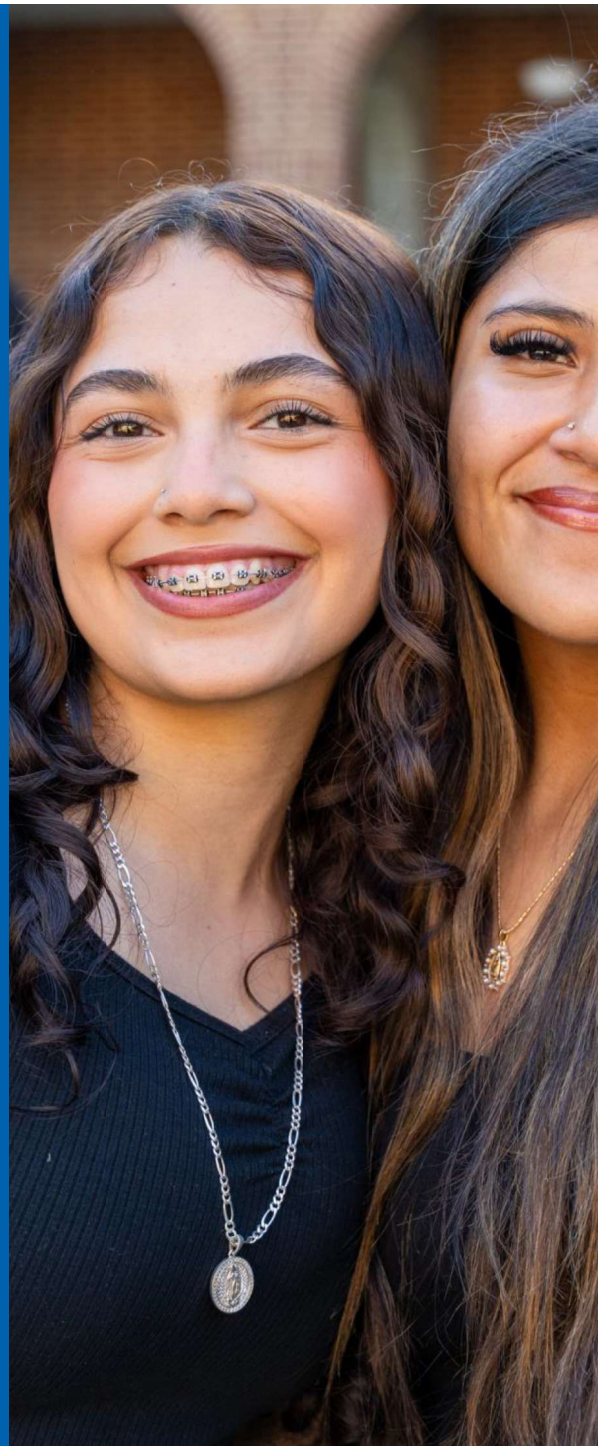
OCUS ON STUDENT OUTCOMES:

no Unified's Continued Journey

URE READY
RTS HERE

Fresno Unified
School District



FUSD Board of Education



Mindset Shift:
SOFG - Why Did We Need It?

370+ goals

Lack of accountability

Minimal improvement in student performance

Lack of focus and clarity

Adult focused







Years In The Making: Strategic Planning Proce

Student outcomes don't change until adult behaviors change

FALL 2024: COMMUNITY LISTENING SESSIONS

Trustees co-facilitated over 30 community listening sessions across the district, focused on collecting feedback regarding the desired outcomes for Fresno Unified students in the Fresno Unified community. Participants included parents, caregivers, staff, students, business owners and community members.



SPRING 2025: BOARD ADOPTED GOALS & GUARDRAILS

Utilizing the community feedback, A public workshop provided an opportunity for trustees to collboratively develop four goals and four guardrails. This was followed by the development of interim goals and guardrails.



FALL 2025: LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

As part of the district's Local Control and Accountability Plan, additional parent, student and staff feedback was collected.



FALL 2025-SPRING 2026: TEACHER LISTENING SESSIONS

Superintendent Her and her Executive Cabinet completed a 10-month listening tour, providing an opportunity for teachers across the district to share their ideas about what was working well in the district and improvements needed.



WINTER 2026: INITIATIVE & STRATEGY DEVELOPMENT BEGINS

Department and site staff began the work to identify priority initiatives to support the successful implementation of the goals and guardrails.



SPRING 2026: STRATEGIC PLANNING SESSIONS

Certificated, classified and management staff partnered with community members to finalize strategies and develop the framework for a five-year strategic plan.



Fresno School
FUTURE READY

OUR MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.



OUR VISION

Where students, families staff are valued and empov achieve their greatest pot

GOALS

GOAL 1 EARLY LITERACY

The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.

GOAL 2 LITERACY INTERVENTION

The percentage of 3rd-8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.

GOAL 3 COLLEGE & CAREER READINESS

The percentage of students graduating from high school who are college and car ready based on CCI will increase from 43% in June 2024 to 64% by June 2030.

GOAL 4 LIFE SKILLS

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmar competencies in the skills listed in the Portrait of a Learner using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

GUARDRAILS *synthesized version*

COMMUNITY ENGAGEMENT

No major decisions will be proposed to the Board without a community engagement plan.

EQUITABLE ACCESS

Goals will be met without excluding distinct and/ or vulnerable groups such as African American, English Learners, Foster Youth, Homeless or Students with Disabilities.

EFFECTIVE STAFF

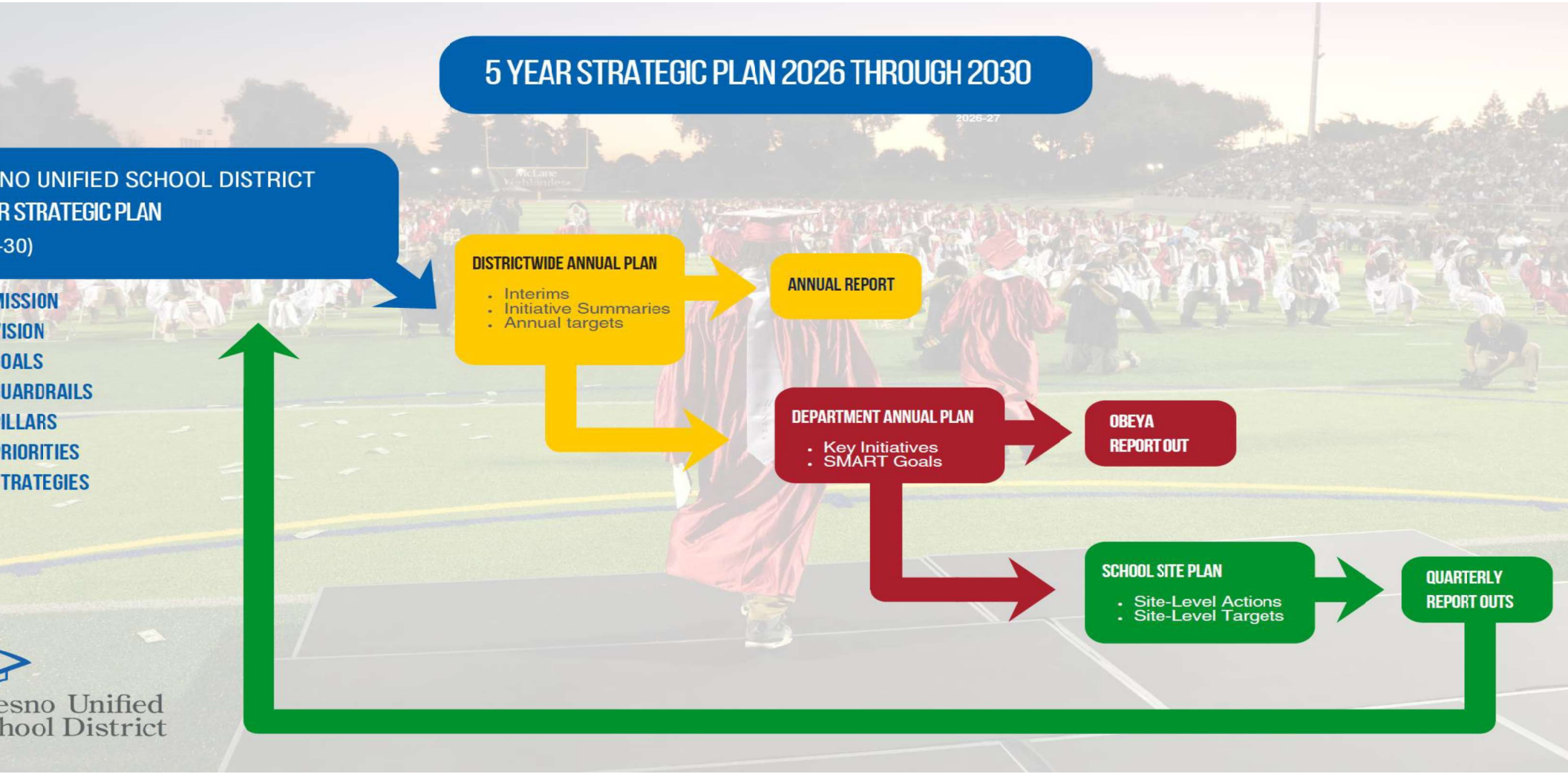
Hiring, promotion or lateral movement of staff will only occur with those who are meeting standards.

