

# 2022-23 STRATEGIC PLAN



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# Eureka City Schools

## STRATEGIC PLAN OVERVIEW

The Eureka City Schools Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was initially developed in collaboration with educational partner groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan has four primary purposes. First, the Plan defines the District's vision, mission, and goals. Second, the Plan details how the District will achieve those goals, as measured yearly by the expected outcomes. Third, the Plan serves as the common tool for managing changing priorities, as indicated by the ordering of the Priority Areas. All District decisions should reflect the priorities of the Strategic Plan. Lastly, the Strategic Plan provides a basis for developing the Local Control Accountability Plan (LCAP).

The components of the Strategic Plan are defined below:

- VISION  
What the District is striving to do.
- MISSION  
Outlines what the District will accomplish by the end of the five-year Plan.
- PRIORITY AREAS  
Areas that address the Mission of the District.
- OBJECTIVE  
Defines priority area deliverables to ensure all parties have clear direction and are aligned with the purpose and overall timeline.
- OUTCOMES  
The measurable progress toward the Strategic Plan objectives.

- **METRICS**

Tools used to measure how the school and district will assess their annual progress against the Goals (these metrics are included in the LCAP unless indicated by a designation of “Other Metrics”).

Implementing the Strategic Plan follows a yearly update 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.

## **Eureka City Schools: Strategic Plan**

### **Vision Statement:**

Inspiring academic Excellence, Creativity, and the confidence to Succeed. - ECS

### **Mission Statement:**

Eureka City Schools, in partnership with families and communities, promotes academic success and career readiness for every student. We are committed to:

- Ensuring rigorous and innovative programs through high standards of teaching and learning
- Providing a safe and supportive learning environment
- Embracing our diversity as a strength
- Promoting creative expression, critical thinking, and digital literacy
- Offering relevant learning opportunities to help guarantee a sustainable future
- Developing responsible, productive, and ethical citizens for our communities and the world

### **Fiscal Integrity of the District:**

The fiscal integrity of Eureka City Schools is a foundational requirement of the Strategic Plan. As such, the Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based on the priorities established by the Eureka City School Board.

To ensure the fiscal integrity of the District, the Eureka City Schools Board is committed to addressing LCAP goals by working with interested stakeholders to prioritize funds; providing each District child with a quality education. As specified in the requirements of the LCAP, we will focus additional support to students who are English Learners, from low-income households, and who are Foster Youth. The Board commits to establishing reserve levels and fund balances to meet State and local priorities. Additionally, the Board commits to saving for potential future expected and unexpected expenditures 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:

- Economic Uncertainty of 5% of total General Fund Expenditures;
- Equipment Replacement of 1% of total General Fund Expenditures;
- Special Education of 2% of total General Fund Expenditures; and,
- Routine Maintenance and Repair of 3% of total General Fund Expenditures.

**Strategic Planning Process:**

Annually, the Board will approve the Strategic Plan in September/October for the subsequent year. The approved Strategic Plan shall guide the development of the following year's LCAP.

**Priority Area 1: English** | Students will develop reading, writing, speaking, and listening skills that are the foundation for creative and purposeful expression in language.

Priority #1	Objective	Component	Task	Due Date	Assigned (Responsible)
1	English	Objective	Students will develop reading, writing, speaking, and listening skills that are the foundation for creative and purposeful expression in language.		
1.1	English	Outcome	Students will meet or exceed state standards at every grade level in English Language Arts.		
1.1.1	English	Metric	Principals will certify to the Assistant Superintendent of Educational Services that 90+% or more of the Students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard, data sheets CORE Growth].	September	Principals
1.1.1.1	English	DA&S	Assistant Superintendent of Educational Services to develop a profile for a student at the 80, 70, 60, 50, 40, 30, and below 20 percentile.	October	Assistant Superintendent of Educational Services
1.1.1.1.1	English	SA&S	Principals review and report out on CA Dashboard, MMARS, IXL, and Power School reports	MMARS, IXL, PowerSchool (Sept) CA Dashboard (Nov )	Principals
1.1.1.1.2	English	SA&S	Principals identify subgroups meeting the 90+% threshold	September	Principals
1.1.1.1.3	English	SA&S	Principals share dashboard and MMARS data with staff	MMARS (Oct) PowerSchool (Oct ) CA Dashboard (Nov )	Principals
1.1.1.1.4	English	SA&S	Principals in collaboration with Assistant Superintendent of Educational Services and Director of Student Services identify interventions for those students below the 90+% threshold and then share with staff.	September	Assistant Superintendent of Educational Services

					and Director of Student Services
1.1.1.1.5	English	SA&S	Principals, in collaboration with staff, develop an action plan and timeline per student to achieve the 90+% threshold	October	Principals
1.2	English	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).		
1.2.1	English	Metric	Each trimester/semester, Principals will certify to the Assistant Superintendent of Educational Services and the Director of Student Services that all Students have access to Multi-Tiered Systems of Support (MTSS). [Source Document: Wellness Referral form data, Intervention Plan, Schoolsite Leadership Team's record of attendance of Tier 1 PBIS training, Master Schedule].	Trimester/ Semester	Principals
1.2.1.1.1	English	SA&S	Principals identify members to serve on (WEL) West Education Leadership Team	May	Principals
1.2.1.1.2	English	SA&S	Principals, in collaboration with staff, identify the instructional programs/strategies/interventions in Tier 1, Tier 2, and Tier 3	May	Principals
1.2.1.1.3	English	SA&S	Principals and department/grade-level teams engage in data-driven discussions to determine students needing Tier1, Tier 2, and Tier 3 programs, strategies, and interventions.	September	Principals
1.2.1.1.4	English	SA&S	Principals and WEL Leadership Team establish a (PLC) Professional Learning Community schedule to review data and adjust tiered support accordingly	May	

1.3	English	Outcome	Teachers and appropriate staff will complete professional development to address District adopted core and supplemental curriculum implementation, with fidelity, of standards.		
1.3.1	English	Metric	In May, Principals will identify to the Assistant Superintendent of Educational Services and the Director of Student Services the certificated and classified staff members needing training/retraining on State Standards and/or District initiatives.	May	Principal
1.3.1.1	English	DA&S	Assistant Superintendent of Educational Services and the Director of Student Services will identify the ELA/ELD professional development required for each certificated and classified	April	Assistant Superintendent and Director of Student Services
1.3.2	English	Metric	Principals will certify to the Assistant Superintendent of Educational Services/designee and the Director of Student Services that at least 90+% of Teachers and appropriate Staff have taught the standards with fidelity using District adopted core and supplemental curriculum.	June	Principals
1.4	English	Outcome	English Learners will be reclassified as Fluent English Proficient (RFEP) within five years of enrolling in the District.		
1.4.1	English	Metric	Principals will certify to the Assistant Superintendent of Educational Services that 90+% English Learners have improved by at least one level in English proficiency for one school year of learning. [Source Document: ELPAC, MMARS, PowerSchool, and English Learner Progress Monitoring Report]	September	Principals
1.4.1.1	English	DA&S	Coordinator of English Learners and Development will create a report protocol for Principals.	September	English Learner Coordinator
1.4.1.1.1	English	SA&S	Principals will report to the Assistant Superintendent of Educational Services that 90% of English Learners have improved in at least one level.	October	Principals



