



## **Harriet Eddy Middle School**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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

## IV. Goals, Actions and Services

Harriet Eddy Middle School | Focused Work: 2023-2024

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### Goal Setting (Icapid: 557)

There are 7 comments that this site needs to address.

#### 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.
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#### 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** (09/23/2022,01/28/2023, 04/12/2023)

**School Site Council Meeting** (09/28/2022, 11/02/2022, 02/06/2023, 03/06/2023, 04/26/2023, 05/03/2023)

**Leadership** (08/08/2022, 09/06/2022, 10/04/2022, 11/01/2022, 12/06/2022, 01/03/2023, 02/07/2023, 03/07/2023, 04/04/2023, 05/02/2023)

**Staff Meetings** (08/09/2022, 09/07/2022, 10/12/2022, 11/09/2022, 12/14/2022, 01/11/2023, 02/08/2023, 03/08/2023, 04/12/2023, 05/10/2023)

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

**Monthly Good Mornings with Gillis**

## 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.

- 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.

**Site Goal 2:** Purposeful scheduling of administrator support for collaborative teams and providing PLC training to staff.

- 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.

**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.

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

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

## 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 Black Youth Leadership Project was discussed to address the needs of our students to increase success rates in academics as well as behaviors and social-emotional needs. Students with disabilities will be served through a team teaching model to enhance access to the curriculum and supports for success.

## 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 (SiteGoalID: 6563) (DTS: 02/10/23)

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

### Actions/Services 1.1.1 (SiteGoalID: 6563) (DTS: 02/10/23)

#### Targeted Student Group(s)

- All

#### What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

#### How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?

#### Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>HEMS will provide AVID, Honors, and MYP-aligned educational experiences. Funding provides AVID &amp; IB professional learning.</p> <ol style="list-style-type: none"> <li>1. IB/MYP Professional Learning, curriculum, and technology that supports IB-aligned educational experiences for all students.</li> <li>2. AVID Professional Learning and curriculum to provide AVID-aligned educational experiences.</li> <li>3. Academic Intervention Opportunities</li> <li>4. Purchase library books in students' native language to support the IB Global Learner.</li> </ol> <p>To support the work teachers provide and to increase the desire of students to be engaged in MYP, AVID, and/or Honors classes, the following will be purchased: supplementary curriculum, technology, software, and resources such as classroom readers, Grade Cam, student agendas, and online subscriptions. Supplemental materials will enhance student learning experiences and support student development of self-management and organizational skills.</p>	<p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• School Administration &amp; Program Coordinators</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• AVID/IB Professional Learning Participation</li> <li>• AVID Enrollment Data <ul style="list-style-type: none"> <li>◦ Annual</li> </ul> </li> <li>• Classroom Observations</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Quarterly/Annually</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> </ul>	

**Site Goal 1.2 (SiteGoalID: 6567) (DTS: 02/10/23)**

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

**Actions/Services 1.2.1 (SiteGoalID: 6567) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. The school will provide access to extended day intervention and enrichment opportunities.               <ul style="list-style-type: none"> <li>◦ Counseling will conduct grade analysis and recommend students for extended day participation.</li> <li>◦ Extended Day Certificated Timesheet =\$45/hr</li> </ul> </li> <li>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 to observe Science in action at Roller King and/or iFly.               <ul style="list-style-type: none"> <li>◦ Roller King lessons align with topics such as geometry, friction, reverse engineering, and design.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Metrics may include:               <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> </li> </ol>	

- The iFly lessons align with Next Generation Science Standards and Common Core Mathematics. Students will take part in an interactive lesson as well as a lab activity.
- The action includes funding for staffing, supplies, and transportation.

