Harriet Eddy Middle School

Local Control Accountability Plan (LCAP)
2025-2026

Principal: C Norma Gillis

County-District-School (CDS) Code: 34673146112031

Elk Grove Unified School District
Elk Grove, California

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting (lcapid: 762) | goalsComplete: 0

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

ELAC Meetings:

- September 24, 2024

- January 28, 2025
- April 22, 2025

School Site Council Meetings:

- September 24, 2024
- November 5, 2024
- February 4, 2025
- March 4, 2025
- April 8, 2025
- May 13, 2025
- May 19, 2025

Leadership Meetings:

- August 6, 2024
- September 3, 2024
- October 8, 2024
- November 5, 2024
- December 3, 2024
- January 7, 2025
- February 4, 2025
- March 4, 2025
- April 8, 2025
- May 6, 2025

Staff Meetings:

- August 14, 2024
- September 11, 2024
- October 9, 2024
- November 13, 2024
- December 10, 2024
- January 15, 2025
- February 12, 2025
- March 3, 2025
- April 9, 2025
- May 14, 2025

Surveys:

- EGUSD Parent Survey
- EGUSD LCAP Needs Analysis Survey
- EGUSD School Climate Survey

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

In collaboration with the Laguna Region, these consultations either validated the work we were doing and the need to either discontinue, revise or add goals and actions. Revisions included:

Site Goal 1: Emphasis needed for teacher International Baccalaureate Middle Years Programme professional learning and Purposeful scheduling of administrator support for collaborative teams and providing PLC training to staff.

- Consideration for Solution Tree (PLC) and International Baccalaureate (IB) Professional Learning for the next year.
    - Training to support additional Collaborative Team Meetings will continue with common preparation time among subject groups and release times according to the revised bell schedule.
    - A recommendation for Solution Tree training to all certificated to strengthen the work within common PLCs.
    - Continued professional learning to support student engagement and intervention was recommended.
    - Monitor EL students to ensure ELAC testing is completed for new EL students and summative ELAC testing when the testing window opens. Funding needs to be allocated to account for release days for EL test administers to get testing completed in a short time span.

Site Goal 2: Consideration of targeted Math Intervention Sections.
Evaluation of Keeping Track (KT) intervention to address underperforming groups.

- Enhanced methods of identifying students.
- Adjusting grading practices to more accurately identify student performance and areas of deficiency.
- Professional development on high-leverage research affirmed intervention instruction.

Professional development on data analysis practices and protocols.

- Solution Tree Contract includes options for Virtual Training and access to a video library to support remote professional learning.
- Continued professional learning to support student engagement and intervention was recommended.

Site Goal 3: There is a strong need for emphasis on Social-Emotional Learning and Campus Climate. Staff and student mental well-being continues to be a concern.

- Continue with services emphasizing positive connections and mental health support.
- All teachers will utilize Character Strong curriculum provided by the District.

Site Goal 4: Education partners affirmed our actions to foster a welcoming and responsive culture. Parent Surveys support our welcoming environment and prompt communication.

- Continue to offer in-person engaging events to support a positive community and campus climate.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	- A-G Completion - Percent of Graduates Completing A-G Requirements - AP/IB Exams - Percent of Graduates Passing an AP/IB Exam - CAASPP (ELA, Math, Science) - Distance from Standard - CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded - CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence - Progress toward English Proficiency - Percent Increasing ELPI Level - Reclassified - Percent of English Learners Reclassified - Test Participation Rate on Districtwide Assessments

Site Goal 1.1   (SiteGoalID: 8949) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8949) (DTS: 04/25/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ELPAC - Initial Assessments will be given by the EL Coordinator within the first 30 days of school - Summative Assessments will be given to all EL students	All of the following will be monitored weekly by administration, ELPAC Coordinator, and/or EL Coach: Percentage of completed ELPAC Assessments	

	Information will be presented to or reviewed by administration, ELPAC Coordinator, EL Coach, EL Department, and/or the School Site Council in May.	

