

WE ARE FUSD



2026-27 ANNUAL PLAN

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A LETTER FROM

THE *Superintendent*



Dear Fresno Unified Students, Families, Staff, and Community,

This Annual Plan outlines the priorities, strategies, and initiatives that will guide our work in the coming year. Grounded in our student outcome Goals and Guardrails, it focuses our efforts on improving outcomes for students while strengthening engagement, investing in our people, enhancing operations, and ensuring responsible stewardship of district resources.

Central to this work is our Portrait of a Learner, which identifies the skills and attributes we want every Fresno Unified student to develop: critical thinking, adaptability, communication, collaboration, empathy, and digital literacy. Together with strong academic foundations, these competencies will help prepare students for success in college, career, and life.

Student success requires strong partnerships among schools, staff, families and the broader community. Through collaboration, engagement, and continuous improvement, we will work together to create learning environments where every student feels valued, supported, and empowered.

Thank you for your partnership and commitment to Fresno Unified. Together, we will continue creating opportunities for every student to learn, lead, and thrive.

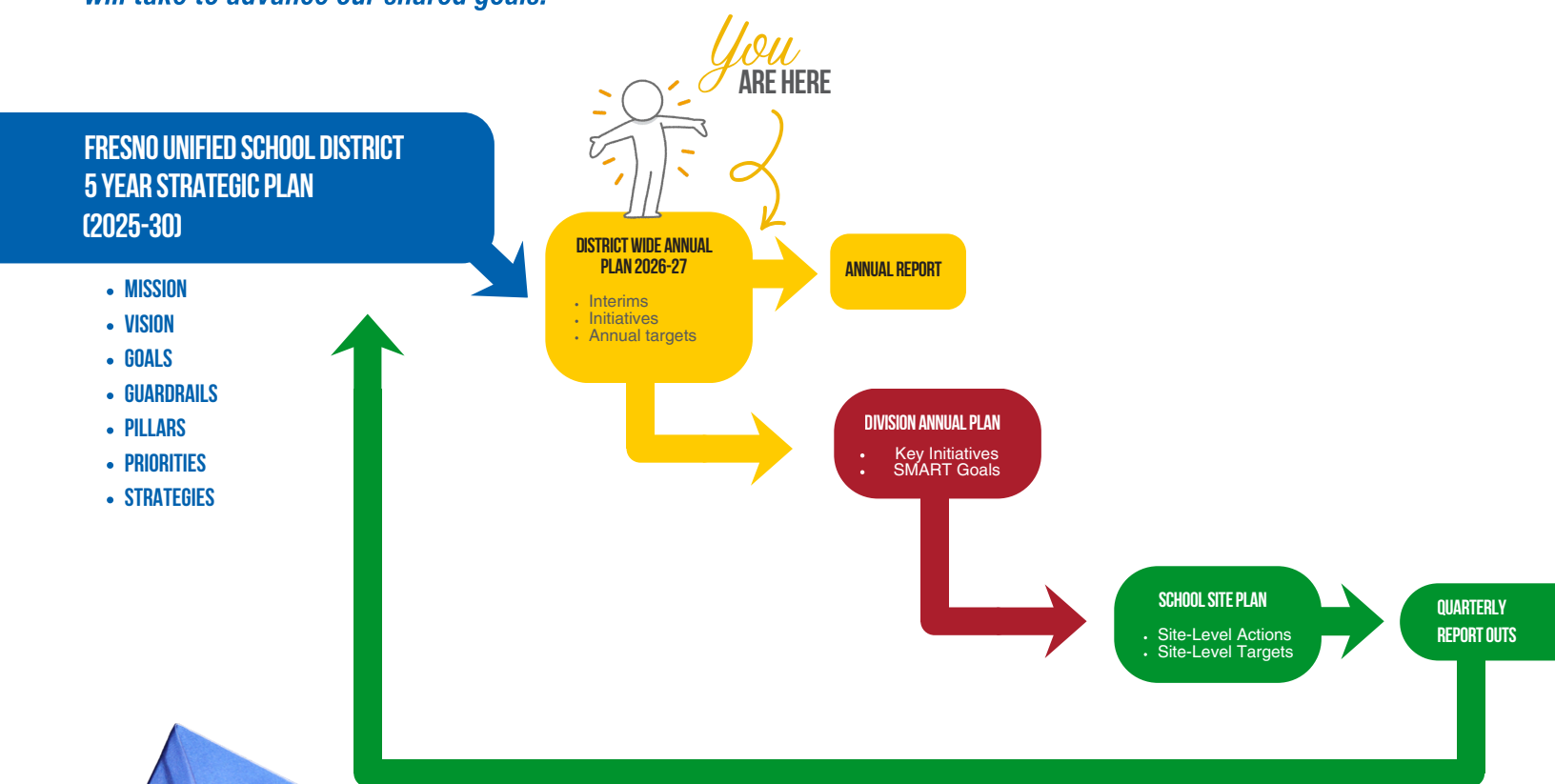
With gratitude,

A handwritten signature in black ink, appearing to read 'Misty Her'. The signature is fluid and cursive, with a large initial 'M' and a long, sweeping tail.

Misty Her
Superintendent
Fresno Unified School District

HOW THE PLANS WORK TOGETHER

The first year of our five-year Strategic Plan focused on building the district's long-term vision and laying out the foundation for implementation. In the four years that follow, each Annual Plan then translates that vision into the priorities, initiatives, and measurable actions that guide our work for the year. This will follow with an Annual Report at the end of each year to report accomplishments from the plan. Divisions and school sites will each curate plans to further operationalize these priorities by outlining the specific actions each division and school will take to advance our shared goals.



STRATEGIC Overview Plan

MISSION

We **NURTURE** and **CULTIVATE** the **INTERESTS** **INTELLECT**, and **LEADERSHIP** of our students by providing an **EXCELLENT, EQUITABLE** education in a **CULTURALLY PROFICIENT** environment.

VISION

Where students, families, and staff are **VALUED** and **EMPOWERED** to achieve their **GREATEST POTENTIAL**.

GUARDRAILS PROTECT GOALS

GUARDRAILS

COMMUNITY ENGAGEMENT



EARLY LITERACY

EQUITABLE ACCESS



LITERACY INTERVENTION

EFFECTIVE STAFF



COLLEGE AND CAREER READINESS

HEALTH AND WELLNESS



LIFE SKILLS

GOALS

PILLARS



Student-Centered Decision Making

Advancing Equity & Achievement

Fostering Community Trust

Building a Shared Vision

Facilitate Meaningful Instruction

Nurturing Diversity



PORTRAIT OF A LEADER

Equity-centered leaders equip students with future-ready skills



Critical Thinking

Adaptability

Communication

Empathy

Digital Literacy

Collaboration

PORTRAIT OF A LEARNER



2026-2030 Goals & Guardrails

GOALS

▶ **Early Literacy:** The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.

▶ **Literacy Intervention:** The percentage of 3rd–8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English language arts (ELA) who make more than one year’s growth will increase from 30% in June 2024 to 50% by June 2030.

▶ **College and Career Readiness:** The percentage of students graduating from high school who are college and career ready based on College/Career Indicator will increase from 43% in June 2024 to 64% by June 2030.

▶ **Life Skills:** The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner (POL) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

GUARDRAILS

▶ **Community Engagement:** The superintendent may not propose major decisions, as outlined in policy, to the Board without first having a community engagement plan.

▶ **Equitable Access:** The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless and Students with Disabilities) or schools.

▶ **Effective Staff:** The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing “does not meet standard” as defined by California Professional Standards for Education Leaders, California Standards for the Teaching Profession, and classified standards.

▶ **Health and Wellness:** The superintendent may not meet the goals at the cost of unreasonably compromising the health and wellness of students and staff.

2026-2030 Goals & Annual Targets

GOALS & ANNUAL TARGETS	FROM	TO	BY
Early Literacy: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.	48%	51%	June 2025
	51%	58%	June 2026
	58%	64%	June 2027
	64%	69%	June 2028
	69%	74%	June 2029
	74%	80%	June 2030
Literacy Intervention: The percentage of 3rd-8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.	30%	33%	June 2025
	33%	36%	June 2026
	36%	40%	June 2027
	40%	43%	June 2028
	43%	46%	June 2029
	46%	50%	June 2030
College and Career Readiness: The percentage of students graduating from high school who are college and career ready based on CCI will increase from 43% in June 2024 to 64% by June 2030.	----	----	----
	43%	47%	June 2026
	47%	53%	June 2027
	53%	57%	June 2028
	57%	61%	June 2029
	61%	64%	June 2030
Life Skills: The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner (POL) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.	Baseline Coming 6/2027	Target Coming 6/2027	June 2028
	TBD	TBD	June 2029
	TBD	TBD	June 2030

2026-2027 Interim Goals & Annual Targets

GOALS & INTERIMS		FROM	TO	BY
Early Literacy: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.		%	%	June 2027
L1	From August 2026 to June 2028, the percentage of 1st grade students meeting their i-Ready stretch growth target will increase from the October 2026 baseline to the June 2028 target.	Baseline Coming 10/2026	Target Coming 10/2026	June 2027
L2	From August 2026 to June 2028, the percentage of kindergarten students mastering literacy foundational skills, as measured by the updated comprehensive K-FSA assessment, will increase from the October 2026 baseline to the June 2028 target of 80%.	Baseline Coming 10/2026	80%	June 2027
Literacy Intervention: The percentage of 3rd –8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year’s growth will increase from 30% in June 2024 to 50% by June 2030.		%	%	June 2027
LI1	From August 2026 to June 2028, the percentage of identified 3rd–6th grade students meeting their i-Ready stretch growth goal will increase from the January 2027 baseline to the June 2028 target.	Baseline Coming 1/2027	Target Coming 1/2027	June 2027
LI2	From June 2025 to June 2027, the percentage of identified 7th–8th grade students who improve at least one performance band from the first administration to the second administration on the district interim assessment will increase from 54% to 65%.	54%	65%	June 2027
LI3	From August 2026 to June 2028, the percentage of identified 3rd–8th grade students who improve a minimum of one rubric score from the first to the second administration of the district writing assessment will increase from the November 2026 baseline to the June 2028 target of 50%.	Baseline Coming 11/2026	50%	June 2027
College and Career Readiness: The percentage of students graduating from high school who are college and career ready based on CCI will increase from 43% in June 2024 to 64% by June 2030.		%	%	June 2027
CCR1	From June 2024 to June 2028, the percentage of 9th- and 10th-grade students who earn at least one "D" or "F" on their semester report card will decrease from 47% to 42%.	47%	42%	June 2027
CCR2	From June 2025 to June 2028, the percentage of 9th–12th grade students who successfully complete a dual enrollment course, Career and Technical Education (CTE) concentrator or capstone course, or a work-based learning experience each semester will increase from 23% to 27%.	23%	27%	June 2027
CCR3	From February 2025 to February 2028, the percentage of 9th–11th grade students who achieve a performance level of "Nearly Met" or higher on the district mathematics interim benchmark assessment will increase from 75% to 80%.	75%	80%	June 2027
Life Skills: The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner (POL) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.		%	%	June 2027
LS1	From October 2026 to June 2029, the percentage of 4th–8th grade students attaining or sustaining Typical or Strength ratings, as measured by the Devereux Student Strengths Assessment (DESSA), will increase from the October 2026 baseline to the June 2029 target.	Baseline Coming 10/2026	Target Coming 10/2026	June 2027

2026-2027 Interim Guardrails & Annual Targets

Community Engagement: The superintendent may not propose major decisions, as outlined in policy, to the Board without first having a community engagement plan.

Community Engagement Interims		FROM	TO	BY
CE1	From January 2026 to June 2027, the district will ensure that community members are informed and provided an opportunity for consultation through community forums and/or surveys for any decision impacting more than 25% of an affected group.	No Baseline	100%	June 2027
CE2	CE2: From November 2026 to April 2027 schools will see a minimum of 80% positive response or increase of 25% of feeling more informed by and confident in their school as measured by the semi-annual Climate and Culture surveys.	No Baseline	80%	June 2027

EQUITABLE ACCESS: The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless, and Students With Disabilities) or schools.

Equitable Access Interims		FROM	TO	BY
EA1	From August 2025 to June 2027, the percentage of site and district leaders who complete professional learning in Targeted Universalism will increase from 57% to 90%.	57%	90%	June 2027
EA2	From August 2025 to June 2027, the percentage of identified Kindergarten–6th grade students within each identified student group whose academic performance meets or exceeds the district average, as measured by the i-Ready Reading Diagnostic assessment, will increase from 17% to 21%.	17%	21%	June 2027
EA3	From August 2025 to June 2027, the percentage of identified 7th–11th grade students whose academic performance meets or exceeds the district average, as measured by the secondary English Language Arts district interim assessment, will increase from 34% to 35%.	34%	35%	June 2027

EFFECTIVE STAFF: The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing “does not meet standard” as defined by California Professional Standards for Education Leaders (CPSEL), California Standards for the Teaching Profession (CSTPs), and classified standards.

Effective Staff Interims		FROM	TO	BY
ES1	From June 2025 to June 2028, the percentage of employees who complete supervision and evaluation, FRISK, Anti-Bias, and Collective Bargaining Agreement training prior to supervising and evaluating employees will increase from 0% to 100%.	0%	100%	June 2027
ES2	From June 2025 to June 2028, the percentage of evaluations for employees performing "Does Not Meet Standard" that include actionable feedback through a written support plan to improve performance will increase from 27% to 100%.	27%	100%	June 2027
ES3	From June 2024 to June 2028, the percentage of hires, promotions, lateral transfers, and extra pay contracts in which evaluations are used as part of the decision-making process will increase from 0% to 100%.	0%	100%	June 2027
ES4	From June 2025 to June 2028, the percentage of employees who complete a systemwide self-assessment and goal-setting process aligned to performance standards will increase from 0% to 100%.	0%	100%	June 2027

HEALTH & WELLNESS: The superintendent may not meet the goals at the cost of unreasonably compromising the health and wellness of students and staff.

