

# Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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# Goal 1

## Goal Description

All students will be prepared for college and career and will be given equitable access to rich educational programs for economic, political, and social empowerment. EUSD scholars will acquire essential 21st Century skills, including collaboration, communication, problem-solving, critical thinking, and creativity.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Teacher Certifications	100% of teachers in the district are fully credentialed and appropriately assigned in their subject areas.	2% of teachers are not fully credentialed and 4% of teachers are not appropriately assigned in their subject areas.	93.18% of teachers are fully credentialed and appropriately assigned in 2025-26.	93.18% of teachers are fully credentialed and appropriately assigned in 2025-26.	100% of teachers in the district will be fully credentialed and appropriately assigned in their subject areas.
1.2	Williams Report	100% of students have access to CA State Standards-aligned instructional materials.	100% of students have access to CA State Standards-aligned instructional materials.	100% of students have access to CA State Standards-aligned instructional materials.	100% of students have access to CA State Standards-aligned instructional materials.	100% of students have access to CA State Standards-aligned instructional materials.
1.3	Graduation rate - CA School Dashboard	96.1% graduation rate per CA School Dashboard 2023.	94.4% in 2024 - declined by 1.6%, per CA School Dashboard.	Data is not available at this time.	In 2025 graduation rate was 95.7% - went up 1.2%, according to the CA School Dashboard.	100% graduation rate as evidenced on the CA School Dashboard.
1.4	Smarter Balanced Assessment Data - ELA, grades 3-5 as evidenced by DataQuest; Local Assessment Data for Gr. K-2	CAASPP: 38.19% met or exceeded standard in ELA in 2022-2023.  IReady, 2023-24:  63% on grade level.	CAASPP, 2024: 40.29% of students met or exceeded standard ; IReady: 2024-25 :  52% on grade level.	Data is not available at this time.	CAASPP, 2025; grades 3-5: 38% of students met or exceeded State Standards; Dibbles 2025, gr. k-2: 17.6% on level.	55% of students will meet or exceed standard in ELA in 2026-2027;  65% on-level in IReady.
1.5	Smarter Balanced Assessment Data - Mathematics as evidenced by DataQuest	34.62% met or exceeded standard for math in 2023.	35.54% of students met or exceeded standard in 2024 on Smarter-Balanced.	Data is not available at this time.	In 2025, 24.07% of all students met or exceeded Standard in mathematics in grades 3-5 (CAASPP); K-2 -	40% of students will meet or exceed standard for math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					17.6% on IReady (2025-26)	
1.6	Meeting A-G Requirements	39% of students met the A-G requirements in 2023	53% of 12th-graders met A-G requirements in 2023-24, per Dataquest.	Data is not available at this time.	All ESS students are enrolled in A-G courses. Percentage of students who met the requirement is not available at this time.	70% of 12th-graders will meet A-G requirements.
1.7	District-wide Change category in English Language Arts, as evidenced by the CA School Dashboard	24.6 points below standard in 2022-2023.	15.2 points below standard - increased 9.4 Points per CA School Dashboard 2024.	Data is not available at this time.	In 2025, 38.6 points below standard, per CA School Dashboard. Declined 23.4 points.	10 points below standard.
1.8	District-wide Change category in mathematics, as evidenced by the CA School Dashboard	79.7 points below standard in 2023.	79.5 points below standard -maintained 0.2 points, per CA School Dashboard 2024.	Data is not available at this time.	In 2025, 79.9 points below standard - maintained.	65 points below standard
1.9	Students with Disabilities Change category in ELA, per CA School Dashboard	97.7 points below standard in 2022-2023.	88.2 points below standard - increased 9.5 Points, per CA School Dashboard 2024.	Data is not available at this time.	In 2025, 96.5 points below standard - declined 8.2 points.	83 points below standard
1.10	Students with Disabilities Change category in math, per CA School Dashboard	140.5 points below standard in 2022-2023.	153.4 points below standard - declined 13 Points	Data is not available at this time.	In 2025, 149.3 points below standard - increased 4.9 points. To date, 20.3 % of SWD scored at or above grade level on IReady math tests.	125 points below standard

<b>1.11</b>	English Learners Change category in ELA, per CA School Dashboard	38.8 points below standard on the 2023 CA School Dashboard; 51.3% made progress toward proficiency.	45.8% made progress toward proficiency - declined 6.9% ; 45.3 made progress toward proficiency.	Data is not available at this time.	In 2025, Current English Learners: 85.6 points below standard - declined 11.9 points; Recently Reclassified English Learners - 6.2 points above standard - increased 5.4 points.	25 points below standard in ELA on CA School Dashboard; 60% of EL will make progress toward proficiency.
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<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
<b>1.12</b>	English Learners' Change category in math, per CA School Dashboard	85.5 points below standard on the 2023 CA School Dashboard.	88 points below standard - maintained -2.5 points on 2024 CA School Dashboard.	Data is not available at this time.	86.8 points below standard - maintained 1.2 points.	76 or less points below standard
<b>1.13</b>	Implementation of Integrated ELD strategies - data from Instructional Rounds/Learning Walks and principals' classroom observations	In 2023-24, 55% of general education teachers at the high school were observed implementing integrated ELD; 70% of middle school teachers and 75% of elementary teachers were observed implementing Integrated ELD strategies across content.	In 2024-25, 57% of general education teachers at the high school were observed implementing integrated ELD; 74% of middle school teachers and 76% of elementary teachers were observed implementing Integrated ELD strategies across content.	Data is not available at this time.	ESS - 75%; AYE - 80%; AYMS - 100%	At least 80% of the high school and middle school teachers and 100% of elementary teachers will be observed implementing integrated ELD.

<b>1.14</b>	Implementation of differentiation strategies - data from Instructional Rounds/Learning Walks and principals' classroom observations	in 2023-24, 60% of high school, 67% of middle school and 73% of elementary teachers are observed implementing differentiation strategies across content.  Total across sites: 67%.	In 2024-25, 67% of high school, 73% of middle school, and 74% of elementary teachers are observed implementing differentiation strategies across content .  Total across sites: 71%.	Data is not available at this time.	According to principals' observations, ESS - 60%; AYES: 75%; AYMS - 100%.	80% or more teachers at all sites will be observed implementing differentiation strategies across content.
<b>1.15</b>	Advanced Placement Examinations Scores of 3 or higher	42% of pupils achieved a score of 3 or higher in 2022-2023.	50% of students achieved a score of 3 or higher in 2023-2024.	Data is not available at this time.	In 2025, 30% of students placed at a score of 3 or higher on AP exams.	50% of students will achieve a score of 3 or higher on advanced placement examinations.
<b>1.16</b>	Designated ELD at ESS and AYMS - classroom observations and the data from Instructional Rounds/Learning Walks	In 2022-23, all teachers were CLAD certificated. 100% of students are receiving designated ELD. At	All the high school and middle school English learners are receiving designated ELD instruction from an	In 2025-26, students at ESS and AYMS are receiving designated ELD instruction from an ELD	In the 2025–26 school year, students at ESS and AYMS receive designated ELD instruction from an ELD specialist, while elementary students receive designated ELD instruction from their classroom teachers. At the elementary level, additional professional development is needed to strengthen teachers' capacity to deliver high-quality designated ELD instruction.	All eligible English learners will receive designated ELD instruction from an

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
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		Anna Yates all English learners receive designated ELD from either the ELD specialist, their classroom teacher, or via iReady. At the high school, about 75% of English learners are assigned to an ELD class lead by an ELD specialist based on the programming decisions made to best suit the individual students. The rest of the students receive this support from the core subject teachers who are also providing designated and integrated EL in their courses. All teachers provide integrated ELD instruction.	ELD specialist in 2023-2024. Elementary students are receiving instruction from their classroom teachers due to a vacancy of an ELD Coordinator for elementary.	specialist. Elementary students are receiving instruction from their classroom teachers. At elementary level, teachers need more professional development to provide these services better.	specialist. Elementary students are receiving instruction from their classroom teachers. At elementary level, teachers need more professional development to provide these services better.	ELD specialist, schedule permitting.
<b>1.17</b>	Rate of Attendance	63.2% in 2022-23, per DataQuest.	68.2% in 2023-24, per DataQuest.	Data is not available at this time.	In 2025-26, the rate of attendance was 43%, according to DataQuest.	99% rate of attendance across the board
<b>1.18</b>	English Learner Reclassification Rate	11.6% EL reclassification rate in 2022-23, per DataQuest.	11.3% EL reclassification rate in 2023-24, per DataQuest.	Data is not available at this time.	In 2024-25, the EL reclassification rate was 43%.	20% or greater EL reclassification rate
<b>1.19</b>	Percentage of English Learners who make progress toward English proficiency by at least 1 ELPI level, as measured by the CA School Dashboard.	CA School Dashboard: 51.3% made progress towards English Language proficiency in 2023.	CA School Dashboard: 45.3% made progress towards English Language proficiency in 2024.	Data is not available at this time.	In 2025, 55% of EL made progress towards English Language proficiency, PER CA School Dashboard.	50% or greater
<b>1.20</b>	Parent membership on the District Parent Advisory Committee and the District English Learner Advisory Committee.	Parent membership on the EUSD PAC in 2022-23 was small.	Parent membership on the EUSD PAC increased by 50% in 2023-24.	Data is not available at this time.	Data is not available at this time.	Increase parent membership by 50% again or from 225% of the 2023-2024 data.