Action 1.1.2   (SiteGoalID: 8949) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Illuminate Benchmark Assessments
 	
• Diagnostic assessments will be administered to students no later than the first 30 days of school.
• Benchmark Assessments will be given to all Math and ELA students in October 2025, February 2026, and May 2026.
• Communicate testing dates to families and staff
• Coaches to train staff on the use of Illuminate assessments to determine areas in need of reteaching
 	
CAASPP Testing
 	
• In February 2026, all certificated staff will receive training on how to properly administer practice and actual CAASPP tests 2 months before CAASPP
  ◦ Staff will log in to TOMS
  ◦ Staff who facilitate training will complete
	School Administration, ELA/Math Department Chairs, and ELA/Math Coaches will gather the following data:
	
	• ELA SBAC Scores
	• Math SBAC Scores
	• CAASPP Data
	
	The results will be communicated to the school and community via:
	
	• Parent newsletters
	• School Site Council Meetings
	• Staff Meetings	

affidavits • Leadership will conduct a 'countdown' to the beginning of testing to harness readiness and excitement to participate in the testing. • Two months before CAASPP, teaching staff will lead conversations in KT about the importance of taking the CAASPP seriously and also address the 'Why' as to the importance of the CAASPP.		

Site Goal 1.2   (SiteGoalID: 8750) (DTS: 02/13/25)

HEMS will provide AVID, Honors, and MYP-aligned educational experiences for all students. Instruction will include the use of a variety of curriculum and supplementary materials to support the attainment of student academic proficiency.

- Student proficiency on ELA Essential Skills at 80% for each grade level as measured by teacher Essential Skill data.
- Student proficiency on Math Essential Skills at 80% for each grade level as measured by teacher Essential Skill data.
- 65% of students earn at least a 5 on the MYP Rubric for ELA and Math MYP Summative Tasks.
- Increase ELA performance by 5% from 48% Standards Met or Exceeded to 53% Standards Met or Exceeded as measured by the CAASPP.
- Increase Math performance by 5% from 28% Standards Met or Exceeded to 33% Standards Met or Exceeded as measured by the CAASPP.

Metric: CAASPP (ELA, Math, Science) - Percent
Standard Met or Exceeded

Action 1.2.1   (SiteGoalID: 8750) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.		• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

	Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan	Progress Monitoring	Evaluation
- In alignment with the EGUSD goal of increasing Math performance, a focus for the 2025-2026 school year will be improving foundational math knowledge in both 7th and 8th grade. - Funding provides an IXL subscription for all HEMS students. - Academic Intervention Opportunities during the school day, such as H.I.V.E. time during advocacy. - Students will have access to a variety of Visual and Performing Arts and Science courses that incorporate IB aligned instruction and learning experiences. - Students will have library books available to them in their native language to support the IB Global Learner. - Students will have the opportunity to take part in the Future Quest/Paxton Patterson lab to hone in on their interests and skills to support understanding transitioning into MPTA or GETA at LCHS. **IXL subscription for 1,100 students x1 year = $ 14,575** **Multilingual books will be purchased utilizing supplemental funds=$10,000** *Funding will provide additional resources to provide broad and robust learning experiences that promote IB & CTE pathways.*	- Teachers will look at common assessment data during PLC and release time (weekly/bi-weekly), and upload the data to the PLC One Stop (monthly) for the ILC and Admin to review. - IXL progress will be reviewed within the math department at least once a month to determine student success. - Counseling will review student grades of students assigned to participate in H.I.V.E. in ELA, Math, and Science to determine success rates each quarter. - At the beginning of each MYP ARTS and MYP DESIGN course, students will be given a pre and post survey to gather data about success, programs, and student interests. - The teacher librarian will purchase multilingual books to increase the number of books currently available to HEMS students.	- Based on the data from common assessments, X% of students made the targeted progress. We will continue to fund PLC time. - FONT data showed a X% increase in the use of instructional strategies presented at PD. Based on the data above, we will continue providing PD on high-quality first instruction.

