



2021-2026
STRATEGIC PLAN
IMPLEMENTATION UPDATE
July 2023



June 22, 2023
Corona-Norco Unified School District
California

Dear CNUSD Students, Staff, Families, and Community Members,

In early 2021, as we found ourselves in a unique period of our District's history, we set out to finalize our 2021-26 Strategic Plan. During the six-month planning process, over 1,000 students, staff, families, and other District stakeholders made significant contributions to guide our work in CNUSD. We knew that creating a strong roadmap for our future was critical to ensure we could build on our successes, learn from our challenges, and continue creating learning environments where students could thrive.

In June 2021, the 2021-26 Strategic Plan was adopted by our Board of Education. Over the past two years, we have utilized this plan to guide our efforts in providing the best educational experience for students in the Inland Empire.

We now find ourselves at the midway point of this plan and, while our goals and objectives largely remain the same, we have reorganized our indicators and milestones to provide further clarity and accountability.

This plan will continue to be a living, breathing document and we hope it helps provide our staff, students, and community with clarity and confidence in the work we are doing here at CNUSD.

We look forward to continuing our work in making this plan a reality for our students, staff and community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sam Buenrostro'.

Dr. Sam Buenrostro, Ed.D.
District Superintendent



Mary Helen Ybarra
President
Trustee Area 3



Bill Pollock
Vice President
Trustee Area 5



Dr. Jose Lalas
Clerk
Trustee Area 1



Stacy Nicola
Board Member
Trustee Area 4



Chris Raahauge
Board Member
Trustee Area 2



MISSION, VISION, VALUES

Our strategic plan is grounded in the District’s vision for our future, the mission of our work, and the values we live by to support our students each and every day.

Our VISION is that ...

Every student has the knowledge, skills, motivation, and resilience to thrive in a diverse global community.

Our MISSION is to ...

Provide high-quality education to meet each student’s academic, social, and emotional needs. To accomplish this, we employ well-trained staff, promote family and community involvement, and create a safe and supportive learning environment.

We VALUE and strive to be ...

- **Students First:** Our students’ needs and safety are always our first priority.
- **Accountable:** We act with integrity, honesty, and transparency.
- **Collaborative:** Strong relationships are key to our success. We aim to create a healthy work environment based in respect, empathy, and constructive debate.
- **Inclusive:** Diversity is a core strength of our community. We strive to provide an equitable learning environment where everyone—regardless of ability, culture, gender, sexual orientation, socioeconomic status, race, or religious beliefs—can thrive and feel valued.
- **Innovative:** In our pursuit of excellence and equity, we take bold actions, explore innovative ideas, and have the courage to meet the diverse needs of our community.
- **Aligned:** As members of a unified school system, we work together to make strategic decisions, use our resources intentionally, and create a sustainable future for our students.



STRATEGIC GOALS

With input from our students, families, community members, and staff, the District has set the following strategic goals to guide our work for the next five years.

1 • Academic Excellence

Ensure all students have opportunities to achieve a high level of academic success.

2 • Student Well-Being

Provide all students the tools, resources, and support they need to manage mental health challenges.

3 • Equity

Reduce inequitable outcomes for students and staff by incorporating equity practices across all District operations.

4 • Effective Governance

Improve the efficiency and effectiveness of the District's leadership and internal operations to support staff, students, and the extended school community.

Strategic Plan Implementation Stages

Color-Coded Key



EXPLORATION



DESIGN &
INSTALLATION



INITIAL
IMPLEMENTATION



FULL
IMPLEMENTATION



STRATEGIC DIRECTION

1 • Academic Excellence

Ensure all students have opportunities to achieve a high level of academic success.

OBJECTIVES AND STRATEGIES

A. Opportunity Gap: Close the identified opportunity gap by providing additional support to students who are not meeting academic standards.

- A1. Support students who are not reading at grade level by third grade, by providing interventions across all school sites in the District.
 - Performance Indicators: Percent of students meeting reading standards, by grade and school, using universal screening data.
 - Milestone Measures: Provide dedicated teachers on special assignment (TSAs) at each elementary school to support staff and students.
Professional learning for all teachers in research-based best practices for teaching literacy.
Development of the definition of Common Assurances all students must receive.
- A2. Support students who are not meeting math standards by first grade, by providing interventions across all school sites in the District.
 - Performance Indicators: Percent of students meeting math standards, by grade and school, using universal screener data.
 - Milestone Measures: Provide dedicated math teachers on special assignment (TSAs) at selected schools to support staff and students.
Professional learning for all teachers in research-based best practices for teaching math.
- A3. Increase the number of site-based teachers on special assignment (TSAs) to support interventions.
 - Performance Indicators: Ratio of staff dedicated to providing site support and interventions to students identified in need.

- Milestone Measures: The addition of one full-time TSA at each elementary school.

● A4. Expand in-school and after-school interventions with a focus on the secondary level.

- Performance Indicators: Number of students participating in after-school interventions (in-person and virtual).

Number of students passing courses due to intervention classes (in-person and virtual).

- Milestone Measures: Total number of intervention courses offered at comprehensive high schools.

Total number of courses offered in a centralized virtual program.

● A5. Ensure the District's credit recovery program is centralized and includes district-wide expectations for progress monitoring and communication with stakeholders.

- Performance Indicators: Increase in graduation rate.

Credit recovery success rate.

- Milestone Measures: Evaluate the need for English learners (EL)/special education students to use the 180-credit graduation requirement at comprehensive high schools.

Utilize the 180-credit graduation requirement for the Academy of Innovation, as needed.

Development of credit recovery classes at all comprehensive high schools.

Development of a centralized online credit recovery program.

