



Harriet Eddy Middle School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Gustavo Espindola

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

IV. Goals, Action Plans and Progress Monitoring

Harriet Eddy Middle School | Focused Work: 2026-2027

Goal Setting

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?

The HEMS LCAP planning process is an ongoing year-long process. Educational partners provide input and feedback during Staff and Leadership meetings, School Site Council meetings, and Monthly Parent meetings. In addition, parent, student, and staff feedback is gathered throughout the year through various site and district surveys.

School Site Council:

First Fall 9/3/2025

Emergency Meeting 9/9/2025

Second Fall 10/22/2025

First Winter 12/3/2025

Second Winter: 1/14/2026

Third Winter: 2/25/2026

First Spring: 4/23/2026

Second Spring: 5/20/2026

ELAC Mtgs:
Fall Meeting 10/23/2025
Winter Meeting 1/22/2026
Spring Meeting 4/23/2026

Surveys:
Perspective Survey sent to students: 04/15/2026
Perspective Survey sent to certificated staff: 04/08/2026
Perspective Survey sent to classified staff: 04/14/2026

2. Impact of LCAP and Annual Update

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

These consultations validated the work we were doing and the need to either discontinue, revise, or add goals and actions.

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:

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.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- 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

ELA, Math, and Science: Increase the performance level of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by grade and student group and by the 2026 California Dashboard.
English Language Arts (ELA)

- All students will increase from 46% to 51% in met or exceeded standards as measured by CAASPP Results Summary Performance by Grade.

Math

- All students will increase from 29% to 34% in met or exceeded standards as measured by CAASPP Results Summary Performance by Grade.

Science

- All students will increase from 22% to 27% in met or exceeded standards as measured by CAASPP Results Summary Performance by Grade.

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

Action 1.1.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Professional Learning Communities (PLCs) Teachers will work collaboratively during release days and during after-school hours to align curriculum to content standards and provide students with high-quality instruction aligning to the Framework for High Quality Instruction (FHQI). This will include work for both general education and honors courses. The work will be driven by the four PLC guiding questions and the following actions: - Identification of essential standards. - Unpacking essential standards and identifying learning targets. Continue the work on other standards as well. - Identify success criteria specific to each learning target. - Develop common assessments to assess learning targets. Teachers will use Illuminate to give and analyze common assessments. - Develop additional data-capturing tools as needed to record student assessment data. - Develop common strategies to extend learning or intervene based on the results of assessments. - Record and review intervention data to evaluate and adjust intervention plans. We will purchase allowable, reasonable, and	Progress Monitoring Common formative assessment and intervention data will be reviewed weekly, during PLC meetings. Departments will add and subtract students to the Intervention Spreadsheet and monitor number of students who are assigned to Intervention for each quarter. Common formative assessment and intervention data will be shared with PLC and Admin. Admin will review common formative assessment and intervention data with Dept Chairs at Dept Chair Check-ins. Check-ins occur quarterly.	Evaluation

necessary supplies or contracts for the library to support the action plan for this goal. • The teacher Librarian will provide additional services to our students such as utilizing Beanstack Program encouraging and increasing the overall usage of the library • Junior Library Guild Subscription Certificated Timesheets: \$10,000	
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Action 1.1.2

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
In the 2026-2027 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:	• 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. • Work with the instructional coach to provide perspective data	

