FOR OUR FUTURE WORLD
Bellevue School District

2026-27 ANNUAL PLAN

Approved April 16, 2026

Introduction

The Bellevue School District's Annual Plan translates our multiyear Strategic Plan into clear priorities, actions, and measures for a single school year. It is designed to provide transparency and accountability to the Board of Directors, staff, students, families, and community—clarifying what we are prioritizing each

year, how we will measure progress, and how this work advances our commitment to *each and every* student. The 2026–27 Annual Plan reflects both opportunity and constraint. In a time of significant state underfunding of education and competing demands, this plan emphasizes strategic focus, disciplined use of resources, and increased clarity about where we expect measurable improvement. Together, these priorities guide our collective work toward inclusive, engaging, and high quality learning environments across the district.

Key Updates to This Annual Plan

We will be presenting the key updates on this annual plan to the board on Thursday, April 2. Important to note is that given limited resources and staff capacity, this plan intentionally streamlines our work through improved coherence and focus. This is key to mitigating strained workloads on our school and district staff, while focusing our efforts on collective impact. To that end: (1) Chronic absenteeism is moving from its own focus goal to being a part of a "future ready" focus goal. (2) For our high schools, we are elevating Future Ready from a foundation goal to a focus goal as measured by a future ready index that blends key measures such as graduation rates, chronic absenteeism, and college readiness (data that we already collect). Schools will then be able to look at their data and identify school-specific equity imperatives to raise their overall future ready index. (3) Student agency will no longer be its own foundation goal but instead will be enfolded into Beloved Community (elevating agency of underserved students) as well as Student Engagement (increasing student agency in the classroom). (4) We are adding special education as its own foundation goal to give priority to this area. (5) We will be elevating an educational technology community advisory to engage the broader community in conversations about technology vision for our schools and classrooms, including addressing topics such as laptop use, AI integration, etc.

Focus and Foundation Goals

In the context of continued budget constraints and the need for disciplined use of time, talent, and resources, the 2026–27 Annual Plan emphasizes strategic clarity and accountability. Rather than attempting to advance all priorities at the same pace, the district has identified where we will hold ourselves most directly accountable for measurable outcomes this year—and where we must continue to strengthen the systems that make those outcomes possible. To support this clarity, our strategic goals are organized into two complementary categories:

Focus Goals: ***What we are accountable for improving this year.***
Focus Goals represent the district's highest priority outcomes for 2026–27. They are tied to systemwide, quantifiable measures and reflect areas where we expect to see demonstrable improvement within the year. Focus Goals are prioritized for Board monitoring and leadership accountability and will include clear targets, a midyear progress update, and end of year results in the Annual Plan Summative Report.

Foundation Goals: ***What we must build and sustain to achieve long term success.***
Foundation Goals center on strengthening the systems, practices, and conditions that enable student learning, belonging, and future readiness over time. While the Foundation Goals are focused on capacity-building, most now include quantitative measures through perception surveys of students, staff, and families.

