

STRATEGIC PLAN

Travis Unified School District

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Travis Unified School District Strategic Plan

Vision Statement

Dedicated to Educational Excellence through Equity, Innovation and Transparency

Mission Statement

Travis Unified School District in partnership with students, families, and the community is dedicated to:

- Excellence: Achieving educational excellence through high-quality programs and rigorous instruction, while ensuring high standards for teaching and learning.
- Equity: Creating an inclusive environment that values and embraces diversity as a strength while promoting social and emotional wellness.
- Innovation: Empowering individuals and the community to reach their full potential through a relentless pursuit of innovation.
- Transparency: Practicing clear and open communication.

Equity Statement

Travis Unified School District believes that all students can succeed at high levels so we, as a system and as individuals united with our educational partners, commit to the following actions:

- Prepare all students for future success in life, work, and citizenship through critical thinking, creativity, interpersonal skills, and a sense of social responsibility
- Create an environment with equitable learning opportunities that eliminate the correlation between social and cultural factors and student success
- Identify blind spots where students feel unseen and provide an environment where all students feel seen, noticed, and valued
- Identify and remove educational and social-emotional learning barriers
- Continue to examine data to develop district practices, policies, and procedures to create equity where all students succeed at high levels

Fiscal Integrity for Travis Unified School District

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities approved by the Board of Trustees of **Travis Unified School District**, 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 shall be addressed in the priority order established by the Board.

Travis Unified School District School’s determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come, both short-term and long-term. Accordingly, the Board commits to establishing 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 expenditures and for eventual economic downturns. The Board of Trustees (“Board”) of **Travis Unified School District** recognizes the need for adequate financial reserves to offset the effects of any downsizing in the economic cycle or to cope with the consequences of unforeseen events in the world or region that would have serious implications for District schools. Adequate reserves also help to meet day-to-day cash flow needs and to cover the several months in the financial year when expenditures exceed revenues. Adequate reserves also protect against unforeseen revenue shortfalls and unexpected costs, provide savings for large purchases, and reduce the cost of borrowing money. To maintain overall fiscal stability, the Board commits to maintain the following **Operational** and **Program Reserves**:

Operational Reserves

Recognizing the economic downturns that may confront **Travis Unified School District**, the **School District** shall maintain the following Operational reserves:

- Twenty percent (20%) cash reserve. This recognizes the state of California makes distribution payments to District Schools in uneven intervals in the best of times and in the worst of times, which are compounded further by payment deferrals.

Note: Unrestricted General Funds shall be comprised of Unrestricted Reserve outlined in the California School Accounting Manual (CSAM) as having Resource Code 0000-1999. The difference between the beginning balance and the ending balance will generally be assigned by the Superintendent to Program Reserves.

Program Reserves

Program Reserves will be reviewed by the Superintendent, taking into account the priorities established by the Board in its strategic plan, and any programmatic changes impacting projected needs. Maintaining Program Reserves will allow **Travis Unified School District** to respond to opportunities (anticipated and unanticipated), such as the development of new programs. Below are the non-categorical programmatic reserve goals:

- Forty-five percent (45%) for New and modernized facilities
 - This is a goal to enable the school District to minimize the dollars financed to achieve the goals in the Master Facility Plan
- One percent (1%) Ongoing program maintenance and upgrades,
- One percent (1%) Technology, furniture, and equipment replacements
- Twelve percent (12%) Extraordinary costs associated with salary and benefit reduction avoidance, retirement expenses, and/or inclusion services (e.g. Special Education).

Program Reserve levels shall be reviewed and established annually by the Superintendent.

Strategic Plan Overview

The **Travis Unified School District's** Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from constituency groups within the Travis community. 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 Travis community members and provides the Board's **political** direction and **accountability** in addressing the vision, mission, ranked objectives, annual outcomes, and metrics. 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 the community. The components of the Strategic Plan are defined below:

- **VISION**
What an organization ultimately wants to become.
- **MISSION**
What the District does today to achieve its Vision.
- **RANKED OBJECTIVES**
The Objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **ANNUAL OUTCOMES**
Explicit statement of interest that is identified about a particular Objective.
- **METRICS**
Targeted data statement of the progress that is measured and used to evaluate the annual progress expected.

School Strategic Plan and LCAP Process

Travis Unified School District is committed to addressing the requirements of LCAP, within the context of the Board approved Strategic Plan. As specified in the requirements of the LCAP, the District will focus additional supports to students who are English Learners, from low-income households, and who are Foster Youth.