1.4.1.1.2	English	SA&S	Principals will identify intervention strategies to support English learner students who have not improved at least one level [Source Document: ELPAC].	September	Principals
1.4.2	English	Metric	The Assistant Superintendent of Educational Services will certify to the Superintendent that all English Learners will reclassify within five years of enrolling in the District. [Source Document: Power School English Learner Progress Monitoring Report]	June	Assistant Superintendent
1.4.2.1	English	DA&S	Assistant Superintendent of Educational Services/designee will create a report protocol to measure progress on the percentage of English learners that have been reclassified since enrollment in the District	May	Assistant Superintendent

**Priority Area 2: Math** | Students will develop the three major principles of Mathematics - focus, coherence, and rigor - to allow for conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems.

Priority #2	Objective	Component	Task	Due Date	Assigned (Responsible)
2	Math	Objective	Students will develop the three major principles of Mathematics - focus, coherence, and rigor - to allow for conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems.		
2.1	Math	Outcome	Students will meet or exceed state standards at every grade level in mathematics.		
2.1.1	Math	Metric	Principals will certify to the Assistant Superintendent of Educational Services that 90+% or more of the Students, including all subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard.]	September	Principals
2.1.1.1	Math	DA&S	Assistant Superintendent of Educational Services to develop a profile for a student at the 80, 70, 60, 50, 40, 30, and below 20 percentile.	October	Assistant Superintendent
2.1.1.1.1	Math	SA&S	Principals review CA Dashboard, MMARS, IXL, and Power School reports	MMARS , IXL, PowerSchool (Sept)  CA Dashboard (Nov)	Principals
2.1.1.1.2	Math	SA&S	Principals identify % of subgroups meeting the 90+% threshold	September	Principals
2.1.1.1.3	Math	SA&S	Principals share dashboard and MMARS data with staff	MMARS (Oct) PowerSchool (Oct ) CA Dashboard (Nov)	Principals

2.1.1.1.4	Math	SA&S	Principals in collaboration with Assistant Superintendent of Educational Services/designee and the Director of Student Services/designee identify interventions for those students below the 90+% threshold and then share with staff.	September 30	Assistant Superintendent and Director of Student Services
2.1.1.1.5	Math	SA&S	Principals, in collaboration with staff, develop an action plan and timeline per student to achieve the 90+% threshold	October	Principals
2.2	Math	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).		
2.2.1	Math	Metric	Each trimester/semester, Principals will certify to the Director of Student Services/designee that all Students have access to instructional Multi-Tiered Systems of Support (MTSS).	Trimester/Semester	Principals
2.2.1.1.1	Math	SA&S	Principals identify WEL Leadership Team	August	Principals
2.2.1.1.2	Math	SA&S	Principals in collaboration with staff, identify the instructional programs/strategies/interventions in Tier 1, Tier 2, and Tier 3.	May	Principals
2.2.1.1.3	Math	SA&S	Principals and MTSS leadership team engage in data-driven discussions to determine students needing Tier1, Tier 2, and Tier 3.	September	Principals

2.3	Math	Outcome	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.		
2.3.1	Math	Metric	In May, Principals will identify to the Assistant Superintendent of Educational Services and the Director of Student Services/designee the certificated Staff members needing training/retraining on State Standards.	May	Principal
2.3.1.1	Math	DA&S	Assistant Superintendent of Educational Services and the Director of Student Services/designee will identify the Math professional development required for each certificated and classified member.	May	Assistant Superintendent and Director of Student Services
2.3.1.2	Math	DA&S	Assistant Superintendent of Educational Services will communicate to staff (principals and employees) professional development needs to be completed and already completed	September	Assistant Superintendent and Director of Student Services
2.3.2	Math	Metric	Principals will certify to the Assistant Superintendent of Educational Services that at least 90+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: California Dashboard and Local Assessments]	June	Principals
2.3.2.1	Math	DA&S	Assistant Superintendent of Educational Services and the Director of Student Services/designee will create a protocol for classroom walkthroughs	June	Assistant Superintendent and Director of Student Services
2.3.2.1.1	Math	SA&S	Principals will conduct classroom walkthroughs to ensure 90+% of teachers are utilizing Board-approved textbooks and standards-based supplemental materials	September and June	Principals

2.3.2.1.2	Math	SA&S	Principals will meet the expectation of conducting classroom walkthroughs at least 40% of the time - the equivalent of 2 days per week	June	Principals
2.4	Math	Outcome	Provide Professional Learning to all appropriate Staff on instructional strategies to support all learners.	September	Assistant Superintendent and Director of Student Services
2.4.1	Math	Metric	Assistant Superintendent of Educational Services will report to Superintendent opportunities provided for professional development on instructional strategies	June	Assistant Superintendent of Educational Services
2.4.1.1.1	Math	SA&S	Principals will provide the Assistant Superintendent of Educational Services a summary report for the type and number of professional learning opportunities provided to staff, as evidenced by annual collaboration schedules and attendance logs.	February	Principals

**Priority Area 3: Mental Health, Socio-Emotional Wellness, and Family Engagement** | Students will develop a full realization of their mental and social-emotional potential, demonstrated by healthy wellness attitudes, behaviors, and supported by consistent curriculum and instructional practices.

The District and school sites will develop and promote family participation, input, and involvement opportunities.

Priority #3	Objective	Component	Task	Due Date	Assigned (Responsible)
#3A	Mental Health, Socio-Emotional Wellness	Objective	Students will develop a full realization of their mental and social-emotional potential, demonstrated by healthy wellness attitudes, behaviors, and supported by consistent curriculum and instructional practices. The District and school sites will develop and promote family participation, input, and involvement opportunities.		
3.1	Mental Health, Socio-Emotional Wellness	Outcome	Students and Staff will actively utilize the principles and practices of social/emotional and mental wellness.		
3.1.1	Mental Health, Socio-Emotional Wellness	Metric	By January 2023, Principals will certify to the Director of Student Services that 85+% of classrooms are using the strategies of trauma-informed practices 85+% of the time. [Source Document: Classroom Walkthroughs]	January	Principals and Director of Student Services
3.1.2	Mental Health, Socio-Emotional Wellness	SA&S	By November, elementary school students, at schools where there is a Community School model, will have access to a break space, recovery, and calm room space.	November	Director of Community Schools
3.1.3	Mental Health, Socio-Emotional Wellness	SA&S	Elementary school teachers will complete a universal social-emotional screening in September, January, and May for all students in their classrooms.	September, January, and May	Elementary Principals
3.1.4	Mental Health, Socio-Emotional Wellness	SA&S	Elementary and Middle School principals will certify each trimester to the Director of Student Services that classroom teachers followed the Second Step pacing guides and facilitated the Bully Prevention activities in their classrooms.	November, March, June	Elementary and Middle School Principals