Development of specialized/focused credit recovery options for targeted subgroups to help close the gap.

Creation of a system to allow high school students over the age of 18 to access our Adult Education Program to complete their goals.

● A6. Expand the use of the Advancement Via Individual Determination (AVID) program throughout the District.

- Performance Indicators: Percentage of students enrolled in AVID elective classes.

Percentage of students enrolled in AVID Excel classes.

Maintain or grow the number of AVID elective sections per secondary site (based on master schedule).

Increase the number of elementary schools offering AVID.

Increase the number of students enrolled in AVID for 3+ years and accepted into a two-year college.

Increase the number of students enrolled in AVID for 3+ years and accepted into a four-year college.

- Milestone Measures: Given facility and staffing limitations, all schools will maintain or increase the number of students enrolled in AVID by 5 percent.

- A7. Develop a district-wide systematic plan to ensure first best instruction with a focus to accelerate learning.
 - Performance Indicators: Increased English Language Arts (ELA), math, and science scores, as indicated by state and district assessments.
Decreased referrals to Academic Tiers 2 and 3.
 - Milestone Measures: Professional learning for all elementary teachers in research-based literacy strategies as part of the Multi-Tiered System of Supports (MTSS) structure.
Develop and implement a multi-year Professional Learning Plan with a focus on math, literacy, rigor, communication and equitable practices in the classroom.
Professional learning for all teachers in Professional Learning Communities (PLC) and implementing cycles of inquiry with a focus to increase instructional success of all students.
Increase TSAs assigned to school sites for academic intervention and support of PLC work.

- B. Consistent Student Experience: Ensure that each school in the District operates with consistent baseline service levels for all students and a Multi-Tiered System of Supports.**

- B1. Define the core services all students must receive, regardless of school.
 - Performance Indicators: District website will display clear common assurances for all students.
 - Milestone Measures: Student Services/Educational Services Divisions have a clearly defined pyramid of interventions in the area of Social and Emotional Learning (SEL) and academics.

- B2. Continue efforts to build and implement MTSS district-wide.
 - Performance Indicators: Increase in students' success at the Tier 1 level. Decrease in students requiring Tier 2 and Tier 3 services.
Increase in student attendance rates.
Decrease in student suspensions and expulsions.
Increase in scores on District screeners, as well as District and statewide assessments.
 - Milestone Measures: Consistent use of Access/Match Fit Process across school sites.
All sites attending Communities of Practice to continuously add interventions to sites based on need.
Sites use data to determine site level needs; ongoing progress monitoring for students who are receiving interventions.
All sites will embed Character Education and Restorative Practices into their Tier 1 processes.

- B2a. Define consistent behavioral expectations for students and staff and share them with the broader school community.

- Performance Indicators: Decrease in suspensions and expulsions as a whole and within subgroups.
Consistency in application of disciplinary consequences across school sites.
- Milestone Measures: Implement and train staff on the use of new behavior guidelines.
Increase the availability for school sites of behavior intervention and strategies to meet student needs.
Establish a restorative intermediate school expellee program at a comprehensive intermediate site.

B2b. Ensure all schools have access to consistent and appropriate interventions for students who need additional support.

- Performance Indicators: Increased English, math and science scores as indicated by state and District assessments.
Decreased number of students in need of Tier 2 interventions for academics.
- Milestone Measures: Increase number of teachers delivering in-class, timely intervention based on formative assessment data.
Increase number of teachers using District provided intervention tools regularly to benefit students.
Increase TSAs assigned to school sites for academic intervention and support of PLC work.
Increase number of students accessing online interventions offered in ELA and math.
Decrease number of students requiring Tier 2 interventions to access grade level standards.
All K-12 counselors will provide common presentations regarding SEL, college and career, and academic expectations and success.
Provide K-12 counseling services consistently across the District.
Train staff to provide academic interventions to students as measured by School Counselor Implementation Plan (SCIP).

B2c. Provide MTSS training to staff members on an annual basis.

- Performance Indicators: Increase in percentage of staff that are trained annually in the MTSS process.
- Milestone Measures: School sites participate in Communities of Practice and other job-specific professional development provided for all staff.
Sites use data for decision-making in Tier 1 and Tier 2.
Sites use Access/Match Fit Process a minimum of 4 times per school year.
Establish annual training for site level leaders that includes Title IX, discipline, suspensions and expulsions, parent engagement, supports for homeless and foster

students, and Tier 1 and Tier 2 processes.

- B2d. Clearly articulate the roles and responsibilities of teachers and staff to engage in this work and provide Tier 1 interventions.

- Performance Indicators: All elementary teachers trained in the Science of Learning. Evidence of classroom implementation of first best instruction methods.

100 percent of teachers in grades 6-8 trained on the digital math intervention tool, ALEKS.

Decrease in the number of students requiring Tier 2 services.

Improvement in student achievement outcomes on District assessments throughout the year.

- Milestone Measures: Percentage of teachers and staff participating in trainings.

Provide multiple ways to ensure all teachers attend trainings.

Establish annual staff training on behavior and discipline.

- B3. Continue efforts to expand Career Technical Education (CTE) programs - with a focus on programs that culminate in certification - across all schools in the District.

- Performance Indicators: Increased number of students earning certification in an industrial sector.

Increased number of K-12 counselors who participate in the Counselor Leadership Academy.

Increased number of students enrolled in CTE courses.

- Milestone Measures: Expand CTE outreach and career exploration to elementary.

- B4. Develop and implement a TK-12 comprehensive assessment plan that includes systematic ways to measure and monitor student learning.

- Performance Indicators: Percentage of students scoring Standard Met and Exceeded in ELA/literacy and math as measured by Lexile/Quantile on the District's universal screener.