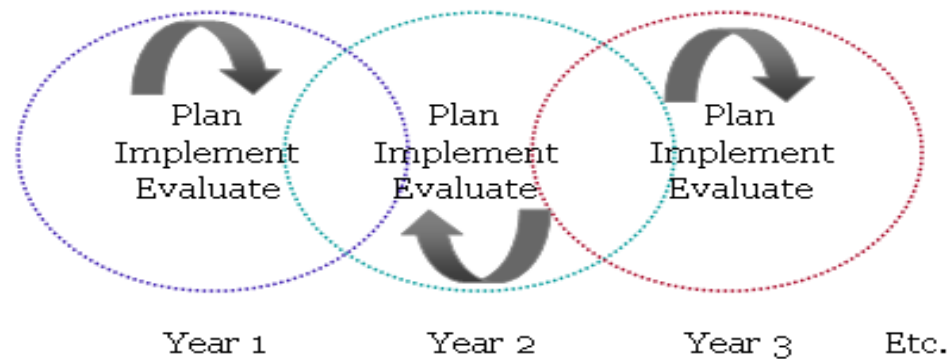
The **Travis Unified School District** Strategic Plan shall drive the creation of the LCAP Goals for the District. The Local Control Accountability Plan includes both an annual update of how well the District has progressed in the prior year, and what the District intends to address in the coming school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

School Strategic Plan and LCAP Timeline

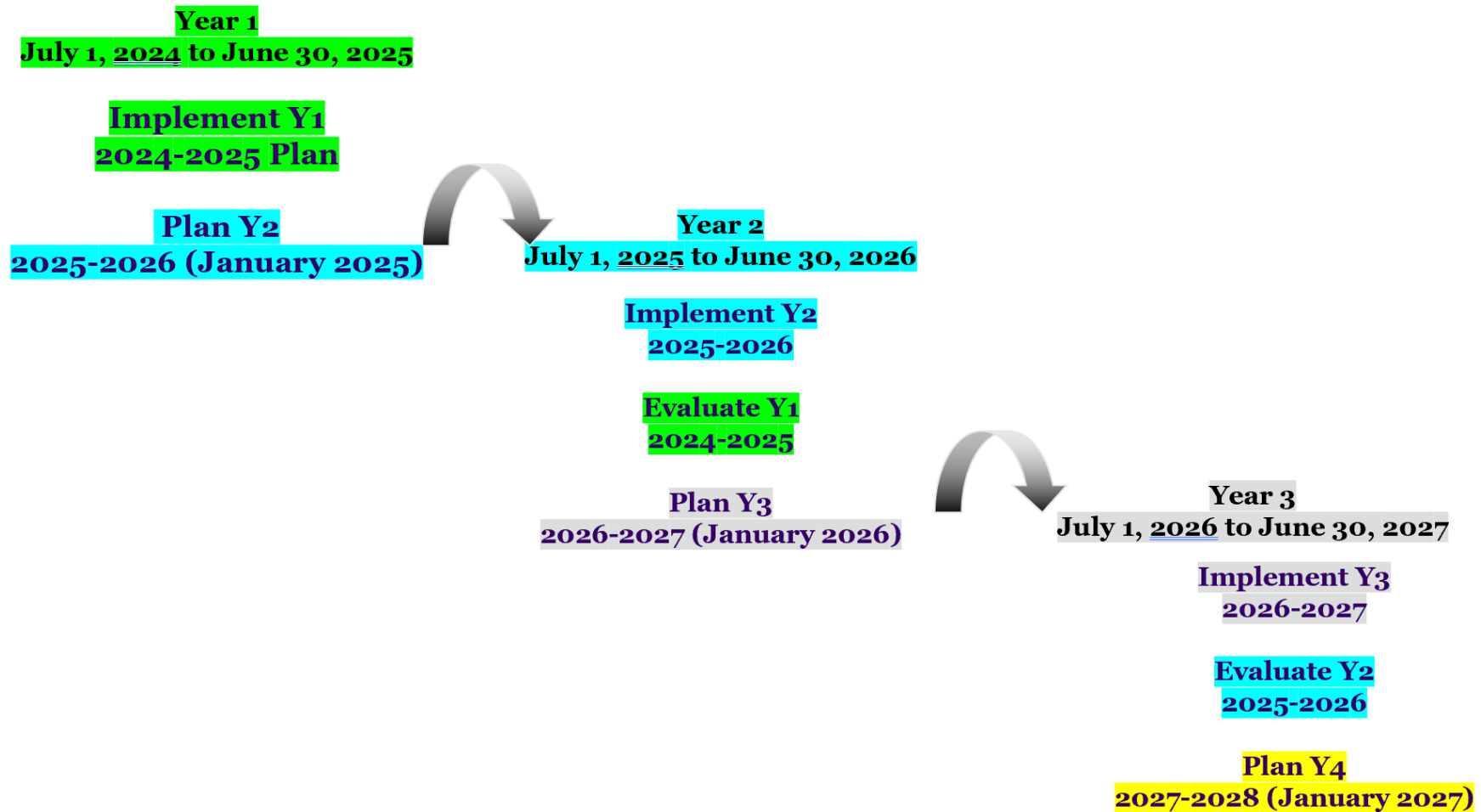
The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



TIMELINE: a continuous process . . .



