



## Harriet Eddy Middle School

# Local Control Accountability Plan (LCAP) 2022-2023

**Principal:** C Norma Alston

**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, Actions and Services

Harriet Eddy Middle School | Focused Work: 2022-2023

### 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 Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

##### 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 have an equitable opportunity to learn in a 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 involve family and community partners.

#### Stakeholder Engagement

##### 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 (8/25/2021, 1/26/2022, 3/23/2022), School Site Council Meeting (12/16/2021, 1/26/2022, 5/2/2022, 5/16/2022), Leadership (8/6/2021, 9/1/2021, 10/6/2021, 11/2, 2021, 12/7/2021, 1/4/2022, 2/1/2022, 3/1/2022, 4/5/2022, 5/3/2022), Staff Meetings (8/9/2021, 10/13/2021, 11/10/2021, 12/8/2021, 1/12/2022, 2/9/2022, 3/9/2022, 4/13/2022, 5/11/2022)

##### Impact of LCAP and Annual Update

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

No changes were made at the beginning of the school year or during the school year. Changes have been reviewed to take place for the upcoming school year based on assessment and discipline data.

**Resource Inequities**

**Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.**

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 Raising Youth Resilience was discussed to address the needs of our students to increase success rates in academics as well as behaviors and social emotional needs.

**Goals, Actions, and Progress Indicators**

**District Strategic Goal 1:**

**All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.**

**District Needs and Metrics 1:**

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

**Site Goal 1.1**

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.
- 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 11.7 Points from 1.7 Below Standard to 10 Points Above Standard as measured by the California Dashboard.
- Increase Math student Distance from Standard by 10 Points from 37.1 Below Standard to 27.1 Points Below Standard as measured by the California Dashboard.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. Purchase supplementary curriculum, technology, software, and resources such as classroom readers, Student Agendas, Grade Cam, and Online Subscriptions.</p> <ul style="list-style-type: none"> <li>• Supplemental material will enhance student learning experiences and support student development of self-management and organizational skills.</li> </ul> <p>2. Purchase library books in students' native language to support the IB Global Learner.</p>	<p>Research affirms the benefit of integrating technology into instruction. Technology provides an opportunity for a variety of authentic and global learning experiences.</p> <p><u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014)</p> <p><u>Technology Integration in the Classroom</u> Hanover Research 2010</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• Quarterly Essential Skill Data</li> <li>• MYP Unit Summative Task Data</li> <li>• Annual Organizational Health Survey</li> <li>• Illuminate Data</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$6000	Contracts/Services /Subscriptions	

**Site Goal 1.2**

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 11.7 Points from 1.7 Below Standard to 10 Points Above Standard as measured by the California Dashboard.
- Increase Math student Distance from Standard by 10 Points from 37.1 Below Standard to 27.1 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:** Other (Site-based/local assessment)

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. The school will provide access to extended day intervention and enrichment opportunities. The action includes funding for staffing, supplies, and equipment. 1. Counseling will conduct grade analysis and recommend students for extended day participation.</p> <p>Certificated Timesheet =\$45/hr</p>	<p><u>Research Brief: Extended Learning Time</u> Hanover Research 2012</p> <ul style="list-style-type: none"> <li>• Research affirms that high-quality extended learning opportunities are positively related to student achievement.</li> </ul> <p><u>Best Practices For Improving Middle Schools</u> Hanover Research 2011.</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• Student Attendance</li> <li>• Participants' Essential Skill Data</li> <li>• Participants' MYP Summative Task Data</li> <li>• Annual PBIS TFI</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
GATE (7205/0000)	\$2000	Materials/Supplies/Equipment	
Academic Competitions (7206/0000)	\$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$4000	Certificated- Salaries	
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets	