Health & Wellness Interims		FROM	TO	BY
HW1	From July 2025 to July 2028, the percentage of schools utilizing the currently adopted Social Emotional Learning (SEL) curriculum will increase from 65% to 75%.	65%	75%	June 2027
HW2	From March 2026 to March 2028, the percentage of students responding "Agree" or "Strongly Agree," as measured by the identified Climate and Culture Survey domain, will increase from 83% to 85%.	83%	85%	June 2027
HW3	From March 2025 to October 2028, the percentage of staff responding "Agree" or "Strongly Agree," as measured by the identified Climate and Culture Survey domain, will maintain at 85% or higher.	85%	85%	June 2027



ACADEMIC EXCELLENCE

STRATEGIES BY Implementation Phase

Planning	Initial	Full	Sustained		
ACADEMIC EXCELLENCE	25-26	26-27	27-28	28-29	29-30
AE-P1.1 Support high functioning professional learning communities (PLC)	I	I	F	F	S
AE-P1.2 Design, deliver and monitor high quality professional learning	I	I	F	S	S
AE-P1.3 Provide job embedded coaching and mentoring	I	I	F	S	S
AE-P1.4 Recruit and retain high quality educators and staff	F	F	S	S	S
AE-P2.1 Implement guaranteed and viable curriculum	I	I	F	S	S
AE-P2.2 Provide high-quality, standards-aligned, grade level tools and resources including artificial intelligence (AI)	P	I	I	F	S
AE-P2.3 Design and implement robust multi-level systems for progress monitoring	P	I	I	F	S
AE-P2.4 Provide differentiated opportunities to close learning gaps	P	I	F	F	S
AE-P3.1 Teach and integrate social emotional learning into instruction	P	I	F	S	S
AE-P3.2 Increase the use of effective attendance strategies	I	I	F	S	S
AE-P3.3 Increase positive behaviors through universal practices and guidance	I	F	F	S	S
AE-P3.4 Provide social emotional, behavioral, physical and mental health interventions	P	I	F	F	S

ACADEMIC EXCELLENCE

PILLAR



Life Skills



College and Career Readiness



Literacy Intervention



Early Literacy



Effective Staff



Health and Wellness

Priority AE-P1

Build educator capacity and collective efficacy

Strategy SUPPORT HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES (PLC)

Initiatives:

- Instructional division staff facilitate learning sessions for instructional leads and site leaders by grade level and content area
- Refine and implement course guidance documents to emphasize mastery of highest leverage grade level standards

Strategy DESIGN, DELIVER AND MONITOR HIGH QUALITY PROFESSIONAL LEARNING

Initiatives:

- Develop and implement standards of excellence for district goal-aligned professional learning to include tools to support implementation and efficacy of professional learning
- Identify sites with high performance and identify strategies to scale

Strategy PROVIDE JOB EMBEDDED COACHING AND MENTORING

Initiatives:

- Design and implement systemwide coaching protocols following each professional learning session
- Gather feedback from each coaching cycle to inform progress and next steps

Strategy RECRUIT AND RETAIN HIGH QUALITY EDUCATORS AND STAFF

Initiatives:

- Maintain a teacher pipeline and teacher induction program
- Create teacher leadership programs to support teacher leaders



ACADEMIC EXCELLENCE



Life Skills



College and Career Readiness



Literacy Intervention



Early Literacy



Effective Staff



Health and Wellness

Priority AE-P2

Provide high-quality, standards-aligned, grade level instruction

Strategy IMPLEMENT GUARANTEED AND VIABLE CURRICULUM

Initiatives:

- Implement board-adopted instructional materials
- Create and implement a classroom walkthrough protocol to support effective use of board-adopted instructional materials

Strategy PROVIDE HIGH-QUALITY, STANDARDS-ALIGNED, GRADE LEVEL TOOLS AND RESOURCES INCLUDING ARTIFICIAL INTELLIGENCE (AI)

Initiatives:

- Research and disseminate grade-level aligned supplemental instructional tools and create online repositories to house instructional resources
- Provide training on use of AI tools for educators

Strategy DESIGN AND IMPLEMENT ROBUST MULTI-LEVEL SYSTEMS FOR PROGRESS MONITORING

Initiatives:

- Create Power BI with district, site and student level data and engage in quarterly data review cycles
- Provide data and assessment literacy professional learning

Strategy PROVIDE DIFFERENTIATED OPPORTUNITIES TO CLOSE LEARNING GAPS

Initiatives:

- Launch intervention tool to document and monitor student academic interventions
- Provide supplemental instructional materials



ACADEMIC EXCELLENCE

PILLAR



Life Skills



College and Career Readiness



Literacy Intervention



Early Literacy



Effective Staff



Health and Wellness

Priority AE-P3

Promote student well-being through positive climate, social emotional development, positive behaviors and improved attendance

Strategy TEACH AND INTEGRATE SOCIAL EMOTIONAL LEARNING INTO INSTRUCTION

Initiatives:

- Refine the scope and sequence, align it to the social emotional learning standards, and provide teachers with resources to embed skills development across content areas

Strategy INCREASE THE USE OF EFFECTIVE ATTENDANCE STRATEGIES

Initiatives:

- Provide ongoing professional learning and collaboration for administrators over attendance (AOA) to lead and monitor attendance through a multi-tiered approach, including integrating attendance teaming structures best practices into teacher support team cohorts for shared learning, data use, and aligned practices

Strategy INCREASE POSITIVE BEHAVIORS THROUGH UNIVERSAL PRACTICES AND GUIDANCE

Initiatives:

- Expand implementation of Discipline Guidelines to the remaining 24 schools and enhance the use of alternative responses and restorative processes through coaching to improve fidelity at previously onboarded schools

Strategy PROVIDE SOCIAL EMOTIONAL, BEHAVIORAL, PHYSICAL AND MENTAL HEALTH INTERVENTIONS

Initiatives:

- Provide tiered interventions and supports to students matched to their needs and monitored through pre and post skill assessments by trained intervention staff
- Ensure students receive hearing and vision screening and have access to resources if needed





PEOPLE EXCELLENCE

STRATEGIES BY Implementation Phase

PILLAR

Planning	Initial	Full	Sustained		
PEOPLE EXCELLENCE	25-26	26-27	27-28	28-29	29-30
PE-P1.1 Build leadership readiness prior to supervision	P	I	F	S	S
PE-P1.2 Strengthen evaluation quality and feedback	P	I	F	F	S
PE-P1.3 Improve consistency and evidence of staffing decisions	P	I	F	F	S
PE-P1.4 Increase leadership accountability through monitoring and support	P	I	F	F	S
PE-P2.1 Reduce vacancies and improve hiring efficiency	I	I	F	F	S
PE-P2.2 Strengthen workforce pipelines	P	I	F	F	S
PE-P2.3 Improve candidate selection processes	P	I	F	S	S
PE-P2.4 Accelerate employee readiness through onboarding	P	I	F	F	S



STRATEGIES BY Implementation Phase

Planning	Initial	Full	Sustained		
PEOPLE EXCELLENCE	25-26	26-27	27-28	28-29	29-30
PE-P3.1 Build employee reflection and growth system	P	P	I	F	S
PE-P3.2 Strengthen employee engagement and culture	P	P	I	F	S
PE-P3.3 Expand career growth and advancement opportunities	I	F	F	S	S
PE-P3.4 Improve retention through data-informed supports	I	F	F	F	S
PE-P4.1 Strengthen compliance and audit systems	I	F	F	S	S
PE-P4.2 Improve employee relations and due process	I	F	F	F	S
PE-P4.3 Modernize workforce architecture	P	P	I	F	S
PE-P4.4 Improve labor relations and contract implementation	I	F	F	F	S
PE-P4.5 Ensure readiness for high-risk workforce events	I	I	F	F	S





Effective
Staff



Health and
Wellness

Priority PE-P1

Leadership excellence and accountability

Strategy BUILD LEADERSHIP READINESS PRIOR TO SUPERVISION

Initiatives:

- Provide all new supervisors with the training, onboarding, and support they need to successfully lead and evaluate employees before taking on supervisory responsibilities

Strategy STRENGTHEN EVALUATION QUALITY AND FEEDBACK

Initiatives:

- Equip leaders with the training, coaching, resources, and support needed to provide clear, consistent, and evidence-based employee evaluations

Strategy IMPROVE CONSISTENCY AND EVIDENCE OF STAFFING DECISIONS

Initiatives:

- Use evaluation data consistently in staffing decisions to improve fairness, accountability, and alignment between employee performance and advancement opportunities

Strategy INCREASE LEADERSHIP ACCOUNTABILITY THROUGH MONITORING AND SUPPORT

Initiatives:

- Implement monitoring and accountability systems that identify performance concerns early, support leader growth, and improve the quality and consistency of evaluations across the district





Effective
Staff



Health and
Wellness

Priority PE-P2

Talent acquisition, workforce readiness and pipelines

Strategy REDUCE VACANCIES AND IMPROVE HIRING EFFICIENCY**Initiatives:**

- Use workforce data, targeted recruitment efforts, and vacancy monitoring to attract qualified candidates and fill positions more quickly

Strategy STRENGTHEN WORKFORCE PIPELINES**Initiatives:**

- Develop and sustain a diverse pipeline of future employees and leaders through partnerships, preparation programs, and career pathway opportunities that support long-term workforce needs

Strategy IMPROVE CANDIDATE SELECTION PROCESSES**Initiatives:**

- Establish consistent and equitable hiring practices by strengthening interview processes, improving candidate evaluation tools, and ensuring selection decisions are based on clear, job-related criteria

Strategy ACCELERATE EMPLOYEE READINESS THROUGH ONBOARDING**Initiatives:**

- Strengthen employee readiness through a comprehensive onboarding system that provides orientation, role-specific support, practical resources, and clear expectations for success





Effective
Staff



Health and
Wellness

Priority PE-P3

Employee engagement, growth and retention

Strategy BUILD EMPLOYEE REFLECTION AND GROWTH SYSTEMS

Initiatives:

- Provide employees with structured opportunities to reflect on their performance, set meaningful goals, and engage in ongoing professional growth aligned to district expectations and individual development needs

Strategy STRENGTHEN EMPLOYEE ENGAGEMENT AND CULTURE

Initiatives:

- Create systems that measure, monitor, and strengthen employee engagement by gathering feedback, recognizing contributions, and using culture data to inform improvement efforts

Strategy EXPAND CAREER GROWTH AND ADVANCEMENT OPPORTUNITIES

Initiatives:

- Expand opportunities for employee growth and advancement through career pathways, mentoring, leadership development, and internal advancement supports that prepare employees for future roles

Strategy IMPROVE RETENTION THROUGH DATA-INFORMED SUPPORTS

Initiatives:

- Use workforce data to identify retention trends, understand employee experiences, and implement targeted supports that improve attendance, engagement, and long-term employee success





Effective
Staff



Health and
Wellness

Priority PE-P4

Organizational effectiveness and risk management

Strategy **STRENGTHEN COMPLIANCE AND AUDIT SYSTEMS**

Initiatives:

- Use dashboards, monitoring tools, and audit processes to ensure compliance requirements are met, tracked, and reported consistently across the organization

Strategy **IMPROVE EMPLOYEE RELATIONS AND DUE PROCESS**

Initiatives:

- Create clear and consistent systems for handling employee concerns, investigations, and corrective actions while providing supervisors with the training and support they need

Strategy **MODERNIZE WORKFORCE ARCHITECTURE**

Initiatives:

- Review and update job classifications, compensation structures, and position descriptions to ensure roles are clearly defined, aligned to current responsibilities, and competitive with the labor market

Strategy **IMPROVE LABOR RELATIONS AND CONTRACT IMPLEMENTATION**

Initiatives:

- Promote consistent contract interpretation and implementation by providing clear guidance, monitoring trends, and supporting leaders in applying contract language fairly and consistently

Strategy **ENSURE READINESS FOR HIGH-RISK WORKFORCE EVENTS**

Initiatives:

- Prepare the district for workforce reductions by establishing clear processes, verifying employee



OPERATIONAL EXCELLENCE

STRATEGIES BY Implementation Phase

	Planning	Initial	Full	Sustained	
OPERATIONAL EXCELLENCE	25-26	26-27	27-28	28-29	29-30
OE-P1.1 Implement transportation technology to improve oversight, optimize routing, and enhance the reliability and timeliness of bus arrivals	P	I	F	S	S
OE-P1.2 Increase student participation in meal programs by improving service quality, access, and efficiency	S	S	S	S	S
OE-P1.3 Streamline procurement and warehouse operations to ensure timely, reliable access to essential supplies and services	S	S	S	S	S
OE-P1.4 Enhance maintenance operations by expanding preventative practices and improving repair response through effective Computerized Maintenance Management System (CMMS) use	S	S	S	S	S
OE-P1.5 Improve site quality by enhancing field conditions and elevating classroom cleanliness through consistent inspections and upkeep	S	S	S	S	S
OE-P2.1 Expand student information system tools for intervention tracking and progress monitoring, allowing staff to assess student outcomes and make timely, data-informed instructional decisions	I	F	F	S	S
OE-P2.2 Improve Information Technology (IT) service quality by reducing the time to resolve help desk calls and tickets	I	F	F	S	S
OE-P2.3 Modernize network infrastructure to support school site safety and access control upgrades	P	I	F	F	F
OE-P2.4 Improve high-value technology projects completed on time and within approved scope and budget	P	I	F	F	S
OE-P2.5 Implement artificial intelligence (AI) with current technology tools and provide professional development and support to improve operational services	I	F	F	S	S