- 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. Funding provides IXL for all HEMS students. 3. Schedule and Grouping of Students: - Create a schedule that allows Title I eligible students to participate in 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. Four highly qualified Math teachers: \$136,813 .8 FTE/annually Teachers to gather and input data will be paid on timesheets: \$75/hr. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal		
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Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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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?	Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>ELPAC Assessments:</u> Under the direction of the Regional EL Coordinator, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Principal and EL Coordinator, time-sheeted teachers will administer the Summative ELPAC to EL students from February 1 to May 2026. - Timesheet ELPAC Coordinator to organize assessment of students for Initial, Summative, and Alternate ELPAC. - Timesheet for retired or off-contract teachers or credentialed subs to support ELPAC test administration. <u>Illuminate Assessments:</u> Teachers will administer Illuminate assessments to all students in the core subject areas, e.g., Math, ELA Illuminate assessment will be administered following the timeline provided by CPL to allow time for data analysis. <u>CAASPP Assessments:</u> State standardized assessment will be administered during the state exam window under the direction of the Vice Principal and content teachers. Based on student grade levels, IEPs, and student accommodations, teachers will be trained on exam protocols and accommodations. <i>**We will timesheet teachers and retired teachers to support with testing.</i>	Progress Monitoring The regional EL Coordinator will run monthly reports to ensure all students in need of the initial and summative ELPAC assessments have completed the assessments. This information will be shared and analyzed by the Multilingual Learner PLC and shared at ELAC meetings by the Principal. The Vice Principal will run reports during the CAASPP or CAA testing windows to ensure at least 95% of 7-8 grade students completed the assessments. The information will be shared with the Department Chairs	Evaluation

Action 1.2.2

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for	Describe your step by step plan for	Describe the overall implementation and

intervention, for at-risk students, as related to your goal.	progress monitoring your action plan. What formative student data will you collect and how often?	effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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 to HEMS to share the knowledge received. This can be shared within departments, PLCs, or at staff meetings. - We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. - Certificated Timesheets: \$5,000_ Supp Con	Progress Monitoring 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.	Evaluation

Site Goal 1.3

Teachers will increase their use of learning targets by establishing a first-semester baseline and demonstrating mastery as measured by the Teaching and Learning Program Implementation Continuum (FHQI).

Metric: Learning Targets

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the
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		actual implementation. Describe any changes that will be made based on the data collected.
Action Plan Framework for High-Quality Instruction (FHQI) - Teachers will participate in classroom observations once a quarter/trimester, utilizing the description of practice to support implementation of the instructional framework. - The HEMS Instructional Learning Coalition & District Instructional Coaches will create a year-long professional development plan to deepen the implementation of the Instructional Framework as it relates to Learning Targets & Success Criteria. - Teachers will use PLC time and/or release time to develop learning targets for future lessons - Monthly new teacher meetings will be planned with the admin and veteran teachers to help with onboarding and retention. Presenters from campus will share there roles and show how they can support. Certificated Timesheets: \$5,000 Supp Con	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

Site Goal 1.4

For the 2026-27 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 59% to 65% as determined by the English Learner Progress indicator (ELPI) on the 2026 California Dashboard.

For the 2026-27 school year, the percentage of our Long-Term English Learners making adequate progress towards English language proficiency will increase from 58% to 65% as determined by the English Learner Progress indicator (ELPI) on the 2025 California Dashboard.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - 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: - Timesheet ELPAC Coordinator to organize assessment of students for Initial, Summative, and Alternate ELPAC. - Timesheet for retired or off-contract teachers or credentialed subs to support ELPAC test administration. - Utilize ML Coach to provide professional development for new staff. - Increase knowledge of research-based practices and stay current with EL policies through professional development (e.g., CAFE, 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 the proficiency of the English language for our students who are second-language learners. Certificated= \$68000 (Supp Con) Certificated Time sheets=\$75/hr ELPAC=\$6,500 We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	Progress Monitoring - 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 an 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 allowed to show adequate progress and reclassify, as measured by OPTTEL.	Evaluation

Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use

Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	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

Students with Disabilities:

ELA English Language Arts:

- SWD students will increase from 16.7% to 21% in met or exceeded standards.

Math:

- SWD students will increase from 4.8% to 10% in met or exceeded standards.

Chronic absenteeism:

- Chronic absenteeism for SWD students will decrease from 28% to 23% as measured by the California Dashboard.

Suspension Rate:

- Suspension rates for SWD students will drop from 19% to 15% as measured by the California Dashboard.

School Connectedness and sense of belonging:

- SWD students reporting a sense of belonging and connectedness to school will increase from 66% to 70% as measured by the EGUSD student perspective survey.