**We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*		

Action 1.2.2   (SiteGoalID: 8750) (DTS: 05/10/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Students with disabilities will receive supplemental support in Mathematics, Science, and History with the addition of co-taught classes. Both General Education teachers and Special Education teachers will engage in collaborative professional development to fully understand the co-teaching model to implement with fidelity. • Equitable classes will be constructed, with 30% of the class population to be special needs, average, and high-achieving students. • The general education teacher will learn valuable teaching strategies that best support students with special needs and then implement these strategies with all students--further building the capacity of highly qualified teachers. • Funding will provide teachers with release time to attend professional development, collaborative	Progress monitoring of co-taught classes involves a multi-faceted approach that ensures all students, including those with disabilities, are making academic and social progress. 1. **Formative Assessments** will be utilized during classes and teachers will monitor this data 2. **Summative Assessments** will be utilized to measure overall student achievement at the end of each unit. This information will be shared amongst colleagues within departments and PLCs. 3. **Collaborative Planning and Reflection** amongst co-teachers to ensure both are aligned in their approaches and reflect on student progress. 4. **Feedback** from students to teacher to gain insight about the students' perceived learning experience and feedback to teachers from admin during FONT walk throughs.	

assessment planning time, and grading time. • Departments will upload agendas and attendance sheets to show full department participation. • Departments will share data at each staff meeting to divulge areas of celebration and/or challenges.	5. **IEP Monitoring** to track the success rate of goals attained.	

Action 1.2.3   (SiteGoalID: 8750) (DTS: 05/10/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Staff will participate in International Baccalaureate, AVID & PLC training and professional learning. • AVID Professional Learning and curriculum each month to provide AVID-aligned educational experiences. • In collaboration with District Coaches, Admin, and the Instructional Leadership Coalition, professional development opportunities will be made available to staff and will be presented at staff meetings throughout the school year. • Professional development opportunities will also be made available to staff to attend off site with the expectation that staff return	• Administration will collect data through FONT walkthroughs to assess if instructional strategies have been implemented. If yes, Administration will look at assessment data from classes implementing new practices compared to classes who are not to see the differences in progress.	In the 2025-2026 school year, ____ staff participated in professional development off site. In the 2025-2026 school year, the following professional development was presented to staff: _____with the goal of _____ being taught. Based on staff surveys at the completion of the staff meeting, _____ felt that they can and will utilize what was learned in their class.

to HEMS to share the knowledge received. This can be shared within departments, PLCs, or at staff meetings.

Action 1.2.4   (SiteGoalID: 8750) (DTS: 05/10/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
By June 2026, Harriet Eddy Middle School will enhance its **Professional Learning Communities** (PLCs) to further elevate student achievement. Building upon our recognition as a "Model PLC at Work" school, we aim to achieve a 5% increase in overall student academic performance. This initiative aligns with EGUSD's strategic goals of providing high-quality curriculum, instruction, and assessment to promote college, career, and life readiness, while closing achievement and opportunity gaps. **PLC Process** Department Collaborative Teams will use formative, interim (Illuminate) & summative assessment data in the PLC Process to adjust instruction and identify students for intervention. 1. Use the Professional Learning Community collaborative	This will be measured by district benchmark assessments (quarterly) and state standardized tests (annually), with a focus on improving math proficiency from 28% to 33% and reading proficiency from 48% to 53%.	

principles to support student learning. Four PLC questions will guide Collaborative Team discussion and actions.

- Identify Learning Targets (What do we want students to know and be able to do?)
- Common Assessments & Success Criteria (How will we know if students understand?)
- Intervention (What do we do if they did not learn?)
- Extension/Enrichment (What do we do if they have mastered the learning?)

