FULLERTON SCHOOL DISTRICT





THE FIRST 100 DAYS

Listening, Learning, and Leading Together

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Superintendent

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A NEW CHAPTER FOR FULLERTON SCHOOL DISTRICT

On July 1, I began as Superintendent of the Fullerton School District committed to listening, learning, and identifying our district's strengths, challenges, and opportunities.

My first 100 days focused on three core questions:

- **What FSD strengths should we protect and build upon?**
- **Where can we improve student experiences and outcomes?**
- **How can we unite the district around a focused vision?**

I believe strong schools create strong communities, and strong communities create strong schools. The work of a school district extends beyond the classroom. It is about preparing young people to contribute to their communities, pursue opportunities, and build successful futures.

I spent these months visiting schools and classrooms; meeting with Board members, staff, labor partners, families, and community groups; and observing district life through students' eyes. Districtwide survey responses from staff and families, combined with conversations and observations, shaped my understanding of FSD.

This report summarizes key observations, highlights critical questions, and establishes guidance for our work ahead.



HOW THIS REPORT WAS INFORMED: LISTENING AND LEARNING TOGETHER

The observations and emerging priorities in this report reflect an ongoing process of listening, learning, and collaboration with the people who know Fullerton School District best.

While my first 100 days provided an opportunity to develop an initial understanding of the district, this work has also been informed by the experience, expertise, and perspectives of our Board, Cabinet, district leaders, school leaders, employees, bargaining partners, families, and community partners.

Board Engagement and Alignment

Conversations with Board members provided important insight into the Board's vision, established goals, and expectations for the district. Those conversations continue and will shape future planning.

The five emerging priorities in this report are intended to advance the Board's existing goals, including high expectations for all students, long-term financial stability, exceptional staff, family and community engagement, and student and staff well-being. These priorities represent preliminary recommendations for further discussion and development, not a replacement for the Board's established direction.

Cabinet, District and School Site Leadership Engagement

Throughout my first 100 days, I met with Cabinet, district and school site leaders to discuss district strengths, challenges, and opportunities for improvement. These conversations provided an important opportunity to examine existing work, consider operational and instructional needs, and discuss how we can better align our efforts around student outcomes. These conversations also will continue.

Following the development of my initial emerging priorities, Cabinet members helped to refine the proposed direction. Their perspectives and expertise helped further shape the priorities and consider the implications for district operations, departments, and school support.

This ongoing collaboration will be essential as we move from identifying priorities to developing strategies, aligning resources, and measuring progress.


Potato Animals
Speckled Whales
Smart Cookies
Donuts
Booty Turtles
Cupcakes
Medium Bees
Medium Donuts
Frogs / Chickens
PIG the PUG
Are You Ready to Play Outside?


adidas
MINECRAFT


FULLERTON SCHOOL DISTRICT


YOUR FUTURE
AWAITS!
UNLOCK YOUR POTENTIAL
STRIVE FOR EXCELLENCE
Nicolas
NICOLAS KNIGHTS



HOW THIS REPORT WAS INFORMED: LISTENING AND LEARNING TOGETHER (cont.)

Evidence and Stakeholder Perspectives

The findings in this report draw upon several sources of information:

- **Staff and family surveys:** Superintendent surveys conducted October 18–30, 2026, received 261 staff responses and 204 family responses. The surveys included scaled questions and open-ended comments, providing insight into stakeholder experiences, perceptions, and priorities. Responses represent the perspectives of those who participated and should not be interpreted as a comprehensive measure of all staff or family experiences.
- **Student achievement data:** District assessment reports, including state assessment results, i-Ready performance, and student growth information, provide an important foundation for examining achievement and opportunity across grade levels and student groups.
- **Observations and conversations:** School visits, classroom observations, meetings, and conversations with students, families, employees, and community partners provided additional context about the experiences of our school communities.
- **District programs and operations:** Discussions with Cabinet and district leaders provided insight into existing initiatives, organizational practices, resource considerations, and opportunities to strengthen alignment.

These sources offer complementary perspectives. Survey responses reflect individual perceptions, observations provide firsthand context, and student and operational data help identify areas for further analysis.