HEALTH & WELLNESS

Goals will be met without compromising the health and wellness of students and staff.

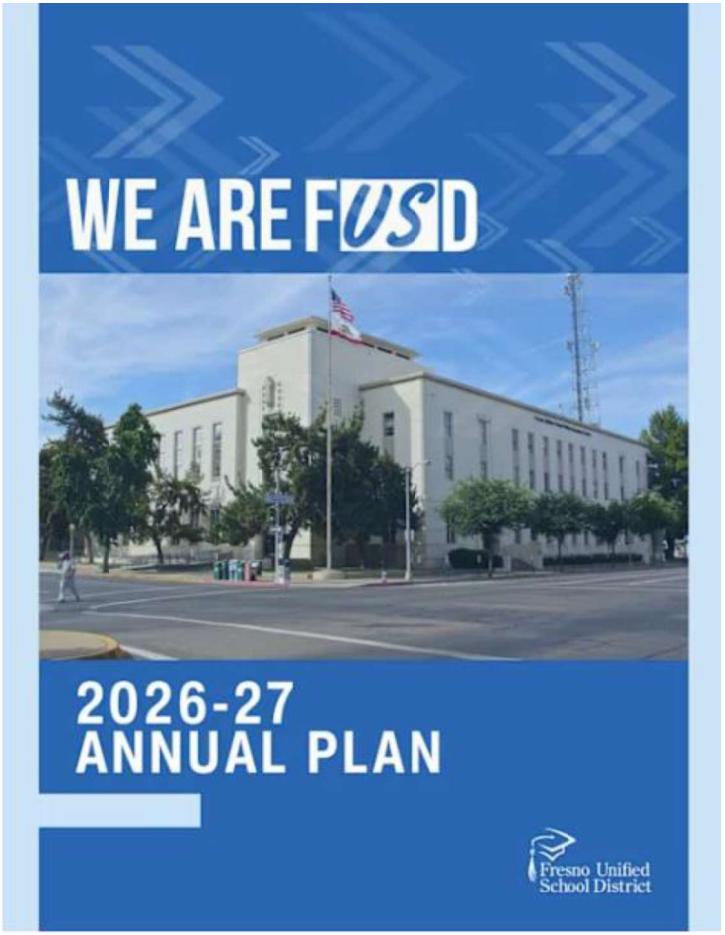
Fresno School
FUTURE READY

One System: Coherence And Accountabilit



System Alignment







Inside the Annual Plan: Targets

ARGETS	FROM	TO	BY
: The percentage of 1st graders who are proficient in literacy based on will increase from 48% in June 2024 to 80% June 2030.	48%	51%	June 2025
	51%	58%	June 2026
	58%	64%	June 2027
	64%	69%	June 2028
	69%	74%	June 2029
	74%	80%	June 2030
vention: The percentage of 3rd-8th grade students who are more ehind as measured by Smarter Balanced (SBAC) English Language make more than one year's growth will increase from 30% in June y June 2030.	30%	33%	June 2025
	33%	36%	June 2026
	36%	40%	June 2027
	40%	43%	June 2028
	43%	46%	June 2029
	46%	50%	June 2030
areer Readiness: The percentage of students graduating from high college and career ready based on CCI will increase from 43% in 4% by June 2030.	—	—	—
	43%	47%	June 2026
	47%	53%	June 2027
	53%	57%	June 2028
	57%	61%	June 2029
	61%	64%	June 2030
e percentage of 6th, 8th, and 12th grade students who benchmarked competencies in the skills listed in the Portrait of a using age-appropriate assessments will increase by X% in June y June 2030.	Baseline Coming 6/2027	Target Coming 6/2027	June 2028
	TBD	TBD	June 2029
	TBD	TBD	June 2030

GOALS & INTERIMS		FROM	TO
Early Literacy: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.		%	%
L1	From August 2026 to June 2028, the percentage of 1st grade students meeting their i-Ready stretch growth target will increase from the October 2026 baseline to the June 2028 target.	Baseline Coming 10/2026	Targ Comi 10/20
L2	From August 2026 to June 2028, the percentage of kindergarten students mastering literacy foundational skills, as measured by the updated comprehensive K-FSA assessment, will increase from the October 2026 baseline to the June 2028 target of 80%.	Baseline Coming 10/2026	80%
Literacy Intervention: The percentage of 3rd –8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.		%	%
LI1	From August 2026 to June 2028, the percentage of identified 3rd-6th grade students meeting their i-Ready stretch growth goal will increase from the January 2027 baseline to the June 2028 target.	Baseline Coming 1/2027	Targ Com 1/20
LI2	From June 2025 to June 2027, the percentage of identified 7th-8th grade students who improve at least one performance band from the first administration to the second administration on the district interim assessment will increase from 54% to 65%.	54%	65%
LI3	From August 2026 to June 2028, the percentage of identified 3rd-8th grade students who improve a minimum of one rubric score from the first to the second administration of the district writing assessment will increase from the November 2026 baseline to the June 2028 target of 50%.	Baseline Coming 11/2026	50%
College and Career Readiness: The percentage of students graduating from high school who are college and career ready based on CCI will increase from 43% in June 2024 to 64% by June 2030.		%	%
CCR1	From June 2024 to June 2028, the percentage of 9th- and 10th-grade students who earn at least one "D" or "F" on their semester report card will decrease from 47% to 42%.	47%	42%
CCR2	From June 2025 to June 2028, the percentage of 9th-12th grade students who successfully complete a dual enrollment course, Career and Technical Education (CTE) concentrator or capstone course, or a work-based learning experience each semester will increase from 23% to 27%.	23%	27%
CCR3	From February 2025 to February 2028, the percentage of 9th-11th grade students who achieve a performance level of "Ready Met" or higher on the district mathematics interim benchmark assessment will increase from 75% to 80%.	75%	80%
Life Skills: The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner (POL) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.		%	%
LS1	From October 2026 to June 2029, the percentage of 4th-8th grade students attaining or sustaining Typical or Strength ratings, as measured by the Devereux Student Strengths Assessment (DESSA), will increase from the October 2026 baseline to the June 2029 target.	Baseline Coming 10/2026	Targ Com 10/20

