Harriet Eddy Middle School

Local Control Accountability Plan (LCAP) 2024-2025

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 (Icapid: 642)

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 Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

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 (09/27/2023,01/31/2024, 04/10/2024)
School Site Council Meeting (09/27/2023, 11/01/2023, 02/07/2024, 03/06/2024, 04/24/2024, 05/15/2024)
Leadership (08/08/2023, 09/05/2023, 10/03/2023, 11/07/2023, 12/05/2023, 01/02/2024, 02/06/2024, 03/05/2024, 04/02/2024, 05/07/2024)
Staff Meetings (08/09/2023, 09/13/2023, 10/11/2023, 11/15/2023, 12/13/2023, 01/10/2024, 02/14/2024,

03/13/2024, 04/10/2024, 05/15/2024)

EGUSD Parent Survey
EGUSD LCAP Needs Analysis Survey
EGUSD School Climate Survey
These surveys were shared with the staff during preservice, where the plan to address these areas of need for the school year was discussed.

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: There is a need to monitor ELA, Math, Science, and ELAC rates.

- Continue to utilize Illuminate data reports
- Utilize benchmark assessments within Math and ELA

Site Goal 3: There is a strong need for Social-Emotional Learning and Campus Climate emphasis. 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 engaging events to support a positive community and campus climate.

Resource Inequities (ATSI 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

Students in several Principally Targeted Student Groups were identified as continuing to underperform in Math and have an increase in behaviors this school year. A new partnership with Black Youth Leadership Project was utilized to address the needs of our AA students to increase success rates in academics, behaviors, and social-emotional needs. Students with disabilities will be served through a team teaching/co-teaching model to enhance access to the curriculum and supports for success.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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**

Site Goal 1.1   (SiteGoalID: 7535) (DTS: 12/13/23)

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 earning at least a 5 on MYP Rubric for ELA and Math MYP Summative Tasks.
- Increase ELA student Distance from Standard by 16 Points from 6 Below Standard to 10 Points Above Standard as measured by the California Dashboard.
- Increase Math student Distance from Standard by 25 Points from 70 Below Standard to 45 Points Below Standard as measured by the California Dashboard.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.1.1   (SiteGoalID: 7535) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan HEMS will provide AVID, Honors, and MYP-aligned educational experiences. Funding provides AVID & IB professional learning. 1. IB/MYP Professional Learning each quarter with LCHS, curriculum, and technology that supports IB-aligned educational experiences for all students. 2. AVID Professional Learning and curriculum each month to provide AVID-aligned educational experiences. 3. Academic Intervention Opportunities 4. Purchase library books in students' native language to support the IB Global Learner. To support the work teachers provide and to increase the desire of students to be engaged in MYP, AVID, and/or Honors classes, supplemental materials will be purchased. Supplemental materials will enhance student learning experiences and support student development of self-management and organizational skills.	**Progress Monitoring** **Who will evaluate effectiveness?** • School Administration & Program Coordinators • Counselors • Intervention Teacher • AVID teachers **What data will be collected?** • AVID/IB Professional Learning Participation • AVID Enrollment Data ◦ Annual • Classroom Observations **When will data collection occur?** • Quarterly/Annually **How will data be communicated?** • Site Leadership • Staff meetings • Newsletters	**Evaluation**

Action 1.1.2   (SiteGoalID: 7535) (DTS: 05/16/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan The Instructional Leadership Coalition will plan staff professional development to address effectively written and communicated learning targets and success criteria that clearly connect to content area standards.	**Progress Monitoring** **Who will evaluate effectiveness?** • School Administration & Instructional Leadership Coalition **What data will be collected?** • Staff surveys at staff meetings • Classroom Observations **When will data collection occur?** • Monthly **How will data be communicated?** • Site Leadership Meetings • Weekly HEMS Happenings to staff • Instructional Leadership Coalition Meetings • Staff Meetings	**Evaluation**

Action 1.1.3	(SiteGoalID: 7535) (DTS: 05/16/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
	• How will you measure implementation?	• Are you making progress towards your desired outcome?