STRATEGIES BY Implementation Phase

PILLAR

Planning	Initial	Full	Sustained		
OPERATIONAL EXCELLENCE	25-26	26-27	27-28	28-29	29-30
OE-P3.1 Standardize requests, reports, and resources to ensure data quality	P	P	I	F	S
OE-P3.2 Enhance access to actionable data through relevant reporting and user-friendly tools	I	I	F	S	S
OE-P3.3 Strengthen data and assessment literacy knowledge and fluency skills across our system	I	I	F	S	S
OE-P3.4 Ensure equitable decision making through accountability and monitoring	I	I	F	F	S
OE-P3.5 Modernize data platforms to improve the quality and accessibility of data required for instruction, strategic efforts, and operational improvements	P	I	F	F	F
OE-P4.1 Develop and implement campus supervision best practices to improve the quality and consistency of student supervision across all school sites	P	I	F	S	S
OE-P4.2 Develop and implement highquality safety drill processes to ensure compliance and continuous improvement	P	I	F	S	S
OE-P4.3 Develop and implement emergency response protocols to strengthen staff preparedness	P	I	F	S	S
OE-P5.1 Improve payroll systems and processes to ensure a high level of payroll timeliness and accuracy	S	S	S	S	S
OE-P5.2 Continue automation and streamlining of accounts payable procedures to reduce average days to pay and increase the percentage of invoices paid on time	I	I	F	S	S
OE-P5.3 Ensure highquality customer service to staff, families, and retirees from the benefits office	P	I	I	F	S

OPERATIONAL EXCELLENCE



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P1

Strengthen essential student services and site operations

Strategy

IMPLEMENT TRANSPORTATION TECHNOLOGY TO IMPROVE OVERSIGHT, OPTIMIZE ROUTING, AND ENHANCE THE RELIABILITY AND TIMELINESS OF BUS ARRIVALS

Initiatives:

- Implement customer service technology to track more efficient routes
- Implement hub model to reduce routes and increase efficiency

Strategy

INCREASE STUDENT PARTICIPATION IN MEAL PROGRAMS BY IMPROVING SERVICE QUALITY, ACCESS, AND EFFICIENCY

Initiatives:

- Sustain lunch participation goal throughout declining enrollment, by reviewing menus and continuing feedback loops with students

Strategy

STREAMLINE PROCUREMENT AND WAREHOUSE OPERATIONS TO ENSURE TIMELY, RELIABLE ACCESS TO ESSENTIAL SUPPLIES AND SERVICES

Initiatives:

- Sustain consistent, high-performing procurement and warehouse operations through standardized processes, disciplined performance management, continuous improvement, and strong supplier governance to deliver timely, reliable access to essential supplies and services

Strategy

ENHANCE MAINTENANCE OPERATIONS BY EXPANDING PREVENTATIVE PRACTICES AND IMPROVING REPAIR RESPONSE THROUGH EFFECTIVE COMPUTERIZED MAINTENANCE MANAGEMENT SYSTEM (CMMS) USE

Initiatives:

- Continue to reduce the number of workorders by expanding preventative maintenance practices

Strategy

IMPROVE SITE QUALITY BY ENHANCING FIELD CONDITIONS AND ELEVATING CLASSROOM CLEANLINESS THROUGH CONSISTENT INSPECTIONS AND UPKEEP

Initiatives:

- Continue to identify 3-4 schools per year to receive field rehabilitation



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P2

Continually improve technology systems and service delivery

Strategy

EXPAND STUDENT INFORMATION SYSTEM TOOLS FOR INTERVENTION TRACKING AND PROGRESS MONITORING, ALLOWING STAFF TO ASSESS STUDENT OUTCOMES AND MAKE TIMELY, DATA-INFORMED INSTRUCTIONAL DECISIONS

Initiatives:

- Interventions module: Expand the use of the ATLAS interventions module from pilot to full implementation, supporting staff in managing and monitoring social-emotional interventions
- Intervention overview and leadership dashboard: Develop dashboards that provide site and district leaders with visibility into intervention metrics to monitor student progress
- Additional intervention types: Expand the module to support additional intervention programs, such as literacy intervention, in collaboration with the responsible departments
- ATLAS partner portal support: Provide and implement the ability for non employees/vendors to access a subset of the intervention module features

Strategy

IMPROVE INFORMATION TECHNOLOGY (IT) SERVICE QUALITY BY REDUCING THE TIME TO RESOLVE HELP DESK CALLS AND TICKETS

Initiatives:

- Improve first contact resolution. Train help desk support staff to resolve technology issues while users are on the phone
- Improve warm hand-off support. Work with departments and train support staff to connect users with the appropriate staff to resolve requests in a timely fashion

Strategy

MODERNIZE NETWORK INFRASTRUCTURE TO SUPPORT SCHOOL SITE SAFETY AND ACCESS CONTROL UPGRADES

Initiatives:

- Hardware acquisition. Manage the competitive bidding process for E-rate-eligible network switches, ensuring all federal, state, and local procurement requirements and timelines are met
- Configuration & Installation. Plan and oversee the phased installation of new network switches, including equipment setup, power and cabling upgrades, testing, and performance verification, while minimizing disruptions to instruction
- Hardware deployment to non-instructional sites. Redeploy E-rate-funded network switches from upgraded instructional sites to locations with the greatest need after the required retention period, while maintaining accurate inventory, warranty, and support records



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P2

Continually improve technology systems and service delivery

CONTINUED

Strategy

IMPROVE HIGH-VALUE TECHNOLOGY PROJECTS COMPLETED ON TIME AND WITHIN APPROVED SCOPE AND BUDGET

Initiatives:

- Implement projects that enhance student learning environments
- Prioritize technology projects that improve classroom engagement, instructional effectiveness, student safety, and student achievement
- Ensure technology investments deliver measurable student benefits
- Evaluate, prioritize and implement technology projects based on their impact on student learning, engagement, access, safety, and outcomes
- Build staff capacity with project management (PM)
- Provide basic PM training to staff to increase operational effectiveness for day-to-day tasks

Strategy

IMPLEMENT ARTIFICIAL INTELLIGENCE (AI) WITH CURRENT TECHNOLOGY TOOLS AND PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT TO IMPROVE OPERATIONAL SERVICES

Initiatives:

- Artificial intelligence (AI) productivity: Identify, implement and scale AI solutions for high-volume operational tasks to improve efficiency and service delivery
- AI Professional development program: Develop a districtwide AI literacy and productivity training program for classified, certificated, and management staff
- AI governance and responsible use: Establish a sustainable framework for AI implementation across operational departments



OPERATIONAL EXCELLENCE

PILLAR



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P3

Enhance data systems to enable unbiased, data-driven decisions that improve operations and outcomes

Strategy STANDARDIZE REQUESTS, REPORTS, AND RESOURCES TO ENSURE DATA QUALITY

Initiatives:

- Utilize feedback from site and department leaders in the development of industry-aligned, standardized reporting templates and tools

Strategy ENHANCE ACCESS TO ACTIONABLE DATA THROUGH RELEVANT REPORTING AND USER-FRIENDLY TOOLS

Initiatives:

- Implement a districtwide Student Outcomes Focused Governance Power BI dashboard to improve staff access to district goals, metrics, and progress monitoring
- Provide meaningful, accurate, and timely reports that help staff analyze district data, support informed decision-making, and impact student and district outcomes
- Enhance Analysis, Measurement and Accountability (AMA) webpages to provide our educational partners with centralized, user-friendly access to district data, improving transparency and informed decision-making

Strategy STRENGTHEN DATA AND ASSESSMENT LITERACY KNOWLEDGE AND FLUENCY SKILLS ACROSS OUR SYSTEM

Initiatives:

- Provide consistent interpretation and meaningful use of assessment data through the Assessment Council
- Equip educational partners with relevant resources and targeted professional learning to ensure accurate data interpretation and informed decision making

Strategy ENSURE EQUITABLE DECISION MAKING THROUGH ACCOUNTABILITY AND MONITORING

Initiatives:

- Improve CALPADS certification and submission process to protect district's fiscal viability
- Conduct systems Problems of Practice (PoP) listening and learning sessions to inform equitable decision-making



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P3

Enhance data systems to enable unbiased, data-driven decisions that improve operations and outcomes

CONTINUED**Strategy**

MODERNIZE DATA PLATFORMS TO IMPROVE THE QUALITY AND ACCESSIBILITY OF DATA REQUIRED FOR INSTRUCTION, STRATEGIC EFFORTS, AND OPERATIONAL IMPROVEMENTS

Initiatives:

- Onboard departments to the operational data store (ODS) to ensure staff across the district use a consistent and reliable source of data for reporting and analysis
- Cross-system integration and data quality: Develop and maintain data integrations between district systems to ensure accurate, reliable, and timely information is shared across platforms
- Expand available datasets: Increase the number of datasets available in the operational data store and data catalog to support district reporting, analysis, and operational needs





Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P4

Strengthen safety systems and emergency preparedness

Strategy

DEVELOP AND IMPLEMENT CAMPUS SUPERVISION BEST PRACTICES TO IMPROVE THE QUALITY AND CONSISTENCY OF STUDENT SUPERVISION ACROSS ALL SCHOOL SITES

Initiatives:

- Establish site principal focus groups to identify effective campus supervision practices
- Define the non-negotiables ("tights") and areas of site-level flexibility ("looses") within campus supervision best practices
- Train site leaders on campus supervision best practices and implementation expectations
- Monitor implementation and provide ongoing feedback to support continuous improvement

Strategy

DEVELOP AND IMPLEMENT HIGH QUALITY SAFETY DRILL PROCESSES TO ENSURE COMPLIANCE AND CONTINUOUS IMPROVEMENT

Initiatives:

- Develop rubrics for each type of safety drill to ensure consistency and high-quality feedback.
- Implement a monitoring system to track drill compliance, provide reminders for upcoming drills, identify overdue drills, and monitor implementation progress
- Utilize drill data to identify trends and inform targeted support and continuous improvement efforts
- Establish a safety specialist coaching model in which safety specialists participate in safety drills alongside site administrators to observe implementation, provide feedback, and support continuous improvement through coaching and technical assistance

Strategy

DEVELOP AND IMPLEMENT EMERGENCY RESPONSE PROTOCOLS TO STRENGTHEN STAFF PREPAREDNESS

Initiatives:

- Develop and formalize districtwide NIMS/SEMS/ICS structures and response protocols
- Train district and site leaders on emergency response roles, responsibilities, and protocols
- Enhance the after-hours emergency response processes, including crisis phone coverage and response coordination



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P5

Improve business systems, processes, and customer service

Strategy

IMPROVE PAYROLL SYSTEMS AND PROCESSES TO ENSURE A HIGH LEVEL OF PAYROLL TIMELINESS AND ACCURACY

Initiatives:

- Sustain payroll accuracy throughout any changes to the systems or operating conditions of the district

Strategy

CONTINUE AUTOMATION AND STREAMLINING OF ACCOUNTS PAYABLE PROCEDURES TO REDUCE AVERAGE DAYS TO PAY AND INCREASE THE PERCENTAGE OF INVOICES PAID ON TIME

Initiatives:

- Implementation of collaborative procedures with purchasing to identify missing purchase order (PO) numbers
application of escalation protocols for approvals

Strategy

ENSURE HIGH-QUALITY CUSTOMER SERVICE TO STAFF, FAMILIES, AND RETIREES FROM THE BENEFITS OFFICE

Initiatives:

- Utilization of the Let'sTalk/ Onflo rating system to measure the quality of customer service interactions, and drive customer service training to ensure high quality customer service





ENGAGEMENT EXCELLENCE

STRATEGIES BY Implementation Phase

	Planning	Initial	Full	Sustained	
ENGAGEMENT EXCELLENCE					
	25-26	26-27	27-28	28-29	29-30
EE-P1.1 Improve access to multilingual resources that support culturally responsive communication districtwide	I	I	F	F	S
EE-P1.2 Strengthen two-way communication between schools and families through consistent use of district communication platforms	I	I	F	F	S
EE-P1.3 Increase opportunities for families to engage in their students' education, build leadership capacity, and contribute to student success	I	I	F	F	S
EE-P1.4 Expand coordinated support systems that address students' academic, social-emotional, health, and wellness needs to ensure every student has the resources necessary to thrive	I	I	F	F	S
EE-P2.1 Provide meaningful opportunities for participation, student voice, leadership development, and school-connected experiences that foster belonging and personal growth	P	P	I	F	S
EE-P2.2 Cultivate inclusive campus cultures and implement intentional supports that help students navigate key transitions while building confidence, connection, and school pride	P	P	I	F	S
EE-P3.1 Ensure every student has access to high-quality athletics and Visual and Performing Arts (VAPA) programs, experiences, and developmental pathways regardless of school, region, or background	P	P	I	F	S
EE-P3.2 Implement systems to monitor the impact of athletics and VAPA on student engagement, belonging, achievement, and life skill development	P	P	I	F	S
EE-P3.3 Establish consistent policies, professional learning, staffing, facilities, transportation, accountability measures, and operational supports that sustain high-quality athletics and VAPA programs	P	P	I	F	S

ENGAGEMENT EXCELLENCE

PILLAR



College and Career
Readiness



Early
Literacy



Health and
Wellness

Priority EE-P1

Strengthen meaningful partnerships with families through multilingual communication, authentic engagement opportunities, and collaborative systems

Strategy

IMPROVE ACCESS TO MULTILINGUAL RESOURCES THAT SUPPORT CULTURALLY RESPONSIVE COMMUNICATION DISTRICTWIDE

Initiatives:

- The Translation and Interpretation Services department continues to streamline language access by providing on-demand interpretation and consistent translation support districtwide
- Utilize Onflow to track requests, workload, and turnaround times
- The Communications Department promotes consistent use of translation and interpretation supports across all schools and departments

Strategy

STRENGTHEN TWO-WAY COMMUNICATION BETWEEN SCHOOLS AND FAMILIES THROUGH CONSISTENT USE OF DISTRICT COMMUNICATION PLATFORMS

Initiatives:

- Parent University to deliver professional learning for teachers, administrators, and staff on effective family engagement strategies
- The Communications department to provide ongoing training and support for school administrators, teachers, and staff on effective ParentSquare use





College and Career
Readiness



Early
Literacy



Health and
Wellness

Priority EE-P1

Strengthen meaningful partnerships with families through multilingual communication, authentic engagement opportunities, and collaborative systems

CONTINUED

Strategy

INCREASE OPPORTUNITIES FOR FAMILIES TO ENGAGE IN THEIR STUDENTS' EDUCATION, BUILD LEADERSHIP CAPACITY, AND CONTRIBUTE TO STUDENT SUCCESS

Initiatives:

- Parent University to provide multilingual site-based literacy and math workshops that equip families with strategies and resources to support learning at home
- Parent University to offer districtwide Family Leadership Academies to empower families with the knowledge, skills, and tools to actively engage in and advocate for their student's education
- Parent University to develop Family Literacy Night toolkits to support schools in delivering high-quality engagement experiences

Strategy

EXPAND COORDINATED SUPPORT SYSTEMS THAT ADDRESS STUDENTS' ACADEMIC, SOCIAL-EMOTIONAL, HEALTH, AND WELLNESS NEEDS TO ENSURE EVERY STUDENT HAS THE RESOURCES NECESSARY TO THRIVE

Initiatives:

- Through Community Schools, continue cultivating community partnerships based on needs identified through instructional leadership teams (ILTs), campus culture teams, and student success team/multi-tiered system of supports (SST/MTSS) processes
- Develop Community School coordinators as site-based systems leaders who align support, partnerships, and family engagement efforts
- Ensure Community School liaisons participate in climate/culture teams, ILT meetings, and other site planning structures to identify needs and align support



ENGAGEMENT EXCELLENCE

PILLAR



College and Career
Readiness



Early
Literacy



Health and
Wellness

Priority EE-P2

Foster inclusive school environments that promote student engagement, leadership development, positive campus culture, school pride, and successful transitions across grade levels

Strategy

PROVIDE MEANINGFUL OPPORTUNITIES FOR PARTICIPATION, STUDENT VOICE, LEADERSHIP DEVELOPMENT, AND SCHOOL-CONNECTED EXPERIENCES THAT FOSTER BELONGING AND PERSONAL GROWTH

Initiatives:

- Expand and sustain a diverse range of clubs and student activities that reflect the interests and identities of all students
- Expand the Student Advisory Board (SAB) to elevate student voice and increase student participation in decision-making
- Continue investing in California Association of Directors of Activities (CADA) Camps and CADA Area C student conferences to strengthen leadership development and share best practices.
- The Culture and Student Inclusion department will partner with school sites and departments to host three student voice collaboratives during the school year.