**Site Goal 1.3**

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 11.7 Points from 1.7 Below Standard to 10 Points Above Standard as measured by the California Dashboard.
- Increase Math student Distance from Standard by 10 Points from 37.1 Below Standard to 27.1 Points Below Standard as measured by the California Dashboard.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. Staff will participate in International Baccalaureate, AVID, &amp; Visible Learning aligned professional learning. The action includes funding for release time, Gate Coordinator stipends, substitutes, conferences, and related expenses, supplies, consultation fees, resources for meetings, and equipment.</p>	<p>Research affirms the benefits of IB educational experiences on students High School graduation rates, AP/IB participation rates, college acceptance, and college retention.</p> <p><a href="http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf">http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf</a></p> <p><u>Visible Learning For Teachers: Maximizing impact on Learning:</u> John Hattie, 2012</p> <p><u>An Integrated Approach to Academic and Social Supports:</u> Tom Vander Ark, Mary Ryerse, 2017</p> <ul style="list-style-type: none"> <li>• AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college.</li> </ul>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• IB Authorization and Program evaluation</li> <li>• Essential Skill Assessments</li> <li>• Professional Learning Evaluations</li> <li>• HEMS Initiative Survey</li> <li>• MYP Unit Reflections</li> <li>• Classroom Observations</li> <li>• CAASPP Data</li> <li>• AVID Program evaluation</li> </ul>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	
GATE (7205/0000)	\$3000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$18000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	
Visual & Performing Arts (VAPA) (7450/0000)	\$3300	Materials/Supplies/Equipment	
PreAP Training (7218/0000)	\$5000	Materials/Supplies/Equipment	
AVID (7233/0000)	\$5000	Contracts/Services /Subscriptions	

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Students will have access to IB &amp; CTE courses that incorporate IB and CTE aligned instruction and learning experiences. The funding provides additional resources that provide broad and robust learning experiences that promote IB &amp; CTE pathways.</p> <p>IB Courses: Full implementation of eight areas of MYP.</p> <p>Pre-CTE Courses supported: Computer Technology &amp; STEM (PLTW). Course support MPTA and GETA at LCHS.</p> <p>The action includes funding for courses and <b>Learning Experience</b> related expenses.</p> <ul style="list-style-type: none"> <li>• Staffing Timesheets (IB)</li> <li>• MYP Coordination Release (IB) (Puccioni .2370 FTE)</li> <li>• Staffing Additional EL Lab Section (EL)</li> <li>• Curriculum (IB)</li> <li>• Instructional Materials (IB &amp;</li> </ul>	<p>Research affirms the positive effect of authentic learning experiences on student academic proficiency. IB and CTE pathways incorporate authentic learning and assessment into the learning experiences. Students learn content knowledge through the lens of Global Contexts (real-life applications).</p> <p><u>Authentic Learning for the 21st Century: An Overview</u> By Marilyn M. Lombard (2007)</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• Student Attendance</li> <li>• Student &amp; Staff Survey</li> <li>• MYP Unit Summative Task Results</li> <li>• Teacher MYP Unit Reflections</li> <li>• Common CTE (Design Courses) Essential Skills &amp; Assessments Results</li> <li>• Regional CTE Articulation &amp; Course outcome calibration (MYP Subject Group Overview)</li> <li>• Quarterly Essential Skill Data</li> </ul>

- CTE)
- Technology Services (IB)
- Coaching & Facilitation (IB)
- Release Time (IB)
- Instructional Supplies (IB & CTE)
- Instructional Equipment (IB & CTE)
- Consumable Supplies (IB & CTE)
- Professional Development (IB & CTE)
- Junior Library Guild (IB)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1000	Classified- Salaries	
Supplemental/Concentration (7201/0000)	\$9000	Materials/Supplies/Equipment	
CTE (7235/0000)	\$4000	Materials/Supplies/Equipment	
CTE (7235/0000)	\$2000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$30500	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$5500	Contracts/Services /Subscriptions	

