



Maeola Beitzel Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

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

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.

A. 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?

Maeola Beitzel involved the following stakeholder groups in the planning process for LCAP annual review and analysis during staff meetings, Leadership meetings, School Site Council & ELAC meetings and school community and parent meetings:

S.S.C./ELAC Meetings: October 26, 2016; November 30, 2016; January 25, 2017; February 22, 2017, April 26, August 2017, August 23, 2017, September 6, 2017, & September 13, 2017

Leadership Meetings: January 23, 2017; September 6, 2017, & September 13, 2017

Staff Meetings December 5, 2016; March 6, 2017 and April 24, 2017 & September 11, 2017

Parent and Community Meetings-October 23, 2016, May 25, 2017

Impact of LCAP and Annual Update

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

Based on priorities from stakeholder surveys the following actions and expenditures added:

- Academic Intervention Teacher to support lowest achieving students during the day
- Continue extended day intervention programs after school for targeted students and EL students
- Purchase online program for after school intervention accessible for home use
- Purchase Home School communication folders
- Provide professional development and release time for data analysis and quarterly progress monitoring
- Provide staff with on-going professional development to implement CCSS.
- Provide professional development for Chromebook and technology use in the classroom
- Provide parents with opportunities to learn through Parent University
- Release time for teachers for grade level planning

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 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.	Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> Access to Courses (Honors, AP/IB, CTE) A-G Completion AP/IB Exams CAASPP Content Standards Implementation CTE Sequence Completion EAP Instructional Materials Progress toward English Proficiency Redesignation Teacher Assignment
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Site Goal 1.1

Provide professional development, workshops, and conferences to support the implementation of the California Common Core State Standards and the alignment of CCSS with California State Framework and curriculum materials.

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

- All
- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Filipino
- Foster Youth
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- R-FEP
- School-wide
- SWD
- White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional Development to analyze California ELA/ELD Framework and alignment to curricular materials and CCSS. Release time for teachers to meet in vertical and horizontal teams to deepen understanding of California Common Core State Standards and plan the implementation of CCSS in content areas. Use of consultant, certificated time sheet, and substitutes.	Teacher professional development: Collective Teacher Efficacy effect size 1.57 Teacher clarity effect size .75 Darling-Hammond research 2005 Professional Development Schools: Schools for Developing Professionals, indicates with the implementation of CCSS it is imperative to build teacher capacity through professional learning through professional learning communities to help teachers develop new subject-matter pedagogical knowledge.	Teachers will develop grade level plans which will include performance targets for students. We will use curriculum assessments and other formal assessments to determine effectiveness. Summative Assessment-SBAC Embedded Assessment Site Selected Assessments <ul style="list-style-type: none"> Independent Reading Level Running Record Comprehension Assessment

What funding source will you use?
Title I Basic - \$22,055

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide substitutes for teachers to attend workshops or conferences to support implementation of CCSS, California Framework, and the alignment of curriculum materials to CCSS.	Teacher professional development: teaching strategies, effect size .62 Teacher clarity effect size .75	Observation of teacher practice Student achievement data: <ul style="list-style-type: none"> Summative Assessment-SBAC Embedded Assessment Site Selected Assessments Independent Reading Level Running Record

- Comprehension Assessment

What funding source will you use?

Title I Basic-\$1000

Actions/Services 1.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide teachers and administrators opportunities to attend workshops and conferences to support implementation of Common Core, best instructional practices in Literacy, and culturally responsive pedagogy.	Teacher professional development: teaching strategies, effect size .62 Teacher clarity effect size .75	Observation of teacher practice Student achievement data: <ul style="list-style-type: none"> • Summative Assessment-SBAC Embedded Assessment Site Selected Assessments • Independent Reading Level • Running Record • Comprehension Assessment

What funding source will you use?

Title I Basic \$5,045

Site Goal 1.2

Provide extended learning opportunities targeting literacy for our lowest achieving students to increase the percentage of students meeting or exceeding standards in ELA from 54.5% to 58 % in 2017-2018 as evidenced by SBAC and other measures of achievement in reading. Students will be identified for extended learning opportunities using formative assessments. Instruction will be based on need after analysis of pre-assessment results.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- All • American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Extended day small group instruction. Funding to provide: time sheet for certificated and classified staff; instructional materials and supplies.	Small group Learning effect size .49 Reading Phonic Instruction effect size .60 Reading Comprehension effect size .58 In a 2004 McCREL publication, The Effectiveness of Out of School Time Strategies in Assisting Low Achieving Students in Reading and Math, the most effective programs are tutoring programs to strengthen reading and math. In another publication, Improving Schools: What Works?	Summative Assessment- SBAC Curriculum embedded Assessment Formative Assessments <ul style="list-style-type: none"> • Running Records • Assessment for Independent Reading Level • Fluency Assessment • Comprehension Assessment

Educational Leadership Feb. 2015, the research indicates that re-teaching focused on particular standards has led to improved outcomes on state assessments.

What funding source will you use?

Title I- \$45,000 Afterschool
Title I \$10,000 Basic

Actions/Services 1.2.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase supplementary on-line resources to provide additional reading and language practice, accessible from school and home.	Research supports the use of high interest, interactive programs has a positive impact on students' reading achievement . The work of Magana and Marzano, Enhancing the Art and Science of Teaching outlines the positive effects of the effective use of technology on student achievement.	An increase in student achievement as measured by pre/post assessments. <ul style="list-style-type: none"> • BPST • Running Record • Fluency • Comprehension

What funding source will you use?