Strategy

CULTIVATE INCLUSIVE CAMPUS CULTURES AND IMPLEMENT INTENTIONAL SUPPORTS THAT HELP STUDENTS NAVIGATE KEY TRANSITIONS WHILE BUILDING CONFIDENCE, CONNECTION, AND SCHOOL PRIDE

Initiatives:

- Use structured professional learning (PL) time to collaboratively plan and execute large-scale events (e.g., homecoming, rallies, multicultural assemblies) to ensure consistency, quality, and broad engagement
- Support each school in developing or strengthening programs that connect athletics, activities, and student life, promoting inclusive participation and school pride among all groups
- Provide consistent districtwide support for Move-Up Days for students transitioning from grades 6th to 7th and 8th to 9th
- Maintain up-to-date training and implementation of Where Everyone Belongs (WEB) (middle school) and Link Crew (high school) programs at all site



College and Career
Readiness



Early
Literacy



Health and
Wellness

Priority EE-P3

Provide equitable access to high-quality athletics, visual and performing arts (VAPA), and student enrichment opportunities that develop valuable life skills

Strategy

ENSURE EVERY STUDENT HAS ACCESS TO HIGH-QUALITY ATHLETICS AND VAPA PROGRAMS, EXPERIENCES, AND DEVELOPMENTAL PATHWAYS REGARDLESS OF SCHOOL, REGION, OR BACKGROUND

Initiatives:

- Standardize sports offerings aligned to feeder patterns in elementary, middle, and high school
- Develop a K-12 articulated sports curriculum for each sport within each feeder pattern with standards for skill and knowledge development and life skill and socio emotional development through athletics
- Create aligned K-12 arts pathways across all regions, including visual arts, music, theater, dance, and media arts
- Develop a districtwide secondary scope and sequence to ensure consistency and continuity of learning

Strategy

IMPLEMENT SYSTEMS TO MONITOR THE IMPACT OF ATHLETICS AND VAPA ON STUDENT ENGAGEMENT, BELONGING, ACHIEVEMENT, AND LIFE SKILL DEVELOPMENT

Initiatives:

- Create systems that monitor the impact of athletics and VAPA
- Conduct regular audits, stakeholder surveys, and progress reviews to guide continuous improvement

Strategy

ESTABLISH CONSISTENT POLICIES, PROFESSIONAL LEARNING, STAFFING, FACILITIES, TRANSPORTATION, ACCOUNTABILITY MEASURES, AND OPERATIONAL SUPPORTS THAT SUSTAIN HIGH-QUALITY ATHLETICS AND VAPA PROGRAMS

Initiatives:

- Develop and implement a districtwide arts framework that defines program expectations and quality indicators
- Provide ongoing professional learning for arts educators and site leaders
- Strengthen athletic infrastructure through improved facility access, expanded shared-use agreements, transportation access, student officiating and coaching development, and planned development of pocket stadiums
- Increase and diversify sustainable funding sources to expand student opportunities, enhance athletic and extracurricular programs, and support long-term district priorities through strategic fundraising, community partnerships, and entrepreneurial initiative



EARLY LITERACY



Fresno Unified
School District



STRATEGIES BY Implementation Phase

Planning

Initial

Full

Sustained

EARLY LITERACY

25-26

26-27

27-28

28-29

29-30

L-P1.1 Develop and deliver professional learning to build capacity and content knowledge

P

I

I

F

S

L-P1.2 Develop and implement coaching cycles

I

I

F

S

S

L-P1.3 Develop and implement common progress monitoring systems/tools

P

P

I

F

S

L-P 2.1 Develop and deliver professional learning that includes diagnostic tools for new teacher self-assessment

P

I

F

F

S

L-P 2.2 Develop and implement coaching cycles with emphasis on new teacher goal selection

F

F

S

S

S

L-P 2.3 Develop and implement common progress monitoring systems/tools

P

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F

S

L-P3.1 Identify and implement evidence-based practices and tools to improve student attendance

P

I

F

F

S

L-P3.2 Develop and implement common progress monitoring systems/tools

P

I

F

F

S

STRATEGIES BY Implementation Phase



GOAL

Planning

Initial

Full

Sustained

EARLY LITERACY

25-26

26-27

27-28

28-29

29-30

L-P4.1 Identify and implement evidence-based supplemental instructional materials

P

I

F

S

S

L-P 4.2 Develop and deliver professional learning to build capacity and content knowledge

P

I

F

F

S

L-P 4.3 Develop and implement coaching cycles

P

I

F

F

S

L-P 4.4 Develop and implement common progress monitoring systems/tools

P

I

I

F

S





EARLY LITERACY

Priority L-P1

Professional learning and coaching

Strategy **DEVELOP AND DELIVER PROFESSIONAL LEARNING TO BUILD CAPACITY AND CONTENT KNOWLEDGE**

Initiatives:

- Develop and implement differentiated early learning professional learning for teachers and site leaders focused on phonics and phonological awareness in grades PK-2 and reading comprehension in grades 3-8
- Identify sites with high performance and identify strategies to scale

Strategy **DEVELOP AND IMPLEMENT COACHING CYCLES**

Initiatives:

- Design and implement systemwide coaching protocols following each professional learning session
- Gather feedback from each coaching cycle to inform progress and next steps

Strategy **DEVELOP AND IMPLEMENT COMMON PROGRESS MONITORING SYSTEMS/TOOLS**

Initiatives:

- Create Power BI with district, site and student level data and engage in quarterly data review cycles by site and region
- Provide data and assessment literacy professional learning





Priority L-P2

New teacher support

Strategy

DEVELOP AND DELIVER PROFESSIONAL LEARNING THAT INCLUDES DIAGNOSTIC TOOLS FOR NEW TEACHER SELF-ASSESSMENT

Initiatives:

- Create a California Standards for the Teaching Profession continuum for new teachers to formatively self-assess throughout the year

Strategy

DEVELOP AND IMPLEMENT COACHING CYCLES WITH EMPHASIS ON NEW TEACHER GOAL SELECTION

Initiatives:

- Co-create an individual learning plan (ILP) with each new teacher
- Design and implement systemwide coaching protocols
- Gather feedback from each cycle to inform progress and next steps

Strategy

DEVELOP AND IMPLEMENT COMMON PROGRESS MONITORING SYSTEMS/TOOLS

Initiatives:

- Create a data tracker that monitors relevant data based on content area/grade level
- Provide data and assessment literacy professional learning





EARLY LITERACY

Priority L-P3

Increase attendance for pre-kindergarten (PK) through grade 1. Site leaders and attendance teams will implement effective attendance strategies for students in PK- 1st grade

Strategy**IDENTIFY AND IMPLEMENT EVIDENCE-BASED PRACTICES AND TOOLS TO IMPROVE STUDENT ATTENDANCE****Initiatives:**

- Develop and provide a PK-1st attendance toolkit to support school leaders and teachers in implementing universal best practices for PK-1st classrooms and family engagement

Strategy**DEVELOP AND IMPLEMENT COMMON PROGRESS MONITORING SYSTEMS/TOOLS****Initiatives:**

- Develop a universal rubric outlining effective strategies and data indicators for schools to assess and monitor attendance progress. Integrate attendance practices monitoring into existing teaming structures (i.e. campus culture teams, targeted support teams, student support teams)



EARLY LITERACY



GOAL

Priority L-P4

Supplementary instructional materials

Strategy IDENTIFY AND IMPLEMENT EVIDENCE-BASED SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Initiatives:

- Research and purchase evidence-based supplemental instructional materials to support mastery of foundational skills

Strategy DEVELOP AND DELIVER PROFESSIONAL LEARNING TO BUILD CAPACITY AND CONTENT KNOWLEDGE

Initiatives:

- Develop and implement standards of excellence for district goal-aligned professional learning to include tools to support implementation and efficacy of professional learning
- Observe sites with high performance and identify strategies to scale

Strategy DEVELOP AND IMPLEMENT COACHING CYCLES

Initiatives:

- Design and implement systemwide coaching protocols following each professional learning session
- Gather feedback from each coaching cycle to inform progress and next steps

Strategy DEVELOP AND IMPLEMENT COMMON PROGRESS MONITORING SYSTEMS/TOOLS

Initiatives:

- Create Power BI with district, site and student level data and engage in quarterly data review cycles by site and region
- Provide data and assessment literacy professional learning





LITERACY INTERVENTION

STRATEGIES BY Implementation Phase



GOAL

Planning	Initial	Full	Sustained		
LITERACY INTERVENTION	25-26	26-27	27-28	28-29	29-30
LI-P1.1 Identify and implement evidence-based instructional strategies to accelerate student learning	P	I	F	F	S
LI-P1.2 Identify and disseminate instructional resources and tools	P	I	I	F	S
LI-P1.3 Develop and deliver professional learning to build capacity and content knowledge	P	I	I	F	S
LI-P1.4 Develop and implement coaching cycles	P	I	I	F	S
LI-P1.5 Develop and implement common progress monitoring systems/tools	P	I	I	F	S
LI-P1.6 Facilitate collaborative planning	P	P	I	F	S
LI-P2.1 Build site interventionist capacity and content knowledge	P	I	I	F	S
LI-P2.2 Facilitate collaborative planning	P	I	I	F	S
LI-P2.3 Develop and implement common progress monitoring systems/tools	P	I	I	F	S





STRATEGIES BY Implementation Phase

Planning

Initial

Full

Sustained

LITERACY INTERVENTION

25-26

26-27

27-28

28-29

29-30

LI-P3.1 Identify and implement evidence-based writing strategies to accelerate student learning

P

P

I

F

S

LI-P3.2 Identify and disseminate instructional resources and tools

P

I

F

F

S

LI-P3.3 Develop and deliver professional learning to build capacity and content knowledge

P

I

I

F

S

LI-P3.4 Develop and implement coaching cycles

P

I

I

F

S





Priority LI-P1

Professional learning

Strategy

IDENTIFY AND IMPLEMENT EVIDENCE-BASED INSTRUCTIONAL STRATEGIES TO ACCELERATE STUDENT LEARNING

Initiatives:

- Observe sites with promising practices and identify strategies to replicate and scale
- Develop high leverage strategy look-for tools to support implementation

Strategy

IDENTIFY AND DISSEMINATE INSTRUCTIONAL RESOURCES AND TOOLS

Initiatives:

- Research and purchase evidence-based instructional materials to support mastery of grade level standards

Strategy

DEVELOP AND DELIVER PROFESSIONAL LEARNING TO BUILD CAPACITY AND CONTENT KNOWLEDGE

Initiatives:

- Develop and implement standards of excellence for district goal-aligned professional learning to include tools to support implementation and efficacy of professional learning
- Identify sites with high performance and identify strategies to scale
- Develop and implement differentiated professional learning for teachers and site leaders aligned to grade level standards and experience/expertise focused on reading comprehension



**Priority LI-P1**

Professional learning

CONTINUED**Strategy DEVELOP AND IMPLEMENT COACHING CYCLES****Initiatives:**

- Design and implement systemwide coaching protocols following each professional learning session
- Gather feedback from each coaching cycle to inform progress and next steps

Strategy DEVELOP AND IMPLEMENT COMMON PROGRESS MONITORING SYSTEMS/TOOLS**Initiatives:**

- Create Power BI with district, site and student level data and engage in quarterly data review cycles by site and region
- Provide data and assessment literacy professional learning

Strategy FACILITATE COLLABORATIVE PLANNING**Initiatives:**

- Facilitate opportunities for cross-site development and implementation of intervention systems to accelerate student learning





Priority LI-P2

Differentiated student support

Strategy BUILD SITE INTERVENTIONIST CAPACITY AND CONTENT KNOWLEDGE

Initiatives:

- Develop and implement differentiated professional learning aligned to multi-tiered systems of support (MTSS) framework for interventionists to support creation of intervention systems
- Observe sites with promising practices and identify structures to replicate and scale

Strategy FACILITATE COLLABORATIVE PLANNING

Initiatives:

- Facilitate regular opportunities for site leaders and interventionists to collaborate in the design and implementation of their site-based systems

Strategy DEVELOP AND IMPLEMENT COMMON PROGRESS MONITORING SYSTEMS/TOOLS

Initiatives:

- Create Power BI with district, site and student level data and engage in quarterly data review cycles by site and region
- Provide data and assessment literacy professional learning



