

STRATEGIC PLAN

Sonora Union High School District

Board of Trustees

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Sonora Union High School District Strategic Plan

Vision Statement:

Preparing every student for success by cultivating personal excellence.

Mission Statement:

In a safe and supportive environment, with an eye to the future and honoring tradition, alongside community partners, Sonora Union High School District empowers students to be:

- Academically excellent.
- Career and/or College ready.
- Accountable, Respectful and Engaged citizens.

Fiscal Integrity of the District:

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the **Sonora Union High School Board**, with the fiscal integrity of the District as the **corner stone** foundational requirement of the Strategic Plan. The prioritization of the Twenty (20) Objectives below presumes that the **Core Program** fiscal and human resource **needs** will be addressed within the approved budget. The fiscal and human resource **wants** for each of the Twenty (20) Objectives shall be **addressed in the priority order** established by the Board.

Sonora Union High School District's determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come to the District, both short-term and long-term. Accordingly, the Board assigns to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board assigns to save for potential future expected and unexpected expenditures and for eventual economic downturns. The District's Reserve for Economic Uncertainties (REU) will consist of no less than 12 percent of the General Fund expenditures, with a **goal** of maintaining an REU of equal to 17 percent of General Fund expenditures (equal to two months of general fund operating expenditures as recommended by the Government Finance Officers Association). The 17 percent will be distributed as follows:

- 4% Reserve for Economic Uncertainty to address the Statutory Requirements.
- 4% Reserve for Catastrophic/Emergency Impacts on the District.
- 1% Emergency Reserve for Technology Replacement
- 2% Emergency Reserve for Equipment Replacement
- 1% Emergency Reserve for Bus Replacement
- 5% Emergency Reserve for adverse impact from Special Education

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources. While the reserve status will be reported out to the Board at Budget, first and second interim and unaudited actuals. The benchmark for the reserve will be established when the reporting of the Audited Actuals are presented. The district will maintain a separate reserve for district cash flow consisting of no less than 10 percent of General Fund expenditures.

The Board also recognizes that the District's fiscal integrity is dependent on maintaining responsible class sizes.

STRATEGIC PLAN OVERVIEW

The **Sonora Union High School District** Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from stakeholder groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages stakeholders and provides the Board's **political** direction and **accountability** in addressing the District's vision, mission, ranked objectives, annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document used for preparing the Local Control Accountability Plan (LCAP), which provides for **compliance** with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and **inspiration** to the Superintendent and staff in addressing the priorities of the Board and community. The components of the Strategic Plan are defined below:

- **VISION**
What the District is striving to do.
- **MISSION**
What the District will accomplish by the end of the five-year Plan.
- **RANKED OBJECTIVES**
The Objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **ANNUAL OUTCOMES**
The ongoing designing, development, implementation, and evaluation of the Outcomes are to ensure a continuous improvement process in place.
- **METRICS**
The data or standards of measurement used to evaluate the District Ranked Outcomes and the progress expected.

School District Strategic Plan and LCAP Process and Timeline

The District is committed to addressing the requirements of LCAP, within the context of the Board approved Strategic Plan, by working with interested stakeholders to prioritize available funds and staff; providing each District child with a quality education. As specified in the requirements of the LCAP, we will focus additional supports to students who are English Learners, from low-income households, and who are Foster Youth.

The community based Strategic Plan for the District shall drive the creation of the LCAP Goals for the District. The Local Control Accountability Plan includes both an annual update of how well the District has progressed in the prior year, and also what the District intends to address in the coming school year. The LCAP goals shall be addressed, **where appropriate**, within each Strategic Plan Ranked Objective. To be in compliance, the annual LCAP is approved by action of the Board

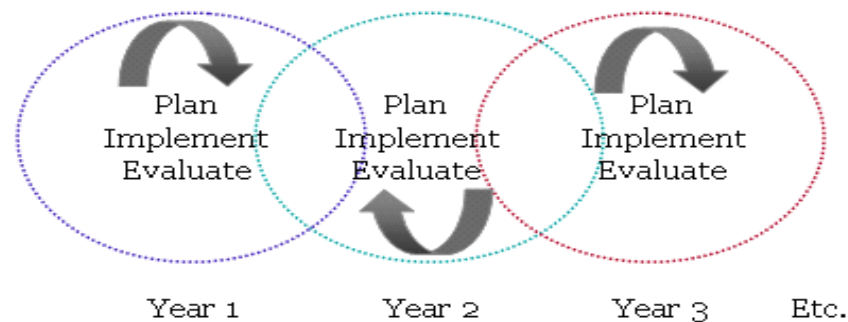
School District Strategic Plan and LCAP Process and Timeline

Strategic Planning Process:

The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



The District’s Strategic Plan and LCAP shall be closely aligned. Annually, the Board will approve the Strategic Plan in June for the subsequent year. The approved Strategic Plan shall guide the development of the following year’s LCAP.