Metric: Students with Disabilities Disparity

Action 2.1.1

Targeted Student Group(s)

- SWD

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Students with Disabilities and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 Case Managers will monitor students' progress in RSP Math, RSP ELA, and consult with teachers on appropriate strategies for the student. Case managers will collaborate with students' teachers to develop and implement academic intervention/support plans. Intervention tracking spreadsheet will be used for progress monitoring. Chronic Absenteeism This goal will be directly supported by Site Goal 4.2.1 Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of Students with Disabilities Building Positive Relationships This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1 Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup. Staff will use best practices from the Crisis Prevention and Intervention (CPI) training to de-escalate Students with Disabilities as well as to produce equitable responses to	Formative and summative assessments will be collected by classroom teachers and reviewed with case managers, weekly. GPAs will be reviewed at progress reports and the end of each Quarter by case managers and classroom teachers. Special Education PLC will meet weekly to review formative assessment data as well as Intervention Spreadsheet. Admin will review assessment data and intervention data with Dept Chairs at Dept Chair Check-ins. Check-ins occur quarterly. At the end of the first month of school, RAIT will provide an attendance report for Students with Disabilities to case managers. Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Case managers will check-in with students and document contact via Synergy Student Contact Log. Admin will use participation logs to track staff members that have been trained in CPI and encourage all staff who work with Students with Disabilities to be trained. Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for Students with Disabilities who are struggling with behavioral expectations and share with case managers	

behavior in their classrooms. Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations. Special Education students will be scheduled for regular check-ins during their Advocacy class to provide consistent feedback to students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Certificated Timesheets: \$_0_ Supp Con	each month. Special Education staff will utilize a daily communication log to track behavior and inform families of progress. Communication logs are kept in student-specific binders. Communication logs are shared with case managers, weekly.	
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Site Goal 2.2

- African American Students:
ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2025 California Dashboard.
English Language Arts (ELA)
- African American students will increase from 28% to 32% in met or exceeded standards.
- Math
- African American students will increase from 12% to 17% in met or exceeded standards.
- Chronic Absenteeism:
- By May of 2026, chronic absenteeism for African American students will decrease from 26% to 21% as measured by the California Dashboard.
- Suspension Rate:
- Suspension Rates will drop from 21% to 15% for African American students as measured by the California Dashboard.
- Knowledge and Fairness of Discipline, Rules and Norms:
- Favorable responses will increase for African American students from 70% to 75% as measured by the Student Perspective Survey.
- School Connectedness and Sense of Belonging:
- Favorable responses will increase for African American students from 71% to 76% as measured by the Student Perspective Survey.

Metric: African American Disparity

Action 2.2.1

- Targeted Student Group(s)
- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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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?	Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
African American Students and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 Regional Equity Coach will provide professional development on implementing culturally responsive teaching strategies. Staff will receive training in and/or share best practices for reaching African American students. This training/PD will take place during staff meetings and/or through other professional development avenues such as conferences, seminars, book studies. Staff will also review ELA and Math SBAC data and track progress for African American students. Counselors will identify specific African American students who are earning D's or F's in Math. Work with Math Curriculum Coach to identify students who may benefit from Math Mindset/Math Intervention elective. Teachers, administrators, and counselors will conduct check-ins with these students and make contact home. Additional progress will be monitored using "Students of Concern" spreadsheet used by teams to develop plans for academic intervention and support. Chronic Absenteeism This goal will be directly supported by Site Goal 4.2.1 Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of African American students. Building Positive Relationships This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1 Counselor/Teacher/Admin phone calls home to families to offer supports in targeted areas of need displayed by current GPA/Discipline data. Personal communication from counselors to families to encourage Honors course enrollment or Honors progress check-ins. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Certificated Timesheets: \$ 0 Supp Con	ELA and Math PLCs will meet weekly to review formative assessment data as well as Intervention Spreadsheet FONT Data will be reviewed quarterly to monitor implementation of high-quality instruction. Students of Concern Spreadsheet will be review, weekly, at Team meetings Admin and counselors will monitor D/F Grades: At the end of Progress Reports Quarters 1, 2, 3 Admin and counselors will monitor African American student progress in Humanities and Math for each grading period for Quarters 1, 2, 3 At the end of the first month of school, RAIT will provide an attendance report for African American students to counselors Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Counselors will check-in with students and document contact via Synergy Student Contact Log. Tier 1, Tier 2 PBIS teams and site administration will monitor academic grades, behavior referrals, suspension and attendance data to develop specific plans for African American students who are struggling and share with counselors Counselor/Admin call logs or email correspondence to families regarding student needs displayed by current data including attendance, GPA, and discipline data. Contact will be documented in Synergy. Counselor call logs or email correspondence to families regarding Honors course enrollment or Honors progress check-ins. Contact will be documented in Synergy. Honors enrollment rate as data point. Data collected by counselors and shared with Admin.	