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
<b>1.21</b>	Rate of Completion of the Career Technical Education Courses	3% of students completed CTE courses in 2023.	10% of students completed their CTE courses in 2024.	Data is not available at this time.	Data is not available at this time.	20% of students enrolled at ESS will complete CTE courses.
<b>1.22</b>	Dropout Rate - Middle School	Currently, the dropout rate at AYMS is 0%.	0%	Data is not available at this time.	0%	Maintain 0% dropout rate at the middle school
<b>1.23</b>	High School Dropout Rate - CA School Dashboard	0% in 2022-23	0%	Data is not available at this time.	0%	Maintain 0% dropout rate at the high school
<b>1.24</b>	Pupil Expulsion Rate	0.44% pupil expulsion rate in 2023 across the district.	0% pupil expulsion rate in 2024 across the district.	Data is not available at this time.	0%	0% expulsion rate
<b>1.25</b>	School connectedness as reported on CA Healthy Kids Survey	In 2023-2024, students across all sites reported school connectedness at 53%.	42% of students reported feelings of school connectedness in 2024-25.	Data is not available at this time.	In 2024-25, 43% of students reported feeling connected to school, according to the CA Healthy Kids Survey.	Increase school connectedness to 60% of higher.
<b>1.26</b>	School Course Catalogues and Williams Report	In 2023-24, students had access to a variety of courses that meet and/or go beyond the requirements of CA Education Code.	In 2024-25, EUSD students have access to a variety of courses that meet and/or go beyond the requirements of CA Education Code.	In 2025-26, EUSD students have access to a variety of courses that meet and/or go beyond the requirements of CA Education Code.	In 2025-26, EUSD students have access to a variety of courses that meet and/or go beyond the requirements of CA Education Code.	Maintain or expand the availability and variety of rich instructional courses for our students.
<b>1.27</b>	Offer Advanced Placement Courses and AP prep courses at ESS	In 2023-2024 the district offered: AP statistics, AP calculus, Pre-AP chemistry, AP 2-D art.	In 2024-2025 the district is offering : AP chemistry, AP 2-D art, AP psychology, AP statistics, and AP calculus.	In 2025-2026 the district is offering: AP Human Geography, AP Calculus, and AP Chemistry.	In 2025-2026 the district is offering AP Human Geography, AP Calculus, and AP Chemistry.	Add new courses, such as AP chemistry, AP 3D art, and AP psychology.
<b>1.28</b>	Support for Long-Term English Learners	According to Dataquest, in 2022-23, 53.89% of LTEL were proficient on ELPAC.	52.95% of LTELs proficient on ELPAC in 2023-24, per Dataquest.	Data is not available at this time.	In 2024-25, the number of LTEL was less than 11 , so the data is not available due to student privacy concerns. In 2025-26, there are 28 LTEL. The district provides targeted support to Long-Term English Learners (LTELs) to accelerate	Raise LTEL achievement to 50% of students proficient on summative ELPAC as evidenced on Dataquest.

					language development and close achievement gaps. Key strategies include designated ELD instruction, integrated support across content progress monitoring and data-driven interventions, professional learning for teachers, and collaboration with the ELD Coordinator,	
<b>1.29</b>	Outcomes on social-emotional metrics from the CA Healthy Kids Survey (CHKS) and increased test scores on CAASPP in math and reading.	Baseline: On the last CHKS (2023) many students reported that they felt depressed, alienated, and needed	On 2024 CHKS, 35% students reported emotional distress and 32% reported chronic sadness.	Data is not available at this time.	In 2025, 29% of students reported sadness and 25% of students reported feelings of emotional	Percent of students reporting emotional distress and chronic sadness decrease to 20% or below.

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
		tools for emotional support.  Emotional distress - 28.25%  Chronic sadness - 39.28%			distress, according to the CA Healthy Kids Survey.	
<b>1.30</b>	Expanded learning time - school schedules	In 2023-2024 all of AY students had access to expanded learning programming.	In 2024-2025 all of AY students had access to expanded learning programming.	In 2025-2026 all of AY students had access to expanded learning programming.	In 2025-2026 all of AY students have access to expanded learning programming.	Increase participation of the SED and academically struggling students at AY in the expanded learning program through better recruitment and advocacy with students and parents.

<b>1.31</b>	Access to credit recovery and tutoring opportunities for socio-economically disadvantaged students, foster youth, and English learners.	In 2023-24, all students have access to credit recovery opportunities.	In 2024-25, all students have access to credit recovery opportunities.	In 2025-26, all students have access to credit recovery opportunities and to tutoring.	In 2025-26, all students have access to credit recovery opportunities and to tutoring.	100% of SED students, Foster Youth, and English learners in need of credit recovery will take advantage of credit recovery opportunities and the accompanying support.
<b>1.32</b>	College and Career Readiness - CCR indicator on CA School Dashboard	As evidenced on CA School Dashboard, in 2023, 23.5% of students were prepared for college and career.	44.4% of students were prepared for college and career in 2024 - a 20.9% increase, per CA School Dashboard 2024.	Data is not available at this time.	In 2025, 43.5% of students were prepared for college and career, per CA School Dashboard 2024.	Increase the percentage of prepared students by 10% (to 33.5%)
<b>1.33</b>	AP Chemistry Exam Data	No data available - new action.	In 2024-25, 0 students passed AP Chemistry exam with score 3 or higher.	Data is not available at this time.	8 students are enrolled in AP Chemistry in 2025-26; the exams were not held yet.	70% of students who took AP Chemistry will receive a grade of C or higher on the AP exam.

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
<b>1.34</b>	Implementation of CA State Standards	In 2023-24, 96% of teachers districtwide were observed by their principals implementing CA State Standards.	In 2024-25, 96% of teachers districtwide are observed by their principals implementing CA State Standards.	Data is not available at this time.	ESS: 100%; AYES: 100%	100% of teachers will be observed implementing CA state standards.
<b>1.35</b>	Completion of A-G Courses and CTE Sequence	In 2022-23, the district offered only single CTE courses, but no sequence of courses - 0%.	Due to shortage of personnel, the district only offered single CTE courses in 2024-2025 - 0%.	Entrepreneurship class - not a sequence.	Due to the shortage of personnel, the district is unable to offer sequence of CTE courses. We offer single courses at this time.	The district will offer a sequence of CTE courses and at least 15% of students will satisfy both requirements.