2. School will provide staff release time to work in PLC's to develop MYP practices and improve student learning. Action includes funding for release time, substitute teachers, supplies, & equipment.

The action includes financial support for consultation fees, conferences and related costs, supplies, equipment, teacher substitutes, timesheets, tools, data, collaboration technology subscriptions, and resources to conduct site meetings.

Action 1.2.5   (SiteGoalID: 8750) (DTS: 05/10/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
In the 2025-2026 school year,		

Harriet Eddy Middle School will utilize Title I funding to offer supplemental math classes aimed at meeting the academic needs of African American, Homeless students, Native American students, and Foster youth. These classes will focus on closing achievement gaps and providing targeted support for these student groups to ensure a 5% increase in student performance of standards met or exceeded as measured by district benchmark assessments and state standardized tests.

1. Needs Assessment and Identification:

- Review district and school data to identify students who meet Title I eligibility criteria (African American, Foster Youth, Homeless Youth, Native American).
- Analyze academic performance data, such as state assessments, benchmark assessments, and teacher evaluations, to determine students' current math proficiency levels.

2. Allocate Title I Funding for Supplemental Classes:

- Utilize Title I funding to assign supplemental course sections to current Math teachers.
  - 4 Sections (.8) will be needed for Math Mindset--2 sections for 7th grade and 2 sections for 8th grade
- Allocate funds to purchase materials, resources, and technology (e.g., math software, online tutoring) to support supplemental instruction.

3. Schedule and Grouping of Students:

- Create a schedule that allows Title I eligible students to participate in

- Administer formative and summative assessments regularly to monitor the effectiveness of the supplemental math classes.
- Track progress through benchmark assessments and use data to adjust the curriculum or teaching methods as needed.
- Schedule regular check-ins with students to ensure they are receiving the support they need.

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
supplemental math classes during their school day. • Group students by similar skill levels or needs to maximize the effectiveness of instruction. **4. Implement Supplemental Math Instruction:** • Begin delivering the supplemental math classes with a focus on personalized support, using small group settings or individualized instruction. • Utilize formative assessments to track student progress and adjust instruction accordingly. • Provide regular feedback to students on their progress and areas of improvement. Two highly qualified Math teachers: **$124,020/annually** Teachers to gather and input data will be paid on timesheets: **$75/hr. ($600)** *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*		

Site Goal 1.3   (SiteGoalID: 9419) (DTS: 04/24/25)

Teachers will increase their use of learning targets from 66% to 80% as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.3.1   (SiteGoalID: 9419) (DTS: 04/24/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Teachers will participate in classroom observations once a quarter/trimester, utilizing the description of practice to support implementation of the instructional framework. 2. The HEMS Instructional Learning Coalition & District Instructional Coaches will creat a year-long professional development plan to deepen the implementation of the Instructional Framework as it relates to Learning Targets & Success Criteria. 3. Teachers will use PLC time and/or release time to develop learning targets for future lessons	**Progress Monitoring** • Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. • Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success	**Evaluation** FONT data showed a X% increase in the use of learning targets. Based on the data above, we (will/will not) continue providing release time and professional development on additional instructional strategies.

Site Goal 1.4   (SiteGoalID: 9444) (DTS: 04/25/25)

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 66.3% to 68% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- English Learners (EL) making progress by one level on the Summative ELPAC will increase by 5%.
- Long Term English Learners (LTEL) or students At-Risk of becoming an LTEL who declined by one level on the Summative ELPAC will decrease by 5%.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.4.1 (SiteGoalID: 9444) (DTS: 04/25/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