Site Goal 2.3

- Homeless Students:**
ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2025 California Dashboard.
- English Language Arts (ELA)**
- Homeless students will increase from 19% to 24% in met or exceeded standards.
- Math**
- Homeless students will increase from 22% to 27% in met or exceeded standards.
- Chronic Absenteeism:**
- By May of 2026, chronic absenteeism for Homeless students will decrease from 50% to 40% as measured by the California Dashboard.
- Suspension Rate:**
- Suspension Rates will drop from 6% to 3% for Homeless students as measured by the California Dashboard.
- Knowledge and Fairness of Discipline, Rules and Norms:**
- Favorable responses will increase for Homeless students from 61% to 66% as measured by the Student Perspective Survey.
- School Connectedness and Sense of Belonging:**
- Favorable responses will increase for Homeless students from 60% to 65% as measured by the Student Perspective Survey.

Metric: Homeless Student Disparity

Action 2.3.1

Targeted Student Group(s)

- Homeless

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Homeless students and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 Working in collaboration with relevant District	Progress Monitoring Administration and relevant staff (Counselors, Teachers, Social Workers, Psych, Nurses, etc) will monitor student data for students experiencing homelessness and develop intervention plans. GPAs will be reviewed at progress reports and	Evaluation

departments, identify and provide targeted support to students experiencing homelessness including: Academic intervention, tutoring and homework assistance Access to Expanded Learning activities Supplies and other basic educational needs Chronic Absenteeism This goal will be directly supported by Site Goal 4.2.1 Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of Homeless students By August, and quarterly thereafter, Admin will identify the students experiencing homelessness and monitor attendance, behavior, suspensions, and academic progress Building Positive Relationships This goal will be directly supported by Site Goals: 3.1.1, 3.2.1, 3.2.2, and 3.3.1 Expand communication methods to families of students experiencing homelessness to increase family engagement and participation (broaden communication methods for families who may not receive electronic communications through Synergy by using auto-dialers, Talkingpoints, printed materials, targeted phone calls, etc.) Certificated/Classified Timesheet Supplemental (off-contract training, tutoring, homework assistance, expanded learning, staff participation in collaborative team meetings to address educational barriers, etc) We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Purchase of school supplies (backpacks, school supplies, PE Clothes, Hygiene Items, snacks, funds for field trips and other extracurricular activities) Expanded Learning Programs (Fees and transportation for out-of-school programs, sports, school, and extracurricular activities to help students feel more connected to their school community, build social skills, and improve emotional well-being.) Certificated Timesheets: \$0 Supp Con	the end of each Quarter by Foster Youth case managers and counselors At the end of the first month of school, RAIT will provide an attendance report for Homeless students to counselors Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Counselors will check-in with students and document contact via Synergy Student Contact Log. Administration will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled students experiencing homelessness. Administration will meet with front office staff quarterly to monitor enrollment and address barriers for students experiencing homelessness.
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Site Goal 2.4

Students in Foster Youth:

ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2025 California Dashboard.
English Language Arts (ELA)

- Foster Youth students will increase from 0% to 46% in met or exceeded standards.

Math

- Foster Youth students will increase from 0% to 29% in met or exceeded standards.

