

WE ARE FUSD



CHIEF ACADEMIC OFFICER ANNUAL PLAN 2026-27

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.

COMMITMENT

Academic Excellence

Fresno Unified School District is committed to educating the whole child and providing an excellent, equitable education in a culturally proficient environment.

People Excellence

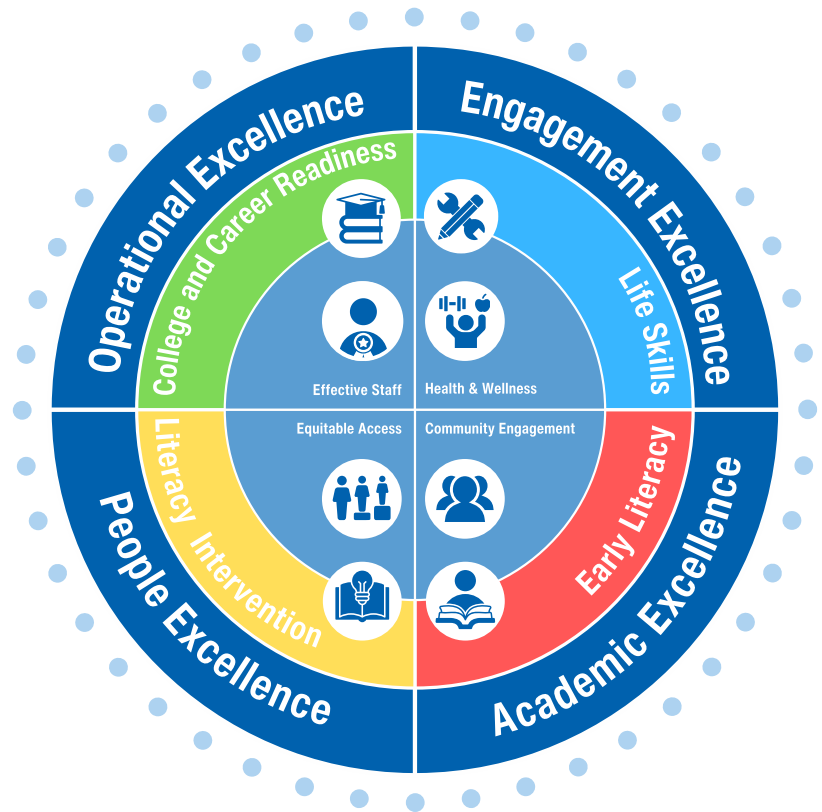
Fresno Unified School District is committed to attracting, developing, supporting, and retaining a highly effective and diverse workforce by building strong teams, cultivating talent, fostering meaningful partnerships, and strengthening workforce systems that empower employees and advance student outcomes through service, innovation, and operational excellence.

Operational Excellence

Fresno Unified School District is committed to achieving operational excellence through the efficient, reliable, and high-quality delivery of services, driven by continuous improvement, strong technology, and purposeful stewardship of our resources, systems, and people, to ensure safe, supportive environments with access to high-quality instructional tools and data-informed decision-making that enable every student and staff member to thrive and meet the evolving needs of our community.

Engagement Excellence

Fresno Unified School District is committed to building authentic partnerships with students, staff, families, and community by strengthening communication, amplifying voice, and expanding access to meaningful engagement opportunities that support student success.





EARLY LITERACY

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GOAL

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.

Priority L-P1	Professional learning and coaching
L-P1.1	Develop and deliver professional learning to build capacity and content knowledge
Key Initiatives	- By June 2027, 90% of Kindergarten teachers will respond with a 4 (likely) or 5 (very likely) response to professional feedback question "How likely are you to apply at least one specific strategy from this learning in your practice within the next 1-3 weeks?" - By June 2027, at least 85% of Kindergarten teachers will implement at least five elements of the reading foundation skills look fors for whole class instruction. - By June 2027, at least 85% of 1st grade teachers will implement at least five elements of the reading foundation skills look fors for whole class instruction as measured by classroom observations sampled by CIPL staff.
Performance Measure(s)	- Feedback surveys - Classroom observations/ Rubric
Collaborating Departments	N/A

Priority L-P4	Supplementary instructional materials
L-P 4.1	Identify and implement evidence-based supplemental instructional materials
Key Initiatives	By June 2027, 85% of Kindergarten teachers will deliver the Heggerty lessons daily.
Performance Measure(s)	Classroom observations/ Rubric
Collaborating Departments	N/A



LITERACY INTERVENTION

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GOAL

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.