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

Strategic Plan and LCAP Evaluation Timeline 2024 - 2025

Target Dates	Strategic Plan (SP)	LCAP
December 2023	Strategic Plan Developed by Board	
January 2024	Final Approval of Strategic Plan and Metrics	
June 2024		LCAP and Budget approved by Board
July 2024 – June 2025	Implement Approved Strategic Plan	Implement Approved LCAP

Strategic Plan and LCAP Evaluation Timeline 2025 – 2026

Target Dates	Strategic Plan (SP)	LCAP
February 2025	Final Approval of 2025-2026 Strategic Plan and Metrics (The approval will take place without an Annual Report for the prior year.)	
June 2025		LCAP and Budget approved by Board
July 2025 – June 2026	Implement Approved 2025 - 2026 Strategic Plan	Implement Approved LCAP
September-October 2025	Collect data on Metrics for 2024-2025 Plan	Collect data on Metrics
October 2025	Report to Board Progress on Metrics on 2024 - 2025 Strategic Plan	Report to Community on Progress on Metrics
November 2025	Acceptance of 2024 – 2025 Annual Strategic Plan Report by the Board of Trustees	
February 2026	Approval 2026 – 2027 Strategic Plan and Metrics	LCAP – Mid-year update
June 2026		LCAP and Budget approved by Board
July 2026 – June 2027	Implement Approved Strategic Plan	Implement Approved LCAP

OBJECTIVES IN PRIORITY ORDER

Priority/Control Number	Objective	Component	Task
1	Facilities and Grounds	Objective	Provide a safe and high-quality environment that supports the work of the students and staff by ensuring that the facilities and grounds are in good repair, safe and clean, functional, and attractive. For future planning, the District will maximize federal, state and local resources to provide new and modernized facilities to accommodate growth and to improve the safety, appearance, and conditions of the present facilities and grounds.
1.1	Facilities and Grounds	Outcome	Provide functional, safe, clean, classrooms, facilities, and grounds that provide an optimal learning and work environment for students and staff.
1.1.1	Facilities and Grounds	Metric	All work requests in the facilities management system will be addressed within five working days.
1.1.2	Facilities and Grounds	Metric	Annually, the Facilities Inspection Tool will be completed by the Supervisor of Maintenance and Operations and certified by the Chief Business Officer with no major deficiencies.
1.1.3	Facilities and Grounds	Metric	Quarterly, the Supervisor of Maintenance and Operations will certify to the Chief Business Officer that each site will have an average score of "Above Average" on the Custodial Cleaning Inspection Tool.
1.2	Facilities and Grounds	Outcome	Maintain an adequate funding level for Routine Repair and Maintenance.
1.2.1	Facilities and Grounds	Metric	Annually, the Chief Business Officer will certify to the Board that 3% of the general fund has been budgeted for Routine Repair and Maintenance.
1.3	Facilities and Grounds	Outcome	Provide a safe working environment for staff.
1.3.1	Facilities and Grounds	Metric	Quarterly, a safety committee will meet to address risks and safety concerns and provide a report to the Executive Cabinet.
1.4	Facilities and Grounds	Outcome	The District shall provide quality and modern facilities to serve the students and staff.
1.4.1	Facilities and Grounds	Metric	Monthly, Chief Business Officer will report to the Superintendent budget and timelines for completion of new construction and modernization projects.
1.4.2	Facilities and Grounds	Metric	Annually, the Chief Business Officer will report to the Superintendent 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 District reserves, etc.