Strategic Plan and LCAP Timeline 2022 - 2023

	Strategic Plan (SP)	LCAP
April 2022	Strategic Plan Developed by Board	
May 2022	Final Approval of Strategic Plan and Metrics	LCAP and Budget Public Hearing
June 2020		LCAP and Budget approved by Board
July 2022 – June 2023	Implement Approved 2022-2023 Strategic Plan	Implement Approved LCAP

Strategic Plan and LCAP Evaluation Timeline 2023 - 2024

Target Dates	Strategic Plan (SP)	LCAP
February 2023	Final Approval of 2023-2024 Strategic Plan and Metrics	LCAP and Budget Public Hearing
June 2023		LCAP and Budget approved by Board
July 2023 – June 2024	Implement Approved 2023 - 2024 Strategic Plan	Implement Approved LCAP
September-October 2023	Collect data on Metrics for 2022-2023 Plan	Collect data on Metrics
October 2023	Report to Stakeholders and Board Progress on Metrics on 2022 -2023 Strategic Plan	Report to Stakeholders and Board Progress on Metrics
November 2023	Acceptance of 2022 – 2023 Annual Strategic Plan Report	
February 2024	Approval 2024 – 2025 Strategic Plan and Metrics	LCAP - 1st Draft presented to Board
May 2024		LCAP and Budget Public Hearing
June 2024		LCAP and Budget approved by Board

Strategic Plan Objectives, Outcomes and Metrics, in Priority Order

1	Career and Technical Education (CTE)	Objective	Offer a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge that serves the students and the community needs.
1.1	Career and Technical Education (CTE)	Outcome	Students will complete CTE pathways that support students' interests and help to meet community needs.
1.1.1	Career and Technical Education (CTE)	Metric	The CTE department chair will report to the Board the number of students enrolled in CTE Pathways to establish baseline data. (Data source: Aeries Student Information System)
1.1.2	Career and Technical Education (CTE)	Metric	Superintendent will report to the Board input gathered from community leaders, industry partners, vocational education and employment agencies of employment needs in spring advisory meetings. (Data Source: Advisory Meeting Minutes)
1.2	Career and Technical Education (CTE)	Outcome	Develop community-based business partnerships and advisory committees.
1.2.1	Career and Technical Education (CTE)	Metric	By May, the Superintendent shall report to the Board that each program has at least one Community- based business partnership. (Data Source: Advisory Committee Agenda/Minutes)
1.3	Career and Technical Education (CTE)	Outcome	Increase A-G CTE offerings to students.
1.3.1	Career and Technical Education (CTE)	Metric	In May CTE Department Chair will report to the Board, the number of CTE offerings that are A-G approved in order to establish a baseline number of courses that are A-G approved. In Subsequent years, the number of courses that are A-G approved will increase yearly by 1.
1.4	Career and Technical	Outcome	Students will have access to updated CTE facilities to meet industry standards.

	Education (CTE)		
1.4.1	Career and Technical Education (CTE)	Metric	The district and advisory committees will annually inspect CTE facilities and report to the Board the outcome of the report and any recommendations for improvements. (Data Source: FIT Report)
1.5	Career and Technical Education (CTE)	Outcome	Students will demonstrate career readiness by completing a CTE pathway.
1.5.1	Career and Technical Education (CTE)	Metric	The CTE Department chair will report to the board the number of students who have completed a pathway and are employed in a relevant field to establish baseline data. (Data Source: Post secondary survey)