2026-27 Annual Plan Focus Goals

Strategic Plan **Focus** Goal	Annual Plan Goal	Measurement Blend	Key Strategies
Sustainable Systems: **Financial Stability**	**Increase fund balance** by a minimum of $2 million by August 30, 2027 **Maintain or increase enrollment** from 2026 to 2027	**Quantitative:** - Unrestricted fund balance; 30 days cash on hand - Enrollment **Qualitative/Experiential:** - Community and partner input on budget priorities for 2027-28	1. Audit & Finance Advisory Council 2. Board Oversight (Study Sessions Budget Parameters) 3. Legislative and Community Advocacy 4. Increase enrollment through program development 5. Identify efficiencies and return on investment 6. Strengthen Safety Net reimbursement process 7. Conduct Facilities Master Planning
We Learn: **Literacy & Math Proficiency** *Elementary and Middle School Focus*	**Improve 3rd grade literacy** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income) **Improve 5th grade math** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income) **Improve 8th grade math** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)	**Quantitative:** - 3rd grade literacy, 5th and 8th grade math as measured by SBA and iReady - K-2 Early literacy as measured by iReady - % of elementary teachers trained on science of reading (LETRS) **Qualitative/Experiential:** - Student and school case studies and empathy interviews exemplifying growth, highlights, barriers, and needs for improvement - Walkthrough data	1. Build out Tier 2 interventions in literacy and math with clear, consistent, data-driven, decision-making rules for intervention which will meet the state requirement for MTSS in 2027-28 ▪ Elementary: Tier 2 reading interventions at K-2 and high-intensity math tutoring at grades 3-4 (if funding available) with expansion of intervention blocks at elementary schools (What I Need or WIN Blocks) ▪ Middle: Implement IMT 3 (8th grade math) in 8th grade based on student needs; Algebra support class 2. Continue to strengthen Tier 1 instruction ▪ Coherent instructional framework: GLAD (Elementary), SIOP (Secondary), and UDL ▪ Elementary: Science of Reading, iReady ▪ Middle: iReady
We Lead: **Future Ready** *High School Focus*	**Improve Future Ready outcomes** (Future Ready Index: graduation rate, chronic absenteeism, academic achievement, college readiness, global competence, career readiness)	**Quantitative:** - Chronic Absenteeism - Graduation Rates - Academic Achievement (SBA) - 9th Grade On-Track - College Readiness/ College-level courses - Global Competence/ Seal of Biliteracy - Career Readiness/CTE Pathway **Qualitative/Experiential:** - Examples of school initiatives and their impact - Student empathy interviews	1. Schools will identify equity imperatives and develop strategies in their school improvement plans to improve relevant aspects of the future ready index. 2. Implementation of SchooLinks as an adaptive tool for future ready planning.

2026-27 Annual Plan Foundation Goals

Strategic Plan **Foundation** Goal	Annual Plan Goal	Measurement Blend	Key Strategies
We Belong: **Beloved Community**	Increase from baseline data in the student, staff, and family surveys by at least 3 percentage points.	**Quantitative:** - Student Survey (domains: Belonging, Safety, Cultural Awareness, Agency) - Staff Survey (domains: Belonging, Climate) - Family Survey (domain: Belonging) **Qualitative/Experiential:** Student, Staff, and Family empathy interviews	1. School Improvement Plan development guided by procedure 0130P – Equity Driven Decision Making. 2. Improve documentation of use of Equity-Driven Decision-Making (EDDM) in key district decisions 3. Equity Plan Implementation Year 2 guided by District Equity Leadership Team including required annual equity trainings and integration of beloved community focus in hiring and onboarding process 4. Elevate student agency and voice for historically underserved groups
We Learn: **Student Engagement and the Learning Experience**	Increase from baseline student engagement data in the student survey by at least 3 percentage points.	**Quantitative:** - Student Survey (domains: Student Engagement, Cultural Awareness, Student Agency) **Qualitative/Experiential:** Examples of school initiatives and their impact	1. Create a districtwide vision for Educational Technology through community design process 2. Implement districtwide Grading Practices in middle and high school Continue implementation of Danielson 1b, 3c, and 4b (State Criterion 1, 3, 6) as a system-wide focus on high-quality instruction 3. Frequency and fidelity of SEL lessons at elementary and secondary, including Behavior, Executive Functioning (Danielson 1b)
Sustainable Systems: **Human-Centered Systems**	Improve family experience with the school district. Increase baseline data in family survey by at least 3 percentage points.	**Quantitative:** - Family Survey (domain: Human-Centered Systems) **Qualitative/Experiential:** Family empathy interviews	1. Implement web content accessibility aligned with ADA compliance 2. Welcome Center - Streamline enrollment process, including improved technology for waitlists and choice applications - Launch volunteerism platform - Expand community partnership and family engagement events
Sustainable Systems: **Staff Well-Being and Engagement**	Increase from baseline of staff reporting favorable responses on well-being, workplace satisfaction, and empowerment by at least 3 percentage points.	**Quantitative:** - Staff Survey (domains: Staff Wellbeing, Climate and Staff Engagement, Staff Alignment and Enablement) **Qualitative/Experiential:** Staff empathy interviews, focus groups, listening sessions	1. Develop strategies to tackle key findings from staff survey feedback including supporting elementary behavior and social emotional needs 2. Enhanced communication through quarterly All-Staff Huddles and Central Office Huddles as well as increased central office presence in schools 3. Implement strategies codesigned by the Employee Well-Being Team 4. Engagement Specialist Support for Underrepresented Educators
Sustainable Systems: **Special Education**	Improve parent, student, educator satisfaction with special education services while increasing efficiency of resource management.	**Quantitative:** - Survey data TBD **Qualitative/Experiential:** Family, student, and educator stories about their experiences with special education	1. Solidify and communicate a clear vision for services, programs, values around inclusion and independence 2. IEP Meeting Process Improvements (ex. human-centered, clarity of programs and services, feedback loop) 3. Conduct review of special education vision, services, staffing, and professional development in Bellevue