### Actions/Services 1.3.3

#### Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Students will have access to a variety of Visual and Performing Arts and Science courses that incorporated IB aligned instruction and learning experiences. These courses will provide global and authentic learning experiences.</p> <ul style="list-style-type: none"> <li>• Science Instructional Supplies</li> <li>• Art Supplies</li> <li>• Film Studies Supplies</li> <li>• Dance Supplies/Subscriptions, such as Steezy or CLI Studios membership \$199/year</li> </ul>	<p><u><i>The Impact of Arts and Athletics Participation on Student Success: Hanover Research 2016</i></u></p> <ul style="list-style-type: none"> <li>• Researchers believe that arts education supports student achievement by increasing engagement in the learning process and fostering students' dispositions and habits of mind.</li> <li>• Arts participation correlates positively with indicators of student success.</li> <li>• Arts education that is integrated into other content</li> </ul>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• IB Authorization and Program evaluation</li> <li>• MYP Unit Reflections</li> <li>• Classroom Observations</li> <li>• CAASPP Data</li> </ul>

- Music Supplies such as Instrument repairs/cleaning for District Owned Instruments
- Instrument supplies
- 1 Yamaha ¾ size Tuba OR 1 Yamaha Alto Saxophone

areas may have a greater impact on student outcomes than standalone arts programming.

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$12500	Materials/Supplies/Equipment	
Visual & Performing Arts (VAPA) (7450/0000)	\$7000	Materials/Supplies/Equipment	

#### Site Goal 1.4

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:** Progress toward English Proficiency

#### Actions/Services 1.4.1

#### Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Actions include providing funding for mandated testing coordination, EL Program coordination, extended learning opportunities, supplementary curriculum, instructional supplies, professional learning, equipment, and release time for teacher collaboration. Funding includes support, resources, and materials for ELAC meetings.</p> <p>Certificated Time sheets=45/hr ELPAC=\$3000 EL Coordinator=\$3000 EL Lab Section=\$18000</p>	<p>"Tier III provides intensive, research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or a replacement for core classroom and Tier I and Tier II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level standards. Tier III provides intensive, research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or a replacement for core classroom and Tier I and Tier</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• ELPAC Scores</li> <li>• ELA SBAC Scores</li> <li>• EL Walkthrough Data (2x Year)</li> <li>• CAASPP EL Data</li> <li>• EGUSD PIC Data</li> <li>• Classroom Observations</li> </ul>

II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level standards."

Response to Intervention and English Language Learners: Hanover Research Jul. 20, 2012

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$9000	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	\$2052	Classified- Salaries	
EL Supplemental (7250/0000)	\$9500	Certificated- Salaries	

**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:**

- Assessment System
- Data and Program Evaluation
- Other (Site-based/Local assessment)

**Site Goal 2.1**

**2.1 Professional Learning Communities (PLC) will utilize PLC procedures and processes to support the analysis of student assessment data to improve teaching and student academic proficiency.**

- Student proficiency of ELA Essential Skills at 80% for each grade level as measured by teacher Essential Skill data.
- Student proficiency of 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.
- At least 90% of staff agree on the PLC Process supporting school initiatives as measured by annual organizational health survey.
- Continued PLC Model School Authorization from Solution Tree.
- Improve ELA student Distance from Standard by 11.7 Points from 1.7 Below Standard to 10 Points Above Standard as measured by the California Dashboard.
- Improve Math student Distance from Standard by 10 Points from 37.1 Below Standard to 27.1 Points Below Standard as measured by the California Dashboard.
- Improve Math AA student Distance from Standard by 10 Points from 96.4 Below Standard to 86.4 Points Below Standard as measured by the California Dashboard.
- Improve ELA AA student Distance from Standard by 10 Points from 44.2 Below Standard to 34.2 Points Below Standard as measured by the California Dashboard.
- Improve Math SWD student Distance from Standard by 10 Points from 96.4 Below Standard to 86.4 Points

Below Standard as measured by the California Dashboard.

