Fresno Unified School District

EQUITY-DRIVEN PROFESSIONAL DEVELOPMENT FOR SITE LEADERS

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WELCOME

In this session, participants will learn how to apply equity principles in developing K–12 site leaders. We will demonstrate practical strategies for assessing leadership readiness and differentiating professional development to meet each leader's unique needs. Participants will learn how tailored support strengthens school culture, improves instructional leadership, and advances equitable outcomes. Participants will be equipped with clear tools and frameworks to design equitable, personalized professional development for site leaders.



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OUR MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.



OUR VISION

Where students, families, and staff are valued and empowered to achieve their greatest potential.

GOALS

GOAL 1 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.

GOAL 2 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.

GOAL 3 COLLEGE & 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.

GOAL 4 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 using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

GUARDRAILS *synthesized version*

COMMUNITY ENGAGEMENT

No major decisions will be proposed to the Board without a community engagement plan.

EQUITABLE ACCESS

Goals will be met without excluding distinct and/ or vulnerable groups such as African American, English Learners, Foster Youth, Homeless or Students with Disabilities.

EFFECTIVE STAFF

Hiring, promotion or lateral movement of staff will only occur with those who are meeting standards.

HEALTH & WELLNESS

Goals will be met without compromising the health and wellness of students and staff.

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Key Highlight: Strengthening Districtwide Alignment

Fresno Unified has made intentional structural shifts to strengthen leadership development, instructional practices, and direct support to school sites.

Key changes include:

P**reliminary Administrative Services Credential (Tier I) and Clear Administrative Services Credential (Tier II)**

- Internalizing Induction II: Bringing the Administrative Induction II program in-house to provide personalized, consistent, and district-aligned support for developing school leaders.
- Centralizing Leadership Coaching: Housing leadership coaches within the Leadership Development Department to strengthen coaching quality, consistency, and alignment with district priorities.
- Strengthening Preservice Leadership Programs: Utilizing central office leaders to teach preservice leadership courses, connecting aspiring leaders directly to district expectations, instructional priorities, and real-world leadership experiences
- Aligning the Five Leadership Practices: Strengthening communication and collaboration between Principal Supervisors and Leadership Development coaches to ensure consistent expectations, feedback, and support for school leaders.

Organizational Restructuring

- Dedicated HR Support for Principals: Aligning HR Assistant Superintendents to provide direct, site-level support to principals, helping them navigate staffing, employee relations, personnel matters, and complex HR decisions while strengthening responsiveness and problem-solving.
- Creating a Coherent Leadership Support System: Establishing shared expectations and coordinated support among Principal Supervisors, Leadership Development coaches, and HR Assistant Superintendents to better meet the needs of school leaders.
- Strengthening Data-Driven Leadership: Using coaching, observations, and evidence of leadership practices to monitor growth, identify areas for improvement, and strengthen instructional leadership.
- Intentional Interviews