Building on Existing Strengths

Fullerton has a proud history of innovation, dedicated educators, and a deep commitment to students and families. The work of our leaders, teachers, classified employees, and support staff has established a strong foundation for continued progress.

The opportunities identified in this report are intended to build upon that work, recognize existing accomplishments, and strengthen the connection between our programs, resources, and student outcomes.

WHAT I HEARD & SAW

A strong commitment to students

One of the most consistent impressions from my first 100 days is the depth of care people have for our students. I have met employees who have dedicated much of their professional lives to Fullerton and who take great pride in their schools and the district.

In classrooms and across campuses, I have seen classified and certificated staff working hard to create meaningful learning experiences and provide students with support. The instruction I have observed at FSD has been top-notch and of high caliber. Our school leaders demonstrate an unparalleled commitment to the students they serve. Families also expressed appreciation for caring teachers, strong relationships, and the sense of community they experience at their schools. I feel fortunate to be a part of this team.





A history of innovation and strong programs

Fullerton has a rich history of innovative programs. We should celebrate these successes while evaluating whether our programs achieve their intended student outcomes.

There is considerable expertise, creativity, and experience within our schools. We should recognize and preserve what is working while asking whether our programs are producing the outcomes we want for students.



A commitment to clean and well-maintained facilities

While our facilities may be outdated, the commitment to the maintenance and cleanliness of the campuses is evident. Our team takes pride in ensuring that our school campuses reflect the great work going on inside our classrooms.

WHAT I HEARD & SAW (cont.)

A desire for focus and coherence

Staff and families expressed a desire to continue strengthening districtwide focus and coherence, reducing competing initiatives and ensuring consistent access to strong academic programs across all schools.



Families want to be informed, involved, and heard

Families value positive relationships with school staff but desire more accessible, consistent communication and additional input into district decisions.



Students need strong academic foundations and opportunities to grow

Stakeholders emphasized early reading and math foundations, balanced technology use, an analysis of class sizes, and robust support systems. Addressing these requires a cohesive approach to curriculum, instruction, and resources.

Our community is ready to help shape the future

Our community is energized, proud of its schools, and ready to collaborate on shaping FSD's future.



WHAT THE SURVEYS TELL US

We gathered input through Superintendent surveys, receiving **204 family responses and 261 staff responses**. Together with observations and student data, these results provide vital context for district planning. Of note, the surveys reflect only the perspectives of those who completed the survey.

Family Survey

Key findings demonstrate strong family connection alongside clear priorities for improvement:

85%

Respondents who described themselves as very or somewhat connected to their school.

79%

Respondents who said they were very well or well informed about what was happening at their school.

52%

Respondents who indicated that they participate in a formal school or district parent group.



Family Survey (cont.)

Key areas for growth include academic foundations, class sizes, student support, balanced technology use, consistent communication, and equitable opportunities across schools.

Academic foundations

Families emphasized reading, mathematics, early intervention, and ensuring students are appropriately challenged.



Classroom conditions

Class size, staffing, and access to resources were recurring themes.

Student well-being

Families raised questions about behavior, bullying, safety, and the support available to students with different needs.



Technology

Many comments focused on screen time, the use of devices in the classroom, and whether technology is improving learning.

Communication and engagement

Families want timely information, opportunities to be heard, and greater consistency in communication across schools.

Equitable access

Some families questioned whether students have comparable opportunities and support, regardless of which school they attend.



Schedule constraints remain a barrier to participation, highlighting the need for flexible engagement options.

Staff Survey

Staff expressed commitment to students alongside opportunities to improve operational support and culture:

56%

Respondents who described themselves as very or somewhat supported.

67%

Respondents who described themselves as very or somewhat connected to FSD.

25%

Respondents who described themselves as somewhat unsupported or not supported.

20%

Respondents who described themselves as not very or not connected to the district.

Feedback focused on workload balance, classroom resources, behavior systems, transparent communication, protected teaching time, and support for diverse learners.



Focus and workload

Staff described the challenge of managing multiple initiatives, administrative requirements, and competing demands.



Classroom conditions

Class size, staffing, and access to appropriate student supports were recurring themes.



Student behavior and safety

Staff expressed a need for effective systems and resources to support students and maintain productive learning environments.