Percentage of students scoring Standard Met and Exceeded on the CAASPP Tests - ELA/literacy, math and California Science Test (CAST).

Percentage of students scoring Standard Met and Exceeded on the SBAC ELA/literacy and math.

Percentage of students scoring Standard Met on the California Alternate Assessment (CAA), ELA/literacy, math and science.

Number of schools showing positive performance by earning "Green" or "Blue" designation for each state indicator on the CA School Dashboard beginning in December 2023.

- Milestone Measures: Development of standards mapping per trimester/semester that are aligned to the interim/summative assessments.

Percentage of teachers attending professional learning on research- based best practices in literacy by grade and strand for TK-12.

Provide professional learning to develop a deeper understanding on the various ways to use data to support instructional decisions.

Utilize District data and tracking to monitor progress toward meeting goals.

C. Flexible Learning Options: Provide a variety of learning options to best meet individual needs of students and families.

- C1. Define and document alternative education options across the District, including the target student profile for each.
 - Performance Indicators: Percent of subgroup enrollment in alternative education to districtwide enrollment percentages.
 - Milestone Measures: Completion of documentation outlining alternative education options and related target student profiles.
 - Training of staff on alternative education programs/profiles.
 - Marketing of programs/profiles of study.
- C2. Gather information directly from students, families, and future community employers to inform the development of alternative education options.
 - Performance Indicators: Increase the number of students utilizing alternative education programs to access viable postsecondary education.
 - Milestone Measures: Survey students and families on programmatic requests for our alternative education program.
 - Solicit community feedback regarding our alternative education programs to ensure they meet the needs of community employers.
- C3. Creation and application of a consistent process to approve student transfers to alternative education programs.
 - Performance Indicators: All transfers go through a team process four times per year.
 - Increase credits achieved by alternative education students.
 - Increase in overall graduation rate.
 - Increase in credit accrued at alternative education versus home school sites.
 - Milestone Measures: Implement a consistent process to approve student transfers to alternative education programs.
 - Conduct quarterly meetings initiated by site counselors to review individual students and make decisions on placement.

D. Technology: Expand the use of educational technology to enhance students' academic experience and promote digital citizenship.

- D1. Develop an educational technology strategic plan to guide the District's work in this area. The plan may address strategy for the use of educational technology within schools/curriculum, resources and devices, professional development, sustainable funding, and technology support.
 - Performance Indicators: Utilize Future Ready Schools Framework to develop CNUSD Educational Technology Strategic Plan and track its implementation.
 - Milestone Measures: Define Year 1, Year 2 and Year 3 more specifically with Common Core Minimum Ed Tech Proficiency Standards.
- D2. Provide mandatory professional development opportunities to staff on the use of educational technology to support student learning.
 - Performance Indicators: Increase use of Ed Tech platforms by teachers and students, as measured annually.
 - Milestone Measures: Ensure that minimum Ed Tech Proficiency Standards will be demonstrated in all educational settings.
- D3. Increase the availability of technical support services for staff, students, and families.
 - Performance Indicators: Frequent review of employee and community satisfaction ratings for District technical support.
 - Milestone Measures: Decrease the minimum turnaround time for closure of IT and Ed Tech service tickets.
- D4. Increase the use and availability of data-informed practices (data literacy) that facilitate continuous improvement.
 - Performance Indicators: Utilize Plan-Do-Study-Act (PDSA) Cycle for successful and sustainable data.
 - Milestone Measures: Ensure a successful rollout of framework.

E. Family Engagement: Continue efforts to build stronger relationships between District staff and student families by providing clear communication, family resources, and engagement opportunities.

- E1. Conduct an annual family engagement survey to track satisfaction with the District's services and identify needs.
 - Performance Indicators: Increase in student and/or family satisfaction rating of District community and operations.
 - Milestone Measures: Complete and proctor a family engagement survey.

- E2. Explore options to expand the distribution of District communications in languages other than English and Spanish.
 - Performance Indicators: Increased number of deliverables in top three spoken languages.
 - Milestone Measures: Develop options to expand the distribution of District communications in languages other than English and Spanish (for translation of materials for district-wide communication).

- E3. Regularly review and update all District-hosted websites to ensure families can easily access information and resources.
 - Performance Indicators: Percentage of websites redesigned annually.
Number of website change requests accomplished per year.
 - Milestone Measures: Conduct a needs assessment for District Multimedia Specialist.
Develop a school website needs assessment.

- E4. Continue to hold regular meetings with the following district advisory committees to seek parent input: Parent Advisory Committee, District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC) supporting students with disabilities, District Advisory Council (DAC), and the Corona Norco PTA Council.
 - Performance Indicators: Count of District parent-committee meetings per year and parent attendance.
 - Milestone Measures: Keep a catalog of minutes of various parent groups.
Create Board Policy for parent groups.
Outface dashboard/website of parent feedback systems.

- E5. Continue to partner with community and parent groups (including but not limited to JCSD, YMCA, and Parks and Recreation) to provide opportunities for all families across the District.
 - Performance Indicators: Percent of students enrolled in CNUSD’s Expanded Learning Opportunity Program (ELO-P) and outside programs.
Attendance analysis reports on enrolled students.
Student and family satisfaction ratings on site and District surveys.
 - Milestone Measures: Develop and implement district-wide Expanded Learning Opportunity Program Work Groups.
Continuous evaluation of the ELO-P plan.
Conduct a needs assessment for families of unduplicated students.
Complete enrichment cycles in collaboration with outside agencies.
Implement both mandatory and optional professional learning for internal and external employees.

Develop and implement a district-wide powerful partnership program with high school clubs and organizations.