3.1.5	Mental Health, Socio-Emotional Wellness	SA&S	The High School Principals will certify that classroom teachers are facilitating community building circles in their classrooms at least quarterly.	Quarterly	High School Principal
3.1.1.1	Mental Health, Socio-Emotional Wellness	DA&S	By January 2023, Director of Student Services will develop the report template for the Principals to document major behavior infractions (non-suspendable offenses) using data from PowerSchool and SWIS.	January	Director of Student Services
3.1.2	Mental Health, Socio-Emotional Wellness	Metric	By September 2023, Director of Student Services will report to the Superintendent that students in grade levels 5th, 7th, 9th, 11th grades and their families have increased their average scores in the areas of school connectedness (students-53%, families-27%), caring adults in schools (students-60%, families-32%), and feeling safe at school (students-54%, families-28%) by 10% for students and 20% for families. [Source Document: California Healthy Kids Survey]	September	Director of Student Services
3.1.3	Mental Health, Socio-Emotional Wellness	Metric	By May 2023, The District Nurses will report to the Director of Student Services any student health problems identified 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: PowerSchool, Internal Spreadsheet]	May	District Nurses
3.1.4	Mental Health, Socio-Emotional Wellness	Metric	At the end of each semester/trimester, the District Social Workers, Crisis Counselor, Site Counselors, and School Psychologists will report to the Director of Student Services the number of Students receiving school based mental health services. [Source: Internal Document]	Trimester/ Semester	District Social Workers, Crisis Counselor, Site Counselors, and School Psychologists
3.2	Mental Health, Socio-Emotional Wellness	Outcome	Increase partnerships with external and community-based agencies that serve the student population in the areas of physical, emotional and mental wellness. [Source Document: Internal Document between Social Workers, Counselors, Crisis Counselor, School Psychologist, Marshall Family Resource Center, Foster/Homeless Liaison, and Wellness Center team]		

3.2.1	Mental Health, Socio-Emotional Wellness	Metric	By End of the School Year, the Director of Student Services and Director of Community Schools will report to the Superintendent an increase of 5 new relationships with external and community based agencies that serve the student population in the areas of physical, emotional and mental wellness. [Source Document: Internal Document]	End of School Year	Director of Student Services and Director of Community Schools
3.2.1.1	Mental Health, Socio-Emotional Wellness	DA&S	Director of Student Services and Director of Community Schools: (1) identify external relationships with community based agencies to support students through the Wellness Center and Community Schools in the areas of physical, emotional and mental wellness; (2) Generate a list of additional external partnerships and identify which ones will be solicited to garner their support; (3) Communicate with external partners to establish mutual needs and interests and deliverables with appropriate timelines; and, (4) Upon completion of the relationship, establish a process to honor and acknowledge the positive outcome of the relationship for our students.	Quarterly Meeting	Director of Student Services and Director of Community Schools
Priority #3B	Family Engagement	Objective	The District and school sites will develop and promote family participation, input, and involvement opportunities.		
3.3	Family Engagement	Outcome	Ensure families receive equitable access to timely communications through a variety of means.		
3.3.1	Family Engagement	Metric	By End of the School Year, Principals will provide an annual summative report to the Director of Student Services certifying a minimum of once weekly Principal to Home communication provided and accessed by families through multiple means. [Source Document: Report]	June	Principals
3.3.2	Family Engagement	Metric	By End of School Year, Principals will certify, to the Director of Student Services, that each teacher has communicated weekly to their families through a positive communication home. [Source Document: Report]	June	Principals
3.4	Family Engagement	Outcome	Ensure families feel valued and connected to the school environment.		

3.4.1	Family Engagement	Metric	In addition to Back to School and Open House, by the end of the school year, Principals will certify to the Director of Student Services that the school site hosted at least two family-centered events per school year. [Source Document: Individual School Calendar of Events]	June	Principals
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**Priority Area 4: Science** | Students will develop a three-dimensional vision of science education, knowing core science and engineering ideas, thinking like scientists and engineers, and applying science and engineering principles.

Priority #4	Objective	Component	Task	Due Date	Assigned (Responsible)
4	Science	Objective	Students will develop a three-dimensional vision of science education, knowing core science and engineering ideas, thinking like scientists and engineers, and applying science and engineering principles.		
4.1	Science	Outcome	Students will meet or exceed California Next Generation Science Standards (NGSS).		
4.1.1	Science	Metric	Principals will report to the Assistant Superintendent of Educational 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 and high school. [Source Document: CAST, CAAS, MMARS]	September	Principal
4.1.1.1	Science	DA&S	Assistant Superintendent of Educational Services to develop a profile for a student at the 80, 70, 60, 50, 40, 30, and below 20 percentile.	October	Assistant Superintendent
4.1.1.1.1	Science	SA&S	Principals review CAST and CAAS data	November	Principal
4.1.1.1.2	Science	SA&S	Principals identify % of subgroups meeting the 90+% threshold	September	Principal
4.1.1.1.3	Science	SA&S	Principals share dashboard data with staff	November	Principal

4.1.1.1.4	Science	SA&S	Principals in collaboration with Assistant Superintendent of Educational Services will identify interventions for those students below the 90+% threshold and then share with staff.	September	Assistant Superintendent
4.1.1.1.5	Science	SA&S	Principals in collaboration with staff develop an action plan and timeline per student to achieve the 90+% threshold	October	Principals
4.2	Science	Outcome	Teachers and appropriate staff will complete professional development to address implementation, with fidelity, of standards.		
4.2.1	Science	Metric	By May, Principals will certify the Assistant Superintendent of Educational Services that at least 85+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: Pacing Guide Self Certification]]	May	Principal
4.2.1.1	Science	DA&S	Assistant Superintendent of Educational Services will identify the professional development required for each certificated and classified staff member	May	Assistant Superintendent
4.2.1.2	Science	DA&S	Assistant Superintendent of Educational Services will communicate to staff (principals and employees) professional development needing to be completed and already completed	September	Assistant Superintendent
4.2.1.3	Science	DA&S	Assistant Superintendent of Educational Services, with input from the TOSAs and Department Chairs, will plan, develop and deliver training.	October	Assistant Superintendent
4.2.2	Science	Metric	Principals will identify the certificated Staff members needing training/retraining on State Standards to the Assistant Superintendent of Educational Services.	April	Assistant Superintendent
4.2.2.1	Science	DA&S	Assistant Superintendent of Educational Services will create a protocol for classroom walkthroughs	Sept	Assistant Superintendent
4.2.2.2.1	Science	SA&S	Principals will conduct classroom walkthroughs to ensure 90+% of teachers are utilizing Board-approved textbooks and standards-based supplemental materials	Sept	Principals

4.2.2.2.2	Science	SA&S	Principals will meet the expectation of conducting classroom walkthroughs at least 40% of the time - the equivalent of two days per week	May	Principals
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**Priority Area 5: Social Science** | Students will develop four key areas of emphasis - content, inquiry, literacy, and citizenship - by investigating the “how” and “why” of historical developments.