ne System: Strategies By Implementation Pha



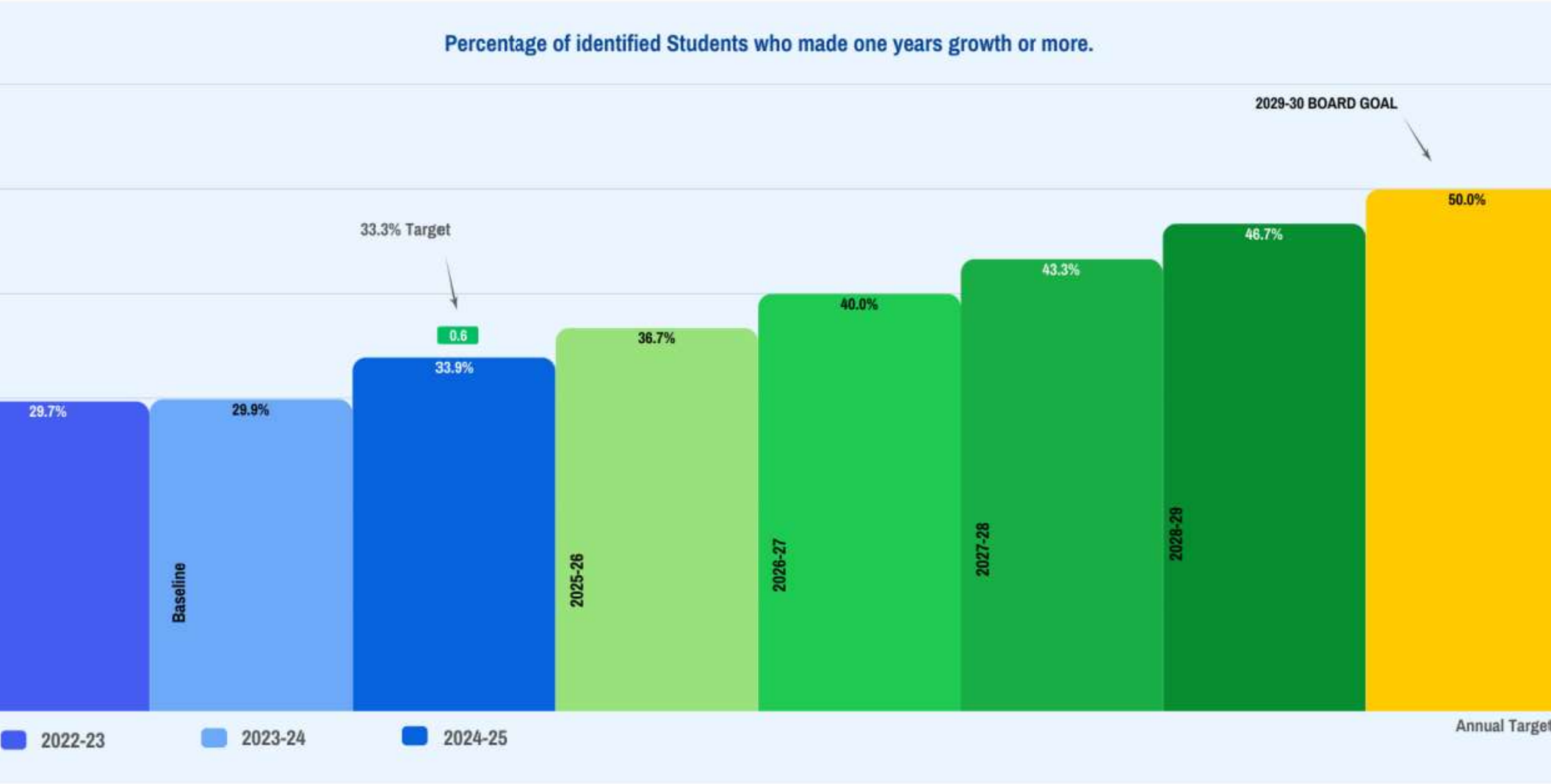
Planning	Initial	Full	Sustained		
ACADEMIC EXCELLENCE	25-26	26-27	27-28	28-29	29-30
Support high functioning professional learning nities (PLC)	I	I	F	F	S
Design, deliver and monitor high quality professional l	I	I	F	S	S
Provide job-embedded coaching and mentoring	I	I	F	S	S
Recruit and retain high quality educators and staff	F	F	S	S	S
Implement guaranteed and viable curriculum	I	I	F	S	S
2 Provide high-quality, standards-aligned, grade level tools ources including artificial intelligence (AI)	P	I	I	F	S
3 Design and implement robust multi-level systems for s monitoring	P	I	I	F	S
4 Provide differentiated opportunities to close learning	P	I	F	F	S
Teach and integrate social emotional learning into lon	P	I	F	S	S
2 Increase the use of effective attendance strategies	I	I	F	S	S
3 Increase positive behaviors through universal practices dance	I	F	F	S	S
4 Provide social emotional, behavioral, physical and health interventions	P	I	F	F	S



Planning	Initial	Full	Sustained		
OPERATIONAL EXCELLENCE	25-26	26-27	27-28	28-29	
OE-P1.1 Implement transportation technology to improve oversight, optimize routing, and enhance the reliability and timeliness of bus arrivals	P	I	F	S	
OE-P1.2 Increase student participation in meal programs by improving service quality, access, and efficiency	S	S	S	S	
OE-P1.3 Streamline procurement and warehouse operations to ensure timely, reliable access to essential supplies and services	S	S	S	S	
OE-P1.4 Enhance maintenance operations by expanding preventative practices and improving repair response through effective Computerized Maintenance Management System (CMMS) use	S	S	S	S	
OE-P1.5 Improve site quality by enhancing field conditions and elevating classroom cleanliness through consistent inspections and upkeep	S	S	S	S	
OE-P2.1 Expand student information system tools for intervention tracking and progress monitoring, allowing staff to assess student outcomes and make timely, data-informed instructional decisions	I	F	F	S	
OE-P2.2 Improve Information Technology (IT) service quality by reducing the time to resolve help desk calls and tickets	I	F	F	S	
OE-P2.3 Modernize network infrastructure to support school site safety and access control upgrades	P	I	F	F	
OE-P2.4 Improve high-value technology projects completed on time and within approved scope and budget	P	I	F	F	
OE-P2.5 Implement artificial intelligence (AI) with current technology tools and provide professional development and support to improve operational services	I	F	F	S	

LITERACY INTERVENTION

Goal: The percentage of 3rd – 8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.

