



2008 Leadership Conference - Superintendent Michael Hanson Speech Check Against Delivery

2008 Leadership Conference

- Good morning and welcome to the 2008 Leadership Conference.
- Thank you Julie to you and your planning committee.
- Julie Montali.
- Thank and introduce the Board of Education trustees.
- We are truly fortunate to have Board members who are advocates for children and active in their governance role and policy development like the recently adopted accountability, professional learning and reserve levels policies. Now it is our job as staff to implement the policies and to follow through on their expectations as they have been working very hard to frame priority areas for the district.
- With us this morning are:
 - Dr. Tony Vang, Board President
 - Valerie Davis, Board Clerk
 - Michelle Asadoorian
 - Cal Johnson
 - Carol Mills
 - Manuel Nunez
 - Janet Ryan
 - Thank you for your leadership and for being with us today.
 - I am also pleased to introduce and welcome our employee organization leaders. With us this morning are:
- Thanks to you all, Fresno Unified School District is well on its way. I personally appreciate your passion and leadership.
- I want to extend our sincere appreciation to the Educational Employees Credit Union for their generous sponsorship of this event – thank you, Patti Martin, for being here and for your continued support and partnership.
- I'm very pleased and honored to welcome our special guests – elected officials as well as community, education and business leaders:
- Welcome to you all – our outstanding school (principals, teachers) and central office district leaders. No matter what your official title is, you are all leaders and what a great time it is to be a part of Fresno Unified School District!

- Last year, I stood before you and asked you to dig deeper.
- As I traveled throughout our district last school year, visiting your schools and classrooms; I saw evidence of this digging, but even more compelling, I saw that your actions could and are – producing results.

SLIDE: Core Beliefs and Commitments

- You have every reason to believe that we *can* do this work because our Board of Education has given you a reason to believe.
- Our Board-adopted Core Beliefs and Commitments provide a solid foundation for our work.
- Our Board stands firmly behind a set of core beliefs that all children can and must learn at grade level and beyond.
- They are committed to high quality instruction, to strong district leadership that is courageous, to providing a safe and secure learning environment, and to sustaining a culture that will produce breakthrough results.
- This work by our Board of Education is not just the compilation of mere words – it provides a solid foundation and a pivotal turn in the history of Fresno Unified School District by establishing our theory of action – aligning all of our work throughout the district.

SLIDE: Board policies and Theory of Action

- Our Board is doing the work that our city and school system requires them to do. As I mentioned, they have passed key policies for our budget reserve, professional learning and accountability with one on the data dashboard to follow shortly.
 - Theory of Action which provides for an aligned instructional system:
 - Standards-based
 - Assessments
 - Planning
 - Targeted instruction
 - Board Policies
 - Reserve level
 - Professional learning
 - Accountability
 - Data Dashboard to come shortly
- They have undertaken training that is as rigorous as what teachers are doing to improve their practice because our board members believe that they too can improve their performance and that they must model the continuous improvement that they expect from all of us.
- They adopted a budget in one of the most difficult state budget cycles ever:

- without issuing blanket layoff notices – people may have changed jobs but we maintained our workforce,
 - they did not reduce unrestricted funds at school sites,
 - instead they focused the cuts at the central office.
And although this will mean a reduction in support services to school sites, we know that this was the right way to attack the budget crisis rather than directly impacting our classrooms.
 - They approved increased funds for instructional supplies including funds that will be provided directly to teachers this coming school year.
- I am incredibly proud of their leadership and the work that they have done to align our school district and to shape the work that we do as staff for students.
 - We should all be proud. They deserve your appreciation.

SLIDE: Goals 2008-2013

- In addition to the work already outlined, our board adopted clearly defined goals for the next five years to help us prepare career ready graduates that our community and our region so desperately need. We can't afford for our students to leave our classrooms without the skills they need to contribute to our economy.
- These goals will not be achieved overnight, which is why they are five year goals.
- All students will excel in reading, writing, and math – sounds simple, but is requiring us to do our work differently in meeting the needs of our diverse student population. It's about doing what it takes, so that our students have the foundational skills to build their career.
 - For example, last year we implemented Beyond the Basic Facts in grades K-8.
- All students will engage in arts, activities, and athletics. In tough budget times, anything that happens outside of the classroom can suffer. However, I'm proud to say that we are very clear that students must have these opportunities. We know that students who are connected to school through co-curricular activities are more successful in the classroom.
 - In conjunction with the creation of a Women's Lacrosse program at Fresno State, we are providing opportunities for students by having the first lacrosse program in the county thanks to the great work of Doug Semmen and CSU's coach Sue Behme.
- All students will demonstrate the character and competencies for workplace success.
 - Thanks to our standardized campus culture teams, we have a strong Character Counts program teaching our students the kind of behavior that we expect. As I already pointed out, we recognize the critical role that adults play in modeling this type of behavior. School is the training

