



STRATEGIC PLAN

Auburn Union Elementary School District

Board of Trustees

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Auburn Union Elementary School District Strategic Plan

Vision Statement:

We stand together to cultivate the potential of all Students in a global society.

Mission Statement:

Auburn Union School District, in collaboration with our families and community, are committed to:

Achieving academic excellence to prepare our Students for careers of the future.

Understanding diversity is a strength.

Supporting a caring, experienced and qualified Staff.

Developing the whole student in a safe and healthy environment.

Guiding Principle:

We place each child at the heart of every decision.

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 Auburn Union Elementary School Board, with the fiscal integrity of the District as the **cornerstone** 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 will be **addressed in the priority order** established by the Board.

Auburn Union Elementary 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 commits to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to save for potential future expected and unexpected expenditure and for eventual economic downturns. The Board is committed to ensuring the fiscal integrity of the District by providing the necessary funding to maintain the following prudent reserves:

	Actual on hand	Funding Goal	Actual
State Mandated Reserve	\$669,071	3%	3%
Reserve for Economic Uncertainties (For Catastrophic Events)	\$1,112,96	5%	5%
Reserve for impact recession (rainy day fund)	\$0	8%	0%
Deferred Maintenance (Roofs, Painting, Floors)	\$450,186	TBD	2%
Maintenance/Operations Equipment Replacement (Vehicles and Equipment)	\$0	TBD	0%
Special Education (Unexpected)	\$200,000	1%	1%
Instructional Purposes (Text Books)	\$513,895	TBD	2%
Technology (Replacement) Built into the budget	\$163,912	TBD	1%
	\$3,108,729.00		14%

The Board also recognizes that the District's fiscal integrity is dependent on maintaining responsible class sizes, as reflected below:

Targeted Overall Average Class Size Enrollment on the First Wednesday in October (CBEDS)

Kindergarten – Third Grade	24 to 1
Fourth – Fifth Grade	28 to 1
Sixth Grade	28 to 1
Seventh – Eighth Grade Classes	30 to 1

A report by the Superintendent, on the Targeted Overall Class Size averages, will be provided to the Board at its December Board meeting.

STRATEGIC PLAN OVERVIEW

The **Auburn Union Elementary 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 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 ongoing designing, development, implementation, and evaluation of the objectives are to ensure a continuous improvement process in place. 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 described and specific measurable outcomes using, at minimum, the applicable required LCAP metrics for related State priorities.
- **METRICS**
The tools or standards of measurement used to evaluate the District Ranked Objectives.
- **ACTIONS/SERVICES**
Events to be performed to meet the District Ranked Objectives.

School District Strategic Plan and LCAP Process and Timeline

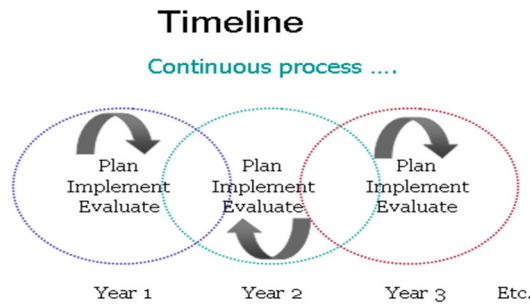
The District is committed to addressing the requirements of LCAP, within the context of the Board approved Strategic Plan, by working with interested stakeholders to prioritize available funds and Staff; providing each District child with a quality education. As specified in the requirements of the LCAP, 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 will 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 will 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.



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

Strategic Plan and LCAP Timeline 2019 - 2020

Target Dates	Strategic Plan (SP)	LCAP
February 2020	Strategic Plan Developed by Board	
March 2020	Final Approval of Strategic Plan	
April 2020	Final Approval of Strategic Plan and Metrics	
June 2020		LCAP Report and Budget approved by Board
July 2020 – June 2021	Implement Approved 2020-2021 Strategic Plan	

Strategic Plan and LCAP Evaluation Timeline 2020 - 2021

Target Dates	Strategic Plan (SP)	LCAP
September-November 2021	Collect data on Metrics for 2020-2021 Plan	Collect data on Metrics
November 2021	Report to Stakeholders and Board Progress on Metrics	Report to Stakeholders and Board Progress on Metrics
December 2021	Acceptance of 2020 – 2021 Annual Strategic Plan Report	Final 2020-2023 LCAP approved by Board
February 2022	Approval 2021 -2022 Strategic Plan and Metrics	
March 2022		LCAP - 1st Draft presented to Board
May 2022		LCAP and Budget Public Hearing
June 2022		LCAP and Budget approved by Board

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
CAASPP:	California Assessment of Student Performance Progress
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
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: <ul style="list-style-type: none"> ● 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

Due to the COVID 19 situation, each of the ranked objectives have been adjusted according to timelines and direction as announced by California Department of Education (CDE). All adjustments are reflected in blue font as of May 13, 2020.