### Site Goal 1.3 (SiteGoalID: 6568) (DTS: 02/10/23)

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

### Actions/Services 1.3.1 (SiteGoalID: 6568) (DTS: 02/10/23)

#### Targeted Student Group(s)

- 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?**

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<p>1. Staff will participate in International Baccalaureate, AVID &amp; Visible Learning aligned professional learning.</p> <ul style="list-style-type: none"> <li>◦ The action includes funding for release time, Gate Coordinator stipends, substitutes, professional development conferences, related expenses, consultation fees, resources for meetings, and equipment.</li> <li>◦ 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.</li> </ul>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>• IB 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>	

**Actions/Services 1.3.2 (SiteGoalID: 6568) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. Students who take part in the Future Quest/Paxton</p>	<p>1. Metrics may include:</p>	



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.

- IB Courses: Full implementation of eight 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.

- MYP Coordination Release (IB) (Puccioni .2370 FTE)
- 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)

- Student Attendance
- Student & Staff Survey
- 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

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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> <li>• Music Supplies such as Instrument repairs/cleaning for District Owned Instruments</li> <li>• Instrument supplies</li> <li>• 1 Yamaha ¾ size Tuba OR 1 Yamaha Alto Saxophone</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>	

**Site Goal 1.4 (SiteGoalID: 6569) (DTS: 02/10/23)**

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:**



**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. Actions include providing funding for mandated testing coordination, EL Program coordination, extended learning opportunities, supplementary curriculum, instructional supplies, such as white boards and markers to easily check for understanding and to help students write as part of a whole group quickly, professional learning, 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>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>	

<p><b>Funding Sources for District Goal 1</b></p>	<p><b>Amount</b></p>	<p><b>Description of Use</b></p>
<p>Academic Competitions (7206/0000)</p>	<p>\$500</p>	<p>Materials/Supplies/Equipment</p>
<p>AP Recruitment (7225/0000)</p>	<p>\$1000</p>	<p>Certificated- Timesheets</p>
<p>AVID (7233/0000)</p>	<p>\$4000</p>	<p>Certificated-Stipends</p>
<p>AVID (7233/0000)</p>	<p>\$2300</p>	<p>Contracts/Services/Subscriptions</p>
<p>AVID (7233/0000)</p>	<p>\$1000</p>	<p>Materials/Supplies/Equipment</p>
<p>CTE (7235/0000)</p>	<p>\$2000</p>	<p>Contracts/Services/Subscriptions</p>
<p>CTE (7235/0000)</p>	<p>\$3000</p>	<p>Materials/Supplies/Equipment</p>

EL Supplemental (7250/0000)	\$7543	Certificated- Timesheets
EL Supplemental (7250/0000)	\$1000	Classified- Timesheets
EL Supplemental (7250/0000)	\$6000	Materials/Supplies/Equipment
GATE (7205/0000)	\$1000	Certificated-Stipends
GATE (7205/0000)	\$4000	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$1000	Contracts/Services/Subscriptions
PreAP Training (7218/0000)	\$4000	Materials/Supplies/Equipment
Student Fees (2312/0000)	\$12500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$22600	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$1000	Classified- Salaries
Supplemental/Concentration (7201/0000)	\$1071	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	\$7000	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:

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

**Site Goal 2.1 (SiteGoalID: 6825) (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

**Actions/Services 2.1.1 (SiteGoalID: 6825) (DTS: 03/31/23)**

**Targeted Student Group(s)**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>PLC Process</b>            Department Collaborative Teams will use formative, interim (Illuminate) &amp; summative assessment data in the PLC Process to adjust instruction and identify students for intervention.</p>	<p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Department Chairs</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• EGUSD Assessment Results and Participation</li> <li>• Formative &amp; Summative Assessment Results</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Quarter</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> </ul>	

