priority and is implementing targeted tutoring, expanded mathematics pathway options, and additional instructional support. These efforts are aligned with the school's LCAP goals and ongoing review of student outcomes.

2. Is the school advancing equity and access while serving public purposes?

University High continues to examine access to its educational program and student outcomes. The school has identified mathematics performance among Hispanic students as an area for growth and has implemented targeted supports in response. Students with disabilities receive accommodations and services pursuant to their individualized plans.

The school has also continued efforts to broaden access through recruitment practices and consideration of its admissions and lottery processes, particularly for socioeconomically disadvantaged students, English learners, and students with disabilities. During annual oversight, the District and school leadership discussed opportunities to support student access throughout the enrollment process while recognizing the structure and pace of the school's academic program and pre-year community-building activities.

3. Is the school operating and governed effectively?

The 2025/26 annual oversight review reflected an established school program with stable operations, active governance, and a positive school climate. School leadership and the governing board continue to monitor the educational program, LCAP implementation, fiscal matters, and school operations. University High remains accredited by the Western Association of Schools and Colleges through June 2029 and continues to address its WASC action plan.

The school maintains student support systems that include counseling and mental health services, along with co-curricular programs and other opportunities supporting student engagement. The school also continues to strengthen documentation regarding the use of technology resources for state assessments and classroom instruction.

4. Is the school financially viable?

University High remains financially stable, with sufficient resources to sustain its educational program and ongoing operations. The school maintains a strong reserve position, reported no audit finding, and did not require a fiscal stabilization plan.

Financial practices include governing board oversight, monitoring of expenditures and budget performance, and established internal controls. Based on the information reviewed through annual oversight, no fiscal concerns requiring follow-up were identified.

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: November 06, 2026

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for October 30, 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 30, 2026, are attached and include the articles as follows:

- U.S. Economic Growth Accelerates as Fed Holds Rates – October 29, 2026
- Everything You Need to Know About California's Superintendent of Public Instruction Race – October 29, 2026
- California Is About to Overhaul the Way It Runs K-12 Schools. Will It Fix a Fragmented System? – October 27, 2026

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

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DATE: October 30, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

2026 Midterm Election Preview

This upcoming Tuesday, November 3, 2026, is the midterm General Election. While much of the national attention will be focused on congressional races that will determine control of the U.S. House of Representatives and Senate, we wanted to use this week's *Sacramento Update* to highlight several California contests and ballot measures that could have significant implications for public education.

All 80 seats in the California State Assembly, as well as half (20) of the 40 seats in the State Senate, will be decided by voters next week. Democrats currently hold supermajorities in both houses, with 30 Democrats and 10 Republicans in the Senate and 60 Democrats, 19 Republicans, and 1 vacancy in the Assembly. Democrats could lose 3 seats in the Senate and 6 seats in the Assembly while retaining the two-thirds supermajorities needed for certain legislative actions, including tax increases and veto overrides.

All of California's statewide constitutional offices will also be on the ballot, including Governor and State Superintendent of Public Instruction (SSPI). With Governor Gavin Newsom completing his second and final term, voters will select a new Governor for the first time since 2018. Former U.S. Secretary of Health and Human Services Xavier Becerra (D) and former Fox News commentator Steve Hilton (R) are competing to succeed Governor Newsom. According to the latest Public Policy Institute of California (PPIC) survey, Becerra leads Hilton among likely voters, 61% to 37%.

Of particular interest to local educational agencies (LEAs) is the nonpartisan election for SSPI, where San Diego Unified School District Board President Richard Barrera and Chino Valley Unified School District Board President Sonja Shaw are competing to succeed incumbent Tony Thurmond. This election comes as Assembly Bill 181 (Committee on Budget, Statutes of 2026) restructures California's education governance system beginning in 2027, including the establishment of a Governor-appointed Education Commissioner to oversee the California Department of Education.

Voters will also decide the fate of 14 statewide ballot propositions, including Proposition 3, which would permanently extend the higher personal income tax rates approved by voters in 2012 and extended in 2016. These taxes, currently scheduled to expire at the end of 2030, generate significant General Fund revenues, and support the Education Protection Account. Their expiration could affect the state's ability to fund the Proposition 98 minimum guarantee and other General Fund obligations, although the impact on the guarantee would depend on future economic conditions and the operative Proposition 98 test. According to the latest PPIC survey, 58% of likely voters support Proposition 3, while 41% oppose it.