Priority #5	Objective	Component	Task	Due Date	Assigned (Responsible)
5	Social Science	Objective	Students will develop four key areas of emphasis - content, inquiry, literacy, and citizenship - by investigating the “how” and “why” of historical developments.		
5.2	Social Science	Outcome	Students will meet or exceed Social Science standards in grades 3-12		
5.2.1	Social Science	Metric	Principals will report to the Assistant Superintendent of Educational Services the number of Students, including all subgroups, meeting or exceeding standards as measured by grade of C or higher in grades 6-8 and 10-12. [Source Document: PowerSchool]	January and June	Principals
5.3	Social Science	Outcome	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.		
5.3.1	Social Science	Metric	Principals will certify to the Assistant Superintendent of Educational Services/designee that at least 85+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document - Walk-throughs]	May	Principals
5.3.1.1	Social Science	DA&S	The Assistant Superintendent of Educational Services/designee will create a protocol for classroom walkthroughs	Sept	Assistant Superintendent
5.3.1.1.1	Social Science	SA&S	Principals will conduct classroom walkthroughs to ensure 90+% of teachers are utilizing Board-approved textbooks and standards-based supplemental materials	Sept	Principals
5.3.1.1.2	Social Science	SA&S	Principals will meet the expectation of conducting classroom walkthroughs at least 40% of the time - the equivalent of two days per week	May	Principals

**Priority Area 6: Modern Languages** | Students will develop communicative cultural proficiency and literacy skills, providing them the ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways in multiple target-culture settings.

Priority #6	Objective	Component	Task	Due Date	Assigned (Responsible)
6	World Language	Objective	Students will develop communicative cultural proficiency and literacy skills, providing them the ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways in multiple target-culture settings.		
6.1	World Language	Outcome	Students in grades 7-12 will have access to the Modern and World Language curriculum.		
6.1.1	World Language	Metric	The Principals will certify to the Assistant Superintendent of Educational Services an increase in the number of students passing 2 or more years of a language with at least a letter grade of C.	June	Superintendent
6.1.1.1.1	World Language	SA&S	Principals will report to the Assistant Superintendent of Educational Services/designee the number of students who received additional access to World Language curriculum and received a C or greater grade. [Source Document: PowerSchool]	May	Principals
6.1.2	World Language	Metric	In March, the Assistant Superintendent of Educational Services/designee will report to the Superintendent the recommended 7 - 12 World Language curriculum. [Source Document: World Language Curriculum Survey]	March	Assistant Superintendent of Educational Services
6.1.3	World Languages	Metric	The principal will certify to the Assistant Superintendent of Educational Services an increase in the number of students achieving the Seal of Biliteracy.	May	Assistant Superintendent of Educational Services

**Priority Area 7: Human Resources** | The District will attract and develop high-quality professionals focused on student success.

Priority #7	Objective	Component	Task	Due Date	Assigned (Responsible)
<b>7</b>	<b>Human Resources</b>	<b>Objective</b>	<b>The District will attract and develop high-quality professionals focused on student success.</b>		
7.1	Human Resources	Outcome	All positions will be filled prior to the first day of instruction, and all vacancies are filled within one month.	August	Executive Director and Principals
7.1.1	Human Resources	Metric	The Executive Director of Personnel Services and Public Affairs will report annual progress on this objective to the Superintendent.	September	Executive Director
7.1.1.1	Human Resources	DA&S	Personnel will advertise and work with hiring parties to screen applicants, establish and train interview panels, conduct interviews, and hire qualified employees.	Ongoing	Executive Director
7.1.1.2	Human Resources	DA&S	As an Equal Opportunity Employer, Personnel will actively seek applicants representative of our richly diverse community and state.	Ongoing	Executive Director
7.1.1.3	Human Resources	SA&S	Hiring administrators will actively participate in the recruitment and selection process, which includes checking references and providing input on the best placement.	Ongoing	Principals and Directors
7.2	Human Resources	Outcome	All teachers are fully credentialed and appropriately assigned.		
7.2.1	Human Resources	Metric	Executive Director or designee will certify to the Superintendent that certificated Staff are appropriately credentialed and properly assigned. [Data Source: CTC, CALPADS, CalSAAS]	October	Executive Director or Designee
7.2.1.1	Human Resources	DA&S	Executive Director and/or designee will verify appropriate credentials at the time of hire. This includes working with the County Credential Analyst to obtain TCCs while credentials are pending and/or to obtain appropriate permits or waivers when necessary.	September	Executive Director or Designee

7.2.1.2	Human Resources	Metric	The Executive Director will report the Equal Distribution of Qualified Teachers to the Board annually.	January	Executive Director
7.3	Human Resources	Outcome	All new employees will be onboarded and participate in activities welcoming them to ECS, their school sites or departments.		
7.3.1	Human Resources	Metric	The Executive Director will certify to the Superintendent that certificated and classified employees participated in orientation activities and are connected with their peers at the site/department level.	October	Executive Director
7.3.1.1	Human Resources	DA&S	The Executive Director will provide New Hire Orientation for all (certificated and classified) employees to welcome employees, share an overview of the District, and to introduce Cabinet and Directors.	August	Executive Director
7.3.1.2	Human Resources	DA&S	At the time of hire, Personnel will work with employees to complete new hire paperwork, TB screening, and background checks.	Ongoing	Executive Director or Designee
7.3.1.3	Human Resources	SA&S	Sites and Departments will include new hires in activities and provide a support network of peers to help employees feel comfortable and part of the team.	October	Principals and Directors
7.4	Human Resources	Outcome	Employees believe their work is meaningful and they feel valued and supported.		
7.4.1	Human Resources	Metric	Through the CALL survey, employees who work with students will share the belief that their work is meaningful and they feel connected to District priorities.	April	Administrators, Teachers, Support Staff
7.4.1.1	Human Resources	DA&S	Employees will be trained in curriculum, become familiar with grade-level partners, and be given clear expectations for the school year.	October	Administrators and Teachers

7.4.1.2	Human Resources	DA&S	Personnel will support Educational Services in assigning mentors to new teachers, creating collaboration opportunities for teachers, and designing teacher academies to support growth and create networking opportunities.	November	Executive Director and Assistant Superintendent of Educational Services
7.4.1.3	Human Resources	DA&S	The Executive Director will support Educational Services, School Administration, and teachers in the professional development plan focused on Visible Learning.	August	Executive Director
7.5	Human Resources	Outcome	Provide competitive salaries and benefits for all employees compared with districts with similar demographics and/or geographic region.		
7.5.1	Human Resources	Metric	The Executive Director will report to the Superintendent comparable District salary and benefits data for each employee group (Classified, Certificated, Management, and Confidential), and provide recommendations on ensuring the competitiveness of the salaries for each employee group.	February	Executive Director
7.5.1.1	Human Resources	DA&S	The Executive Director will compile a comparison of salaries and benefits for each classification and job title from surrounding districts for comparison.	January	Executive Director
7.5.1.2	Human Resources	DA&S	The Superintendent and Executive Director will meet to discuss salaries and benefits for each employee group. The comparison lists from December will be reviewed to present changes and trends to the Board.	January	Executive Director and Superintendent
7.6	Human Resources	Outcome	The District retains highly qualified and competent employees who are committed to ECS and meeting the needs of students, staff, and the community.		