Priority/Control Number	Objective	Component	Task
2.0	Mental and Socio-emotional Wellness	Objective	Mental and socio-emotional wellness is an individual's ability to understand and manage one's mental, and social emotional potential through wellness practices and attitudes. Instruction will focus on the principles and practices for individual, family, and community health.
2.1	Mental and Socio-emotional Wellness	Outcome	Students and staff will utilize the principles and practices that reflect social/emotional and mental wellness.
2.1.1	Mental and Socio-emotional Wellness	Metric	Annually, the Assistant Superintendent of Human Resources will certify to the Superintendent that 100% of current staff have completed Mandated Reporting and Suicidal Ideation training.
2.1.2	Mental and Socio-emotional Wellness	Metric	Annually, the Assistant Superintendent of Human Resources will certify to the Superintendent that 100% of newly hired staff have completed Mandated Reporting and Suicidal Ideation training within the timeframe allotted by law.
2.1.3	Mental and Socio-emotional Wellness	Metric	Annually, the Principals will report to the Director of Student Services the percentage of teachers demonstrating trauma informed practices and those not achieving such practices.
2.1.4	Mental and Socio-emotional Wellness	Metric	Annually, the Principals will report to the Director of Student Services the percentage of teachers demonstrating culturally responsive practices.
2.2	Mental and Socio-emotional Wellness	Outcome	Determine mental health and support personnel needs that also include partnerships with external and community-based agencies to serve the student population in the areas of socio-emotional wellness.
2.2.1	Mental and Socio-emotional Wellness	Metric	Annually, the Director of Student Services will ensure that the mental health and support personnel reflect the needs at each school site.
2.3	Mental and Socio-emotional Wellness	Outcome	The District will continue to enhance and improve the Mental and Socio-emotional wellness of its students.
2.3.1	Mental and Socio-emotional Wellness	Metric	At the end of each trimester (December, March, June) the Principals will certify to the Directors of Special Education and Student Services that 80+% of students have received Tier 1 mental health support and interventions.

2.3.2	Mental and Socio-emotional Wellness	Metric	Annually, the Director of Students Services will report to the Superintendent or designee the usage of Tier 2 and 3 mental health supports and interventions.
2.3.3	Mental and Socio-emotional Wellness	Metric	Annually, the Director of Special Education and Director of Student Services will report to the Assistant Superintendent that mental and social-emotional programs and interventions have been re-evaluated to meet the needs of students.
2.3.4	Mental and Socio-emotional Wellness	Metric	Annually, the Principals will certify to the Assistant Superintendent of Educational Services that there has been a positive increase in parents' perceptions of the school climate.
Priority/Control Number	Objective	Component	Task
3	Science	Objective	Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry and on the place of humans in the ecological systems.
3.1	Science	Outcome	Students will meet or exceed California Next Generation Science Standards (NGSS).
3.1.1	Science	Metric	Annually, Principals will report to the Superintendent or designee the number of students, including subgroups, meeting or exceeding Standards in grades TK-12.
3.2	Science	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).
3.2.1	Science	Metric	Each trimester/semester, Principals will certify to the Superintendent or designee that all students have access to instructional Multi-Tiered Systems of Support (MTSS).
3.2.2	Science	Metric	Annually, Principals will identify to the Director of Curriculum and Instruction the certificated staff members needing training/retraining on the Next Generation State Science Standards.
3.3	Science	Outcome	Teachers will complete professional development to address implementation, with fidelity, of standards.
3.3.1	Science	Metric	Annually, Principals will certify to the Director of Curriculum & Instruction that all teachers of Science have been offered at least one Science related professional development.

Priority/Control Number	Objective	Component	Task
4.0	Math	Objective	Concepts, operational skills, and problem-solving.
4.1	Math	Outcome	Students will meet or exceed State Standards.
4.1.1	Math	Metric	Annually, Principals will report to the Superintendent or designee the number of students, including subgroups, meeting or exceeding Standard in grades TK-12
4.2	Math	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).
4.2.1	Math	Metric	Each trimester/semester, Principals will certify to the Superintendent or designee that all students have access to instructional Multi-Tiered Systems of Support (MTSS).
4.3	Math	Outcome	Teachers will complete professional development to address implementation, with fidelity, of standards.
4.3.1	Math	Metric	Annually, Principals will certify to the Director of Curriculum & Instruction that all teachers of Math have been offered at least one Math related professional development.
Priority/Control Number	Objective	Component	Task
5	English	Objective	Knowledge of and appreciation for literature and the language; skills of speaking, reading, listening, spelling, and composition.
5.1	English	Outcome	Students will meet or exceed State Standards
5.1.1	English	Metric	Annually, Principals will report to the Superintendent or designee the number of Students, including subgroups, meeting or exceeding Standards in grades TK-12.
5.2	English	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).
5.2.1	English	Metric	Each trimester/semester, Principals will certify to the Superintendent or designee that all students have access to Multi-Tiered Systems of Support (MTSS).
5.3	English	Outcome	Teachers will complete professional development to address implementation, with fidelity, of standards.
5.3.1	English	Metric	Annually, Principals will certify to the Director of Curriculum & Instruction that all teachers of English Language Arts have been offered at least one English Language Arts related professional development.

