











22-23 data is highlighted:	
23-24 data is highlighted:	
24-25 data is highlighted:	
25-26 data is highlighted:	
26-27 data is highlighted:	

<b>Baseline m 1</b>	<b>Baseline Yr</b>	<b>Actual Data</b>	<b>Target (yr 3)</b>
---------------------	--------------------	--------------------	----------------------

01: Ensure that all students can demonstrate proficiency in math and literacy skills while also receiving a broad course of study, including the core subjects and electives with technologically infused instruction.

1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at ( BL Yr: 22-23 )	90.9%	78.9%	100%
1.B.1: Maintain the % of students with CA State Standards aligned core curriculum to ( BL Yr: 22-23 )	100%	100%	100%
1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to ( BL Yr: 22-23 )	100%	100%	100%
2.A: Maintain the % implementation of CA State Standards for all students above ( BL Yr: 23-24 )	91%	92.8%	90%
2.B: Maintain the % implementation of SBE adopted ELD standards for all ELs above ( BL Yr: 23-24 )	88%	91.7%	90%
4.A.1: Increase the % meeting standard on CAASPP ELA to ( BL Yr: 22-23 )	40.1%	41.5%	42%
4.A.2: Increase the % meeting standard on CAASPP Math to ( BL Yr: 22-23 )	20.0%	26.0%	30%
4.A.3: % meeting standard on CA Science Test ( CAST ) ( BL Yr: 22-23 )	23.5%	32.7%	30.0%
4.D: Increase the % of English Learner Progress (CA Dashboard, Status) to ( BL Yr: 22-23 )	54.9%	49.4%	55%
4.E: Increase the % of ELs reclassified (Reclassification Rate) to ( BL Yr: 22-23 )	17.0%	18.1%	25%
7.A: Maintain the % of students enrolled in required courses of study at ( BL Yr: 23-24 )	100%	100%	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS ( per UDS average ) above ( BL Yr: 23-24 )	9.7	8.9	4.7
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average ) above ( BL Yr: 23-24 )	3.1	3.7	3.0
8.A: Increase the % of students completing 2 formative local assessments to ( BL Yr: 23-24 )	89%	79.0%	100%

22-23 data is highlighted:	
23-24 data is highlighted:	
24-25 data is highlighted:	
25-26 data is highlighted:	
26-27 data is highlighted:	

Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
--------------	-------------	-------------	---------------

02: Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above ( BL Yr: 23-24 )	97.2%	92.3%	90%
5.A: Increase the School attendance rate to ( BL Yr: 23-24 )	95.8%	96.8%	97%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to ( BL Yr: 22-23 )	17.7%	7.1%	12%
5.C: Maintain the % on Middle school dropout rate at ( BL Yr: 22-23 )	0%	0%	0%
6.A: Decrease the % on Suspension rate (CA Dashboard, Status) to ( BL Yr: 22-23 )	1.5%	4.6%	1.0%
6.B: Maintain the % on Expulsion rate at ( BL Yr: 22-23 )	0%	0.2%	0%
6.C.1: Increase the # on the <i>District School Climate Survey</i> overall index School Climate Rating to ( BL Yr: 23-24 )	77.5	77.5	80
6.C.2: Increase the % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) to ( BL Yr: 23-24 )	77.5%	80.3%	80%
6.C.3: Increase the % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) to ( BL Yr: 23-24 )	70%	68.7%	80%

03: Maintain high levels of parent, family and community engagement with the schools.

3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input ( Item 24 ) to ( BL Yr: 23-24 )	81%	55.8%	85%
3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to ( BL Yr: 23-24 )	7%	10%	20%
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average ) above ( BL Yr: 23-24 )	2.1	2.2	2.0
3.C: Increase the # of instances a parent of each exceptional needs student participates in a school program or service for ENS ( per ENS average ) to ( BL Yr: 23-24 )	1.7	2.3	2.0

Goal 01: Ensure that all students can demonstrate proficiency in math and literacy skills while also receiving a broad course of study, including the core subjects and electives with technologically infused instruction.

---

### **Actions**

#### **01.01: Assessment System:**

Use Elevation to warehouse assessment and other achievement data to identify student intervention and acceleration needs. Use STAR diagnostic assessments program to identify learning loss and interventions for students along with the HMH Amira Screener in K-5. All appropriate students will be diagnosed for placement in RLA, Math, and ELD intervention classes.

