Pleasant Hill School District No. 1

February 23, 2026

Regular Board Meeting

Board Packet Index

Resolution 2526.106 – Page 1

Exhibit 2526.107 – Page 2

Resolution 2526.108 – Page 5

Exhibit 2526.109 – Page 7

Exhibit 2526.110 – Page 18

Exhibit 2526.111 – Page 38

Exhibit 2526.112 – Page 48

Commitment, Excellence, Community

Pleasant Hill School District
36386 Highway 58, Pleasant Hill, OR 97455-9614
Phone (541)746-9646, FAX (541)746-2537
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Pleasant Hill School District No. 1

Resolution No. 2526.106
Classified Employee Appreciation Week

Classified Employee Appreciation Week is celebrated every year during the first full week of March. In 2026, it will be observed March 2-6 in Oregon.

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and
WHEREAS, classified employees are the backbone of our public education system; and
WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and
WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and
WHEREAS, our community depends upon and trusts classified employees to serve students; and
WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE, BE IT RESOLVED that the Pleasant Hill School District Board of Directors proclaims March 2-6, 2026, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

BE IT FURTHER RESOLVED that the Pleasant Hill School District Board of Directors strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

Adopted this 23rd day of February 2026.

Signed:

_____
Board Chair, Drew Gottfried

Exhibit 2526.107

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Commitment, Excellence, Community

PLEASANT HILL SCHOOL DISTRICT NO. 1
REGULAR SCHOOL BOARD MEETING MINUTES

Monday, February 9, 2026; 7:00 p.m.; Pleasant Hill Community Center
Executive Session: ORS 192.660(2)(i) and 192.660(2)(d)

1. CALL TO ORDER

Board Chair Drew Gottfried called the February 9, 2026 board meeting to order at 7:03 p.m. with the Pledge of Allegiance. Board members present were Vice Chair Rusty Rexius, John Oldham and Stephen Hammond. Others present were Superintendent Jim Crist, Business Manager Sheri Longobardo, Special Education Director Whitney Connolly, Elementary School Principal Brenna Fairchild, Middle/High School Principal Chris Reiersgaard, Middle School Assistant Principal Caleb Salmond and Board Secretary Kimberly Silbernagel.

Drew Gottfried read the mission statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

There were no changes or additions.

3. PUBLIC FORUM

There was no public comment.

4. ACTION ITEMS

4.1 Approve January 12, 2026 Board Meeting Minutes **(Exhibit 2526.98)**
Superintendent Crist made a correction to the January 12, 2026 Board Meeting Minutes, Action Item 5.7 Approve Personnel Report **(Resolution 2526.97)**. The correction is, Action Item 5.7 did not pass as the vote was 2-1, which is not an affirmative vote of a majority of the full board.

Stephen Hammond moved to approve 4.1 January 12, 2026 Board Meeting Minutes as corrected. The motion passed 3-0, one board member abstained.

Oldham – Abstained Gottfried – Yes Woodland – Absent Rexius – Yes Hammond – Yes

4.2 Approve January 15, 2026 Board Meeting Minutes **(Exhibit 2526.99)**

Rusty Rexius moved to approve 4.2 January 15, 2026 Board Meeting Minutes. The motion passed 4-0.

Oldham – Yes Gottfried – Yes Woodland – Absent Rexius – Yes Hammond – Yes

4.3 Accept Personnel Report **(Resolution 2526.100)**
Superintendent Crist reviewed the personnel report. It included the hiring of one temporary licensed teacher and resignation of two licensed teachers.

Stephen Hammond moved to accept 4.3 Personnel Report. The motion passed 4-0.

Oldham – Yes Gottfried – Yes Woodland – Absent Rexius – Yes Hammond – Yes

4.4 Accept Enrollment Report – January **(Exhibit 2526.101)**
Superintendent Crist reported that enrollment has remained steady through the school year with a slight decrease since December.

Rusty Rexius moved to accept 4.4 Enrollment Report. The motion passed 4-0.

Oldham – Yes Gottfried – Yes Woodland – Absent Rexius – Yes Hammond – Yes

4.5 Accept Financial Report – January **(Exhibit 2526.102)**
Business Manager Sheri Longobardo presented the January financial report to the Board.

John Oldham moved to accept 4.5 Financial Report – January. The motion passed 4-0.

Oldham – Yes Gottfried – Yes Woodland – Absent Rexius – Yes Hammond – Yes

4.6 Accept Cohort Recommendation **(Resolution 2526.103)**
Superintendent Crist presented the cohort recommendations for the 2026-27 school year. He also provided inter district transfer numbers for the last three school years.

Stephen Hammond moved to accept 4.6 Cohort Recommendation. The motion passed 4-0.

Oldham – Yes Gottfried – Yes Woodland – Absent Rexius – Yes Hammond – Yes

4.7 Approve FFA Out of State Trip **(Resolution 2526.104)**
Superintendent Crist reviewed the out of state trip request submitted by Angela White. The group will be attending the FFA Washington Leadership Conference in Washington, D.C from June 8 – June 14, 2026.

Rusty Rexius moved to approve 4.7 FFA Out of State Trip. The motion passed 4-0.

Oldham – Yes Gottfried – Yes Woodland – Absent Rexius – Yes Hammond – Yes

5. REPORTS AND INFORMATION

5.1 Superintendent Goal Report **(Exhibit 2526.105)**
Superintendent Crist reviewed his goals for the 2025-26 school year and provided supporting evidence for his progress.

6. BOARD COMMUNICATION

6.1 Calendar of Events

Superintendent Crist reviewed the calendar of upcoming events happening around the district.

Mr. Crist also updated the Board on the progress of the softball field. The Booster Club turf project is now complete and the athletes are excited to start playing on it.

7. OTHER BUSINESS

There was no other business.

8. RECESS REGULAR MEETING TO EXECUTIVE SESSION – 7:44 p.m.
ORS 192.660(2)(i) – To Review and Evaluate the Performance of the Superintendent.

ORS 192.660(2)(d) – To Conduct Deliberations with Persons Designated to Carry on Labor Negotiations.

9. RECONVENE REGULAR MEETING – 8:30 p.m.

10. NEXT MEETING

- Regular Board Meeting – February 23, 2026; 7:00 p.m.; Pleasant Hill Community Center

11. ADJOURNMENT – 8:30 p.m.

Signed: _____, this _____ day of _____, 2026
Drew Gottfried, Board Chair

Date: February 23, 2026
Resolution: 2526.108

Personnel Action

Relevant Data:

Each month the Board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hire. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board.

Recommendation:

It is recommended that the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- Licensed Hire

Submitted and Recommended By:

Jim Crist
Superintendent

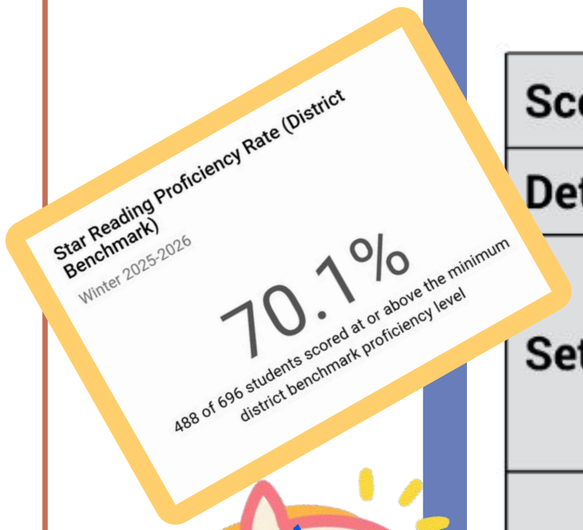
NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	ALAN STEARNS	PROBATIONARY	1.0	7/1/2026	
	RESIGNATIONS				
	RETIREMENTS				

STAR WINTER BENCHMARK

By: Stephanie Lovdokken
K-12 Instructional Coach
District Testing & TAG Coordinator

DISTRICT VS. STATE BENCHMARKS

	District Benchmark	State Benchmark
Score type	Norm	Criterion
Determined by	Percentile Rank (National)	Scaled Score
Set by	District or school level (bands are preset based on RTI Framework but customizable)	State Linking Studies
Answers	How are students doing compared to their nationwide peers?	How are students progressing towards grade level standards mastery?



Customized to Meet *MTSS Needs

Projections to OSAS



* MTSS = Multi Tiered Systems of Support

WHY OREGON STATE BENCHMARKS?

Cut Scores use Percentile Rank

Divide students into performance categories

Quick Identification

Predict students scores on the upcoming OSAS

Consistency

Everyone uses the same reference point

Progress monitoring

Quickly track movements between categories over time.

Planning Instruction

Below: Intervention

On Watch: Support

Above: Extend

State Benchmarks

Red: Level 1 - Below

Yellow: Level 2 - Approaching

Blue: Level 3 - Meeting

Green: Level 4 - Above

District Benchmarks are lower as they are set the the standards set by the National Center of Intensive Intervention. The District Benchmarks also are aligned to the national norms for our RTI program, Response to Intervention, allowing us to see which students need supplemental support to succeed.

STAR Unified Score Equivalents to OSAS

Reading

Star Reading Unified cut-score equivalents				
Grade	Level 1	Level 2	Level 3*	Level 4
3	< 943	943 (PR = 35)	993 (PR = 60)	1033 (PR = 82)
4	< 985	985 (PR = 35)	1022 (PR = 56)	1061 (PR = 79)
5	< 1006	1006 (PR = 33)	1044 (PR = 54)	1097 (PR = 84)
6	< 1012	1012 (PR = 25)	1068 (PR = 55)	1130 (PR = 88)
7	< 1037	1037 (PR = 29)	1082 (PR = 54)	1149 (PR = 88)
8	< 1041	1041 (PR = 24)	1098 (PR = 54)	1166 (PR = 89)
11	< 1056	1056 (PR = 22)	1113 (PR = 49)	1171 (PR = 82)

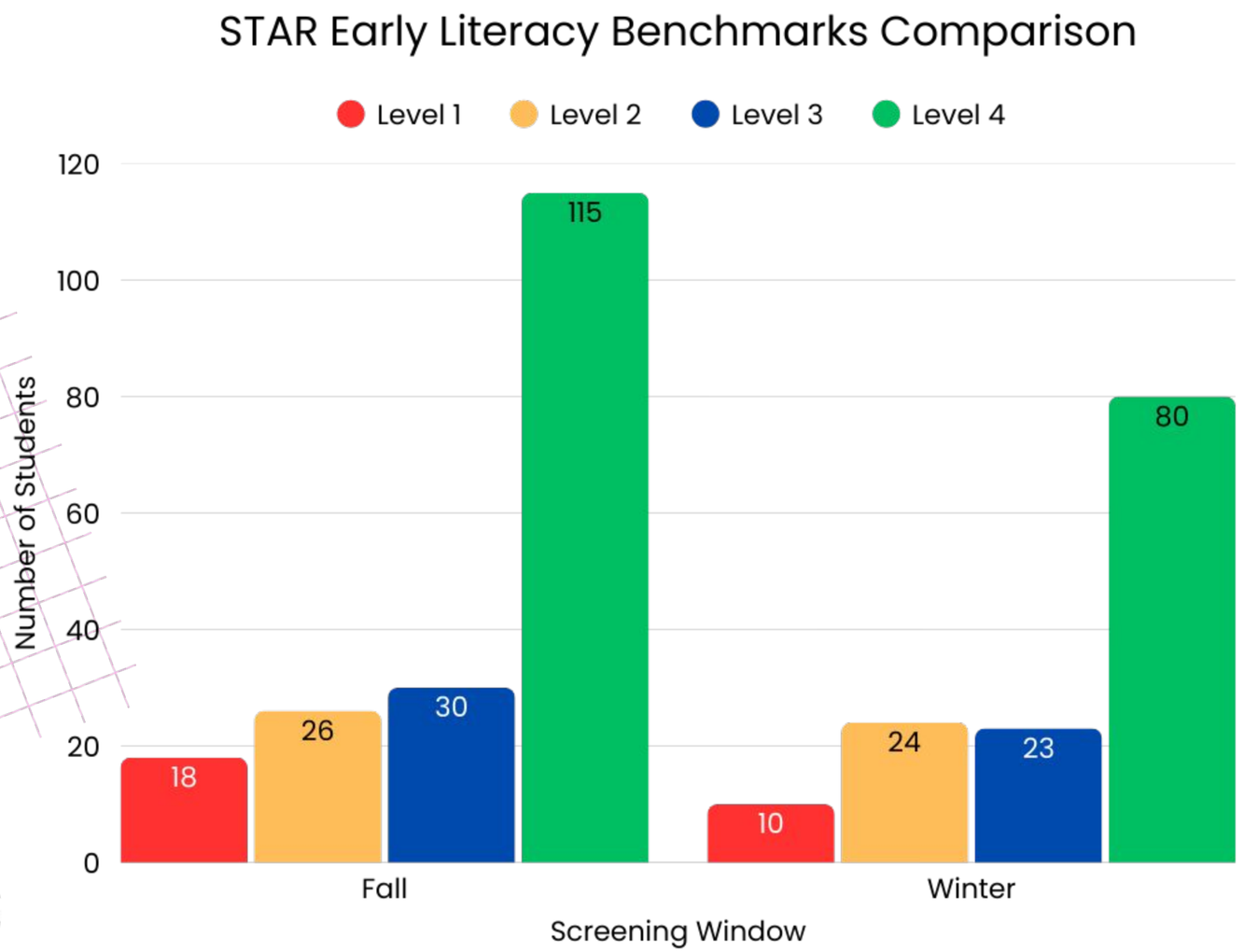
Smarter Balanced achievement level score ranges: English language arts/literacy				
Grade	Level 1	Level 2	Level 3	Level 4
3	2114 – 2366	2367 – 2431	2432 – 2489	2490 – 2623
4	2131 – 2415	2416 – 2472	2473 – 2532	2533 – 2663
5	2201 – 2441	2442 – 2501	2502 – 2581	2582 – 2701
6	2210 – 2456	2457 – 2530	2531 – 2617	2618 – 2724
7	2258 – 2478	2479 – 2551	2552 – 2648	2649 – 2745
8	2288 – 2486	2487 – 2566	2567 – 2667	2668 – 2769
11	2299 – 2492	2493 – 2582	2583 – 2681	2682 – 2795