Communication and trust

Respondents emphasized the importance of clear communication, responsiveness, collaboration, and trust between schools and the district office.



Instructional time

Staff want to protect time for teaching, planning, and collaboration.

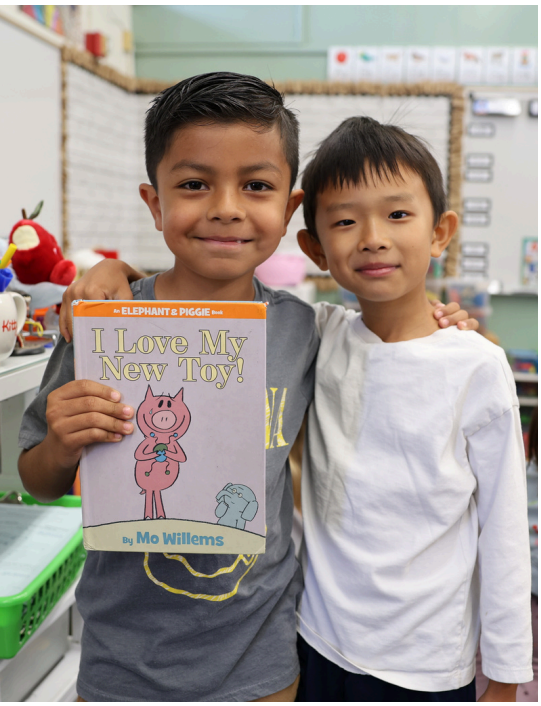


Support for diverse learners

Comments reinforced the need to strengthen support for English learners and students with individual learning and support needs.


EXIT




An ELEPHANT & PIGGIE Book
I Love My New Toy!
By Mo Willems


SPEED
GENGAR
Hello MY NAME IS
Israel


ULLERTON SCHOOL DISTRICT

WHAT I AM LEARNING

Insights from my first 100 days highlight essential principles for our next phase of work.

Strong schools require a strong foundation

Effective instruction requires safe, supportive environments where teachers can focus on student learning and collaboration.

Academic excellence requires clarity about what matters most

Building upon work already underway, we will continue strengthening clear learning expectations and alignment among curriculum, instruction, assessment, intervention, and enrichment to ensure all student groups progress.

Equity and excellence belong together

Equity means providing targeted resources and opportunities so every student succeeds – supporting those facing barriers while challenging advanced learners.

We need consistency without losing what makes each school special

We aim for **consistency of the student experience without uniformity of the school experience**, preserving unique campus cultures while maintaining high educational standards everywhere.

Innovation and student outcomes are interconnected

Innovation must focus on measurable outcomes. Programs are evaluated by how effectively they enhance student learning and growth.

Our leadership structures should support the work

We will continue aligning leadership structures, roles and shared priorities to effectively support schools.

EMERGING PRIORITIES FOR FULLERTON SCHOOL DISTRICT

The Fullerton School District Board of Trustees has established five goals that provide direction for our work: high expectations for all students, long-term financial stability, recruiting and retaining exceptional staff, engaging families and the community, and promoting safety, health, and well-being.

The five emerging priorities that follow are intended to bring greater focus and coherence to this work. They are preliminary recommendations informed by the first 100 days and are intended to advance the Board's established goals, not replace them. They will serve as a starting point for further discussion, collaboration, and development through the district's strategic planning process.

How the Emerging Priorities Connect to Board Goals

Established Board Goal	Connection to Emerging Priorities
Goal 1: High Expectations for ALL Students	Academic foundations, equitable opportunities, and future-ready learning.
Goal 2: Long-Term District Financial Stability	Coherence, responsible resource allocation, and program evaluation.
Goal 3: Recruit, Hire, Support, and Retain Exceptional Staff	Safe and supportive schools, organizational coherence, and staff development.
Goal 4: Welcome and Engage Families and Community	One Fullerton, family engagement, and community partnerships.
Goal 5: Promote Safety, Mental/Physical Health, and Well-Being	Safe and supportive schools, student well-being, and digital citizenship.