• Describe your step by step plan for intervention for at-risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan HEMS will increase performance of student achievement in all subject areas by supporting teachers with walk-through visits. Administration will utilize the FONT and send each teacher immediate electronic feedback. Administration will calibrate walk-through observations during weekly meetings. It will be expected that each Vice Principal will observe teachers one day each week. The Principal will observe teachers two times a week.	**Progress Monitoring** **Who will evaluate effectiveness?** • School Administration **What data will be collected?** • FONT performance measures **When will data collection occur?** • Monthly **How will data be communicated?** • School Site Council • Staff Meetings	**Evaluation** Administrators completed ___% (____) classroom walkthroughs, recorded them in the FONT system, and send a feedback email to teachers. The administrators have begun to record three student's responses to the following prompt: *"What are you learning today? Why are you learning this? How will you know if you have learned it?""* These student quotes have been shared with the teachers. 3. The analysis of our PIC Data shows:_____ _____ **GOAL MET:** **Modifications Needed:**

Site Goal 1.2   (SiteGoalID: 7539) (DTS: 12/13/23)

Students will be provided access to extended day opportunities that provide academic intervention and enrichment to increase student academic achievement and school connectedness.

- 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.
- 60% of students earning at least a 5 on MYP Rubric for ELA and Math MYP Summative Tasks.
- Increase ELA student Distance from Standard by 16 Points from 6 Below Standard to 10 Points Above Standard as measured by the California Dashboard.
- Increase Math student Distance from Standard by 25 Points from 70 Below Standard to 45 Points Below Standard as measured by the California Dashboard.
- Increase in PBIS TFI Tier One from 87% to 90% implementation
- Increase in PBIS TFI Tier Two from 88% to 90% implementation.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.2.1   (SiteGoalID: 7539) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan
 	
1. The school will provide access to extended day intervention, which directly relates to the Essential Skills in ELA and Math and enrichment opportunities.
  ○ Counseling will conduct grade analysis and recommend students for extended day participation.
  ○ Extended Day Certificated Timesheet =$45/hr
2. Opportunities to promote success in Science and increase the positive connectedness to the school may include but are not limited to free STEM field trips
  ○ The action includes funding for staffing, supplies, and transportation.
	Progress Monitoring
	
	Who will evaluate effectiveness?
	
	• School Administration
	
	What data will be collected?
	
	• Participants' Essential Skill Data
	• Participants' MYP Summative Task Data
	• State Science Testing scores
	• Walk-throughs to measure engagement during pertinent Science lessons
	
	When will data collection occur?
	
	• Quarterly
	
	How will data be communicated?
	
	• Instructional Leadership Coalition
	• Staff Meetings
		Evaluation

Site Goal 1.3   (SiteGoalID: 7540) (DTS: 12/13/23)

The school will provide high-quality International Baccalaureate Middle Years Programme instruction and researched affirmed learning opportunities.

- 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.
- 60% of students earning at least a 5 on MYP Rubric for ELA and Math MYP Summative Tasks.
- MYP Classroom Visits Results
- Increase ELA student Distance from Standard by 16 Points from 6 Below Standard to 10 Points Above Standard as measured by the California Dashboard.
- Increase Math student Distance from Standard by 25 Points from 70 Below Standard to 45 Points Below Standard as measured by the California Dashboard.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.3.1   (SiteGoalID: 7540) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan 1. Staff will participate in International Baccalaureate, AVID & PLC training and professional learning. ○ The action includes funding for release time, Gate Coordinator stipends, substitutes, professional development conferences, related expenses, consultation fees, resources for	**Progress Monitoring** **Who will evaluate effectiveness?** - School Administration - AVID Coaches/Coordinator - MYP Coordinator **What data will be collected?** - IB Program evaluation - Essential Skill Assessments - Professional Learning Evaluations - MYP Unit Reflections - Classroom Observations	**Evaluation**

meetings, and equipment. ○ Funding will also be available as part of the AVID program to allow for AVID field trips to local universities and/or junior colleges. This action will support the mindset of students who are motivated to pursue college as a goal after high school.	• CAASPP Data • AVID Program evaluation **When will data collection occur?** • Quarterly **How will data be communicated?** • Instructional Leadership Coalition • Staff Meetings	