7.6.1	Human Resources	Metric	Classified Employees of the Year are recognized and celebrated at a Board meeting annually.	February	Executive Director and Staff
7.6.2	Human Resources	Metric	Certificated Employees and Administrator of the Year are recognized and celebrated at a Board meeting annually.	May	Executive Director and Staff
7.6.3	Human Resources	Metric	Personnel tracks and monitors employee turnover and reports annually to the Superintendent. The 2022-23 year is the baseline, and future goals to reduce turnover will be established.	June	Executive Director and Staff
7.7	Human Resources	Outcome	Implement evaluation systems to provide timely and meaningful feedback that allows for personal and professional growth.		
7.7.1	Human Resources	Metric	After the close of each school year, the Executive Director 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]	August	Executive Director and Staff
7.7.1.1	Human Resources	DA&S	The Executive Director or designee will prepare a tracking sheet for each site/department listing employees, hire dates, status, and due dates for evaluations based on employee status (temporary, probationary, permanent).	October	Executive Director and Staff
7.7.1.2	Human Resources	DA&S	The Executive Director will monitor evaluations that show a need for improvement or deficiency and will work with the administrator or director to outline clear expectations, and improvement plan	August	Executive Director
7.7.1.3	Human Resources	SA&S	Principals, Supervisors, Directors, and the Superintendent will meet with employees to review evaluations and discuss expectations. Completed forms will be sent to Personnel for review and filing by June 30.	June	Principals, Supervisors, Directors, Superintendent



7.8	Human Resources	Outcome	The District values and maintains good working relationships with both labor units – Eureka Teachers Association (ETA) and the California School Employees Association (CSEA).		
7.8.1	Human Resources	Metric	The Superintendent and Executive Director will meet with the ETA President and Bargaining Chair monthly to share concerns, resolve issues, and to foster a cooperative relationship.	Monthly	Superintendent and Executive Director
7.8.2	Human Resources	Metric	The Superintendent and Executive Director will meet with the CSEA President and Labor Relations Representative monthly to share concerns, resolve issues, and to foster a cooperative relationship.	Monthly	Superintendent and Executive Director

**Priority Area 8: Career and Technical Education** | Students will develop fundamental knowledge and skills to prepare for the transition to postsecondary education, career training, or the workforce by following a multiyear sequence of courses (pathways) integrating core academic knowledge with technical and occupational skills.

Priority #8	Objective	Component	Task	Due Date	Assigned (Responsible)
8	Career and Technical Education (CTE)	Objective	Students will develop fundamental knowledge and skills to prepare for the transition to postsecondary education, career training, or the workforce by following a multiyear sequence of courses (pathways) integrating core academic knowledge with technical and occupational skills.		
8.1	Career and Technical Education (CTE)	Outcome	Students will have access/exposure to career education, including CTE offerings in grades 8-12.		
8.1.1	Career and Technical Education (CTE)	Metric	Develop/refine and implement a scope and sequence for College and Career Readiness K-14  Principal will certify to the Assistant Superintendent of Educational Services/designee that the following school years' course offerings include CTE courses available to all 8-12 grades students.	May	Middle and High School Principals
8.1.2	Career and Technical Education (CTE)	Metric	By January 1, Principals will report to the Assistant Superintendent of Educational Services/designee the percentage of students, by grade level, in grades 8-12, enrolled in a CTE course.  *Baseline/benchmark for future metric	January	Middle and High School Principals
8.1.1.1	Career and Technical Education (CTE)	DA&S	Assistant Superintendent of Educational Services/designee shall present to the board the grades 9-12 CTE Pathways. K-12 Career Technology Scope and Sequence for approval of the Board, not later than May 1.	May	Assistant Superintendent of Educational Services
8.1.1.2	Career and Technical Education (CTE)	DA&S	By January 1, Principals will certify to the Assistant Superintendent of Educational Services/designee that 90+% or more of the Students, including subgroups, will have access to career education. [Source Document: California Dashboard and PowerSchool]	January	Middle and High School Principals
8.2	Career and Technical	Outcome	Principals serving grades 8-12 shall develop community-based business partnerships and advisory		

	Education (CTE)		committees for each of the CTE Pathways/CTE areas offered in grades 9-12		
8.2.1	Career and Technical Education (CTE)	Metric	By May, the Assistant Superintendent of Educational Services/designee shall report to the Board that each middle and high school has at least one Community-based business partnership.	May	Assistant Superintendent of Educational Services
8.2.1.1	Career and Technical Education (CTE)	DA&S	Assistant Superintendent of Educational Services shall ensure that each Business Partnership is recognized at a Board meeting, receiving an Apple Pin or Certificate of Appreciation.	May	Assistant Superintendent of Educational Services
8.2.2	Career and Technical Education (CTE)	Metric	The high school Principal shall certify having at least one CTE advisory meeting for each CTE Pathway.	May	Principal
8.3	Career and Technical Education (CTE)	Outcome	All students enrolled in the Zoe Barnum High School shall participate in work internship programs and/or projects related to their future interests and career expectations.		
8.3.1	Career and Technical Education (CTE)	Metric	The Zoe Barnum Principal shall report to the Assistant Superintendent of Educational Services/designee the percentage of students actively enrolled in internship programs.  *Baseline/benchmark for future metric	April	Zoe Barnum Principal

**Priority Area 9: Visual and Performing Arts** | Students will develop artistic literacy in the four arts disciplines - dance, music, theater, and visual arts - developing transferable skills that enhance personal, academic, and professional endeavors.