**Priority LI-P3**

Guaranteed and viable curriculum

Strategy**IDENTIFY AND IMPLEMENT EVIDENCE-BASED WRITING STRATEGIES TO ACCELERATE STUDENT LEARNING****Initiatives:**

- Observe sites with promising practices and identify strategies to replicate and scale
- Develop high leverage strategy look-for tools to support implementation

Strategy**IDENTIFY AND DISSEMINATE INSTRUCTIONAL RESOURCES AND TOOLS****Initiatives:**

- Research and disseminate grade-level aligned supplemental instructional tools to support writing and create online repositories to house resources

Strategy**DEVELOP AND DELIVER PROFESSIONAL LEARNING TO BUILD CAPACITY AND CONTENT KNOWLEDGE****Initiatives:**

- Develop and implement standards of excellence for district goal-aligned professional learning to include tools to support implementation and efficacy of professional learning
- Identify sites with high performance and identify strategies to scale

Strategy**DEVELOP AND IMPLEMENT COACHING CYCLES****Initiatives:**

- Design and implement systemwide coaching protocols following each professional learning session
- Gather feedback from each coaching cycle to inform progress and next steps



COLLEGE AND CAREER READINESS



STRATEGIES BY Implementation Phase

Planning

Initial

Full

Sustained

COLLEGE AND CAREER READINESS

25-26

26-27

27-28

28-29

29-30

CCR-P1.1 Gather successful approaches and case stories across the district to collect and learn from evidence-based strategies discussed in Breakthrough Success Community (BTSC) network

F

F

S

S

S

CCR-P1.2 Develop expanded intervention system, including counselor involvement and use of intentional site-level leadership strategies

P

P

I

F

F

CCR-P1.3 Establish process of replacing D's or F's with earned recovered grades that are C or higher

P

P

I

F

S

CCR-P1.4 Develop and deliver Professional learning communities training

I

F

F

S

S

CCR-P1.5 Establish monitoring/assessing method

P

P

I

F

S

CCR-P2.1 Develop and implement plan to improve awareness and mindset, including creating a systemwide approach and family outreach

P

I

F

F

S

CCR-P2.2 Enhance recruitment through equitable access, counselor involvement, incentives, and connections between staff and students

P

I

F

F

S

CCR-P2.3 Expand partnerships beyond current colleges and universities

P

I

I

F

F

CCR-P2.4 Develop and implement a plan for process improvement, by providing support and clarifying roles, expectations, and master schedule impact

P

I

I

F

S

STRATEGIES BY Implementation Phase



GOAL

Planning	Initial	Full	Sustained			
COLLEGE AND CAREER READINESS		25-26	26-27	27-28	28-29	29-30
CCR-P3.1 Develop and implement plan to improve awareness and mindset, through a systemwide approach and family outreach		I	I	F	F	S
CCR-P3.2 Enhance recruitment through student ambassador program and through student-focused communication efforts		I	I	F	F	S
CCR-P3.3 Expand industry-based partnerships		I	I	I	F	S
CCR-P3.4 Develop and implement a plan for process improvement, including eligibility coordination, addressing last-minute D's and F's		P	P	I	F	S
CCR-P4.1 Develop and implement plan to improve awareness and mindset , by sharing success stories with students, families, and staff; developing professional learning content		P	P	I	F	S
CCR-P4.2 Enhance communication with special education site staff on work-based learning student reporting and embedding content in current curriculum		P	P	I	F	S
CCR-P4.3 Expand partnerships by leveraging existing relationships		P	P	I	F	S
CCR-P4.4 Develop and implement a plan for process improvement, includes standardizing data collection, clarifying workflows, reporting, monitoring, and resolving transportation barriers		P	P	I	F	S





Planning

Initial

Full

Sustained

COLLEGE AND CAREER READINESS

25-26

26-27

27-28

28-29

29-30

CCR-P5.1 Gather successful approaches and case stories across district to create and distribute resources

P

P

I

F

F

CCR-P5.2 Develop and implement counselor training

P

I

I

F

S

CCR-P5.3 Refine collaborative practices between teachers, counselors, site leaders, district leaders and involved constituents

P

I

I

F

P

CCR-P5.4 Communicate site-level opportunities with students and families

P

I

F

F

S

CCR-P5.5 Establish common monitoring/assessing method

P

I

I

F

F

CCR-P6.1 Identify high-quality instructional materials aligned to the California Mathematics Framework

P

P

I

F

F

CCR-P6.2 Develop curriculum guidance documents and district assessments that are aligned to California Mathematics Framework and identified high-quality instructional material

P

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CCR-P6.3 Develop professional learning for teachers and leaders that supports standards-aligned instruction, implementation of the California Mathematics Framework, and adoption of high-quality instructional materials

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CCR-P6.4 Integrate Building Thinking Classrooms professional learning for participating teachers in order to promote student thinking, discourse, collaboration and problem solving

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Priority CCR-P1

Grade 9 academic and social-emotional support

Strategy

GATHER SUCCESSFUL APPROACHES AND CASE STORIES ACROSS THE DISTRICT TO COLLECT AND LEARN FROM EVIDENCE-BASED STRATEGIES DISCUSSED IN BREAKTHROUGH SUCCESS COMMUNITY (BTSC) NETWORK

Initiatives:

- BTSC teams from each high school convene three times per year to review data, network about successful strategies, and plan
- BTSC teams at each high school meet bi-weekly to monitor and implement short term action plans implementing strategies
- High school principals engage in three sessions to progress monitor, collaborate, and plan

Strategy

DEVELOP EXPANDED INTERVENTION SYSTEM, INCLUDING COUNSELOR INVOLVEMENT AND USE OF INTENTIONAL SITE-LEVEL LEADERSHIP STRATEGIES

Initiatives:

- Identify intervention systems and tutorial availability currently at each high school as resources
- Summer Bridge teams identify incoming 9th graders to connect to the school and resources

Strategy

ESTABLISH PROCESS OF REPLACING D'S OR F'S WITH EARNED RECOVERED GRADES THAT ARE C OR HIGHER

Initiatives:

- Implement a districtwide grade recovery and replacement process that enables students to demonstrate mastery and replace D and F grades with earned grades of C or higher
- Create a unified grade replacement framework aligned to mastery of course standards



**Priority CCR-P1**

Grade 9 academic and social-emotional support

CONTINUED**Strategy DEVELOP AND DELIVER PLC TRAINING****Initiatives:**

- Lead teachers engage in three professional learning sessions focused on PLC+ and supporting their role as PLC facilitators
- Administrators engage in three professional learning sessions focused on PLC+ and supporting the work of PLCs

Strategy ESTABLISH MONITORING/ASSESSING METHOD**Initiatives:**

- Site leaders and teams engage in scheduled protocols to progress monitor student grades
- Identify and design improved tools for sites to use in progress monitoring of grades
- Train teams on use of data tools for progress monitoring





Priority CCR-P2

Dual enrollment

Strategy

DEVELOP AND IMPLEMENT PLAN TO IMPROVE AWARENESS AND MINDSET, INCLUDING CREATING A SYSTEMWIDE APPROACH AND FAMILY OUTREACH

Initiatives:

- Implement a districtwide student and family guide, along with systemwide aligned presentation materials

Strategy

ENHANCE RECRUITMENT THROUGH EQUITABLE ACCESS, COUNSELOR INVOLVEMENT, INCENTIVES, AND CONNECTIONS BETWEEN STAFF AND STUDENTS

Initiatives:

- Increase student participation and engagement by expanding equitable access to opportunities through districtwide messaging and data-informed recruitment based on school-level census data

Strategy

EXPAND PARTNERSHIPS BEYOND CURRENT COLLEGES AND UNIVERSITIES

Initiatives:

- Expand and diversify postsecondary partnerships to increase student access to college and career opportunities by aligning college and career pathways

Strategy

DEVELOP AND IMPLEMENT A PLAN FOR PROCESS IMPROVEMENT BY PROVIDING SUPPORT AND CLARIFYING ROLES, EXPECTATIONS, AND MASTER SCHEDULE IMPACT

Initiatives:

- Increase equitable access to dual enrollment by implementing an automated enrollment system, streamlining enrollment processes
- Develop accessible digital resources for FUSD staff to include systemwide timelines and clarification of site-level roles and responsibilities

**Priority CCR-P3**

Intersession internships

Strategy**DEVELOP AND IMPLEMENT PLAN TO IMPROVE AWARENESS AND MINDSET, INCLUDING CREATING A SYSTEMWIDE APPROACH AND FAMILY OUTREACH****Initiatives:**

- Create and distribute communication tools about internship opportunities

Strategy**ENHANCE RECRUITMENT THROUGH STUDENT AMBASSADOR PROGRAM AND THROUGH STUDENT-FOCUSED COMMUNICATION EFFORTS****Initiatives:**

- Meet with CTE Ambassadors at sites and revise/update communication tools

Strategy**EXPAND INDUSTRY-BASED PARTNERSHIPS****Initiatives:**

- Create and distribute work-based learning communication tools for industry partners for awareness and recruitment purposes

Strategy**DEVELOP AND IMPLEMENT A PLAN FOR PROCESS IMPROVEMENT, INCLUDING ELIGIBILITY COORDINATION, ADDRESSING LAST-MINUTE D'S AND F'S****Initiatives:**

- Create a continuum of student milestones that align to internship opportunities



Priority CCR-P4

Work-based learning for students with disabilities

Strategy

DEVELOP AND IMPLEMENT PLAN TO IMPROVE AWARENESS AND MINDSET BY SHARING SUCCESS STORIES WITH STUDENTS, FAMILIES, AND STAFF; DEVELOP PROFESSIONAL LEARNING CONTENT

Initiatives:

- Identify six success stories and create marketing tools for each story

Strategy

ENHANCE COMMUNICATION WITH SPED SITE STAFF ON WORK-BASED LEARNING STUDENT REPORTING AND EMBEDDING CONTENT IN CURRENT CURRICULUM

Initiatives:

- Set quarterly meetings with college and career readiness and special education teams to review student, site and district data

Strategy

EXPAND PARTNERSHIPS BY LEVERAGING EXISTING RELATIONSHIPS

Initiatives:

- Create and distribute work-based learning communication tools for industry partners for awareness and recruitment purposes

Strategy

DEVELOP AND IMPLEMENT A PLAN FOR PROCESS IMPROVEMENT, INCLUDES STANDARDIZING DATA COLLECTION, CLARIFYING WORKFLOWS, REPORTING, MONITORING, RESOLVING TRANSPORTATION BARRIERS

Initiatives:

- Review 2025-26 student, site and district data and refine work-based learning data processes



**Priority CCR-P5**

Advanced coursework

Strategy GATHER SUCCESSFUL APPROACHES AND CASE STORIES ACROSS DISTRICT TO CREATE AND DISTRIBUTE RESOURCES**Initiatives:**

- Develop shared resources that support enrollment, achievement monitoring, and student success across all advanced coursework sections

Strategy DEVELOP AND IMPLEMENT COUNSELOR TRAINING**Initiatives:**

- Create counselor training focused on advanced coursework to be implemented during scheduled district buy-back sessions

Strategy REFINE COLLABORATIVE PRACTICES BETWEEN TEACHERS, COUNSELORS, SITE LEADERS, DISTRICT LEADERS AND INVOLVED CONSTITUENTS**Initiatives:**

- Implement a districtwide collaborative framework that aligns the efforts of teachers, counselors, site leaders, district leaders, and partners to increase student access, participation, and success in advanced coursework

Strategy COMMUNICATE SITE-LEVEL OPPORTUNITIES WITH STUDENTS AND FAMILIES**Initiatives:**

- Establish a coordinated districtwide communication strategy that ensures students and families receive timely, accessible, and consistent information about advanced coursework opportunities available at each school site

Strategy ESTABLISH COMMON MONITORING/ASSESSING METHOD**Initiatives:**

- Establish a standardized districtwide framework for monitoring and assessing student outcomes in advanced coursework



Priority CCR-P6

Secondary math instruction

Strategy

IDENTIFY HIGH-QUALITY INSTRUCTIONAL MATERIALS ALIGNED TO THE CALIFORNIA MATHEMATICS FRAMEWORK

Initiatives:

- Pilot and adopt high-quality instructional materials for mathematics during the 2026-2027 school year
- Train adoption committee members, academic coaches and district leaders on instructional shifts embedded within the California Mathematics Framework

Strategy

DEVELOP CURRICULUM GUIDANCE DOCUMENTS AND DISTRICT ASSESSMENTS THAT ARE ALIGNED TO CALIFORNIA MATHEMATICS FRAMEWORK AND IDENTIFIED HIGH-QUALITY INSTRUCTIONAL MATERIAL

Initiatives:

- Develop curriculum guidance documents by grade level and course upon selection of high-quality instructional materials to support instructional shifts aligned with the California Mathematics Framework
- Identify appropriate district assessments aligned with selected material to provide appropriate progress monitoring throughout the school year





Priority CCR-P6

Secondary math instruction

CONTINUED

Strategy

DEVELOP PROFESSIONAL LEARNING FOR TEACHERS AND LEADERS THAT SUPPORTS STANDARDS-ALIGNED INSTRUCTION, IMPLEMENTATION OF THE CALIFORNIA MATHEMATICS FRAMEWORK, AND ADOPTION OF HIGH-QUALITY INSTRUCTIONAL MATERIALS

Initiatives:

- Implement learning for adoption committee, academic coaches and site leaders on instructional shifts embedded within the California Mathematics Framework and plan for instructional moves to support implementation

Strategy

INTEGRATE BUILDING THINKING CLASSROOMS PROFESSIONAL LEARNING FOR PARTICIPATING TEACHERS IN ORDER TO PROMOTE STUDENT THINKING, DISCOURSE, COLLABORATION AND PROBLEM SOLVING

Initiatives:

- Implement professional learning plan for identified teachers in Building Thinking Classrooms that includes content, learning labs, and coaching cycles
- Provide professional learning for site leaders to support teacher implementation. This will include a description of the phases of implementation of BTC strategies