Action 1.3.2   (SiteGoalID: 7540) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Students who take part in the Future Quest/Paxton Patterson lab will have the opportunity to hone in on their interests and skills prior to entering high school so that they know which CTE Courses and careers they are most interested in while also preparing them for the high school CTE curriculum. The funding provides additional resources that provide broad and robust learning experiences that promote IB & CTE pathways. 2. IB Courses: Full implementation of eight	**Progress Monitoring** **Who will evaluate effectiveness?** • School Administration • AVID Coaches/Coordinator **What data will be collected?** • MYP Unit Summative Task Results • Teacher MYP Unit Reflections • Common CTE (Design Courses) Essential Skills & Assessments Results • Regional CTE & Vertical Articulation (LCHS) & Course outcome calibration (MYP Subject Group Overview) • Quarterly Essential Skill Data	**Evaluation**

areas of MYP.

Pre-CTE Courses supported:
Future Quest & STEM (PLTW).
Course support MPTA and GETA
at LCHS.

The action includes funding for
courses and **Learning
Experience** related expenses:

- Staffing Additional EL Lab
  Section (EL)
- Curriculum (IB)
- Instructional Materials (IB &
  CTE)
- Technology Services (IB)
- Coaching & Facilitation (IB)
- Staff Time Sheet Release
  Time (IB)
- Instructional Supplies (IB &
  CTE)
- Instructional Equipment (IB
  & CTE)
- Consumable Supplies (IB &
  CTE)
- Professional Development
  (IB & CTE)
- Junior Library Guild (IB)

When will data collection occur?

- Quarterly

**How will data be
communicated?**

- Instructional Leadership
  Coalition
- Staff Meetings

Action 1.3.3   (SiteGoalID: 7540) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Students will have access to a variety of Visual and Performing Arts and Science courses that incorporate IB aligned instruction and learning experiences. These courses will provide global and authentic learning experiences. • Science Instructional Supplies • Art Supplies • Film Studies Supplies • Dance Supplies/Subscriptions • Music Supplies such as Instrument repairs/cleaning for District Owned Instruments • Instruments and/or supplies	**Who will evaluate effectiveness?** • School Administration **What data will be collected?** • IB Implementation • MYP Unit Reflections • Classroom Observations **When will data collection occur?** • Quarterly **How will data be communicated?** • Instructional Leadership Coalition • Staff Meetings • Parent newsletters	

Action 1.3.4   (SiteGoalID: 7540) (DTS: 05/20/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Students will receive supple mental 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	**Who will evaluate effectiveness?** • School Administration • EGUSD Coaches • Department Chairs • Counselors • Teacher Librarian **What data will be collected?**	Students checked out XXX books during the 2023-2024 school year and the number of students utilizing Beanstack was XXX (as of 5-24-24). Our goal is to increase the number of books checked out and the number of students utilizing Beanstack. The data as of 3-28-25 shows:

development to fully understand the co-teaching model to implement with fidelity.
- Funding will provide teachers with: release time to attend professional development; collaborative 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.

2. The Teacher Librarian will provide additional services to our students such as utilizing the *Beanstack* program, encouraging and sponsoring an '*all school read*', and increasing the overall usage of the library.

- Essential Skill Assessments
- Classroom Observations
- CAASPP Data (Math & Science)
- Staff share outs
- Beanstack data
- Library attendance

When will data collection occur?

- Monthly (formative assessments/Beanstack)
- Quarterly (summative assessments)

How will data be communicated?

- Instructional Leadership Coalition
- Staff Meetings
- Parent newsletters (Beanstack 'winners')
- School Site Council

GOAL MET:

Modifications Needed:

Site Goal 1.4   (SiteGoalID: 7541) (DTS: 12/13/23)

Increase the percent of students by 3% from 28.8% to 31.8% who meet Level 4 "Well Developed" on ELPAC as reported on the CA Dashboard.