**Site Goal 2.2 (SiteGoalID: 6564) (DTS: 02/10/23)**

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:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.2.1 (SiteGoalID: 6564) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Use the Professional Learning Community collaborative principles to support student learning. Four PLC questions will guide Collaborative Team discussion and actions.</p> <ul style="list-style-type: none"> <li>• Identify Learning Targets (What do we want students to know and be able to do?)</li> <li>• Common Assessments &amp; Success Criteria (How will we know if students understand?)</li> <li>• Intervention (What do we do if they did not learn?)</li> <li>• Extension/Enrichment (What do we do if they have mastered the learning?)</li> </ul> <p>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.</p>	<p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership Coalition (ILC)</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• PLC Agendas focused on the four critical PLC questions <ul style="list-style-type: none"> <li>◦ Quarterly Review</li> </ul> </li> <li>• PLC Inventory (Organizational Health) <ul style="list-style-type: none"> <li>◦ Twice per Year</li> </ul> </li> <li>• Course Outline &amp; Assessment Review <ul style="list-style-type: none"> <li>◦ Annual Review</li> </ul> </li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Ongoing based on collaborative team assessment plan</li> <li>• Quarterly</li> <li>• 2x per year PLC Inventory</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• ILC Meetings</li> <li>• Newsletters</li> </ul>	

**Actions/Services 2.2.2 (SiteGoalID: 6564) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• 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> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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>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>	

<b>Funding Sources for District Goal 2</b>	<b>Amount</b>	<b>Description of Use</b>
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$18400	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment

<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>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</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> </ul>
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- School Climate
- Social Emotional Learning
- Suspension

**Site Goal 3.1 (SiteGoalID: 6565) (DTS: 02/10/23)**

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

- Maintain a positive response rate on School Connectedness at or above 90% as measured by the EGUSD Staff Climate Survey. The current level is 67%.
- Increase the positive response rate on School Safety by 3% to reach 60% as measured by the EGUSD Staff Climate Survey. The current level is 57%.
- 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:** School Climate - Average Favorability Rating

**Actions/Services 3.1.1 (SiteGoalID: 6565) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- School-wide

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
1. Funding to support the purchase, installation, or creation (using HP DesignJet Large Printer) of positive messaging and public displays.	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>	



**Actions/Services 3.1.2 (SiteGoalID: 6565) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. School will provide a Positive Rewards-based behavior program.</p> <p>The action includes funding for 5 Star or PBIS Rewards Program, school supplies, field trips, student activities, signage, enrichment opportunities, and related costs.</p> <p>PBIS Rewards/5 Star Contract=\$2300</p>	<p>1. Metrics may include:</p> <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> <li>• PBIS Program Usage Data</li> <li>• CA Dashboard Site Discipline Data</li> <li>• EGUSD Staff Climate Survey</li> </ul>	

**Actions/Services 3.1.3 (SiteGoalID: 6565) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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</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> </ul>	

<p>Student Support Center). This position collaborates with HEMS Counseling and Social Worker to support PBIS Tier 1, 2, and 3 programs.</p>	<ul style="list-style-type: none"> <li>Annual Organizational Health Survey</li> </ul>
<p>This action includes funding for materials, supplies, and contract services in support of PBIS and Restorative Practices.</p>	

**Actions/Services 3.1.4 (SiteGoalID: 6565) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<ul style="list-style-type: none"> <li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>Actions and Services should be step by step in a chronological order.</li> <li>Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>What progress data will be collected and who will collect it?</li> <li>How often and when will it be collected?</li> <li>Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>What is working?</li> <li>What is not working and why?</li> <li>What modifications do you need to make?</li> </ul>
<p><b>Positive/Motivational Speaker</b></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>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>	

<p><b>Funding Sources for District Goal 3</b></p>	<p><b>Amount</b></p>	<p><b>Description of Use</b></p>
<p>PBIS (7440/0000)</p>	<p>\$1000</p>	<p>Materials/Supplies/Equipment</p>
<p>Supplemental/Concentration (7201/0000)</p>	<p>\$65000</p>	<p>Certificated- Salaries</p>

Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment

<b>District Strategic Goal 4:</b>  All students will benefit from programs and services designed to inform and involve family and community partners.	<b>District Needs and Metrics 4:</b>  Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/Local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6566) (DTS: 02/10/23)**

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

**Metric: Attendance Rate**

**Actions/Services 4.1.1 (SiteGoalID: 6566) (DTS: 02/10/23)**

**Targeted Student Group(s)**  
• 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?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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</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> </ul>	

learning and address positive social, emotional, and behavioral supports. This may include guest speakers as the leading experts on student behaviors.  
Specific Actions:

- Guest Speakers/Presenters
- Monthly Meetings with the Principal
- MYP Programme Information Meetings
- School Site Council
- Open House
- Parent Lunch Days (Monthly)
- Community Events
- Parent University (Monthly)
  - Translators needed

The action includes funding for staffing, supplies, equipment, curriculum, contracts and services, and resources for meetings.