2	Human Resources	Objective	Teachers are recruited, appropriately assigned, and fully credentialed in the subject areas for which they are teaching.
2.1	Human Resources	Outcome	Teachers are fully credentialed and appropriately assigned.
2.1.1	Human Resources	Metric	In October, the Chief Business Officer (CBO) will certify to the Superintendent that certificated Staff are fully credentialed and properly assigned. [Data Source: CTC, CALPADS, CalSAAS]
2.2	Human Resources	Outcome	Provide to all staff, appropriate orientation, and professional development.
2.2.1	Human Resources	Metric	In August, Superintendent shall present the Annual Professional Development Plan to the Board for approval.
2.3	Human Resources	Outcome	Implement evaluation systems to provide timely and meaningful feedback that allows for personal and professional growth.
2.3.1	Human Resources	Metric	Superintendent, at the close of each school year, will certify to the Board that all evaluations have been completed in a timely manner, with appropriate commendations and recommendations for improvement. [Source Document: Board Report]
2.4	Human Resources	Outcome	Provide competitive salaries and benefits for all employees compared with districts with similar demographics and/or in geographic region.
2.4.1	Human Resources	Metric	In February, Superintendent will report to the Board, in Closed Session, comparable district salary and benefit data for each employee group (Classified, Certificated, and Management), and provide a recommendation to the Board on ensuring the competitiveness of the salaries for each employee group. [Source Document: Board Report]
2.5	Human Resources	Outcome	Recruit and retain highly qualified and competent Staff to meet the needs of Students, Staff and Community.
2.5.1	Human Resources	Metric	In January of each year, the Superintendent will provide a report to the Board on the strategies implemented to attract and retain quality Staff. [Source Document: Board Report]
2.6	Human Resources	Outcome	Provide for a safe and healthy work environment for staff.
2.6.1	Human Resources	Metric	In January, the Superintendent will report to the Board the results of the annual Staff survey, identifying the views held on the healthy and safe work environment. [Source Document: Board Report]

3	Math	Objective	Concepts, operational skills, and problem-solving.
3.1	Math	Outcome	Students will meet or exceed state standards in Math.
3.1.1	Math	Metric	Yearly the principal will report to the board the number of students who achieve "standard met" or above on the CAASPP math test with the goal of 2% increase over the previous year.
3.2	Math	Outcome	Students will show math concept growth.
3.2.1	Math	Metric	Triennially the math department chair/TOSA coordinator will report to the principal, an increase of 5% growth of math concepts Data source document: STAR Renaissance Test
3.3	Math	Outcome	Students will have career and college ready math skills.
3.3.1	Math	Metric	Each September the Math Department Chair will report to the board an increase of 5% in the percentage of seniors graduating A-G eligible in Mathematics over the previous year until 90% of students achieve this goal.
3.3.2	Math	Metric	Each September the Math Department Chair will report to the board an increase of 5% in the percentage of students in 9th grade who are enrolled in Math 1 or 2.
3.3.3	Math	Metric	Each September the Math Department Chair will report to the board an increase of 5% in the percentage of students in 10th grade who are enrolled in Math 1, Math 2 or Math 3 with a C or better.
3.3.4	Math	Metric	Each September the Math Department Chair will report to the board an increase of 5% in the percentage of students in 11th grade who are enrolled in Math 2 or have passed Math 3 with a C or better.
3.3.5	Math	Metric	Each September the Math Department Chair will report to the board an increase of 5% in the percentage of students in 12th grade who are enrolled in Math 3 or have passed Math 3 with a C or better.

4	English	Objective	Provide a knowledge of and appreciation for literature and the language; instruct and build speaking, reading, listening, spelling, and composition skills.	
4.1	English	Outcome	Students will meet or exceed state standards at every grade level.	
4.1.1	English	Metric	Tri-Annually (August, December, May), all students, including subgroups, will take the STAR Renaissance English Language Arts Examination and an increase of 5% of students from the previous year will have progressed toward meeting or exceeding state grade-level standards and will be reported by the English Department Chair to the Principal. [Source Document: STAR Renaissance DATA report].	
4.1.2	English	Metric	At the end of each semester, the English department chair will report to the principal an increase of 5% improvement in students who have a C or better per grade level. [Source Document: Aeries].	
4.1.3	English	Metric	Yearly the Principal will report to the board the number of students who achieved "standard met" or above on the CAASPP English test, with a goal of a 2% increase over the previous years results.	
4.2	English	Outcome	All students will score at or above grade level on each of the grade level quarterly assessments.	
4.2.1	English	Metric	In year one, 70% of students will score at or above grade level standard on each of the quarterly assessments, with a 5% increase in year two. [Source Document: Aeries]	
4.3	English	Outcome	Students will have career and college ready English skills	
4.3.1	English	Metric	Yearly the English Department chair will report to the board a 5% increase in the percentage of seniors graduating A-G Eligible in English over the previous year until 90% of students achieve this goal.	
4.3.2	English	Metric	Yearly the English Department chair will report to the board an increase of 5% in the number of students passing English 1 CP, English 1A, English 2 CP, English 2A, English 3A, English 4A, American Literature AP and American Language AP, with a C or better.	