LIFE SKILLS



STRATEGIES BY Implementation Phase

	Planning	Initial	Full	Sustained	
LIFE SKILLS					
	25-26	26-27	27-28	28-29	29-30
LS-P1.1 Align with the definitions of the Portrait of a Learner (POL) competencies, deeper learning, and project-based learning	P	P	I	F	F
LS-P1.2 Develop grade level project-based learning protocols and competency resources: Gather resources and methods from existing practices and develop protocols for project-based learning by grade level, including community partnerships	P	P	I	I	F
LS-P1.3 Build teacher capacity: identify gaps and fill in additional resources to support deep, comprehensive learning	P	P	I	I	F
LS-P1.4 Develop on-demand location for resources	P	P	P	I	F
LS-P2.1 Implement monitoring tool	P	P	I	F	S
LS-P2.2 Plan for future on-going coaching program to reinforce common expectations	P	P	I	F	S
LS-P2.3 Establish what best practices look like and showcase examples from around the district and integrate into future training	P	P	I	F	S
LS-P2.4 Expanding authentic learning through community partnerships	P	P	I	F	S



STRATEGIES BY Implementation Phase



GOAL

	Planning	Initial	Full	Sustained	
LIFE SKILLS					
	25-26	26-27	27-28	28-29	29-30
LS-P3.1 Develop an understanding of the definition of an intervention and provide set of potential tools to identify appropriate interventions	I	I	F	F	S
LS-P3.2 Design and deliver training for site targeted support teams (TST)	I	I	F	F	S
LS-P3.3 Create and maintain a central location for staff to access Tier II resources	P	I	F	S	S
LS-P3.4 Provide ongoing coaching to targeted support teams (TST) members on Tier II structures	I	I	F	F	S
LS-P3.5 Implement consistent screening/monitoring/assessing practices utilizing the ATLAS intervention screen	P	I	I	F	S
LS-P4.1 Utilize district data to identify the most common misbehaviors, and develop a set of best practices and strategies for staff responses	P	I	I	F	S
LS-P4.2 Design and deliver student success team (SST) training in cohorts for staff that outlines Tier III systems, structures, and provides clarity of roles	P	I	I	F	S
LS-P4.3 Create and maintain a central location for staff to access Tier III resources	P	I	I	F	S
LS-P4.4 Develop and provide ongoing coaching/ consulting on Tier III systems and structures as assessed by a developed rubric	P	I	I	F	S
LS-P4.5 Establish best practices for progress monitoring and fidelity of Tier III implementation	P	I	I	F	S

**Priority LS-P1**

Developing Portrait of a Learner (POL) competencies

Strategy ALIGN WITH THE DEFINITIONS OF THE POL COMPETENCIES, DEEPER LEARNING, AND PBL**Initiatives:**

- Create a glossary of terms relating to POL, project-based learning, and Deeper Learning
- Develop a shared instructional “look-for” document
- Incorporate POL competencies within the Curriculum Instruction and Professional Learning guiding documents

Strategy DEVELOP GRADE-LEVEL PBL PROTOCOLS AND COMPETENCY RESOURCES: GATHER RESOURCES AND METHODS FROM EXISTING PRACTICES AND DEVELOP PROTOCOLS FOR PBL BY GRADE LEVEL, INCLUDING COMMUNITY PARTNERSHIPS**Initiatives:**

- Develop exemplar project based learning (PBL) units/lesson plans aligned to POL competencies
- Create a community partnership database
- Create rubrics and learning progressions by grade level

Strategy BUILD TEACHER CAPACITY: IDENTIFY GAPS AND FILL IN ADDITIONAL RESOURCES TO SUPPORT DEEP, COMPREHENSIVE LEARNING**Initiatives:**

- Develop POL/PBL professional learning modules
- Provide model lessons and concrete classroom exemplars to support the six competencies: Adaptability, Collaboration, Communication, Critical Thinking, Digital Literacy, and Empathy

Strategy DEVELOP ON-DEMAND LOCATION FOR RESOURCES**Initiatives:**

- Create a centralized hub online to house rubrics, protocols, exemplars, videos, and planning tools in one location



Priority LS-P2

POL training

Strategy IMPLEMENT MONITORING TOOL

Initiatives:

- Select a monitoring tool to track, support, and strengthen the integration of POL competencies through project-based and deeper learning practices
- Collect and analyze samples of student work to monitor evidence of critical thinking, collaboration, communication, and other Portrait competencies
- Monitor equitable access to project-based and deeper learning opportunities to ensure all student groups experience POL-aligned instruction

Strategy PLAN FOR FUTURE ON-GOING COACHING PROGRAM TO REINFORCE COMMON EXPECTATIONS

Initiatives:

- Develop and communicate a common set of coaching priorities aligned to POL competencies and deeper learning expectations
- Design and implement an ongoing coaching program to reinforce common instructional expectations and strengthen POL implementation



**Priority LS-P2**

POL training

CONTINUED**Strategy****ESTABLISH WHAT BEST PRACTICES LOOK LIKE AND SHOWCASE EXAMPLES FROM AROUND THE DISTRICT AND INTEGRATE INTO FUTURE TRAINING****Initiatives:**

- Define, showcase, and integrate best practices and exemplars into future POL training and support
- Establish demonstration classrooms that provide opportunities for peer observations and learning walks focused on POL-aligned practices
- Create a district exemplar library featuring videos, lesson artifacts, student work samples, and project showcases that highlight best practices in action

Strategy**EXPANDING AUTHENTIC LEARNING THROUGH COMMUNITY PARTNERSHIPS****Initiatives:**

- Sustain, strengthen and integrate community partners in support of expanding authentic learning experiences and support POL outcomes
- Develop a partner engagement plan that identifies opportunities for partners to support instruction, mentorship, projects, and career-connected learning
- Increase opportunities for students to participate in internships, service-learning, mentorships, field experiences, and career-connected projects through community partnerships





Priority LS-P3

Provide Tier II support and intervention to students who meet the criteria of the targeted support team (TST)

Strategy DEVELOP AN UNDERSTANDING OF THE DEFINITION OF AN INTERVENTION AND PROVIDE SET OF POTENTIAL TOOLS TO IDENTIFY APPROPRIATE INTERVENTIONS

Initiatives:

- Provide deeper learning on key features of an intervention and establish tools to support calibration in identifying appropriate interventions

Strategy DESIGN AND DELIVER TRAINING FOR SITE (TST)

Initiatives:

- Provide district-wide learning for all K-8 TSTs, focusing on Tier II infrastructures based on their level of need and aligned with their rubric rating

Strategy CREATE AND MAINTAIN A CENTRAL LOCATION FOR STAFF TO ACCESS TIER II RESOURCES

Initiatives:

- Establish a centralized online resource hub, identify essential materials, and create additional resources to support evolving needs

Strategy PROVIDE ONGOING COACHING TO (TST) MEMBERS ON TIER II STRUCTURES

Initiatives:

- Provide targeted coaching to TSTs based on their level of need, aligned to the Tier II rubric practices

Strategy IMPLEMENT CONSISTENT SCREENING/MONITORING/ASSESSING PRACTICES UTILIZING THE ATLAS INTERVENTION SCREEN

Initiatives:

- Launch first phase of the ATLAS intervention screen, including training staff on inputting interventions, and using features to monitor and assess impact and continue developing second phase of the screen



LIFE SKILLS

Priority LS-P4

Tier III Support
Provide Tier III support and intervention to students who meet the criteria

Strategy UTILIZE DISTRICT DATA TO IDENTIFY THE MOST COMMON MISBEHAVIORS, AND DEVELOP A SET OF BEST PRACTICES AND STRATEGIES FOR STAFF RESPONSES

Initiatives:

- Create a menu of tiered strategies for schools to address the most common behaviors resulting in requests for behavior support and create and implement learning tools to build the capacity of staff to implement strategies

Strategy DESIGN AND DELIVER STUDENT SUCCESS TEAM (SST) TRAINING IN COHORTS FOR STAFF THAT OUTLINES TIER III SYSTEMS, STRUCTURES, AND PROVIDES CLARITY OF ROLES

Initiatives:

- Develop an SST guidebook, design a scope and sequence for learning, and provide professional learning through 3 cohorts over a three year period

Strategy CREATE AND MAINTAIN A CENTRAL LOCATION FOR STAFF TO ACCESS TIER III RESOURCES

Initiatives:

- Establish a centralized online resource hub, identify essential materials, and create additional resources to support evolving needs

Strategy DEVELOP AND PROVIDE ONGOING COACHING/CONSULTING ON TIER III SYSTEMS AND STRUCTURES AS ASSESSED BY A DEVELOPED RUBRIC

Initiatives:

- Develop a Tier III rubric that outlines universal systems and practices, and a coaching model aligned to the level of support based on their rubric rating

Strategy ESTABLISH BEST PRACTICES FOR PROGRESS MONITORING AND FIDELITY OF TIER III IMPLEMENTATION

Initiatives:

- Develop common assurances for implementing effective Tier III interventions and progress monitoring and embed in the SST learning structures



COMMUNITY ENGAGEMENT



STRATEGIES BY Implementation Phase

Planning	Initial	Full	Sustained		
COMMUNITY ENGAGEMENT	25-26	26-27	27-28	28-29	29-30
CE-P1.1 Assess qualifying community engagement plan requests to determine engagement requirements in accordance with Exhibit 9000	P	I	F	S	S
CE-P1.2 Assess groups most likely to be impacted by proposed decisions and recommend appropriate engagement approaches	P	I	F	S	S
CE-P1.3 Partner with departments and schools to implement engagement activities and collect feedback from impacted groups	P	I	F	S	S
CE-P2.1 Establish goals for website content while considering other communication channels and identify content for automation	P	P	I	F	S
CE-P2.2 Assess the current end-user experience	P	I	F	F	S
CE-P2.3 Improve the ease of content editing for school sites	P	P	I	F	S
CE-P2.4 Strengthen promotion of school websites for families	P	I	F	S	S
CE-P3.1 Implement community outreach to understand current district perceptions	P	I	F	S	S
CE-P3.2 Gather content that supports and improves perception goals	P	I	F	S	S
CE-P3.3 Create a strategy that matches content with the appropriate communication channels	P	I	F	S	S



Priority CE1-P1

Strengthen community input in major district decisions

Strategy

ASSESS QUALIFYING COMMUNITY ENGAGEMENT PLAN REQUESTS TO DETERMINE ENGAGEMENT REQUIREMENTS IN ACCORDANCE WITH EXHIBIT 9000

Initiatives:

- Review submissions received through Onflo

Strategy

ASSESS GROUPS MOST LIKELY TO BE IMPACTED BY PROPOSED DECISIONS AND RECOMMEND APPROPRIATE ENGAGEMENT APPROACHES

Strategy

PARTNER WITH DEPARTMENTS AND SCHOOLS TO IMPLEMENT ENGAGEMENT ACTIVITIES AND COLLECT FEEDBACK FROM IMPACTED GROUPS

Initiatives:

- Use findings to provide recommendations for future engagement efforts





COMMUNITY ENGAGEMENT

Priority CE-P2

Improve clarity and functionality of all school websites

Strategy

ESTABLISH GOALS FOR WEBSITE CONTENT WHILE CONSIDERING OTHER COMMUNICATION CHANNELS AND IDENTIFY CONTENT FOR AUTOMATION

Initiatives:

- Develop a website standards guide and maintenance checklist for all schools
- Research other user-friendly website platforms that provide automation features

Strategy

ASSESS THE CURRENT END-USER EXPERIENCE

Initiatives:

- Launch end-user website feedback survey
- Conduct a minimum of two audits per school year of all school websites to identify content, accessibility, and usability improvements

Strategy

IMPROVE THE EASE OF CONTENT EDITING FOR SCHOOL SITES

Initiatives:

- Identify points of contact at each school site to be responsible for updates
- Develop an ongoing training series for web liaisons and assigned staff

Strategy

STRENGTHEN PROMOTION OF SCHOOL WEBSITES FOR FAMILIES

Initiatives:

- Leverage the start of schools beginning of spring semester to promote school websites and other communication channels





Priority CE-P3

Increase public awareness, understanding, and confidence in the district

Strategy IMPLEMENT COMMUNITY OUTREACH TO UNDERSTAND CURRENT DISTRICT PERCEPTIONS

Initiatives:

- Conduct a baseline assessment through FM3
- Establish goals for how the district wants to be perceived

Strategy GATHER CONTENT THAT SUPPORTS AND IMPROVES PERCEPTION GOALS

Initiatives:

- Collect stories of district and student accomplishments

Strategy CREATE A STRATEGY THAT MATCHES CONTENT WITH THE APPROPRIATE COMMUNICATION CHANNELS

Initiatives:

- Develop a printed newspaper to be mailed to families and community members fill with district and student accomplishments





EQUITABLE ACCESS

STRATEGIES BY Implementation Phase



GUARDRAIL

Planning	Initial	Full	Sustained			
EQUITABLE ACCESS		25-26	26-27	27-28	28-29	29-30
EA-P1.1 Develop a Cross Departmental Targeted Universalism (TU) systems team		P	I	F	F	S
EA-P1.2 Develop an implementation plan to operationalize TU practices and programs across the system		P	P	I	F	F
EA-P1.3 Incorporate clearly defined equity metrics into all site plans		P	P	I	F	F
EA-P1.4 Provide Ongoing Professional Learning		P	I	I	F	S
EA-P1.5 Conduct formal equity audits using a standardized protocol and documented review process		P	P	P	I	I
EA-P2.1 Develop and deliver training on software options to all TK teachers		I	F	S	S	S
EA-P2.2 Provide ongoing coaching to teachers		I	F	S	S	S
EA-P2.3 Develop and implement progress monitoring system		I	F	S	S	S