<b>1.36</b>	College Preparedness	In 2023, 25.64% of 11th-graders exceeded the standard on ELA CAASPP and 2.56% of 11th-graders exceeded the standard on math CAASPP.	In 2023-24, 22.22% of 11th-graders exceeded the standard on ELA and CAASPP 6.82% of 11th-graders exceeded the standard on math CAASPP.	Data is not available at this time.	In 2025, 3% of 11th-graders exceeded the standard on ELA CAASPP and 9% exceeded standard.	20% of 11th-graders exceeded the standard on ELA CAASPP 15% of 11th-graders exceeded the standard on math CAASPP
<b>1.37</b>	Professional Development around Intervention Strategies for SWD	In 2023-24 10% of teachers participated in professional development focused on intervention strategies for Students with Disabilities.	In 2024-25, 25% of teachers participated in professional development focused on intervention strategies for Students with Disabilities.	In Summer and Fall of 2025, all elementary teachers participated in professional development in core programs that included intervention strategies. Teachers also have an option to choose up to 10 hours of professional development of their choice, and some choose PD about intervention strategies.	In Summer and Fall of 2025, all elementary teachers participated in professional development in core programs that included intervention strategies. Teachers also have an option to choose up to 10 hours of professional development of their choice, and some choose PD about intervention strategies.	30% of teachers will participate in PD focused on intervention strategies for SWD.
<b>1.38</b>	Smarter Balanced Assessment Data - ELA, secondary grades	58.97% of students met or exceeded standard on ELA in secondary grades in 2022-23.	64.44% of students met or exceeded standard in ELA in secondary grades in 2023-24.	Data is not available at this time.	In 2025, 40% of students in secondary grades met or exceeded standard in ELA .	63% will meet or exceed standard on CAASPP in secondary grades.

1.39	Suspension Rates for SED and SWD	Disproportionally to the rest of the student population, 12.6% of SWD and 7.3% of	To date, suspension rate district-wide is 3.18%. SWD - 1.5% and SED - 1.5%. In 2024-25, 5.1% of socio-economically disadvantaged students were suspended at least on day, which was a 1.3% decline from the previous year. 9.3% % of students with disability were suspended at least one day, a 2.4% increase from the prior year, according to CA School Dashboard. .		To date, suspension rate district-wide is 3.18%. In 2024-25, 5.1% of socio-economically disadvantaged students were	Reduce rate of suspensions for SED to no greater than 2%
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED students and were suspended at least one day in 2022-2023 school year.			suspended at least one day, which was a 1.3% decline from the previous year. 9.3% % of students with disability were suspended at least one day, a 2.4% increase from the prior year, according to CA School Dashboard.	and for SWD to no grater than 6%.
1.40	Professional Development in Core Programs	80% of new teachers take the PD in core programs	93% of new teachers took PD in core programs.	100% of new teachers attended professional development in core programs.	100% of new teachers attended professional development in core programs.	95% or higher % of new teachers will take PD in new programs.

1.41	Coaching in Literacy	50% of teachers request coaching and report high satisfaction with coaching in evaluations.	50% of teachers requested coaching and reported high satisfaction with coaching in evaluations in 2023-2024.	Data is not available at this time.	55% of teachers requested coaching and reported high satisfaction in 2024-25.	65% of teachers will request coaching and report high satisfaction with coaching in evaluations.
1.42	AP Psychology Course	New course	Data is not available yet.	AP Psychology course is offered at ESS every other year intermittently with AP Human Geography. This year the school is offering Human Geography.	AP Psychology course is offered at ESS every other year intermittently with AP Human Geography. In 2025-26 the school is offering Human Geography.	40% of students taking AP Psychology will get a score of 3 or 4 on the AP exam.
1.43	Designated ELD at AYES	In 2023-24 students at AYES couldn't get any designated ELD instruction because the ELD coordinator had to fill one of the classroom teacher's vacancy. Likewise, our intervention specialist had to go back to the	In 2024-25 students at AYES do not receive any designated ELD instruction because the ELD coordinator had to fill one of the classroom teacher's vacancy. Students are receiving interventions during the intervention	The implementation at AYES still needs improvement: There is not enough academic language on the walls; needs improvement; not enough sentence stems. At the secondary grades, the designated instruction	The implementation of designated ELD at AYES continues to be an area for growth. Classrooms would benefit from increased visibility of academic language supports, including more robust wall displays and the consistent use of sentence stems. At the secondary level, designated ELD instruction is provided by the district ELD coordinator, ensuring that all eligible students have access to this support.	100% of EL will receive designated ELD instruction and struggling general education students will receive in-school intervention from the intervention specialist as needed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		classroom to fill a vacancy as well, so students only received interventions from their classroom teachers.	block from their classroom teachers and during small group tutoring.	is provided by the district ELD coordinator, and all students have access to this support.		

1.44	TK Performance in ELA	In 2022-23 49% of students were on-level in IReady.	100% of the TK students are on-level with IReady	Data is not available at this time.	Based on the reading screener, 75% of TK students are on-level.	100% of students will be on-level on IReady
1.45	New Entrepreneurship Course	New course - 43 unduplicated students are interested in taking it next year, schedule permitting.	Students are creating a variety of products using the equipment.	Data is not available at this time.	While students in the entrepreneurship course show lower motivation compared to last year's cohort, they continue to produce artifacts and, in some cases, generate innovative entrepreneurial ideas.	Students taking the course will create products, market them, and sell them on-line.
1.46	Local Benchmark Assessments in ELA and Math	IReady - 40% of students are on-level or above level in ELA and 51% in math. NWEA - Fall of 2023 (all grades) in 36th percentile in reading and in 56% in math.	IReady - 53% of students are on or above grade level in reading and  39% of students are on or above level in math  NWEA - 2024 (all grades) in 41st percentile in reading and in 56 percentile in math.	Data is not available at this time.	Based on the most recent administrations, IReady - 59.5% of students are on or above grade level in reading and 74.5% of students are on or above level in math NWEA - 32% in 61th -80th percentile in English and 18% in 40th-60th percentile in math.	IReady - 50% or more students will be on-level in reading and 60% in math; NWEA - 50 percentile in reading and 60- in math.
1.47	Science Assessment - AY	Mystery Science was not taught at AY this year due to the need to fill the vacancy and assign the science teacher on special assignment to 1st grade classroom. 13.04% of students	21.36 % of students met or exceeded standard on CAST, per CASSPP, 2024.	Data is not available at this time.	In 2024-2025, 21.79% of students exceeded standard on CAST, per CASSPP, 2025. Data for 2026 is not available yet.	25% of students will meet or exceed standard on CAST in 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		met or exceeded standard on CAST in 2023.				

1.48	ESS Science Offerings	50% of ESS 11-graders met or exceeded standard on CAST in 2022 (the latest available data); data is not available for 2023.	11.11% of students met or exceeded standard on CAST in 2024.	Data is not available at this time.	Only 5.1% of ESS students met or exceeded standard on CAST in 2025. Data for 2026 is not available yet.	60% of ESS students will meet or exceed standard on CAST
1.49	Summer School Assessments	This will be conducted when the summer school begins.	50% of students showed improvement on programmatic assessments in summer school in 2024.	Data is not available at this time.	Data is not available yet.	60% of students will show progress on programmatic assessments in Camplit and Do the Math.
1.50	Mathematics Achievement of Students with Special Needs on CA School Dashboard	On 2025 CAASPP, students with disabilities placed 149.3 points below standard in mathematics. This was a 4.1% increase.	This is a new action in 2025-2026	Data is not available at this time.	In 2025, Students with Disabilities scored 149.3 points below standard - an increase of 4.1 points.	Increase performance on CA School Dashboard by 15 points (to 137 or less points below standard).

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Improve Student Performance in English Language Arts, TK</b></p> <p>Continue the implementation of Teaching Strategies, a Common Core-aligned TK ELA program. The TK teacher will collaborate with her pre-school and kindergarten colleagues to ensure instructional coherence. The teacher support to the student subgroups that are behind their peers in older grades - Students with Disabilities, Asian students and English learners. The elementary school principal will monitor the fidelity of implementation.</p>	Yes	Fully Implemented	According to the screener, 75% of TK students are performing at grade level and are making progress toward meeting the grade-level standards.	\$137,796.94	\$126,261.20

