

STRATEGIC PILLAR 1:
ACADEMIC EXCELLENCE AND INSTRUCTIONAL COHERENCE

PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES

OUR TIMELINE



YEAR 1
Foundation



YEAR 2
Implementation



YEAR 3
Monitor and
Adjust



YEAR 4
Sustain and
Improve

2026-27

By December 2026, develop a Teacher Clarity Walkthrough Tool to measure progress towards MTSS Tier 1 implementation

AND

By June 2027, pilot the Teacher Clarity Walkthrough Tool

By June 2027, plan the implementation of one Focus Area under each Domain of the Equity Framework:

- Whole Child/Whole Community
- Teaching and Learning
- Structural Change

By June 2027, identify and plan supports for students receiving Tier 2 and Tier 3 interventions

By June 2027, collaborate during district days of learning (professional development) around identifying priority standards TK-12.

2027-28

By June 2028, ensure routine use of the Teacher Clarity Walkthrough Tool when conducting classroom walkthroughs

By June 2028, implement one Focus Area under each Domain of the Equity Framework

By June 2028, implement planned supports for students receiving Tier 2 and Tier 3 interventions

AND

By June 2028, monitor the implementation of planned supports for students receiving Tier 2 and Tier 3 interventions

By June 2028, secondary schools will identify priority standards in content areas and elementary schools will identify priority standards in Math

2028-29

By June 2029, monitor the status of teacher clarity throughout the district and adjust the Teacher Clarity Walkthrough Tool, as needed

By June 2029, monitor the implementation of the selected Focus Areas under the Equity Framework

By June 2029, monitor & adjust, as needed, the implementation of planned supports for students receiving Tier 2 and Tier 3 interventions

By June 2029, secondary schools will continue identifying priority standards in content areas and elementary schools will identify priority standards in ELA

2029-30

By June 2030, sustain the use of the Teacher Clarity Walkthrough Tool to monitor and improve the implementation of Teacher Clarity throughout the district

By June 2030, plan the expansion and implementation of multiple Focus Areas under each Domain of the Equity Framework

By June 2030, expand high-impact supports for students receiving Tier 2 and Tier 3 interventions

By June 2030, complete a priority standards guiding document TK-12.

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PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES

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2026-27

By June 2027, the **state** will approve **new English Language Arts (ELA)/English Language Development (ELD) Curriculum** in grades K-12

AND

By June 2027, identify two **ELA/ELD Curriculum from the approved state list** to pilot.

AND

By June 2027, survey school staff regarding when to begin piloting a new **ELA/ELD curriculum**

By June 2027, explore available data sources to identify developmentally appropriate benchmark data related to literacy and mathematics.

By June 2027, convene a workgroup to explore what educational research says regarding best practices in supporting “advanced learners” in a heterogeneous K-12 setting.

2027-28

By June 2028, plan **professional learning** that will support the implementation of an **ELA/ELD curriculum**

AND

By June 2028, pending results of the staff survey, begin piloting **ELA/ELD curriculum**

By June 2028, expand data reporting to include identified developmentally appropriate benchmark data related to literacy and mathematics.

By June 2028, roll-out high impact strategies for supporting “advanced learners”.

AND

By June 2028, develop universal classroom resources that support “advanced learners” by monitoring high impact strategies and adjusting, as needed

2028-29

By June 2029, implement **structured learning walks** across the district to **monitor the implementation of ELA/ELD curriculum**

AND

By June 2029, **provide modeling and coaching** for staff, as a result of the learning walks

By June 2029, monitor and adjust data collection and reporting of developmentally appropriate benchmark data related to literacy and mathematics.

AND

By June 2029, explore available data sources to identify developmentally appropriate benchmarks related to social-emotional learning.

By June 2029, implement universal classroom resources that support “advanced learners” districtwide.

2029-30

By June 2030, sustain and improve learning walks across the district to monitor the implementation of designated **ELD curriculum**

AND

By June 2030, sustain and improve modeling and coaching for staff

By June 2030, continuously report developmentally appropriate benchmark data related to literacy and mathematics through the North Star Dashboard

AND

By June 2030, expand data reporting to include identified developmentally appropriate benchmark data related to social-emotional learning.