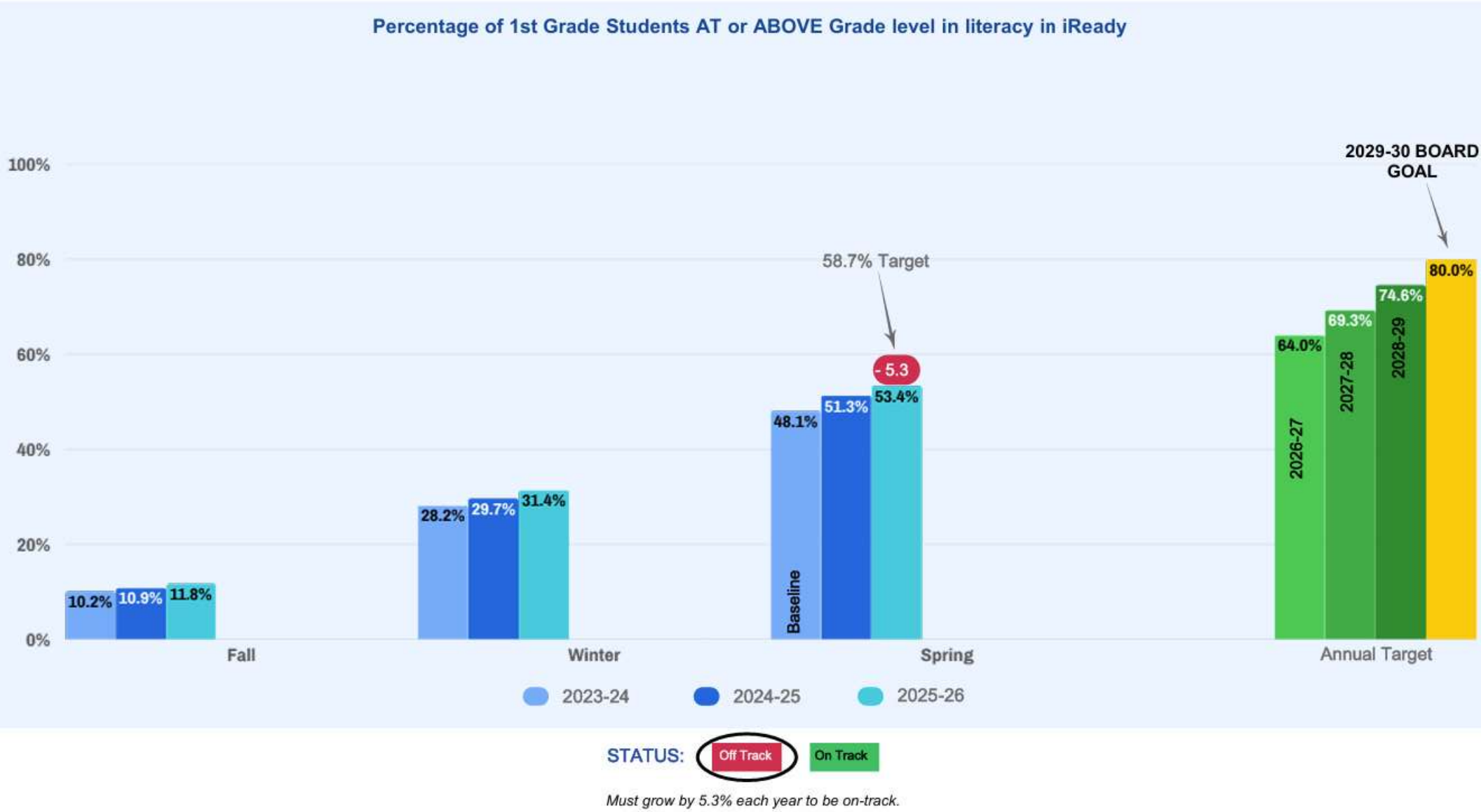


STATUS: Off Track | On Track

Must grow by 2.2% each year to be on track

EARLY LITERACY GOAL

Goal: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.



STATUS: Off Track | On Track

Must grow by 5.3% each year to be on-track.

Superintendent's Response: Early Literacy Goal (iReady Proficiency)		
ior Monitoring Report Actions	**Evidence of Implementation**	**Strategic Plan Ac**
hare best practices with colleagues.	• **Venues:** regional instructional leadership teams (ILT) (3x per year); monthly principal meetings; and instructional practice walks (3x per year). • **Best Practices**: frequent progress monitoring; differentiated small group instruction; and explicit and applied foundational skills instruction.	
nstruction and Professional Learning (CIPL) ed curriculum documents.	• CIPL modeled using them as a resource with regional grade level leads during elementary regional ILT sessions.	• CIPL will develop and differentiated early lea professional learning and site leaders focus phonics and phonolog awareness in grades
nd academic coach audit 1st grade literacy locks to ensure student application of	• **Participation:** 100% (49/49) schools conducted audits. • **Response to findings:** findings shared with sites, and guidance developed for 1st grade teachers.	
rning coordinators create opportunities to l monitor learning beyond the school day.	• **Dates**: 3/5/26; 4/7/26; 5/21/26; and 7/1/26. • **Attendance**: 90% average attendance. • **Topics:** assessment literacy; literacy planning; and progress monitoring.	• CIPL will design and i systemwide coaching support implementatio professional learning
site leader tool to monitor effective use of materials aligned to foundational skills and dards.	• A draft tool was created but not disseminated in 2026. A tool will be created to support classroom application of professional learning in fall 2026.	• Analysis, Measureme Accountability (AMA) and implement progre monitoring systems a P1).
f Schools (SOS) and site leaders conduct to identify effective instructional practices e feedback.	• **Dates:** Ongoing. • **Practices Identified**: progress monitoring; differentiated small group instruction; and explicit and applied foundational skills instruction.	• CIPL will create repos resources aligned to p learning to highlight e teaching practices (AI
nd academic coaches facilitate at least cycle with 1st grade teachers.	• **Participation:** 94% (16/17) sites conducted coaching cycles. • **Topics:** data/diagnostics; small-group instruction; and foundational skills.	

EARLY LITERACY

Goal: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.

ble Access Guardrail Student Groups	Number of 1st grade students tested and at or above grade level on iReady (Spring 20		
t Group	Number of students tested	Number of students at or above grade level	Percentage of students above grade level
ents	4503	2405	53.4%
American/Black	279	139	49.8%
Learners	1019	364	35.7%
	44	24	54.5%
ss	48	12	25%
ts with Disabilities *ce Specialist Program* *Day Class* *ated Instructional Services only* *n*	620	176	28.4% *16%* *10%* *37%* *43%*

Student Outcomes Monitoring Report (August 26, 2026)

Early Literacy Goal: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% in June 2030.

On Track (58.7% and above) 22 schools			Off Track (58.6% and below) 44 schools		
Site	Number of students tested	Percentage at or above grade level	Site	Number of students tested	Percentage at or above grade level
Muir	44	88.6%	Kirk	36	58.3%
Bullard Talent	72	77.8%	Heaton	59	57.6%
Storey	70	77.1%	Del Mar	47	57.4%
Mayfair	74	75.7%	Addams	86	57%
Gibson	41	75.6%	Ericson	100	56%
Yokomi	81	75.3%	Wilson	77	55.8%
Starr	42	73.8%	Ayer	66	54.5%
Tatarian	61	73.8%	Wawona*	46	54.3%
Eaton	57	71.9%	Jefferson	48	54.2%
Wishon	61	70.5%	Lincoln	50	54%
Kratt	71	69%	Turner	65	53.8%
McCardle	51	68.6%	Viking	88	53.4%
Norseman	74	67.6%	Anthony	49	53.1%
Lawless	89	67.4%	Ewing*	66	53%
Powers-Ginsburg	36	66.7%	Bakman	86	52.3%
Malloch	64	65.6%	Homan	50	52%
Aynesworth	61	65.6%	Sunset*	64	51.6%
Calwa*	62	64.5%	Thomas	99	51.5%
Wolters	45	64.4%	Balderas**	76	51.3%
Vang Pao**	111	64%	Robinson	83	50.6%
Figarden	88	59.1%	Birney*	104	50%
Hamilton	63	58.7%	Fremont	67	49.3%
			Greenberg	64	48.4%
			Olmos	59	47.5%
			Leavenworth*	89	46.1%
			Centennial*	102	44.1%
			Rowell*	73	43.8%
			Hidalgo*	46	43.5%
			Lane*	58	41.4%
			Burroughs*	88	40.9%
			Webster	54	40.7%
			Herrera*	84	40.5%
			Slater	89	39.3%

Unified District
GREATEST POTENTIAL

udge The Trend, Not The Snapshot.

ends take years. The discipline is patience and consistency,
t a new direction.