Metric:

Action 1.4.1   (SiteGoalID: 7541) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • Two or More

Action Plan	Progress Monitoring	Evaluation
	• How will you measure implementation?	• Are you making progress towards your desired outcome?

• Describe your step by step plan for intervention for at-risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Actions include providing funding for mandated testing coordination, EL Program coordination, extended learning opportunities, supplementary curriculum and instructional supplies, professional learning, and release time for teacher collaboration. Funding includes support, resources, and materials for ELAC meetings. The EL Coordinator (ESSER funded) will support identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings. The EL Coordinator will work closely with the Language and Literature department to determine best practices to increase student success rates on the ELPAC. This could lead to the creation and implementation of a zero period direct instruction and enrichment class specifically for EL students. Certificated Time sheets=$75/hr ELPAC=$3000 EL Coordinator=$3000	**Progress Monitoring** **Who will evaluate effectiveness?** • School Administration • EL Coordinator **What data will be collected?** • ELPAC Scores • ELA SBAC Scores • EL Walkthrough Data (2x Year) • CAASPP EL Data • EGUSD PIC Data • Classroom Observations **When will data collection occur?** • As ELPAC data is availalbe **How will data be communicated?** • Instructional Leadership Coalition • Coach/Admin Meetings • Parent newsletters	**Evaluation** *EL Intervention Data Analysis:* ____% of our EL students become reclassified as English-proficient; whereas ____% of our Long Term EL students become reclassified as English-proficient. ____% our EL students made progress towards English proficiency and ____% of our Long Term EL students made progress towards English proficiency. **GOAL MET:** **Modifications Needed:**

- Implement the PLC process with fidelity.
  - Increase the School-Wide Distance from Standard in ELA from -6 to 1.
    - Improve African American Distance from Met from -46 to -20.
    - Improve Hispanic Distance from Met from -32 to -20.
    - Improve EL student Distance from Met from -104 to -80.
  - Improve the School-Wide Distance from Standard in Math from -70 to -60.

- Improve African American Distance from Met from -128 to -120.
- Improve Hispanic Distance from Met from -104 to -90.
- Improve EL student Distance from Met from -139 to -130

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.5.1   (SiteGoalID: 7867) (DTS: 05/04/24)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

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 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?)
	Who will evaluate effectiveness?
	
	• Administration
	• Department Chairs
	• Instructional Leadership Coalition (ILC)
	
	What data will be collected?
	
	• EGUSD Assessment Results and Participation
	• Formative & Summative Assessment Results
	• PLC Agendas focused on the four critical PLC questions
	  ○ Quarterly Review
	• PLC Inventory (Organizational Health)
	  ○ Twice per Year
	• Course Outline & Assessment Review
	  ○ Annual Review
	• Artifacts from the meetings
	  ○ Agendas
	  ○ Minutes
	  ○ Common Assessments	

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.

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.

Substitute Cost: $250/Day

- Unit Plans
- The measure of student mastery of Essential Skills
- Collaborative Team PLC Inventory

When will data collection occur?

- Ongoing based on collaborative team assessment plan
- Quarter
- 2x per year PLC Inventory

How will data be communicated?

- Site Leadership
- ILC Meetings
- Newsletters

Site Goal 1.6   (SiteGoalID: 7926) (DTS: 06/03/24)

All teachers will be supported in effective measures of allowing ample opportunities for student talk during lessons in all subject areas by taking part in Instructional Rounds. This will increase a student's engagement and hence, higher academic performance, in all subject areas.

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

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Action 1.6.1   (SiteGoalID: 7926) (DTS: 06/03/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Teachers will daily utilize **High Quality Instructional Strategies** (Learning Targets, Success Criteria, Formative Assessment, Feedback, Active Participation, Student Talk).

- Schedule regular classroom observations focused on the implementation of High-Quality Instruction practices.
- Provide constructive feedback to teachers based on observations, highlighting strengths and areas for improvement using FONT.
- Encourage peer observations and feedback to foster collaboration and sharing of best practices among teachers.
- Instructional rounds will be used to support all teachers with proper implementation of effective practices for quality student talk opportunities.

All teachers will implement **student talk** into daily lessons in every classroom.