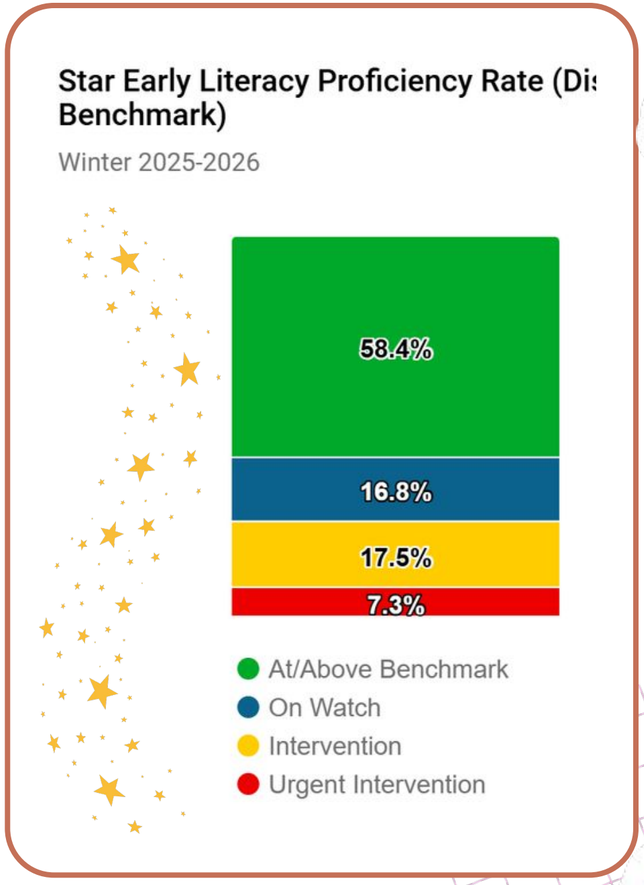
Mathematics

Star Math Unified cut-score equivalents				
Grade	Level 1	Level 2	Level 3*	Level 4
3	< 943	943 (PR = 34)	988 (PR = 63)	1029 (PR = 87)
4	< 977	977 (PR = 30)	1035 (PR = 63)	1081 (PR = 88)
5	< 1033	1033 (PR = 43)	1088 (PR = 74)	1115 (PR = 88)
6	< 1048	1048 (PR = 41)	1103 (PR = 72)	1136 (PR = 88)
7	< 1065	1065 (PR = 42)	1118 (PR = 71)	1152 (PR = 88)
8	< 1089	1089 (PR = 46)	1131 (PR = 70)	1155 (PR = 85)
11	< 1139	1139 (PR = 67)	1169 (PR = 84)	1207 (PR = 94)

Smarter Balanced achievement level score ranges: Mathematics				
Grade	Level 1	Level 2	Level 3	Level 4
3	2189 – 2380	2381 – 2435	2436 – 2500	2501 – 2621
4	2204 – 2410	2411 – 2484	2485 – 2548	2549 – 2659
5	2219 – 2454	2455 – 2527	2528 – 2578	2579 – 2700
6	2235 – 2472	2473 – 2551	2552 – 2609	2610 – 2748
7	2250 – 2483	2484 – 2566	2567 – 2634	2635 – 2778
8	2265 – 2503	2504 – 2585	2586 – 2652	2653 – 2802
11	2280 – 2542	2543 – 2627	2628 – 2717	2718 – 2862

WINTER EARLY LIT. PERCENT PROFICIENCY





Level 1 - Below

Level 2 - Approaching

Level 3 - Meeting

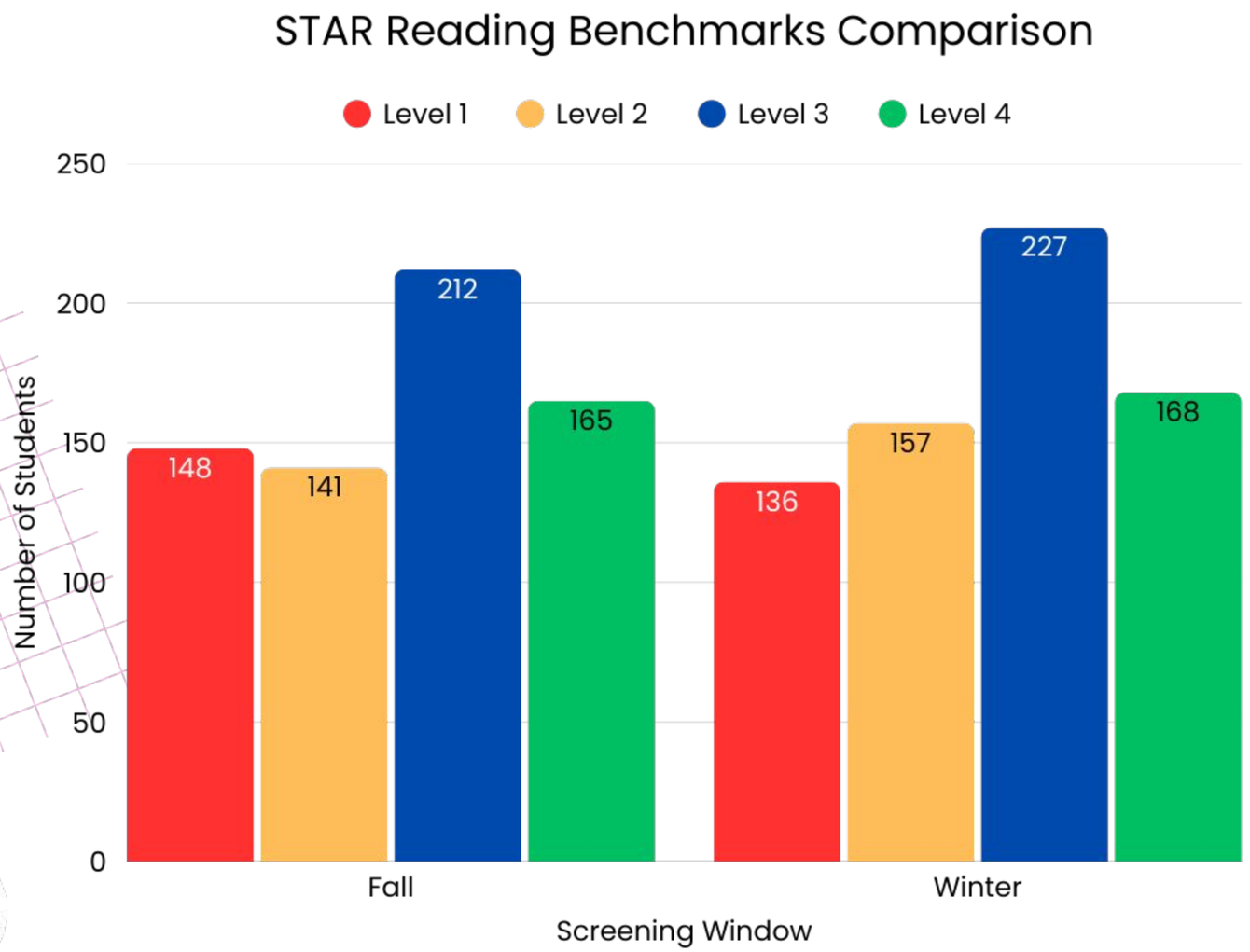
Level 4 - Above

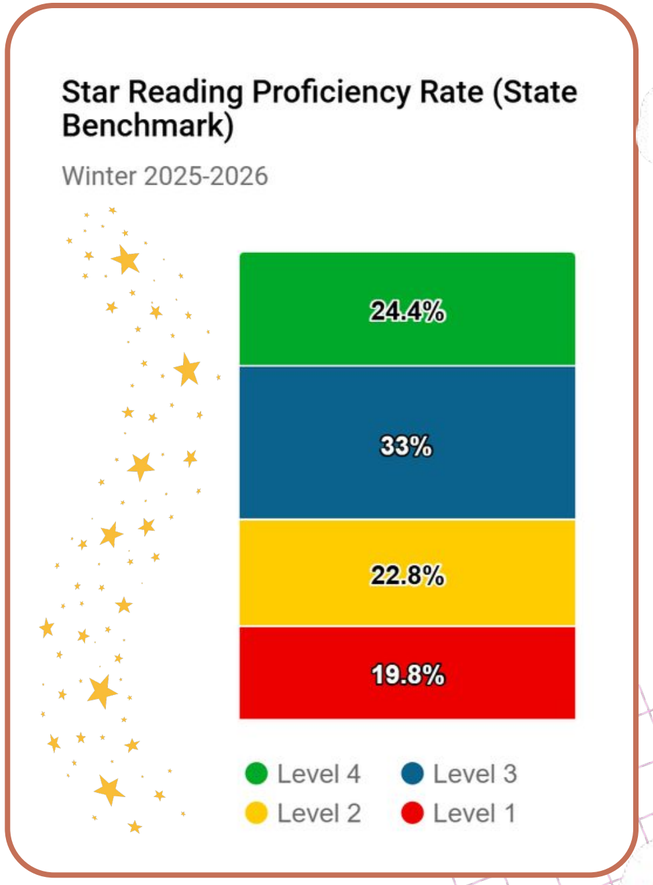
EARLY LITERACY GROWTH PERCENTILE



- 59.6% of students district-wide showed typical or better growth
- 33.1% demonstrated high growth (above 66th percentile)
- 26.5% showed typical growth