Appendix A: Strategic Plan Goals

The table below illustrates which strategic plan goals are focus goals and which are foundation goals in the annual plans.

Strategic Plan Goal	2025-26		2026-27	
	Focus Goal	Foundation Goal	Focus Goal	Foundation Goal
WE BELONG: **Beloved Community**		X		X
WE BELONG: **Chronic Absenteeism**	X			Part of Future Ready
WE LEARN: **Literacy and Math Proficiency**	X		X	
WE LEARN: **Student Engagement and the Learning Experience**		X		X
WE LEAD: **Student Agency**		X		Part of Beloved Community and Student Engagement
WE LEAD: **Future Ready**		X	X	
SUSTAINABLE SYSTEMS: **Financial Stability**	X		X	
SUSTAINABLE SYSTEMS: **Human-Centered Systems**		X		X
SUSTAINABLE SYSTEMS: **Staff Well-Being and Engagement**		X		X
SUSTAINABLE SYSTEMS: **Environmental Sustainability**		X		
NEW for 2026-27 SUSTAINABLE SYSTEMS: **Special Education**				X

Appendix B: Data Tables

SUSTAINABLE SYSTEMS: FINANCIAL STABILITY

Annual Plan Goal
• **Increase fund balance** by a minimum of $2 million by August 2027
• **Increase enrollment** from 2025 to 2026

Ending Fund Balance													
	Aug 2026 (projection as of 2/5/26)	Sep 2026	Oct 2026	Nov 2026	Dec 2026	Jan 2027	Feb 2027	Mar 2027	Apr 2027	May 2027	Jun 2027	Jul 2027	Aug 2027 TARGET
Ending Fund Balance	$1,861,954												$3,861,954

K-12 FTE Enrollment										
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2024-25	18,660	18,910	18,926	19,011	19,010	19,051	19,028	19,019	19,028	19,004
2025-26	18,903	19,121	19,112	19,112	19,096					
2025-26 Budget	19,105	19,105	19,105	19,105	19,105	19,105	19,105	19,105	19,105	19,105
2026-27 Target										

WE LEARN: LITERACY & MATH PROFICIENCY

Annual Plan Goal
• **Improve 3rd grade literacy** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)
• **Improve 5th grade math** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)
• **Improve 8th grade math** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)

i-Ready is a districtwide assessment and instructional platform used in Reading and Math to measure student learning and provide personalized instruction. i-Ready Diagnostic results demonstrate a strong correlation with state assessment performance. National research from i-Ready indicates that students who score at or above grade level on the spring Diagnostic have approximately an **80–85% likelihood** of meeting proficiency on most state assessments. Conversely, students performing two or more grade levels below on i-Ready are significantly less likely to meet state proficiency benchmarks without targeted intervention.

In the data tables below, the i-Ready proficiency data includes the percentage of students who are "Early On" and "At or Above Grade" level at the time of the diagnostic.

Grade 3: Percentage of students meeting or exceeding standards on **SBA Literacy**

	SBA	**i-Ready Proficiency**			SBA				
Student Groups	**Spring 2025 BASELINE***	Fall 2025	Winter 2026	Spring 2026	Spring 2026 TARGET	Spring 2026 ACTUAL	Spring 2027 TARGET	Spring 2030 TARGET	Spring 2030 STRETCH GOAL
All Grade 3	**70%**	62%	74%		**>70%**			>70%	>70%
Asian	**82%**	73%	85%		>82%			>82%	>82%
Black	**41%**	39%	65%		**44%**			56%	66%
Hispanic	**31%**	26%	33%		**34%**			46%	56%
Multi-Ethnic	**77%**	66%	79%		>77%			>77%	>77%
White	**70%**	62%	75%		>70%			>70%	>70%
Low Income	**34%**	29%	40%		**37%**			49%	59%
English Learners	**39%**	26%	40%		>39%			>39%	>39%
Students with Disabilities	**35%**	34%	41%		>35%			>35%	>35%