5	Science	Objective	Earth, physical, and life concepts with scientific enquiry and achievement
5.1	Science	Outcome	Students will meet or exceed course level standards
5.1.1	Science	Metric	At the end of each semester or grading period, the Science Department Chair will report to the Principal the percentage of students who passed with a grade of C or better with the goal of a 3% increase over the previous semester. [Data Source: Aeries]
5.2	Science	Outcome	Students will increase achievement on state science testing
5.2.1	Science	Metric	At the end of their junior year, the principal will report the number of students who achieved "met standard" or above on state testing with the goal of 2% increase over the previous year. [Data Source: CAST Report]
5.3	Science	Outcome	Students will increase success in freshman science classes
5.3.1	Science	Metric	At the end of each semester, the Department Chair will report to the Principal grades at C or higher in freshman science classes with the goal being a 3% increase over the previous semester. [Data Source: Aeries]
5.3.2	Science	Metric	At the end of each semester, the Department Chair will report to the Principal the number of students that pass their classes with a D- or better with the goal being a 3% increase over the previous semester. [Data Source: Aeries]
5.4	Science	Outcome	Students will increase success in sophomore science classes
5.4.1	Science	Metric	At the end of each semester, the Department Chair will report to the Principal grades at C or higher in sophomore science classes with the goal being a 3% increase over the previous semester. [Data Source: Aeries]
5.4.2	Science	Metric	At the end of each semester, the Department Chair will report to the Principal the number of students that pass their sophomore science classes with a D- or better with the goal being a 3% increase over the previous semester. [Data Source: Aeries]
5.5	Science	Outcome	Students take a third year of science
5.5.1	Science	Metric	At the end of each school year, the Head Counselor will report to the Department Chair or Principal the total number of students who have the new achievement of having completed a third year of science with a goal of a 3% increase over the previous year. [Data Source: Aeries]
5.6	Science	Outcome	Students will have career and college ready Science skills
5.6.1	Science	Metric	Each September the Science Department Chair will report to the board an increase of 5% in the percentage of seniors graduating A-G eligible in Science over the previous year until 90% of students achieve this goal.

6	Mental and Socio-emotional Wellness	Objective	Mental and socio-emotional wellness is the full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Instruction will focus on the principles and practices of individual, family, and community health.
6.1	Mental and Socio-emotional Wellness	Outcome	Students will understand how to set and achieve academic and/or personal goals.
6.1.1	Mental and Socio-emotional Wellness	Metric	By the end of October, the Counseling Department Chair will report to the principal that 95% of freshman students have set college and career goals as measured by counseling goal setting documents. (Data Source: Counseling Department worksheet).
6.1.2	Mental and Socio-emotional Wellness	Metric	Life Skills Department Chair will report to the Principal at the end of each school year that 100% of 9-12 grade students have completed the Get Focused Stay Focused curriculum, including goal-setting activities (Data Source: Get Focused/Stay Focused workbooks and digital curriculum).
6.2	Mental and Socio-emotional Wellness	Outcome	Students will understand and manage their emotions.
6.2.1	Mental and Socio-emotional Wellness	Metric	The Counseling Department Head will report to the Principal suspension/referral rate data for incidents involving emotional control, with the goal of decreasing the number of suspensions/referrals by 5% yearly (Data Source: School Information System – Suspension/referral data).
6.2.2	Mental and Socio-emotional Wellness	Metric	The Principal will report to the Superintendent that student emotional health has improved as self-reported by students on the California Healthy Kids Survey (Data Source: CAHKS).
6.3	Mental and Socio-emotional Wellness	Outcome	Students will establish and maintain positive relationships with others.
6.3.1	Mental and Socio-emotional Wellness	Metric	The Principal will report yearly to the Superintendent a yearly report showing a decrease from the previous school year in the number the violent offences and instances of bullying on campus as by using suspension/discipline data(Data Source: School information system).
6.3.2	Mental and Socio-emotional	Metric	A member of the Counseling Department will report to the Principal the results of a pre-test/post-test survey that was given at the beginning and end of various social/emotional support interventions provided on campus (Data Source: Pre-Test/Post-test survey).