- Improve ELA SWD student Distance from Standard by 10 Points from 134 Below Standard to 124 Points Below Standard as measured by the California Dashboard.
- Improve ELA EL student Distance from Standard by 10 Points from 55.8 Below Standard to 45.8 Points Below Standard as measured by the California Dashboard.
- Improve Math EL student Distance from Standard by 10 Points from 89.7 Below Standard to 79.7 Points Below Standard as measured by the California Dashboard.
- Improve ELA Hispanic student Distance from Standard by 10 Points from 27.9 Below Standard to 17.9 Points Below Standard as measured by the California Dashboard.
- Improve Math Hispanic student Distance from Standard by 10 Points from 26.1 Below Standard to 16.1 Points Below Standard as measured by the California Dashboard.
- Improve ELA SED student Distance from Standard by 10 Points from 32.5 Below Standard to 22.5 Points Below Standard as measured by the California Dashboard.
- Improve Math SED student Distance from Standard by 10 Points from 71.1 Below Standard to 61.1 Points Below Standard as measured by the California Dashboard.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

• All • Black or African American • EL • Hispanic or Latino • Low Income • SWD

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. The school will use Professional Learning Community collaborative principles to support student learning. Action includes financial support for consultation fees, conferences and related costs, supplies, equipment, teacher substitutes, and resources to conduct site meetings.</p>	<p>Research supports the effectiveness of Professional Learning Communities to improve student learning.  <u>21st Century Professional Development</u> Hanover Research 2012 <u>Best Practices in Professional Learning Communities</u>: Hanover Research 2013</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• PLC Inventory Tool (2x a year)</li> <li>• PLC Meeting Observations</li> <li>• PLC Artifacts               <ul style="list-style-type: none"> <li>◦ Norms</li> <li>◦ Essential Skills Data</li> </ul> </li> <li>• Instructional Leadership Coalition (ILC) Professional Learning Agendas (4x a year)</li> <li>• Annual Organizational Health Survey</li> <li>• CAASPP Data</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$23000	Contracts/Services /Subscriptions	

**Actions/Services 2.1.2**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. 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, &amp; equipment.</p> <p>Substitute Cost: \$200/Day</p>	<p>Research affirms improvement of student outcomes when teachers are engaging in high functioning collaborative teams.</p> <p><u>21st Century Professional Development</u> Hanover Research 2012</p> <p><u>Best Practices in Professional Learning Communities</u>: Hanover Research 2013</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• Artifacts from the meetings               <ul style="list-style-type: none"> <li>◦ Agendas</li> <li>◦ Minutes</li> <li>◦ Common Assessments</li> <li>◦ Unit Plans</li> </ul> </li> <li>• The measure of student mastery of Essential Skills</li> <li>• Collaborative Team PLC Inventory</li> </ul>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$10000	Certificated- Salaries	

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p><b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b></p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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<b>Site Goal 3.1</b>
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School climate will promote a safe, respectful, and inclusive school environment that encourages stakeholder connectedness.

- Maintain positive response rate on School Connectedness at or above 90% as measured from the EGUSD Staff Climate Survey. The current level is 93%.
- Increase the positive response rate on School Safety by 2% to reach 83% as measured from the EGUSD Staff Climate Survey. The current level is 81%.
- Reduce the following suspension rates as measured by the CA Dashboard:
  - Overall Rate from 7.8% to 6.7%

- AA Rate from 18.6% to 15%
- Socioeconomically Disadvantaged from 11% to 9%
- Students with Disabilities from 18.6% to 15%.
- Open Enrollment percent loss remains under 5% as measure by EGUSD Open Enrollment Data. The current level is a positive aggregate of 1%.