By June 2030, sustain and improve districtwide implementation of universal classroom resources that support “advanced learners”.

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OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



YEAR 1
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YEAR 3
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Adjust



YEAR 4
Sustain and
Improve

2026-27

By June 2027,
70% of classroom
visits will be at the
“**Meeting**” Level of
MTSS Tier 1
implementation under
Learning Intention:
Teachers and students
**understand the purpose
of the lesson, what they
are teaching/learning
and why.**

AND

Success Criteria:
Teacher provides
transparent feedback
tools and benchmarks
that **describe exactly
what students are
learning and how their
mastery will be
measured.**

2027-28

By June 2028,
80% of classroom
visits will be at the
“**Meeting**” Level of
MTSS Tier 1
implementation under:
• **Learning Intention**
• **Success Criteria**
AND

Assessment: Teacher
provides students with
opportunities to **engage
in self-reflection and
demonstrate
understanding through
diverse forms of
evidence.**

2028-29

By June 2029,
90% of classroom
visits will be at the
“**Meeting**” Level of
MTSS Tier 1
implementation under:
• **Learning Intention**
• **Success Criteria**
• **Assessment**

2029-30

By June 2030,
100%
of classroom visits
will be at the
“**Meeting**” Level of
MTSS Tier 1
implementation
under:
• **Learning
Intention**
• **Success Criteria**
• **Assessment**

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2026-27

By June 2027

63.8% of

tested students in Santa Clara USD will score at the “Proficient” or “Advanced” Level on the CAASPP Smarter Balanced ELA Assessment

AND

42.0% of tested students identifying as Hispanic/Latino

AND

17.4% of tested students identified as Multilingual Learner/English Learner

AND

26.6% of tested Students with an IEP

AND

41.5% of tested students identified as Economically Disadvantaged

2027-28

By June 2028

67.7%

46.7%

22.2%

31.4%

46.3%

2028-29

By June 2029

72.9%

51.5%

27.0%

36.2%

51.1%

2029-30

By June 2030

77.4%

+ 17.2%.
From Spring 2025

AND

By June 2030

58.6%

+ 21.2%.
From Spring 2025

By June 2030

34.2%

+ 21.4%.
From Spring 2025

By June 2030

43.6%

+ 21.7%.
From Spring 2025

By June 2030

57.9%

+ 20.9%.
From Spring 2025

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OUTCOME MEASURES: EVALUATING OUR PROGRESS

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Sustain and
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2026-27

By June 2027,

51.8%

of

tested students in
Santa Clara USD will
score at the

“Proficient” or
“Advanced” Level

on the CAASPP
Smarter Balanced
Math Assessment

AND

28.0%

of tested
students identifying as
Hispanic/Latino

AND

17.4%

of tested
students identified as
Multilingual
Learner/English
Learner

AND

23.8%

of tested
Students with an
IEP

AND

25.8%

of tested
students identified as
Economically
Disadvantaged

2027-28

By June 2028,

54.2%

31.6%

20.9%

27.3%

29.3%

2028-29

By June 2029,

60.1%

35.1%

24.5%

30.9%

32.9%

2029-30

By June 2030,

64.2%

+14.7%.

From Spring 2025

AND

By June 2030

40.7%

+18.8%.

From Spring 2025

By June 2030

29.9%

+16.2%.

From Spring 2025

By June 2030

35.7%

+ 18.0%.

From Spring 2025

By June 2030

38.8%

+14.5%.