At the federal level, all 52 of California's seats in the U.S. House of Representatives are on the ballot, although neither of the state's U.S. Senate seats is up for election. Congressional races nationwide will determine control of Congress for the next two years, potentially influencing federal education funding and policy decisions.

We will provide an overview of the election results and their implications for LEAs in next week's *Sacramento Update*. Stay tuned.

Leilani Aguinaldo

U.S. Economic Growth Accelerates as Fed Holds Rates

By Patti F. Herrera, EdD, and Wendi McCaskill, EdD
School Services of California's *Fiscal Report*
October 29, 2026

The U.S. economy expanded faster in the third quarter of 2026 compared to the second quarter of 2026, supported by government and consumer spending and business investment despite elevated energy prices and persistent inflation. According to the advance estimate released today, October 29, 2026, by the U.S. Bureau of Economic Analysis (BEA), real gross domestic product (GDP) rose 3.4% at an annualized rate, up from 2.2% in the second quarter. The report follows yesterday's Federal Open Market Committee (FOMC) decision to maintain the federal funds rate at 3.75%-4.00%, after a quarter-percentage-point increase in September. Together, these developments provide additional insight into the economic outlook and potential implications for California's State Budget and the statutory cost-of-living adjustment (COLA) for K-12 education.

Consumer spending, which accounts for about two-thirds of economic activity, rose 3.8% at an annualized rate in the third quarter, reflecting continued demand for goods and services. Business investment also contributed to growth, particularly spending on equipment and information technology, including investments associated with artificial intelligence (AI).

Investment in AI has become an increasingly important contributor to economic growth, as businesses increase spending on data centers, computing equipment, software, and related infrastructure. This investment is supporting demand for technology and construction, helping offset weakness in other sectors, including residential construction. While AI-related investment has helped support economic expansion, the longer-term effects on productivity, employment, and economic growth remain uncertain.

Real final sales to private domestic purchasers, the sum of consumer spending and gross private fixed investment, rose 4.9% on an annualized basis. Meanwhile, the personal consumption expenditures (PCE) price index, which is the primary benchmark used to measure inflation by the Federal Reserve (Fed), rose 2.1% on an annualized basis, while core PCE inflation, which excludes food and energy, rose 2.5%. Although these measures moderated from the previous quarter, inflation remains a concern for policymakers and economists.

As mentioned earlier, yesterday, October 28, 2026, the FOMC voted 10-2 to maintain the federal funds rate at 3.75%-4.00%. Two members, Lisa D. Cook and Beth M. Hammack, favored an additional quarter-percentage-point increase. The decision succeeds the Fed's September 16 rate increase, its first since July 2023 (see "Fed Raises Interest Rates for the First Time Since 2023" in the September 2026 *Fiscal Report*).

In its statement, the FOMC characterized economic activity as expanding at a strong pace, citing resilient domestic spending, strong productivity growth, and vigorous capital investment. The committee also noted that job gains have kept pace with workforce growth and unemployment has changed little. However, inflation remains elevated, and officials stressed the need for more economic information before deciding on future interest rate adjustments. The FOMC is scheduled to meet next on December 8-9, 2026.

Today's third-quarter GDP release matters for local educational agencies (LEAs) because it includes the sixth of eight data points necessary to calculate the 2027-28 COLA. However, the advance estimates remain subject to revision, and the statutory COLA will depend on subsequent BEA data for the remaining two data

points. Stronger economic activity could also support California's tax revenues and Proposition 98 funding, although the extent of any benefit will depend on state revenue collections and other economic factors.

The BEA's second estimate of third-quarter GDP and updated PCE data, both scheduled for November 25, and the Fed's meeting in early December will provide additional information about the direction of economic growth, inflation, and monetary policy. LEAs will also soon focus on the January Governor's Budget proposal and the developing 2027-28 COLA estimate. While continued inflation could contribute to a higher COLA, the final adjustment will depend on the applicable price index and subsequent revisions. These developments will help inform the state funding outlook for the coming fiscal year. As usual, we will provide updated projections and analysis as part of our 2027-28 Governor's Budget Workshop. For more information about or to register for the workshop, click here.