Priority/Control Number	Objective	Component	Task
6	History/Social Science	Objective	Drawing upon the California History and Social Science Common Core standards and disciplines of World History, US History, Economics, Government, and Ethnic Studies students will receive instruction in these content areas. 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.
6.1	History/Social Science	Outcome	Students will meet or exceed State Standards.
6.1.1	History/Social Science	Metric	Annually, Principals will report to the Superintendent or designee the number of students, including subgroups, meeting or exceeding Standards in grades TK-12.
6.2	History/Social Science	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).
6.2.1	History/Social Science	Metric	Each trimester/semester, Principals will certify to the Superintendent or designee that all students have access to instructional Multi-Tiered Systems of Support (MTSS).
6.3	History/Social Science	Outcome	Teachers will complete professional development to address implementation, with fidelity, of standards.
6.3.1	History/Social Science	Metric	Annually, Principals will certify to the Director of Curriculum & Instruction that all teachers of History and Social Science have been offered at least one History and Social Science related professional development.
Priority/Control Number	Objective	Component	Task
7	Career and Technical Education (CTE)	Objective	The program of study involves a multiyear sequence of courses that integrates core academic knowledge to provide students with a pathway to postsecondary education and careers.
7.1	Career and Technical Education (CTE)	Outcome	Students will have access/exposure to career education, including CTE offerings.
7.1.1	Career and Technical Education (CTE)	Metric	Annually, the High School Principal will report to the Director of Curriculum & Instruction the number of CTE course requests compared to the actual CTE sections offered.

7.2	Career and Technical Education (CTE)	Outcome	Schools will have partnerships with community organization(s) to collaborate on the current industry needs within Solano County to help inform CTE courses.
7.2.1	Career and Technical Education (CTE)	Metric	Annually, the Director of Curriculum & Instruction will report to the Superintendent or designee that each school has at least one community-based partnership.
7.2.2	Career and Technical Education (CTE)	Metric	Annually, the Director of Curriculum & Instruction will report to the Superintendent or designee that we have collaborated with Solano County Work Force to align offerings to the needs of industry.
7.3	Career and Technical Education (CTE)	Outcome	All students enrolled in a CTE pathway will pass the concentrator and completer courses.
7.3.1	Career and Technical Education (CTE)	Metric	Annually, the Principal will report to the Director of Curriculum & Instruction the percentage of graduates earning the CTE completer designation and the percentage of students moving from Year 1 to Year 2 course by pathway.
7.4	Career and Technical Education (CTE)	Outcome	All CTE courses will be UC A-G approved
7.4.1	Career and Technical Education (CTE)	Metric	Principals will verify that all CTE courses have been A-G approved
7.5	Career and Technical Education (CTE)	Outcome	Increase enrollment in CTE courses annually.
7.5.1	Career and Technical Education (CTE)	Metric	Annually, the Principal will report to the Director of Curriculum & Instruction on the status of CTE enrollment.
7.6	Career and Technical Education (CTE)	Outcome	Ensure middle and high school students have been exposed to College and Career Readiness.
7.6.1	Career and Technical Education (CTE)	Metric	Annually, the Secondary Principals will report to the Director of Curriculum & Instruction that Counselors have met with all students to provide awareness for all course offerings.

7.7	Career and Technical Education (CTE)	Outcome	CTE students will have the opportunity to access internships with industry partners.
7.7.1	Career and Technical Education (CTE)	Metric	The Principals will report to the Director of Curriculum & Instruction the number of students participating in off-campus internships.
Priority/Control Number	Objective	Component	Task
8	Physical Education	Objective	Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.
8.1	Physical Education	Outcome	Students will meet or exceed State Standards.
8.1.1	Physical Education	Metric	Annually, Principals will report to the Superintendent or designee the number of students, including subgroups, meeting or exceeding Standard in grades TK-12.
8.2	Physical Education	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).
8.2.1	Physical Education	Metric	Each trimester/semester, Principals will certify to the Superintendent or designee that all students have access to instructional Multi-Tiered Systems of Support (MTSS).
8.3	Physical Education	Outcome	Teachers will complete professional development to address implementation, with fidelity, of standards.
8.3.1	Physical Education	Metric	Annually, Principals will certify to the Director of Curriculum & Instruction that all teachers of Physical Education have been offered at least one Physical Education related professional development.
Priority/Control Number	Objective	Component	Task
9	Visual and Performing Arts	Objective	Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.
9.1	Visual and Performing Arts	Outcome	All students will have access to instruction and experiences in visual and performing arts aligned to the California Arts Framework.
9.1.1	Visual and Performing Arts	Metric	Annually, Principals will certify to the Director of Curriculum & Instruction that students had access to Visual and Performing Arts in alignment with the California Arts Framework.
9.1.2	Visual and Performing Arts	Metric	Annually, Secondary school Principals will report to the Director of Curriculum & Instruction the percentage of students, including all subgroups, enrolled in visual and performing arts courses.