From Spring 2025

STRATEGIC PILLAR 1:
ACADEMIC EXCELLENCE AND INSTRUCTIONAL COHERENCE
OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



2026-27	2027-28	2028-29	2029-30
By August 2026, 60 students within the identified 2025-26 Kindergarten EL/ML cohort will have reclassified as English Language Proficient	By August 2027, 55 students	By August 2028, 49 students	By August 2029, 46 students In Total, 211 cohort students will reclassify before becoming “At-Risk “ of LTEL, which is 60.2% of the cohort
By August 2026, 78 students within the identified 2025-26 Second Grade EL/ML cohort will have reclassified as English Language Proficient	By August 2027, 74 students	By August 2028, 58 students	By August 2029, 34 students In Total, 244 cohort students will reclassify before entering Middle School, which is 87.8% of the cohort
By August 2026, 71 students within the identified 2025-26 Fifth Grade EL/ML cohort will have reclassified as English Language Proficient	By August 2027, 55 students	By August 2028, 40 students	By August 2029, 29 students In Total, 195 cohort students will reclassify before entering High School, which is 82.0% of the cohort

STRATEGIC PILLAR 1:
ACADEMIC EXCELLENCE AND INSTRUCTIONAL COHERENCE
OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



2026-27

By June 2027,
48.1% of
Santa Clara USD
graduates will **Meet**
UC/CSU
Requirements (A-G)
AND
49.7% of
Graduating
Black/African
American students
AND
58.6% of
Graduating **Filipino**
students
AND
23.6% of
Graduating
Hispanic/Latino
students
AND
50.7% of
Graduating students
identifying as **Two or**
More Races
AND
16.6% of
Graduating students
identified as **Multilingual**
Learner/English Learner
AND
20.2% of
Graduating students
identified as **Long-**
Term Multilingual
Learner/English
Learner

2027-28

By June 2028,
50.3%

51.6%

59.0%

26.2%

55.2%

19.6%

23.1%

2028-29

By June 2029,
53.6%

54.6%

60.4%

31.3%

59.6%

22.9%

26.1%

2029-30

By June 2030,
57.9%
+11.4%.
From Spring 2025

By June 2030
58.5%
+10.2%.
From Spring 2025

By June 2030
61.8%
+ 3.5%.
From Spring 2025

By June 2030
36.5%
+ 13.7%.
From Spring 2025

By June 2030
64.0%
+ 17.7%.
From Spring 2025

By June 2030
29.4%
+13.1%.
From Spring 2025

By June 2030
31.9%
+ 14.6%.
From Spring 2025

STRATEGIC PILLAR 1:
ACADEMIC EXCELLENCE AND INSTRUCTIONAL COHERENCE
OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



2026-27

2027-28

2028-29

2029-30

UC/CSU Requirements (A-G) Continued

AND
31.1% of
Graduating students
identified as
**Economically
Disadvantaged**
AND
16.4% of
Graduating **Students**
with an IEP
AND
23.4% of
Graduating students
experiencing
Homelessness

By June 2027,
100% of Santa
Clara USD schools will
have an articulated
and common Tier 1
teaming process to
support students.

33.2%
19.6%
26.3%
By June 2028,
100% of Santa
Clara USD schools will
have an articulated
and common Tier 2
teaming process to
support students.

35.3%
22.9%
29.3%
By June 2029,
100% of
Santa Clara USD
schools will have an
articulated and
common Tier 3
teaming process to
support students.

By June 2030
39.5%
+ 9.0%.
From Spring 2025
By June 2030
29.4%
+ 17.6%.
From Spring 2025
By June 2030
35.2%
+ 18.5%.
From Spring 2025
By June 2030,
100% of
Santa Clara USD
schools will have
an articulated and
common Tier 1,
Tier 2, and Tier 3
teaming process
to support
students.

STRATEGIC PILLAR 2:
SAFE AND INCLUSIVE ENVIRONMENT

PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES

OUR TIMELINE



YEAR 1

Foundation



YEAR 2

Implementation



YEAR 3

Monitor and Adjust



YEAR 4

Sustain and Improve

2026-27

By June 2027,
plan for the adoption
of a district TK-8 SEL
curriculum.

By June 2027,
establish uniform
discipline practices and
procedures.