ground for basic skills that set students up for success in the workplace – skills such as collaborating with a team, being on time, meeting deadlines, and producing high quality work.

- Everything we do is about ensuring that our students are engaged, stay in school and are on target to graduate....
 - For example, we have in place Project 980 at all of our high schools.
- What will set us apart from the rest, quite frankly, is our collective efficacy – our shared efforts to dramatically impact student achievement. According to recent research, the collective efficacy of the teachers in a school is a better predictor of student success in schools than is the socioeconomic status of the students.

SLIDE: Roadmap to Excellence

- We have the roadmap to get us there.
- Our Roadmap to Excellence clearly defines how we are going prepare career ready graduates.
- Our Board of Education has done outstanding work to create Core Beliefs and Commitments and a Theory of Action that pave our road and provide the foundation for growth.
- We are marching toward coherence in the system where everyone knows what they need to do and how they are going do it.
- There are very few school districts across the nation doing the type of data-driven work that we are. And we are using data to make decisions, for organization learning, and for accountability.
- We have embarked on a cycle of review that presses everyone in the organization to align their work to achieve key targets and make mid-course corrections if they are not hitting the mark.
- What this means is that fifty leaders get together to review data about operations, HR, community engagement, achievement, and leadership. And if things are not going well, we know every nine weeks, and can make mid-course corrections.
- We have been doing this now for one year, and our expectation now is to expand this activity to school sites so that we do this work system wide.
- The dashboard policy and indicators that will go on the dashboard will signal areas of importance for the district. The leaders are the ones who should really be paying attention to them.

- We want our students to attend all classes at all grade levels in each school that makes up our school district that pays attention to progress and growth and intervenes when we are not hitting the mark.
- Thinking about this concept, this is simply the foundation of good classroom based assessment applied to the entire school district and all its operations.

SLIDE: Tiered System of Student Support

- We are here to support our students on the academic and the social/emotional framework.
- The green area is the foundation or 80 % where we help kids in the hallways and classrooms everyday. These are the supports we provide with normal every day interactions.
- The yellow or 15% represents us intervening when we see something going wrong.
We need to build more intensive supports for these students.
- The red, or 5%, are our more challenged kids who need the most intensive interventions.
- We can do this work because of our tiered system of student support that addresses both social/emotional needs of our students, and addresses their academic needs.
- We must continue to challenge ourselves to integrate both sides of the triangle.
- Two years ago I spoke almost solely to the academic side.
- Last year Dr. Randy Sprick talked primarily to the social-emotional side.
- This year you will hear Dr. Monroe address both sides.

SLIDE: CHALLENGE: “Worse than Appalachia” *The Fresno Bee*, July 17, 2008

- Let’s talk about some of the challenges – just the three key and most significant challenges that we face.
- The gravity of our work hit us in the face with last month’s front page of *The Fresno Bee* declaring that our region is worst than the infamously bleak Appalachia.
- The San Joaquin Valley’s 20th Congressional District – which covers a large share of our school district – ranked dead last – 436th out of 436 congressional districts in the nation – for the well-being of our residents. 435 + DC ... Think about it ... Our region is plagued by poverty, poor health, and low graduation rates.

- This makes the work of our teachers and principals that much more heroic.
- We feel great when we work at 100%, we feel good because we get some results.