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for Foster Youth students will decrease from 57% to 25% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 25% to 15% for Foster Youth students as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for Foster Youth students from 58% to 65% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for Foster Youth students from 57% to 65% as measured by the Student Perspective Survey.

Metric: Foster Youth Disparity

Action 2.4.1

Targeted Student Group(s)

- Foster Youth

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Foster Youth and Academic/Instructional Support This goal will be directly supported by Site Goals 1.2.1 and 1.4.1 HEMS Counselors will monitor the progress of our foster youth students in both academics and attendance. If the student has an IEP, the case manager will assist with this as well. If needed, our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care. For foster youth with academic or attendance	GPA's will be reviewed at progress reports and the end of each Quarter by Foster Youth case managers and counselors Counselors will check-in with students and document contact via Synergy Student Contact Log. At the end of the first month of school, RAIT will provide an attendance report for Foster Youth students to counselors and Foster Youth case manager Each month, RAIT and SOT will run a new report to monitor students and/or to identify new students who are in need of check-in. Counselors and Foster Youth case manager will check-in with students and document contact via Synergy Student Contact Log.	

concerns, phone calls will be made to the foster family to share the supports		
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Funding Sources for District Goal 2		
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 (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3: Wellness All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	District Needs and Metrics 3: 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
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Site Goal 3.1

Decrease the Suspension Rate percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2025 California Dashboard.

- Suspension Rates will drop from 10% to 7% for all students
- Suspension Rates will drop from 15% to 10% for Two or More Races
- Suspension Rates will drop from 13% to 10% for Socioeconomically Disadvantaged students
- Suspension Rates will drop from 9% to 7% for English Learners
- Suspension Rates will drop from 10% to 7% for Long-Term English Learners
- Suspension Rates will drop from 11% to 8% for Hispanic students

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Launch Student Voice Forums Implement monthly student roundtables & peer leader meetings to identify school climate concerns and solutions 2. Increase Safe Space Opportunities Support affinity groups (e.g., BSU, LGBTQ+ club, newcomer group) with advisors and space 3. Strengthen Family Engagement Host quarterly culturally inclusive family nights, listening sessions, and workshops 4. 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 5. Staff Culture & Wellness Activities Facilitate monthly staff appreciation or connection-building activities 6. School Climate Team Continue the work of the #HEMS Youth Action Project (YAP) to monitor climate data, oversee initiatives, and plan ongoing supports 7. Communicate Progress to Stakeholders Share climate progress in newsletters,	Progress Monitoring 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. • (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	Evaluation

website updates, and school board reports 8. Expand Restorative Practices (RP) Train staff in RP strategies and hold monthly restorative circles Timesheet teachers \$75/hr for culturally inclusive family nights, listening sessions, and workshops = \$0	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 <i>SLAM (School Leaders and Administration Meetings)</i> to 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.	
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Action 3.1.2

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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	Progress Monitoring 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	Evaluation

(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 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 (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." .2 FTE Counseling- \$40,000 Supplemental	share this weekly with Admin	
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Site Goal 3.2

Continue to develop a wide range of activities in and out of school for students to participate in. The Student Perspective Survey will show an increase in overall culture and climate from 68% favorable responses to 75% favorable responses.

- School Connectedness and Sense of Belonging for all students will increase from 64% to 70%

Metric: Active Participation

Action 3.2.1

Targeted Student Group(s)

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Connecting Students to School Activities before, at lunch, or after school, such as clubs, school-sponsored sports, field trips, theater, and Science Museums. HEMS will offer a two-day Kick Off Intervention Program for incoming 7th-grade & 8th grade students. To kick off the year, the Academic Intervention Program is designed to support the transition to middle school. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Certificated timesheets: \$0 Classified timesheets: \$0	A list will be compiled of students signing up for clubs at our fall club rush event in the quad on campus. Sign-up sheets will be used to collect data. Student Activities Director will provide report to Admin. The School Perspective Survey will be used to gather data on students' connectedness to school. This data will be shared with site Leadership and SSC.	