By June 2027,
promote student
engagement through
establishing uniform
attendance practices and
procedures

By June 2027,
establish a uniform
practice for identifying
students that could
benefit from academic
interventions and credit
recovery

By June 2027,
create a plan to assess
the variability of meal
offerings across district
Middle and High School
campuses

AND

identify barriers to
creating standardized
district meal offerings
that meet the diverse
dietary needs of students

2027-28

By June 2028,
begin evaluating
available SEL
curriculum using the
developed adoption
plan

AND

select two TK-8 SEL
curricula to pilot
across the district

By June 2028,
implement uniform
discipline practices
and procedures
including the
collection of
behavioral incidents

By June 2028,
implement uniform
attendance practices
and procedures.

By June 2028,
identify students at
the first and second
semester that could
benefit from academic
interventions and
credit recovery

By June 2028,
begin piloting
common meal
offerings at Middle
and High School
campuses at the rate
barriers can be
addressed

2028-29

By June 2029,
pilot the selected
TK-8 SEL curricula

By June 2029,
monitor and adjust
the established
uniform data entry
practices regarding
the collection of
behavioral incidents

By June 2029,
monitor and adjust
the established
uniform attendance
practices and
procedures.

By June 2029,
monitor the
established process for
identifying students
that could benefit from
academic interventions
and credit recovery

By June 2029,
monitor pilots of
common meal offerings
at Middle and High
School campuses
through student
feedback

2029-30

By June 2030,
begin
implementing the
selected TK-8 SEL
curricula

By June 2030,
sustain and improve
the implementation of
uniform data entry
practices regarding the
collection of behavioral
incidents

By June 2030,
sustain and improve
the implementation of
uniform attendance
practices and
procedures.

By June 2030,
sustain and improve the
established process for
identifying students that
could benefit from
academic interventions
and credit recovery

By June 2030,
plan for the future
sustainability of
standardized meal
offerings

STRATEGIC PILLAR 2:
SAFE AND INCLUSIVE ENVIRONMENT

OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



STRATEGIC PILLAR 2:
SAFE AND INCLUSIVE ENVIRONMENT

OUTCOME MEASURES: EVALUATING OUR PROGRESS

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STRATEGIC PILLAR 2:
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OUTCOME MEASURES: EVALUATING OUR PROGRESS