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1.2	<p><b>Improve Student Performance in English Language Arts, K-5</b></p> <p>Continue implementing Reach for Reading! Common Core-aligned program for grades TK-5. The teachers will intentionally focus on providing additional differentiated support to the student subgroups that are behind their peers according to the 2023-24 data from the CA School Dashboard, the current benchmark assessment data, and the programmatic assessments - Students with Disabilities, Hispanic students, and English learners. The elementary school principal will monitor the fidelity of implementation.</p>	Yes	Ongoing Implementation	In implementation	\$1,100,396.33	\$1,482,965.165
1.3	<p><b>Improve Student Performance in English Language Arts, secondary grades.</b></p> <p>Continue providing ERWC training and coaching support for middle school and high school teachers. The educators will engage in facilitated ongoing collaborative teacher inquiry around student learning with an explicit focus on struggling learners, including Students with Disabilities, EL, and Asian students. The work will include a review of data to improve student outcomes based on multiple pieces of evidence derived from multiple assessment sources.</p>	Yes	Planned	In implementation; however ERWC is not implemented.	\$561,945.69	\$841,883.7
1.4	<p><b>Books for Students</b></p> <p>Provide grab-and-go packs of culturally relevant literature books for students to take home and read during the summer.</p>	Yes	Planned	Not implemented yet - will be implemented in Spring of 2026.	\$17,764.70	\$22,179.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
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<b>1.5</b>	<b>Improve Student Performance in Mathematics, K-5</b> Pilot the new edition of the Standards-based and EUSD board-approved Eureka Math program in K-5. The teachers will intentionally focus on providing additional differentiated support to the student subgroups that are behind their peers according to the 2024 data from CA School Dashboard, the current benchmark assessment data, and the programmatic assessments. This will improve the performance of African American and English Learner subgroups of students who are in orange on the Dashboard, which is one color behind their peers in mathematics. Principals will monitor fidelity of implementation during classroom observations and the teachers will assess the implementation during Instructional Rounds/Learning Walks.	Yes	Ongoing Implementation	I	\$674,085.93	\$1,218,055.97
<b>1.6</b>	<b>Offer a CTE entrepreneurship course at ESS</b> This new course will support students in developing their entrepreneurship, marketing, and artisanal skills and will promote greater student engagement and will prepare students for the future careers.	Yes	Ongoing Implementation	In implementation	\$216,730.68	\$198,406.24
<b>1.7</b>	<b>Integrated English Language Development (ELD) Instruction for English Learners</b> 100% of English Learners will receive integrated ELD instruction and academic support, based on the students' performance	Yes	Ongoing Implementation	In implementation	\$355,065.78	\$84,316.5

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
	on ELPAC. Based on their needs, English Learners will receive designated ELD instruction to the greatest extent that the scheduling allows.					
<b>1.8</b>	<b>Position of ELD Coordinator</b> Fund the position of the ELD coordinator to provide support to teachers in serving ELs in the classroom.	Yes	Fully Implemented	Due to personnel and budgetary constraints, the ELD coordinator only serves secondary grades - in elementary grades the services are provided by the teachers.	\$9,111.00	\$120,412.21

<b>1.9</b>	<b>Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.</b> Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	Fully Implemented	In implementation	\$17,472.79	\$7,902
<b>1.10</b>	<b>Science Opportunities for AYES Students</b> In collaboration with Community Resources for Science, teachers at AYES will implement Mystery Science, a Next Generation Science Standards-aligned curriculum, which was piloted by many teachers in 2021-22. Teachers will will develop competency around best practice strategies for teaching science context of this program. Fund science kits for AYES teachers.	Yes	Ongoing Implementation	In implementation	\$200,757.29	\$494,099.65

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>1.11</b>	<b>Support for Unduplicated Students</b> 100% of English Learners, Foster Youth, Low Income, students with special needs, and at-risk youth in all demographics will receive support through all major district initiatives, including the high school's college and career center and summer school.	Yes	Ongoing Implementation	In implementation	\$48,100.09	\$7,186.61
<b>1.12</b>	<b>Additional Digital Resources for EL and SED Students</b> Provide access to computer-based and web-based supplemental curricula to support students with learning needs.	Yes	Fully Implemented	Implemented	\$50,650.80	\$40,635.06
<b>1.13</b>	<b>Art Program at AYES and AYMS</b> Continue funding a shared FTE art teacher's position for AYES and AYMS.	Yes	Fully Implemented	Implemented	\$140,816.50	\$143,875.80

<b>1.14</b>	<b>Physical Education</b> Continue funding single-subject PE teachers.	Yes	Fully Implemented	Implemented	\$337,474.42	\$352,686.05
<b>1.15</b>	<b>Music program at AYMS</b> Provide music instruction at Anna Yates Middle School on a rotating schedule between the grade bands.	Yes	Ongoing Implementation	In implementation	\$135,914.47	\$184,740.02

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>1.16</b>	<b>Counseling for the HS students</b> 100% of high school students will have access to a full-time counselor to support emotional and academic success and to increase access to college preparation for unduplicated students.	No	Ongoing Implementation	Implemented	\$116,075.10	\$117,736.29
<b>1.17</b>	<b>Support for preparing for AP Exams</b> Provide supports to ESS students to increase the number of pupils who pass an AP exam with a score of 3 or higher. Offer assistance during after-school tutoring and with digital programs, such as Edgenuity.	Yes	Ongoing Implementation	In implementation	\$447.53	\$4,472

<b>1.18</b>	<b>Support for Long-Term ELs</b> Provide designated ELD by one dedicated ELD teacher/coordinator for K-5 and 1 dedicated ELD teacher/coordinator for 6-12 to support long-term ELs' vocabulary development and explicitly teach language forms and functions. Implement the EL Master Plan through collaboration and PD with EL coordinators.	No	Partially Implemented	In implementation for secondary grades; however, in TK-5 these services are provided by classroom teachers.	\$0.00	\$0
<b>1.19</b>	<b>College and Career Center at ESS</b> 100% of students with special needs, English Learners, Foster Youth and socio-economically disadvantaged scholars at ESS will have access to a college and career center and an EAOP counselor. Continue	Yes	Fully Implemented	In implementation	\$70,025.00	\$40,000

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
	strengthening collaboration between parents and teachers to improve graduation rates.					
<b>1.20</b>	<b>Psychology Advanced Placement Course at ESS</b> Offer a new AP Psychology course at ESS.	Yes	Ongoing Implementation	Psychology is offered in alternate years with Human Geography. In 2025-26 we are offering Human Geography.	\$12,782.04	\$127,093.61
<b>1.21</b>	<b>Collaborations with the Local Industry Partners and Internships</b> Provide ESS students with opportunities for internships and collaborations with local industry. This will increase engagement for all students and will particularly benefit low-income, English learners, students with special needs, and Foster Youth.	No	Ongoing Implementation	In implementation	\$0.00	\$0

<b>1.22</b>	<b>Dual Enrollment</b> Continue collaboration with community colleges to provide opportunities for dual enrollment and engage students in career and college planning.	No	Ongoing Implementation	Some students are currently participate in dual enrollment with Contra Costa College and Los Medanos College.	\$0.00	\$0
<b>1.23</b>	<b>Career Technical Education</b> 100% of high school students will have access to Career Technical Education courses.	Yes	Not Implementing	Unfortunately, in 2025-26 the district doesn't have qualified and properly certificated staff to offer CTE courses.	\$853.60	\$0

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>1.24</b>	<b>Maker's Space</b> Fund Maker's Space Fablab at ESS and offer this course to the high school students.	No	Not Implementing	This course merged with the Entrepreneurship course.	\$0.00	\$0
<b>1.25</b>	<b>Additional Math Teacher for ESS</b> Hire another math teacher at ESS to provide greater support to struggling math students and to improve math scores.	No	Not Implementing	This action was found ineffective last year, so we are not continuing with this position.	\$0.00	\$0
<b>1.26</b>	<b>Science Opportunities for ESS Students</b>  PRIORITY 7 -- Course Access 100% of 9-graders will be enrolled in science. (6)	Yes	Fully Implemented	In implementation	\$105,488.29	\$162,836.10

1.27	<b>Credit Recovery Opportunities at ESS</b> Continue offering digital resources and support programs, such as Edgenuity, for students who are failing the A-G courses with the goal of credit recovery.	Yes	Ongoing Implementation	In implementation	\$12,465.00	\$11,332
1.28	<b>Project-Based Learning</b> Continue engaging ESS students, including English learners, students with disabilities, foster youth, and low-income pupils in rich project-based portfolio defense activities that promote readiness for college and career. Research suggests that unduplicated students who present and defend their work have shown greater engagement and are better prepared for successful citizenship in modern society.	No	Ongoing Implementation	In implementation	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
1.29	<b>ELD Teacher Position for ESS and AYMS</b> Continue supporting English Language Learners and their families by investing in a full-time ELD teacher position shared between high school and middle school.	Yes	Fully Implemented	In implementation	\$187,000.80	\$112,556.57

<b>1.30</b>	<b>Intervention and Acceleration Support for ESS Students</b> Provide intervention and acceleration opportunities to ESS students with Imagine Learning, an English and math digital adaptive platform, during the school day and in after-school tutoring.	Yes	Ongoing Implementation	In implementation	\$367.82	\$0
<b>1.31</b>	<b>Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.</b> Continue using SARB as a vehicle for preventing and improving poor attendance, tardiness, and suspensions. Provide activities that improve student engagement. Analyze root causes for suspensions among the SED and SWD populations and generate workable solutions for individual students. Utilize SART and COST teams to collaborate with students and parents and to problem-solve in identifying targeted supports for students.	No	Ongoing Implementation	To date, suspension rate district-wide is 3.18%.	\$11,200.00	\$0
<b>1.32</b>	<b>Reduce suspension rates at AYES</b> Reduce suspension rates at AYES for all students, especially for Hispanic,	No	Ongoing Implementation	In implementation	\$0.00	\$0

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
	Socioeconomically Disadvantaged, Students with Disabilities, and Two Or More Races who, according to the CA School Dashboard, were the highest groups for suspensions. Teachers will collaborate with the SPED specialists to identify alternatives to suspensions and strategies for improving student engagement.					