WINTER READING PERCENT PROFICIENCY





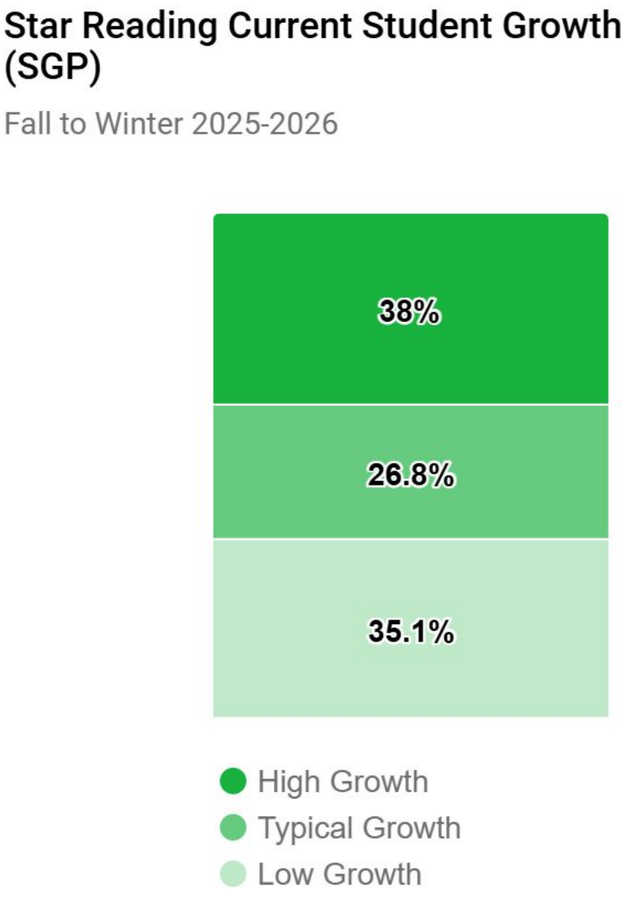
Level 1 - Below

Level 2 - Approaching

Level 3 - Meeting

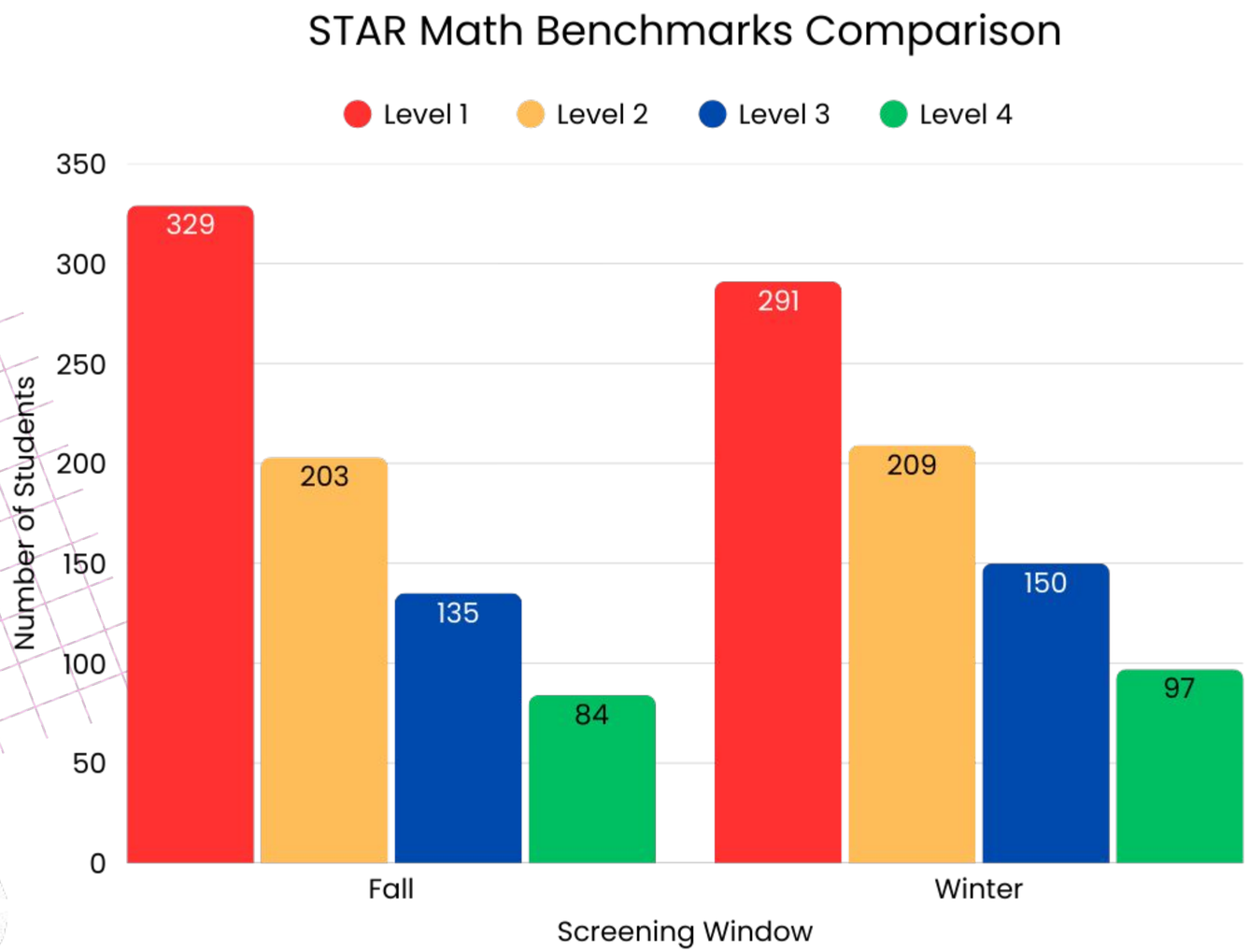
Level 4 - Above

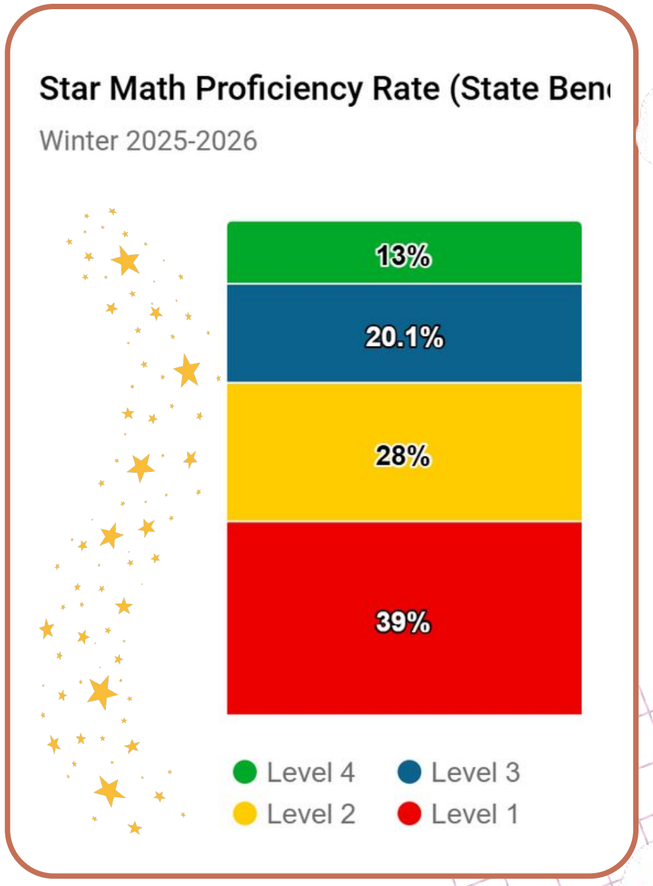
READING GROWTH PERCENTILE



- 64.9% of students district-wide showed typical or better growth
- Pleasant Hill Elementary had 70.3% of students making typical or better growth
- Pleasant Hill MS/HS had 60.8% of students reaching typical or better growth.

WINTER MATHEMATICS PERCENT PROFICIENCY





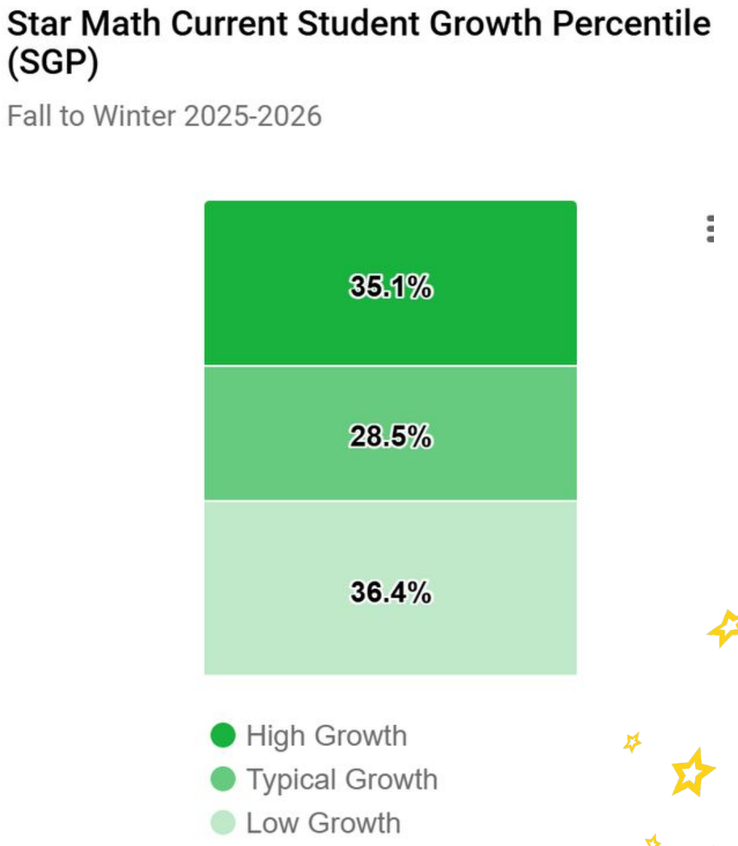
Level 1 - Below

Level 2 - Approaching

Level 3 - Meeting

Level 4 - Above

MATHEMATICS
GROWTH PERCENTILE



- 63.6% of students in the district showed typical or better growth in math
- Pleasant Hill Elementary had 68.6% of students making typical or better growth
- Pleasant Hill MS/HS had 59.2%. typical or better growth

THANK YOU

slovdokken@pleasanthill.k12.or.us

PHSD Scorecard Report
Pleasant Hill Elementary School



Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

We are committed to ensuring all students demonstrate growth and achievement through a common curriculum aligned to student outcomes. We believe in developing critical thinkers who communicate effectively and demonstrate strong character through engaging collaborative learning experiences.

Elementary School Actions

- Early Literacy Benchmarks: Implement a system of STAR assessment reviews for K-3 to ensure that at least 70% of students meet grade-level reading benchmarks, with targeted intervention strategies developed when benchmarks are not met.

- Instructional Equity: Regularly disaggregate student performance data during quarterly reviews, and use the findings to identify achievement gaps and guide equitable instructional practices.

Elementary School Progress Measures

- 70% of K-3 students meet grade-level reading benchmarks 

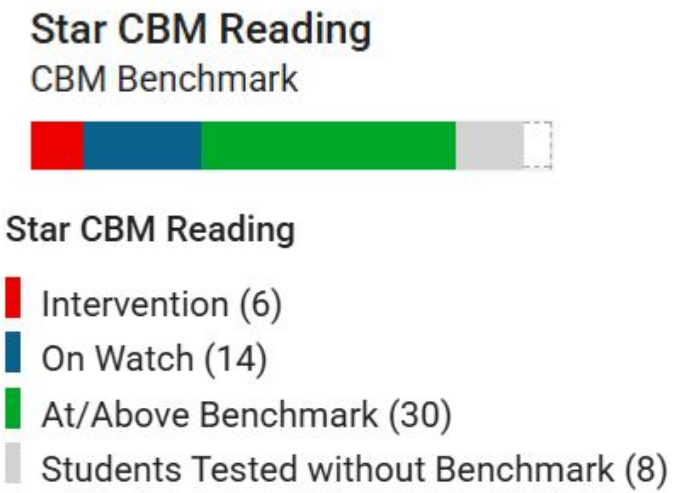
- Provide targeted intervention strategies for students 

- Disaggregate academic performance by student groups (e.g., Race/Ethnicity, SPED, ELL, Low Income, Foster) to monitor gaps over time. 

December

Kindergarten

30/58 students (52% Currently Meeting)



16 students served in WIN (What I Need) Intervention Groups

February

Kindergarten

Letter Naming

Currently meeting Winter Benchmark:

10 students (10/63- 6.3%)

Currently meeting Spring Benchmark:

25 students (25/63- 40%)

16 students served in WIN (What I Need) Intervention Groups

Benchmark Category	PRs Associated with Benchmark	Grade K Fall	Grade K Winter	Grade K Spring
At/Above Benchmark	40 and above	25 and above	38 and above	49 and above
On Watch	20 to 39	11 to 24	27 to 37	38 to 48
Intervention	1 to 19	0 to 10	0 to 26	0 to 37

Passage Oral Reading

Benchmark Category and PRs in Category	Grade 1			Grade 2			Grade 3		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
At/Above Benchmark: 40 and above	23 and above	35 and above	49 and above	81 and above	91 and above	102 and above	106 and above	112 and above	118 and above
On Watch: 20 to 39	14 to 22	21 to 34	35 to 48	54 to 80	65 to 90	76 to 101	80 to 105	88 to 111	94 to 117
Intervention: 1 to 19	0 to 13	0 to 20	0 to 34	0 to 53	0 to 64	0 to 75	0 to 79	0 to 87	0 to 93

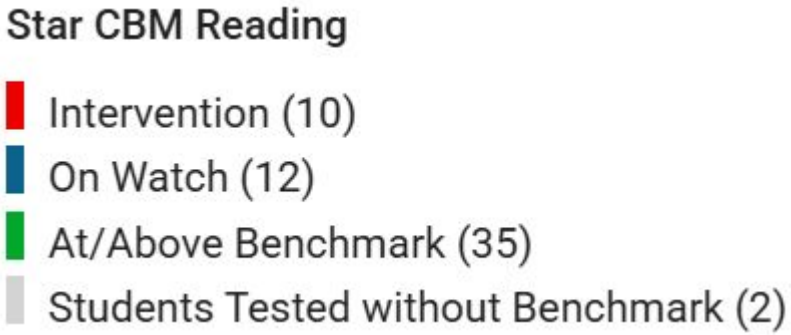
December

First Grade

35/59 students (59%

Currently Meeting)





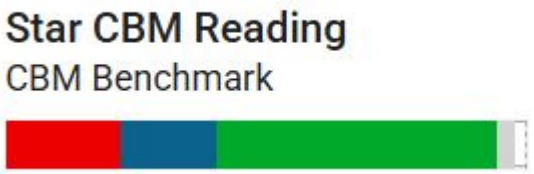
15 students served in WIN (What I Need) Intervention Groups

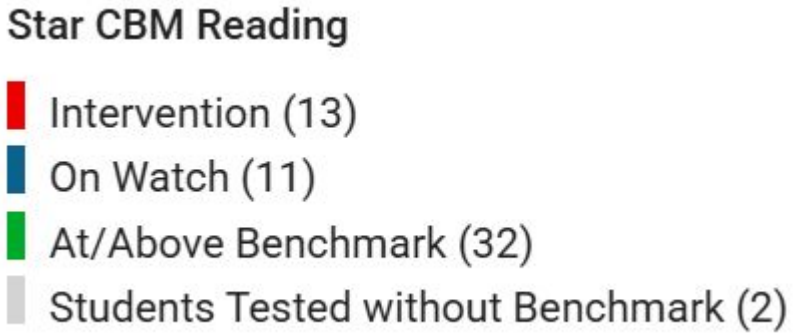
February

First Grade

32/59 students (54%

Currently Meeting)

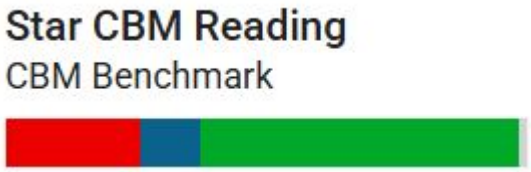


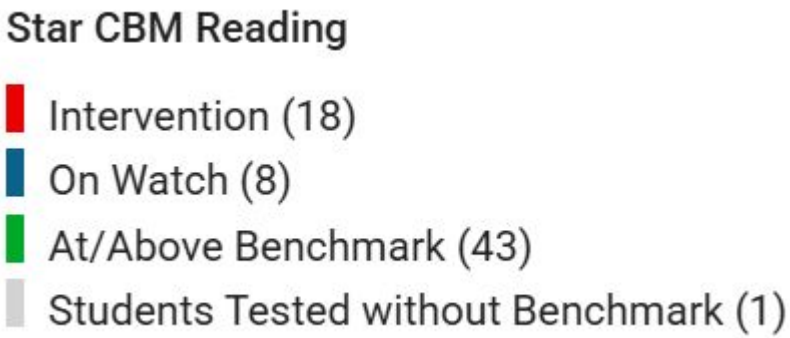


25/59 students- 42% currently meeting Spring Benchmark

December

Second Grade
43/70 (61% Currently Meeting)

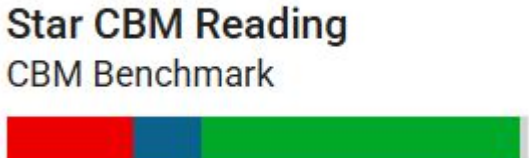


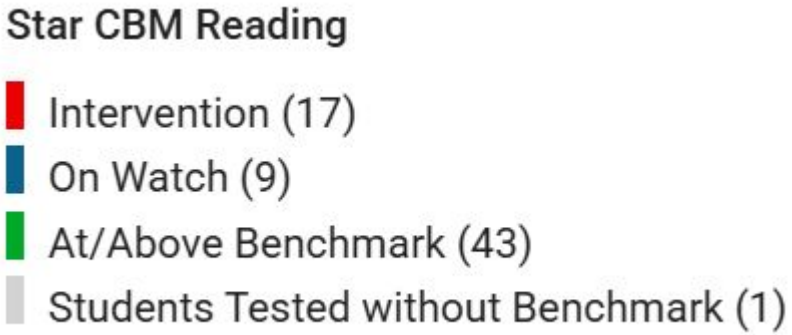


15 students served in WIN (What I Need) Intervention Groups

February

Second Grade
43/70 (61% Currently Meeting)