#1 RANKED OBJECTIVE: ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT

Definition: Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, and composition.

Responsible Division(s): Curriculum and Instruction and Special Education

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will meet or exceed state standards at every grade level.	
2	Students will have access to Multi-Tiered Systems of Support (MTSS).	
3	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.	
4	English Learners will reclassify within five years of enrolling in the District.	

METRICS

Metric Number	Metric

1.1/3.1	By June, Principals will certify to the Director of Curriculum and Instruction that 90+% or more of the Students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: California Dashboard].
2.1	Each trimester/semester, Principals will certify to the Director of Special Education and Student Services that all Students have access to Multi-Tiered Systems of Support (MTSS). [Source Document: TBD].
3.1	In May, Principals will identify to the Director of Curriculum and Instruction and the Director of Special Education and Student Services the certificated and classified staff members needing training/retraining on State Standards and/or District initiatives. [Source Document: TBD]
3.2	By June, Principals will certify to the Director of Curriculum and Instruction and the Director of Special Education and Student Services that at least 90+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: California Dashboard and Local Assessments]
4.1	By June, Principals will certify to the Director of Curriculum and Instruction that 90+% English Learners have improved by at least one level in English proficiency. [Source Document: ELPAC]
4.2	By June, Director of Curriculum and Instruction will certify to the Superintendent that all English Learners will reclassify within five years of enrolling in the District. [Source Document: ELPAC and TBD]

#2 RANKED OBJECTIVE: MENTAL, SOCIO-EMOTIONAL WELLNESS, AND HEALTH

Definition: 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.

Responsible Division(s): Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students and Staff will fully utilize the principles and practices of social/emotional and mental wellness.	
2	Increase partnerships with external and community-based agencies that serve the student population in the areas of physical, emotional and mental wellness. [Source Document: TBD]	

METRICS

Metrics	Metrics
1.1	In October, Principals will certify to the Director of Special Education and Student Services that 90+% of certificated and 90+% classified Staff have implemented the district adopted social and emotional curriculum (Toolbox). [Source Document: TBD]
1.2	In December, Principals will certify to the Director of Special Education and Student Services that 85+% of classrooms are demonstrating trauma informed practices 85+% of the time, each day. [Source Document: TBD]

2.1	In December, the Director of Special Education and Student Services will report to the Superintendent that Students have increased their healthy choice, resilience, and self-awareness by 5%. Source Document: California Healthy Kids Survey or other district created survey if CA Healthy Kids Survey cannot be completed due to COVID 19
2.2	In May, Principals will certify to the Director of Special Education and Student Services that there has been a 5% decrease in the number of Students receiving disciplinary actions as a result of poor emotional regulation and decision making. [Source Document: Aeries] This is a similar metric to objective #7 metric 1.2 and 1.3
2.3	In September, The District Nurse will report to the Director of Special Education and Student Services all Students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) have received the necessary and timely follow up regarding medical and/or health services. [Source Document: Aeries, Internal Spreadsheet]
2.4	At the end of each semester/trimester, the District Mental Health Specialist will report to the Director of Special Education and Student Services the number of Students receiving school based mental health services.[Source Document: TBD]
2.5	In June, Principals will report to the Director of Special Education and Student Services the types of student social/emotional interventions that staff have implemented within each school. [Source Document: TBD]
3.1	By April, the Director of Special Education and Student Services will report to the Superintendent a 5% increase in the number of relationships with external and community based agencies that serve the student population in the areas of physical, emotional and mental wellness. [Source Document: TBD]

#3 RANKED OBJECTIVE: MATH

Definition: Concepts, operational skills, and problem-solving.

Responsible Division(s): Curriculum and Instruction and Special Education

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will meet or exceed state standards at every grade level.	
2	Students will have access to Multi-Tiered Systems of Support (MTSS).	
3	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.	
4	Provide Professional Learning to all appropriate Staff on instructional strategies to support all learners.	