OC IMPACT SCHOOL
ORANGE COUNTY DEPT OF ED
Sunset Lane Elementary School
2026-27 ORANGE COUNTY IMPACT SCHOOL
ORANGE COUNTY DEPARTMENT OF EDUCATION
Stefan Bean, Ed.D. · County Superintendent of Schools


2


DANGER
Character Changes Over Time
Proof of Lesson Learned
Today I...
Balance
Conversions
Application

EMERGING PRIORITIES FOR FULLERTON SCHOOL DISTRICT (cont.)

Five emerging priorities will help to guide our upcoming strategic planning phase:

Priority 1: Strong Academic Foundations and Excellence for All

Ensure foundational skills and high achievement across all grade levels and backgrounds.

Areas of focus include:

- Continue strengthening early literacy and mathematics, particularly in TK–2.
- Improving reading and mathematics achievement across grade levels.
- Accelerating progress for English learners, to advance English proficiency and timely reclassification.
- Examining achievement and growth data by student groups to better understand and address disparities.
- Continue strengthening the connection among curriculum, instruction, assessment, intervention, and enrichment and alignment with priority standards.
- Ensuring that students who need additional support receive it and that advanced learners have opportunities for appropriate challenges.

Priority 2: Safe, Supportive, and Engaging Schools

Continue to cultivate secure, inclusive environments that foster belonging, support mental health, and optimize classroom learning conditions.

Areas of focus include:

- Strengthening school environments that promote safety, belonging, and positive relationships.
- Supporting effective approaches to student behavior and attendance.
- Ensuring students have access to appropriate social-emotional, mental health, and other support services.
- Examining classroom conditions, staffing, class size, and facilities as factors that influence teaching and learning.
- Strengthening systems of support for students with disabilities and students with other individual needs.
- Building strong partnerships among schools, families, and community organizations.

EMERGING PRIORITIES FOR FULLERTON SCHOOL DISTRICT (cont.)

Priority 3: Equitable Opportunity and One Fullerton

Unite our diverse school communities under a shared commitment to equity, access, and mutual support. One Fullerton: creating consistency in the quality of the student experience and access to opportunities while preserving the unique identity, strengths, and programs of each school.

Areas of focus include:

- Ensuring that students have equitable access to strong academic programs, enrichment, and support.
- Examining differences in student outcomes and opportunities across schools and student groups.
- Building confidence in the educational experience at every FSD school.
- Strengthening communication and engagement with families, including those who may not participate in traditional parent leadership structures.
- Preserving the unique identity and strengths of individual schools while building a stronger districtwide sense of connection.
- Strengthening partnerships with community organizations that can expand opportunities and support for students and families.

One Fullerton reflects our shared commitment to helping every student succeed across all campuses.

One Fullerton. Together for our students.







EMERGING PRIORITIES FOR FULLERTON SCHOOL DISTRICT (cont.)

Priority 4: Coherence and Focus

Focus our people, programs, and financial resources on a clear set of impactful initiatives, strengthening alignment, reducing competing demands, and ensuring our investments support student outcomes.

Areas of focus include:

- Identifying a manageable number of district priorities and aligning resources around them.
- Evaluating programs and initiatives based on their impact on student learning and opportunity.
- Reducing unnecessary duplication and competing demands.
- Connecting professional learning to the instructional needs of students and staff.
- Using evidence and feedback to guide decisions and adjust our approach.
- Ensuring that district systems, departments, and resources are aligned to support schools.
- Aligning financial resources with established district priorities and demonstrated student needs.
- Strengthening organizational clarity, communication, and coordination to better support schools and employees.
- Evaluating programs based on effectiveness, sustainability, cost, and equitable access.

We will focus our efforts on the priorities that matter most for our students.







EMERGING PRIORITIES FOR FULLERTON SCHOOL DISTRICT (cont.)

Priority 5: Preparing Students for the Future

Equip students with critical thinking, adaptability, digital literacy, and practical skills for a rapidly changing world.

Areas of focus include:

- Strengthening critical thinking, problem-solving, communication, and collaboration so students can navigate complex challenges and make informed decisions.
- Providing meaningful opportunities for creativity, innovation, exploration, and hands-on learning.
- Developing students' ability to use technology thoughtfully, responsibly, and effectively, including emerging tools such as artificial intelligence.
- Expanding career exploration and Career Technical Education (CTE) opportunities that expose students to a range of industries, develop practical skills, and introduce pathways to future education and careers.
- Developing student voice, self-advocacy, and leadership so students can express their ideas, advocate for their needs, and take an active role in shaping their communities.
- Fostering civic engagement, informed participation, and an understanding of how individuals can contribute to and positively influence their communities.
- Creating opportunities for students to apply their learning to meaningful challenges and real-world situations.