16 students served in WIN (What I Need) Intervention Groups

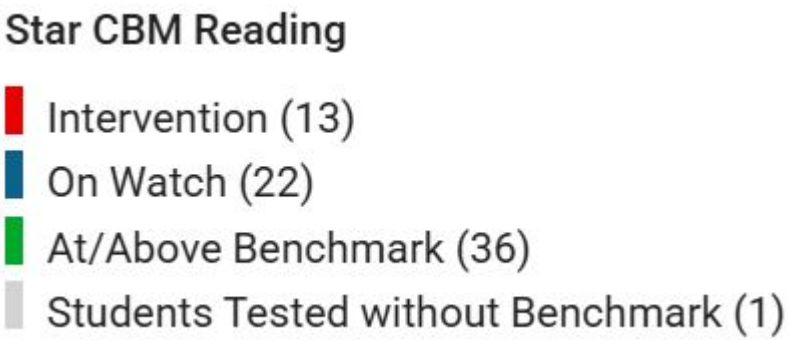
37/70 Students- 53% currently meeting Spring Benchmark

December

Third Grade

36/72 (50% Currently Meeting)





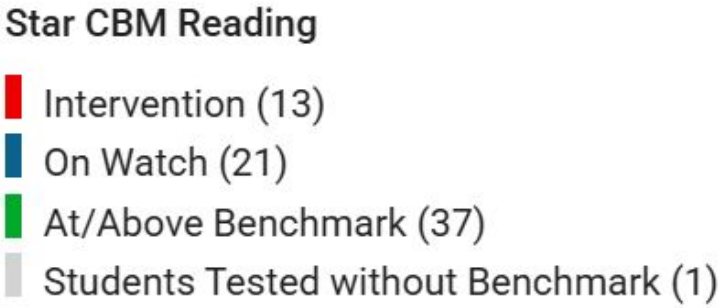
16 students served in WIN (What I Need) Intervention Groups

February

Third Grade

37/74 (50% Currently Meeting)





16 students served in WIN (What I Need) Intervention Groups

31/74 Students- 42% currently meeting Spring Benchmark

December

Elementary School Action-To Be Completed

In order for the elementary school to regularly disaggregate student performance data we need to sync STAR Data with our Oregon Data Suite. We are in the process of completing a data sharing agreement between Renaissance (STAR) and Oregon Data Suite.

February

Update

The Data Sharing Agreement between Renaissance (STAR) and Oregon Data Suite has been completed. Oregon Data Suite is in the process of building our district-wide dashboard for this data.

Pillar 2: STUDENT WELL BEING & EMOTIONAL SUPPORT

We create a caring and inclusive culture where every student feels safe, supported, and ready to grow socially, emotionally, and academically. Students are supported by trusted adults, with clear information about available resources shared through our website, school materials, and class connections. We help students feel connected through fun and meaningful opportunities like school clubs, sports, and hands-on learning. By teaching social emotional skills, students build confidence, learn to manage their emotions, and develop strong, positive relationships.

Elementary School Actions

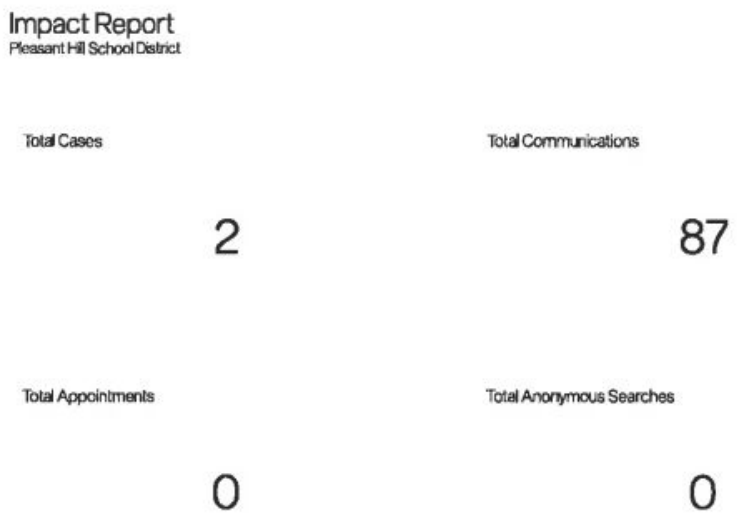
- Increase access to mental health services by ensuring that all student referrals for academic and behavioral support are tracked through internal tracking systems.
- School Climate & SEL: Strengthen school climate and social-emotional learning (SEL) by delivering regular SEL lessons and monitoring progress through annual student, staff, and family surveys (EVE, SEED, local assessments)
- Reduce exclusionary discipline incidents (e.g., suspensions, expulsions), disaggregated by subgroup, while ensuring that students with progress monitoring plans show measurable improvement in academic and behavioral outcomes

Elementary School Progress Measures

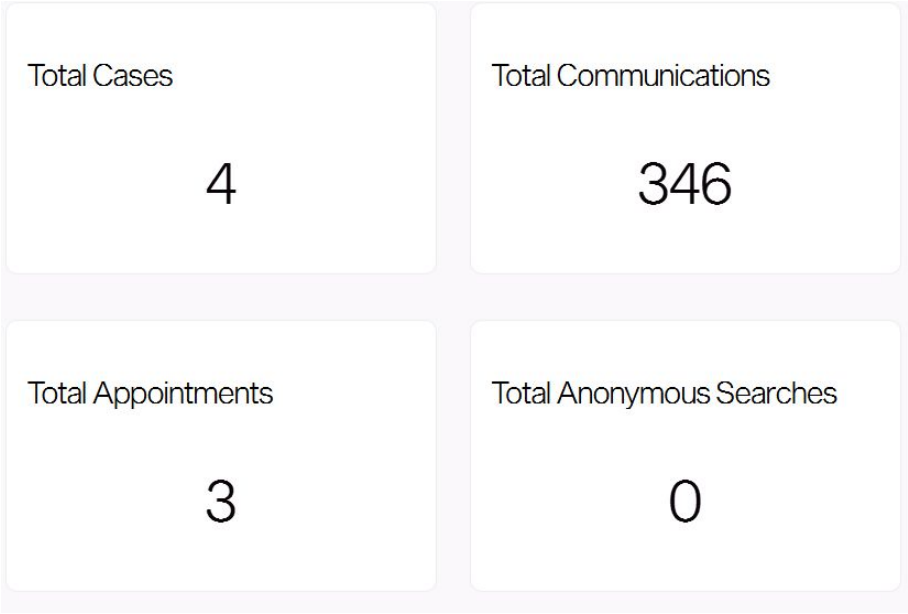
- Care Solace Data 
- % of students referred for academic / behavioral support 
- Annual student / staff / family survey results (EVE Survey / SEED Survey / Local Assessment) 
- Number of SEL sessions or lessons delivered. 
- Regular Attenders Longitudinal target (79% 2025-26 SY) 
- Reduction in exclusionary discipline (e.g., suspensions, expulsions) disaggregated by subgroup 
- Track % of students with progress monitoring plans showing improved academic / behavior outcomes. 

Care Solace Data

December

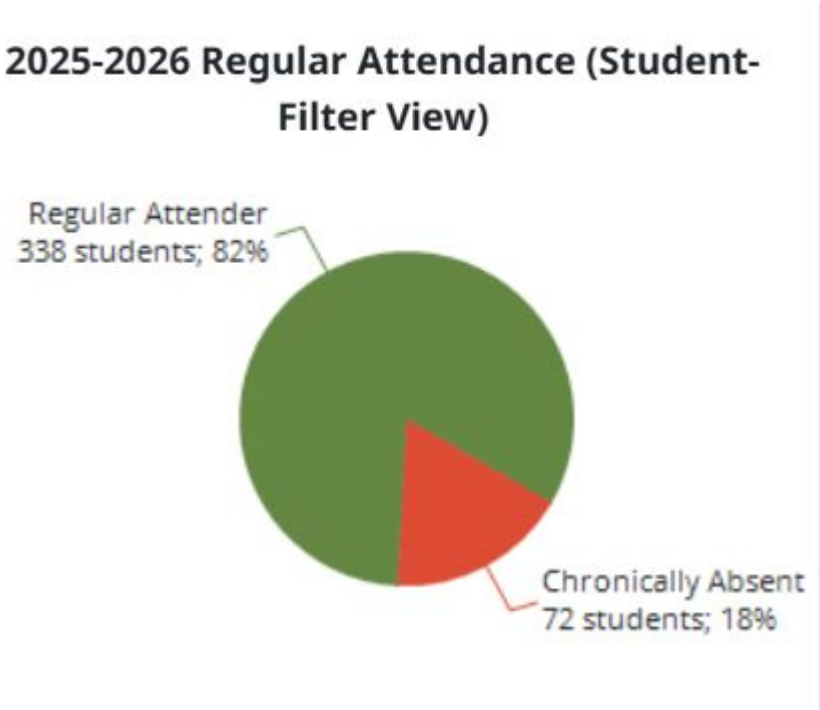


February

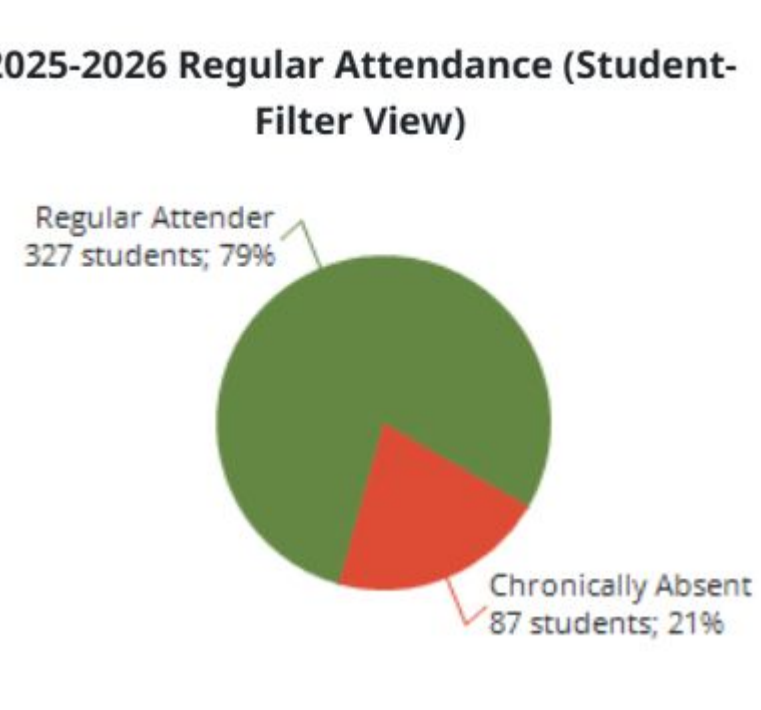


Attendance Data

December

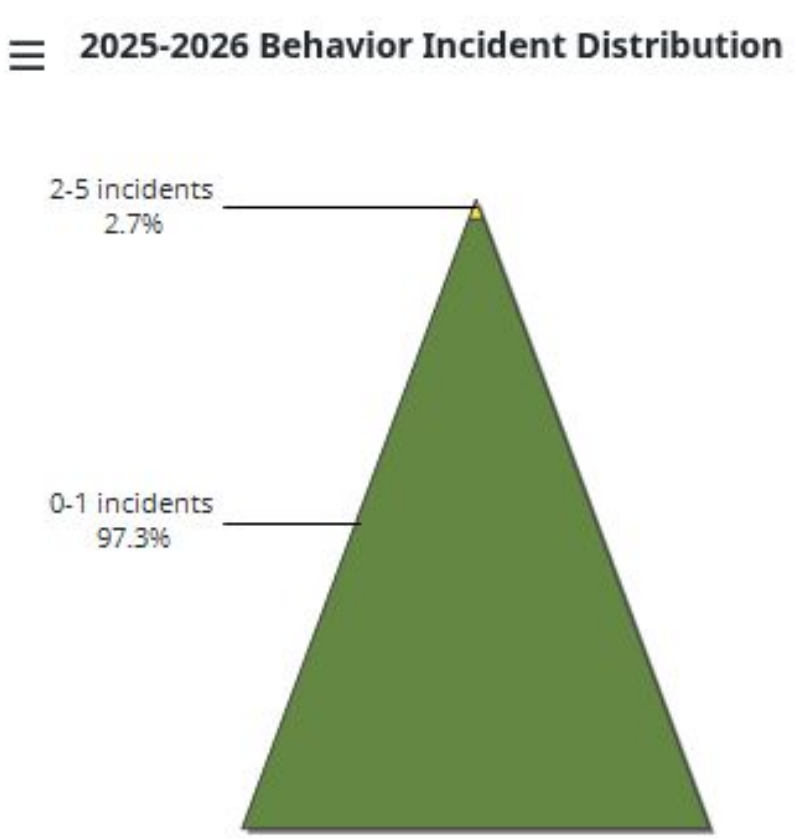


February

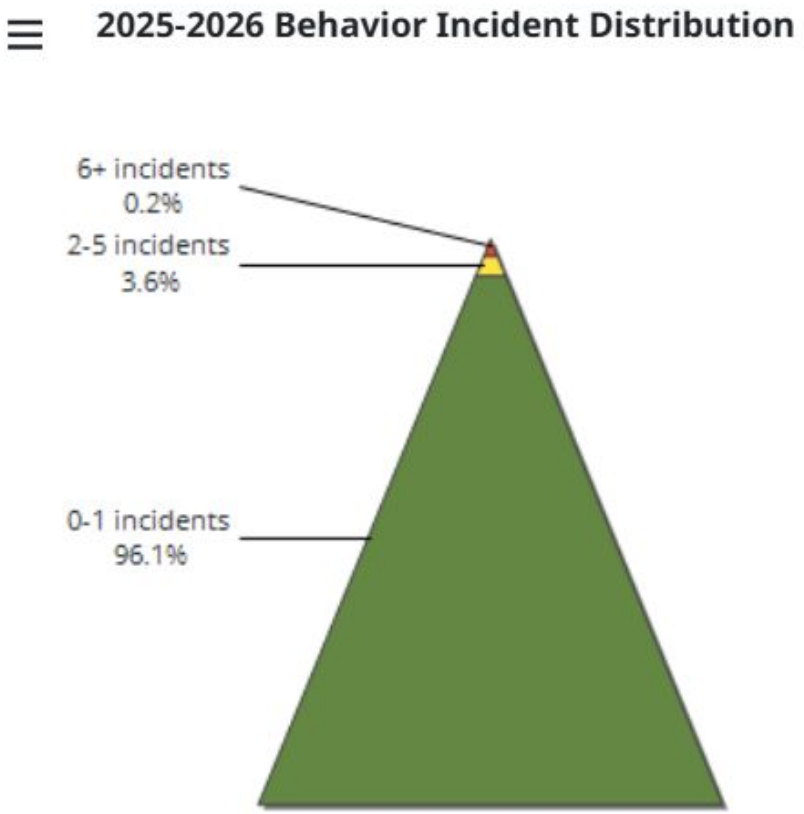


Behavior Data

December



February



December

Elementary School Action-To Be Completed

-Create a more formal way of tracking SPED & behavior referrals- **in progress**

-Continue to maintain current regular attenders percentage through attendance recognition & incentives-**in progress**

-Track progress monitoring growth at the next round of Data Teams post mid-year assessments (mid to late January). **-Completed**

-Share highlights from UPBEAT Survey with staff at the December 17th staff meeting. Look at top strengths and areas for improvement. **-Completed**

February

Update

Studer Parent Survey results will be reviewed at our next leadership team meeting. 83 parents participated.