METRICS

Metric Number	Metric
1.1/3.1	In June, Principals will certify to the Director of Curriculum and Instruction that 90+% or more of the Students, including all subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: California Dashboard].

2.1	Each trimester/semester, Principals will certify to the Director of Special Education and Student Services that all Students have access to instructional Multi-Tiered Systems of Support (MTSS). [Source Document: TBD].
3.1	In June, Principals will identify to the Director of Curriculum and Instruction and the Director of Special Education and Student Services the certificated Staff members needing training/retraining on State Standards. [Source Document: TBD]
3.2	In June, Principals will certify the Director of Curriculum and Instruction and the Director of Special Education and Student Services that at least 90+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: TBD]

#4 RANKED OBJECTIVE: NEW AND MODERNIZED TECHNOLOGY AND EQUIPMENT

Definition: 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.)*

Responsible Division(s): Technology

ANNUAL OUTCOMES

Outcome Number	Outcome	Met/Not Met
1	Students and staff will be provided the appropriate up-to-date technology.	
2	Ensure that the District has an up-to-date Master Technology Plan.	
3	Ensure the annual contribution to the Technology budget will provide the necessary funding to routinely update the technology hardware/software and district equipment.	

METRICS

Metric Number	Metric

1.1	In January, the Director of Technology reports to the Superintendent on expiring Hardware and Software, including a recommendation on purchasing of necessary new software and hardware.
1.2	In June, the Director of Technology 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.
1.3	In February, the Director of Technology will provide report to the Superintendent on establishing or updating the resource allocation system plan for student and staff devices and present the plan to the Superintendent for approval
1.4	In January, the Director of Technology will report to the Superintendent the student to computer ratio for the District.
2.1	In January, the Director of Technology will provide a report to the Superintendent with a review and/or revision of the District's Technology Plan, to ensure it is up-to-date.
2.2	In May, the Director of Technology will certify to the Superintendent that the Technology Committee met at least quarterly. (Minutes of the meetings will be provided to the Superintendent)
3.1	In February, the Director of Technology will provide a report to the CBO on establishing or updating the resource allocation system plan. The plan will include provision for any hardware or software that is expiring and actions needed to be taken to achieve the Board desired student to computer ratio. The CBO will present the plan to the Superintendent for approval.

#5 RANKED OBJECTIVE: COMMUNITY OUTREACH AND PARTNERSHIPS

Definition: Community involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.

Responsible Division(s): Special Education and Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Outreach to community-based organizations, with the intent to increase educational and enrichment opportunities for students.	
2	The community will be viewed as valued and a partner in the education of the Students.	
3	Ensure alternative community funding sources to support the District activities.	

METRICS

Metric Number	Metric
1.1	In April, Director of Student Services and Principals will report to the Superintendent the community partners supporting school sites (e.g. job shadowing, food bank and co-curricular or extracurricular activities) connected to their school, with a minimum number of 1 community partner per site. [Source Document: TBD]

1.2	In June, the Superintendent will report to the Board the meetings held with community members at school sites. [Source Document: Board Report]
1.3	In May, Principals will certify to the Director of Special Education and Student Services, that the percentage of community members participating in classroom or school-wide events has increased from the prior year. [Source Document: TBD]
2.1	In May, the Superintendent will report to the Board that the community organizations feel valued as a district partner based on the results of a <u>baseline</u> 5 point Likert Scale. [Source Document: Likert Scale Summary Report]
3.1	In June, the Superintendent will provide a report to the Board reflecting an increase of 3+% in the overall grant funding received by the school district. [Source Document: Board Report]

#6 RANKED OBJECTIVE: HUMAN RESOURCES: RECRUITMENT / CREDENTIALING / PROFESSIONAL DEVELOPMENT / EVALUATION / STANDARDS AND PROCEDURES

Definition: Attracts and develops high quality professionals focused on student success

Responsible Division(s): Human Resources

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Teachers are fully credentialed and appropriately assigned.	
2	Provide mandated professional development to all staff, as appropriate.	
3	The District will implement evaluation systems that provide timely and meaningful feedback that allows for personal and professional growth for all Staff.	
4	Provide competitive salaries and benefits for all employees compared with districts with similar demographics and/or in geographic region.	
5	Recruit and retain highly qualified and competent Staff to meet the needs of Students, Staff and Community.	
6	The District will provide a healthy and safe work environment for all Staff.	