	Wellness		
6.4	Mental and Socio-emotional Wellness	Outcome	Students will make responsible decisions
6.4.1	Mental and Socio-emotional Wellness	Metric	PBIS Lead will report to the Principal the number of Hero points given for respectful behaviors on campus to establish baseline data. (Data Source: Hero Behavior Tracking System).

7	Physical Health	Objective	Physical health is defined as the condition of the body, taking into consideration everything from the absence of disease to fitness level, lifestyle, diet, level of physical activity, behavior (for instance, smoking) and nutritional health. Nutrition education curriculum content may focus on students' eating behaviors, be based on theories and methods proven effective by published research; healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage.
7.1	Physical Health	Outcome	Students will be physically healthy and will be provided access to physical and nutritional resources.
7.1.1	Physical Health	Metric	In May, the Superintendent will report to the Board that all students have access to nutritional meals and information regarding healthy food options.

8	Social Science	Objective	Drawing upon the disciplines of economics, geography, history, political science, psychology, Foundation for understanding the history, resources, development, and government of the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; and contemporary issues
8.1	Social Science	Outcome	Students will meet or exceed state social science standards.
8.1.1	Social Science	Metric	All students enrolled in social science courses in grades 10-12 will take common standards-based final exams in school year 2022-2023. [Data Source: Google Forms analytics]
8.1.2	Social Science	Metric	The Social Science Department Chair will determine and report to the principal the percentage of students meeting or exceeding social science state standards in June of 2023. [Data Source: Google Forms analytics]
8.2	Social Science	Outcome	All students enrolled in social science courses in grades 10-12 will use historical thinking skills when engaging in social science concepts.
8.2.1	Social Science	Metric	90% of students enrolled in social science courses in grades 10-12 will complete a targeted historical thinking skill project by June of 2023.
8.3	Social Science	Outcome	Students will have career and college ready social science skills
8.3.1	Social Science	Metric	Yearly the Social Science Department chair will report to the board a 5% increase in the percentage of seniors graduating A-G Eligible in History over the previous year until 90% of students achieve this goal.
8.3.2	Social Science	Metric	Yearly the Social Science Department chair will report to the board an increase of 5% in the number of students passing World History with a C or better.
8.3.3	Social Science	Metric	Yearly the Social Science Department chair will report to the board an increase of 5% in the number of students passing United States History with a C or better.

9	Clean, safe, functional, attractive classrooms, facilities, and grounds	Objective	Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.
9.1	Clean, safe, functional, attractive classrooms, facilities, and grounds	Outcome	Provide functional, safe, clean, classrooms, facilities, and grounds that support students and programs.
9.1.1	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	In September the Maintenance & Operations Manager shall provide status reports of completed projects to the Superintendent from the proposed project schedule for facilities maintenance and improvements created annually by the M & O Manager.
9.1.2	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	By June, the Director of Maintenance will develop a District master building paint schedule, by site, and by year, and deliver it to the CBO for approval.
9.1.3	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	By June, the Director of Maintenance will develop a master asphalt seal coating schedule, by site, and by year, and deliver it to the CBO for approval.
9.1.4	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	Once a year, per site, the Director of Maintenance and the CBO shall perform a site grounds and custodial inspection and report the results to the Board and Superintendent.
9.2	Clean, safe, functional, attractive classrooms,	Objective	Maintain an adequate funding level for Routine Repair and Maintenance that meets the demands of the district.

	facilities, and grounds		
9.2.1	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	In September of each year, the CBO will certify to the Board that 3% of the general fund has been budgeted for Routine Repair and Maintenance.
9.3	Clean, safe, functional, attractive classrooms, facilities, and grounds	Outcome	Maintain full staffing in custodial and maintenance / Operations to be able to provide a clean and safe facilities for staff and students.
9.3.1	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	In November, the Superintendent will provide a report to the Board for approval on the staffing ratios of employees in custodial, grounds and maintenance.
9.3.1.2	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	In October, the CBO will provide to the Superintendent a recommendation for approval of the staffing ratio of employees in custodial, grounds and maintenance.
9.3.1.3	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	In March, the CBO will certify to the Superintendent the custodial, grounds and maintenance staffing ratios are consistent with the District standards.
9.4	Clean, safe, functional, attractive classrooms, facilities, and grounds	Outcome	Staff members shall perceive their work environment as functional, clean and safe.
9.4.1	Clean, safe, functional,	Metric	In May the Director of Maintenance will report to the Superintendent the results of the annual facility and grounds maintenance survey. The survey will be a 5-point Scale Survey, with a

	attractive classrooms, facilities, and grounds		minimum of 60+% rate of return and will rate satisfaction with information technology services with a minimum average satisfaction rate of 3 or higher.
9.4.2	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	By March, the Director of Maintenance will survey each staff member on their view of the facilities and grounds maintenance program.