E6. Track data/feedback coming from the Parent Center to identify needs and potential solutions that could be implemented across school sites.

- Performance Indicators: 100 percent of visitors to Parent Center are checked in with a reason code so that Parent Center can make decisions using data.
- Milestone Measures: Track Parent Center interactions using “Team Response to Support” document.

Annually produce a report for school sites that includes the reasons parents are visiting the Parent Center so that sites can build their own toolkit to help parents.

Implement a Match/Fit Process for Parents through site referrals and the SARB process to identify needs regarding behavior, attendance, and homelessness.

Assign a case manager to each family for follow up and site communication.

Assign a Parent Center team member to all SARB cases for follow up.

Provide community assistants to support growing needs at CNUSD’s Parent Center.

Disseminate LCAP survey to stakeholders annually to plan and disaggregate needs.

2 • Student Well-Being

Provide all students the tools, resources, and support they need to manage mental health challenges.

OBJECTIVES AND STRATEGIES

F. Student Mental Health: Increase proactive mental health support and ensure resources are available to all students.

- F1. Provide a comprehensive MTSS (see the Consistent Student Experience section for more details), including clear expectations for teachers and staff on their role to provide Tier 1 support to students experiencing mental health challenges.
 - Performance Indicators: Number of classroom presentations by counselors based on student grade level.
 - Increased percentage of teachers who have attended trainings such as Capturing Kids Hearts (CKH), Social Emotional Academic Learning (SEAL), monthly SEL training and Restorative Practices (RP).
 - Coaching trauma informed practices for staff.
 - Improved student and/or family ratings of District mental health supports.
 - Decrease in Tier 2 counseling referrals.
 - Utilization of data to increase Tier 1 classroom presentations.
 - Milestone Measures: Implement a comprehensive TK-12 counseling program.
 - Ensure that all students have access to counseling classroom presentations (Tier 1) and mental health support (Tiers 2/3).
 - Implement mandatory professional development for all employees related to supporting student mental health.
- F2. Within the first year of adopting the 2021–2026 Strategic Plan, create a strategy to increase the number of staff that support student mental health. The strategy may include goals like providing a counselor for each elementary school.
 - Performance Indicators: Improved student and/or family ratings of District mental health supports on survey.
 - Milestone Measures: Conduct an annual evaluation of data for additional mental health supports and funding sources for consistent tiered services that are responsive to districtwide needs.

Continue to evaluate the use of school psychologists and their availability to provide mental health supports to students.

Hire classified management social workers to help with Tier 3 student/family needs.

Ensure that all students have access to counseling classroom presentations (Tier 1) and mental health support (Tier 2 and Tier 3).

- F3. Provide universal and mandatory professional development to ensure teachers and staff are equipped to work with all students, which may include:
 - MTSS roles and responsibilities
 - Trauma-informed education
 - Social and emotional wellness
 - Universal Design for Learning
 - Restorative practices
 - Performance Indicators: Percent of teachers trained in above mandatory professional development areas.
 - Milestone Measures: All sites will attend MTSS Tier 1 and Tier 2 trainings.
SEAL training to be offered and pre-post feedback data will be used from those sites on the use of Social Emotional Learning in academic topics.
Increase in sites attending SEAL training.
Increase use of MTSS coaches at sites.
- F4. Continue developing a comprehensive TK–12 counseling program.
 - Performance Indicators: Increase in ratings from parent/community on school counseling programs as measured by survey.
 - Milestone Measures: Annual completion of School Counselor Implementation Plan (SCIP) by all counselors that includes yearly calendar and goals for academics, college and career, social-emotional, and student outcomes.
Goals met in School Counselor Implementation Plan (SCIP).
Implement a comprehensive TK-12 counseling program.
Increase vertical articulations of counseling services across school levels.
Increase the number of secondary sites that facilitate a counselor advisory group to engage parents in giving feedback on how they view the counseling programs at their school.
- F5. Continue to provide education and resources to students that focus on social-emotional well-being.
 - Performance Indicators: 10 percent annual increase in staff trained in SEL/RP topics (Tier 1 classroom presentations).
Increased staff implementation of SEL through curriculum.

- Milestone Measures: Increase the utilization of school counselors to plan/train teachers on classroom based SEL strategies.
 MTSS TSAs coach and support classroom teachers using SEL strategies with academic curriculum.
 Integrate climate and culture feedback in classroom walkthroughs.
 Create internal tools to measure fidelity of SEL implementation in classrooms.
 Provide SEAL Training.
 Provide ongoing support to sites on training their staff on various character education programs.

G. Safety: Ensure students can benefit from, and contribute to, a psychologically safe school community.

- G1. Define consistent behavioral expectations for students and staff and share them with the broader school community (see the Consistent Student Experience section for more details).
 - Performance Indicators: Decrease the percentage of students with disciplinary referrals and referrals for major offenses.
 - Milestone Measures: Publish a new behavior guideline.
 Train staff on new behavior guidelines.
 Begin tracking calls for site support related to behavioral concerns.
 Evidence of consistent Tier 1 and Tier 2 interventions before Tier 3 referrals.
 Create a portrait of a graduate to include pro-social skills necessary for post-secondary success.
 Create feedback loop(s) regarding implementation of behavior guide.
- G2. Review and update the Comprehensive School Safety Plans and student training drills that are developmentally appropriate.
 - Performance Indicators: 100 percent of schools utilizing fully trained site safety teams.
 - Milestone Measures: Increase involvement of law enforcement, fire department and District Office administrator in the review of District plans.
 Implement four lockdown/active shooter drills per year at every school: one earthquake/fire drill per month at the elementary sites, and one per semester at the secondary sites.
 Utilize Department of Safety and Security to help provide accountability for school safety drills.
- G3. Train school site safety teams on the development and implementation of site Comprehensive School Safety Plans to ensure consistent district-wide protocols and practices.