Priority #9	Objective	Component	Task	Due Date	Assigned (Responsible)
9	Visual and Performing Arts	Objective	Students will develop artistic literacy in the four arts disciplines - dance, music, theater, and visual arts - developing transferable skills that enhance personal, academic, and professional endeavors.		
9.1	Visual and Performing Arts	Outcome	Ensure Students have access to visual and performing arts.		
9.1.1	Visual and Performing Arts	Metric	All elementary teachers will report to the Principal the visual and performing arts lessons/activities implemented within their classroom.	Trimester	Elementary Teachers
9.1.1.1.1	Visual and Performing Arts	SA&S	Each trimester, Principals will request elementary teachers will report the visual and performing arts lessons/activities implemented within their classroom.	Trimester	Elementary Teachers
9.2.1	Visual and Performing Arts	Metric	Middle and Secondary School Principals will report to the Assistant Superintendent of Educational Services/designee a 2+% increase in the level of student participation, including all subgroups, in visual and performing arts. [Source Document: PowerSchool LCAP data]	May	Secondary School Principals
9.2.2	Visual and Performing Arts	Metric	Principals certify to the Assistant Superintendent of Educational Services that all 7-12 grade students have access to VAPA embedded in the master schedule.	August	Secondary School Principals

**Priority Area 10: Physical Education** | Students will develop the skills and knowledge to be physically fit and active, providing confidence and positive attitudes necessary to participate in physical activities.

Priority #10	Objective	Component	Task	Due Date	Assigned (Responsible)
10	Physical Education	Objective	Students will develop the skills and knowledge to be physically fit and active, providing confidence and positive attitudes necessary to participate in physical activities.		
10.1	Physical Education	Outcome	All students will be taught Physical Education utilizing the California State Standards.		
10.1.1	Physical Education	Metric	Principals will certify to the Assistant Superintendent of Educational Services that each Teacher that has taught Physical Education using the California State Standards, including teaching the required number of minutes.	June	Principal
10.2.1	Physical Education	Metric	Physical Education Teachers will certify to the Principal that each student in grades 5, 7, and 9 has participated in the Statewide FitnessGram Physical Fitness Test.	May	PE teachers 5th, 7th and 9th grades
10.2.2	Physical Education	Metric	Principals will certify and increase in the percentage of student passing the CA Fitness Exam	November	Principals



**Priority Area 11: Extracurricular Activities** | Students will develop a connectedness to their schools by participating in activities falling outside.

Priority #11	Objective	Component	Task	Due Date	Assigned (Responsible)
11	Extracurricular Activities	Objective	Students will develop a connectedness to their schools by participating in activities falling outside the realm of the normal school curriculum (e.g., athletic teams, clubs, and leadership involvement).		
11.1	Extracurricular Activities	Outcome	All 7-12 students will have access to extracurricular activities connecting students to their school and providing motivation for the students to succeed in school.		
11.1.1	Extracurricular Activities	Metric	In May, Principals will certify to the Assistant Superintendent of Educational Services/designee an increase in the participation rates of students in extracurricular activities, co-curricular activities, and clubs, with a minimum of at least a 5% increase in traditionally underserved populations.  *Benchmark year	May	Principals-secondary
11.1.1.1	Extracurricular Activities	SA&S	School Counselors will identify and report to the principal, activities director, and athletic director, students from traditionally underserved populations that could participate in additional extracurricular activities, co-curricular activities or clubs by October of each year.	October	Counselors
11.1.2	Extracurricular Activities	Metric	In May, the high school athletic director, activities director and/or principal will report to the Assistant Superintendent of Educational Services the results of a survey identifying student interest levels in regard to various extracurricular activities, co-curricular activities and clubs.	May	High school athletic director, activities director, and/or building principal

**Priority Area 12: Student Transitions** | Students will successfully move from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Transitional Kindergarten/ Kindergarten, Elementary School to Middle School, Middle School to High School, and High School to College and/or Careers.

Priority #12	Objective	Component	Task	Due Date	Assigned (Responsible)
12	Student Transitions	Objective	Students will successfully move from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Transitional Kindergarten/ Kindergarten, Elementary School to Middle School, Middle School to High School and High School to College and/or Careers.		
12.1	Student Transitions	Outcome	Students will successfully transition through each of the transitional educational stages: Home to Preschool, Preschool to Transitional Kindergarten/Kindergarten, Elementary School to Middle, Middle School to High School and High School to College and/or Careers.		
12.1.1	Student Transitions	Metric	In June, Principals shall report to the Superintendent that transition meetings, Open House or other enrollment opportunity events, and ongoing Home to School communication were implemented that ensured that families were engaged and aware of the transition taking place with their child's educational program.	June	Principals
12.1.2	Student Transitions	Metric	In July/August, the Assistant Superintendent of Educational Services and the Director of Student Services shall report to the Superintendent the level of implementation, satisfaction, effectiveness, and needs associated with smooth transitions students, as evidenced by presenting the annual parent and staff transition survey results.	July/August	Assistant Superintendent of Educational Services and the Director of Student Services
12.1.3	Student Transitions	Metric	By June 2023, Eureka City Schools will reduce the number of students dropping out of school by 10% as measured by school data.	June 2023	Director of Student Services
12.1.4	Student Transitions	Metric	By End of School Year, the High School Principal will report to the Assistant Superintendent of Educational Services the number of students who failed 2 or more	End of School Year	High School Principal

			classes freshman year and a plan to remediate those grades in order to reclaim on track graduation status.		
12.1.5	Student Transitions	Metric	By End of School Year, the Middle School Principals will report to the Assistant Superintendent of Educational Services the number of 6th grade grades who failed 2 or more classes and a plan to remediate those grades.	End of School Year	Middle School Principals
12.1.6	Student Transitions	Metric	By End of School Year, the Elementary School Principals will report to the Assistant Superintendent of Educational Services the number of Kindergarten students who are at risk on the Core Growth Kindergarten Assessment. <i>(Principals will indicate which students did not attend preschool in their report).</i>	End of School Year	Elementary School Principals

**Priority Area 13: Physical Health** | Students will develop overall good physical health which plays an important role in student growth and development (e.g., nutrition and diet, alcohol and drug abstinence, medical self-care, rest and sleep routines, and appropriate health screenings).

Priority #13	Objective	Component	Task	Due Date	Assigned (Responsible)
13	Physical Health	Objective	Students will develop overall good physical health which plays an important role in student growth and development (e.g., nutrition and diet, alcohol and drug abstinence, medical self-care, rest and sleep routines, and appropriate health screenings).		
13.1	Physical Health	Outcome	All students will be physically healthy and will be provided access to physical and nutritional resources.		
13.1.1	Physical Health	Metric	In May, the Director of Food Services will report to the Assistant Superintendent of Fiscal Services that all students have access to nutritional meals and information regarding healthy food options.	May	Director of Food Services
13.1.2	Physical Health	Metric	In June, the District Nurses will report to the Director of Student Services that: at least 75% of students have access to proper dental care and student's physical health needs are being appropriately addressed.	June	District Nurses
13.1.1.1	Physical Health	DA&S	In April, the Director of Food Services will certify to the Superintendent that all students have access to nutritionally balanced and sound meals based upon standards for the Program.	April	Director of Food Services
13.1.1.2	Physical Health	DA&S	In April, the Director of Food Services will certify to the Superintendent Child Nutrition Staff met or exceeded Federal, State and Local training requirements.	April	Director of Food Services
13.1.1.3	Physical Health	DA&S	At least one time a school year, District Nurses will partner with community-based dentists to ensure at least 90% of students will have access to proper dental care.	May	District Nurses
13.1.3	Physical Health	Metric	By End of School Year, Principals will report to the Director of Student Services that 70% of the 5th, 6th, 7th, 9th, and/or 11th grade students on their school site will have participated in the CA Healthy Kids Survey.	End of School Year	Principals

**Priority Area 14: Clean, Safe, Functional, Attractive Classrooms, Facilities, and Grounds** | Students and staff will learn in clean, safe, functional, and attractive classrooms, facilities, and grounds, maintained in good repair.