METRICS

Metric Number	Metric
1.1	In September, Human Resources Technician will certify to the Superintendent that certificated Staff are fully credentialed and properly assigned. [Data Source: CTC, CALPADS, CaISAAS]
1.2	In September, Human Resources Technician will certify to the Superintendent that classified Staff are appropriately certified and/or licensed and properly assigned. [Data Source: CTC, CALPADS, CaISAAS]
2.1	In April, Principals will certify to the Director of Curriculum and Instruction and Director of Special Education and Student Services that all Teachers and relevant Staff have received training as appropriate (e.g. ELA programs). [Source Document: TBD]
3.1	In June, the Superintendent 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]
3.2	In September, the Superintendent will certify to the Board that all management Staff have been trained on district evaluation procedures and timelines and that all employees have received guidance on implementation of their respective evaluation processes. [Source Document: Board Report]
4.1	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]

5.1	In October, Human Resources Technician will provide a report to the Board the recruitment strategies implemented to attract quality Staff. [Source Document: Board Report]
5.2	In June, Human Resources Technician will provide a report to the Superintendent on the data gathered from exit surveys of departing Staff. [Source Document: Board Report]
6.1	In June, Human Resources Technician will report to the Superintendent the health and wellness activities provided to Staff. [Source Document: Board Report]
6.2	In June, the Superintendent will report to the Board the overall absence rates of certificated and classified Staff. [Source Document: ASEOP Report]
6.3	In January, Human Resources Technician will report to the Superintendent the results of the annual Staff survey, identifying the views held on the healthy and safe work environment. [Source Document: Board Report]

#7 RANKED OBJECTIVE: STUDENT DECISION MAKING AND BEHAVIOR

Definition: Student decision making and behavior are the core of school/district culture, as demonstrated by Students' processes of 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.

Responsible Division(s): Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will engage in positive decision making and behavior utilizing the district's positive behavioral supports.	
2	Promote the practice of equity and respect for the diversity of all Students, families, and Staff.	

METRICS

Metric Number	Metrics
1.1	Every trimester/semester, Principals will report to the Director of Special Education and Student Services a 5% increase in attendance rates. [Source Document: Aeries attendance reports]
1.2	Every trimester/semester, Principals will report to the Director of Special Education and Student Services a 5% reduction in major behavior infractions (non-suspendable offenses). [Source Document: Aeries reports]
1.3	Every trimester/semester, Principals will report to the Director of Special Education and Student Services a 5% reduction in suspensions. [Source Document: Aeries reports and California Dashboard]

2.1	In June, the Superintendent will certify to the Board that all Staff have been trained in the practice of equity and respecting the diversity of all Students and families. [Source Document: Board Report]
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#8 RANKED OBJECTIVE: SCIENCE

Definition: Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry and on the place of humans in the ecological systems.

Responsible Division(s): Curriculum and Instruction and Special Education

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will meet or exceed California Next Generation Science Standards (NGSS).	
2	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.	

METRICS

Metric Number	Metric
1.1/2.1	<p>In February, Principals will report to the Director of Curriculum and Instruction and the Director of Special Education and Student Services the number of Students meeting or exceeding the standard as measured by the California Science Test (CAST) and the California Alternative Assessment for Science (CAAS) for the previous year in grades 5 and 8. [Source Document: CAST and CAAS] In February, Principals will report to the Director of Curriculum and Instruction and the Director of Special Education and Student Services the number of students meeting or exceeding standards as measured by local assessments determined by the Coordinator of Assessment in grades 5 and 8.</p>

2.1	By May, Principals will certify the Director of Curriculum and Instruction and Director of Special Education and Student Services that at least 85+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: TBD]
2.2	In May, Principals will identify to the Director of Curriculum and Instruction and the Director of Special Education and Student Services the certificated Staff members needing training/retraining on State Standards. [Source Document: TBD]

#9 RANKED OBJECTIVE: FAMILY ENGAGEMENT

Definition: Promotion of families in participation, input, and involvement in the activities and decision making taking place at the district, and school-site levels.

Responsible Division(s): Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure families are communicated with using a variety of methods.	
2	Ensure families will feel valued and connected to the school environment.	