STRATEGIES BY Implementation Phase

Planning	Initial	Full	Sustained		
EQUITABLE ACCESS	25-26	26-27	27-28	28-29	29-30
EA-P3.1 Determine the appropriate 3 rd -6 th grade curriculum	P	I	F	S	S
EA-P3.2 Determine appropriate middle school curriculum	P	P	I	F	F
EA-P3.3 Identify high impact strategies for literacy and define the model of implementation for middle school	P	P	I	F	F
EA-P3.4 Determine who will provide literacy instruction for middle schools	P	P	I	F	S
EA-P3.5 Develop progress monitoring approach to ensure implementation at identified elementary schools	I	F	F	S	S
EA-P3.6 Coordinate with the interventionist at identified school sites to progress monitor	P	P	I	F	S
EA-P4.1 Ensure all classrooms have a daily schedule with designated English language development (ELD)	P	I	F	F	S
EA-P4.2 Establish a consistent student grouping model (e.g. in homeroom or deployment model)	P	P	I	F	S
EA-P4.3 Build student awareness through goal setting using the interim English Language Proficiency Assessments for California (ELPAC)	P	I	F	F	S
EA-P4.4 Implement standards-aligned designated ELD lessons	P	F	F	S	S
EA-P4.5 Provide after-school literacy intervention at 20 elementary sites with highest number of English learners “At-Risk”	F	F	S	S	S

STRATEGIES BY Implementation Phase



GUARDRAIL

Planning	Initial	Full	Sustained		
EQUITABLE ACCESS	25-26	26-27	27-28	28-29	29-30
EA-P4.6 Provide ongoing professional learning to ELD teachers, coaches and English learner site representatives	F	F	S	S	S
EA-P4.7 Develop monitoring approach to ensure implementation	I	I	S	S	S
EA-P5.1 Develop a set of criteria (checklist) to guide decisions around least restrictive environment	P	I	F	F	S
EA-P5.2 Design, deliver and monitor professional learning systemwide	P	P	I	I	F
EA-P5.3 Establish and formalize a program change process	P	I	F	F	S
EA-P5.4 Ensure tiered support and implementation of evidence-based practices	P	P	I	I	F
EA-P6.1 Address barrier of losing electives (applicable to levels 1 and 2L)	P	P	I	F	S
EA-P6.2 Build student awareness through goal setting using the interim ELPAC	P	I	F	F	S
EA-P6.3 Provide ongoing professional learning to ELD teachers, coaches, and English learner site representatives	I	F	F	S	S
EA-P6.4 Develop monitoring approach to ensure implementation	I	I	S	S	S



STRATEGIES BY Implementation Phase

Planning	Initial	Full	Sustained			
EQUITABLE ACCESS		25-26	26-27	27-28	28-29	29-30
EA-P7.1 Develop an awareness campaign for broader community beginning at 6th grade level with a focus on all identified student groups (African American, English Learners, Foster Youth, Homeless and Students with Disabilities)		P	P	I	F	S
EA-P7.2 Increase awareness of students, teachers and counselors at the middle school level		P	P	I	F	S
EA-P7.3 Strengthen relationships with Historically Black Colleges and Universities (HBCU) partners		P	P	I	F	S





Priority EA-P1

Train site and district leaders in Targeted Universalism (TU) to build equitable systems and practices

Strategy DEVELOP A CROSS DEPARTMENTAL TU SYSTEMS TEAM

Initiatives:

- Establish a cross-functional TU systems team composed of representatives from Advancing Academic Acceleration and Achievement (A4), Special Education, English Learner other selected departments to coordinate systemwide implementation, align practices, and ensure consistent communication. The team will meet regularly, use shared decision-making protocols, and maintain a unified work plan to drive coherence across sites

Strategy DEVELOP AN IMPLEMENTATION PLAN TO OPERATIONALIZE TU PRACTICES AND PROGRAMS ACROSS THE SYSTEM

Initiatives:

- Create a comprehensive implementation plan that outlines timelines, responsibilities, resources, and progress indicators for embedding TU practices across all schools and departments. This plan will include standardized tools, training modules, and monitoring structures to ensure consistent, high-quality execution at every site



**Priority EA-P1**

Targeted Universalism (TU) professional learning
Train site and district leaders in TU to build equitable systems and practices

CONTINUED**Strategy INCORPORATE CLEARLY DEFINED EQUITY METRICS INTO ALL SITE PLANS****Initiatives:**

- Integrate a set of measurable equity indicators into each site's annual plan, ensuring that goals, actions, and resource allocations are explicitly tied to equity outcomes. Provide guidance and templates so that all sites use consistent metrics and report progress through a shared accountability system

Strategy PROVIDE ONGOING PROFESSIONAL LEARNING**Initiatives:**

- Deliver continuous, job-embedded professional learning focused on TU practices, culturally responsive instruction, and equity-centered leadership. This will include workshops, coaching cycles, professional learning communities, and digital learning modules to build staff capacity across all roles

Strategy CONDUCT FORMAL EQUITY AUDITS USING A STANDARDIZED PROTOCOL AND DOCUMENTED REVIEW PROCESS**Initiatives:**

- Implement a systemwide equity audit process using a standardized protocol to examine policies, practices, and outcomes. Each site will participate in scheduled audits, receive a documented findings report, and develop action steps based on identified strengths and gaps





Priority EA-P2

Personalized reading instruction for all transitional kindergarten (TK). TK teachers to utilize adaptive reading software to provide daily personalized reading instruction, especially for historically underserved students (African American, English learners, foster youth, homeless and students with disabilities)

Strategy DEVELOP AND DELIVER TRAINING ON SOFTWARE OPTIONS TO ALL TK TEACHERS

Initiatives:

- Teachers will participate in two professional learning sessions for the school year

Strategy PROVIDE ONGOING COACHING TO TEACHERS

Initiatives:

- Each teacher will receive a minimum of one coaching cycle from the Advancing Academic Acceleration and Achievement (A4) team

Strategy DEVELOP AND IMPLEMENT PROGRESS MONITORING SYSTEM

Initiatives:

- A4 will lead data analysis cycles with teachers and site administration





EQUITABLE ACCESS

Priority EA-P3

Small group instruction for historically underserved elementary and secondary students. Implement targeted literacy instruction by ensuring identified students receive support through a small-group push-in model

Strategy DETERMINE THE APPROPRIATE 3RD-6TH GRADE CURRICULUM

Initiatives:

- Monitor the use of curriculum at identified sites
- Partner with Curriculum and Instruction to research and purchase evidence-based culturally responsive instructional materials to support learning acceleration

Strategy DETERMINE APPROPRIATE MIDDLE SCHOOL CURRICULUM

Initiatives:

- Partner with Curriculum and Instruction to research and purchase evidence-based culturally responsive instructional materials to support learning acceleration

Strategy IDENTIFY HIGH IMPACT STRATEGIES FOR LITERACY AND DEFINE THE MODEL OF IMPLEMENTATION FOR MIDDLE SCHOOL

Initiatives:

- Observe sites with promising practices and identify strategies to replicate and scale
- Collaborate with site leaders to integrate department literacy support into the site intervention model

Strategy DETERMINE WHO WILL PROVIDE LITERACY INSTRUCTION FOR MIDDLE SCHOOL

Initiatives:

- Collaborate with Curriculum and Professional Learning to identify and provide training for staff that will provide literacy intervention at identified sites
- Use high leverage strategy look-for tools to support implementation

Strategy DEVELOP PROGRESS MONITORING APPROACH TO ENSURE IMPLEMENTATION AT IDENTIFIED ELEMENTARY SCHOOLS

Initiatives:

- Build capacity of intervention providers on the use of data and frequent progress monitoring using district tools such as Power BI and the intervention screen
- Participate in quarterly data review cycles by site and region

Strategy COORDINATE WITH THE INTERVENTIONIST AT IDENTIFIED SCHOOL SITES TO PROGRESS MONITOR

Initiatives:

- Integrate literacy supports into the site MTSS framework to support with the creation of intervention systems



Priority EA-P4

Designated ELD instruction in elementary grades
Provide at least 25 minutes of daily designated English language development (ELD) instruction to all elementary English learners

Strategy ENSURE ALL CLASSROOMS HAVE A DAILY SCHEDULE WITH DESIGNATED ELD

Initiatives:

- Site leaders/district team ensure classroom schedules have ELD time allocated to designated ELD

Strategy ESTABLISH A CONSISTENT STUDENT GROUPING MODEL (E.G. IN HOMEROOM OR DEPLOYMENT MODEL)

Initiatives:

- Design and implement a consistent identification process for student grouping and placement system that utilizes language proficiency data

Strategy BUILD STUDENT AWARENESS THROUGH GOAL SETTING USING THE INTERIM ELPAC

Initiatives:

- Establish regular student data conferences centered on Interim ELPAC performance to build student awareness, reflection, and accountability for language development

Strategy IMPLEMENT STANDARDS -ALIGNED DESIGNATED ELD LESSONS

Initiatives:

- Ensure high-quality designated ELD instruction by providing standards-aligned lessons that address students identified language needs and proficiency levels



**Priority EA-P4**

Designated ELD instruction in elementary grades
Provide at least 25 minutes of daily designated English language development (ELD) instruction to all elementary English learners

CONTINUED

Strategy

PROVIDE AFTER-SCHOOL LITERACY INTERVENTION AT 20 ELEMENTARY SITES WITH HIGHEST NUMBER OF ENGLISH LEARNERS "AT-RISK"

Initiatives:

- Identified sites will be implemented after school program with support and monitoring from EL services team

Strategy

PROVIDE ONGOING PROFESSIONAL LEARNING TO ELD TEACHERS, COACHES, AND EL SITE REPRESENTATIVES

Initiatives:

- Deliver targeted literacy intervention and academic support beyond the instructional day to improve reading outcomes for English learners identified as at risk

Strategy

DEVELOP MONITORING APPROACH TO ENSURE IMPLEMENTATION

Initiatives:

- Implement a comprehensive monitoring system to ensure fidelity of implementation, assess progress toward goals, and provide timely support for continuous improvement





Priority EA-P5

Inclusive instruction for early grades special education
Increase general education access for pre-kindergarten through grade 1 special education students with primary qualification of specific learning disability (SLD) or other health impairment (OHI) by providing instruction in general education settings

Strategy DESIGN, DELIVER AND MONITOR PROFESSIONAL LEARNING SYSTEMWIDE

Initiatives:

- Provide ongoing professional learning and structured opportunities for collaboration between sites and Special Education management to ensure all students are educated in the least restrictive environment

Strategy ESTABLISH AND FORMALIZE A PROGRAM CHANGE PROCESS

Initiatives:

- Develop a guidebook for SPED staff that describes criteria to be eligible for the specific programs and outlines steps and expectations for program changes in order to ensure smooth transitions for staff, students and families

Strategy ENSURE TIERED SUPPORT AND PROVIDE EVIDENCE-BASED PRACTICES

Initiatives:

- Develop a progress monitoring checklist to monitor implementation





Priority EA-P6

Designated ELD Instruction in secondary grades
Provide daily designated ELD instruction to all secondary English learners through identified secondary ELD courses

Strategy ADDRESS BARRIER OF LOSING ELECTIVES (APPLICABLE TO LEVELS 1 AND 2L)

Initiatives:

- Establish quarterly English Learner Progress Indicator (ELPI) data reviews and intervention planning cycles to accelerate English language proficiency growth for Level 1 and 2L students and increase access to elective courses

Strategy BUILD STUDENT AWARENESS THROUGH GOAL SETTING USING THE INTERIM ELPAC

Initiatives:

- Establish regular student data conferences centered on Interim ELPAC performance to build student awareness, reflection, and accountability for language development

Strategy PROVIDE ONGOING PROFESSIONAL LEARNING TO ELD TEACHERS, COACHES, AND EL SITE REPRESENTATIVES

Initiatives:

- Provide ongoing training on EL program compliance, student identification, reclassification, progress monitoring, and support for multilingual learners

Strategy DEVELOP MONITORING APPROACH TO ENSURE IMPLEMENTATION

Initiatives:

- Implement a comprehensive monitoring system to ensure fidelity of implementation, assess progress toward goals, and provide timely support for continuous improvement





Priority EA-P7:

Historically Black College or University (HBCU) Step-Up dual enrollment seat expansion

Strategy

DEVELOP AN AWARENESS CAMPAIGN FOR BROADER COMMUNITY BEGINNING AT 6TH GRADE LEVEL WITH A FOCUS ON ALL IDENTIFIED STUDENT GROUPS (AFRICAN AMERICAN, ENGLISH LEARNERS, FOSTER YOUTH, HOMELESS AND STUDENTS WITH DISABILITIES)

Initiatives:

- Identified opportunities and platforms to spread awareness
- Increase student participation and engagement by expanding equitable access to opportunities through districtwide messaging

Strategy

INCREASE AWARENESS OF STUDENTS, TEACHERS AND COUNSELORS AT THE MIDDLE SCHOOL LEVEL

Initiatives:

- Establish a coordinated districtwide communication strategy that ensures students and families receive timely, accessible, and consistent information about advanced coursework opportunities available at each school site
- Implement a districtwide student and family guide, along with systemwide aligned presentation materials

Strategy

STRENGTHEN RELATIONSHIPS WITH HBCU PARTNERS

Initiatives:

- Identify a district Liaison that will be responsible for communicating and supporting with HBCU partners





EFFECTIVE STAFF

STRATEGIES BY Implementation Phase



GUARDRAIL

Planning	Initial	Full	Sustained		
EFFECTIVE STAFF	25-26	26-27	27-28	28-29	29-30
ES-P1.1 Develop and implement a multi-tiered districtwide training curriculum, including foundational training (required, online/asynchronous), applied training (role-specific, scenario-based), and advanced training (coaching, calibration, and leadership development)	P	I	F	F	S
ES-P1.2 Determine implementation approach, including synchronous and/or asynchronous, scheduling/frequency and alignment with existing training (i.e., onboarding)	P	I	F	S	S
ES-P1.3 Create a blended learning ecosystem that leverages on-demand online modules, short, targeted in-person or virtual sessions, and embedded learning within existing meetings (principal meetings, department time)	P	I	F	F	S
ES-P1.4 Establish a train-the-trainer structure to build internal expertise, allow designated leaders to facilitate training, support implementation, and sustain learning across the system	P	I	F	F	S
ES-P2.1 Define performance standards for all staff (example: two of the six areas of the California Standards for the Teaching Profession)) and pull evaluations in August and January to identify staff who are in need of additional support	P	I	F	F	S
ES-P2.2 Develop districtwide claim, evidence, impact, judgment (CEIJ) training curriculum and resources, including clarification of required and optional activities	P	I	F	F	S
ES-P2.3 Determine implementation approach, including synchronous and/or asynchronous, scheduling/frequency, and alignment with existing training (i.e. onboarding)	P	I	F	S	S
ES-P2.4 Require leaders to complete at least one Supervision and Evaluation coaching session per quarter	P	I	F	F	S