10	Student Extracurricular Activities	Objective	Student Extracurricular Activities (which includes Co-curricular activities) are designed to “connect” students to their school and to provide motivation for the student to succeed in school. Student Extracurricular Activities fall outside the realm of the normal curriculum of school. Examples of such activities include clubs, athletic teams, drama, agriculture, music programs, and leadership involvement.
10.1	Student Extracurricular Activities	Outcome	Extracurricular activities will “connect” students to their school.
10.1.1	Student Extracurricular Activities	Metric	At the end of each year the Athletic Director, as well as the Student Activities Director will submit a report to the Principal indicating an increase in the number of students participating in extracurricular activities by 2% each year. [Data Source document: Extracurricular Rosters, 8 to 18 Registration]
10.1.2	Student Extracurricular Activities	Metric	After the completion of freshmen registration, the Athletic director and/or principal will report to the School Board the results of a survey identifying incoming Freshmen interest levels in regard to various Student Extracurricular Activities. [Data Source document: Athletic Interest Form, Club Interest Sign-up Sheets]
10.1.3	Student Extracurricular Activities	Metric	At the end of each year, the ASB secretary will report to the Athletic Director and/or the Student Activities Director a report indicating an increase in the number of students attending Extracurricular events by 5% as indicated by ticket sales. [Source Document: ticket sales]
10.2	Student Extracurricular Activities	Outcome	Extracurricular activities will increase motivation for academic achievement.
10.2.1	Student Extracurricular Activities	Metric	Quarterly, the Athletic Director will report to the Principal the decrease in the number of students on the ineligibility list by 2%

11	Technology and Equipment	Objective	Maximizing federal, state and local resources to provide new and modernized technology and equipment to address the needs of the Students and Staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, etc. (The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives. Additionally, stand-alone technology courses will be implemented within the Career and Technology Objective.)
11.1	Technology and Equipment	Outcome	Students and staff will be provided the appropriate up-to-date technology services and equipment to meet the administrative and educational needs of the district.
11.1.1	Technology and Equipment	Metric	In January, the Technology Manager reports to the Superintendent on the use of Hardware and Software, including information on depreciation as well as a recommendation on purchasing of necessary new software and hardware.
11.1.2	Technology and Equipment	Metric	In June of each year, the Technology Manager reports to the Superintendent on a completion rate of tech tickets of 90+% with an average completion time less than 10 days. Data Source: MyTechDesk
11.1.3	Technology and Equipment	Metric	In June, the Technology Manager will report to the Superintendent the results of the annual staff technology survey. The survey will be a 5-point Likert Scale Survey, with a minimum of 60+% rate of return and will rate satisfaction with information technology services with a minimum average satisfaction rate of 3 or higher. Data Source: District created survey.
11.1.4	Technology and Equipment	Metric	In March, the Technology Manager will report to the Superintendent on the number and state of student Chromebook devices as well as recommendation on purchasing of necessary new devices.

12	Educational Options	Objective	Programs outside the core comprehensive 9-12th grade options that are designed to provide continuing opportunities for students including Continuation School, Independent Study, Adult Education, Career Technical Education (CTE), College and Career Access Pathway (CCAP), summer school and flex period enrichment and tutorial programs
12.1	Educational Options	Outcome	All students will graduate College and/or Career ready.
12.1.1	Educational Options	Metric	In September of each year, the Superintendent will report to the Board an increase of 5% in the number of students who graduate meeting the standard of the College and Career Index (CCI). (Data Source: CDE Dashboard)
12.1.2	Educational Options	Metric	In September of each year, the Superintendent will report to the Board a increase of 3% in the number of 11th grade students who are on track to graduate by not being credit deficient. (Data Source: AERIES informational System)

13	New and Modernized Facilities	Objective	Maximizing state and local resources to provide new and modernized facilities to accommodate growth and improve the appearance and conditions of the present facilities.
13.1	New and Modernized Facilities	Outcome	The district shall provide quality and modern facilities to serve the students and staff to support future needs.
13.1.1	New and Modernized Facilities	Metric	Each year the Maintenance & Operation manager presents to the Superintendent and board all timelines and budgets for the completion of new construction and modernization projects that were performed that year.
13.1.2	New and Modernized Facilities	Metric	In January, the superintendent shall provide a report to the board that provides potential sources for new and modernized facilities, which shall minimally provide funding opportunities provided by the Federal and state government, local construction bonds, parcel taxes, grant opportunities and through District reserves, etc.