METRICS

Metric Number	Metric
1.1	In June, Principals will provide an annual summative report with evidence to the Director of Student Services certifying a minimum of one weekly communication provided to families. [Source Document: Report]
1.2	In June, each classroom Teachers will provide an annual summative report with evidence to the Principal certifying a minimum of one weekly communication provided to families. [Source Document: Report]
2.1	In May, Principals will certify to the Director of Student Services that the school site hosted at least one family-centered event per school year. [Source Document: Report]

2.2	Monthly, Principals will report to the Director of Student Services that information regarding school functions have been made available to families. [Source Document: Report]
2.3	In June, the Superintendent will report to the Board the meetings held with families at each school site. [Source Document: TBD]
2.4	In April, Principals will certify to the Director of Student Services an increased percentage of families attending Family Conferences. [Source Document: Report]

#10 RANKED OBJECTIVE: CLEAN, SAFE, FUNCTIONAL AND ATTRACTIVE CLASSROOMS, FACILITIES, AND GROUNDS

Definition: Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.

Responsible Division(s): Business Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Provide functional, safe, clean, classrooms, facilities, and grounds that support students and programs.	
2	Maintain an adequate funding level for Routine Repair and Maintenance.	
3	Maintain full staffing in custodial, grounds and maintenance.	

METRICS

Metric Number	Metric
1.1	Each September, the Director of Maintenance shall certify to the CBO that all fire, life and safety equipment is operational and up to current code.
1.2	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.

1.3	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
1.4	By February, the Director of Student Services will collect the Safe School Plans from each site and provide them to the Board for approval.
1.5	Twice per 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.
1.6	On a survey, with a minimum of 60% return, staff will rate: safe, clean, and attractive classrooms, facilities, and grounds. The CBO will compile the results and report them to the Board of Trustees in June.
2.1	In June of each year, the CBO will certify to the Board that 3% of the general fund has been budgeted for Routine Repair and Maintenance.
3.1	In October, the CBO will provide to the Superintendent a recommendation for approval of the staffing ratio of employees in custodial, grounds and maintenance.
3.2	In November, the Superintendent will provide a report to the Board for approval on the staffing ratios of employees in custodial, grounds and maintenance.
3.3	In March, the CBO will certify to the Superintendent the custodial, grounds and maintenance staffing ratios are consistent with the District standards.

#11 RANKED OBJECTIVE: STUDENT EXTRACURRICULAR ACTIVITIES

Definition: Extracurricular activities are designed to “connect” Students to their school and to provide motivation for the student to succeed in school. Extracurricular activities fall outside the realm of the normal curriculum of school, and performed by Students. Examples of such activities include clubs, athletic teams, and leadership involvement.

Responsible Division(s): Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Extra-curricular activities will “connect” Students to their school and provide motivation for the student to succeed in school.	

METRICS

Metric Number	Metric
1.1	In May, Principals will provide a report to the Director of Student Services a 5+% increase in the number of Students that participate in at least one extracurricular activity, co-curricular activity or club. [Source Document: TBD]
1.2	In June, Principals will report to the Director of Student Services a 5+% increase in the number of extracurricular activity opportunities for Students. [Source Document: TBD]
1.3	In May, Principals will provide a report to the Director of Student Services survey results regarding their perceived level of connectedness and motivation derived from participation in extracurricular activities, co-curricular activities or clubs. [Source Document: TBD]

1.4	In May, Principals will identify and report to the Students from traditionally underserved populations that could participate in additional extracurricular activities, co-curricular activities or clubs. [Source Document: TBD]
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#12 RANKED OBJECTIVE: HISTORY-SOCIAL SCIENCE PROGRAM

Definition: Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the Students. 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; contemporary issues; and the wise use of natural resources.

Responsible Division(s): Curriculum and Instruction and Special Education

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will be provided appropriate and up-to-date History-Social Science curriculum.	
2	Students will meet or exceed standards at every grade level.	
3	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.	