- Administrators will collect data on FONT from Classroom Walkthroughs throughout the school year in order to determine the level of implementation of High Quality Teaching Strategies and small group instruction. The trends of this data is graphed in the FONT program for the current school year. This data will be shared with the teachers at the end of each trimester in order to illicit additional goals for HQI practices.
- PIC Data will be utilized to measure the effectiveness of our implementation of HQI practices. PIC data from 2023-2024 will be shared with the teachers as well as

Who will evaluate effectiveness?

- Teachers
- Admin

What data will be collected?

- Observing teacher feedback
- Self completed observed teacher feedback survey
- FONT
- PIC

When will data collection occur?

- Quarterly (instructtional rounds)
- Weekly (FONT data)
- Annually (PIC)

How will data be communicated?

- ILC
- Leadership
- Staff Meetings
- SSC

1. *High Quality Instruction*
Learning Targets: The data collected showed that learning targets were being shared in __% of classrooms observed.
Success Criteria: __% of the lessons observed had evidence of student friendly success criteria.
Formative Assessment: __% of the lessons had evidence of the use of formative assessments being used to affect real-time instructional choices; however.
Feedback: __% of the lessons validated student understanding.
Active Participation: __% of the lessons had evidence of planned activities.
Student Talk: Evidence that ___% of lessons gave students multiple opportunities for student talk; however, only __% gave appropriate think time.

2. The implementation of **STUDENT TALK** will increase from 60% to 65% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher provides opportunities to work and communicate with classmates will increase from 70% to 75%.
- Student survey data regarding whether their teacher guides/supports student discussion will increase from 66% to 71%.
- Teacher survey data (Teaching & Learning PIC) regarding current level of implementation of student talk will increase from 65% to 70%.
- FONT Implementation data will increase from 33% to 40% (as measured by the frequency of selected key ideas in all phases of student talk).

with the SSC at the
beginning of the school year.

Funding Sources for District Goal 1 (DEV - LCAP ID: 642)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7201/0000)	38000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	21000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	1000	Classified- Salaries
Supplemental/Concentration (7201/0000)	1000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	35000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	25988	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	10000	Certificated- Salaries
EL Supplemental (7250/0000)	5000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	2020	Materials/Supplies/Equipment

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7543) (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 2.1.1   (SiteGoalID: 7543) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ELPAC • Initial Assessments will be given by the EL Coordinator/ Coach 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 2.1.2   (SiteGoalID: 7543) (DTS: 05/04/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Illuminate Benchmark Assessments • Benchmark Assessments will be given to all Math and ELA students • Communicate testing dates to families and staff • Coaches to train staff on the use of Illuminate assessments to determine areas in need of reteaching	**Progress Monitoring** **Who will evaluate effectiveness?** • School Administration • ELA/Math Department Chairs • ELA/Math Coaches **What data will be collected?** • ELA SBAC Scores • Math SBAC Scores • CAASPP Data **When will data collection occur?** • Quarterly **How will data be communicated?** • Parent newsletters • Staff Meetings	**Evaluation**

Site Goal 2.2   (SiteGoalID: 7922) (DTS: 05/19/24)

Implementation of effective formative assessment will increase from 59% to 65% by the end of the year as measured by the Teaching and learning Program Implementation Continuum (PIC) *Laguna Regional Goal

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7922) (DTS: 05/19/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan *Regional Goal 1. School-wide goal on the annual Goals and Objectives Conference will be 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction. 2. Teachers will receive PD from instructional coaches on using formative assessment to provide differentiation in new math program at staff meetings. 3. Teachers will plan for differentiation opportunities using program and teacher-made assessments at PLC meetings. 4. Administrators will give feedback on formative assessment practices in walk-through observations using the font	**Progress Monitoring** **Who will evaluate effectiveness?** • Students • Teachers • Admin **What data will be collected?** • Student Survey Data (increase from 65% to 70%) • Teacher Survey Data (increase from 69% to 70%) • FONT Data (increase from 22% to 50%) **When will data collection occur?** • Quarterly **How will data be communicated?** • Parent newsletters • Staff Meetings • ILC	**Evaluation**

Funding Sources for District Goal 2 (DEV - LCAP ID: 642)

Funding Source	Amount	Description of Use

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	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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**

Site Goal 3.1   (SiteGoalID: 7537) (DTS: 12/13/23)

School climate will promote a safe, respectful, and inclusive school environment that encourages stakeholder connectedness.