14	Physical Education	Objective	Emphasis on physical activities for students that will be conducive to health and vigor of body and mind.
14.1	Physical Education	Outcome	Students will meet or exceed California Physical Education State Standards.
14.1.1	Physical Education	Metric	Determine and report the number of students meeting or exceeding California Physical Education State Standards in order to establish baseline data. (Data Source Documents: Observation, District & Site common assessments, District skill testing)
14.2	Physical Education	Outcome	Students will meet or exceed California Fitness Standards.
14.2.1	Physical Education	Metric	In September of each year the PE Department Chair will report to the Board an increase of 5% in the number of students meeting or exceeding Fitness Standards as measured by the FitnessGram. (Data Source: FitnessGram Report)
14.3	Physical Education	Outcome	Students will successfully pass PE 1 and PE 2 on their first attempt.
14.3.1	Physical Education	Metric	In May of each year the PE Department Chair will report to the Principal an increase of 5% of the number of students who pass PE 1 and PE 2 on their first attempt. (Data Source: Transcripts)

15	Student Decision Making	Objective	Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, gathering information, and assessing/selecting the best choice for the desired outcome, resulting in safe, respectful, and responsible actions. A district's culture is measured and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.
15.1	Student Decision Making	Outcome	Students will engage in positive decision making and behavior.
15.1.1	Student Decision Making	Metric	In September, the Associate Principal will report to the Board a 1% increase in daily attendance from the previous year, with the goal of achieving 97% daily attendance rate.
15.1.2	Student Decision Making	Metric	In September, the Associate Principal will report to the Board a a 3% decrease of our in-school class suspension rate from the previous year. (Data Source: SIS)
15.1.3	Student Decision Making	Metric	In September, the Associate Principal will report to the Board a a 3% decrease of our at-home suspension rate from the previous year. (Data Source: CDE Dashboard)
15.1.4	Student Decision Making	Metric	In September, the Associate Principal will report to the Board a a 3% decrease in the rate of School Violence Victimization as reported in the California Healthy Kids Survey. (Data Source: CHKS)

16	Family Engagement	Objective	Promotion of families in participation, input, and involvement in the activities and decision making taking place at the district, and school-site levels.
16.1	Family Engagement	Outcome	All families receive appropriate and timely communications.
16.1.1	Family Engagement	Metric	At the end of the school year, Principals will provide to the Superintendent an annual report certifying a minimum of one weekly communication (while school is in session) provided to families. [Data Source Document: SIS communication tool]
16.2	Family Engagement	Outcome	All families will participate in multiple school activities (ie back to school night, parent information nights, athletic events, drama and music performances)
16.2.1	Family Engagement	Metric	Determine and report the number of families represented at back to school night to create baseline data. [Data Source Document: Observation, Back to School night sign in sheets]
16.2.2	Family Engagement	Metric	Determine and report the number of families who are attending parent information nights, Drama and Music performances and other school extracurricular events to create baseline data. [Data Source Document: Observation, Ticket sales]
16.3	Family Engagement	Outcome	All families will provide feedback and give input.
16.3.1	Family Engagement	Metric	Each year in June, the Principal will report to the Superintendent, an increase in 5% participation of parents in the CA Healthy Kids Parents survey. [Data Source Document: CAHKS]
16.3.2	Family Engagement	Metric	The Principal will report to the Superintendent the number of families participating in each ThoughtExchange survey. Each subsequent survey will see an increase of 2% participation by families. [Data Source Documentation: ThoughtExchange]

17	Visual and Performing Arts	Objective	Produce artistically literate, creative and capable citizens who are able to participate in the arts including music, theatre and visual arts.
17.1	Visual and Performing Arts	Outcome	Students will demonstrate their knowledge and skills in performing arts.
17.1.1	Visual and Performing Arts	Metric	The VPA department chair will report to the Principal the number of students participating in performing art performances over the course of the year to establish baseline data. (Data source: Aeries Student Information System/participation rosters)
17.2	Visual and Performing Arts	Outcome	Students will demonstrate their knowledge and skills in visual arts.
17.2.1	Visual and Performing Arts	Metric	The VPA department chair will report to the Principal the number of students passing visual arts classes with a C or better. (Data source: Aeries Student Information System/participation rosters)
17.2.2	Visual and Performing Arts	Metric	The VPA department chair will report to the Principal the number of students participating in visual art shows/displays/contests over the course of the year to establish baseline data. (Data source: Aeries Student Information System/participation rosters)