<b>1.33</b>	<b>Student Information System</b> Continue using Aeries, a Student Information System, to ensure accurate recording and reporting of attendance and absenteeism. Provide professional development to the office and teaching staff in using the system.	No	Fully Implemented	Implemented	\$13,142.81	\$19,930.38
<b>1.34</b>	<b>Parent Supports and Communication</b> 100% of EUSD families will have access to the district family portal through Aeries Student Information System. Provide training for parents and guardians to enable them to use the system effectively, improve communication and support parental monitoring of their child's progress.	No	Fully Implemented	In implementation	\$0.00	\$0
<b>1.35</b>	<b>AP 3-D Art Course</b> Continue offering Advance Placement course opportunities and AP-prep course opportunities at ESS. Add 3D Art to the list of offerings.	Yes	Not Implementing	This course is not offered in 2025-26.	\$145,456.15	\$149,276.48
<b>1.36</b>	<b>Assessment</b>	Yes	Ongoing Implementation	In implementation	\$53,038.81	\$5,052.64

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
	Create a district-wide calendar of benchmark and summative assessment activities to monitor students' academic progress and better inform instructional and strategic planning.					
<b>1.37</b>	<b>Summer School</b> Continue to provide a summer learning program for special education students and for students in need of credit recovery.	Yes	Planned	In the process of planning	\$400,586.89	\$4,892.87

<b>1.38</b>	<b>Implement Reveal Math in Secondary Grades.</b>  Continue the implementation of Reveal Math at ESS and expand it into the middle school. Since SED students, Foster Youth, and EL constitute 54.5%, 0.2%, and 16.3% of our scholars, respectively, they comprise the majority of the student population at ESS so it makes sense to offer these services schoolwide.	Yes	Ongoing Implementation	In implementation	\$249,325.24	\$433,485.92
<b>1.39</b>	<b>Professional Development in Core Programs</b> Provide professional development for all the new teachers and teachers new to a grade in all the Standards-based, district-approved curricula, such as Reach for Reading!, Eureka Math, StemScopes, Mystery Math, and ERWC.	Yes	Fully Implemented	In implementation	\$50,549.62	\$61,246.74

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>1.40</b>	<b>Coaching in Literacy</b> Provide coaching support in literacy to teachers in grades 1-12 to incorporate best practice and learning acceleration strategies into instruction.	Yes	Fully Implemented	In implementation	\$12,900.00	\$4,650
<b>1.41</b>	<b>Mathematics Coaching and Professional Development</b> Provide coaching support in mathematics for teachers in grades 1-8 to incorporate best practice and learning acceleration strategies into instruction.	Yes	Partially Implemented	Teachers in K-5 are receiving coaching support from Great Minds this year. We do not have a math coach for secondary grades.	\$81,900.00	\$17550

<b>1.42</b>	<b>Teacher Professional Development - English Language Development</b> The district will continue providing professional development for teachers to explore critical ELD strategies; the ELD specialists will coach and support staff to increase their competence. The ELD Coordinator will determine several targeted QTEL strategies aligned with Common Core, model them for classroom teachers, and monitor the implementation of these strategies with the site administration and director of instruction during Learning Walks.	Yes	Fully Implemented	In implementation	\$29,750.00	\$3,353.1
<b>1.43</b>	<b>Professional Development in Differentiation</b>	No	Partially Implemented	Teachers have opportunities to	\$0.00	\$0

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
	97% or more teachers will engage in professional development around differentiation, intervention and enrichment strategies to provide greater targeted support to all students and especially Students with Disabilities, English Learners, low-income, and Foster Youth.			attend 10 hours of PD during the school year and 10 - during the summer. Some teachers took advantage of this opportunity to get PD in differentiation.		

<b>1.44</b>	<b>Professional Development in Supporting SWD</b> Provide professional learning opportunities for teachers to enhance their methodology in supporting Students with Disabilities. Special Education Specialists will collaborate with the general education teachers to support this work. This collaborative and comprehensive approach will help to close the achievement gap between SWD and their peers.	No	Partially Implemented		\$2,400.00	\$1,350.00
<b>1.45</b>	<b>Parent Participation in Strategic Planning</b> The district will consistently engage parents to solicit their input and to incorporate parent voice into the district's curriculum via various committees and through multilingual two-way communications.	No	Fully Implemented	In implementation	\$2,108.00	\$9,164.71
<b>1.46</b>	<b>Support for Parents of English Learners</b>  100% of the Spanish and Arabic-speaking parents will have access to a Spanish-speaking Parent Outreach Coordinator and to consultant interpreters, as the need arises. All the important strategic documents will be	No	Fully Implemented	In implementation	\$4,206.00	\$1,870

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
	translated into Spanish and Arabic, the district's most prevalent second languages.					

<b>1.47</b>	<b>Improving Attendance for Special Education Students</b> Sp.Ed. teachers will include in students' Individualized Education Plans goals related to improving attendance in order to monitor and address absenteeism. Teachers, administrators, parents, and students will collaborate and problem-solve to improve attendance and participation of Students with Disabilities.	No			\$400.00	\$1,382,176.08
<b>1.48</b>	<b>Collaboration between General Education and Special Education Staff</b> Foster sustained collaboration and integration between general education and special education teachers to benefit students with disabilities. This collaboration will occur during the school time.	No	Ongoing Implementation	In implementation	\$56,369.65	\$16,817.5
<b>1.49</b>	<b>Professional Development Focused on Special Education Strategies for General Education Staff</b> Provide targeted professional development activities to develop capacity of general education and special education teachers to make instructional adjustments for diverse learners.	No	Partially Implemented		\$0.00	\$0

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>1.50</b>	<b>Inter-district Collaborations with Districts in SELPA</b> Collaborate with SELPA member districts to develop additional public school programs for students with behavioral and emotional challenges.	No	Ongoing Implementation	Planned	\$0.00	\$0