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STRATEGIC PILLAR 2:
SAFE AND INCLUSIVE ENVIRONMENT

OUTCOME MEASURES: EVALUATING OUR PROGRESS

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STRATEGIC PILLAR 2:
SAFE AND INCLUSIVE ENVIRONMENT

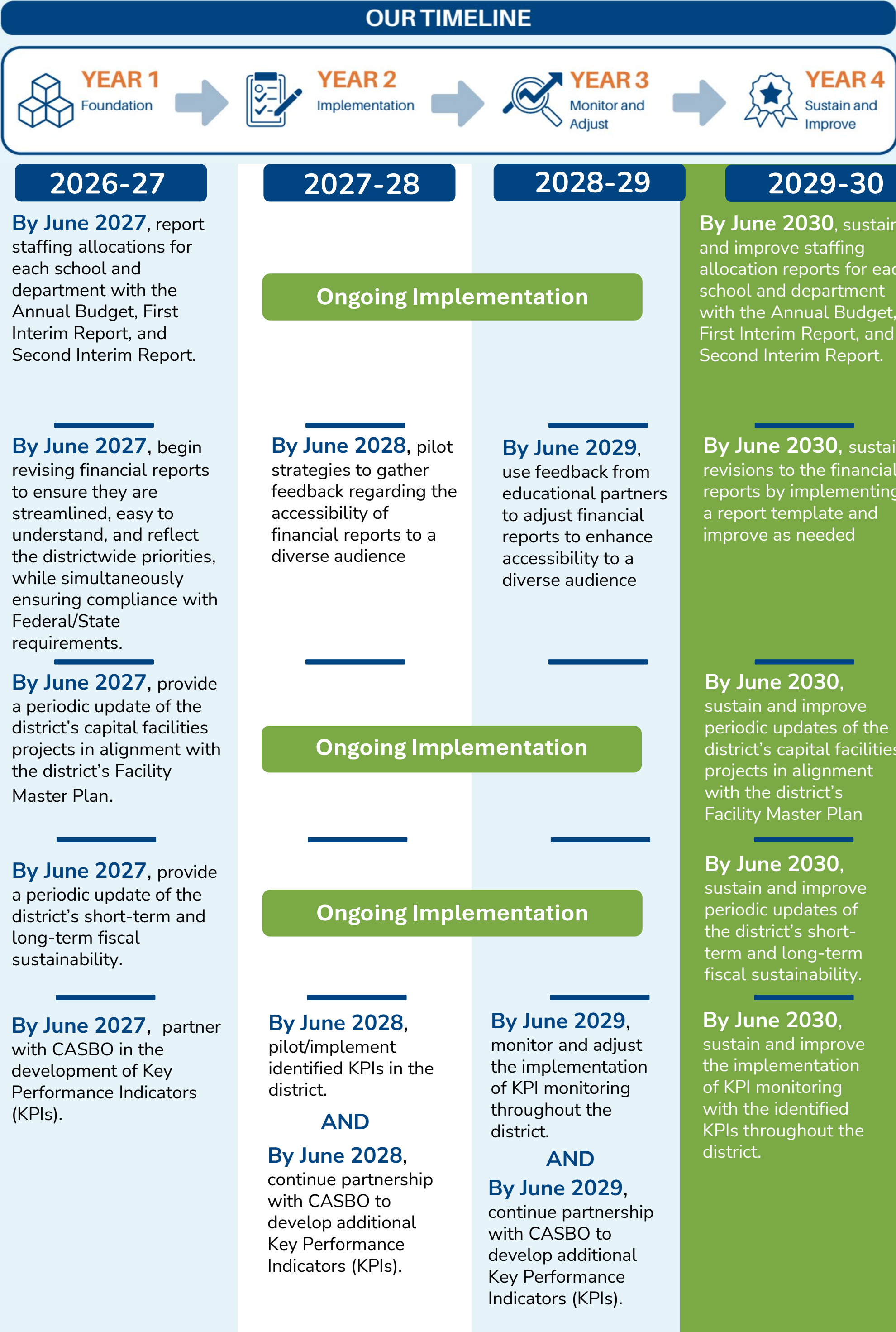
OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



STRATEGIC PILLAR 3:
ORGANIZATION ALIGNMENT AND FISCAL STEWARDSHIP

PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES



STRATEGIC PILLAR 3:

ORGANIZATION ALIGNMENT AND FISCAL STEWARDSHIP

PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES

OUR TIMELINE



2026-27

By December 2026, conduct a one-hour specialized workshop for all district administrators(e.g. principals and department heads) on "Due Process and Investigative Neutrality"

AND

By December 2026, provide ongoing support/coaching to ensure all district administrators conducting investigations are making progress from foundational learning to demonstrated competency

2027-28

By June 2028, provide ongoing support/coaching to ensure all district administrators conducting investigations are making progress from foundational learning to demonstrated competency

AND

By June 2028, audit district administrator progress implementing their "Due Process and Investigative Neutrality" training in real-world scenarios using the Compliance & Procedural Integrity Index (CPII) "Defensibility Checklist"

2028-29

By June 2029, provide ongoing support/coaching to ensure all district administrators conducting investigations are making progress from foundational learning to demonstrated competency

2029-30

By June 2030, provide ongoing support/coaching to ensure all district administrators conducting investigations are making progress from foundational learning to demonstrated competency

AND

By June 2030, audit sustainability of "Due Process and Investigative Neutrality" implementation when conducting workplace investigations and progressive discipline using the Compliance & Procedural Integrity Index (CPII) "Defensibility Checklist"

By December 2026, the Human Resource Department will pilot an "Anonymous Paper Screening" program of New Hire Certificated resumes in a "high-need" department

By June 2028, implement a "Anonymous Paper Screening" program of New Hire Certificated resumes in all departments

By June 2029, monitor the Implementation of "Anonymous Paper Screening" programs of New Hire Certificated resumes in all departments

By June 2030, sustain the Implementation of "Anonymous Paper Screening" programs of Certificated New Hire resumes in all departments

By December 2026, create a teacher retention survey

By June 2028, implement the teacher retention survey

By June 2029, adjust systems, procedures and protocols based on top three identified challenges

By June 2030, sustain the implementation of the teacher retention survey

By December 2026, revise district reference checking systems to include a more rigorous screening process, enhanced verification standards, and electronic reference checks for all candidates.