Priority #14	Objective	Component	Task	Due Date	Assigned (Responsible)
14	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Objective	Students and staff will learn and work in clean, safe, functional, and attractive classrooms, facilities, and grounds that are maintained and in good repair.		
14.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	Outcome	Provide functional, safe, clean, classrooms, facilities, and grounds supporting students and programs.		
14.1.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Develop a long range Master Facility Plan which addresses the facilities and grounds needs of the District .	October 2022 (bi-annual)	Assistant Superintendent of Business Services
14.1.1.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	Provide a bi-annual report to the Board on the update and/or creation of a long range Master Facility Plan, which addresses the facility and grounds needs of the District	October 2022 (bi-annual)	Assistant Superintendent of Business Services
14.1.1.2	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	By June, the Director of Maintenance, Facilities, and Operations will develop a master building paint schedule, by site, and by year, and deliver it to the Assistant Superintendent of Business Services/designee for approval.	June	Director of Maintenance, Facilities, and Operations
14.1.2	Clean, safe, functional, attractive classrooms,	Metric	On a scale of 1-10, all sites will receive a rating of "7" or better on the annual Building and Grounds site visits conducted by the Assistant Superintendent of Business Services/designee and Director of Maintenance, Facilities, and Operations.	June	Director of Maintenance, Facilities, and Operations

	facilities and grounds.				
14.1.2.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	Annually, the Assistant Superintendent of Business Services/designee and Director of Maintenance, Facilities, and Operations shall perform facilities, grounds, and custodial inspections for all sites and report the results to the Board and Superintendent.	Annual	Director of Maintenance, Facilities, and Operations
14.1.2.2	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	The Director of Maintenance, Facilities, and Operations will perform a follow up Building and Grounds site visit for all sites that receive a rating of less than "7".	Annual	Director of Maintenance, Facilities, and Operations
14.1.2.2.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	SA&S	The District School Custodian/Trainer/Rover will be assigned to perform training with all sites that receive a rating of less than "7" on the annual Building and Grounds site visits.	Annual	Director of Maintenance, Facilities, and Operations
14.1.3	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	All sites will receive a rating of Exemplary or Good on their annual Facility Inspection Tool (FIT) report. Sites that receive ratings of Fair or Unsatisfactory will show annual improvement in their rating.	December	Director of Maintenance, Facilities, and Operations
14.1.3.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	The Director of Maintenance, Facilities, and Operations will perform an annual review of sites utilizing the Facility Inspection Tool and report results to the Assistant Superintendent of Business Services/designee	December	Director of Maintenance, Facilities, and Operations
14.1.4	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Maintain a Routine Repair and Maintenance budget equivalent to at least 3% of the General Fund Expenditures, Transfers Out, and Uses	June	Assistant Superintendent of Business Services

14.1.4.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	In June of each year, the Assistant Superintendent of Business Services/designee will certify to the Board that 3% of the general fund has been budgeted for Routine Repair and Maintenance.	June	Assistant Superintendent of Business Services
14.1.5	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Utilizing the District's Staffing ratio tool, maintain full staffing in custodial, grounds, and maintenance.	September	Assistant Superintendent of Business Services
14.1.5.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	In October, the Assistant Superintendent of Business Services/designee will provide to the Superintendent a recommendation for approval of the staffing ratio of employees in custodial, grounds, and maintenance.	October	Assistant Superintendent of Business Services
14.1.5.2	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	In March, the Assistant Superintendent of Business Services/designee will provide a report to the Superintendent comparing the custodial, grounds, and maintenance staffing ratios with the District standards.	March	Assistant Superintendent Business Services
14.1.6	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Receive no validated Williams Act complaints	Quarterly	Assistant Superintendent of Educational Services
14.1.6.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	Quarterly report to the Board of Trustees	Quarterly	Assistant Superintendent of Educational Services

**Priority Area 15: Technology and Equipment** | The District will develop systems to maximize 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 (e.g., new or modernized hardware, software, transportation vehicles, tractors, and copiers).

Priority #15	Objective	Component	Task	Due Date	Assigned (Responsible)
15	Technology and Equipment	Objective	The District will develop systems to maximize 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 (e.g., new or modernized hardware, software, transportation vehicles, tractors, and copiers).		
15.1	Technology and Equipment	Outcome	All students and staff will be provided the appropriate up-to-date technology.		
15.1.1	Technology and Equipment	Metric	All classrooms will be outfitted with new and/or current District standardized technology and equipment.		
15.1.1.1	Technology and Equipment	DA&S	Develop a standard technology list for classrooms by grade level.	March	Director of Information Technology
15.1.2	Technology and Equipment	Metric	The Director of Information Technology reports annually to the Board of Trustees on the status of expiring hardware, software, and online services, including recommendations on purchasing necessary replacements.	March	Director of Information Technology
15.2	Technology and Equipment	Outcome	The District will maintain a 1:1 student to device ratio	September	Director of Information Technology

15.2.1	Technology and Equipment	Metric	The District will reserve a sufficient amount annually for the replacement of expiring student Chromebooks and staff devices to maintain a 1:1 student to device ratio	Annual	Assistant Superintendent of Business Services
15.2.1.1	Technology and Equipment	DA&S	The Director of Information Technology reports annually to the Board of Trustees on the District's utilization of E-rate and other technology grant opportunities..	March	Director of Information Technology
15.2.1.2	Technology and Equipment	DA&S	The Assistant Superintendent of Business Services reports annually to the Board of trustees on the status of technology replacement reserves.	June	Assistant Superintendent of Business Services
15.3	Technology and Equipment	Outcome	Staff will utilize serviceable buses, maintenance and grounds vehicles, tractors, and other related equipment in the performance of their duties and responsibilities.		Assistant Superintendent of Business Services
15.3.1	Technology and Equipment	Metric	The Director of Transportation and Risk Management certifies annually to the Board of Trustees on the condition of transportation and fleet vehicles, recommending replacements as appropriate.	April	Director of Transportation and Risk Management
15.3.2	Technology and Equipment	Metric	The Assistant Superintendent of Business Services reports annually to the Board of Trustees on the status of equipment replacement reserves.	June	Assistant Superintendent of Business Services
15.3.3	Technology and Equipment	Metric	The Assistant Superintendent of Business Services reports annually to the Board of Trustees on the condition of District vehicles and equipment, and recommends replacements as appropriate.	June	Assistant Superintendent of Business Services

**Priority Area 16: Alternative and Optional Programs** | Students will be provided options and access to programs beyond the core comprehensive school offerings, which are designed to offer alternatives to students and families (e.g., preschool, adult education, summer school, and before/after school programs).