- Increase parent satisfaction for communication with families from 71% to 90%.
- Increase parent involvement rate from 70% to 90%.
- Increase the parent satisfaction of quality instruction from 75% to 90%.

- Increase the parent satisfaction of social emotional wellness for students from 71% to 90%.
- Increase the number of families taking the EGUSD Parent Satisfaction Survey from 69 parents to 500.
- Reduce the following suspension rates as measured by the CA Dashboard:
  - Overall Rate from 13% to 7%
  - AA Rate from 29% to 15%
  - Socioeconomically Disadvantaged from 16% to 10%
  - Students with Disabilities from 16.1% to 10%

Metric: Cohort Graduation Rate

Action 3.1.1   (SiteGoalID: 7537) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. School will provide a Positive Rewards-based behavior program for all staff to utilize. 2. The Activities Director will work closely with the Athletic Director to provide engaging, structured activities during lunch time and after school. 3. The Activities Director will provide engaging and exciting rallies and assemblies to encourage positive behaviors. The action includes funding for 5 Star supplies, school supplies, field trips, student activities, signage, enrichment opportunities, contracts, and related costs.	**Progress Monitoring** **Who will evaluate effectiveness?** • Teachers • Admin • Students **What data will be collected?** • Student Participation Rates • Teacher Participation Rates • Student Surveys • Organizational Health Survey • PBIS Program Usage Data • CA Dashboard Site Discipline Data • EGUSD Staff Climate Survey **When will data collection occur?** • Quarterly • Annually **How will data be communicated?**	**Evaluation**

- Parent newsletters
- Staff Meetings
- KT

Action 3.1.2   (SiteGoalID: 7537) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Low Income

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan To increase MTSS referrals, the PBIS Tier 2 team will provide MTSS overview training at the first staff meeting. • MTSS referrals and data will be reviewed each Friday. • The referring team member to receive the MTSS referral will respond to the staff making the MTSS referral to share that the referral has been recieved and then follow up when services are implemented. • The Tier 2 team will communicate with family members to offer services. This action includes funding for materials, supplies, and contract services in support of PBIS and Restorative Practices.	**Progress Monitoring** **Who will evaluate effectiveness?** • PBIS Tier 2 Team • NEST Intervention Teacher **What data will be collected?** • Monthly Referral Data • Quarterly Suspension Data • Annual PBIS TFI Data • Annual Organizational Health Survey **When will data collection occur?** • Quarterly • Annually **How will data be communicated?** • Parent newsletters • Staff Meetings • KT	**Evaluation**

Action 3.1.3   (SiteGoalID: 7537) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Positive/Motivational Speaker Motivational speaker/s will present to all students in two separate grade level assemblies to help students make positive choices and build healthy relationships. Ongoing use of Character Strong curriculum to foster postive, healthy relationships, help students make positive choices, and support the whole child.	**Progress Monitoring** **Who will evaluate effectiveness?** • Admin **What data will be collected?** • Annual Organizational Health Survey • EGUSD Student Perspective Survey • Student survey site data **When will data collection occur?** • Monthly • Quarterly **How will data be communicated?** • Parent newsletters • Staff Meetings • KT	**Evaluation**

Action 3.1.4   (SiteGoalID: 7537) (DTS: 06/04/24)

Targeted Student Group(s)

• Black or African American • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-	• How will you measure implementation?	• Are you making progress towards your desired

Action Plan	Progress Monitoring	Evaluation
risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. BYLP will provide support services during lunch time on Wednesdays. These include but are not limited to athletic competitions, activities, and small group social/emotional support. 1. Contractual BYLP obligations to HEMS will cost $12,000/yr. 2. BYLP will support and collaborate with site BSU Facilitators to encourage participation in community and school events aimed at increasing a positive connection to school for students of color.	**Who will evaluate effectiveness?** • Admin **What data will be collected?** • Annual Organizational Health Survey • EGUSD Student Perspective Survey • Student survey site data • 5 Star Participation **When will data collection occur?** • Monthly **How will data be communicated?** • Parent newsletters • Staff meetings • Leadership	