Note: California's race for SSPI features two candidates with sharply contrasting visions as the office prepares to transition to a more limited oversight and advocacy role in 2027.

Everything You Need to Know About California's Superintendent of Public Instruction Race

By Emma Gallegos
EdSource
October 29, 2026

If you've waited until the last moment to look at your ballot and need help sorting through who you will vote for to be California's next state superintendent of public instruction, you've come to the right place. EdSource is an independent, nonpartisan news organization that has provided comprehensive coverage of the race.

Here's what you need to know.

Who is running?

This year's contest features two local school board presidents: Richard Barrera and Sonja Shaw, the latter of whom was the top vote-getter in the June primary election.

Richard Barrera is a longtime union organizer and labor leader in San Diego. He has been on the board of San Diego Unified for 18 years. He also serves as a senior adviser for special projects at the California Department of Education.

Read more about Barrera's background, as well as his tenure as a school board member.

Sonja Shaw has been the board president of Chino Valley Unified since her election in 2022. Before the pandemic, she was a stay-at-home mom who led early-morning fitness training sessions.

Read more about Shaw's background, as well as her tenure as a school board member.

What is the State superintendent of public instruction's role?

The position has historically been considered the state's top education administrator, leading the California Department of Education. That will no longer be the case after Gov. Gavin Newsom signed a law this summer that completely overhauled the state superintendent role. The next superintendent will hold a position that looks very different from the one current Superintendent Tony Thurmond holds.

The incoming governor will appoint an education commissioner who will run the department that oversees TK-12 education.

The overhaul of the state superintendent role added new responsibilities as well. The next superintendent will become a voting member of the State Board of Education, which sets policy for TK-12 schools, and will also become a member of the Community College System Board of Governors.

Some duties will remain the same. The next state superintendent will continue to serve as a California State University trustee and University of California regent. And, the state superintendent will remain an independently elected voice in the state on education issues.

But the position will evolve. The next state superintendent and new education commissioner will spend the first six months of 2027 negotiating a job description for the superintendent to bring back to the Legislature for any further funding and statutory changes, according to an outline by state legislators.

Read more about how the state superintendent role will change under the next California governor.

How have the candidates responded to the elected seat's changes?

The dramatic change to the role happened mid-campaign. Neither candidate supported the changes that wrested control of the California Department of Education from the state superintendent, but it hasn't dramatically changed the course of the campaign.

Shaw has been more vocal in her criticism, calling changes to the position an unconstitutional "sweeping power grab." Shaw said she plans to sue to prevent future governors from hiring a new education commissioner, though legal experts say that suit isn't likely to be successful. In the meantime, Shaw said she intends to reshape the job around "the bully pulpit, systemic accountability and a voice on boards that actually set policy."

Barrera has been ambivalent but ultimately accepting of the new change. He has ambitious plans to flesh out the independence of the role. One is to meet in the fall with local superintendents, educators and parents to create a first draft of a state education budget before the governor lays out the full state budget in early January.

How do Sonja Shaw and Richard Barrera's positions differ?

Barrera wants more funding for schools, and supports Prop. 3, which renews taxes on high incomes. He said California needs more counselors and nurses and smaller classroom sizes. Shaw said she wants to slash state bureaucracy and ensure that money makes it to classrooms.

Shaw is a vocal opponent of California policies that allow transgender students to participate in girls sports and prohibit school districts from requiring teachers to tell parents if they believe a child identifies as

transgender. Barrera, the president of the San Diego Unified board, supports the state policies aimed at making schools more inclusive for LGBTQ+ students.

Some University of California professors have complained that their students cannot do middle school-level math. The UC Board of Regents is expected to decide next year whether the public university system will reinstate a standardized testing requirement in admissions. Shaw supports bringing the SAT exam requirement back as a way to ensure students are prepared for admission. Barrera said that the answer isn't bringing back the SAT but bringing high school and college faculty together to ensure students are prepared for college.

You can watch the two candidates face off in a debate hosted by EdSource or compare the candidates' answers on key topics in a September questionnaire.

Who is supporting the candidates?