Priority #16	Objective	Component	Task	Due Date	Assigned (Responsible)
16	Alternative and Optional Programs	Objective	Students will be provided options and access to programs beyond the core comprehensive school offerings, which are designed to offer alternatives to students and families (e.g., preschool, adult education, summer school, and before/after school programs).		Assistant Superintendent of Educational Services w/ Principal of Zoe Barnum
16.1	Alternative and Optional Programs	Outcome	Students will be provided with alternative and optional services that support their educational development.		
16.1.1	Alternative and Optional Programs	Metric	The Assistant Superintendent of Educational Services will certify to the Superintendent and will provide a report to the Board on the alternative educational programs provided to the students and parents of the District. The focus will be on the demographics of the students who are accessing alternative programs and the financial status of each program.	March	Assistant Superintendent of Educational Services
16.1.1.1	Alternative and Optional Programs	DA&S	The Assistant Superintendent of Educational Services/designee will provide a report to the Superintendent on current alternative programs and a recommendation on improvements (e.g. Summer School, Afterschool, Child Care, Preschool, Adult Education, etc.)	January	Assistant Superintendent of Educational Services/designee
16.1.1.2	Alternative and Optional Programs	DA&S	The Assistant Superintendent of Educational Services/designee will present to the Superintendent an annual report certifying that the charter schools are meeting their contract obligations and district standards.	January	Assistant Superintendent of Educational Services/designee
16.2.1	Alternative and Optional Programs	Outcome	Students will be provided access to the After-School Education and Safety (ASES) programs at the elementary and middle schools.		



16.2.1	Alternative and Optional Programs	Metric	By December, the Assistant Superintendent of Educational Services and/or designee will certify to the Superintendent that all students who would like to attend the ASES program have the opportunity to attend.	December	Assistant Superintendent of Educational Services/designee
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**Priority Area 17: Community Outreach** | The District and school sites will develop community outreach and involvement strategies to support identified priorities (e.g., governmental partnerships, grant development, political action committees, District educational foundations, and community-sponsored clubs and activities).

Priority #17	Objective	Component	Task	Due Date	Assigned (Responsible)
17	Community Outreach	Objective	The District and school sites will develop community outreach and involvement strategies to support identified priorities (e.g., governmental partnerships, grant development, political action committees, District educational foundations, and community-sponsored clubs and activities).		
17.1	Community Outreach	Outcome	Outreach to community-based organizations, with the intent to increase educational and enrichment opportunities for all students.	December	Principals
17.1.1	Community Outreach	Metric	By April, Principals will report to the Executive Director of Personnel Services and Public Affairs the community partners supporting school sites (e.g., Sequoia Zoo, Humboldt Bay Coast Guard, student internships with Big Picture Learning.) [Source Document: Internal Document]	April	Principals
17.2	Community Outreach	Outcome	The community will be viewed as valued and a partner in the education of the students.		
17.2.1	Community Outreach	Metric	In May, the Superintendent will report to the Board that the community organizations feel valued as District partners based on the results of a baseline 5-point Likert Scale. [Source Document: Likert Scale Summary Report]	May	Superintendent
17.3	Community Outreach	Outcome	Ensure access to alternative funding sources to support the District's activities.		
17.3.1	Community Outreach	Metric	In September, the Assistant Superintendent of Business Services will provide a report to the Board with local grants and revenues comprising a minimum 5% of total General Fund revenues.	September	Assistant Superintendent of Business Services

**Priority Area 18: Student Decision Making** | Students will develop decision making skills resulting in safe, respectful, and responsible actions (e.g., setting goals, gathering information, and assessing/selecting the best choice for a desired outcome).

Priority #18	Objective	Component	Task	Due Date	Assigned (Responsible)
18	Student Decision Making	Objective	Students will develop decision making skills resulting in safe, respectful, and responsible actions (e.g., setting goals, gathering information, and assessing/selecting the best choice for a desired outcome).		
18.1	Student Decision Making	Outcome	Students will engage in positive decision making and behavior utilizing the District's positive behavioral supports.		
18.1.1	Student Decision Making	Metric	Attendance will be maintained at 95% across the TK-12th grade comprehensive sites and 85% at the alternative school. [Source Document: PowerSchool attendance reports]	Trimester/ Semester	Principals
18.1.2	Student Decision Making	Metric	Every trimester/semester, Principals will report to the Director of Student Services a 5% reduction in suspensions. [Source Document: PowerSchool reports and California Dashboard]	Trimester/ Semester	Principals
18.1.3	Student Decision Making	Metric	Every trimester/semester, Principals will review suspension data to review for disproportionality across subgroups.	Trimester/ Semester	Principals

**Priority Area 19: New and Modernized Facilities** | The District will develop strategies to maximize state and local resources to provide new and modernized facilities and improve the appearance and condition of the present facilities.

Priority #19	Objective	Component	Task	Due Date	Assigned (Responsible)
<b>19</b>	<b>New and Modernized Facilities</b>	<b>Objective</b>	<b>The District will develop strategies to maximize state and local resources to provide new and modernized facilities and improve the appearance and condition of the present facilities.</b>		
19.1	New and Modernized Facilities	Outcome	The District shall provide quality and modern facilities to serve the students and staff.		
19.1.1	New and Modernized Facilities	Metric	New construction and modernization project budgets and timelines for completion will be met.	May	Assistant Superintendent of Business Services
19.1.1.1	New and Modernized Facilities	DA&S	Develop a long range Master Facility Plan which addresses the facility needs of the District.	October 2022 (Bi-annual)	Assistant Superintendent of Business Services
19.1.1.2	New and Modernized Facilities	DA&S	Identify potential funding sources for new and modernized facilities.	April	Assistant Superintendent of Business Services
19.1.1.3	New and Modernized Facilities	DA&S	Provide a report to the Board that provides potential funding sources for new and modernized facilities, which shall minimally provide funding opportunities provided by the Federal and State government, local construction bonds, certificates of participation, hardship funding, parcel taxes, grant opportunities and through District reserves, etc.	April	Assistant Superintendent of Business Services
19.1.1.4	New and Modernized Facilities	DA&S	Provide a report that updates modernization eligibility for all sites.	April	Assistant Superintendent of Business Services
19.2	New and Modernized Facilities	Outcome	Develop adequate facilities to house the additional students due to Universal TK expansion	April	Assistant Superintendent Business Services

19.2.1	New and Modernized Facilities	Metric	Identify, develop, and report to the Board funding sources for the appropriate facilities to implement the Universal TK expansion	Apri	Assistant Superintendent of Business Services
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