SLIDE: QUOTE Dr. Monroe's book

- A quote from Dr. Monroe's book has stuck with me for over a decade, "you get what you work for and what you deserve - sometimes".
- This past Sunday morning, I was fortunate to spend a few hours with two Fresno state coaches who clearly understand the concept of giving 100%. These coaches are at different places in developing their programs. One was coach Pat Hill for football and one was Sue Behme for women's lacrosse.
- One program is ranked in the pre-season top 25 in America and the other has not yet had their first practice.
- Coach Hill intends to win every game and win a national championship. Coach Behme is working towards a winning inaugural season. In separate conversations, they both are clearly pulling for one another
- Both of them are attacking this year's work at 100%.
- Just because they are giving at 100%, just like me as a Superintendent, you as a vice principal, principal, teacher, coach, labor representative, plant manager, office manager, etc., it does not always mean that you will get what you always deserve.
- As Dr. Monroe says, it only happens sometimes. But we have to hold out that it will happen every time or our kids will suffer.
- Just cause we work hard and don't get what we expect, doesn't mean we can throttle back. The minute we accept things for what they are and we throttle back a bit, we start the process of leaving our students behind.
- To fight this force, it will take open conversations about the fact that we are district 436 out of 436 – we face a tough set of circumstances, but that is not an excuse, it is merely the backdrop against which we do our work. It would be very easy to not give 100% because we face such a tough set of circumstances in Fresno.
- My major caution on this topic is that the moment we get numb to what happens to a student when she does not eat, or when she lives in staggering poverty, or in homelessness or flees domestic violence, is exposed to cocaine, gangs, molestation, street violence – then we are being defined by the circumstances and not working at 100% .

- I believe that at our core, for all of us, dissatisfaction with ourselves, comes from working at less than 100% - say 80% - because we are factoring in all of the social ills and calling it 100% and not getting the results we anticipated.
- We need to be outraged when a child is hurt, heartbroken and saddened when we see abuse, deeply concerned when we see the unemployment in our community. But we have to fight through to keep driving on behalf of our precious students.
- 100% is 100% all of the time. Results may not always be there, but 100% is 100%. Nothing is impossible when you want it and we must keep working at it.

SLIDE: CHALLENGE: Choices for Students Upon Graduation

- Simply put: We MUST increase the number of students who graduate from our high schools – and we must increase the number who matriculate from our middle schools and we must do the same from those moving from our elementary to our middle schools.
- While much has been said about the new dropout data from the California Department of Education, lots offered as excuses, we all know that we are losing way too many students. One is too many and as a result our graduation rate is unacceptable.
- We know that *connecting* students to school *keeps* them in school and on target to graduate.
- Students who fall behind academically just give up and leave.
- I have yet to see a student with a 3.0 GPA walk away from a potential high school diploma.
- This year we will be focused on building a tighter connection with our higher education partner Fresno State. I met again just yesterday with Dr. Welty who continues to deliver assistance at the highest level to FUSD.
- We will also be focused on:
 - three QEIA high schools – 19 QEIA schools total – this is not an initiative but rather an acceleration of our transformation of our schools, (*CSR at elementary and 9th grade academies at high schools*)
 - magnet programs designed to engage our students,
 - “Project 980”, (*describe key elements of actions*)
 - the “top 15” (*describe the work of site administrators*)
 - CTE (*work this year is to revamp*)

SLIDE: CHALLENGE: Budget

- Because of good fiscal management and the wise investment in our reserves by our Board, we did not have to lay off a single teacher as a result of budget reductions– unlike many of our colleagues around the state – and all of our

classified staff will have a position with us this coming year.

- We must be understanding of the movement as the year begins. January the Governor's proposed budget, to the spring budget revise, to our adopted budget in June – by October the message is lost to our community. But still we made significant reductions and they will hurt us.
- To protect the investment in our classrooms, we made major cuts to the central office. While there were very minor categorical reductions to school sites this year, the unrestricted budget for our schools were protected. This was the highest priority and I am proud that our Board was able to adopt the budget that they did.
- The central office took a significant cut to protect our investment in schools.
- The support services provided by our team at central office are critical to ensuring the great work of our teachers and administrators in the classroom.
- We invest 620 million dollars in our most important investment - our human capital – YOU!
- Every penny of this investment must be made on people who not only understand our important work, but are willing to make it happen.
- We simply do not have the luxury to throw investment dollars away on folks who are not committed to making sure that we move that needle of student achievement in the right direction. We need 100% from all – every day!
- I outlined three of the very significant challenges we face. Our community profile, creating choices for students upon graduation and our ongoing state budget crisis.
- In all three areas we have answers that allow us to keep moving forward. In light of those challenges, think of these two studies that many of you may not have seen this summer.
- An Ed Source report on African American student achievement – found that out of 12 districts studied, FUSD out performed the other districts in closing the achievement gap between white and African American students .
- The second study by PACE at UC Berkeley which looked at 7 large urban school districts (FUSD, Los Angeles, San Diego, Long Beach, San Bernardino, San Francisco, Sacramento City) and found that FUSD had the lowest 4 year cohort drop out rate in California.