Funding Sources for District Goal 3		
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)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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
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Site Goal 4.1

Increase stakeholder engagement. Parent Response Rate for the Parent Perspective Survey will increase from 6% to 25%. The Parent Perspective Survey will show an increase in the overall average from 73% favorable responses to 79% favorable responses.
Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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: • Weekly Newsletters • IB/MYP Programme Meetings • School Site Council • ELAC • Night at the Nest • Welcome to the HEMiSphere (Open House) • Parent Lunch Days • VAPA Parent/Student Events Make personal connections with the families	Progress Monitoring 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 2026-2027 school year. The data will be disseminated and/or discussed in Site Leadership meetings, Staff weekly newsletters, and/or monthly family newsletters. Call logs/emails/printed correspondence of parent communication by EL Coordinator and/or Admin. Coordinator will track in a	Evaluation

of our EL students and LTEL students Personal invites to English Learner (EL) families for school-wide events. The EL Newsletter is produced twice per school year, sent home in hard copy and electronically, with school-wide academic support offerings/resources for EL students and families. Work to strengthen parent participation/attendance in ELAC meetings. EL certificated staff will attend recognition events in order to represent EPMS and support families. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Certificated Timesheets: \$4,000 Sup Con. \$1,000 EL Supplemental Materials/Supplies/Equipment \$0 EL Supplemental	Google Document. Data will be shared with Multilingual Learner PLC. Contact will be documented in Synergy. Completed EL Newsletter twice per school year with school-wide academic support offerings/resources for EL students and families. Content of newsletter will be based on a pre-survey sent out to EL families at start of school year about what information is needed. Data will be shared with Multi Lingual Learner (MLL) PLC. Increased parent participation/attendance to ELAC meetings as indicated by sign in sheets/meeting minutes and input from stakeholders. A Needs Survey will be given at the end of each meeting to every family. Data will be shared with Multi Lingual Learner (MLL) PLC. Parent Perspective Survey Data. This data will be shared with site Leadership and SSC.	
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Site Goal 4.2

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

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Attendance Success Teams (ASTs) • Establish Attendance Success Teams	Responsible Staff: • Principal and Vice Principal	

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 and Classified staff will be timesheeted for conducting home visits outside of contract hours and for associated AST reports and work; \$4,000.	• 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.	
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Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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	\$138,000	\$0	\$0	\$0	\$138,000
Certificated- Timesheets	\$2,000	\$0	\$0	\$3,168	\$5,168
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$752	\$0	\$0	\$0	\$752
Contracts/Services/Subscriptions	\$16,800	\$0	\$0	\$0	\$16,800

Title I Basic (4900/3010) Total: \$160,720

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$68,000	\$0	\$40,000	\$0	\$108,000
Certificated- Timesheets	\$20,000	\$0	\$0	\$0	\$20,000
Classified- Salaries	\$0	\$0	\$0	\$4,000	\$4,000
Classified- Timesheets	\$1,000	\$0	\$0	\$0	\$1,000
Materials/Supplies/Equipment	\$9,000	\$0	\$0	\$0	\$9,000
Contracts/Services/Subscriptions	\$24,973	\$5,000	\$3,500	\$0	\$33,473

Supplemental/Concentration (7201/0000) Total: \$175,473

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	\$6,500	\$2,000	\$450	\$0	\$8,950
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$500	\$0	\$0	\$0	\$500
Materials/Supplies/Equipment	\$2,500	\$0	\$0	\$1,000	\$3,500
Contracts/Services/Subscriptions	\$13,000	\$0	\$0	\$0	\$13,000

EL Supplemental (7250/0000) Total: \$25,950

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$160,720	\$157,552	\$0	\$0	\$3,168	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$175,473	\$122,973	\$5,000	\$43,500	\$4,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$25,950	\$22,500	\$2,000	\$450	\$1,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,143	\$303,025	\$7,000	\$43,950	\$8,168	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$160,720
Subtotal of state or local funds included for this school	\$201,423