The position is a nonpartisan one. In years past, the difference between the final two candidates in a runoff wasn't strictly partisan. This year is different.

Shaw is emblematic of a wave of mostly conservative mothers who became active in school board politics during the pandemic. She's won endorsements from the California GOP and many more Republican elected officials in California, as well as from Moms for Liberty California.

Barrera has received the endorsements of the California Teachers Association and the California Charter Schools Association — groups that have been at odds in past races — as well as the Association of California School Administrators. He also earned the endorsement of the California Democratic Party and many officials, several major labor unions and advocacy groups for LGBTQ rights, including Equality California.

The California Teachers Association has been a major source of support for Barrera, having spent $8.4 million in support of his campaign and in opposition to Shaw's campaign, according to campaign finance records.

Note: California's implementation of Assembly Bill 181 will shift significant education oversight responsibilities from the elected SSPI to a governor-appointed Education Commissioner in an effort to streamline the state's fragmented TK-12 governance system, although questions remain about whether the restructuring will improve accountability, coordination, and student outcomes.

California Is About to Overhaul the Way It Runs K-12 Schools. Will It Fix a Fragmented System?

By Carolyn Jones
CalMatters
October 27, 2026

California is on the brink of a total overhaul in the way it governs K-12 schools, but whether those changes actually happen or fade into irrelevance will come down to one person: the next governor.

"We used to ask, who's in charge here? It was everybody and nobody," said Michael Kirst, former head of the State Board of Education. "Now we know. It's the governor. That's a total sea change – I never thought I'd live to see it."

In January, Gov. Gavin Newsom proposed a realignment of the education governance structure, which for more than a century had been fragmented between the state superintendent of public instruction, State Board of Education, governor's office, the Legislature, local school boards and a dozen other entities. That system was so diffuse, according to the think tank Policy Analysis for California Education, that policies were rarely implemented evenly and it was easy to blame someone else when things went wrong.

Newsom's proposal, Assembly Bill 181, passed overwhelmingly in July. It calls for a new governor-appointed education commissioner, who will oversee the California Department of Education and ensure that policies set in Sacramento are enacted in classrooms. It also strips most duties from the state superintendent, a voter-elected position that will soon have few job responsibilities besides championing various education policies.

The idea is that one person – the governor – will be in charge. Most other states, particularly those with high test scores like Mississippi and Massachusetts, have a similar system.

But that alone won't fix California's convoluted K-12 governance, according to researchers Heather Hough and Jason Willis, who recently published a report through a state agency called the California Collaborative for Educational Excellence on what the state needs to do next.

The new education commissioner needs to simplify and clearly communicate goals for schools, provide stricter oversight and offer more direct assistance for struggling schools. Basically, the state needs to take more responsibility for improving student outcomes, Hough said.

"Right now, if a district is performing badly, there's not a lot of clarity about what should happen," said Hough, an education policy consultant. "The state has to be able to step in."

For example, if a school has persistently low scores on standardized tests, the education commissioner should intervene, Hough said. That could mean bringing in experts, tutors or other resources, or removing barriers. If all else fails, the commissioner should have the power to take drastic action such as replacing the superintendent, she said.

So far, California's gubernatorial candidates have offered few hints about their plans for education commissioner or K-12 schools generally.

Xavier Becerra, a former state attorney general and cabinet member under President Joe Biden, said in a recent televised debate that he thinks schools are mired in too much bureaucracy, and schools should hold back students who are failing. Steve Hilton, a former Fox TV commentator, said in his platform he favors education savings accounts that would allow parents to use public funds to pay for private school.

Neither campaign responded to requests for more information.

Pressure on new education commissioner

The next governor will name an education commissioner after they take office Jan. 4, and there won't be much down time. By early June, the commissioner must produce a draft report for the Legislature on how he or she plans to reshape the system. A final report is due in the fall.

Among the commissioner's priorities should be strengthening – and expanding – the Department of Education so there's more oversight and assistance for schools, said Marshall Tuck, executive director of the advocacy group EdVoice.

"We will not have a state that is effectively educating all students unless we have a highly effective state Department of Education," said Tuck, who ran for state superintendent in 2014 and 2018. "It's just not possible. And it's something we have not had."