Pillar 3: DATA DRIVEN DECISION MAKING

We are committed to using data to improve teaching and learning, support every student, and strengthen student outcomes. Our teams work together to review student learning regularly, using both formative and summative data to set goals, monitor progress, participate in cycles of improvement, and make timely adjustments. We ensure data is used in meaningful ways to celebrate success, guide next steps, and validate our collective efforts. We believe that when students and teachers use data together, it builds ownership, sparks inquiry, and leads to lasting improvement.

<u>Elementary School Actions</u>

- Ensure that 100% of schools maintain fully operational data teams that meet monthly, submit agendas and artifacts, and engage in cycles of improvement. Provide training so that all educators build data literacy and use evidence to guide instruction.
- Student Progress Monitoring: Use MTSS tools and instructional coaching to ensure that students with academic or behavioral support plans demonstrate measurable improvement, and that at least 85% of staff report using student data to plan differentiated instruction.

Elementary School Progress Measures

- 100% of schools with fully operational data teams (measured by meeting logs or artifacts). 
- 100% of educators trained in data literacy. 
- 90% of students with progress monitoring plans showing improved academic / behavior outcomes. 

  Update- 86.2% improved academic performance

- 85% of staff reporting use of data to differentiate instruction. 

Pillar 4: FUTURE READY

We are committed to preparing students to be future ready by building the skills they need to succeed in school and in life. Through engaging learning experiences, students explore academic and career pathways, develop digital literacy, and grow as creative problem solvers. Students learn to think critically, communicate effectively, act with integrity, and take responsibility for their learning and actions, preparing them for college, careers, and engaged citizenship in a changing world.

Elementary School Actions

-Embed student centered principles: Provide teacher training and coaching to embed student-centered principles into lesson planning and implementation, ensuring alignment with learner profile attributes. Progress will be reviewed quarterly at school and district levels, with an annual board report.

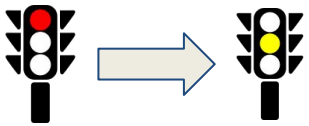
- Administer student self-assessment survey: Implement quarterly student self-assessment surveys on thinking critically, communicating effectively and demonstrating character and use results to inform classroom practices and grade-level (5th Grade)

- Integrate Learner Profile Attributes into Instruction: Ensure that all staff integrate authentic opportunities for students to demonstrate learner profile attributes (Think Critically, Communicate Effectively, Demonstrate Character) by embedding them in planning tools, instructional design, and coaching cycles. Student work will be collaboratively reviewed to calibrate expectations, with progress reported quarterly and annually to the board.

- Embed Responsibility and Integrity into feedback and reflection systems: Strengthen student responsibility and integrity by incorporating goal-setting, personal progress tracking, digital citizenship, and plagiarism prevention (including responsible AI use) into advisory and ELA curriculum. Systems will be monitored quarterly, with annual reporting to the board. (5th Grade)

Elementary School Progress Measures

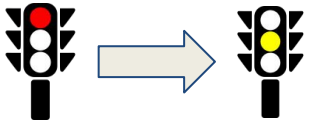
-Document and align where student centered principles and learner profile attributes are already happening in our building. Identify strengths and gaps.



-5th grade students self assessing quarterly

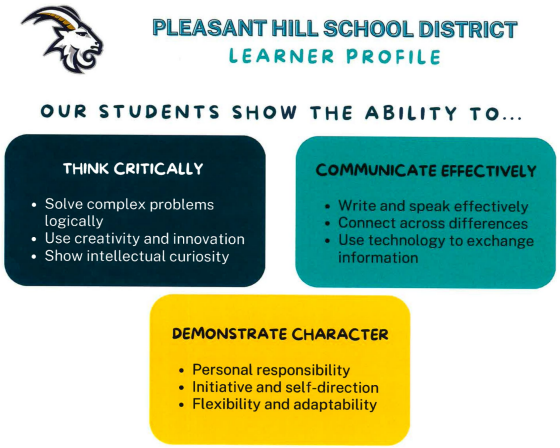


-Create a list of opportunities where the learner profile is already embedded into instruction and authentic opportunities they have to demonstrate these attributes



-5th grade students goal setting and reflecting- feedback includes responsibility & integrity





December

Elementary School Action-To Be Completed

We will work as a staff to create a comprehensive list of where the learner profile attributes are already embedded into teaching and learning at the elementary school. Through this process we will identify which attributes we are strong in addressing and which we could provide more teaching and learning opportunities. We will work with our 5th grade students on self-reflection and responsibility and integrity (and identify where this is already happening) to help prepare them for middle school.

February

Update

Elementary teachers worked to identify where learner profile attributes were currently in action. We are currently compiling a comprehensive document of all the experiences that elementary students receive that align directly with the attributes of the learner profile.


THANK
YOU!

PHSD Scorecard Report
Pleasant Hill Middle School

DEC → FEB

Exhibit 2526.111



- **Green**: Strategic actions that are completed and achieved the outcome. Can we scale our success?
- **Yellow**: Strategic actions are in progress and being monitored for wins or adjustments.
- **Red**: Can't complete this at this time or we are stuck. Why? What is the barrier?



Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM



Learning Targets

December



The work of ensuring that 60% of middle school courses have clearly articulated learning targets has not yet begun. This work is scheduled to launch in the second semester, when staff will begin developing and posting consistent, standards-aligned learning targets across courses that are aligned to the Learner Profile.



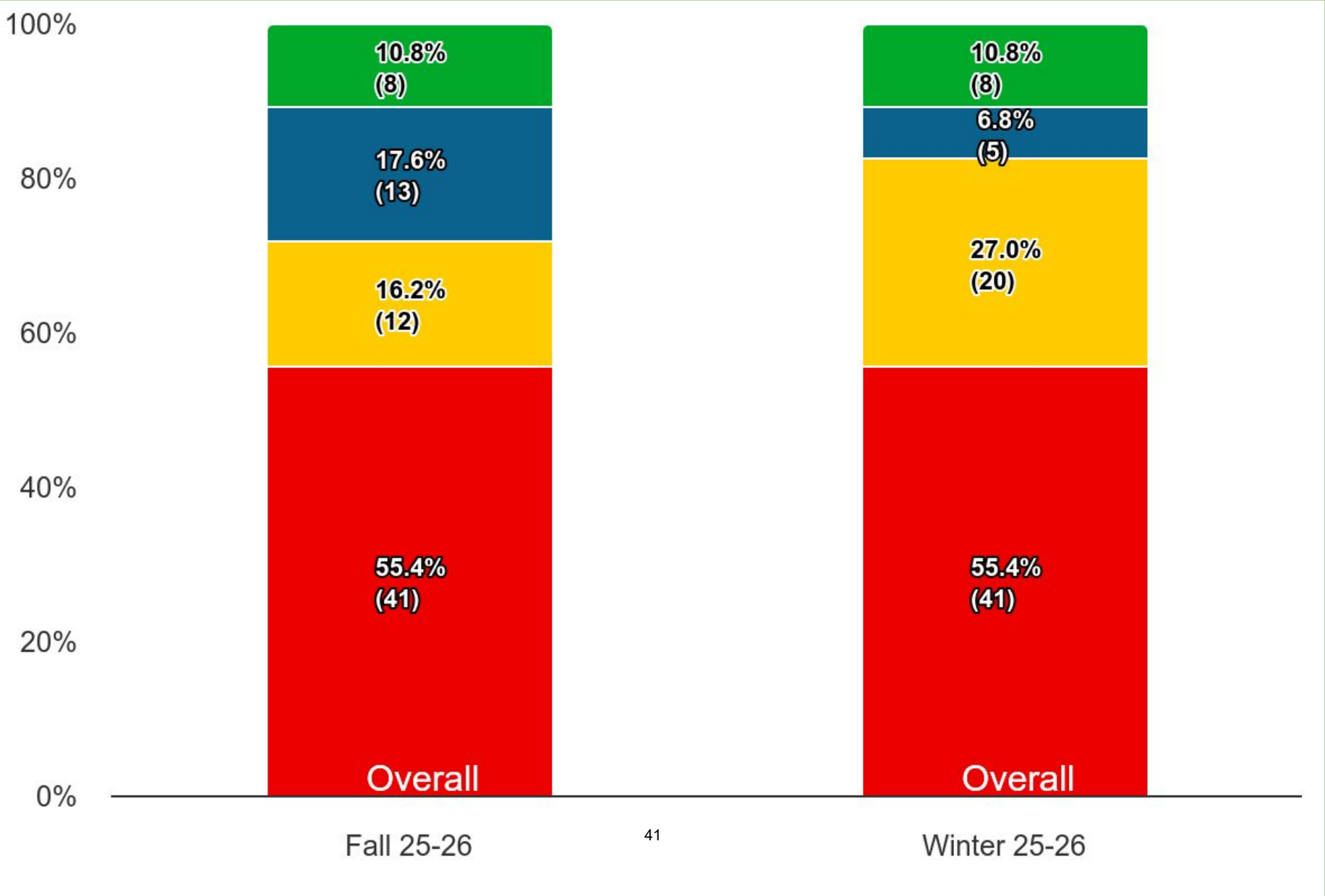


February



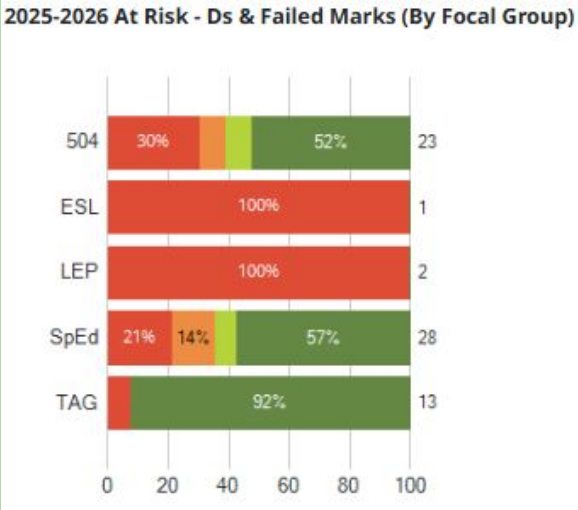
Middle school teachers joined their high school colleagues in a collaborative session focused on vertically aligning learning targets using a shared Learning Target Planning Template. Together, teachers examined how to clearly define what students should know and be able to do, establish success criteria, and align checks for understanding across grade levels.