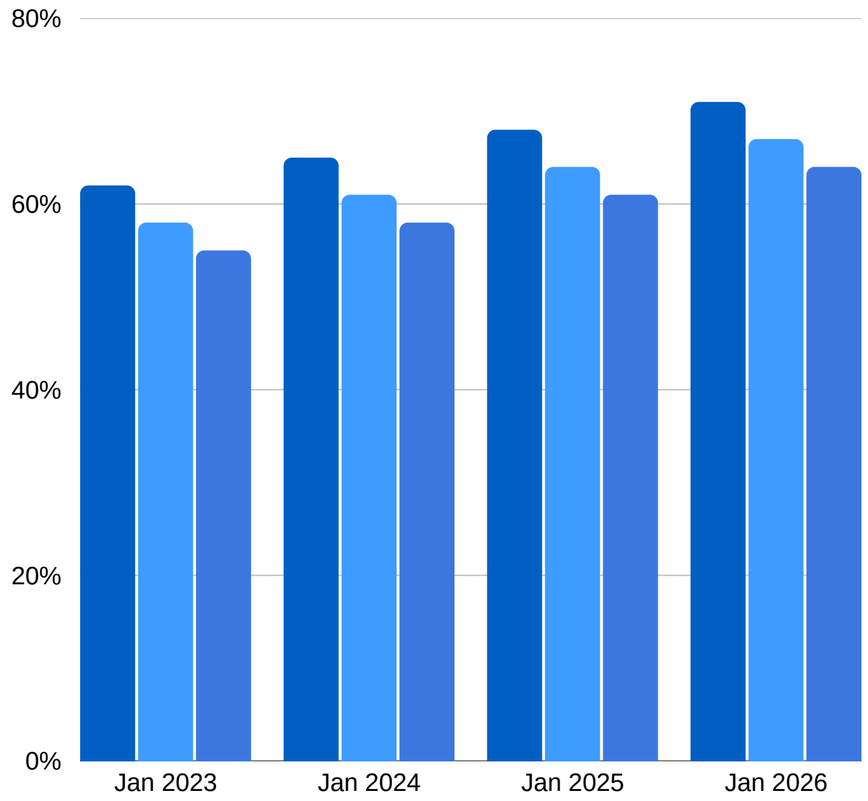
Key Takeaway

- Fresno Unified is shifting from isolated systems of support to a more coordinated, responsive, and intentional approach to developing and supporting school leaders. By strengthening the leadership pipeline, aligning coaching and supervision, and dedicating HR Assistant Superintendents to directly support principals, the district is building a system that provides leaders with the tools, guidance, and resources they need to effectively lead their schools and improve student outcomes.

Elementary Student Survey Trends 2023–2026

Elementary student survey data from Panorama reports tracks engagement, sense of belonging, and Social-Emotional Learning (SEL) indicators across 2023–2026. Consistent upward trends reflect positive climate and culture growth districtwide.

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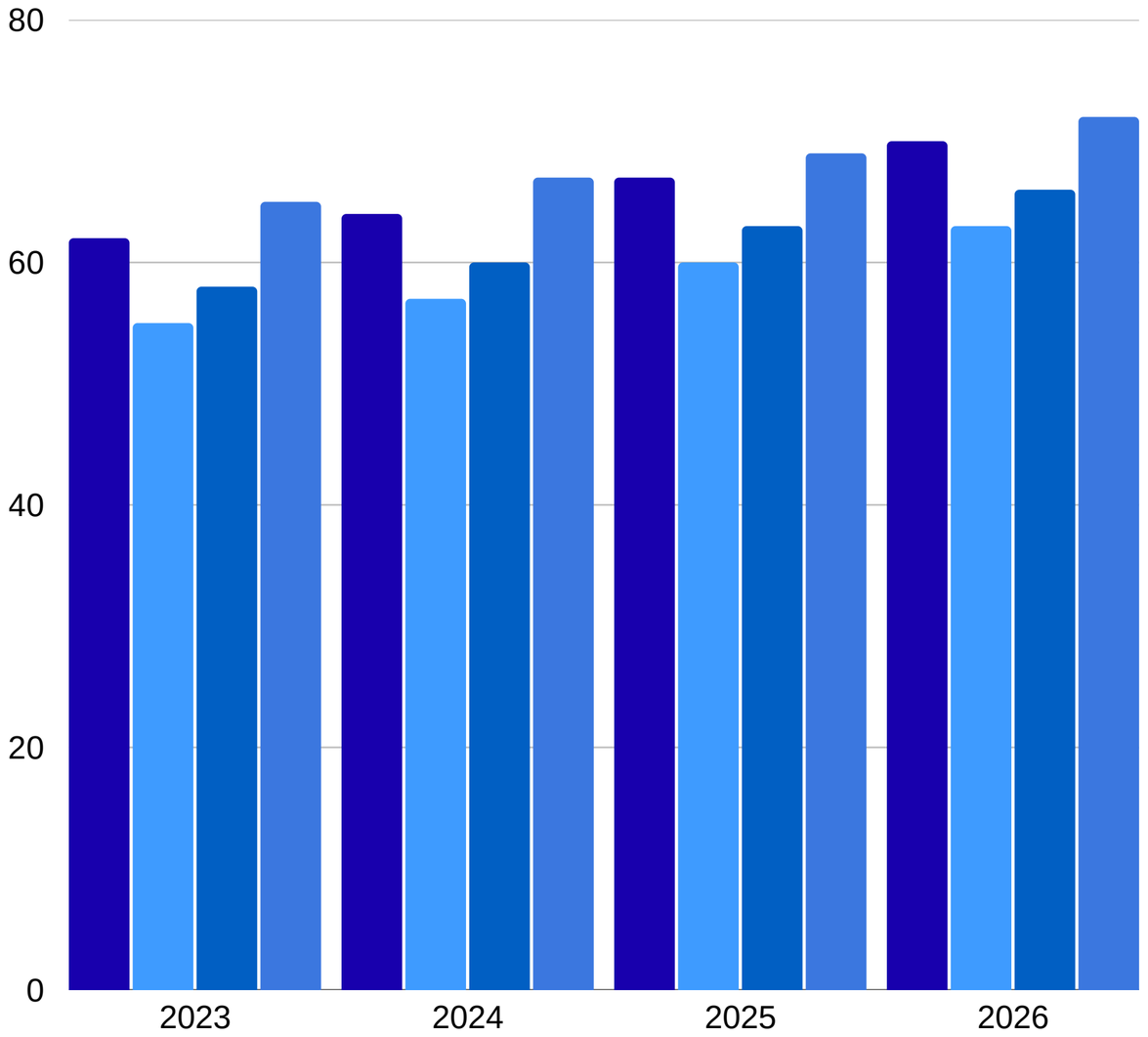


Engagement, Belonging & SEL Indicators – Elementary Students

Secondary Student Survey Trends 2023–2026

Secondary students show meaningful shifts in climate, belonging, and SEL indicators from 2023 to 2026. Note: Survey categories were updated in 2026 from "Academic & Social Emotional Learning" to "Social-Emotional Learning" — scale and methodology remain consistent.