Overall, he's hopeful that the new education commissioner and governor will have the political clout to persuade all the major players in education policy, including the powerful California Teachers Association, to support changes in governance. Previously, the teachers union had opposed Newsom's plan because its members thought it shifted too much power away from voters and toward the governor. In the past, the teachers union spent heavily on superintendent candidates – including those running against Tuck.

"This is a real opportunity to change things," Tuck said. "But it's very, very important that the governor makes this a top priority and appoints the right person."

California Teachers Association President David Goldberg said his organization is looking forward to working with the new commissioner, regardless of the union's past opposition to the idea.

"We're hoping for an ally," Goldberg said, "someone who will advocate for the same things we do and elevate the voices of families and teachers."

'An extraordinary opportunity'

In Humboldt County, Superintendent Michael Davies-Hughes is optimistic about the possibility for positive change, and how it could bring about better outcomes for students. A more streamlined system, with a stronger state Department of Education, could reduce the paperwork burden for local schools. That, he said, would give teachers and administrators more time to help students in the classroom.

"Educators spend too much time navigating the bureaucracy. If we can remove those barriers, students will benefit," said Davies-Hughes, who's the incoming head of California County Superintendents.

School staff often spend hours a week filling out state-mandated paperwork. For instance, every three years school districts are supposed to make a report describing their finances and goals. One from a small district could top 100 pages. Los Angeles Unified's is nearly 800 pages. The reports are supposed to be updated regularly.

The new commissioner will have a difficult job balancing policy in Sacramento with the needs of local school districts, Davies-Hughes said. The commissioner will also have to take risks and be willing to stand up to powerful political interests, if necessary.

"This person will have to break through a system that's been in place for decades," he said. "Otherwise the current problems will just be exacerbated."

El Dorado County Superintendent Ed Manansala said that the new commissioner's role will be important, but it's only the start. Larger changes in governance could have a long-lasting, beneficial impact on schools and students.

"It's an extraordinary opportunity to rethink how the whole system works," Manansala said. "But we need to be able to speak openly about what's working and what isn't, and collaborate to create a more focused and coherent system."

Kirst was an architect of the Local Control Funding Formula, which in the early 2010s shifted the bulk of budget decisions from the state to local school boards. Even though the new structure calls for more power concentrated at the state level, Kirst feels it's the right path forward.

"I don't think it affects local control. It adds efficiency," said Kirst, who's an emeritus education professor at Stanford. "It'll actually improve local control because it gives teachers and schools clearer guidance."

Fresno Unified School District
Board Communication

From the Office of the Superintendent — Date: November 06, 2026
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Associate Superintendent — Phone Number: (559) 457-3731

Regarding: Mathematics Curriculum Adoption Update

The purpose of this communication is to provide the Board with an update on the district's elementary and secondary mathematics curriculum adoption processes. Both committees are conducting comprehensive reviews to identify high-quality instructional materials that are aligned with the California Mathematics Framework and responsive to Fresno Unified students' needs.

The Elementary Mathematics Adoption Committee is comprised of 65 teachers, coaches, and leaders representing all seven regions, Special Education, and English Learner Services. The Secondary Mathematics Adoption Committee is comprised of 17 teachers and one student, representing all high schools, one middle school from each region, Special Education, English Learner Services. All eligible K-12 programs were reviewed for district requirements, and an initial evaluation rubric was applied by district staff to assess for structure, useability, equity and content.

Through the initial evaluation process, four programs were identified for each level to bring to the committees. During committee meetings this past October, the committees applied a detailed curriculum rubric to identify the two programs that will move forward to field testing. The two programs moving forward for field testing in elementary are Amplify Desmos and Curriculum Associates Classroom Mathematics. The two programs moving forward for field testing in secondary are Amplify Desmos and Carnegie Clear Math. Field testing will take place from mid-October 2026 through February 2027.

A final recommendation for adoption will be made by each committee in March 2027 with an anticipated presentation to the Board in April 2027. Newly adopted materials will be implemented in classrooms beginning in the 2027/28 school year, with professional learning for staff commencing in Fall 2027.

If you have any questions about the information included in this communication or need further information, please contact Pam Taylor at (559) 457-3874. Thank you.

Cabinet Approval: 

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