**Metric:** Suspension

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- School-wide

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
1. Funding to support the purchase, installation, or creation (using HP DesignJet Large Printer) of positive messaging and public displays.	Research affirms the affect of the quality of school facilities and physical environments on teacher tenure and student attitudes toward learning.  <u>SCHOOL CLIMATE RESEARCH SUMMARY:</u> August 2012 Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey <a href="https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf">https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</a>	1. Metrics may include: <ul style="list-style-type: none"> <li>● Stakeholder Surveys               <ul style="list-style-type: none"> <li>○ EGUSD Parent Survey</li> <li>○ HEMS Community Survey</li> </ul> </li> <li>● CHKS Survey</li> <li>● PBIS TFI</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
1. School will provide a Positive Rewards-based behavior program.  The action includes funding for 5 Star or PBIS Rewards Program,	Research affirms the benefit of a positive school climate on student learning. Increasing school connectedness support improvements in student academic and social growth.	1. Metrics may include: <ul style="list-style-type: none"> <li>● Student Participation Rates</li> <li>● Teacher Participation Rates</li> <li>● Student Surveys</li> <li>● Organizational Health Survey</li> </ul>

school supplies, field trips, student activities, signage, enrichment opportunities, and related costs.

PBIS Rewards/5 Star  
Contract=\$2300

**PRACTICES FOR SCHOOL-WIDE  
PBIS IMPLEMENTATION**

Published: Mar 23, 2015 Hanover Research

- PBIS Program Usage Data
- CA Dashboard Site Discipline Data
- EGUSD Staff Climate Survey

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$1300	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services /Subscriptions	

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. The action includes funding for .667 FTE certificated staffing for school Intervention Teacher to coordinate site Restorative Practices, small groups, circles, and provide support for site Multi-Tiered Systems of Support utilizing "The Nest" (HEMS Student Support Center). This position collaborates with HEMS Counseling and Social Worker to support PBIS Tier 1, 2, and 3 programs.</p> <p>This action includes funding for materials, supplies, and contract services in support of PBIS and Restorative Practices.</p>	<p>Research affirms the benefit of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement.</p> <p><b>PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION</b> Published: Mar 23, 2015 Hanover</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• Monthly Referral Data</li> <li>• Quarterly Suspension Data</li> <li>• Annual Student Surveys</li> <li>• Annual Staff Surveys</li> <li>• Annual PBIS TFI Data</li> <li>• Annual Organizational Health Survey</li> </ul>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$20000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services /Subscriptions	

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. Supplemental Campus Supervisor:</p> <p>In collaboration with HEMS intervention teacher, improve the implementation of restorative practices and PBIS Program ie: restorative circles, victim/offender conferencing, conflict mediation, diversionary projects principally directed to support African American, Latino, Foster, and Socio-Economic students.</p> <p>During mornings, breaks, lunches, and after-school increase available support to principally targetted students in avoiding conflict and develop appropriate social skills.</p> <p>The action includes FTE funding for the classified Campus Supervisor four-hour position.</p> <p>2. Positive/Motivational Speaker</p> <p>Motivational speaker/s will present to all students in two separate grade level assemblies to help students make positive choices and build healthy relationships.</p>	<p>Research affirms the benefit of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement.</p> <p><u>PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION</u> Published: Mar 23, 2015, Hanover</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• Referral data</li> <li>• Suspension data</li> <li>• PBIS points distribution/usage</li> <li>• Numbers of recidivism of mediated conflicts</li> <li>• Organizational Health Survey</li> <li>• Student PBIS Survey</li> <li>• PBIS TFI Results</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Supplemental/Concentration (7201/0000)	\$15000	Classified- Salaries	
Supplemental/Concentration (7201/0000)	\$7000	Contracts/Services /Subscriptions	

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p>
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- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