## Goal 2

### Goal Description

Students at EUSD will develop global awareness, cultural competence, and media and technical literacy with innovative technology integrated across disciplines. This will assist them in becoming productive citizens in the 21st Century.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Teachers' evaluations of professional development around the use of technology in the educational process	90% of the evaluations of PD in technology in 2023-2024 were positive.	Teachers had an opportunity to participate in technology professional development as part of their individualized professional learning program and 100% were satisfied with these in 2024-25.	Data is not available at this time.	In 2025-26 teachers had not yet taken any technology courses.	100% of teachers who take technology professional development will give positive evaluations to this training. Teachers will keep abreast of the new available technology and will continue participating in professional learning about the effective use of technology in the classroom.
2.2	Classroom discussions and debates about the topics of social justice and cultural awareness	In 2023-24, 85% of teachers facilitated classroom discussions; 20% orchestrate debates about the topics of social justice and and cultural awareness	In 2024-25, 85% of teachers use classroom discussions in general; 38% - orchestrate debates about social justice and cultural awareness.	Data is not available at this time.	ESS: 50%  AYES: 100% incorporate discussions into instruction; 60% - on the topics of social justice and cultural awareness.	95% of teachers will use classroom discussions in general; 45% or greater will orchestrate debates about social justice and cultural awareness.
2.3	Effective Use of Personal Electronic Devices	100% of students in the district have a device in school and at home. 80% of the teachers frequently incorporate this technology into classroom instruction.	At ESS - 100% of teachers integrate technology into classroom instruction.  AYMS - 100% of students; 100% of teachers.  AYES: 100% of students and teachers	In 2025-26, 100% of teachers district-wide incorporate technology into classroom instruction.	100% of teachers district-wide incorporate technology into classroom instruction.	90% of classrooms will be observed utilizing technology in effective ways as a tool of instruction. Teachers will carefully plan and implement meaningful balance between screen and hands-on learning modalities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			use technology in educational process; there can be improvement in the effectiveness of the use.			
2.4	Classroom observations and observables collected during Instructional Rounds regarding student proficiency with technology.	About 30% of students, especially at the elementary level, need help logging on, doing simple troubleshooting, and have poor or no keyboarding skills (per parents and teachers).	AYES: 100% of students can login; about 50% of students have keyboarding skills. Keyboarding without Tears will be used. AYMS: 100% of students ESS: 100% of students use technology proficiently. Total: 83.33% of students have keyboarding skills.	Data is not available at this time.	AYES: 100% can login; 90% -of students have keyboarding skills. Teachers use Keyboarding Without Tears program to teach keyboarding.  AYMS: 100% of students ESS: 100% of students use technology proficiently.	80% of students will be proficient in using technology for classroom and independent work.
2.5	Workshop evaluations by parents and guardians	85% of parents who attended workshops reported both, increased proficiency and further need for support in how to use technology and programs to assist their children in the educational process as a result of the workshops provided by our technology coordinator.	There were no technology workshops for parents in technology because we lost our technology coordinator - 0%.	Data is not available at this time.	Data is not available at this time.	95% of parents who attend various classes in technology will report growth in proficiency with technology.

<b>2.6</b>	Data from Instructional Rounds/Learning Walks and from Classroom Observations by school principals demonstrating the evidence of the implementation of 4Cs.	64% of teachers implement some of the 4Cs (critical thinking, collaboration, creativity, and communication) in their classrooms. All of the teachers use Zoom or Google Meet	69% of teachers implement 4Cs and 80% use Google Classroom.	Data is not available at this time.	65 % of teachers currently are implementing 4Cs in their classrooms.	95% of teachers will incorporate 4Cs into instruction.
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<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
		to some degree; 70% use Google Classroom in their instructional delivery.				
<b>2.7</b>	Coding instruction at all sites	In 22-23 school year, coding was offered at the middle school and after-school at the elementary level.	Due to the shortage of personnel, our teacher had to go back to the classroom in 2023-24, so he was unable to offer coding to the students.	In 2025-26, the district was unable to offer coding class this summer due to the shortage of personnel.	The district was unable to offer coding class this summer due to the shortage of personnel.	Coding will be offered at all sites and all students will have access.
<b>2.8</b>	Coding classes and clubs	Only AYMS students and girls at ESS have access to coding in 2023-2024	There was no staff to offer coding during 2023-24.	In 2025-26, ESS - coding club is held once a week.  AYE and AYMS do not have coding club this year for the lack of personnel.	ESS - coding club is held once a week. AYE and AYMS do not have coding club this year for the lack of personnel.	100% of students districtwide will have access to coding classes or clubs, staffing permitting.
<b>2.9</b>	Ethnic Studies	25-26 will be the first year of implementation - new action.	N/A	Data is not available at this time.	Currently, 19 students are enrolled in ethnic studies. Only one of them is failing the class with most getting As and Bs, and some occasional Cs.	70% or more students will express life satisfaction and 55% - optimism on CHKS.

<b>2.10</b>	Parents' satisfaction with English classes for parents as evident in surveys.	2025-26 will be the first year of implementation - new action.	N/A	Data is not available at this time.	English class for parents will be offered in 2nd semester if there is interest. Thus far, only 8 parents responded in the affirmative on the survey and half of them can't make the time that the district is able to offer.	N/A
<b>2.11</b>	Academic engagement and achievement for Students with	In 2023, SWD were 97.7 points below standard in ELA and	In 2024, SWD were 88.2 points below standard in ELA and	This year, our students with disability are receiving more support	This year, our students with disability are receiving more support	SWD will perform at or above 93 points below standard in ELA and at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Disability on CA School Dashboard.	140.5 points below standard in mathematics.	153.4 points below standard in mathematics.	with many more instructional aid employed by the district. They seem to be more engaged during classes but the achievement results will be available once CAASPP scores are available.	with many more instructional aid employed by the district. They seem to be more engaged during classes but the achievement results will be available once CAASPP scores are available.	or less than 135 points below standard in math.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
<b>2.1</b>	<b>21 Century Skills</b> 100% of the district teachers will participate in PLC to focus on best practice in implementing 21st Century instructional practices in the classroom. This will directly address the needs of students historically under-served within educational systems, including Foster Youth, English learners, Students with Disabilities, and low-income children with the focus on equity, academic rigor, racial and cultural education, and ELD strategies.	No	Ongoing Implementation	80% of teachers are implementing the 21st Century practices, according to principals' observations.	\$0.00	\$0

<b>2.2</b>	<b>Keyboarding Instruction</b> Beginning in grade 3, EUSD students will receive formalized keyboarding instruction provided by their teachers and by the district technology coordinator. The EUSD technology coordinator will facilitate professional development sessions for teachers around this topic. The coordinator will help the staff with planning how to incorporate keyboarding into content lessons and will share appropriate resources with teachers.	No	Ongoing Implementation	AYES: 100% can login; 90% - of students have keyboarding skills. Teachers use Keyboarding Without Tears program to teach keyboarding.	\$0.00	\$0
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<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
				AYMS: 100% of students ESS: 100% of students use technology proficiently.		
<b>2.3</b>	<b>Professional Development in Effective Use of Technology</b> Continue providing ongoing support for teachers in effective ways to use technology to enhance and promote Standards-based instructional practices. 100% of teachers will receive technical support and will have professional development opportunities to enhance their expertise in integrating technology across content areas.	Yes	Ongoing Implementation	Teachers receive direct support from the 3 technology staff. Also, some teachers took technology PD.	\$20,000.00	
<b>2.4</b>	<b>Coding program - CodeCombat</b> Implement CodeCombat program at the elementary school either during the school day or as an enrichment offering for ELOP.	Yes	Not Implementing	Due to the lack of personnel, the district is not implementing this program in 2025-26.	\$2,720.00	\$0

2.5	<p><b>Promote Cultural Education, Social Justice, and Racial Equity</b>  Teachers will promote ideas of racial equity and cultural tolerance into all the content they teach. The EUSD staff will continue engaging in professional development around issues of racism in the larger sociopolitical context and will focus on strategies for integrating culturally responsive practices to ensure equitable student outcomes. Teachers will advocate an active, intentional anti-racist stance and a commitment to social justice congruent with the district's vision and mission to shape our students to be informed and egalitarian members in the complex global society.</p>	Yes	Ongoing Implementation	77% of teachers district-wide promote ideas of racial equity and cultural tolerance integrated into the content they teach.	\$1,000.00	\$0
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Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
2.6	<p><b>Ethnic Studies</b>  Offer a course in ethnic studies to provide students with a multidisciplinary lens that produces culturally competent global citizens to afford our young scholars professional, competitive advantage in the workforce. This course will represent diverse perspectives of reality in a globalized world. Students will research and better understand worlds different from their own, engage with the community for partnerships, and will learn to be proud of their own cultural identity while appreciating the differences around them.</p>	Yes	Ongoing Implementation	Currently, 19 students are enrolled in ethnic studies. Only one of them is failing the class with most getting As and Bs, and some occasional Cs.	\$141,892.28	\$174,308.4
2.7	<p><b>Girls Who Code</b>  Implement Girls Who Code as an after-school club to nurture engineering spirit and to contribute to closing the gender gap in technology.</p>	No			\$0.00	\$0
2.8	<p><b>Technology and web-based resources for Students with Disabilities</b>  Continue providing access to computer-based and web-based supplemental curricula to 100% of students with exceptional needs, including inter-sectional students (e.g., SPED and EL, etc).</p>	Yes	Ongoing Implementation	SWD take advantage of multiple digital apps that support their learning and accommodate their needs.	\$7,000.00	\$5250