Priority LI-P1	Professional learning
LI-P1.1	Identify and implement evidence-based instructional strategies to accelerate student learning
Key Initiatives	- By June 2027, 80% of 3-6th grade teachers will implement at least three of the elements identified in the language comprehension look for tool. - By June 2027, 80% of participating 7-8th grade teachers will implement at least three of the elements identified in the language comprehension look for tool.
Performance Measure(s)	Classroom observations/ Rubric
Collaborating Departments	N/A
Priority LI-P2	Differentiated student support
LI-P2.1	Build site interventionist capacity and content knowledge
Key Initiatives	- By June 2027, 100% of middle school interventionists will use the Atlas tool to monitor the fluency of identified 7-8th students three times per year. - By June 2027, 100% of elementary sites will use the Atlas tool to monitor the fluency of identified 3-6th grade students three times per year.
Performance Measure(s)	Tool usage metrics
Collaborating Departments	DPI

LITERACY INTERVENTION

GOAL

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.

Priority LI-P3	Guaranteed and viable curriculum
LI-P3.1	Identify and implement evidence-based writing strategies to accelerate student learning
Key Initiatives	- By June 2027, 85% of elementary sites will administer the writing assessment field test. - By June 2027, 85% of middle school sites will administer the writing assessment field test.
Performance Measure(s)	Assessment participation rates
Collaborating Departments	N/A





COLLEGE AND CAREER READINESS

COLLEGE AND CAREER READINESS

GOAL

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

Priority CCR-P1	Grade 9 academic and social-emotional support
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
Key Initiatives	By June 2027, 85% of BTSC teams will meet bi-weekly to engage in "Plan-DO-Study-Act" cycles and demonstrate measurable improvement.
Performance Measure(s)	Observations/ Rubric
Collaborating Departments	School Leadership
Priority CCR-P1	Grade 9 academic and social-emotional support
CCR-P1.2	Develop expanded intervention system, including counselor involvement and use of intentional site-level leadership strategies
Key Initiatives	By June 2027, 100% of 9th grade students who were identified with two or more F grades from Quarter 1 will participate in a documented student success meeting before the end of the second progress notice period, resulting in a personalized intervention plan and scheduled follow-up.
Performance Measure(s)	• Documented Intervention Plans • Percentage of students completing plan
Collaborating Departments	School Leadership

COLLEGE AND CAREER READINESS

GOAL

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Priority CCR-P2

Dual enrollment

CCR-P2.3

Expand partnerships beyond current colleges and universities

Key Initiatives

By Spring 2027, broaden access to high-quality dual enrollment opportunities by strengthening existing postsecondary partnerships and developing new partnerships aligned with student needs and district priorities.

Performance Measure(s)

Number of new partnerships

Collaborating Departments

School Leadership

Priority CCR-P3

Interession internships

CCR-P3.3

Expand industry-based partnerships

Key Initiatives

By June 2027, 100% of 11th grade students and families will receive internship information and opportunities to apply for a June 2027 internship.