Funding Sources for District Goal 3 (DEV - LCAP ID: 642)

Funding Source	Amount	Description of Use
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)	17000	Contracts/Services/Subscriptions

Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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: 7538) (DTS: 12/13/23)

Increase the positive Overall Effectiveness response rate by 2% from 81% to 83% as measured by the EGUSD Parent Survey.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7538) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

1. The school will provide opportunities to present and inform parents about school initiatives.
   1. Parent University (Monthly)
      ■ The action item will pay for the cost of EGUSD translation services to be present at each Parent U event.
   2. MYP Programme Information Meetings
2. In addition, the school will provide learning opportunities for families to support student learning and address positive social, emotional, and behavioral supports by providing events or specific actions such as:
   ○ Guest Speakers/Presenters
   ○ Monthly Meetings with the Principal
   ○ School Site Council
   ○ Open House
   ○ Loved Ones @ Lunch (Monthly)
 	
The action includes funding for staffing, supplies, equipment, curriculum, contracts and services, and resources for meetings. Timesheets for certificated staff will be paid at $75/ea.
	Who will evaluate effectiveness?
	
	• Admin
	
	What data will be collected?
	
	• Stakeholder surveys
	• Parent participation and attendance
	• Artifacts or evidence from involvement opportunities
	• Sign in sheets/agendas
	• EGUSD parent survey
	• LCAP Needs Assessment results
	
	When will data collection occur?
	
	• Monthly
	• Quarterly
	
	How will data be communicated?
	
	• Parent newsletters
	• Staff Meetings
	• Social Media	

Site Goal 4.2   (SiteGoalID: 7542) (DTS: 12/13/23)

Reduce the percentage of students chronically absent from 29% to 10% as measured on the CA Dashboard.
Reduce the percentage of African American students chronically absent from 40.3% to 25% as measured on the CA Dashboard.
Reduce the percentage of English Learning students chronically absent from 25.5% to 15% as measured on the CA Dashboard.
Reduce the percentage of Students with Disabilities chronically absent from 42.9% to 23% as measured on the CA Dashboard.
Reduce the percentage of Socioeconomically Disadvantaged students chronically absent from 36.2% to 20% as measured on the CA Dashboard.

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7542) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Porch visits to students who are chronically absent or who are determined to be disconnected from school. *Funding includes time-sheeting staff to become trained to conduct porch visits.	**Progress Monitoring** **Who will evaluate effectiveness?** • Admin **What data will be collected?** • School attendance reports • Student counseling referrals • Family survey (after each porch visit) **When will data collection occur?** • Monthly **How will data be communicated?** • Leadership	**Evaluation**

- Monthly meetings with the Principal
- Parent University
- SSC
- ELAC

Funding Sources for District Goal 4 (DEV - LCAP ID: 642)

Funding Source	Amount	Description of Use
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$38000	$0	$0	$0	$38000
Certificated- Timesheets	$21000	$0	$0	$4000	$25000
Classified- Salaries	$1000	$0	$0	$0	$1000
Classified- Timesheets	$1000	$0	$0	$0	$1000
Contracts/Services/Subscriptions	$35000	$0	$17000	$0	$52000
Materials/Supplies/Equipment	$25988	$0	$0	$0	$25988

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$10000	$0	$0	$0	$10000
Certificated- Timesheets	$5000	$0	$0	$0	$5000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$2020	$0	$0	$0	$2020

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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$142,988	$121,988	$0	$17,000	$4,000	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$17,020	$17,020	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$160,008	$139,008	$0	$17,000	$4,000	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$0	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$160,008				

		Signatures: (Must sign in blue ink)	Date
Principal	Norma Gillis		
School Site Council Chairperson	Payden Burke		
EL Advisory Chairperson	Saima		