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Secondary student survey trends: climate, culture & SEL indicators

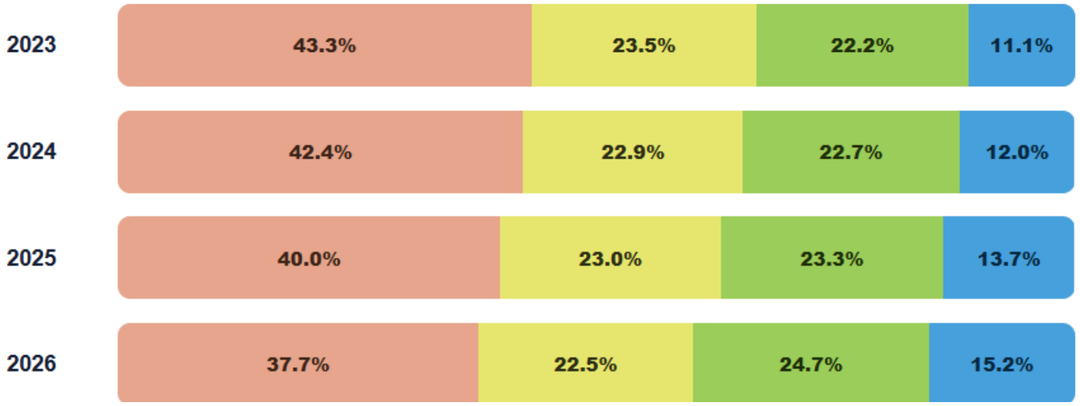
Fresno Unified SBAC Performance Growth

Districtwide All Students • 2023–2026

Not Meeting / Minimal | Nearly Meeting / Developing | Meeting / Proficient | Demonstrating Expertise / Advanced

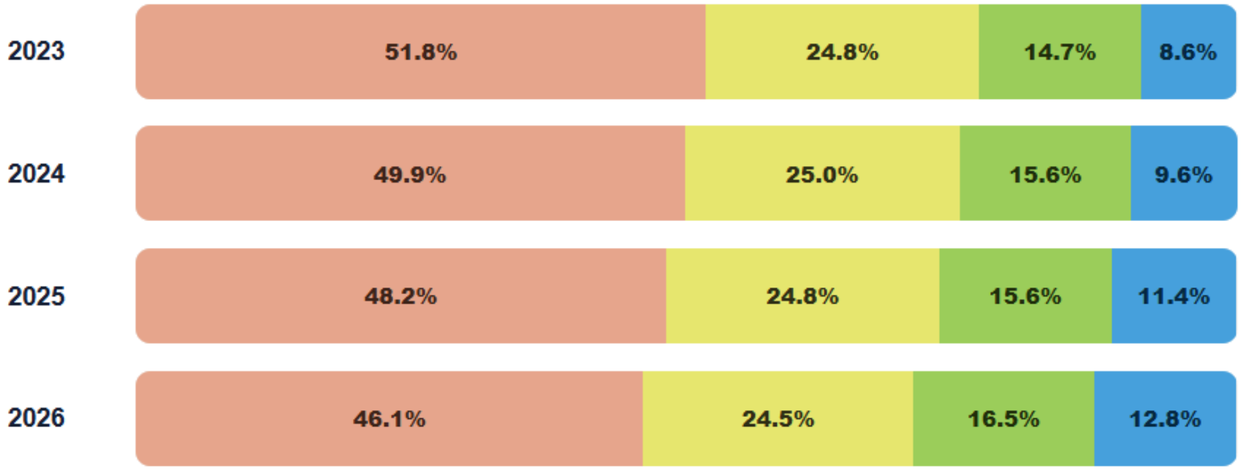
ELA

Distribution of students across performance levels



Math

Distribution of students across performance levels



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LEADER VOICES

Coaching builds confidence, capacity, and connection

REFLECTIVE COACHING

> My administrative/CASC coach has had a meaningful impact on my growth as a leader by providing guidance on challenging staff conversations, navigating difficult situations, and strengthening my approach to teacher evaluations and feedback. Their reflective questioning helped me see situations from different perspectives, make more thoughtful decisions, and lead with greater confidence and purpose.