METRICS

Metric Number	Metric
1.1	By April 2020, the Director of Curriculum and Instruction will report to the Superintendent the selection of an adopted State Board-approved History-Social History-Social Science curriculum to be used at EV Cain Middle School. [Source Document: TBD]

1.2	In June 2020, Teachers in grades TK-5 will report to the Director of Curriculum and Instruction their recommendation of the California state standards-aligned supplemental materials to inform current Social Studies instruction. (The focus will be to use the materials consistently throughout all elementary schools.) [Source Document
1.3	By June 2023, the Director of Curriculum and Instruction will report to the Superintendent the selection of an adopted State Board of Education-approved History-Social Science curriculum to be used at AUSD elementary school sites.[Source Document: TBD]
1.4	Every trimester/semester, Principals will report to the Director of Curriculum and Instruction the increase in the number of Students, including all subgroups, meeting or exceeding standards as measured by Social Studies-based district assessments. [Source Document: TBD]
3.1	By May, Principals will certify the Director of Curriculum and Instruction and The Director of Special Education and Student Services that at least 85+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: TBD]

#13 RANKED OBJECTIVE: ALTERNATIVE AND OPTIONAL EDUCATIONAL PROGRAMS

Definition: Programs beyond the core comprehensive program (TK-8) which are designed to provide alternatives and options for Students and families. Examples include charter schools, preschool, adult education, afterschool clubs, and before/after school child care.

Responsible Division(s): Curriculum and Instruction and Special Education and Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will have access to a district dependent charter school.	
2	Students will have access to a district independent study/homeschool option.	
3.	Students will be provided with alternative and optional services that support their educational development.	

METRICS

Metric Number	Metric
1.1	In June, Superintendent will certify to the Board there is access to the district dependent charter school. [Source Document: Report]
2.1	In June, the Superintendent will certify to the Board there is access to the district independent study/homeschool option. [Source Document: Charter Petition]
3.1	In June 2021, the Director of Curriculum and Instruction will report to the Superintendent the feasibility of operating a dual immersion elementary school. [Source Document: TBD]

3.2	In June 2021, the Director of Curriculum and Instruction and Director of Special Education and Student Services will provide a report to the Board on current alternative programs and a recommendation on improvements (e.g. Summer School, Afterschool, Child Care, Preschool, Adult Education, etc.) [Source Document: TBD]
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#14 RANKED OBJECTIVE: VISUAL AND PERFORMING ARTS PROGRAMS

Definition: Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.

Responsible Division(s): Curriculum and Instruction and Special Education

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1.1	Ensure Students have access to visual and performing arts.	

METRICS

1.1	In May, Teachers will report to the Principal the visual and performing arts lessons/activities implemented within their classroom. [Source Document: TBD]
1.2	In May, Middle School Principal will report to the Director of Curriculum and Instruction and Director of Special Education a 5+% increase in the level of student participation, including all subgroups, in visual and performing arts. [Source Document: TBD]
1.3	In May, Secondary Principal will report to the Director of Curriculum and Instruction a Director of Curriculum and Instruction and Director of Special Education 5+% increase in the number of opportunities provided to Students, including all sub groups, in visual and performing arts. [Source Document: TBD]

#15 RANKED OBJECTIVE: PHYSICAL EDUCATION PROGRAM

Definition: Emphasis on physical activities for Students that may be conducive to health and vigor of body and mind, for a total period of time required by the California Department of Education.

Responsible Division(s): Curriculum and Instruction and Special Education

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will be taught Physical Education utilizing the California State Standards.	

METRICS

Metric Number	Metric
1.0	In June, Principals will report to the Director of Curriculum and Instruction and Director of Special Education that each Teacher that has taught Physical Education using the California State Standards. [Source Document: TBD] Students will meet or exceed state standards at every grade level.
1.1	In June, Principals will report to the Director of Curriculum and Instruction that each Teacher that has taught the required number of minutes of Physical Education. [Source Document: TBD]
1.2	In September, Physical Education Teachers will certify to the Principal that each student in grades 5 and 7 has participated in the Statewide FitnessGram Physical Fitness Test. [Source Document: TBD]

1.3	In May, Physical Education Teachers will report to the Principal that 90+% of 5 th and 7 th grade Students have demonstrated 5% growth in their fitness proficiency. [Source Document: TBD]
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#16 RANKED OBJECTIVE: Physical Health

Definition: *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*

Responsible Division(s): Business Services and Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will have access to grade-level nutrition education curriculum.	
2	Students will have access to physical and medical supports	
3	Students will have access to District provided meal programs	
4	Child Nutrition Staff will meet or exceed USDA, State, and local training requirements.	