Before 2024

Years of minimal gains, behind the state.

↗

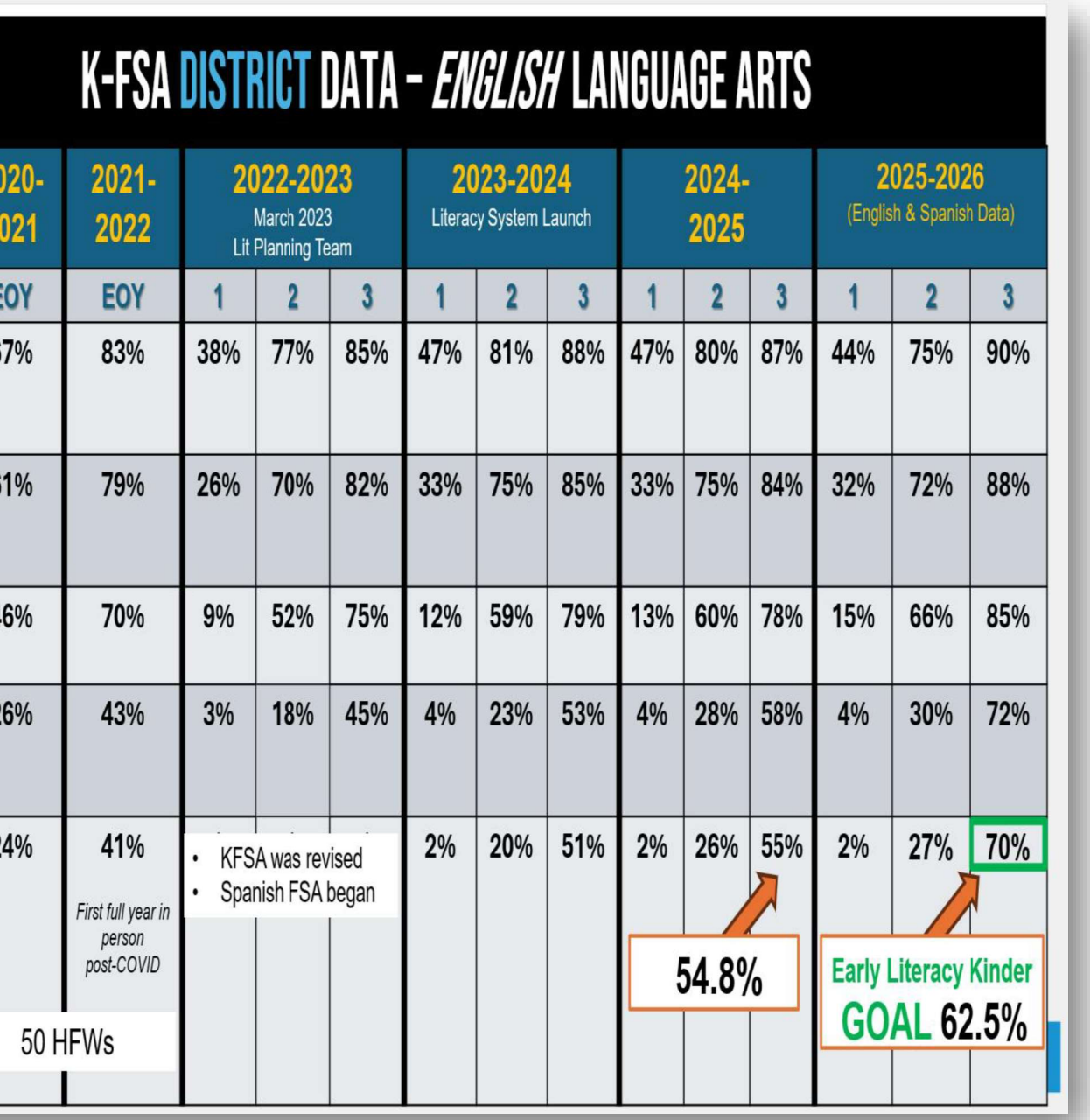
2024 to 2025

We narrowed 370+ goals to four. We focused.

↗

2026

The first metric turned: kindergarten literacy from 50.5% to 70%, past the 62.5% target.