Leadership Development has provided support and learning that has helped me become a stronger leader.

CONTINUITY OF SUPPORT

"From the administrative cohort to becoming a principal, I have had someone to call. My mentors as a vice principal and principal have always been a call away, even now as an experienced principal."

PREPARED TO LEAD

"The CASC coaching process helped me know I had someone ready to support me where I needed it. Leadership Development training was informative and useful, and opportunities to learn with other leaders helped build my capacity, especially when I was acting principal."

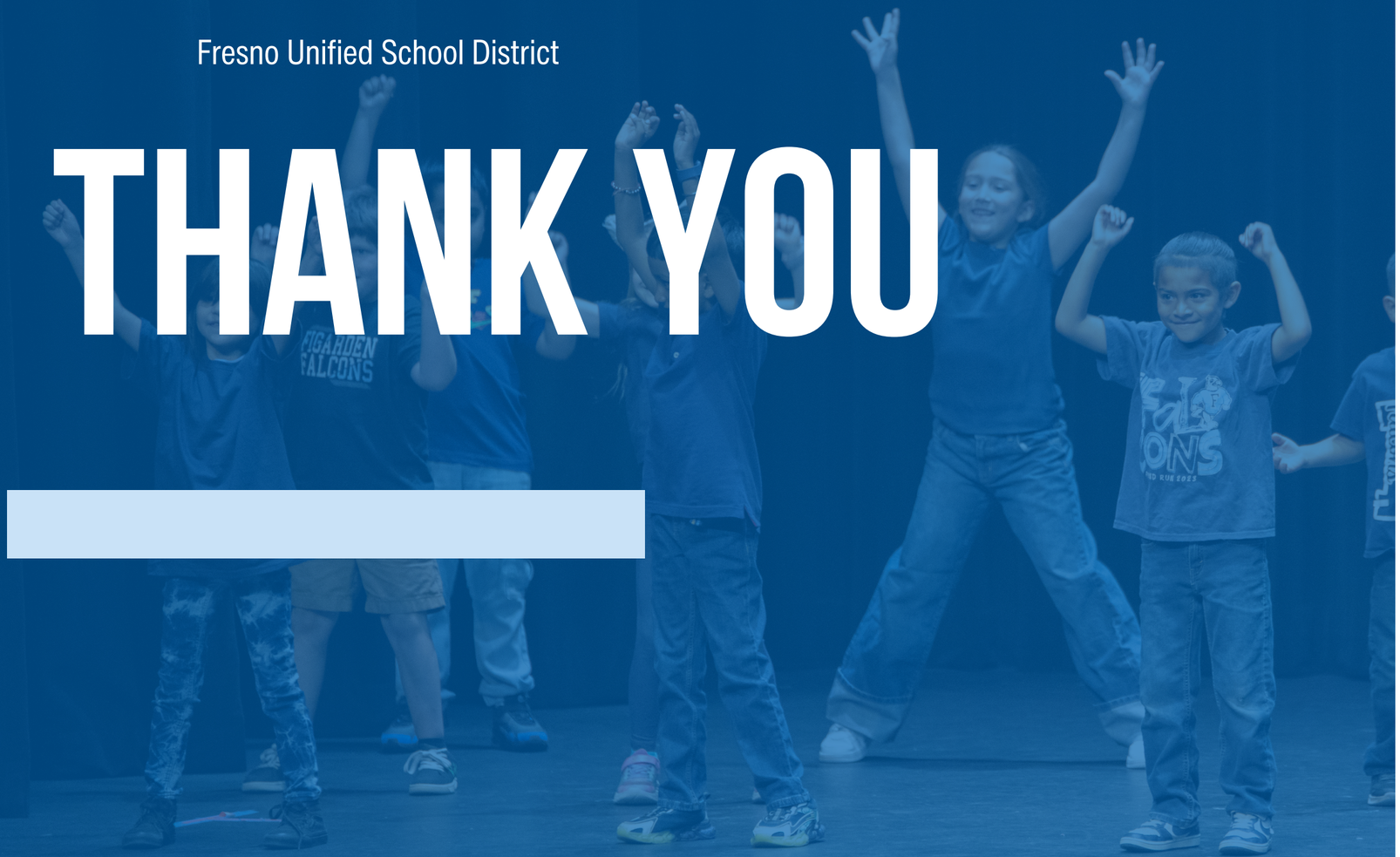
OPPORTUNITIES TO STRENGTHEN THE EXPERIENCE

"I felt bad reaching out to my coach. I knew they had a school to run, so I did not want to be a burden."

"Departments talking to each other and aligning their problem solving."

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THANK YOU



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Scan me!