



**AGENDA BOARD WORKSHOP**

**FEBRUARY 18, 2026**

**\*5:00 P.M. (OPEN SESSION)**

**FRESNO UNIFIED SCHOOL DISTRICT**

**2309 TULARE STREET, BOARD ROOM, SECOND FLOOR**

**FRESNO, CALIFORNIA 93721**

**\*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES.**

PLEASE NOTE: Parking will be available for Board meetings after 5:00 P.M. at the N Street Parking Pavilion on the southeast corner of Tulare and "N" streets - entrance on "N" street. Additionally, the City of Fresno will not enforce the street meters in this area after 6:00 p.m., Monday through Friday.

For the safety of all who attend Fresno Unified Board Meetings, everyone entering the Board of Education Room is subject to metal detector scanning. The following items are prohibited: alcohol, illegal drugs, knives, or firearms.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Office at 457-3727. Notification at least 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Any member of the public who wishes to address the Board shall submit a speaker card specifying the item(s) they wish to address. The card must be submitted before or during the Board's consideration of the item.

In accordance with Board Bylaw 9322, students and parents/guardians may request directory information or personal information be excluded from the minutes by making a request in writing to the Superintendent or Board Clerk.

Public materials are available for public inspection at our website at: [board.fresnounified.org](http://board.fresnounified.org).

TRANSLATION SERVICES: Available in Spanish and Hmong in the meeting room upon request.



**Agenda Approved by:  
Mao Misty Her, Superintendent**

**\*5:00 P.M.**

**CALL meeting to order**

**1. DISCUSS and DRAFT District Theory of Action**

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[Discuss and Draft District Theory of Action.pdf](#) 

**2. OPPORTUNITY for Public Comment on Item**

**3. UNSCHEDULED ORAL COMMUNICATIONS**

Individuals who wish to address the Board on topics within the Board's subject matter jurisdiction, but **not** listed on this agenda may do so at this time. If you wish to address the Board on a specific item that is listed on the agenda, you should do so when that specific item is called. Individuals shall submit a speaker card specifying the topic they wish to address. To the extent practical, the card should be submitted before the Board President announces unscheduled oral communications.

While time limitations are at the discretion of the Board President, generally members of the public will be limited to a maximum of three (3) minutes per speaker for a total of thirty (30) minutes of public comment as designated on this agenda. The Board recognizes that individuals may ask the Board to answer questions or respond to statements made during unscheduled oral communications and in accordance with Board Bylaw 9323, the Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests that are brought before them at this time. The appropriate staff member will furnish answers to questions.

**4. ADJOURNMENT**

**NEXT SCHEDULED REGULAR BOARD MEETING: FEBRUARY 25, 2026**

## FUSD Theory of Action

BOE	District Leaders	School Leaders	Educators	Students
<p><b>If the <i>Fresno Unified School District Board of Education</i>:</b></p> <p>Represent the community’s values and priorities</p> <p>Safeguard fiscal solvency</p> <p>Establish and maintain strong and coherent policies</p> <p>and champion the success and well-being of every child...</p>	<p><b>And if <i>District Leaders</i>:</b></p> <p>Develop and maintain a coherent, accessible, and regularly updated data system, supported by professional learning and data-literacy development</p> <p>Provide high-quality professional learning, coaching, and mentoring for school leaders</p> <p>Supply culturally responsive, standards-aligned curriculum, tools, and resources</p> <p>Establish structures that support collaborative adult learning</p> <p>Communicate a clear, publicly shared district vision for high-quality teaching and learning</p> <p>Recruit and retain high-quality staff who embody the district’s mission and vision</p> <p>Allocate resources strategically to advance system goals and improve student outcomes</p> <p>Identify and remove systemic barriers while expanding targeted support for historically underserved students</p> <p>Partner with schools to promote the well-being of both staff and students</p> <p>Engage families and community members as authentic collaborators in the work</p>	<p><b>Then <i>School Leaders</i> will:</b></p> <p>Build a schoolwide culture rooted in evidence-based decision-making, ongoing progress monitoring, and continuous improvement</p> <p>Observe classrooms regularly and provide actionable feedback that strengthens instructional quality</p> <p>Clearly communicate how schoolwide practices support improved student outcomes</p> <p>Foster a professional learning culture that elevates instructional practice for all staff</p> <p>Cultivate collective efficacy so teams believe in and work toward their shared ability to influence student achievement</p> <p>Build and sustain an inclusive, positive school culture where every voice is valued and where staff receive clear direction and meaningful support</p>	<p><b>So that <i>Every Educator</i> will:</b></p> <p>Design and deliver culturally responsive, grade-level aligned instruction that provides multiple pathways for students to learn</p> <p>Use formative assessment practices to check for understanding and adjust instruction in real time</p> <p>Collaborate in professional learning communities to share strategies, refine practice, and improve outcomes</p> <p>Communicate proactively and collaboratively with families to inform instruction, strengthen engagement, and build inclusive, respectful, and safe classroom communities</p> <p>Create classroom environments that are positive, supportive, and conducive to deep learning</p>	<p><b>Which will ensure that <i>Every Student</i></b></p> <p>Develops the knowledge, skills, resilience, and personal agency needed to reach their full potential and graduates prepared to thrive in college, career, and life</p>