Technology and emerging tools will be used purposefully to deepen thinking and enhance learning.







AREAS FOR FURTHER STUDY

Further analysis in key operational and instructional areas will inform future decisions:

Student outcomes and instructional effectiveness

Analyze literacy and math growth, English learner reclassification, absenteeism, and special education outcomes to refine instructional practices.



Program effectiveness and resource alignment

Evaluate program outcomes, costs, access, and alignment to determine opportunities to strengthen, expand, redesign and consolidate programs, as appropriate.

Enrollment and family confidence

Examine enrollment trends and family feedback to strengthen confidence and participation in all FSD schools.



Class size, staffing, and facilities

Assess how class size, staffing, facilities planning, and funding intersect to support optimal learning environments.

Student supports and school climate

Review academic, behavioral, and mental health support systems to ensure seamless delivery across all schools.



Technology and instructional time

Evaluate digital tool usage to ensure technology actively supports effective teaching and active learning.

Organizational effectiveness and communication

Clarify communication channels to optimize operational efficiency and leadership alignment.


Orangethorpe
ELEMENTARY SCHOOL
PACKERS


JUST A DAD
AND HIS GIRL


BAUER
POWER X

A FRAMEWORK FOR CONTINUOUS IMPROVEMENT

The principles reflected in the *High Reliability Schools Framework* provide a useful lens for organizing and strengthening FSD's existing continuous improvement systems. These principles complement Continuous Improvement Cycle structures that are already underway across FSD.

Safe and collaborative culture

Students and staff need environments where they feel safe, respected, supported, and able to work together.



Effective teaching in every classroom

Strong instruction must be the central focus of our work, supported by appropriate resources, professional learning, and collaboration.

A guaranteed and viable curriculum

Students should have access to clear, meaningful learning expectations and the opportunity to learn essential content.



Monitoring student progress

We need reliable ways to understand whether students are learning and to use that information to adjust instruction and support.

Student ownership of learning

Students should increasingly understand what they are learning, how they demonstrate their knowledge, and how they can continue to grow.



This framework offers useful concepts for organizing our systems without adding unnecessary complexity.

RECOMMENDED NEXT STEPS

Our next phase moves listening and learning into focused action:

Establish a focused strategic planning process

Launch a collaborative process to establish measurable priorities with input from families, staff, and community partners.

Establish a clear picture of student outcomes

Analyze performance and growth data across student groups to direct resources and instructional focus where needed most.

Review programs, initiatives, and resource alignment

Review existing programs using outcome, fiscal, access and equity lenses to to strengthen alignment with strategic goals and identify scope for greater effectiveness and efficiency.

Develop a long-term facilities and capacity roadmap

Align facility planning and campus capacity with long-term instructional needs and fiscal responsibility.

Strengthen the systems that support schools

Enhance coordination among district departments to improve responsiveness and service to schools.

Continue building trust and shared responsibility

Engage regularly with stakeholders to maintain open communication and demonstrate how feedback guides choices.

Establish measures of progress

Establish baseline measures, achievable targets, and regular progress monitoring cycles for each strategic priority with results communicated to the Board and community.

LOOKING AHEAD: BUILDING THE NEXT CHAPTER TOGETHER

My first 100 days confirmed FSD's impressive potential. By maintaining focus on student outcomes, purposeful innovation, and strong partnerships, we can build a bright future together.

I am grateful to our Board of Trustees for setting a clear vision for the district and keeping students at the center of their leadership. We are fortunate to have their dedication and guidance as we build this next chapter together.

Thank you for your warm welcome and ongoing partnership as we turn these insights into meaningful progress.

Our next chapter will be defined not by how much we take on, but by how well we focus our efforts on what matters most for students.

Listening. Learning. Leading Together.










Fullerton School District






KINDERGARTEN STUDENT
I AM ON THE TEAM!
KINDERGARTEN STUDENT
I AM ON THE TEAM!