• Certificated staff member to serve as ML/EL Coordinator to provide supplemental support to accelerate language acquisition identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings:
  ○ Placement/Enrichment
  ○ Supplemental resources to support academic, social-emotional needs
  ○ Progress Monitoring through supplemental data analysis
  ○ Liaison between site and Department of Multilingual Education
• Timesheet ELPAC Coordinator to organize assessment of students for Initial, Summative, and Alternate ELPAC.
• Timesheet retired or off-contract teachers or credentialed subs to support ELPAC test administration.
• Utilize ML Coach to provide professional development (e.g., Typologies: Newcomer, LTEL, SLIFE, Dually Identified).
• Increase knowledge of research-based practices
	• Monitor student progress of language proficiency utilizing a variety of data points (Wonders ELD assessments, ELPAC practice tasks, Interim Benchmark Assessments)
	• FONT walkthroughs to identify implementation of research-based best practices for multilingual learners during Integrated and Designated ELD.
	• Utilize ML instructional coach to provide individual classroom follow-up support for site-specific EL professional development.
	• English learners who receive a 4 on ELPAC and meet the Basic Skills relative to English Proficient Students criteria will be given the opportunity to show adequate progress and reclassify, as measured by OPTEL.
		• Student monitoring showed progress with language acquisition and academic growth toward grade-level standards
		
		• EL PIC: EL participation in Interim assessments increased by one level
		
		• EL PIC, Program Structure: EL Coach service utilization increased by one level
		
		• FONT data showed a X% increase in use of instructional strategies presented at PD.
		
		• EL PIC data showed an increase of one level in the areas of teacher preparation and observed implementation of EL instructional strategies.

- and stay current with EL policies through professional development (e.g., CABE, ELD Standards Institute).
- Certificated staff will provide before/after school tutoring to support students progress towards English Proficiency.
- Supplemental materials for intervention/enrichment to promote language acquisition.
- One certificated teacher to teach multiple sections of EL instruction to improve proficiency of the English language to our students who are second language learners.

Certificated= $83,261 (Supp Con)
Certificated Time sheets=$75/hr
ELPAC=$3000
EL Coordinator=$3000

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Funding Sources for District Goal 1 (DEV - LCAP ID: 762)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	124020	Certificated- Salaries
Title I – Basic (4900/3010)	1500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	10466	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7201/0000)	83261	Certificated- Salaries
Supplemental/Concentration (7201/0000)	30000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	8091	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	6500	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	500	Classified- Timesheets
EL Supplemental (7250/0000)	2540	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	10000	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 9448) (DTS: 04/25/25)

During the 2025-2026 school year, Harriet Eddy Middle School will collaborate with the Black Youth Leadership Project (BYLP) to implement a comprehensive support program aimed at African American students. This partnership will focus on enhancing academic achievement, promoting social-emotional well-being, and fostering cultural identity. Through mentorship, advocacy, and leadership development, the program seeks to increase African American student proficiency in English Language Arts and Mathematics by 5%, attendance **(**Decrease in chronic absenteeism among participants), reduce behavior (Reduction in office

referrals for African American students), increase engagement (Improved scores in SEL and school connectedness surveys), and family involvement (Increase in African American family participation in school events) as measured by district benchmark assessments, CAASPP results, and Perspective Surveys.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 9448) (DTS: 04/25/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **1. Establish Partnership with BYLP** Initiate MOU and plan scope of services **2. Identify Target Students** Use academic, behavior, and attendance data to identify African American students in need of support **3. Launch Mentorship & Advocacy Program** Weekly or biweekly meetings with BYLP mentors on campus **4. Host Cultural Identity & Leadership Workshops** Student-centered workshops around leadership, heritage, and identity **5. Family Engagement Activities** Evening events to connect families, BYLP, and school ***Contract for one year of partnership with BYLP=$12,000***	**Progress Monitoring** • PBIS Tier II Team to evaluate the effectiveness of the partnership by monitoring student academic and social behaviors during the 6-week periods of small groups. • **Monitor Student Progress?** Regular academic check-ins and SEL surveys • **End-of-Year Evaluation?** Assess academic, behavioral, and SEL outcomes	**Evaluation**

Funding Sources for District Goal 2 (DEV - LCAP ID: 762)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	12000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8752) (DTS: 02/13/25)

HEMS will increase the positive culture and climate by 10% as measured by the California Healthy Kids Survey (CHKS) and EGUSD Perspective surveys from students, staff, and families.