- Even against devastating difficult circumstances we are doing more than some of our colleague districts. This is impressive! People were working at 100%.
- Your board has been solid on supporting you on the budget.
- Your high school folks will be intervening even more quickly to support students.
- We all own part of the solution when faced with these challenges.
- One of our colleagues said it best.

SLIDE: quote from Diane Painter, Bullard High School lead teacher

“I believe change in thinking and practice has to first start in me before I can effectively impact change in others. I have been able to gain a vision that has allowed me to set higher goals for myself and my departments.”

- This quote from Bullard High school lead teacher Diane Painter shines the spotlight on the fact that our collective efficacy starts with each of us.
- Diane illustrates what a changing culture looks like, as she says: “I believe change in thinking and practice has to first start in me before I can effectively impact change in others.”
- Diane so aptly states that this shift in our culture starts with her as it does for all of us. Because of your work, we are not only creating a culture of student success through coaching and collaboration, but we are sustaining it. The work of the Instructional Leadership Teams is having a huge impact – not just on student achievement, but on our culture.
- Diane goes on to say: “I have been able to gain a vision that has allowed me to set higher goals for myself and my departments.”
- By de-privatizing instruction, we are breaking the mold of traditional school leadership that is producing collaboration and breakthrough methods among teachers to improve student performance.
- I want to thank all of you in this room for the outstanding work you have done with the ILTs.
- Please know that this work is taking root and we are seeing an impact on student achievement. This is sending a strong message about what it means to serve the students of Fresno Unified School District and how we operate as colleagues.

SLIDE: All students can and will learn at grade level and beyond

- Would the school leaders and teachers from the following schools please stand:
 - Aynesworth – Ermelinda Sanchez

- Birney – Margaret Navarrette
 - Burroughs – Misty Her
 - Ericson – Karen Walker (Kay Davies)
 - Figarden – Larry Petersen
 - Fremont – Debbie Schlueter
 - **Greenberg – Katie Russell**
 - Hamilton – Bobbi Hanada
 - Homan – Suzanne Webster-Jones
 - Lane – Rosemary Baiz (Nydia Mendoza)
 - **Lincoln – Rosario Sanchez**
 - Mayfair – Bill Serns
 - Rowell – John Martinez
 - Slater – Joan Steinhauer
 - Sunset – Juan Silva
 - Vinland – Mary Bailey
 - Wilson – Melissa Dutra (Rosemary Baiz)
 - Winchell – Mike Perez
 - Wolters – Debbie Hawkins
 - Baird – Janetta McGensy
 - Kings Canyon – Clark Mello
 - Scandinavian- Julie Goorabian-Raley
 - Sequoia – Mike Ribera
 - Tehipite – Richard Pasqual
 - Wawona- Mike Darling
- These 25 schools made 8 % or greater gains in math schoolwide.
 - And these are conservative numbers because we are counting our CMA students as non-proficient and it is not clear if the state will include these students or not when they release the data later this month.
 - 2 schools made 8% gain in both math and ELA. They are: Greenberg (Katie Russell) and Lincoln (Rosario Sanchez).
 - In grade 8 algebra, we moved 11% from 43% proficient to 54% proficient.
 - We also saw a 10% increase in general math in the 8th grade, from 14% proficient to 24% proficient.
 - These two results are truly due to our focus on math and not changes in our participation rates.
 - While our work has really just begun to march us toward improvement, I am pleased to report that for three straight years, our student achievement has improved.