STRATEGIES BY Implementation Phase

	Planning	Initial	Full	Sustained	
EFFECTIVE STAFF					
	25-26	26-27	27-28	28-29	29-30
ES-P3.1 Develop criteria alignment process (i.e., group walks to calibrate team)	P	I	F	F	S
ES-P3.2 Develop districtwide calibration training curriculum and resources	P	I	F	F	S
ES-P3.3 Determine implementation approach, including synchronous and/or asynchronous, scheduling/frequency, alignment with existing training (i.e. leadership meetings), embedded learning within existing meetings (principal meetings, department time)	P	I	F	S	S
ES-P3.4 Host monthly evaluation calibration sessions, led by the Human Resources department, to align expectations and calibration site leaders, department leaders, classified staff, certificated staff and union representatives	P	I	F	F	S
ES-P4.1 Establish a clear, districtwide definition of employee engagement (e.g. expectations for attendance, professional reflection, and active participation in growth)	P	P	I	F	S
ES-P4.2 Pilot the systemwide self-assessment and goal-setting process aligned to evaluation standards	P	P	I	F	S
ES-P4.3 Develop tracking systems and respond to learnings from the pilot (e.g. attendance, self assessment completion, participation in growth), including tiered supports and leadership accountability	P	P	I	F	S





Priority ES-P1

Learning model

Strategy

DEVELOP AND IMPLEMENT A MULTI-TIERED DISTRICTWIDE TRAINING CURRICULUM, INCLUDING FOUNDATIONAL TRAINING (REQUIRED, ONLINE/ASYNCHRONOUS), APPLIED TRAINING (ROLE-SPECIFIC, SCENARIO-BASED), AND ADVANCED TRAINING (COACHING, CALIBRATION, AND LEADERSHIP DEVELOPMENT)

Initiatives:

- Provide supervisors with foundational, role-specific, and advanced professional learning opportunities that build the knowledge and skills necessary to effectively supervise, evaluate, coach, and support employees

Strategy

DETERMINE IMPLEMENTATION APPROACH, INCLUDING SYNCHRONOUS AND/OR ASYNCHRONOUS, SCHEDULING/FREQUENCY AND ALIGNMENT WITH EXISTING TRAINING (I.E., ONBOARDING)

Initiatives:

- Establish a sustainable training delivery model that defines learning formats, participation expectations, scheduling structures, and alignment with existing onboarding and professional learning systems.

Strategy

CREATE A BLENDED LEARNING ECOSYSTEM THAT LEVERAGES ON-DEMAND ONLINE MODULES, SHORT, TARGETED IN-PERSON OR VIRTUAL SESSIONS, AND EMBEDDED LEARNING WITHIN EXISTING MEETINGS (PRINCIPAL MEETINGS, DEPARTMENT TIME)

Initiatives:

- Develop accessible learning opportunities that combine on-demand resources, targeted learning sessions, and embedded professional development within existing leadership structures

Strategy

ESTABLISH A TRAIN-THE-TRAINER STRUCTURE TO BUILD INTERNAL EXPERTISE, ALLOW DESIGNATED LEADERS TO FACILITATE TRAINING, SUPPORT IMPLEMENTATION, AND SUSTAIN LEARNING ACROSS THE SYSTEM

Initiatives:

- Build internal capacity by preparing designated leaders to facilitate training, support implementation, and sustain supervisor development across the organization



EFFECTIVE STAFF

Priority ES-P2

Claim, evidence, impact, and judgement (CEIJ) evaluation

Strategy**DEFINE PERFORMANCE STANDARDS FOR ALL STAFF (EX: 2 OF THE 6 AREAS OF CSTP) AND PULL EVALUATIONS IN AUGUST AND JANUARY TO IDENTIFY STAFF WHO ARE IN NEED OF ADDITIONAL SUPPORT****Initiatives:**

- Establish consistent performance expectations and monitoring processes that identify employees in need of support and ensure timely intervention when performance concerns emerge

Strategy**DEVELOP DISTRICTWIDE CEIJ TRAINING CURRICULUM AND RESOURCES, INCLUDING CLARIFICATION OF REQUIRED AND OPTIONAL ACTIVITIES****Initiatives:**

- Provide leaders with training, tools, examples, and resources that support clear, evidence-based evaluations and consistent application of the CEIJ framework

Strategy**DETERMINE IMPLEMENTATION APPROACH, INCLUDING SYNCHRONOUS AND/OR ASYNCHRONOUS, SCHEDULING/FREQUENCY, AND ALIGNMENT WITH EXISTING TRAINING (I.E. ONBOARDING)****Initiatives:**

- Establish a consistent implementation model that defines learning formats, participation expectations, coaching structures, and alignment with existing leadership development systems

Strategy**REQUIRE LEADERS TO COMPLETE AT LEAST ONE SUPERVISION AND EVALUATION COACHING SESSION PER QUARTER****Initiatives:**

- Provide ongoing coaching and support that strengthens leaders' ability to conduct evaluations, address performance concerns, and apply district expectations consistently



Priority ES-P3

Calibrate evaluations

Strategy DEVELOP CRITERIA ALIGNMENT PROCESS (I.E., GROUP WALKS TO CALIBRATE TEAM)

Initiatives:

- Establish a common process for reviewing evidence, applying performance standards, and calibrating expectations to improve consistency across evaluators and employee groups

Strategy DEVELOP DISTRICTWIDE CALIBRATION TRAINING CURRICULUM AND RESOURCES

Initiatives:

- Provide leaders with training, tools, examples, and resources that support consistent interpretation and application of evaluation standards across the district

Strategy DETERMINE IMPLEMENTATION APPROACH, INCLUDING SYNCHRONOUS AND/OR ASYNCHRONOUS, SCHEDULING/FREQUENCY, ALIGNMENT WITH EXISTING TRAINING (I.E. LEADERSHIP MEETINGS), EMBEDDED LEARNING WITHIN EXISTING MEETINGS (PRINCIPAL MEETINGS, DEPARTMENT TIME)

Initiatives:

- Establish a sustainable calibration model that defines participation expectations, meeting structures, learning formats, and integration with existing leadership development systems

Strategy HOST MONTHLY EVALUATION CALIBRATION SESSIONS, LED BY THE HUMAN RESOURCES DEPARTMENT, TO ALIGN EXPECTATIONS AND CALIBRATION SITE LEADERS, DEPARTMENT LEADERS, CLASSIFIED STAFF, CERTIFICATED STAFF AND UNION REPRESENTATIVES

Initiatives:

- Facilitate ongoing calibration sessions that strengthen consistency, improve decision-making, and align expectations across leaders, employee groups, and community partners



EFFECTIVE STAFF

Priority ES-P4

Systemwide process for reflection and growth

Strategy

ESTABLISH A CLEAR, DISTRICTWIDE DEFINITION OF EMPLOYEE ENGAGEMENT (E.G. EXPECTATIONS FOR ATTENDANCE, PROFESSIONAL REFLECTION, AND ACTIVE PARTICIPATION IN GROWTH)

Initiatives:

- Develop a shared understanding of employee engagement that includes professional responsibility, participation, reflection, growth, and contribution to a positive workplace culture

Strategy

PILOT THE SYSTEMWIDE SELF-ASSESSMENT AND GOAL-SETTING PROCESS ALIGNED TO EVALUATION STANDARDS

Initiatives:

- Provide employees with structured opportunities to reflect on performance, establish professional goals, and engage in continuous growth aligned to district expectations

Strategy

DEVELOP TRACKING SYSTEMS AND RESPOND TO LEARNINGS FROM THE PILOT (E.G. ATTENDANCE, SELF ASSESSMENT COMPLETION, PARTICIPATION IN GROWTH), INCLUDING TIERED SUPPORTS AND LEADERSHIP ACCOUNTABILITY

Initiatives:

- Implement monitoring systems that track employee engagement, participation, growth activities, and related workforce indicators to support continuous improvement and informed decision-making





HEALTH AND WELLNESS



STRATEGIES BY Implementation Phase

	Planning	Initial	Full	Sustained	
HEALTH AND WELLNESS					
	25-26	26-27	27-28	28-29	29-30
HW-P1.1 Deepen understanding and application of SEL (i.e., standards and integration) through professional learning and coaching for teachers and leaders	P	I	I	F	S
HW-P1.2 Create and/or promote toolkit of resources to assist teachers with implementation	P	I	F	S	S
HW-P1.3 Create structures that promote consistent practices and monitoring throughout the year (e.g., climate and culture team)	P	I	F	F	S
HW-P2.1 Establish systems that support evidence-based practices and collaboration	P	I	F	F	S
HW-P2.2 Continue use of rubric, leverage to inform strategies and monitor progress	P	I	F	F	S
HW-P2.3 Continue coaching climate and culture teams through climate and culture specialists	I	F	F	S	S
HW-P3.1 Establish systems that support evidence-based practices, coaching, and collaboration	P	I	F	F	S
HW 3.2 Develop and share a menu of best practices and strategies (i.e. mindfulness, resolving conflict, stress management) to promote staff wellness, foster positive workplace culture and strengthen social emotional learning skills	P	P	I	F	S



STRATEGIES BY Implementation Phase



GUARDRAIL

Planning

Initial

Full

Sustained

HEALTH AND WELLNESS

HW-P4.1 Roll out new framework districtwide to leaders/designees to support new hires, location changes, and position changes

P

I

F

F

S

HW-P4.2 Evaluate effectiveness of framework and modify to improve new employee experience

P

I

F

F

S

HW-P4.3 Continue Para Academy and require Crisis Prevention Institute (CPI) training before starting at their school site

P

P

I

F

S

HW-P4.4 Encourage new employees to get involved with multi-disciplinary teaming structures to build diverse experience

P

P

I

F

S



**Priority HW-P1**

Social emotional learning (SEL) curriculum implementation

Strategy**DEEPEN UNDERSTANDING AND APPLICATION OF SEL (I.E., STANDARDS AND INTEGRATION) THROUGH PROFESSIONAL LEARNING AND COACHING FOR TEACHERS AND LEADERS****Initiatives:**

- Develop learning tools to deepen staff understanding of grade-level skill development and provide professional learning to build capacity

Strategy**CREATE AND/OR PROMOTE TOOLKIT OF RESOURCES TO ASSIST TEACHERS WITH IMPLEMENTATION****Initiatives:**

- Establish a centralized online resource hub, identify essential materials, and create additional toolkit resources to support teachers

Strategy**CREATE STRUCTURES THAT PROMOTE CONSISTENT PRACTICES AND MONITORING THROUGHOUT THE YEAR (E.G., CLIMATE AND CULTURE TEAM)****Initiatives:**

- Provide schools with quarterly progress reports to monitor usage and review data with schools with low fidelity to support improvement strategies, reset expectations for using the baseline curriculum and collaborate with secondary schools to create a consistent curriculum delivery model





Priority HW-P2

Positive school climate practices

Strategy ESTABLISH SYSTEMS THAT SUPPORT EVIDENCE-BASED PRACTICES AND COLLABORATION

Initiatives:

- Refine the Tier I rubric, provide training and coaching on its effective implementation, and create opportunities for climate and culture teams (CCTs) to collaborate and learn from one another

Strategy CONTINUE USE OF RUBRIC, LEVERAGE TO INFORM STRATEGIES AND MONITOR PROGRESS

Initiatives:

- Ensure all teams review and complete their rubric in the fall and spring, to align actions to evidence-based strategies and monitor progress

Strategy CONTINUE COACHING CLIMATE AND CULTURE TEAMS THROUGH CLIMATE AND CULTURE SPECIALISTS

Initiatives:

- Restructure coaching to differentiate support based on each school's needs



**Priority HW-P3**

Positive workplace culture

Strategy**ESTABLISH SYSTEMS THAT SUPPORT EVIDENCE-BASED PRACTICES, COACHING, AND COLLABORATION****Initiatives:**

- Develop and pilot a structure with departments that promotes practices that foster positive workplace

Strategy**DEVELOP AND SHARE A MENU OF BEST PRACTICES AND STRATEGIES (I.E. MINDFULNESS, RESOLVING CONFLICT, STRESS MANAGEMENT) TO PROMOTE STAFF WELLNESS, FOSTER POSITIVE WORKPLACE CULTURE AND STRENGTHEN SOCIAL EMOTIONAL LEARNING SKILLS****Initiatives:**

- Develop and share a menu of best practices and strategies to promote and foster staff wellness





Priority HW-P4

New employee onboarding implementation

Strategy

ROLL OUT A NEW FRAMEWORK DISTRICTWIDE TO LEADERS/DESIGNEES TO SUPPORT NEW HIRES, LOCATION CHANGES, AND POSITION CHANGES

Initiatives:

- Host office hours to introduce the toolkit and support hiring managers/leaders in utilizing the tool to develop site specific onboarding plans for new staff

Strategy

EVALUATE THE EFFECTIVENESS OF THE FRAMEWORK AND MODIFY TO IMPROVE NEW EMPLOYEE EXPERIENCE

Initiatives:

- Capture data through surveys and in-person visits with hiring managers and new hires to refine and improve onboarding experience

Strategy

CONTINUE PARA ACADEMY AND REQUIRE CRISIS PREVENTION INSTITUTE (CPI) TRAINING BEFORE STARTING AT THEIR SCHOOL SITE

Initiatives:

- Increase the number of available in-house CPI trainers to facilitate professional learning prior to Paras starting

Strategy

ENCOURAGE NEW EMPLOYEES TO GET INVOLVED WITH MULTI-DISCIPLINARY TEAMING STRUCTURES TO BUILD DIVERSE EXPERIENCE

Initiatives:

- Create engagement opportunities for hiring managers/leaders to ensure they can identify and provide diverse site/department opportunities for new staff





Fresno Unified
School District