- Performance Indicators: 100 percent pass rate on all school site safety plans as determined by District administration, law enforcement and fire department.
- Milestone Measures: Review of Comprehensive School Safety Plans and student training drills through a trauma-informed, developmentally appropriate lens.
Create cohorts of administrators to build site leadership capacity for safety/security procedure and best practices.

● G4. Provide all students Digital Citizenship learning opportunities.

- Performance Indicators: 95 percent of K-12 students complete the Digital Citizenship training.
- Milestone Measures: 80 percent complete Digital Citizenship training by the 40th day of school.

● G5. Explore options to provide student, staff, families, and/or community training on student safety issues, like the signs of cyberbullying, online safety, drug safety, and overdose prevention.

- Performance Indicators: Percent of students provided Digital Citizenship opportunities.
Increase in number of families trained on the impacts of cyberbullying and online safety.
100 percent of sites complete student Fentanyl awareness presentations.
Decline in students on California Healthy Kids Survey who have used vape or taken pills.
Increase in the number of sites that offer parent education through the Parents on Point program.
- Milestone Measures: Create yearly plan for outreach and monthly focus for students/staff/community.
All sixth grade and high school students receive vape prevention curriculum.

3 • Equity

Reduce inequitable outcomes for students and staff by incorporating equity practices across all District operations.

OBJECTIVES AND STRATEGIES

H. Employee Training: Ensure all District employees have a strong working knowledge of diversity, equity, and inclusion practices.

H1. Provide universal and mandatory professional development around diversity, equity, and inclusion practices, potentially including:

- How the District defines and implements equity
- Anti-racist practices
- Culturally responsive practices
- Universal Design for Learning
- Trauma-informed education

- Performance Indicators: Percentage of employees attending and/or completing professional development related to diversity, equity, and inclusion practices district-wide and by site.
- Milestone Measures: Define essential first-year trainings.

Identify audiences and expected outcomes.

Identify presentation topics and modules.

Identify presenters.

H2. Incorporate behavioral expectations related to creating a welcoming and inclusive environment.

- Performance Indicators: Percent of community, employees, and students who feel welcome and included at school and District worksites.
- Milestone Measures: Implement mandatory professional development related to diversity, equity, and inclusion practices.

Review and revise current employee handbooks to include behavioral expectations of inclusivity.

Create surveys for community, employees and students to obtain feedback on welcoming and inclusive environments at school and District worksites.

I. Systems and Processes: Align systems and processes with the District's value of inclusion and research-based best practices.

- I1. Develop an equity framework that can be used to assess initiatives and decisions and develop an Equity Rubric to assess the District and individual school site initiatives.
 - Performance Indicators: Number of initiatives that are reviewed through Equity Framework.
 - Milestone Measures: Develop an Equity Framework.
Develop Equity rubric to evaluate new initiatives.
Create a District implementation team using the equity rubric.
- I2. Ensure efforts to build and implement the MTSS that is reviewed through the equity framework.
 - Performance Indicators: All sites review their Tier 1 and Tier 2 team processes and data to increase alignment with Equity Framework.
 - Milestone Measures: Review of the MTSS implementation through the Equity Framework.
Develop an Equity Framework to look at all District initiatives.
- I3. Review and update Board policies through the Equity Framework.
 - Performance Indicators: Number of policies reviewed by division utilizing the Equity Framework.
 - Milestone Measures: Develop an Equity Framework.

J. Employee Representation: Work toward achieving a representative workforce within the District that better reflects the diversity of the students we serve.

- J1. Track and report on workforce racial and gender diversity. This work may include redesigning processes to ensure data is gathered in a consistent manner.
 - Performance Indicators: Workforce racial and gender diversity in comparison to the general student body.
Workforce racial and gender diversity by school, division, and/or position type.
 - Milestone Measures: Review of District hiring practices with HR staff and administrators.
Share annual data with Cabinet and Board of Education on workforce racial and gender diversity.
- J2. Review the District’s recruitment practices and make adjustments to begin aligning the racial and gender representation levels among all applicant pools to more closely reflect the diversity of the general student body.
 - Performance Indicators: Workforce racial and gender diversity in comparison to the general student body.
Workforce racial and gender diversity by school, division, and/or position type.
 - Milestone Measures: Review of District hiring practices with HR staff and administrators.
Share annual data with Cabinet and Board of Education on workforce racial and gender

diversity.

- J3. Create a mentoring program that can be used to coach skilled classified employees into other positions to promote personal and professional growth.
 - Performance Indicators: Participation of a diverse classified workforce in Classified Leadership Academies.
 - Milestone Measures: Develop a Classified Leadership Academy I and II.
Provide training for employees who want to serve as mentors.

K. School Curriculum: Ensure curriculum is aligned with the District’s value of inclusion and research-based best practices to increase equitable outcomes for students and staff.

- K1. Gather information directly from students and families to improve Universal Design for Learning (UDL) and ensure teaching and learning are relevant to students’ cultural experiences.
 - Performance Indicators: Student and/or family ratings/survey around UDL and relevancy of teaching and learning to students’ cultural experiences.
 - Milestone Measures: Implement mandatory professional development related to UDL and culturally relevant teaching.
Create student and/or family survey around UDL and relevancy of teaching and learning to students’ cultural experiences.
Collaborate with principals around what UDL and culturally relevant teaching looks like in the classroom.
- K2. Perform a curriculum diversity audit through use of the Equity Rubric to understand what areas of current curriculum are lacking in diverse representation.
 - Performance Indicators: Percent of current curriculum that has gone through a curriculum diversity audit.
Percent of current curriculum that has acceptable/significant diverse representations.
 - Milestone Measures: Develop an Equity Framework or redevelop the Equity Guide.
Update the Equity Rubric and Equity Board Policies.
Develop a diversity audit tool/process that supports the District's values of inclusion practices and diversity.
Implement ongoing diversity audits of curriculum.
Implement adjustments to the curriculum review process to support the District's values of inclusion practices and diversity.
- K3. Develop a curriculum review process to verify current or new curriculum supports

the District's values of inclusivity and equity.