METRICS

Metric Number	Metric
1.1	By June 2020, the Director of Child Nutrition will report to the Superintendent the selection of an adopted State Board-approved child nutrition curriculum to be used at all school sites. [Source Document: TBD]
2.1	In September and/or within 10 school days of enrollment, Principals will certify to the District Health Services Coordinator the Students that have identified health needs. [Source Documentation: TBD]
2.2	In June, District Health Services Coordinator will report to the Director of Special Education and Student Services that all students with identified health needs have access to medical supports
3.1	In September, Principals will report to the Superintendent that 100% of Students have access to nutritional lunches and information regarding healthy food options. [Source Document: TBD]
4.1	In June, Director of Child Nutrition will certify to Superintendent Child Nutrition Staff met or exceeded Federal, State and Local training requirements.

#17 RANKED OBJECTIVE: NEW AND MODERNIZED FACILITIES

Definition: Maximizing state and local resources to provide new and modernized facilities to accommodate growth, and improve the appearance and conditions of the present facilities.

Responsible Division(s): Business Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met/ Not Met
1	Identify capital facility improvement funding for modernization and new construction	
2	Communicate with stakeholders including staff, parents and community, about what is happening in AUSD.	
3	Create, review, and update, annually, the Master Facilities Plan	

METRICS

Metric Number	Metric
1.1	By December, the CBO will present to the Board, options for capital facility improvement funding. At a minimum, the options will include consideration of a bond, developer fees, parcel tax, certificates of participation, state matching funds, financial and emergency hardship.

1.2	By June, the CBO will present to the superintendent for approval, a funding plan to address the needed funding in the Master Facility Plan.
1.3	By September, the Superintendent will present to the Board the recommended funding plan for the Master Facility Plan for their approval.
2.1	By January, the Superintendent will create and distribute to community members the annual community update on the facility and other pertinent accomplishments of the District.
3.1	By December, the CBO will develop/update the Master Facility Plan for approval by the Superintendent and the Board.

#18 RANKED OBJECTIVE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Definition: The program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide Students with a pathway to postsecondary education and careers.

Responsible Division(s): Curriculum and Instruction and Special Education and Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will have access/exposure to a cradle to career education.	
2	Students in K-8 will receive instruction in digital citizenship.	

METRICS

Metrics Number	Metrics
1.1	In May, Principals will report progress in student access to career education to the Director of Curriculum and Instruction and Director of Special Education and Student Services. [Source Document: TBD]
1.2	In August, Principals will report to the Director of Curriculum and Instruction and Director of Technology the site computer literacy implementation plan. [Source Document: TBD]

2.1	In September, Principals will certify to the Director of Curriculum and Instruction and Director of Special Education and Student Services that Teachers have the technology and curriculum to deliver career instruction. [Source Document: TBD]
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#19 RANKED OBJECTIVE: MODERN AND WORLD LANGUAGES

Definition: 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.

Responsible Division(s): Curriculum and Instruction and Special Education and Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Students will have access to the Modern and World Language curriculum.	

METRICS

Metric Number	Metric
1.1	By August 2021, the Director of Curriculum and Instruction will report to the Superintendent the recommended K - 8 World Language curriculum. [Source Document: TBD]
1.2	In June, Director of Curriculum and Instruction and Director of Special Education and Student Services will report to the Superintendent additional opportunities provided to Students. [Source Document: TBD]

#20 RANKED OBJECTIVE: STUDENT TRANSITIONS

Definition: 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 and Middle School to High School.

Responsible Division(s): Curriculum and Instruction and Special Education and Student Services

ANNUAL OUTCOMES

Outcome Number	Outcome	Met / Not Met
1	Ensure smooth transitions into Kinder, 4th, 7th and 9th grade.	
2	Ensure Vertical Alignment of the taught curriculum K-9	

METRICS

Metric Number	Metric
1.1	In June, Principals will report to the Director of Curriculum and Instruction and Director of Special Education and Student Services the activities provided that have ensured smooth transitions into Kinder, 4th, 7th and 9th grade. [Source Document: TBD]
1.2	In June, Counselors and Appropriate Teachers will report to the Principal transition activities that were implemented during the school year. [Source Document: TBD]
1.3	In June, Principals will certify to the Director of Curriculum and Instruction and Director of Special Education and Student Services families received communication through a

	variety of modalities about transition activities with 90+% family satisfaction. [Source Document: TBD]
2.1	In June, Principals will certify to the Director of Curriculum and Instruction that vertical alignment has been accomplished. [Source Document: TBD]