#### Site Goal 4.1

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

**Metric:** Other (Site-based/local assessment)

#### Actions/Services 4.1.1

#### Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. The school will provide opportunities to present and inform parents about school initiatives. In addition, the school will provide learning opportunities for families to support student learning.</p> <p>Specific Actions:</p> <ul style="list-style-type: none"> <li>• Monthly Meetings with the Principal</li> <li>• MYP Programme Information Meetings</li> <li>• School Site Council</li> <li>• Open House</li> <li>• Parent Lunch Days (Monthly)</li> <li>• Community Events</li> <li>• Parent University (Monthly)               <ul style="list-style-type: none"> <li>◦ Translators needed</li> </ul> </li> </ul> <p>The action includes funding for staffing, supplies, equipment, curriculum, contracts and services, and resources for meetings.</p>	<p><u>FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS</u> Hanover Research 2011</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• Parent participation and attendance</li> <li>• Artifacts or evidence from involvement opportunities.</li> <li>• Sign-in sheets/Agendas</li> <li>• EGUSD Parent Survey</li> </ul>

Funding Source	Amount	Description of Use	
AVID (7233/0000)	\$500	Classified- Timesheets	
EL Supplemental (7250/0000)	\$4000	Certificated- Timesheets	

EL Supplemental (7250/0000)	\$1128	Classified- Timesheets	
AVID (7233/0000)	\$1800	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$895	Classified- Timesheets	

**Site Goal 4.2**

Reduce the percent of students chronically absent from 9.5% to 8.5% as measured on the CA Dashboard.  
 Reduce the percent of African American students chronically absent from 10.5% to 9.5% as measured on the CA Dashboard.  
 Reduce the percent of English Learning students chronically absent from 7.4% to 6.4% as measured on the CA Dashboard.  
 Reduce the percent of Students with Disabilities chronically absent from 12.9% to 10% as measured on the CA Dashboard.  
 Reduce the percent of Socioeconomically Disadvantaged students chronically absent from 9.3% to 8.3% as measured on the CA Dashboard.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<ol style="list-style-type: none"> <li>.50 FTE Supplemental Classified staffing to be funded to support improvement in student attendance. The position will support parental outreach and communication to families of chronically absent students. This staffing will also support Action #2 below.</li> <li>Supplemental staffing to support school counselors in providing proactive mental health interventions. Staff supports the timely access to mental health services to address social, emotional, or behavioral issues.</li> <li>Home visits to students who are chronically absent or who are determined to be disconnected from school.</li> </ol>	<p><u>Best Practices in Improving Student Attendance</u>. Hanover Research 2016: Early Intervention: Increase monitoring of attendance and inform parents about the importance of attendance when students begin to show absenteeism patterns.</p> <p><u>Best Practices in Coordinating School-Based Mental Health Care</u> 2015 Hanover Research</p>	<p>Metrics may include:</p> <ol style="list-style-type: none"> <li>School attendance rates           <ul style="list-style-type: none"> <li>○ Chronic absenteeism rate</li> <li>○ Overall attendance rates</li> <li>○ CA Dashboard absentee rates</li> </ul> </li> <li>The number of student counseling referrals           <ul style="list-style-type: none"> <li>○ Counseling referral outcomes</li> </ul> </li> <li>Follow up with staff and families after home visits have been conducted to determine the success of students coming to school more often and/or becoming more connected/involved with the school.</li> </ol>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$40000	Classified- Salaries	
Supplemental/Concentration (7201/0000)	\$1000	Certificated- Salaries	

**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.

## V. Funding

### Harriet Eddy Middle School (411) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0.0000	\$0	\$42,559	\$42,559	\$42,559	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0.0000	\$0	\$13,530	\$13,530	\$13,530	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0.0000	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$210,195	\$210,195	\$78,000	\$35,000	\$55,300	\$41,895	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7210</b> International Baccalaureate Middle Years Program <b>0000</b> Unrestricted	0.0000	\$0	\$65,000	\$65,000	\$65,000	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$5,000	\$0	\$0	\$2,300	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$25,680	\$25,680	\$20,552	\$0	\$0	\$5,128	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSSA</b>	0.0000	\$0	\$389,264	\$389,264	\$248,641	\$35,000	\$56,300	\$49,323	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0

Subtotal of state or local funds included for this school \$389,264

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**

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