8th Grade Math Proficiency: STAR Assessment

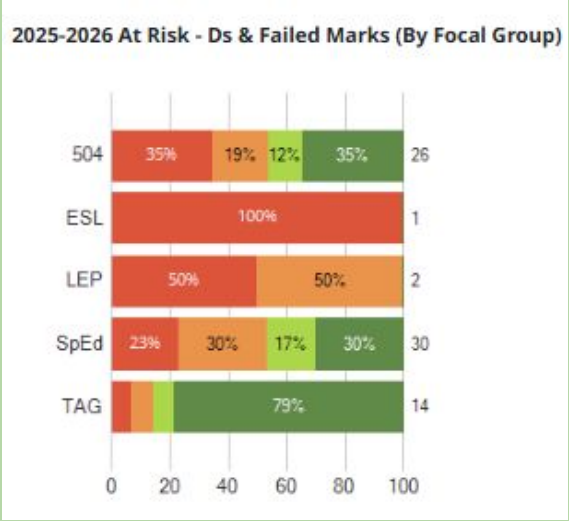


Academic performance by student groups

December



February

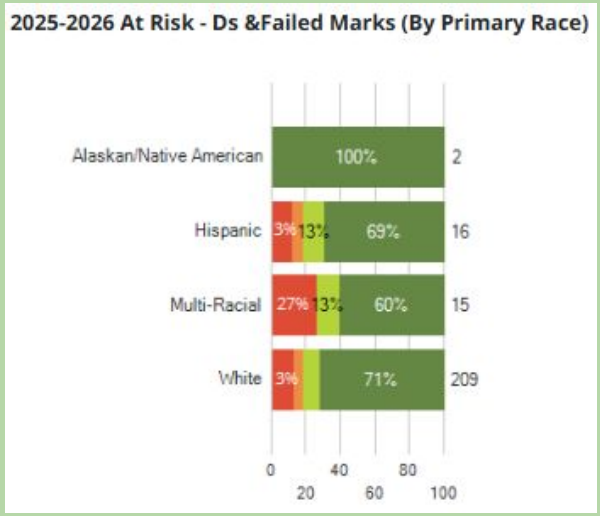


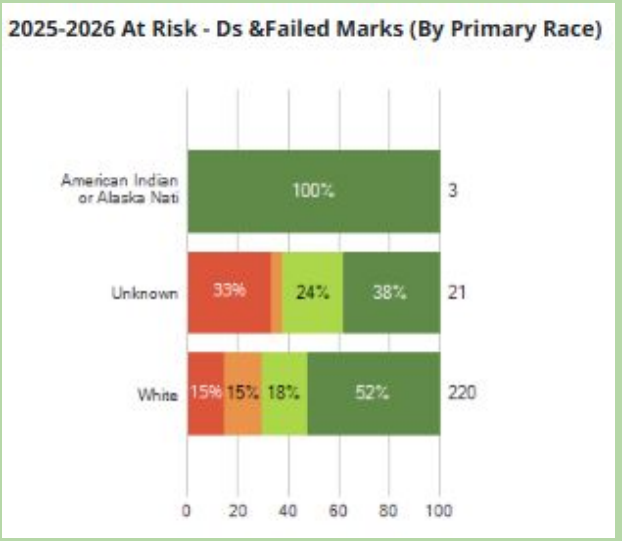
Dark Green (No Risk): 0 Ds & Failed Marks

Light Green (Low Risk): 1 Ds & Failed Marks

Orange (Some Risk): 2 Ds & Failed Marks

Red (High Risk): 3 or more Ds & Failed Marks





Pillar 2: STUDENT WELL BEING & EMOTIONAL SUPPORT





Care Solace Data

December

Impact Report

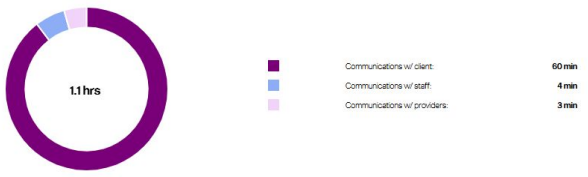
Pleasant Hill School District

Total Cases	Total Communications
2	69
Total Appointments	**Total Anonymous Searches**
2	2

Key Performance Indicators (KPIs)

	Sep	Oct	Nov	Total
Inbound interactions	2	2	2	6
Communications saved	32	9	22	63
Warm Handoffs®	1	0	1	2
Total Unreachable	0	0	1	1
Total Declined Services	0	0	0	0
Total appointments into care	0	2	0	2
Anonymous searches	0	0	2	2

Time Saved



February

Impact Report

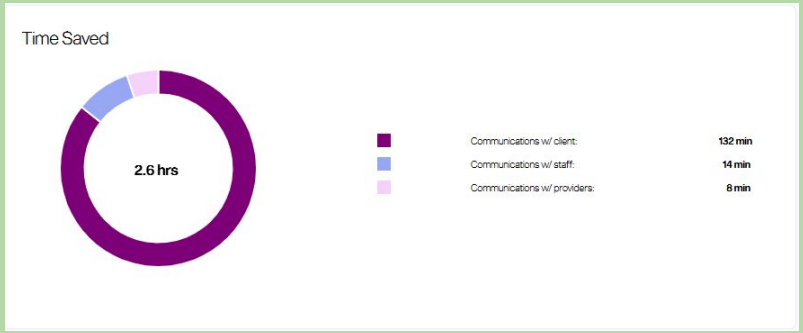
Pleasant Hill School District

Total Cases	Total Communications
3	139
Total Appointments	**Total Anonymous Searches**
3	2

Key Performance Indicators (KPIs)

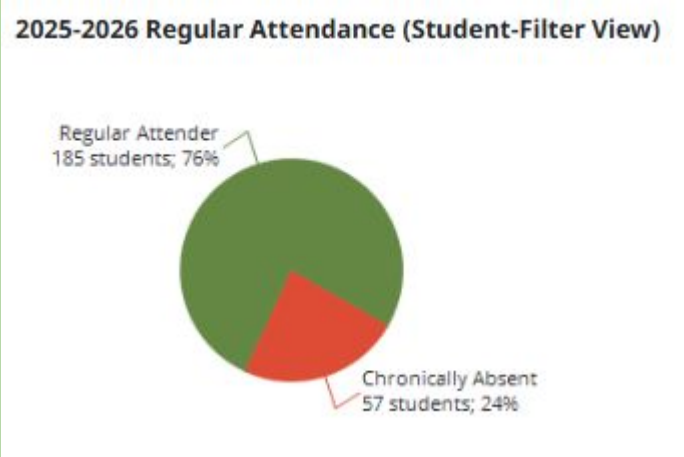
	Sep	Oct	Nov	Jan	Feb	Total
Inbound interactions	2	2	2	3	1	10
Communications saved	32	9	22	62	4	129
Warm Handoffs®	1	0	1	1	0	3
Total Unreachable	0	0	1	0	0	1
Total Declined Services	0	0	0	0	0	0
Total appointments into care	0	2	0	0	1	3
Anonymous searches	0	0	2	0	0	2

Time Saved

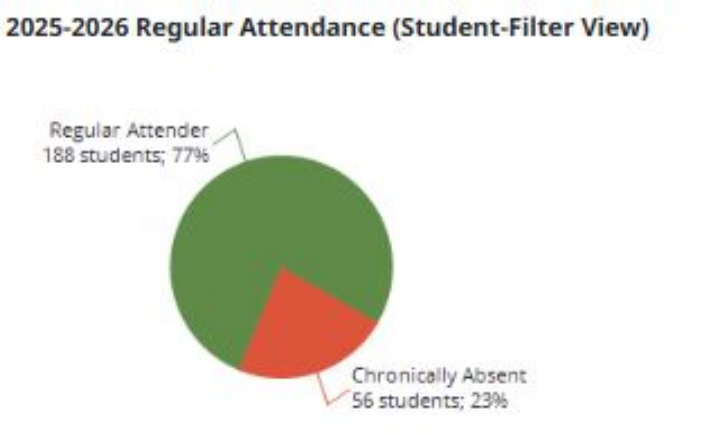


Middle School Regular Attenders

December

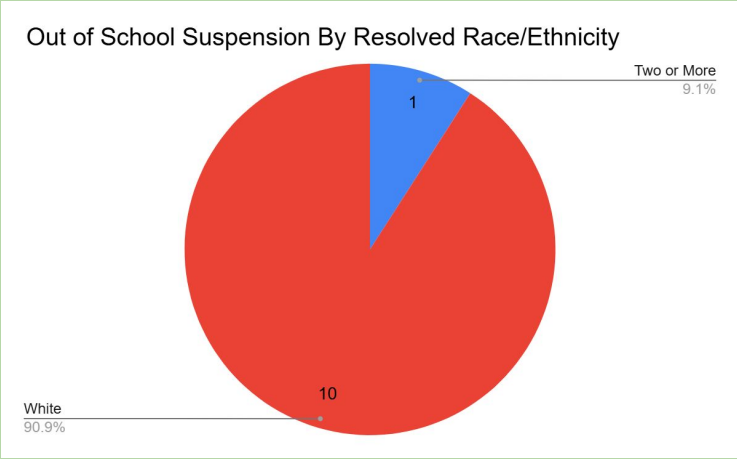


February

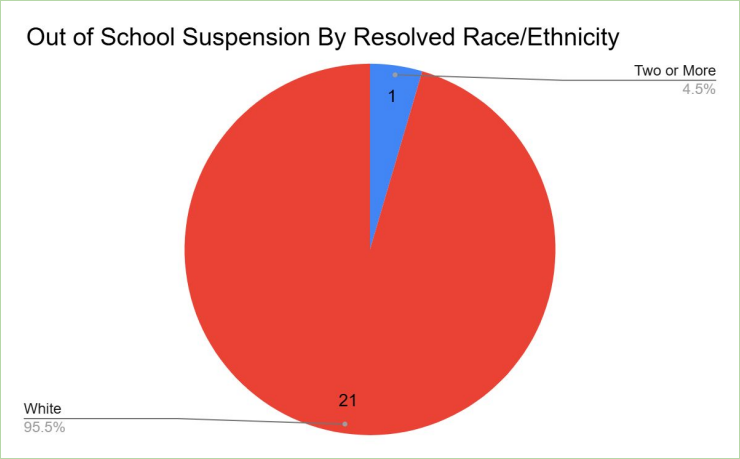


Exclusionary Discipline

December



February



Pillar 3
DATA DRIVEN DECISION MAKING

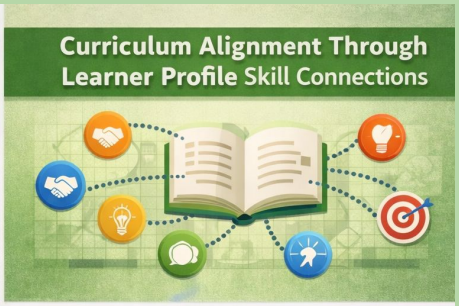
&

Pillar 4
FUTURE READY



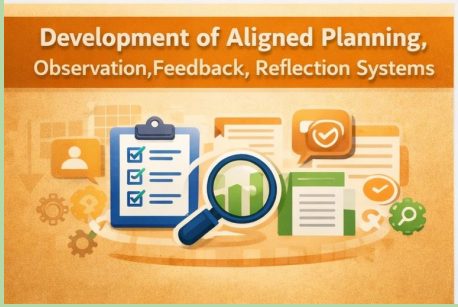


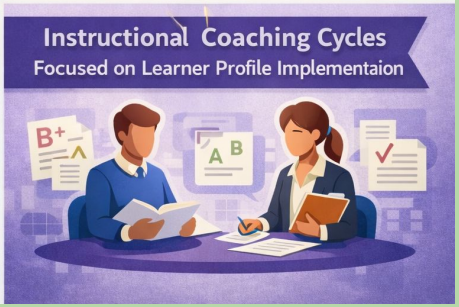















THANK YOU

PHSD Scorecard Report Pleasant Hill High School

2026 School Board Presentation 2/23/26

Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

We are committed to ensuring all students demonstrate growth and achievement through a common curriculum aligned to student outcomes. We believe in developing critical thinkers who communicate effectively and demonstrate strong character through engaging collaborative learning experiences.

High School Actions

- Guaranteed & Viable Curriculum: By the end of the year, ensure that 60% of secondary courses have clearly articulated, student-facing learning targets, with quarterly progress checks and adjustments based on review findings.
- Instructional Equity: Regularly disaggregate student performance data during quarterly reviews, and use the findings to identify achievement gaps and guide equitable instructional practices.

High School Progress Measures

- 60% of secondary courses will have clearly articulated learning targets.
- Monitor ELA and math proficiency and growth using STAR assessment data, establishing it as an internal on-track metric for high school readiness. 9th & 10th.
- Disaggregate academic performance by student groups (e.g., Race/Ethnicity, SPED, ELL, Low Income, Foster) to monitor gaps over time.

Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

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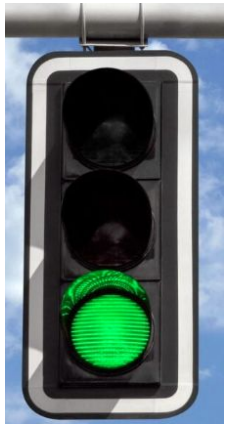
- Guaranteed & Viable Curriculum:
  - Two PD sessions around Learning Target Development
  - Successful LT integration into Formal evaluations





- Instructional Equity:
  - Student Support Data Team
  - 9th Grade Team meeting
  - Extended Semester Workflow
  - Leader team SM1 Data review

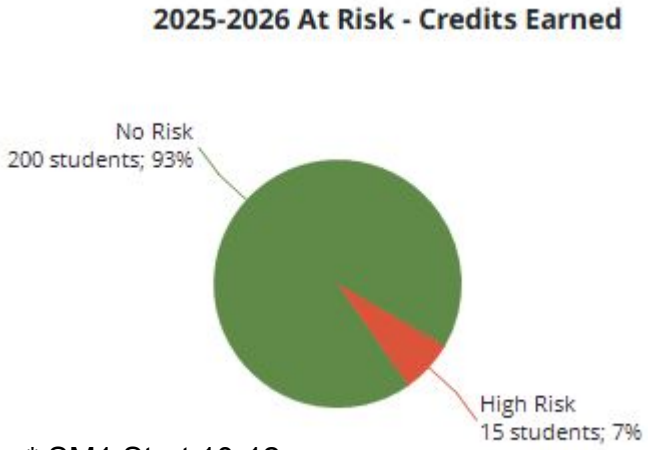




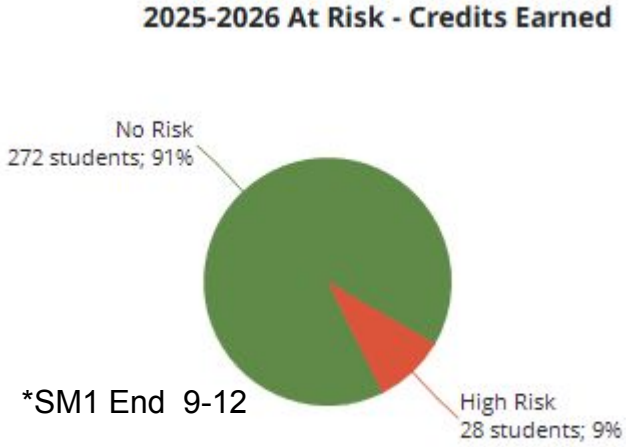
SM1 Data Highlight

Interrupting Failure — Together

- Key Outcomes (Grades 9–12):
- 1,898 total grades issued
- 97.5% passing rate
- Only 47 Fs (2.5%)
- 36 Fs identified for Extended Semester
- 12 grades recovered
- Overall passing rate increased to 98.1%



* SM1 Start 10-12



*SM1 End 9-12

Pillar 2: Mental Health Access

We create a caring and inclusive culture where every student feels safe, supported, and ready to grow socially, emotionally, and academically. Students are supported by trusted adults, with clear information about available resources shared through our website, school materials, and class connections. We help students feel connected through fun and meaningful opportunities like school clubs, sports, and hands-on learning. By teaching social emotional skills, students build confidence, learn to manage their emotions, and develop strong, positive relationships.