- Performance Indicators: Percent of current curriculum that has gone through a curriculum diversity audit.
Percent of current curriculum that has acceptable/significant diverse representations.
- Milestone Measures: Develop an Equity Framework or redevelopment of the Equity Guide.
Develop a diversity audit tool/process through use of the Equity Rubric that supports the District's values of inclusion practices and diversity.
Implement ongoing diversity audits of curriculum.

L. Digital Divide: Close the digital divide for students.

L1. Continue to ensure every student is equipped with an up-to-date learning device.

- Performance Indicators: Number of checked out devices/enrolled students = 95 percent.
Number of available District spare Chromebooks at any given time is greater than 5 percent of the number of total issued devices.
Number of repaired Chromebooks per month is enough to meet the spare needs.
Number of replaced Chromebooks (working Chromebooks exchanged for new Chromebooks) = 15,000 per school year.
- Milestone Measures: Ensure we have enough devices and spares for every student in the District.
Develop a metric to determine how many student Chromebooks we need to order every school year.
Establish a four-year device refresh cycle.

L2. Provide hot spots for all socio-economically disadvantaged (SED) households who state they need internet at home.

- Performance Indicators: Percentage of SED households who have expressed need.
Percentage of SED households who have expressed need and have been issued a hotspot.
- Milestone Measures: Illicit feedback from all SED households on home internet access needs.

Ensure all SED households who have expressed need have been issued a hotspot.

L3. Create a comprehensive device replacement plan and identify ongoing funding options to sustainably support this work.

- Performance Indicators: Percent of devices replaced by District funds and grants.
- Milestone Measures: Development of a comprehensive device replacement plan.

4 • Effective Governance

Improve the efficiency and effectiveness of the District’s leadership and internal operations to support staff, students, and the extended school community.

OBJECTIVES AND STRATEGIES

M. Leadership Collaboration: Increase alignment and collaboration between the Board of Education, administrative leadership, associations, and site-based management teams.

- M1. Utilize the strategic plan as the primary planning document for the District and bring other planning efforts (including annual work plans, annual Board priorities, and the Local Control Accountability Plan goals) into alignment.
 - Performance Indicators: Percentage of plans aligned with strategic plan.
 - Milestone Measures: Create annual infographic showing alignment of planning documents (including annual work plans, annual Board priorities, and the Local Control Accountability Plan goals) with the strategic plan.
- M2. Create a standard format and process to report progress on strategic goals and key initiatives to the Board of Education.
 - Performance Indicators: Two annual reports, one implementation update, and regular mail outs to the Board of Education.
Number of annual strategic plan updates and reports to the Board of Education.
 - Milestone Measures: Develop a standard format and process to report progress on strategic goals and key initiatives to the Board of Education.
Develop a progress monitoring system.
Create a Strategic Communication Plan with ongoing updates to the Board and community.
- M3. Develop a common rubric to review potential initiatives and ensure they are aligned with the District’s strategic goals.
 - Performance Indicators: Number of potential initiatives reviewed.
 - Milestone Measures: Pilot CNUSD evidence-based implementation steps.
Develop a CNUSD Implementation Framework/Checklist.
Develop a site-based management leadership group.
Develop a common rubric aligned to the District’s Strategic Plan to review potential

initiatives and connection to strategic goals.

- M4. Develop a site-based management leadership group to increase collaboration, provide input to administrative management, assist with the roll-out of new initiatives, and improve the consistency of communication.
 - Performance Indicators: Employee satisfaction ratings of leadership collaboration.
Number of initiatives vetted by site-based leadership group.
 - Milestone Measures: Pilot CNUSD evidence-based implementation steps.
Develop a CNUSD Implementation Framework/Checklist.
Develop a site-based management leadership group.
- M5. Provide ongoing leadership development opportunities for the Board and members of the District’s management team to clarify roles and responsibilities.
 - Performance Indicators: Frequency of retreats and workshops per year (two retreats/workshops with Board and three with Cabinet).
 - Milestone Measures: Number of Board retreats, Board workshops and management retreats.

N. Employee Engagement: Continue to be an employer of choice by providing quality professional development and support so all employees feel engaged and valued.

- N1. Develop a plan to address employee mental health.
 - Performance Indicators: Develop anonymous survey and record which services employees prefer/want more information about.
 - Milestone Measures: Send frequent (quarterly or monthly) notifications to all employees regarding available mental health resources.
Develop a plan to address employee mental health.
- N2. Provide executive coaching as needed for the District’s management team.
 - Performance Indicators: Number of District management team members participating in executive coaching.
Differentiated approach to executive coaching based on site needs.
 - Milestone Measures: Identify 3-5 coaching themes relevant to management team needs.
Identify and contract executive management coaches.
- N3. Continue to provide intensive support to beginning teachers through the implementation of the Teacher Induction Program.
 - Performance Indicators: Number of teachers completing the Teacher Induction Program in two years.

Accurate number of support providers to service new teachers in the induction program based on negotiated union contracts.

- Milestone Measures: Post induction support provider positions, as needed, based on number of new teachers and their credential type.