<b>2.9</b>	<b>Workshops for Parents and Guardians</b> Offer workshops for parents to enhance two-way communication and to strengthen the	No	Planned	We haven't started	\$6,000.00	\$0
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<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
	partnership between parents and the district staff with the focus on potent ways of assisting their children with homework and fostering our young scholars' general learning skills and effective habits of mind.			workshops for parents to date.		
<b>2.10</b>	<b>Coding instruction at AYMS</b> Offer a coding course at the middle school either during the school day (schedule permitting) or as an after school enrichment.	No	Not Implementing	N/A	\$0.00	\$0
<b>2.11</b>	<b>Additional Position of Districtwide Technology Specialist</b>  This position will be discontinued for 2025-2026.  Continue supporting the position of a teacher on special assignment as a district technology coordinator. The technology coordinator will support teachers in increasing their tech expertise, will help to troubleshoot any issues that arise, and will model and coordinate effective use of technology as a tool to enhance instructional delivery across disciplines.	No	Ongoing Implementation	This position was restructured - the new position in 2025-26 is Data Analyst and Tech Coordinator	\$0.00	\$163,111.98
<b>2.12</b>	<b>Additional Position of a Districtwide Technology Specialist</b> The district will continue funding the second position of a technology specialist to assist the certificated and the classified staff in all of their technical needs. The Specialist will work with teachers and support them in using digital instructional resources for unduplicated students and in data collection to inform instruction.	Yes	Fully Implemented	Our Technology Specialist provides effective support to students and staff.	\$136,892.28	\$106,598.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
2.13	<p><b>2:1 Initiative</b> Continue providing a second, additional electronic device for each student to allow them to keep one device at home and one - at school. This offers our unduplicated students greater access to technology and also allows their family members who are taking district-offered classes to participate using the child's device. Students will also be able to access homework digitally, as appropriate, as well as conduct research at home. Additionally, our newcomers will be able to use Google Translate as the need arises.</p>	Yes	Ongoing Implementation	All students have 2 devices ( one in school and another - at home). Teachers use this technology with students and this facilitates student learning.	\$310,694.16	\$226,772.83
2.14	<p><b>English class for parents</b> Offer English classes to parents and guardians of the English Learners and to the community.</p>	Yes	Planned	We haven't started this class yet.	\$6,000.00	\$0

### Goal 3

#### Goal Description

EUSD will use the whole-child approach to ensure that students develop essential social-emotional competencies including creative thinking, teamwork, responsible decision-making, self-regulation and management, social awareness, effective strategies for conflict resolution, and positive relational skills.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Students' Emotional Wellbeing - Healthy Kids SurveySpring	2024: 33%, 29%, and 20% of students at ESS, AYMS, and AYES, respectively, reported feelings of chronic sadness and helplessness.	2025: 28%, 30.5%, and 20% of students at ESS, AYMS, and AYES, respectively, reported feelings of chronic sadness and helplessness.	Data is not available at this time.	The Healthy Kids Survey is administered this month, but the data are not available yet.	Decrease percent of students reporting feelings of sadness and helplessness to 20% or less districtwide.
3.2	SEL Strategies Incorporated Across Disciplinary Content - Data from Instructional Rounds/Learning Walks	60% of teachers incorporate various SEL strategies; some are incorporated across content and some are taught as a separate class.	68% of teachers incorporated SEL strategies across content in 2023-24; AYES and AYMS taught SEL programs - Toolbox and Second Step, respectively.	Data is not available at this time.	At ESS, the counselors and the physical education teacher. provide social-emotional support to students . This amounts to about 25% of students receiving support; AYE - 60%.- of teachers incorporate SEL strategies across content and also teach and SEL program, The Toolbox. At AYMS, all teachers collaborate around SEL strategies and incorporate them into disciplinary content.	100% of teachers will incorporate SEL strategies in the content they teach districtwide.
3.3	Rate of Chronic Absenteeism - CA School Dashboard	According to Dataquest, in 2022-23 the latest chronic absenteeism rate was 36.8%. This is a very high rate and far exceeds the pre-	In 2023-24, the rate of chronic absenteeism for EUSD was 31.8%, per DataQuest.		In 2024-25 school year, the rate of chronic absenteeism district-wide was 21.8% which constituted a 6.2 % decline.	Decrease the rate of chronic absenteeism to 15% districtwide.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		pandemic rate of 20.5%				
3.4	Suspensions Rate - CA School Dashboard	In 2022-2023 school year, districtwide suspension rate was 6.2%.	In 2023-24 EUSD suspension rate was 5.7%.	Data is not available at this time.	According to CA School Dashboard, in 2024-25 districtwide suspension rate was 4.6%, a 1.1% decline.  To date, suspension rate district-wide is 3.18%.	Decrease suspension rate to 1% or less.
3.5	Staff Competence in Suicide Prevention	In 2023, all teachers at all sites attended professional development provided by the Behavior Support Manager in suicide prevention.	In 2023-24, all teachers at all sites attended professional development provided by the Behavior Support Manager in suicide prevention.		To date, only at ESS teachers attended the suicide prevention training conducted by Behavior Health Specialist.	Increase the capacity and the number of district leaders able to provide suicide prevention PD.
3.6	Teacher Evaluations of Professional Development	Every staff member interested in attending Creating Trauma-Sensitive Schools had an opportunity to attend in 2023-24. All the evaluations of PD were positive.	All the teachers had an opportunity to attend trauma-informed training provided by our Director of Student Services in 2024-2025.			100% of staff will have opportunities to attend Creating Trauma-Sensitive Schools conferences and other related events.
3.7	Opportunities for Group and Individual Counseling	There are 5 counselor-interns available at the Health Center.	Unfortunately, there were only 4 counselor-interns available in 2023-24. They offered many opportunities for individual and group counseling.	In 2025-26, 100% of students have access to group and individual counseling. At ESS, there is also a counselor and an intern who provide services intervention and counseling support for the high school scholars.	100% of students have access to group and individual counseling. At ESS, there is also a counselor and an intern who provide services intervention and counseling support for the high school scholars.	6 or 7 interns, if possible to hire.

<b>3.8</b>	Parent Engagement	32% of families, including the parents of unduplicated and Special Education	In 2024-25 - 40% of families, including the parents of unduplicated and	Data is not available at this time.	Our Parent Advisory Committee meeting is scheduled for March. Parents also	Increase the % of parents and guardians responding to our surveys to 70%.
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<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
		students, provided input into the district's strategic planning via surveys or through the membership and participation in the work of Parent Advisory Committee or a Districtwide English learning Advisory Committee in 2023-24.	Special Education students, provided input into the district's strategic planning via surveys or through the membership and participation in the work of Parent Advisory Committee or a Districtwide English learning Advisory Committee in 2024-25.		contribute to decision making via surveys and through participation on the Districtwide English learning Advisory Committee.	
<b>3.9</b>	School Connectedness and Engagement per CA Healthy Kids Survey	49% of students experienced school connectedness in 2023.	According to CA Healthy Kids Survey 2024, 48% of the district's students reported school connectedness in 2024.	Data is not available at this time.	CA Healthy Kids Survey is in the process of administration this month.	Increase sentiments of school connectedness across the district to 60%.
<b>3.10</b>	Additional Position of a Mental Health Specialist to Provide Greater Support to Students Experiencing Chronic Sadness and Hopelessness.	In 2023, according to the CHKS, 36% of secondary students experienced feelings of chronic sadness and hopelessness. In 2023-24 there is only one mental health specialist in the district. Our students would benefit from hiring another mental health specialists to provide support to more students.	In 2024 the district hired additional mental health specialist. On CHKS 2024, 33% of secondary students experienced chronic sadness and hopelessness.			Achieve 16% or greater decrease in students' reporting feelings of chronic sadness and hopelessness on CHKS.
<b>3.11</b>	School Facilities	98.33% of school facilities were clean, safe, and maintained in good repair with the rating of "Good", per	The rating in 2023-24 was "Fair".			100% of school facilities will be clean, safe, and maintained in good repair.