---

#### **01.02: ELD and RLA Intervention:**

Staff all classrooms with appropriately assigned, and fully credentialed teachers in ELD and Intervention classes and settings.

---

#### **01.03: MTSS ( Academic supports ):**

Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of strategic or intensive academic. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support.

---

#### **01.04: Collaboration Time:**

Continue weekly hour of collaboration time for teachers to work with peers on approaches to improving student achievement. and particularly assessing and addressing learning loss in UDS population and the special ed population.

---

#### **01.05: AVID:**

Continue to run AVID at CECMS and implement at PES as needed.

---

#### **01.06: TK / Pre-School Program:**

Staff the early TK / pre-school program based on the number of eligible and interested enrollees.

---

#### **01.07: Instructional Support Positions:**

Staff all appropriate instructional support positions to support UDS especially EL and LTEL students in T-K, Kinder, ELD and Learning Lab.

---

#### **01.08: Instructional Support Positions in Special Ed:**

Staff all appropriate instructional support positions for the Special Ed program.

---

#### **01.09: Special Education Teachers:**

Staff all special ed teaching positions with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching.

---

#### **01.10: ELD and RLA Intervention:**

Continue to staff additional classrooms and classroom time with appropriately assigned, and fully credentialed teachers to facilitate class size reduction at CECMS and PES.

---

#### **01.11: Professional Development (ELD):**

Provide PD to staff on language acquisition programs included training to the ELD teachers on use of the ELD program and assessments to support both EL and LTEL students.

---

#### **01.12: Devices Access:**

Ensure that Chromebooks made available for all unduplicated students.

---

#### **01.13: P.E. teachers:**

Continue to staff an additional 2.0 FTE P.E. teacher/coach position for CECMS and a 1.0 FTE P.E. teacher for PES.

---

#### **01.14: 21st Century Skills Program:**

Continue to run the College Career Ready and 21st Century Skills program that includes a Jr. Doctors Academy, a STEM program, and a computer literacy program.

---

01.15: Art, Music, and Vocational Education:

Provide opportunities to for all students to participate in art, music using a new music teacher along with utilizing community resources like Playhouse Merced, Art Tree, etc.

---

01.16: Literacy Coach:

Provide a Literacy Coach to coach, train and support staff in the development of the ELD and ELA program.

---

Goal 02: Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

---

**Actions**

02.01: MTSS (Behavior Intervention):

Continue to modify and expand the MTSS tiered intervention system's supports for all students in need of behavioral intervention. Behavioral supports will include PBIS, anti-bullying, and other appropriate interventions.

---

02.02: MTSS ( Social emotional supports ):

Continue to modify and expand the MTSS tiered intervention system for all students in need of social emotional intervention. Social emotional supports will include Second Step, and other appropriate interventions

---

02.03: After School Tutorial:

Provide an After School Tutorial at CECMS with enrichment activities and individualized remediation.

---

02.04: School Psychologist:

Staff a full-time school psychologist.

---

02.05: Staff a speech pathologist position.:

Staff a speech pathologist position to be shared with other Tri-City districts.

---

02.06: Facility Maintenance:

Staff the MOT department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation.

---

02.07: Extra-curricular Activities:

Continue the support of clubs, intramural activities, and provide continued support for the athletics program.

---

02.08: School Nurse:

Staff a school nurse position 55 days/year. (.30 FTE)

---

02.09: Special Education Coordinator:

Staff a Special Ed Coordinator to oversee the district special education program.

---

02.10: Counselor:

Staff a full time counselor position with job duties to include discipline, academic support, social emotional support, MASTERS coordination, SSTs, and other duties.

---

02.11: ActVnet Safety and Security:

Subscribe to ActVnet web-based solution to improve emergency response processes as well as school safety and security.

---

Goal 03: Maintain high levels of parent, family and community engagement with the schools.

---

**Actions**

03.01: District Parent Resource Center:

Continue to provide a *District Parent Resource Center* to support engagement of parents of unduplicated students by partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach.

---

03.02: Community Liaison:

Staff a Community Liaison position to run the *District Parent Resource Center*, to engage in outreach to parents, to provide parent coaching and training, and to provide other parent support as needed.

---

03.03: Parent Workshops:

Provide workshops, mentoring, and support to parents of unduplicated students designed to assist them in supporting their children academically through a Family Resource Center and particularly through the Parent Leadership Institute (PLI).

---