Monitor exit survey data.

Monitor Commission on Teacher Credentialing (CTC) completion data.

- N4. Develop a consistent district-wide onboarding process to assist new staff transitioning into CNUSD.

- Performance Indicators: Update onboarding process with data obtained from exit interviews. Track timelines between offers of employment and completion of onboarding.

- Milestone Measures: Develop exit interviews to track employee separations.

Institute a one-month check-in after onboarding has been completed.

Develop a consistent district-wide onboarding process that emphasizes the District's vision and strategic plan goals.

- N5. Create and support a staff mentoring program to enhance performance and provide career growth opportunities.

- Performance Indicators: Number mentorship hours in mentoring program.

Number of participants in mentoring program.

- Milestone Measures: Develop a staff mentoring program.

Develop a system for mentor pairing and recording mentorship hours.

Implement the Teacher Induction Program.

- N6. Review compensation levels for staff across the District at least once every three to six years.

- Performance Indicators: District within 75 percent of comparable districts in the annual review.

- Milestone Measures: Annual review of salary comparables.

Complete compensation review at least once every six years by job family/classification.

Report annually on compensation for comparable districts according to job family/classification cycle.

- N7. Increase professional development opportunities for classified staff.

- Performance Indicators: Increased employee satisfaction ratings on Best Workplace survey. Reduced turnover rate in specific high turnover positions.

- Milestone Measures: Annual review of Classified Leadership Academy (CLA) feedback.

Expand CLA to incorporate an advanced level - CLA II.

Offer diverse in-house and local professional development opportunities (Smooth Sailing, Winter Classified PD Event, CASBO).

Create and administer a survey on preferred professional development opportunities.

- N8. Create career roadmaps for all positions within the District.
 - Performance Indicators: Number of promotions within the career ladder.
 - Milestone Measures: Create career roadmaps for all positions within the District.

Report annually on career ladder and professional development opportunities according to job family/classification cycle.
- N9. Increase proactive communication from the Human Resources Department on employee-related issues.
 - Performance Indicators: Employee satisfaction ratings of communication within the District.
Employee satisfaction ratings of service from internal divisions.
Employee turnover rates by school, division, and/or position type.
 - Milestone Measures: Proctor District survey including Best Workplace survey.
- N10. Build strong and collaborative relationships with the District associations by continuing to develop employee capacity around interest-based problem solving.
 - Performance Indicators: Track quarterly incidents of complaints and/or grievances filed at the District level.
 - Milestone Measures: Schedule regular trainings for management and site representation in interest-based problem solving.
- N11. Provide meaningful performance evaluations to all employees on an annual basis. The evaluations should include career growth plans and goals.
 - Performance Indicators: Percent of employees receiving an annual performance evaluation.
 - Milestone Measures: Develop career growth plan components within the employee's evaluation.

0. Financial Stability: Continue to strengthen the District's long-term financial position to ensure core services can be sustainably provided.

- 01. Explore greater grant writing capacity across all departments.
 - Performance Indicators: Percent of operations funded via grant.
Increased ratio of grants awarded versus grant applications submitted.
 - Milestone Measures: Utilize a grant writing agency to seek additional grant opportunities.
- 02. Analyze District use of overtime to determine if changes can be made to reduce overtime and enhance the employee experience.

- Performance Indicators: Increased fill vacancy rate of daily absences.
Create a robust sub pool.
- Milestone Measures: Analyze District overtime usage.
Provide more comprehensive sub pool training.

● 03. Develop a long-term financial forecast to plan for the future.

- Performance Indicators: Receipt of a positive certification on triannual county oversight.
- Milestone Measures: Conduct triannual reviews to ensure all strategic plan initiatives are adequately forecasted.

Conduct triannual reviews of financial forecast for state compliance and financial solvency.

04. Increase student enrollment by:

● 04a. Developing a strategic marketing campaign. The campaign may focus on highlighting the District’s flexible options. For example: strategically marketing the District’s new virtual school program in order to allow families who may be considering alternatives to public school more flexible options within CNUSD.

- Performance Indicators: Student enrollment levels in specified programs and schools. i.e.: CTE enrollment, Academy of Innovation enrollment, etc.
- Milestone Measures: Develop a communication plan for the District’s flagship programs (Dual Language Immersion, Career Technical Education, positive school climate, athletics).

● 04b. Refreshing the CNUSD brand, website, and logo to ensure that visual and written communication is relevant and reflective of community needs.

Performance Indicators: Ongoing review and updating of CNUSD branded items to ensure compliance with brand standards.

- Milestone Measures: Develop training for Executive Leadership to push towards fidelity in consistent brand management.

Development and utilization of brand standards.

P. Community Engagement: Develop a culture of communication and trust with all community stakeholders.

● P1. Set and implement expectations for senior District leadership and the Board to continue to perform site visits and community engagement.

- Performance Indicators: Number of site visits conducted annually by the Board and Executive Cabinet.
- Milestone Measures: Number of scheduled site visits met.

Provide annual training for the Board in reference to social media best practices.

Prepare social media trainings.

P2. Set and implement expectations for site administration in terms of family communication.

- Performance Indicators: Family satisfaction ratings for District and site communications.
Number of administrative trainings related to effective family communications.
Social media analytics and event attendance.
- Milestone Measures: Disseminate LCAP survey.
Provide administrators with training on communications.
Establish training library of pre-recorded trainings.

P3. Ensure regular communication from the Superintendent to the school community, potentially including:

- Regular newsletters
- Quarterly messages to the community in video format
 - Performance Indicators: Number of Superintendent messaging videos.
Number of newsletters with Superintendent’s message.
 - Milestone Measures: Provide three to four videos per year and track viewership.
Review LCAP community survey results.
Conduct a needs assessment for District Multimedia Specialist II.