9.2	Visual and Performing Arts	Outcome	Students will have multiple authentic opportunities to display and/or perform in at least one art form in or outside of the classroom.
9.2.1	Visual and Performing Arts	Metric	Annually, teachers will report to Principals that all students displayed or performed their artwork, music, dance, or drama in an authentic opportunity at least once.
9.3	Visual and Performing Arts	Outcome	Teachers will complete professional development to address implementation, with fidelity, of standards.
9.3.1	Visual and Performing Arts	Metric	Annually, Principals will certify to the Director of Curriculum & Instruction that all teachers of Visual and Performing Arts have been offered at least one Visual and Performing Arts related professional development.
Priority/Control Number	Objective	Component	Task
10	Student Extracurricular Activities	Objective	Student extracurricular/co-curricular activities are designed to “connect” students to their school and to provide motivation for the students to attend and succeed in school. Student extracurricular activities fall outside the realm of the core curriculum.
10.1	Student Extracurricular Activities	Outcome	Students will have access to a variety of activities.
10.1.1	Student Extracurricular Activities	Metric	Principals will report to the Director of Student Services on type and frequency of extracurricular activities.
10.2	Student Extracurricular Activities	Outcome	Students will feel connected to their respective school.
10.2.1	Student Extracurricular Activities	Metric	Annually, Principals will report to the Director of Student Services on student connectedness.
Priority/Control Number	Objective	Component	Task
11	Modern and World Languages	Objective	Modern and World Languages are any human languages that are currently in use. Classical languages are studied for their cultural or linguistic value.
11.1	Modern and World Languages	Outcome	Students in middle and high school will have access to the Modern and World Language classes.
11.1.1	Modern and World Languages	Metric	Annually, Principals will report to the Director of Curriculum & Instruction the number of students enrolled in World Language courses.

11.2	Modern and World Languages	Outcome	Students will meet or exceed State Standards
11.2.1	Modern and World Languages	Metric	Annually, Principals will report to the Director of Curriculum & Instruction the number of students, including subgroups, enrolled in and meeting or exceeding Standards in Modern and World Language classes.
Priority/Control Number	Objective	Component	Task
12.0	Family Engagement	Objective	Promote family participation, input, and involvement in the activities and decision-making that take place at the District and school-site level.
12.1	Family Engagement	Outcome	Families will receive regular, ongoing communication through multiple modalities.
12.1.1	Family Engagement	Metric	Annually, Principals will provide a school communication plan to the Superintendent or designee, outlining school and teacher communication strategies to be used for the coming school year.
12.2	Family Engagement	Outcome	Principals and teachers will provide opportunities for families to be connected to the school environment.
12.2.1	Family Engagement	Metric	Annually, the Principal will provide the Superintendent or designee with a calendar of major on-campus events and volunteer opportunities for families.
12.3	Family Engagement	Outcome	Families will be provided with District level opportunities to voice their input on matters that impact all schools.
12.3.1	Family Engagement	Metric	Annually, the Assistant Superintendent of Educational Services will report to the Superintendent the percentage of parents/guardians participating in community surveys, including the LCAP surey.
12.4	Family Engagement	Outcome	All families have opportunities to be included in their child's academic development and progress.
12.4.1	Family Engagement	Metric	Annually, Principals will provide to the Assistant Superintendent of Educational Services a list of opportunities families have had to be included in their child's academic development and progress.

Priority/Control Number	Objective	Component	Task
13	Human Resources	Objective	Human Resources plans and ensures the best fit between employees and jobs by analyzing the need for recruitment, retention, professional development, evaluations, mandated credentialing, and other regulated standards and procedures.
13.1	Human Resources	Outcome	Teachers are recruited, appropriately assigned, and fully credentialed in the subject areas for which they are teaching.
13.1.1	Human Resources	Metric	Annually, the Coordinator of Human Resources (HR) will certify to the Assistant Superintendent of HR that certificated staff are fully credentialed and properly assigned.
13.2	Human Resources	Outcome	Classified staff are recruited and appropriately assigned based on their qualifications.
13.2.1	Human Resources	Metric	Annually, the Coordinator of HR will provide a report to the Assistant Superintendent of HR those individuals who have not completed the necessary documentation.
13.3	Human Resources	Outcome	HR will determine appropriate staffing for the upcoming school year.
13.3.1	Human Resources	Metric	Annually, the Coordinator of HR shall provide a report to the Assistant Superintendent of HR on the number of known staff separations to date from the District.
13.3.2	Human Resources	Metric	Annually, Assistant Superintendent of HR will determine the preliminary staffing assignments. Principals will communicate to certificated employees their preliminary assignments for the following school year by the final day of school.
13.4	Human Resources	Outcome	Assistant Superintendent of HR will research and collect data on competitive salaries and benefits for employees compared with Districts with similar demographics and/or in geographic region.
13.4.1	Human Resources	Metric	Annually, Assistant Superintendent of HR will analyze comparable District salary and benefit data for each employee group (classified, certificated, and management).
13.5	Human Resources	Outcome	New employees will have a positive experience through the onboarding process.
13.5.1	Human Resources	Metric	Annually, the Assistant Superintendent of HR will provide the Superintendent with an annual report of the onboarding surveys, which will include conclusions and recommendations.
13.6	Human Resources	Outcome	All staff will receive mandatory professional development.
13.6.1	Human Resources	Metric	Assistant Superintendent of HR will collaborate with appropriate staff members and assess professional development needs and report the results to the Superintendent or designee by July 1 of each year.