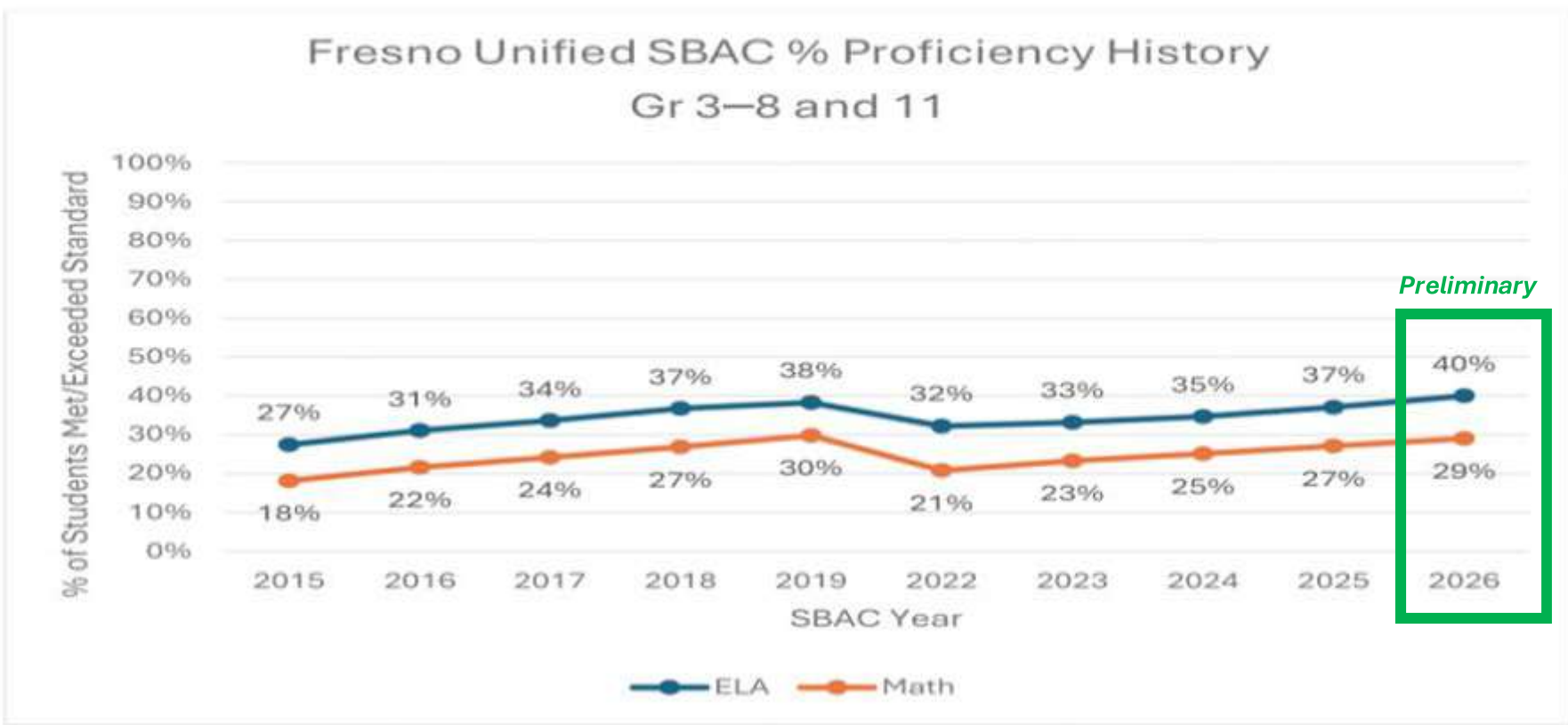


K-FSA Literacy: 3074/4364 =70

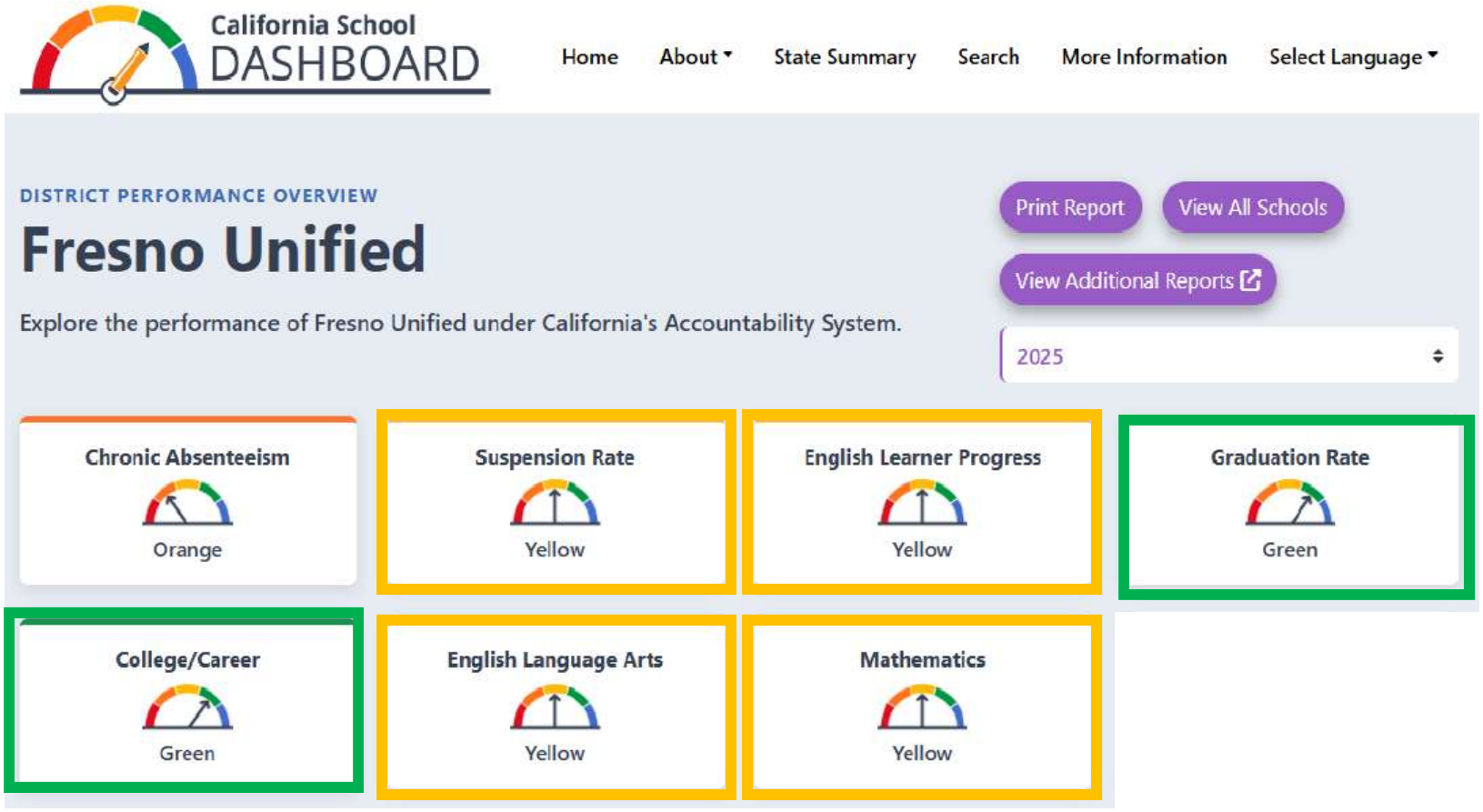
(English & Spanish Tests Combi
at EOY 2025-26)