*Spring 2025 Baseline is an average of 2022, 2023, 2024, and 2025 Spring SBA proficiency

Grade 5: Percentage of students meeting or exceeding standards on **SBA Math**

	SBA	**i-Ready Proficiency**			SBA				
Student Groups	**Spring 2025 BASELINE***	Fall 2025	Winter 2026	Spring 2026	Spring 2026 TARGET	Spring 2026 ACTUAL	Spring 2027 TARGET	Spring 2030 TARGET	Spring 2030 STRETCH GOAL
All Grade 5	**68%**	58%	67%		**>68%**			>68%	>68%
Asian	**85%**	77%	84%		>85%			>85%	>85%

Black	**30%**	19%	17%		**33%**			45%	55%
Hispanic	**25%**	17%	23%		**28%**			40%	50%
Multi-Ethnic	**69%**	64%	73%		>69%			>69%	>69%
White	**65%**	49%	64%		>65%			>65%	>65%
Low Income	**27%**	23%	30%		**30%**			42%	52%
English Learners	**25%**	19%	27%		>25%			>25%	>25%
Students with Disabilities	**23%**	25%	29%		>23%			>23%	>23%

*Spring 2025 Baseline is an average of 2022, 2023, 2024, and 2025 Spring SBA proficiency

Grade 8: Percentage of students meeting or exceeding standards on **SBA Math**

	SBA	**i-Ready Proficiency**			**SBA**				
Student Groups	**Spring 2025 BASELINE***	Fall 2025	Winter 2026	Spring 2026	Spring 2026 TARGET	Spring 2026 ACTUAL	Spring 2027 TARGET	Spring 2030 TARGET	Spring 2030 STRETCH GOAL
All Grade 8	**64%**	38%	46%		**>64%**			>64%	>64%
Asian	**83%**	56%	63%		>83%			>83%	>83%
Black	**22%**	15%	28%		**25%**			37%	47%
Hispanic	**22%**	9%	19%		**25%**			37%	47%
Multi-Ethnic	**64%**	37%	46%		>64%			>64%	>64%
White	**56%**	38%	46%		>56%			>56%	>56%
Low Income	**25%**	17%	21%		**28%**			40%	50%
English Learners	**22%**	16%	17%		>22%			>22%	>22%
Students with Disabilities	**14%**	5%	7%		>14%			>14%	>14%

WE LEAD: FUTURE READY

Annual Plan Goal
• **Improve Future Ready outcomes** (Future Ready Index: graduation rate, chronic absenteeism, academic achievement, academic readiness, college readiness, global competence, career readiness)

What is Future Ready?

Being future ready reflects how a school system intentionally designs experiences, supports, and opportunities so that all students graduate prepared for what comes next. A future-ready district establishes the conditions for on-time graduation by prioritizing strong instruction, consistent attendance, and academic readiness. Schools monitor progress, intervene early, and align resources to ensure students remain engaged and on track.

Preparing students to be future ready also means providing meaningful access to postsecondary pathways. Districts expand college-level learning opportunities, guide students and families through key transitions such as postsecondary planning and FAFSA completion, and build coherent career pathways that connect coursework to real-world applications. Schools partner with community and industry to offer applied learning experiences, internships, and career-focused programs.

In addition, a future-ready system values global and cultural competence by supporting multilingualism and recognizing students' cultural assets. Together, these efforts reflect a comprehensive, equity-centered approach in which schools take collective responsibility for ensuring students leave high school prepared for college, career, and life.

How is it measured?

Quantitative: Future Ready Index (FRI)

- Graduation Rate (37 points)
- Chronic Absenteeism (16 points)
- Academic Achievement (16 points)
- Academic Readiness (9th Graders On-Track) (16 points)
- College Readiness (16 points)
- Global & Cultural Competence (16 points)
- Career Readiness (16 points)

Index Total Score = 130

Future Ready Index (FRI): Breakdown

1. Graduation Rate (37 points)
    - Metric: percentage of cohort graduating on-time

2. Chronic Absenteeism (16 points)
    - Metric: percentage of students in the cohort who were not chronically absent, calculated as the combined percentage of students with no absence issues, trending chronic, or nearly chronic attendance patterns.