- This is the first year over the past three that we have been able to focus on something academic as a system, mathematics K-8. And although we were not perfect and we have a lot more to do, we certainly got results.
- **Since 1998, we have never seen this kind of magnitude of across the board student achievement gains in grades 2-7, nor have we as a system been so targeted on our efforts.**
- This is not the Superintendent standing here taking credit nor is this about a single individual classroom teacher. This is about a system accomplishment. The Board creating a Theory of Action, staff implementing a textbook adoption, professional learning system, faculty and administrators working together and students and their families working at home.
- But what this does represent, is 1,200 students who are now proficient who were not before. Take a look around the room, that is more people than we have here today
- If we keep them on track – engaged and on target to graduate - we will be providing these students with an opportunity for the future much different than it would have been just a year ago

SLIDE: Sustaining a culture of student success

- On top of those academic results, our schools are places where are students want to be.
- At last year’s Leadership Conference, we focused on *creating* a culture of student success.
- This year we are clearly focusing on *sustaining* a culture of student success because of your great work.
- You have made huge strides in creating and sustaining a positive school environment and in connecting students to school by establishing meaningful relationships with our students.
- Our work in creating Safe and Civil Schools throughout Fresno Unified is taking hold. This work must continue.
- Overwhelmingly, our parents and students tell us in surveys that they feel our campuses are safe, even safer than the surrounding neighborhoods.
- Nearly 90 percent of our parents surveyed feel that their school is a safe place and nearly 97 percent of our staff feel that their school is a safe place. Look at the

participation numbers.

- Because of your work, more students are feeling safe at their school.
- Thank you for working diligently to ensure that every student experiences a quality school experience in a safe environment.

SLIDE: Sustaining a culture of student success

- You have created campus culture team plans, used student discipline data and parent and staff survey data to drive decisions, instituted tiered levels of support for both the academic needs of our students and their social/emotional needs, and you have piloted a conduct referral tool to better collect and analyze trends to mitigate disruptive student behavior.
- We are making headway in connecting students to school because of your work – 92 percent of our elementary students feel they are part of their school, 43 percent of middle school students feel they are part of their school, and 44 percent of high school students feel they are part of their school, which represent a 5 percent increase over last year.
- As you will hear from Dr. Lorraine Monroe later, adult behavior is just as important as student behavior.
- Forging relationships with students is making a huge impact – when we honored our Excellence in Education honorees this past spring, students gave the introductions and the power of these adult-student relationships was illustrated beautifully by the words of these students.
- What comes to mind is the student from Phoenix School, introducing his principal Mr. Brian Radtke and saying that Mr. Radtke believed in him when he no longer believed in himself. Thank you, Brian and all of you, for believing in your students.

SLIDE: modified cover slide

- Three years ago in July of 2005 when I joined the team we were knee deep in mud and water, and indeed a little below sea level.
- Today we have moved to solid ground and beyond. We have left the valley floor and we are marching up the mountain. We have in fact arrived at base camp ready for the assault on the unknown mountain.
- Our base camp defines where we are today:
 - We have come from the worst technology in the state to one of the best and our partnerships with key industry leaders and the recent Microsoft case study

about district demonstrate this.

- Through boundary changes and new school openings, this summer for the first time in 30 years, we have no year round schools and we are all on one calendar. We are all here together focused and preparing to give 100%.
- We have come through one of the hardest state budget cycles but we did it with no blanket layoffs and the 3 legs of the stool intact.
- And we have three years of improved student achievement.
- Some of us may be satisfied, proud or even exalted and exuberant by where we are today as compared to three years ago, and yet at the same time we are rightfully and justifiably weary and worn.
- We should be proud, you should be proud – certainly I join the Board in being proud of you.
- Let me refocus you on the unseen mountain peak. As we look up the mountain there is a lot that is unknown, the mountain disappears into swirling clouds and we cannot see what is up there. We can guess but are not certain of what the work will hold ... Once we disappear into the clouds we expect less oxygen, unpredictable weather, rough terrain, danger and threats to our passage.
- The only way to do this, is to do so at 100%.
- We must keep climbing but we cannot do so with the same gear that we have always used.
- Quite simply – this is not the same type of work that we have always done.
- We have to find new equipment and new ways to reach the summit.
- We have to come up with some new ways to tackle the mountain.
- We need to get as many people to our base camp as possible but then we need to use new ways to get us all up the mountain.
- The theory of action calls out for us to experiment and to use pilots to try different approaches. We will.
- We are going to rely on our faculties, staff and ILTs to do this, to use case studies, our partnership with Long Beach, and others to help us with this climb.