Judge The Trend, Not The Snapshot

Fresno Unified SBAC History from 2015 through 2026



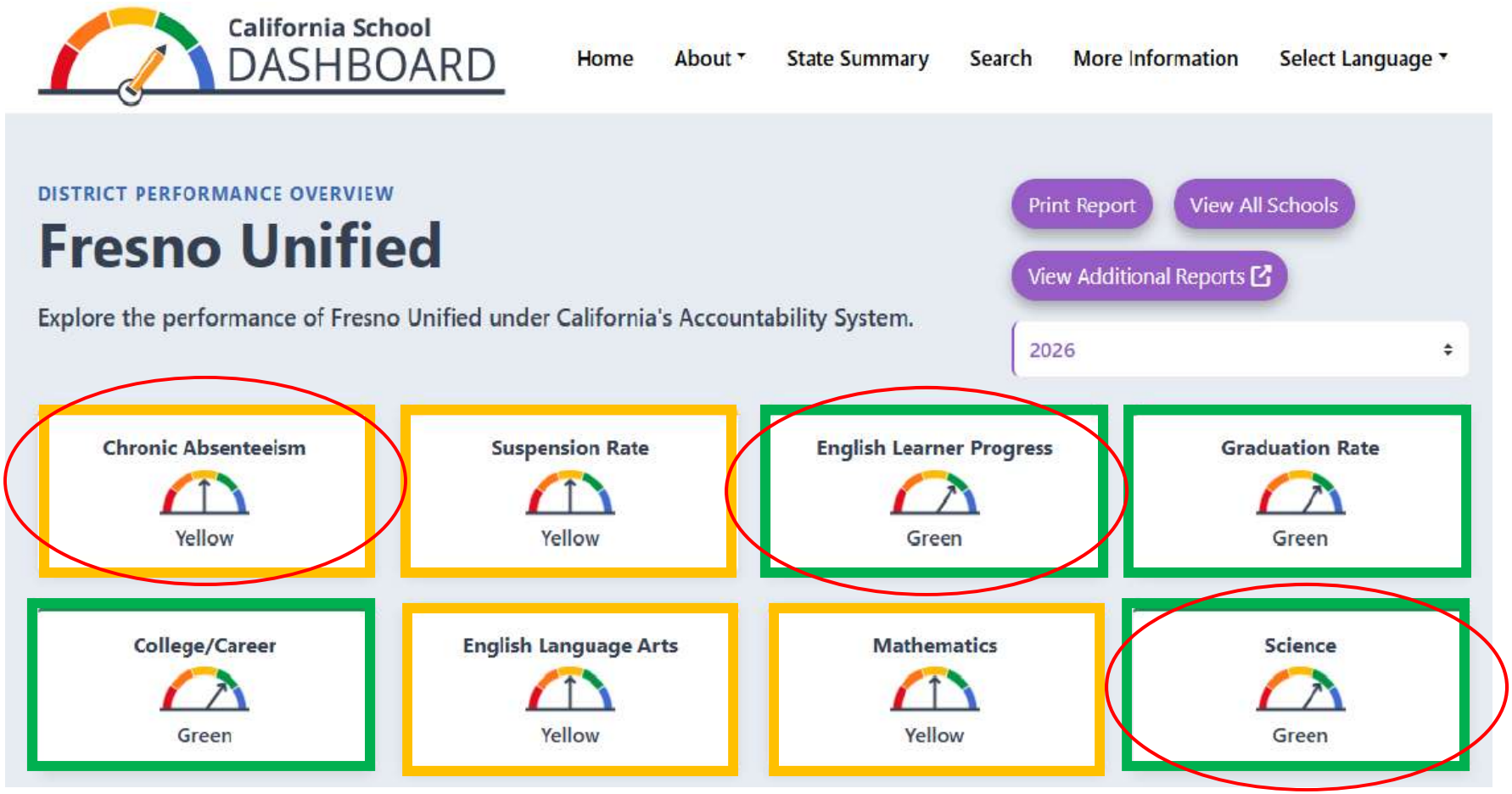
WHERE WE WERE ON THE CA DASHBOARD 2025



Unified District STARTS HERE

Fresno School
ANALYSIS, M
AND ACCOU

WHERE WE ARE ON THE CA DASHBOARD 2026



Unified District STARTS HERE

Fresno School ANALYSIS AND A

Overall Proficient/Advanced by Grade Level

Grade Level	SBAC ELA Proficiency					
	2021	2022	2023	2024	2025	2026
All Students	48.4%	32.2%	33.1%	34.6%	37.0%	39.8%
Grade 3		27.2%	29.4%	32.4%	34.3%	36.0%
Grade 4		29.7%	28.2%	30.7%	34.4%	36.6%
Grade 5		33.5%	32.7%	32.9%	36.1%	40.1%
Grade 6		33.6%	35.4%	37.4%	38.2%	41.9%
Grade 7		34.6%	32.4%	35.0%	36.1%	37.1%
Grade 8		31.0%	30.0%	31.4%	33.0%	37.0%
Grade 11	48.4%	37.8%	46.1%	44.8%	48.8%	52.0%

SBAC testing was suspended in 2020 due to COVID-19, and participation was optional in 2021. As a result, 2021 results reflect a limited testing population, primarily Grade 11 students, and are not directly comparable to subsequent years. Trend analyses should focus on changes from 2022 through 2026.

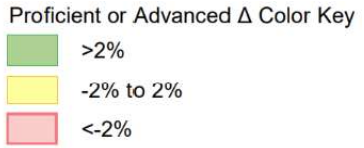
Proficient or Advanced Δ Color Key

- >2%
- -2% to 2%
- <-2%

Overall Proficient/Advanced by Region

Region	SBAC ELA Proficiency					
	2021	2022	2023	2024	2025	2026
All Students	48.4%	32.2%	33.1%	34.6%	37.0%	39.8%
Alternative Ed	15.3%	18.3%	23.3%	23.5%	22.2%	24.3%
Bullard	56.0%	41.6%	41.9%	43.4%	45.4%	47.6%
Edison	70.0%	44.9%	43.6%	44.5%	46.6%	49.5%
Fresno High	40.5%	23.3%	24.4%	26.3%	29.3%	30.1%
Hoover	39.9%	29.6%	29.1%	29.8%	34.0%	35.4%
McLane	32.2%	29.2%	27.9%	31.1%	35.1%	37.3%
Roosevelt	43.4%	30.6%	32.1%	32.7%	34.1%	38.1%
Sunnyside	47.3%	30.3%	32.8%	34.2%	34.6%	39.8%
Specialty Region	52.3%	57.7%	62.4%	60.3%	62.6%	69.9%

SBAC testing was suspended in 2020 due to COVID-19, and participation was optional in 2021. As a result, 2021 results reflect a limited testing population, primarily Grade 11 students, and are not directly comparable to subsequent years. Trend analyses should focus on changes from2022 through 2026.



Moving in the Right Direction: Overall Proficient/Advanced by Ethnicity/Race

Ethnicity/ Race	SBAC ELA Proficiency					
	2021	2022	2023	2024	2025	2026
All Students	48.4%	32.2%	33.1%	34.6%	37.0%	39.8%
African American	26.3%	18.3%	19.6%	21.1%	23.3%	25.2%
American Indian	56.3%	27.8%	31.6%	30.4%	32.6%	35.3%
Asian	62.3%	39.2%	41.3%	42.4%	44.2%	47.5%
Filipino	63.6%	65.2%	74.0%	80.8%	74.7%	81.7%
Hispanic	46.1%	30.3%	31.2%	33.0%	35.4%	38.1%
Pacific Islander *		34.5%	33.6%	29.7%	35.6%	37.7%
Two or More Races	45.5%	38.4%	38.5%	41.0%	45.4%	48.6%
White	62.3%	48.5%	49.8%	49.3%	51.3%	54.2%

SBAC testing was suspended in 2020 due to COVID-19, and participation was optional in 2021. As a result, 2021 results reflect a limited testing population, primarily Grade 11 students, and are not directly comparable to subsequent years. Trend analyses should focus on changes from 2022 through 2026.

** Results not shown where group size <11.*

Proficient or Advanced Δ Color Key

- >2%
- -2% to 2%
- <-2%

ontinued Community Engagement

g 2026: Trustees began
w round of Community
ing Sessions, updating
district's goal
oring progress.

026: Trustees co-
ted Community
ngs:

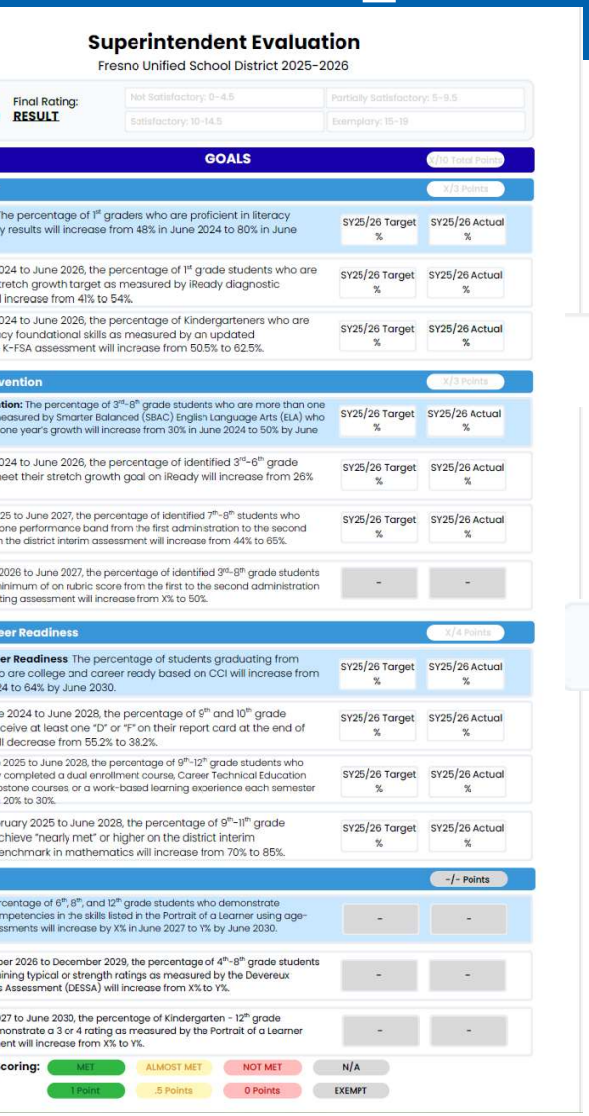
hool Board Candidates

ents

mmunity Partners



New Superintendent Evaluation Process



Superintendent Evaluation

Fresno Unified School District 2025-2026

Final Rating: **RESULT**

Not Satisfactory: 0-4.5 | Partially Satisfactory: 5-9.5 | Satisfactory: 10-14.5 | Exemplary: 15-19

GOALS /10 Total Points

X/3 Points

he percentage of 1st graders who are proficient in literacy y results will increase from 48% in June 2024 to 80% in June — SY25/26 Target % | SY25/26 Actual %

024 to June 2026, the percentage of 1st grade students who are tretch growth target as measured by iReady diagnostic l increase from 41% to 54% — SY25/26 Target % | SY25/26 Actual %

024 to June 2026, the percentage of Kindergarteners who are cy foundational skills as measured by an updated K-FSA assessment will increase from 50.5% to 62.5% — SY25/26 Target % | SY25/26 Actual %

vention X/3 Points

tion: The percentage of 3rd-8th grade students who are more than one easured by Smarter Balanced (SBAC) English Language Arts (ELA) who one year's growth will increase from 30% in June 2024 to 50% by June — SY25/26 Target % | SY25/26 Actual %

024 to June 2026, the percentage of identified 3rd-6th grade eet their stretch growth goal on iReady will increase from 26% — SY25/26 Target % | SY25/26 Actual %

25 to June 2027, the percentage of identified 7th-8th students who one performance band from the first administration to the second the district interim assessment will increase from 44% to 65% — SY25/26 Target % | SY25/26 Actual %

2026 to June 2027, the percentage of identified 3rd-8th grade students inimum of on rubric score from the first to the second administration ting assessment will increase from X% to 50% — - | -

eer Readiness X/4 Points

er Readiness: The percentage of students graduating from o are college and career ready based on CCI will increase from 24 to 64% by June 2030 — SY25/26 Target % | SY25/26 Actual %

e 2024 to June 2028, the percentage of 9th and 10th grade ceive at least one "D" or "F" on their report card at the end of l decrease from 55.2% to 38.2% — SY25/26 Target % | SY25/26 Actual %

2025 to June 2028, the percentage of 9th-12th grade students who completed a dual enrollment course, Career Technical Education ostone courses or a work-based learning experience each semester 20% to 30% — SY25/26 Target % | SY25/26 Actual %

ruary 2025 to June 2028, the percentage of 9th-11th grade chieve "nearly met" or higher on the district interim enchmark in mathematics will increase from 70% to 85% — SY25/26 Target % | SY25/26 Actual %

-/- Points

rcentage of 6th, 8th, and 12th grade students who demonstrate mpetencies in the skills listed in the Portrait of a Learner using age- ssments will increase by X% in June 2027 to Y% by June 2030 — - | -

er 2026 to December 2029, the percentage of 4th-8th grade students ining typical or strength ratings as measured by the Devereux Assessment (DESSA) will increase from X% to Y% — - | -

27 to June 2030, the percentage of Kindergarten - 12th grade nonstrate a 3 or 4 rating as measured by the Portrait of a Learner ent will increase from X% to Y% — - | -

Scoring: MET | ALMOST MET | NOT MET | N/A; 1 Point | .5 Points | 0 Points | EXEMPT

Scoring: MET | ALMOST MET | NOT MET | N/A; 1 Point | .5 Points | 0 Points | EXEMPT

X / 19 Final Rating: **RESULT**

Not Satisfactory: 0-4.5 | Partially Satisfactory: 5-9.5 | Satisfactory: 10-14.5 | Exemplary: 15-19

Guardrails

Community Engagement

Community Engagement: The superintendent may not propose major decisions, as outlined in pol without first having a community engagement plan.

CE1: By August 2025, specific criteria will be established to include in all community engagement plans. — SY25/26 Target -

CE2: From June 2025 to June 2026, the percentage of major decisions brought to the Board for approval that impact more than 25% of a targeted group that include a community engagement plan will increase from 0% to 50%. — SY25/26 Target %

Equitable Access

Equitable Access: The superintendent may not meet the goals by leaving out or denying access to any distri population groups (for example, African American, English Learners, Foster Youth, Homeless and SWD) or sch

EA1: From August 2025 to June 2027, the percentage of identified Kindergarten through 6th grade students in each of the identified student groups whose academic performance is equal to or exceeds the district average as reported on iReady reading diagnostic will increase from 17.5% to 21.9%. ***Not directly aligned to goals LI2, LI3 and CCR3.** — SY25/26 Target %

EA2: From August 2025 to June 2027, the percentage of identified 7th-11th grade students whose academic performance is equal to or exceeds the district average as reported on the English Language Arts secondary district interim assessment will increase from 26.5% to 35.6%. ***Not directly aligned to goals L, L1, L2 and LI1.** — SY25/26 Target %

EA3: From August 2025 to June 2027, the percentage of site and district leaders who receive professional learning in Targeted Universalism will increase from 0% to 90%. — SY25/26 Target %

Effective Staff

Effective Staff: The superintendent will not allow the hiring, promotion, or lateral movement of staff performing "does not meet standard: as defined by CPSELs, CSTPs, and classified standards.

ES1: From June 2025 to June 2028, the percentage of employees who complete supervision and evaluation, FRISK, Anti-Bias and Collective Bargaining Agreement training prior to supervising and evaluating employees will be increased from 0% to 100%. — SY25/26 Target %

ES2: From June 2025 to June 2028, the percentage of evaluations for employees performing "does not meet standard" that include actionable feedback in a written support plan to help improve performance will increase from 27.8% to 100%. — SY25/26 Target %

ES3: From June 2025 to June 2028, the percentage of hires, promotions, laterals and extra pay contracts where evaluations are used in the decision-making process will increase from 0% to 100%. — SY25/26 Target %

Health & Wellness

Health & Wellness: The superintendent may not meet the goals at the cost of unreasonably compr and wellness of students and staff.

HW1: From July 2025 to July 2028, the percentage of schools utilizing the current adopted Social Emotional Learning (SEL) curriculum will increase from 53% to 85%. — SY25/26 Target %

HW2: From October 2025 to October 2028, the percentage of students responding agree or strongly agree as measured by the identified climate and culture survey domain will increase from 83% to 89%. — -

HW3: From October 2025 to October 2028, the percentage of staff responding agree or strongly agree as measured by the identified climate and culture survey domain will increase from 89% to 90%. — -

Scoring: MET | ALMOST MET | NOT MET | N/A; 1 Point | .5 Points | 0 Points | EXEMPT