High School Actions

- Increase access to mental health services by ensuring that all student referrals for academic and behavioral support are tracked through internal tracking systems.
- School Climate & SEL: Strengthen school climate and social-emotional learning (SEL) by delivering regular SEL lessons and monitoring progress through annual student, staff, and family surveys (EVE, SEED, local assessment.
- Reduce exclusionary discipline incidents (e.g., suspensions, expulsions), disaggregated by subgroup, while ensuring that students with progress monitoring plans show measurable improvement in academic and behavioral outcomes

High School Progress Measures

- Care Solace Data
- % of students referred for academic / behavioral support
- Annual student / staff / family survey results (EVE Survey / SEED Survey / Local Assessment)
- Number of SEL sessions or lessons delivered.
- Regular Attenders Longitudinal target (79% 2025-26 SY)
- Reduction in exclusionary discipline (e.g., suspensions, expulsions) disaggregated by subgroup
- Track % of students with progress monitoring plans showing improved academic / behavior outcomes.

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- Access to Mental Health Services
  - MTSS: School Counseling Supports
  - Counselling tracking form
  - Care Solis Data



- School Climate and SEL
  - Increased Advisory Lessons & SEL
  - Climate Survey Staff Action Cards
  - Action Card review in Student Leader



- Student Progress Monitoring:
  - Weekly High School Support Data Team
  - Semester Count down & Build ups

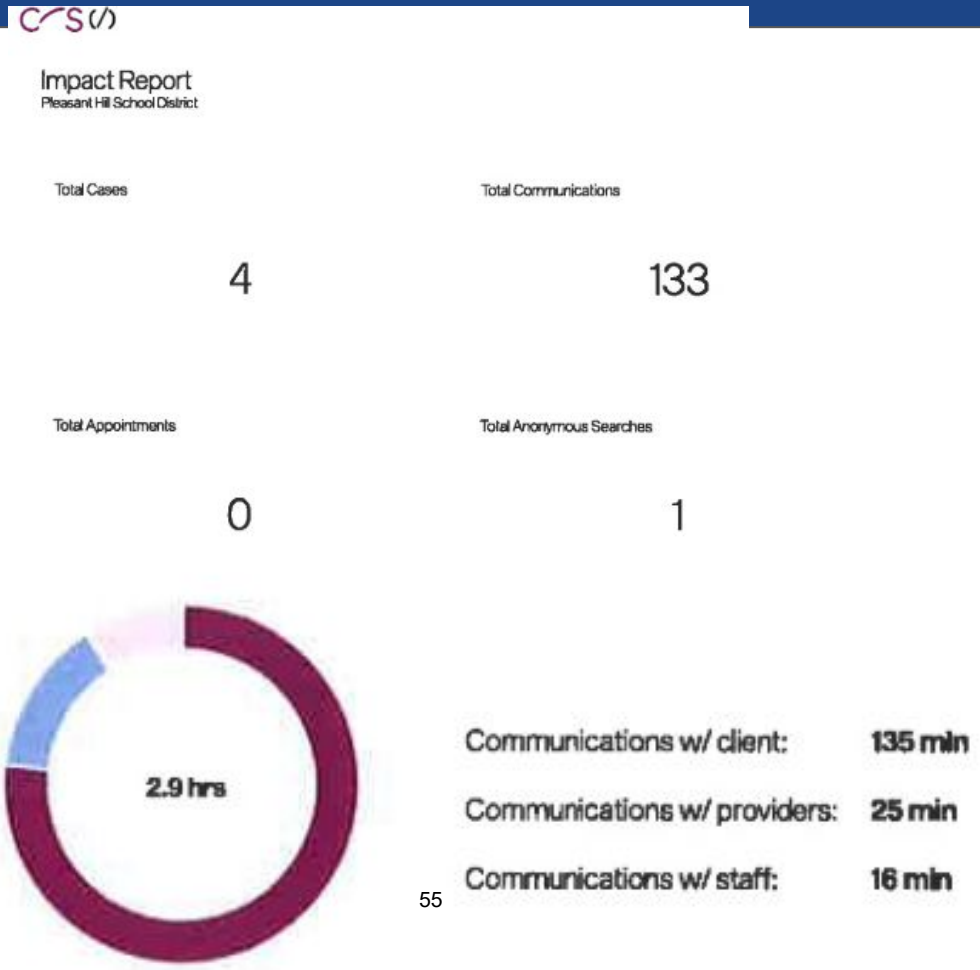
Staff Climate Action Cards Commitments

- Developing groups within classes to support students who feel disconnected to our school community and not seen by staff
- Making more time for student connection and collaboration between students and teacher to combat Staff Doesn't care about me”
- More staff in the hallways to combat hallway caos during passing periods and after school
- More meaningful teamwork & group work to combat students not feeling heard by other students
- Staff individual daily check ins to combat students feeling they don’t have a staff member to speak with.
- Increased in class face to face communication to increase student social skills and increase student kindness
- More Advisors to support academic, and career counseling
- Increase access and knowledge of mental health needs and resources.

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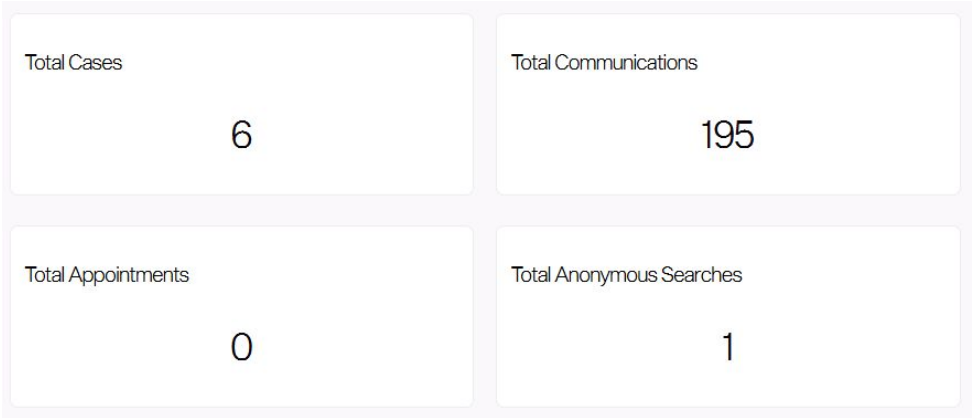
Round 1

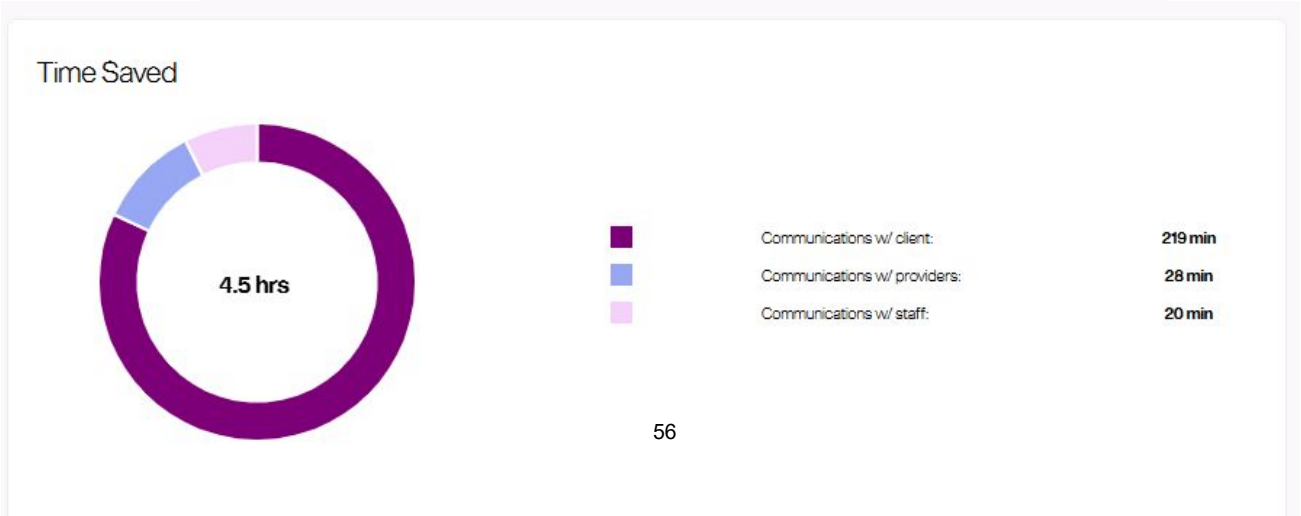


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Round 2

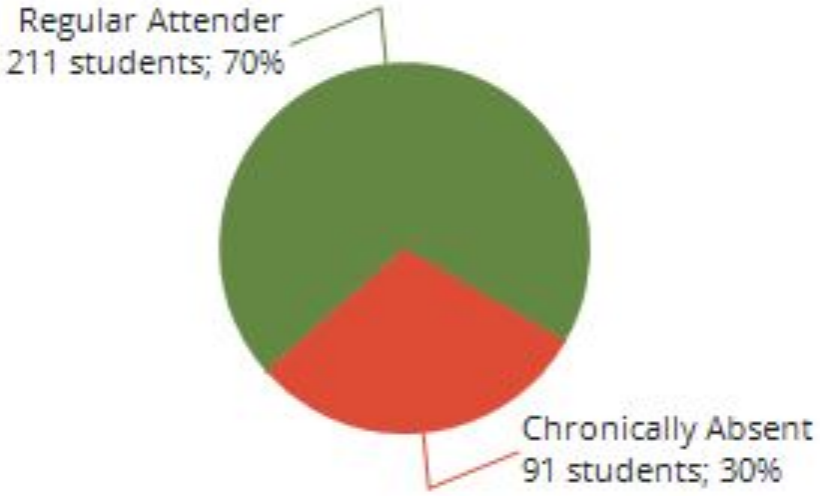




Attendance:

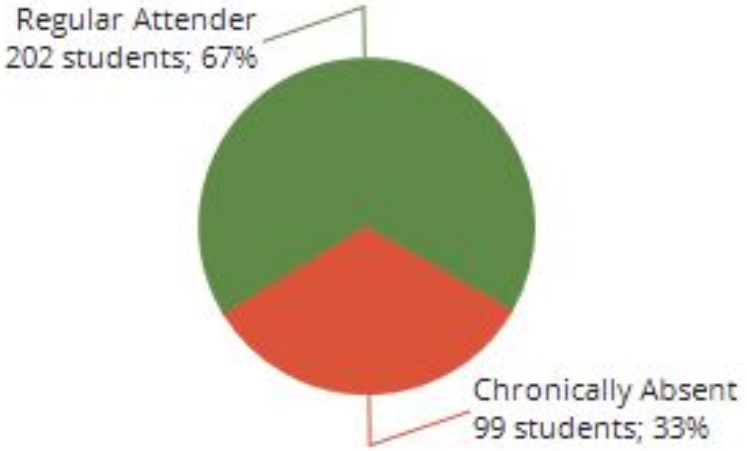
Round 1



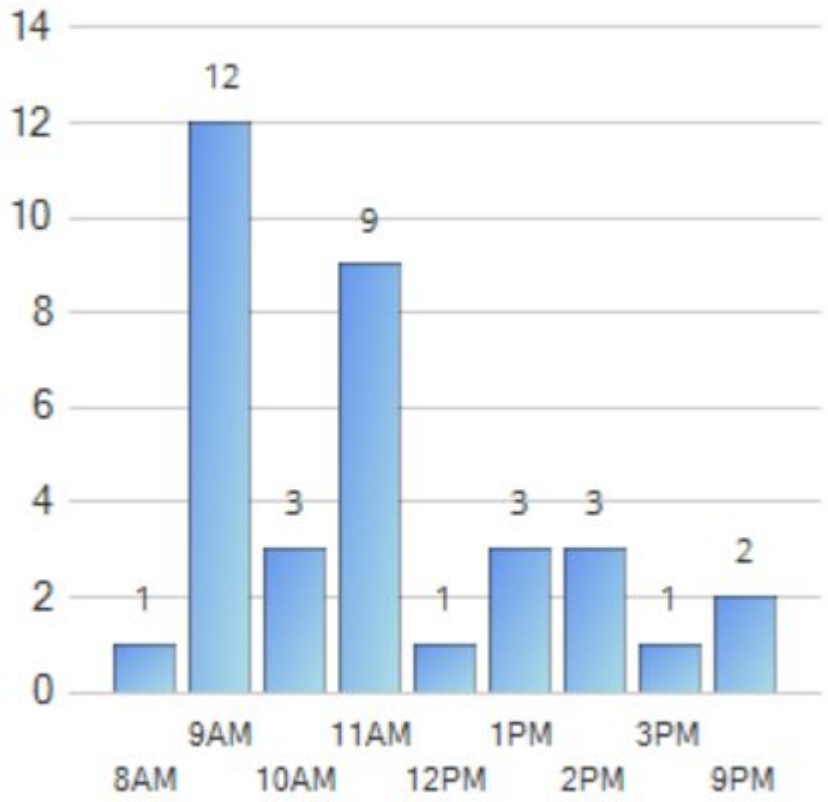


Round 2

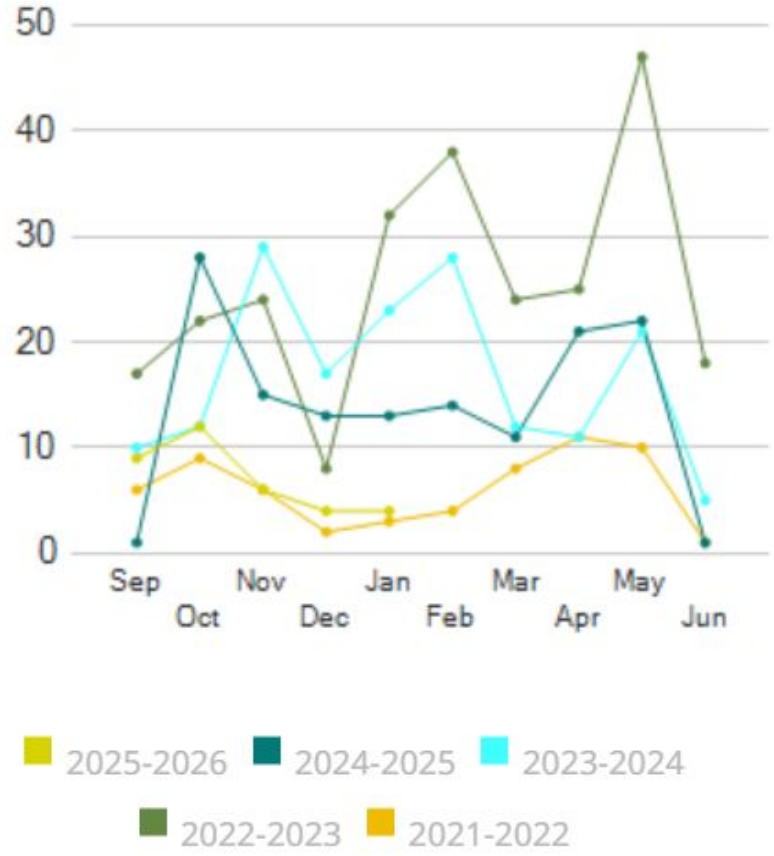




2025-2026 Incidents By Time of Day



Incidents Trend



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High School Progress Measures