18	Community Outreach and Partnerships	Objective	Community Outreach and Partnerships and involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, district educational foundations, scholarships, internships, athletics and community sponsored clubs and activities for students and families.
18.1	Community Outreach and Partnerships	Outcome	Increased community involvement in education.
18.1.1	Community Outreach and Partnerships	Metric	In May, the Principal will report to the Board the number of community members participating in classroom or school wide events to establish baseline data. (Data Source: TBD)
18.2	Community Outreach and Partnerships	Outcome	Increase community knowledge of events, programs and offerings of the district.
18.2.1	Community Outreach and Partnerships	Metric	In May the Principal will report to the Board, the number of Social Media posts, likes, shares and comments each social media platform had during the school year, to establish baseline data. (Data Source: Facebook, Twitter, Instagram)
18.3	Community Outreach and Partnerships	Outcome	Ensure access to alternative community funding sources to support the district's students.
18.3.1	Community Outreach and Partnerships	Metric	In June, the Superintendent will provide a report to the Board the number of community based grant/funding received by the school district to establish baseline data. [Source Document: Board Report]

19	Student Transitions	Objective	Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Kindergarten to First Grade, Third Grade to Fourth Grade, Elementary School to Middle, Middle School to High School and High School to College and Careers.
19.1	Student Transitions	Outcome	Students and parents experience effective transitions from Middle School to High School and High School to College and Careers.
19.1.1	Student Transitions	Metric	In June, the Counseling Department Chair shall report to the Principal the activities and communications implemented to ensure students and families were engaged and aware of the transition taking place with their child's educational program (Data Source: Registration Materials).
19.1.2	Student Transitions	Metric	In June, the Principal shall report to the Superintendent the level of satisfaction, effectiveness, and needs associated with effective transitions of students as reported by students and parents on an end of the year parent survey (Data Source: Parent Survey).

20	World Language	Objective	Modern and world languages are any human languages that are currently in use, and classical languages such as Latin, Sanskrit, and Classical Chinese, which are studied for their cultural or linguistic value.
20.1	World Language	Outcome	Students will have access to the Modern and World Language curriculum.
20.1.1	World Language	Metric	In June, the Superintendent will report to the Board an Increase the number of students, passing 2 or more years languages with at least a C and showing proficiency in their non-home language by 25%.
20.1.2	World Language	Metric	Students will have career and college ready World Language skills.

ACRONYMS & TERMS

"a-g" Requirements

The sequence of high school courses that are required by the California State University (CSU) and University of California (UC) college systems to determine eligibility for admission.

- a. History/Social Science— 2 years required
- b. English— 4 years required. No more than one year of ESL-type courses can be used to meet this requirement.
- c. Mathematics— 3 years required, 4 years recommended
- d. Laboratory Science— 2 years required, 3 years recommended
- e. Language Other than English— 2 years required, 3 years recommended
- f. Visual/Performing Arts (VAPA)— 1 yearlong approved course from a single VAPA discipline
- g. College Preparatory Elective— 1 year required

"a-g" Subjects

The "a-g" subjects are history/social science, English, mathematics, laboratory science, language other than English, visual/performing arts, and college-preparatory electives. The University of California labels them by the letters "a-g" rather than numbers or in some other manner.

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CALPADS:	California Longitudinal Pupil Achievement Data System
CASSPP:	California Assessment of Student Performance Progress
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
EL:	English Learner

- FIT:** Fitness Inspection Tool
- IEP:** Individual Education Plan
- LCAP:** Local Control Accountability Plan
- LCFF:** Local Control Funding Formula
- Lexile Score:** The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.
- Link Crew:** A high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. They are usually paired with a senior student.
- NGSS:** Next Generation Science Standards
- PFT:** Physical Fitness Test
- SARC:** School Accountability Report Card
- SBE:** State Board of Education
- WILLIAMS:** The [Williams case](#) requires every California school to provide all students with sufficient instructional materials, safe schools, and quality teachers. Among other things, learning leaders make sure to provide each pupil with:
- State-adopted instructional materials in the four core subjects (English-language arts, mathematics, history/social science, and science)
 - Highly qualified teachers
- VAPA:** Visual and Performing Arts