Priority/Control Number	Objective	Component	Task
14	New and Modernized Technology and Equipment	Objective	Maximizing federal, state and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, transportation vehicles, tractors, hand tools, 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.)
14.1	New and Modernized Technology and Equipment	Outcome	Students and staff will have access to appropriate and functional technology hardware.
14.1.1	New and Modernized Technology and Equipment	Metrics	Annually, the Director of Technology reports to the Assistant Superintendent of Educational Services that all technology hardware will have at least one (1) year of useful life.
14.1.2	New and Modernized Technology and Equipment	Metric	Annually, the Director of Technology and Director of Curriculum & Instruction will report to the Assistant Superintendent of Education Services the development of an annual staff technology survey.
14.1.3	New and Modernized Technology and Equipment	Metric	Annually, the Director of Technology will report to the Assistant Superintendent of Education Services the student to device ratio for the District by site location.
14.2	New and Modernized Technology and Equipment	Outcome	Students and staff will have access to the appropriate and up-to-date technology software.
14.2.1	New and Modernized Technology and Equipment	Metric	Annually, the Director of Technology and Director of Curriculum & Instruction will report to the Assistant Superintendent the results of the annual staff technology survey.
14.2.2	New and Modernized Technology and Equipment	Metric	Annually, the Director of Technology will certify to the Assistant Superintendent of Education Services that all software is up-to-date and secure.
14.3	New and Modernized Technology and Equipment	Outcome	The District will have functioning technology infrastructure.

14.3.1	New and Modernized Technology and Equipment	Metric	Annually, the Director of Technology will certify to the Assistant Superintendent of Education Services that all network technology equipment is functional and secure.
14.3.2	New and Modernized Technology and Equipment	Metric	Annually, the Director of Technology will certify to the Assistant Superintendent of Education Services that all infrastructure technology equipment is functional and secure.
14.4	New and Modernized Technology and Equipment	Outcome	Staff will be provided modernized, functional, and cost-efficient equipment.
14.4.1	New and Modernized Technology and Equipment	Metric	Annually, the Supervisor of Operations, Grounds, and Maintenance will certify to the Chief Business Officer that all equipment is modernized, functional and safe.
14.4.2	New and Modernized Technology and Equipment	Metric	Annually, the Supervisor of Transportation will certify to the Chief Business Officer that all District-owned vehicles and buses are modernized, functional and safe.
Priority/Control Number	Objective	Component	Task
15	Physical Health	Objective	Physical health is defined as the condition of the body, taking into consideration everything from the absence of disease to fitness level, lifestyle, diet, level of physical activity, behavior (for instance, smoking) and nutritional health. Health literacy 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.
15.1	Physical Health	Outcome	All students will have access to the required health curriculum.
15.1.1	Physical Health	Metric	Annually, Principals will report to the Director of Curriculum & Instruction that all students will have access to the required health curriculum.
15.2	Physical Health	Outcome	All students will have the state mandated immunization, screening, and physical requirements met before entering school unless exempted by the State of California.
15.2.1	Physical Health	Metric	Annually, District nurse(s) will certify to the Director of Student Services that all students in TK/K and 7 th grade have the required immunizations.
15.2.2	Physical Health	Metric	Annually, District nurse will certify to the Director of Student Services that required vision and hearing screenings are completed upon entering TUSD or in TK/K, 2 nd , 5 th , 8 th , and 10 th grades.