3. Academic Achievement (16 points)
    - Metric: the average of SBA ELA proficiency and SBA Math proficiency for the 12th grade cohort

4. Academic Readiness (9th Grader On-Track) (16 points)
    - Metric: the percentage of 9th grade students who passed all their courses in ninth grade

5. College Readiness (16 points)
    - Metric: the percentage of 12th grade students earning two or more course credits through AP, IB, or other dual credit (CiHS) coursework.
    - Metric: the percentage of 12th grade students who completed the Free Application for Federal Student Aid (FAFSA)[1]

      *average the two metrics

6. Global & Cultural Competence (16 points)
    - Metric: the percentage of 12th grade students who earn the Washington State Seal of Biliteracy

7. Career Readiness (16 points)
    - Metric: the percentage of 12th grade students who have completed 2.0 or more credits within a single career cluster[2]

      OR

    - Metric: the percentage of 12th grade students completing an approved internship program

Future Ready Index (FRI): Sample

[1] According to the National College Attainment Network, completion of the Free Application for Federal Student Aid (FAFSA) is one of the best predictors of whether a high school senior will go on to college. Seniors who complete the FAFSA are 84% more likely to immediately enroll in postsecondary education. For students in the lowest socioeconomic quintile, FAFSA completion is associated with a 127% increase in immediate college enrollment.

[2] CTE classes fall into one of 16 "career clusters." A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are career pathways that correspond to a collection of courses and training opportunities to prepare students for a chosen career. Each cluster contains information on their related career pathways, education and training options for high school graduates, and other related student resources.

1. Graduation Rate (37 points)

- On-time graduation rate: 92%

2. Chronic Absenteeism (16 points)

- No absence issues: 48%
- Trending chronic: 17%
- Nearly chronic: 11%
- Chronically absent: 24%

Chronic Absenteeism Score = 48% + 17% + 11% = 76%

3. Academic Achievement (16 points)

- SBA ELA proficiency: 70%
- SBA Math proficiency: 54%

Academic Achievement Score = (70% + 54%) ÷ 2 = 62%

4. Academic Readiness (9th Grade On-Track) (16 points)

- Percentage of 9th grade students who passed all their courses in ninth grade: 81%

5. College Readiness (16 points)

- Students earning two or more college credits (AP/IB/Dual Credit): 89%
- Students completing the Free Application for Federal Student Aid (FAFSA): 77%

College Readiness Score = (89% + 77%) ÷ 2 = 83%

6. Seal of Biliteracy (16 points)

- Students earning the Seal of Biliteracy by graduation: 23%

7. Career Readiness (16 points)

- Students completing 2.0 or more credits within a single career cluster: 41%
- Students completing an approved internship program: 0%

Future Ready Index Calculation

1. Graduation Rate: 92 × 0.37 = 34.04
2. Chronic Absenteeism: 76 × 0.16 = 12.16
3. Academic Achievement: 62 × 0.16 = 9.92
4. Academic Readiness: 81 × 0.16 = 12.96

5. College Readiness: 83 × 0.16 = 13.28
6. Seal of Biliteracy: 23 × 0.16 = 3.68
7. Career Readiness: 41 × 0.16 = 6.56

Total Future Ready Index Score (FRI) = 92.60

Future Ready Index Calculation										
	Graduation Rate	**Chronic Absenteeism**	**Academic Achievement**		**Academic Readiness**	**College Readiness**		**Global Competence**	**Career Readiness**	**Future Ready Index**
	% graduating on time	% of all students who are NOT chronically absent	SBA ELA 12th grade cohort	SBA Math 12th grade cohort	% of 9th graders who passed all their courses in 9th grade	% of 12th graders earning two or more credits through AP, IB, CiHS	% of 12th graders completing FAFSA	% of 12th graders earning Seal of Biliteracy	% of 12th graders who have completed 2.0 or more credits within a single career cluster or completed an approved Internship program	
Index Weight	*37 points*	*16 points*	*16 points*		*16 points*	*16 points*		*16 points*	*16 points*	*130 total*
All Students										
Asian										
Black										
Hispanic										
Multi-Ethnic										
White										
Low Income										
English Learners										
Students with Disabilities										