SLIDE: Supports - Technology

- We are also providing support by taking our district from what was described as the “worst in the state” to “being a leader” in the state in the area of technology.
- Our transition of all employees to the same email system is a huge win. Albeit not a comfortable process for most – it is done and we can all communicate on the same email system, which is a far cry from where we were.
- Our district recently made national news as one of the first in the nation to add the HP mini-note laptops to our instructional tools. We now have the largest fiber optic network north of Los Angeles and our students are the first in the nation to get their hands on the cutting-edge mini-laptops that support their learning.
- Just last November, we announced the beginning of the 9-month installation of the network, and I am happy report that the installation is complete. Now, every Fresno Unified school is connected to a fast and efficient network that can bring the outside world into the classroom at breakneck speed.
- Technology to support communication and use of data and information is necessary to give 100%.

SLIDE: Becoming the employer of choice

- And we are supporting our schools by ensuring that you have the most highly qualified teachers and administrators in place before the start of school.
- We want to be and are becoming the employer of choice in the Valley.
- Through our *Step Up Teach Fresno* campaign, we are saying loud and clear that Fresno Unified School District is the place to be.
- This spring, we were ready to make 100 early offers to get the best candidates out the gate.
- Not only does this help us attract the best, but this helps us toward staffing our schools well before the end of the school year.
- This year, our HR team exceeded their goal of 95 percent of teacher positions filled by June 1 – we had 97 percent of all teaching positions filled on May 1 and 99 percent filled by June 1.
- Having great staff in place early is necessary to give 100%.

SLIDE: Supports – Professional Learning

- We put in place a number of supports to implement the board’s policy work on professional learning to ensure that the transformation of Fresno Unified takes

shape.

- A key element of support is our work in developing and supporting our employees through the emerging professional learning system.
 - Certificated leaders: Andy Platt – Skillful Leader (August 12)– helps administrators collect & analyze data, communicate clearly and coach for improvement in classroom instruction
 - Certificated staff: on Wed/Thurs and Friday – Capturing Kids Hearts at our QEIA high schools
 - Classified leaders and employees: instead of traditional customer service training, we are creating a module that will help our leaders and employees to define the Fresno Way
- We have reached out to our higher education partners and have developed professional learning programs that not only meet the unique needs of our urban school district, but meet the needs of our employees.
- Our partnerships with Fresno State and Fresno Pacific University are examples for others to follow as we charge forward in doing what others just merely talk about.
- The support extends to all employees including our beginning teachers. The review team from California Department of Education and the California Commission on Teacher Credentialing (CCTC) deemed Fresno Unified School District’s Beginning Teacher Support and Assessment program to be a “model program for the State of California” this past spring.
- This didn’t happen by chance, it happened through hard work and commitment. It happened because of 100%.
- Training and supporting all employees to do what is expected is necessary to give 100%.

CLOSING SLIDE: Back cover slide

- Before I close let me share with you that I received a letter this past spring by our 6th grade student Hermelinda Hernandez from Lowell Elementary School. She innocently asked what it felt like to be a superintendent and was it *really* that hard?
- What a great opportunity to try to explain to an elementary school student how it felt to be Superintendent! I told her, as I will tell you now, that I am truly honored to serve the students and families of Fresno Unified School District.

- At times, I am simply overwhelmed by the responsibility, as I know all of you experience from time to time or – if we are being honest – *most* of the time!
- We operate more than 100 schools with 73,000 students and nearly 10,000 employees – this is no small task, but I broke it down for her.
- I told her that we must make sure she is getting the instruction she needs from her *teachers*, that she has the books and materials she needs to learn, that she feels safe at school and it is a place she wants to be, that she is served nutritious meals, that she is delivered safely to school every day on the bus, that we manage our budget so that we have money to spend on her classroom, and that she has clean, well-maintained buildings and playgrounds.
- But, above all, I told Hermelinda, we must make sure that Fresno Unified School District is doing *everything* we can to make sure she is a high school graduate ready for career and college.
- This is a huge responsibility that all of us shoulder every day.
- Please know that I am proud to work alongside you, and I am proud of each of you.
- While there is no silver bullet in getting the breakthrough results that our students and our community deserve, the work that all of us in this room are committed to will go far in preparing career ready graduates.
- Think of math in grades 2-7. We are beginning to see the breakthrough results.
- We know that together we can get this right for our students and our community.
- Thank you for the work you do and for the sacrifices you make to ensure Hermelinda and every student in Fresno Unified School District has what they need to be career ready.
- This is a great time to be a part of the Fresno Unified School District.

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