By June 2028, implement the revised district reference checking systems across all district departments

By June 2029, monitor the implementation of the district reference checking systems and adjust, as needed

By June 2030, sustain and improve the Implementation of the district reference checking system

STRATEGIC PILLAR 3:
ORGANIZATION ALIGNMENT AND FISCAL STEWARDSHIP

PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES

OUR TIMELINE



STRATEGIC PILLAR 3:
ORGANIZATION ALIGNMENT AND FISCAL STEWARDSHIP
OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



YEAR 1
Foundation



YEAR 2
Implementation



YEAR 3
Monitor and Adjust



YEAR 4
Sustain and Improve

2026-27

By June 2027,
No district administered
audit

By June 2027, achieve
a teacher retention rate
of at least **80%**

By June 2027,
No district administered
audit

By June 2027,
establish Baseline
percentage of
district employees
“Agreeing” or
“Strongly Agreeing”
that they "feel
supported in my
professional growth
and see a path for
advancement within
the district.”

2027-28

By June 2028,
80% of all Title
IX investigations,
disciplinary actions and
workplace
investigations
conducted by district
administrators will
achieve a **90% or
higher competency
score** on the CPII
"Defensibility Checklist"

By June 2028,
maintain at least
80%
teacher retention rate

By June 2028,
No district administered
audit

By June 2028,
7%. increase in
the 2026-27 percent
of district employees
“Agreeing” or
“Strongly Agreeing”
that they "feel
supported in my
professional growth
and see a path for
advancement within
the district.”

2028-29

By June 2029,
No district
administered audit

By June 2029,
maintain at least
80%
teacher retention rate

By June 2029,
an audit of newly
hired 2027-28 staff
from diverse
backgrounds will
achieve an optimal
Inclusive Talent
Quality Index (ITQI)
composite score of
95%

By June 2029,
7%. increase in
the 2027-28 percent
of district
employees
“Agreeing” or
“Strongly Agreeing”
that they "feel
supported in my
professional growth
and see a path for
advancement within
the district.”

2029-30

By June 2030,
100%
of all Title IX
investigations, disciplinary
actions and workplace
investigations conducted
by district administrators
will achieve a **90% or
higher competency
score** on the CPII "Defensibility
Checklist"

By June 2030,
maintain at least
80% teacher
retention rate

By June 2030,
an audit of newly
hired 2028-29 staff
from diverse
backgrounds will
achieve an optimal
Inclusive Talent
Quality Index (ITQI)
composite score of
95%

By June 2030,
90% of
district employees
“Agree” or “Strongly
Agree” that they feel
supported in their
professional growth
and see a path for
advancement within
the district.

STRATEGIC PILLAR 3:
ORGANIZATION ALIGNMENT AND FISCAL STEWARDSHIP
OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



YEAR 1
Foundation



YEAR 2
Implementation



YEAR 3
Monitor and
Adjust



YEAR 4
Sustain and
Improve

2026-27

By June 2027,

70%

of non-instructional staff members have received a minimum of 20 hours of personalized professional development aligned with their annual goal-setting forms

2027-28

By June 2028,

80%

of non-instructional staff members have received a minimum of 20 hours of personalized professional development aligned with their annual goal-setting forms

2028-29

By June 2029,

90%

of non-instructional staff members have received a minimum of 20 hours of personalized professional development aligned with their annual goal-setting forms

2029-30

By June 2030,

100%

of non-instructional staff members have received a minimum of 20 hours of personalized professional development aligned with their annual goal-setting forms