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 8752) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Expand Restorative Practices (RP) Train staff in RP strategies and hold monthly restorative circles **2. Launch Student Voice Forums** Implement monthly student roundtables & peer leader meetings to identify school climate concerns and solutions **3. Increase Safe Space Opportunities** Support affinity groups (e.g.,	Collect and review data from the following sources: • **(District) California Healthy Kids Survey (CHKS)** to gauge if students feel a sense of belonging, perceived safety, respect among peers, and adult-student relationships. (Annually) ○ **Target:** 10% increase in positive responses from students.	

BSU, LGBTQ+ club, newcomer group) with advisors and space

4. Strengthen Family Engagement
Host quarterly culturally inclusive family nights, listening sessions, and workshops

5. Implement SEL Curriculum and Check-Ins
Integrate SEL lessons utilizing Character Strong into KT (AKA advisory or homeroom) and conduct bi-monthly student emotional check-ins

6. Staff Culture & Wellness Activities
Facilitate monthly staff appreciation or connection-building activities

7. School Climate Team
Continue the work of the #HEMSCultureClub to monitor climate data, oversee initiatives, and plan ongoing supports

8. Communicate Progress to Stakeholders
Share climate progress in newsletters, website updates, and school board reports

Timesheet teachers $75/hr for culturally inclusive family nights, listening sessions, and workshops=$4,000

- **(Site) 5-Star Student SEL Survey** to gauge if students feel a sense of belonging, social awareness, and school safety. (2x/yr.)
  - **Target:** Growth in "favorable" responses.

- **Behavioral Data (PBIS)** to track discipline referrals, suspensions, and recidivism rates.
  (Weekly/Monthly/Annually)
  - **Target:** Decrease in monthly incidents and therefore a year-over-year decrease, especially for groups historically overrepresented.

- **Attendance Rates** to monitor chronic absenteeism rates, particularly for African American, foster, and homeless youth.
  - **Target:** Reduction in chronic absenteeism.

- **Participation Metrics**
  - Number of students participating in student leadership, clubs, and affinity groups.
  - Family attendance at school events or feedback sessions.
  - Staff participation in wellness or restorative practice activities.

- **Staff Data Review Meetings**
  Use the *SLAM (School Leaders and Administration Meetings) t*o review discipline, survey, and attendance data

- **Progress Reports in Site Leadership or School Site Council Meetings** to keep

	stakeholders informed and involved. • **Annual Climate Report** Summarize outcomes and use them to set climate priorities for the following year.	

Action 3.1.2   (SiteGoalID: 8752) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Strengthen Tier I PBIS Framework - Revisit and reinforce school-wide expectations and behavior matrix (e.g., Be Safe, Be Respectful, Be Responsible). - Provide regular, school-wide PBIS recognition and reward programs. **2. PBIS Refresher Training for Staff** - Offer professional development for all staff (including non-teaching staff) on PBIS principles and Tier I strategies. - Incorporate positive reinforcement techniques into classroom management. **3. Implement Tier II Check-In/Check-Out (CICO) System** - Develop a formalized CICO	**Evaluate and Refine PBIS Efforts** • Conduct end-of-year surveys with students, staff, and parents to assess PBIS effectiveness and areas for improvement. • The Intervention teacher will keep a continuous data report of all students who require intervention in the NEST and will share this weekly with Admin	

system for students needing additional support. Provide daily check-ins and check-outs with a designated staff member.

4. Increase Tier II Interventions (Small Group Support)
- Offer small group sessions on social skills, emotional regulation, and peer relationship-building (BYLP and Sac Connect)
- Use student data to identify at-risk students for targeted interventions.