Performance Measure(s)

- Number of families receiving internship information
- Number of internship applications

Collaborating Departments

School Leadership

COLLEGE AND CAREER READINESS

GOAL

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

Priority CCR-P6	Secondary math instruction
CCR-P6.4	Integrate Building Thinking Classrooms professional learning for participating teachers in order to promote student thinking, discourse, collaboration and problem solving
Key Initiatives	• By June 2027, 90% of all teachers participating in Building Thinking Classrooms professional learning will respond with a 4 (likely) or 5 (very likely) response to professional feedback question “How likely are you to apply at least one specific strategy from this learning in your practice within the next 1-3 weeks?” • By June 2027, 90% of teachers participating in Building Thinking Classrooms professional learning will implement a minimum of 5 identified classroom practices as measured by classroom visits sampled by CIPL staff.
Performance Measure(s)	• Staff Surveys • Staff Attendance Sheets
Collaborating Departments	School Leadership





LIFE SKILLS

LIFE SKILLS

GOAL

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.

Priority LS-P1	Developing Portrait of a Learner (POL) competencies
LS-P1.3	Build teacher capacity: identify gaps and fill in additional resources to support deep, comprehensive learning
Key Initiatives	- By June 2027, a minimum of 60 educators will be trained in the Portrait of a Learner competencies, Project Based Learning, and digital portfolio platform as measured by attendance records. - By June 2027, 80% of identified teachers who complete all three Portrait of a Learner (POL) training modules will implement and assess at least one project incorporating POL competencies.
Performance Measure(s)	- Attendance and Feedback Surveys - Digital Portfolio Platform
Collaborating Departments	N/A

Priority LS-P4	Tier III Support Provide Tier III support and intervention to students who meet the criteria
LS-P4.1	Utilize district data to identify the most common misbehaviors, and develop a set of best practices and strategies for staff responses
Key Initiatives	By June 2027, 85% of preschool - 8th grade referrals that meet criteria will receive district-level Tier III (intensive) support and/or intervention.
Performance Measure(s)	Referral tracking system
Collaborating Departments	N/A



EQUITABLE ACCESS

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GUARDRAIL

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

Priority EA-P1	Train site and district leaders in Targeted Universalism (TU) to build equitable systems and practices
EA-P1.4	Provide Ongoing Professional Learning
Key Initiatives	By June 2027, 90% of district leaders will receive professional learning in Targeted Universalism.
Performance Measure(s)	Attendance Tracker
Collaborating Departments	S&F SERV
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
EA-P3.1	Determine the appropriate 3 rd -6 th grade curriculum
Key Initiatives	By June 2027, 85% of RSP teachers will demonstrate implementation of evidence based literacy practices at the implementing or sustaining level as measured by classroom observations conducted by Special Education department.
Performance Measure(s)	Classroom observations/ Rubric
Collaborating Departments	N/A

EQUITABLE ACCESS

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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
EA-P3.2	Determine appropriate middle school curriculum
Key Initiatives	By June 2027, 85% of RSP teachers will demonstrate implementation of evidence based literacy practices at the implementing or sustaining level as measured by classroom observations conducted by Special Education department.
Performance Measure(s)	Classroom observations/ Rubric
Collaborating Departments	N/A





HEALTH AND WELLNESS

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GUARDRAIL

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

Priority HW-P1	Social emotional learning (SEL) curriculum implementation
HW-P1.1	Deepen understanding and application of SEL (i.e., standards and integration) through professional learning and coaching for teachers and leaders
Key Initiatives	By June 2027, sites with 75% or lower Social-Emotional Learning curriculum usage will receive at least 6 support sessions per quarter by a CCS.
Performance Measure(s)	Rubric
Collaborating Departments	N/A
Priority HW-P2	Positive school climate practices
HW-P2.1	Establish systems that support evidence-based practices and collaboration
Key Initiatives	By June 2027, 85% of site Climate & Culture Teams (CCT) using the CCT rubric will improve by 5% or maintain an 80% or higher rating.
Performance Measure(s)	Rubric
Collaborating Departments	N/A

HEALTH AND WELLNESS

GUARDRAIL

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

Priority HW-P3	Positive workplace culture
HW-P3.1	Establish systems that support evidence-based practices, coaching, and collaboration
Key Initiatives	By June 2027, 100% of sites and departments will implement one evidence based practice around staff health and wellness.
Performance Measure(s)	Surveys
Collaborating Departments	N/A