STRATEGIC PILLAR 4:
SYSTEMS, COMMUNICATION, AND ACCOUNTABILITY

PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES

OUR TIMELINE



STRATEGIC PILLAR 4:
SYSTEMS, COMMUNICATION, AND ACCOUNTABILITY

PROCESS MEASURES: ESTABLISHING SYSTEMS AND PRACTICES



STRATEGIC PILLAR 4:
SYSTEMS, COMMUNICATION, AND ACCOUNTABILITY
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YEAR 1
Foundation



YEAR 2
Implementation



YEAR 3
Monitor and Adjust



YEAR 4
Sustain and Improve

2026-27

By June 2027, establish Baseline percentage of **students agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2027, establish Baseline percentage of **families agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2027, establish Baseline percentage of **staff agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2027, **83%** of school sites plans (SPSA) **AND**

84% of district department goals and actions will align to **district focus areas** as defined by the SCUSD Strategic Plan.

2027-28

By June 2028, **7%.** increase in the 2026-27 percent of Santa Clara USD **students agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2028, **7%.** increase in the 2026-27 percent of Santa Clara USD **families agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2028, **7%.** increase in the 2026-27 percent of **staff agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2028, **90%** of school sites plans (SPSA) **AND**

92% of district department goals and actions will align to **district focus areas** as defined by the SCUSD Strategic Plan.

2028-29

By June 2029, **7%.** increase in the 2027-28 percent of Santa Clara USD **students agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2029, **7%.** increase in the 2027-28 percent of Santa Clara USD **families agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2029, **7%.** increase in the 2027-28 percent of **staff agreeing** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2029, **97%** of school sites plans (SPSA) **AND**

96% of district department goals and actions will align to **district focus areas** as defined by the SCUSD Strategic Plan.

2029-30

By June 2030, at least **85%** of Santa Clara USD **students agree** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2030, **85%** of Santa Clara USD **families agree** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2030, **85%** of staff **agree** that the district provides **consistent, timely communication and opportunities for engagement**

By June 2030, **100%** of school sites plans (SPSA) **AND**

100% of district department goals and actions will align to **district focus areas** as defined by the SCUSD Strategic Plan.

STRATEGIC PILLAR 4:
SYSTEMS, COMMUNICATION, AND ACCOUNTABILITY

OUTCOME MEASURES: EVALUATING OUR PROGRESS

OUR TIMELINE



YEAR 1
Foundation



YEAR 2
Implementation



YEAR 3
Monitor and Adjust



YEAR 4
Sustain and Improve

2026-27

2027-28

2028-29

2029-30

By June 2027, establish Baseline percentage of **Community survey respondents** indicating “Agree” or “Strongly agree” that the district’s public “North Star” dashboard has increased the visibility of district progress.

By June 2027, establish Baseline percentage of **District administrator** feedback form responses indicating **increased knowledge and system clarity** during leadership meetings

By June 2027, establish Baseline percentage of **School Site administrator** feedback form responses indicating **increased knowledge and system clarity**, as a result of District administrator support

By June 2028, **7%.** increase in the 2026-27 percent of **Community survey respondents** indicating “Agree” or “Strongly agree”

By June 2028, **7%.** increase in the 2026-27 percent of **District administrator** feedback form responses

By June 2028, **7%.** increase in the 2026-27 percent of **School Site administrator** feedback form responses

By June 2029, **7%.** increase in the 2027-28 percent of **Community survey respondents** indicating “Agree” or “Strongly agree”

By June 2029, **7%.** increase in the 2027-28 percent of **District administrator** feedback form responses

By June 2029, **7%.** increase in the 2027-28 percent of **School Site administrator** feedback form responses

By June 2030, **85%** of **Community survey responses** indicate “Agree” or “Strongly agree” that the district’s public “North Star” dashboard has increased the visibility of district progress

By June 2030, **90%** of **District administrator** feedback form responses indicate **increased knowledge and system clarity** from leadership meetings

By June 2030, **85%** of **School Site administrator** feedback form responses indicate **increased knowledge and system clarity**, as a result of District administrator support

By June 2030, sustain an average LAMPS training “satisfaction” score of **90%**

90% LAMPS Training “Satisfaction” Score