P4. Continue livestream of the Board of Education meetings.

- Performance Indicators: Viewership numbers.
- Milestone Measures: Complete upgrading broadcasting equipment as well as continual maintenance checks.
Review livestream logistical success.

P5. In order to strengthen community engagement and active family participation within schools, increase the number of District volunteers by:

Improving District-wide infrastructure to support and track all volunteers.
Identifying barriers to volunteering.

Providing a wide range of potential volunteer options for parents and families.

- Performance Indicators: Increase number of community volunteers.
Reduce the amount of time it takes to get a volunteer through the clearance process.
- Milestone Measures: Provide sites with comprehensive training on volunteer/chaperone process.

Evaluate need to implement and enhance parent volunteer programs such as Dads All In and Watch DOGS.

Create digital tracking system/database where sites and District office can obtain status of

in-progress volunteers.

Review/improve process utilizing outside fingerprint vendor.

Develop a feedback loop from sites and community on process and use of volunteers.

Provide adequate staffing/resources to improve the efficiency of volunteer onboarding.

Work with the Communications Department and PTA to market various volunteer options to our community.

P6. Continue efforts to develop and strengthen community partnerships with local businesses and organizations by creating additional opportunities for student internships, mentoring programs, and other avenues.

- Performance Indicators: Increase the number of direct partnerships with community and industry partners to create additional opportunities for student internships, mentoring programs, and other avenues.
- Milestone Measures: Create affiliation agreements.
Increase placements of youth apprentices.

Q. Technology Infrastructure: Maintain and improve the district-wide technology infrastructure and systems to effectively support all stakeholders.

Q1. Ensure foundational technical systems used by the District are secure and scalable to meet the ongoing needs of stakeholders.

- Performance Indicators: Adequacy of devices - quality and availability for staff and students.
Robust network infrastructure.
Adequate and responsive support.
- Milestone Measures: Annually review the four performance indicators.
Establish formal cycles for review and replacement.

Q2. Develop a cybersecurity strategy that improves the security and resilience of the District.

- Performance Indicators: Percent of users that have completed the annual mandatory cybersecurity training.
Percent of critical cybersecurity audit findings implemented.
Completion of annual tabletop exercises by Cybersecurity Incident Response Team.
- Milestone Measures: Establish an annual mandatory cybersecurity training.
Implement all critical cybersecurity audit findings.
Cybersecurity Incident Response Team to complete tabletop exercises.

Q3. Develop an IT project management framework to provide strategic alignment and ensure more refined strategies, outcomes, and processes.

- Performance Indicators: Establish a fully documented Project Management Institute (PMI)

Framework.

Percent (or number) of objectives that are associated with an active or completed project.

Average project completion satisfaction rating.

Project status counts (in progress, postponed, completed, cancelled).

- Milestone Measures: Apply framework in implementing five projects.

Ensure 80 percent of strategic plan objectives have been associated with an active or completed IT projects since the inception of the IT project management process.

Ensure that end of the school year average project completion satisfaction rating is 80 percent or higher.

Use the prior school year project status counts as a baseline for the upcoming school year.

- Q4. Develop a progress monitoring system using information management tools that can track, visualize, and display key performance indicators.

- Performance Indicators: Purchase monitoring tool.

Configuration, training and software pilot.

- Milestone Measures: Develop of a 1-3 year plan.

Utilize Year 1 as data gathering and configuration.

- Q5. Explore options to ensure the District has an adequate number of technical staff to maintain its infrastructure needs.

- Performance Indicators: Utilize Future Ready Leadership Strands to identify technical support needs using work order data (i.e. 7 days or less); database support needs using project request needs (i.e. on or before project end date) and infrastructure support needs using end-point to engineer ratio (i.e. 3 days or less).

- Milestone Measures: Annually review all indicators (6 days or less ticket resolution, on or before project end date, and 2 days or less for ticket resolution).

R. Physical Infrastructure: Maintain and improve District-owned buildings and physical infrastructure in an equitable and financially-sustainable manner.

- R1. Conduct a facilities needs assessment to identify disparities, find opportunities to increase utilization, and evaluate the need for a future bond measure.

- Performance Indicators: Polling rate of community support for future bond measure.

- Milestone Measures: Conduct walkthroughs with site-based leadership to identify potential needs and disparities.

- R2. Develop a comprehensive Capital Improvement Plan to ensure that District resources are being spent in the areas of highest need.

- Performance Indicators: Facility condition ratings of all District buildings.

- Milestone Measures: Develop a comprehensive Capital Improvement Plan.

● R3. Improve facilities to accommodate new instructional programs, like full-day kindergarten, virtual programs, and/or social-emotional programs.

- Performance Indicators: 100 percent of strategic plan initiatives are reflected in the facilities plan.
- Milestone Measures: Maximize use of site facilities to accommodate new programs (Dual Language Immersion, Expanded Learning Opportunities Program, calming rooms, full day Kinder).

● R4. Review policies and procedures for assigning budget resources and prioritizing infrastructure projects to ensure the District is equitably providing maintenance to current buildings.

- Performance Indicators: Creation of standards for turnaround for short term/long term projects.
- Milestone Measures: Review policies and procedures for assigning budget resources. Prioritize infrastructure projects to be completed.

Conduct a periodic review of the seven-year cycle indicated in the Facilities Master Plan.

Evaluate that buildings and infrastructure are systematically and equitably maintained within the appropriate timeframe guided by the Facilities Master Plan.



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CNUSD Employees

CNUSD Leadership

CNUSD Board of Education

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