Celebrate PBIS Successes
- Regularly highlight students and classes exhibiting exemplary behavior through assemblies, newsletters, or social media.
- Celebrate milestones such as "Positive Behavior Week" or "School Pride Week."

Funding Sources for District Goal 3 (DEV - LCAP ID: 762)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	4000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries

Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8753) (DTS: 02/13/25)

In the 2025-2026 school year, Harriet Eddy Middle School will strengthen family and community engagement through the expansion of programs and services that inform, involve, and empower families in supporting student achievement. This will include increased participation in family engagement activities, school events, and community partnerships, leading to a 10% increase in family satisfaction and involvement, as measured by surveys and attendance data.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 8753) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Harriet Eddy Middle School will provide opportunities to present and inform parents about school initiatives. In addition, HEMS will offer learning opportunities for families to support student learning. Specific Outreach Actions: • Good Mornings with Gillis (Monthly) • Weekly Newsletters • IB/MYP Programme Meetings • School Site Council • ELAC • Welcome to the HEMiSphere (Open House) • Parent Lunch Days • Parent Meetings • Community Events • VAPA Events	**Site Admin and the Intervention Teacher** will collect and disaggregate event participation rates, post-event survey data, and data from the EGUSD Parent Surveys. This will be an ongoing process throughout the 2025-2026 school year. The data will be disseminated and/or discussed in Site Leadership meetings, Staff weekly newsletters, and/or monthly family newsletters.	

Site Goal 4.2   (SiteGoalID: 9507) (DTS: 05/10/25)

Annual Measurable Outcomes:

- Reduce chronic absenteeism by at least 3% annually school-wide.
- Decrease the chronic absenteeism rate for African American, Latino, and socioeconomically disadvantaged students by 5% annually.
- Increase student and family engagement as measured by family attendance at school events.

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 9507) (DTS: 05/10/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Attendance Success Teams (ASTs) • Establish Attendance Success Teams that include school administrators, counselors, and support staff to meet regularly and address students with patterns of poor attendance. (Monthly) **Tiered Interventions and Incentives** • Tier 1: School-wide attendance incentives (e.g., recognition, raffles, advisory competitions). • Tier 2: Parent communication and home visits for students with 5–9 absences. • Tier 3: Individual attendance contracts, SST (Student Study Team) meetings, and referral to district attendance support. (Review monthly) **Certificated ($13,000) staff will be timesheeted for conducting home visits outside of contract**	**Responsible Staff:** • Principal and Vice Principal • School Counselors • Attendance Clerk • AST Members **Metrics to Measure Progress:** • Monthly attendance reports and disaggregated data by subgroup. • Number of students supported by ASTs. • Participation rates in family engagement events. • Perspective and local survey data on school connectedness and climate.	

hours.

Funding Sources for District Goal 4 (DEV - LCAP ID: 762)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	13000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	20000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$124020	$0	$0	$0	$124020
Certificated- Timesheets	$1500	$0	$0	$13000	$14500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$10466	$0	$0	$20000	$30466
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

Title I – Basic (4900/3010) Total: $168,986

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$83261	$0	$0	$0	$83261
Certificated- Timesheets	$30000	$0	$4000	$0	$34000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$8091	$0	$0	$0	$8091
Contracts/Services/Subscriptions	$0	$12000	$0	$0	$12000

Supplemental/Concentration (7201/0000) Total: $137,352

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$6500	$0	$0	$0	$6500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$500	$0	$0	$0	$500
Materials/Supplies/Equipment	$2540	$0	$0	$0	$2540
Contracts/Services/Subscriptions	$10000	$0	$0	$0	$10000

EL Supplemental (7250/0000) Total: $19,540

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Harriet Eddy Middle School (411) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$168,986	$135,986	$0	$0	$33,000	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$137,352	$121,352	$12,000	$4,000	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$19,540	$19,540	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$325,878	$276,878	$12,000	$4,000	$33,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$168,986
Subtotal of state or local funds included for this school	$156,892

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0