		Williams audit 2022.				
3.12	Professional Development in SEL, districtwide	30% of teachers had professional development in SEL; 100% at AYMS in 2022-23.	In 2023-24, 40% of teachers had professional development in SEL. Many teacher took this	Data is not available at this time.	The district didn't provide SEL professional development in 2025-26 yet. However,	100% of teachers will attend PD in SEL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			professional development in the previous year.		schools discuss SEL during teacher collaborations, as the need arises.	
3.13	Reduce the rate of suspensions for socio-economically disadvantaged students and students with disability	Both SED and SPED students are in Red on the 2023 CA School Dashboard for the Suspensions indicator. 7.3% of SED students and 12.6% of students with disability were suspended at least one day, per CA School Dashboard.	Both SED and SPED students are in Yellow on the 2024 CA School Dashboard for the Suspensions indicator. 6.4% of SED students and 6.9% of students with disability were suspended at least one day, per CA School Dashboard.		Schools work towards finding alternatives to suspensions, particularly for SED and SWD. In 2024-25, SED students were in yellow, and SWD were in red. The district's Director of Student Services regularly meets with the faculties of our schools to discuss strategies that help reduce suspensions rate, especially for vulnerable student populations.	Bring suspensions of SED students to 4% or less and suspensions of SWD to 6% or less. This should put both groups in the yellow on the CA School Dashboard and reduce the disproportionality with their peers.

# Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Supporting Positive Behavior Outcomes for Students with Disabilities</b> SpEd teachers will include behavior goals and strategies in student IEPs in order to address behavioral concerns early on.</p>	No	Ongoing Implementation	This goal is not implemented to date; however, the Director of Special Education will have the discussion with the Special Education specialists around this topic.	\$0.00	\$5,768.09
3.2	<p><b>Social-Emotional Programs</b> Every school will implement a social-emotional curriculum to support students' wellbeing. These curricula will integrate the development of soft skills which are critical for students' success in the 21st Century. The district will facilitate the development of a coherent SEL approach across all sites. Schools will agree on several SEL strategies to be integrated across disciplines and will monitor and assess their implementation during Instructional Rounds/Learning Walks.</p>	Yes	Partially Implemented	At AYES, teachers are implementing a socio-emotional learning program, The Toolbox. At AYMS, teachers are implementing Second Step. Also, the special education students are engaged in the music therapy program called Creative Vibes. At ESS, the social-emotional learning is incorporated into physical education and the counselors also provide emotional support.	\$3,500.00	\$14,339.59

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
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<b>3.3</b>	<b>Restorative Justice Practices</b> Implement practices of restorative justice at all sites focused on mediation and agreement rather than on punitive measures to eliminate bullying and to minimize negative behavior. These practices will increase student engagement and reduce suspensions, which are disproportionately used with our minority students. Restorative justice practices support equity and are beneficial for all students, including low-income, Foster Youth, Students with Disabilities, and English learners. As evidenced by the implementation at a pilot school in Oakland USD, our neighboring district, restorative justice practices decreased suspensions by 87 percent in three years, with a corresponding decrease in violence. All the staff in the district will be offered training in restorative justice practices. Restorative justice has real promise to ensure greater equity at EUSD.	Yes	Partially Implemented	At all sites, teachers incorporate restorative justice practices, but the effect is mixed. The district needs a more systemic approach to restorative justice to improve school climate, especially the high school.	\$5,994.00	\$0
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<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>3.4</b>	<b>Suicide Prevention Training for Teachers and Staff</b> Behavior Health Manager will provide suicide prevention training for all teachers and staff to ensure that they can identify symptoms of emotional and mental distress and support students who are in need of services and/or refer them to the partnering community organizations for help.	No			\$0.00	\$0

3.5	<b>Position of Behavior Health Manager</b> Continue providing matching funds for the position of Behavior Health Manager who coordinates the work of our social workers and psychology interns at the Community Health Center and supports students and staff in implementing positive social and emotional practices in schools.	No	Fully Implemented	The EUSD. Behavior Health Manager continues coordinating the work of our social workers and psychology interns at the Community Health Center and supporting students and staff in implementing positive social and emotional practices in schools.	\$150,563.44	\$106,583.10
3.6	<b>Professional Development in Social-Emotional Strategies</b> Teachers will be offered professional development in teaching SEL programs such as Teaching with Relevance, NewsELA SEL component, and Toolbox. This will benefit all of our scholars, including English learners, low-income, Students with Disabilities, and Foster Youth.	Yes	Ongoing Implementation	Since this training was offered in the prior years, in 2025-26, the teachers are taking SEL professional development as the need arises. Each teacher	\$6,000.00	\$1,100

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
3.7	<b>Professional Development Focused on Trauma-Informed Practices</b> All EUSD certificated and classified staff will be given an opportunity to engage in professional development about trauma-informed practices to be well-equipped to support students who experienced trauma as a result of the pandemic or for any other reason. This action will benefit all of our students and staff, including English learners, Students with Disabilities, Foster Youth, and low-income students. This work will be lead by the district Behavior Health Manager.	No		has up to 10 hours of PD of their choice a year and 10 more hours during the summer, in addition to the PD provided by the district.	\$8,843.00	\$0

3.8	<b>EUSD Community Health Center</b> Expand funding for psychology interns and social workers at the EUSD Health Center to provide critical group and individual counseling and other mental health services to our students and community.	No	Ongoing Implementation		\$73,745.00	\$178,743.39
3.9	<b>Enrichment Opportunities and Social Interactions</b> Continue offering enrichment classes and clubs after-school. Add enrichment opportunities during the summer school in art, drama, hip-hop, virtual and augmented reality, swimming, music, and coding to promote student engagement, increased positive social interactions, and afford children a well-rounded education. This action will be very beneficial for all students, including English learners, low-income, Students with Disabilities, and Foster Youth.	Yes	Ongoing Implementation	During the 2025-26 school year, the district offers many enrichment opportunities to our students, including dance classes, music, art, maker's space, and theater.	\$204,698.16	\$390,205

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
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<b>3.10</b>	<b>Positive School Climate</b> Students will experience a positive and caring school climate which will provide structure combined with flexibility and positive, supportive attention from adults.	No	Ongoing Implementation	Schools are working on establishing positive climate for their students. There are successes at AYES and AYMS; however, the school climate at the high school needs improvement. The principal meets with the faculty and the district administration on a regular basis to strategize and develop plans for improving the school climate. The district Director of Student Services provided professional development focused on effective strategies for positive school climate.	\$5,000	\$600
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<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-Year Outcome Data</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>3.11</b>	<b>Mentoring and Structured Play</b> Provide mentoring and structured play opportunities for students to promote better mental health, SEL competencies, and social skills.	Yes	Ongoing Implementation	The district contracted with Playworks, the organization that provided professional development for our yard staff around structuring play opportunities for students. They also provide additional staff who leads many engaging student activities during the recess.	\$111,361.20	\$171,959.9

3.12	<p><b>Reduce chronic absenteeism for African American students and Students with Disability.</b>  EUSD attendance clerk will work with the families of African American students and Students with Disability who are chronically absent at a higher rate than the rest of the student population.</p>	No			\$106,608.21	\$100,052.16
3.13	<p><b>Mental Health Specialists</b>  Continue funding a mental health specialist and hire an additional mental health specialist to provide mental health support to more students.</p>	No			\$311,166.00	
3.14	<p><b>School Site Discipline Protocols</b>  Establish clear discipline protocols campus-wide which are equitably implemented and supported.</p>	Yes	Partially Implemented	<p>At AYES and AYMS, there are clear discipline protocols. In addition, there are protocols in each site's handbook. However, the discipline protocols at ESS need to be revised and consistently followed through, which is currently a challenge.</p>	\$49,435.08	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
3.15	<p><b>Reduce the number of Special Education and socio-economically disadvantaged students who are suspended at least once districtwide but with a particular focus on the population at Anna Yates Elementary School where these students are in the red for suspensions on CA School Dashboard.</b> Increase MTSS support for behavioral interventions with an intentional focus on SWD and SED scholars. Implement proactive strategies , such as SEL and self-regulation habits and more explicit instruction in strategies for emotional regulation and resolving conflict. Provide a Wellness space that could be accessed on-demand by students.</p> <p>Provide research-based academic interventions as part of MTSS. Speech and Language Pathologist will also provide interventions, such as SIPPS, in TK-2 classrooms as part of supporting all students in development of language skills and will provide targeted intervention through MTSS for small groups of students. Special Education providers will support with interventions. All teachers will use restorative conversations and conferences to support students in reflection and development of skills.</p>	No			\$0.00	\$0