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- Data Team Functionality:
  - Data team minutes
  - Freshman on Track Team
  - Star testing & Training

- Student Progress Monitoring
  - Moved from MTSS system building to implementation and success



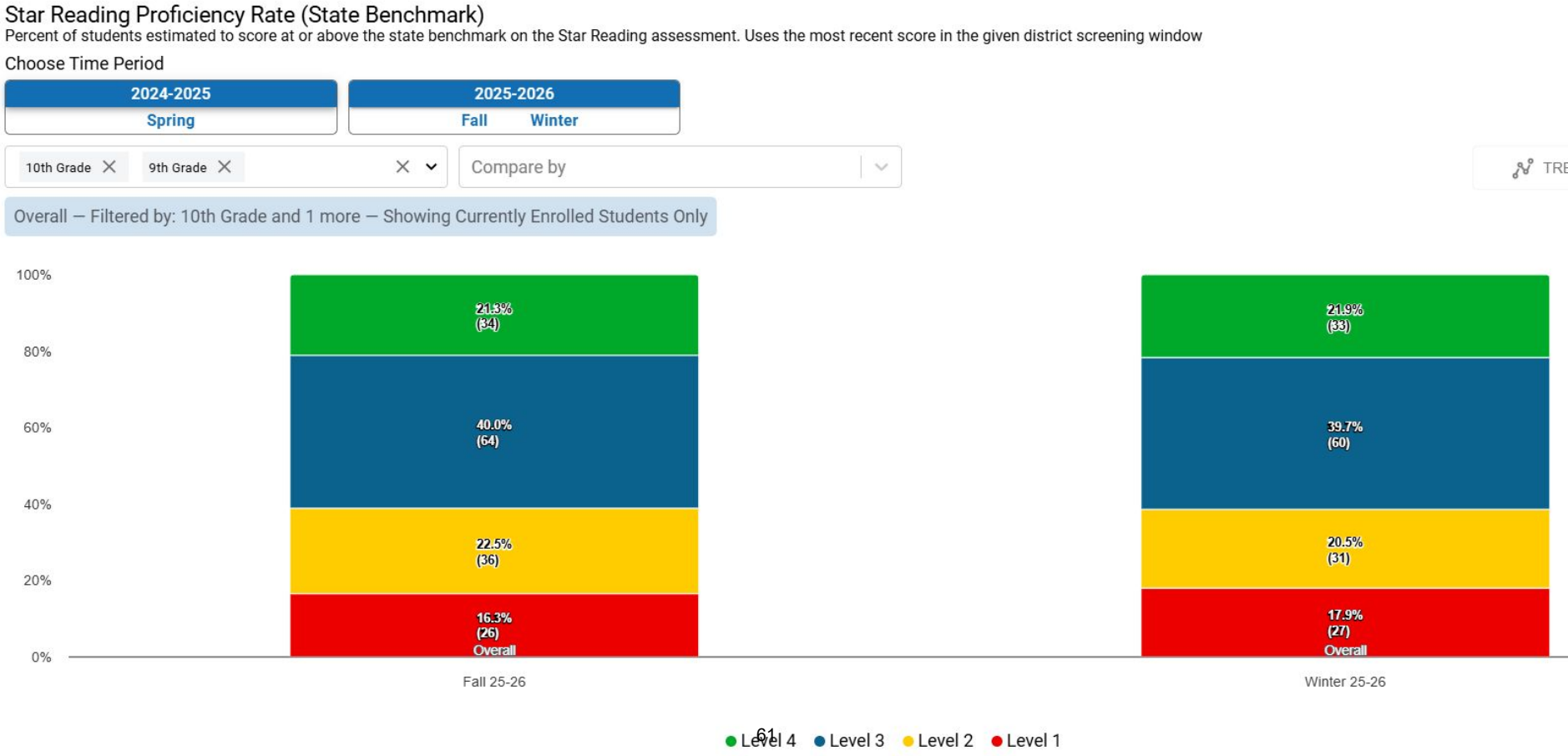






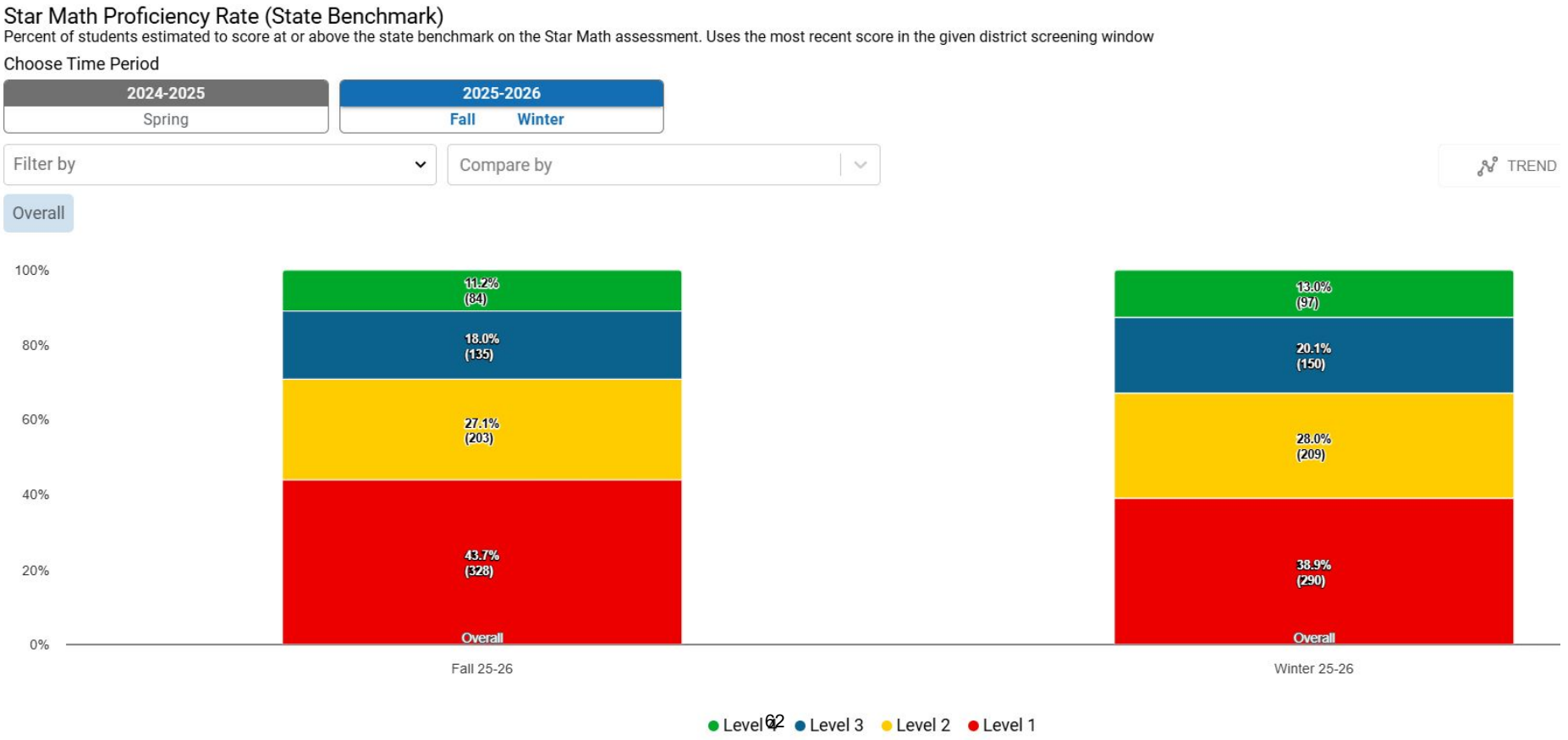
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Pillar 3: DATA DRIVEN DECISION MAKING

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Am I On Track?

"On track" means you meet the credit requirements to graduate within 4 years.

*YOU ARE **ON TRACK** IF YOU HAVE EARNED:*

	After 1st Semester	After 2nd Semester
9th	3 credits	6 credits
10th	9 credits	12 credits
11th	15 credits	18 credits
12th	21 credits	24 credits

Questions about your "on track" status?
Meet with your counselor!

Freshmen:

Start of Year	After S1	By End of Year
82	3+	6+
2	1-2.75	3-5.75
2	0	0-2.75

- Green Passing 6 / 7
- Yellow Passing 3-6 / 7
- Red Passing 0-2 / 7

Sophomores:

Start of Year	After S1	By End of Year
6+: 66	9+	12+
3-5.75: 7	6-8.75	8-11.75
0-2.75: 4	0-5.75	0-7.75

Junior:

Start of Year	After S1	By End of Year
12+: 68	15+	18+
8-11.75: 1	9-14.75	16-17.75
0-7.75: 1	0-8.75	0-15.75

Senior:

Start of Year	After S1	By End of Year
18+: 66	20+	24+
16-17.5: 3	18-20	24
0-115.75: 0	0-18	0-24

Pillar 4: Future Ready

We are committed to preparing students to be future ready by building the skills they need to succeed in school and in life. Through engaging learning experiences, students explore academic and career pathways, develop digital literacy, and grow as creative problem solvers. Students learn to think critically, communicate effectively, act with integrity, and take responsibility for their learning and actions, preparing them for college, careers, and engaged citizenship in a changing world.

High School Actions

- Provide teacher training and coaching to embed student-centered principles into lesson planning and implementation, ensuring alignment with learner profile attributes
- Implement quarterly student self-assessment surveys on thinking critically, communicating effectively and demonstrating character and use results to inform classroom practices and grade-level planning.
- Ensure that all staff integrate authentic opportunities for students to demonstrate learner profile attributes (Think Critically, Communicate Effectively, Demonstrate Character) by embedding them in planning tools, instructional design, and coaching cycles.
- Strengthen student responsibility and integrity by incorporating goal-setting, personal progress tracking, digital citizenship, and plagiarism prevention (including responsible AI use) into advisory and ELA curriculum

High School Progress Measures

- Teachers will receive training on the application of student centered principles in conjunction with learner profile attributes.
- Student self-assessment data available each quarter at classroom and grade level
- Professional development sessions will guide staff in embedding Learner Profile attributes and student centered principles into lesson design and planning tools.
- Instructional coaching cycles will include collaborative review of student work to calibrate expectations for demonstrating Learner Profile attributes.
- Planning and observation tools will emphasize flexible learning tasks that require students to (Think Critically, Communicate Effectively, Demonstrate Character)
- Feedback and reflection systems will emphasize goal-setting and personal progress tracking.
- Secondary schools will include discussions on digital citizenship and plagiarism prevention as part of advisory or ELA curriculum (with attention to responsible AI use.)

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- Student Centered Principles
  - Tier 1 Instructional Toolkit
  - Tier 2 Intervention drafting




- Integrate Learner Profile:
  - Student of the Month Breakfast of Champions
  - Learner Profile Presentation: Curriculum Leaders




- Student Responsibility
  - CIS advisory and post High School Planning
  - Extend Semester Reflection process
  - Student reflection focus in Walkthroughs






Student of the Month Nomination Form

Our goal is to create a recognition program that not only celebrates academic and athletic achievements, but also lifts up students who model these core skills in their classrooms, activities, and daily interactions. Each teacher will have the opportunity to nominate students from each grade level who are living out the Learner Profile in meaningful ways, whether through their academic work, leadership, collaboration, or character.

Today's Learning Targets

- I can explain why rest is important for learning and well-being
- I can identify routines I can control when school is out
- I can choose at least one routine to support my success over break
- I can reflect on how routines help me reset in January

Transcript Review & 4-Year Plan in CIS

Grades 9–11 | Preparing for Forecasting

Why a Learner Profile?

Rationale: Post-School Outcomes

- Graduates need transferable skills for college, careers, military, and community life
- Employers and post-secondary partners consistently name communication, problem-solving, adaptability, and responsibility as essential
- Academic knowledge evolves; durable skills travel with students

Purpose of the Learner Profile

- Create a shared K–12 language for learning
- Clarify graduate outcomes beyond content standards
- Align curriculum, instruction, assessment, and recognition

Thank you