- Sign-in sheets/Agendas
- EGUSD Parent Survey

**Site Goal 4.2 (SiteGoalID: 6570) (DTS: 02/10/23)**

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**

**Actions/Services 4.2.1 (SiteGoalID: 6570) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p>to address root causes.</p> <ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. Porch visits to students who are chronically absent or who are determined to be disconnected from school.</p>	<p>Metrics may include:</p> <ol style="list-style-type: none"> <li>1. 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>2. The number of student counseling referrals <ul style="list-style-type: none"> <li>◦ Counseling referral outcomes</li> </ul> </li> <li>3. 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 Sources for District Goal 4	Amount	Description of Use
EL Supplemental (7250/0000)	\$4576	Certificated- Timesheets
EL Supplemental (7250/0000)	\$2233	Classified- Timesheets
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$5000	Classified- Timesheets

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Academic Competitions (7206/0000)	Materials/Supplies/Equipment	\$500				\$500

AP Recruitment (7225/0000)	Certificated- Timesheets	\$1000			\$1000
AVID (7233/0000)	Certificated-Stipends	\$4000			\$4000
AVID (7233/0000)	Contracts/Services/Subscriptions	\$2300			\$2300
AVID (7233/0000)	Materials/Supplies/Equipment	\$1000			\$1000
CTE (7235/0000)	Contracts/Services/Subscriptions	\$2000			\$2000
CTE (7235/0000)	Materials/Supplies/Equipment	\$3000			\$3000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$7543		\$4576	\$12119
EL Supplemental (7250/0000)	Classified- Timesheets	\$1000		\$2233	\$3233
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$6000			\$6000
GATE (7205/0000)	Certificated-Stipends	\$1000			\$1000
GATE (7205/0000)	Materials/Supplies/Equipment	\$4000			\$4000
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000	\$1000
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	\$1000			\$1000
PreAP Training (7218/0000)	Materials/Supplies/Equipment	\$4000			\$4000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$12500			\$12500
Supplemental/Concentration (7201/0000)	Certificated- Salaries	\$22600		\$65000	\$87600
Supplemental/Concentration (7201/0000)	Certificated- Timesheets		\$5000	\$5000	\$10000
Supplemental/Concentration (7201/0000)	Classified- Salaries	\$1000			\$1000
Supplemental/Concentration (7201/0000)	Classified- Timesheets			\$5000	\$5000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$1071	\$18400	\$5000	\$24471
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$5000	\$2000	\$5000	\$12000
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$7000			\$7000

## 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.

\*\*\* If applicable, please provide a description \*\*\*

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## V. Funding

### Harriet Eddy Middle School (411) | 2023-2024

#### EGUSD Strategic Goals

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	\$85,908	\$85,908	\$85,908	\$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	\$140,071	\$140,071	\$29,671	\$25,400	\$75,000	\$10,000	\$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	\$7,300	\$0	\$0	\$0	\$0
<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$21,352	\$21,352	\$14,543	\$0	\$0	\$6,809	\$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>7450</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0.0000	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$356,631	\$356,631	\$238,422	\$25,400	\$76,000	\$16,809	

**Fund Subtotals**

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$356,631

	<b>Signatures: (Must sign in blue ink)</b>	<b>Date</b>
<b>Principal</b>	<input type="text" value="C Norma Gillis"/>	_____
<b>School Site Council Chairperson</b>	<input type="text" value="Connie Lei"/>	_____
<b>EL Advisory Chairperson</b>	<input type="text" value="Yahaira Largaespada"/>	_____