Data not available yet

Future Ready Index Score		
	2025-26 Baseline FRI*	**2026-27 TARGET**

All Students		
Asian		
Black		
Hispanic		
Multi-Ethnic		
White		
Low Income		
English Learners		
Students with Disabilities		

Data not available yet

WE BELONG: CHRONIC ABSENTEEISM

Annual Plan Goal
• **Reduce chronic absenteeism** by 1-2 percentage points for all students and by a minimum of 2-3 percentage points for underserved groups (Black and Hispanic)

Percent of Chronically Absent Students							
	September 2024 – June 2025 BASELINE	Sep 2025 – Dec 2025	2025-26 Annual Plan TARGET	Sep 2025 – June 2026 ACTUAL	2026-27 TARGET	September 2029 – June 2030 TARGET	September 2029 – June 2030 STRETCH TARGET
Total District	**20%**	14%	18-19%			20%	10%
Hispanic	**36%**	27%	33-34%			<30%	18%
Black	**34%**	26%	31-32%			<30%	17%
Special Ed	**33%**	25%	30-31%			<30%	16.5%
FRM	**35%**	26%	33-34%			<30%	17.5%
MLL	**28%**	19%	25-26%			<30%	14%

WE BELONG: BELOVED COMMUNITY

Annual Plan Goal
• Increase from baseline data in the student, staff, and family surveys by at least 3 percentage points.

STUDENT SURVEY								
	Belonging		**Safety**		**Cultural Awareness**		**Student Agency**	
	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET
All Students								
Asian								
Black								
Hispanic								
Multi-Ethnic								
White								
Low Income								
English Learners								
Students with Disabilities								

Data not available yet

FAMILY SURVEY		
	Belonging	
	Spring 2026 BASELINE	Spring 2027 TARGET
All		
Asian		
Black		
Hispanic		
Middle Eastern / North African		
Multi-Ethnic		

Native Hawaiian / Pacific Islander		
White		
Other		
Prefer not to say		
Advanced Learning		
English Language Services / Multilingual Education		
Special Education		
504		
Other		
None of these		

Data not available yet

STAFF SURVEY				
	Belonging		**Climate**	
	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET
All				
American Indian				
Asian				
Black				
Hispanic				
Non-Specified				
White				
Confidentiality protected				

Data not available yet

WE LEARN: STUDENT ENGAGEMENT AND THE LEARNING EXPERIENCE

Annual Plan Goal
• Increase from baseline student engagement data in the student survey by at least 3 percentage points.

STUDENT SURVEY						
	Student Engagement		Cultural Awareness		Student Agency	
	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET
All Students						
Asian						
Black						
Hispanic						
Multi-Ethnic						
White						
Low Income						
English Learners						
Students with Disabilities						

Data not available yet

SUSTAINABLE SYSTEMS: HUMAN-CENTERED SYSTEMS

Annual Plan Goal
• Increase baseline data in family survey by at least 3 percentage points.

FAMILY SURVEY		
	Human-Centered Systems	
	Spring 2026 BASELINE	Spring 2027 TARGET
All		
Asian		
Black		
Hispanic		
Middle Eastern / North African		
Multi-Ethnic		
Native Hawaiian / Pacific Islander		
White		

Other		
Prefer not to say		
Advanced Learning		
English Language Services / Multilingual Education		
Special Education		
504		
Other		
None of these		

Data not available yet

SUSTAINABLE SYSTEMS: STAFF WELL-BEING AND ENGAGEMENT

Annual Plan Goal
• Increase from baseline of staff reporting favorable responses on well-being, workplace satisfaction, and empowerment by at least 3 percentage points.

STAFF SURVEY										
	Staff Well-Being		**Climate**		**Staff Engagement**		**Staff Alignment and Enablement**		**Belonging**	
	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET	Spring 2026 BASELINE	Spring 2027 TARGET
All										
American Indian										
Asian										
Black										
Hispanic										
Non-Specified										
White										
Confidentiality protected										

Data not available yet