15.2.3	Physical Health	Metric	Annually, District nurse(s) will certify to the Director of Student Services that all students entering TK/K have provided physical forms and oral reporting forms by March 31 st of the student's first grade year (or upon entering TUSD).
15.3	Physical Health	Outcome	All students will have access to meals that are deemed healthy by federal guidelines.
15.3.3	Physical Health	Metric	Annually, the Manager of Child Nutrition will certify to the Chief Business Officer that the Wellness Committee has met to review FDA guidelines and reviewed and revised the TUSD Wellness Plan.
15.4	Physical Health	Outcome	Schools will adhere to the Child Wellness Guidelines for food and beverages that are deemed appropriate to be on campuses by the Department of Agriculture.
15.4.1	Physical Health	Metric	Annually, the Manager of Child Nutrition will certify to the Chief Business Officer that Principals are informed of what nutritional items are allowable to serve during secondary school site extracurricular and/or fundraising events.
15.5	Physical Health	Outcome	The District will adhere to all state mandated training in regard to the administration of emergency medications on school grounds.
15.5.1	Physical Health	Metric	Annually, District nurse(s) or designee will certify to the Director of Student Services that state mandated trainings for staff to administration emergency medications on school grounds have occurred.
Priority/Control Number	Objective	Component	Task
16	Student Decision Making & Behavior	Objective	Student decision making and behavior are the core of school/District culture, as demonstrated by students making choices and assessing/selecting the best choice resulting in safe, respectful, and responsible actions. A District's culture is measured and defined by its student attendance, suspension/expulsion rates, and the implementation of evidence-based practices.
16.1	Student Decision Making & Behavior	Outcomes	All students will attend school daily.
16.1.1	Student Decision Making & Behavior	Metric	Monthly, Principals will certify to the Director of Student Services that attendance levels are maintained at 95% or higher across the school(s).
16.2	Student Decision Making & Behavior	Outcomes	Suspension/Expulsion rates for all students, including subgroups, will decrease across the school District
16.2.1	Student Decision Making & Behavior	Metric	Annually, Principals will report to the Director of Student Services the suspension rates including sub groups.

Priority/Control Number	Objective	Component	Task
17	Alternative and Optional Programs	Objective	Programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families to meet their educational goal. Examples include continuation school, summer school, extended school year for SPED, after school enrichment and tutorial programs.
17.1	Alternative and Optional Programs	Outcome	All students enrolled in the alternative program (continuation school) will graduate on time.
17.1.1	Alternative and Optional Programs	Metric	Annually, the Principal will certify to the Assistant Superintendent of Education Services the graduation percentage.
17.1.2	Alternative and Optional Programs	Metric	At the end of each quarter, Counselors will report to the Principal the percentage of students on academic probation.
17.2	Alternative and Optional Programs	Outcome	Students will be provided with optional services that support their educational needs.
17.2.1	Alternative and Optional Programs	Metric	Annually, Principals will report to the Director of Curriculum & Instruction that students have access to tutoring.
17.2.2	Alternative and Optional Programs	Metric	At the end of the 3 rd quarter, the high school Principals will report to the Director of Curriculum & Instruction the students who will need an alternative placement.
17.2.3	Alternative and Optional Programs	Metric	Each semester, the Principal of the Comprehensive High School or Alternative High School will report to the Director of Curriculum of Instruction the referrals and enrollment to the Alternative High School.

Priority/Control Number	Objective	Component	Task
18	Community Outreach and Partnerships	Objective	Community Outreach and Partnerships and involvement in providing support to the District and/or each school site. Examples of such involvement include governmental partnerships, college partnerships, industry partnerships, community-based organizations, and community sponsored clubs and activities for students and families.
18.1	Community Outreach and Partnerships	Outcome	Through community partners, students will have access to educational, social emotional, and/or enrichment opportunities.
18.1.1	Community Outreach and Partnerships	Metric	Annually, Principals will report to the Director of Student Services the community partners connected to their school, with a minimum number of 2 community partners per site.
Priority/Control Number	Objective	Component	Task
19	Student Transitions	Objective	Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Elementary School to Middle School, Middle School to High School, and High School to College and Careers. Additional transitions include grade-level to grade-level, starting in first grade.
19.1	Student Transitions	Outcome	Students will successfully transition through each of the transitional educational stages: home/preschool to transitional kindergarten/ kindergarten, elementary school to middle school, middle school to high school, and high school to college/career.
19.1.1	Student Transitions	Metric	Annually, Principals will report to the Director of Curriculum & Instruction the number of incoming students in TK/K, 6th, and 9th grade attending transition/orientation events.
19.1.2	Student Transitions	Metric	Annually, 97% of high school students will graduate in four years with a diploma.
19.2	Student Transitions	Outcome	Students will have access to a Back-to-School orientation or Back-to-School night.
19.2.1	Student Transitions	Metric	Annually, Principals will report to the Director of Curriculum & Instruction the schedule and means of communicating Back-to-School orientation and events to the community.

ACRONYMS & TERMS

"A-G" Requirements

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

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

"A-G" Subjects

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

AP: Advanced Placement

ASVAB: Armed Services Vocational Aptitude Battery

CALPADS: California Longitudinal Pupil Achievement Data System

CASSPP: California Assessment of Student Performance Progress

CCSS: Common Core State Standards

CTE: Career Technical Education

ELD: English Language Development

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:
- 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