Title I Basic - \$7,000

Actions/Services 1.2.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase supplies and materials of instruction to support intervention programs; programs during the school day and extended day programs targeted to our lowest achieving students.	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58	An increase in student achievement as measured by pre/post assessments. <ul style="list-style-type: none"> • BPST • Running Record • Fluency • Comprehension

What funding source will you use?

Title I Basic- \$7500.00

Site Goal 1.3

Provide professional development to address the implementation of the ELD standards and best practices to support instruction for English learners in English language development and integrated English language development. Increase the the percentage of EL students meeting English proficiency as measured by CELDT from 74% to 75%.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional development to refine best practices and instructional strategies to increase student engagement with English learners for designated ELD and integrated ELD.	Professional Development: teaching strategies effect size .62 Engagement effect size .45 Hattie (2015)	Summative Assessment-SBAC English Learner Progress <ul style="list-style-type: none"> • CELDT Level Achievement • Redesignation

What funding source will you use?

Use of EL Consult Coach

Site Goal 1.4

Provide Para support for English learners to support ELA and English Language Development .

Metric: Progress toward English Proficiency

Actions/Services 1.4.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Extended learning small group instruction for English learners. Funding to provide: time sheet for certificated and classified staff; instructional materials and supplies.	Small group learning effect size .49 Small group Learning effect size .49 Reading Phonic Instruction effect size .60 Reading Comprehension effect size .58 In a 2004 McCREL publication, The Effectiveness of Out of School Time Strategies in Assisting Low Achieving Students in Reading and Math, the most effective programs are tutoring programs to strengthen reading and math. In another publication, Improving Schools: What Works? Educational Leadership Feb. 2015, the research indicates that re-teaching focused on particular standards has led to improved outcomes on state assessments.	Summative Assessment -SBAC English Learner Achievement <ul style="list-style-type: none"> • CELDT Proficiency • Redesignation

What funding source will you use?

EL Supplemental--\$7070

Actions/Services 1.4.2

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide para support in classroom during WIN and ELA to support English learners in small groups for EL students not meeting grade level standards and/or not making progress towards AMAO targets.</p> <p>Provide funding for a Para educator to coordinate CELDT and ELMPAC.</p>	Small group learning effect size .49	<ul style="list-style-type: none"> • SBAC • CELDT Achievement • Redesignation • Site/District Assessments

<p>What funding source will you use?</p> <p>EL Supplemental-\$17280</p>
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Actions/Services 1.4.3

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide cross-age tutoring and assistance for EL students, in particular, Newcomers.	Cross-age tutoring effect size .55 John Hattie 2015	Progress in ELA CELDT

<p>What funding source will you use?</p> <p>Does not require funding</p>

Site Goal 1.5

Close the achievement gap with the lowest performing subgroups as evidenced by data collected from standardized assessments, site/district assessment data, formative assessment and curriculum embedded assessments.

Metric: Other (Site-based/local assessment)

Actions/Services 1.5.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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Provide professional development and release time for teachers to ensure a comprehensive progress monitoring process to identify under performing subgroups/individual students to develop plans and strategies to address students' needs.

Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57.

The change in the gap in achievement of subgroups analyzing various measures:

- SBAC
- Curriculum embedded
- site/district assessments

What funding source will you use?

See Goal 2.1.1

Site Goal 1.6

Provide targeted instruction for lowest achieving students in ELA meeting specific criteria of intervention program.

Metric: Other (Site-based/local assessment)

Actions/Services 1.6.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Academic Intervention Teacher	<p>Small group learning effect size .49 Reading Phonic Instruction effect size .60 Reading Comprehension Programs effect size .58</p> <p>The Complete Guide to Tutoring Struggling Readers Mapping Interventions to Purpose by P. Fisher 2014, provides detailed research and guidance on tutoring, including lesson components, print skills, word knowledge, contextual reading and fluency, vocabulary, comprehension, writing a reading connections have a positive impact on reading achievement if it is specific and addresses the needs of the learners.</p>	<ul style="list-style-type: none"> • SBAC • Program Assessments

What funding source will you use?

Title I Basic -\$45,000

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Site Goal 2.1

Provide opportunities for all grade level teams to meet regularly and quarterly to operate as a high functioning PLC to share best practices and participate in cycles of inquiry to analyze data, set goals, create lessons, and identify best practices to close and eliminate achievement gaps.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development and release time for teachers to ensure a comprehensive progress monitoring process to monitor student progress and develop instructional plans to meet students' needs. Teachers will identify under performing subgroups/individual students to develop plans and strategies to address these students' needs.	Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57. Professional Development effect size .62 Teacher Clarity effect size .75 Teacher professional development: Collective Teacher Efficacy effect size 1.57	<ul style="list-style-type: none"> • Summative Assessment-SBAC • Curriculum embedded • site/district assessments

What funding source will you use?

Supplemental Concentration \$11,270

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time for teacher to meet in CO-OPs , CAST and I.E.P./S.S.T meetings	Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57.	Referrals to Special Education Student response to intervention Achievement measured by assessments: <ul style="list-style-type: none"> • SBAC • Curriculum embedded • Intervention pre/post • teacher assessments

What funding source will you use?

Supplemental Concentration-\$4958

Site Goal 2.2

Provide staff Professional Development to refine their knowledge and practice of highly effective teams (PLC).

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time, substitutes, and/or professional development opportunities based on grade level needs assessments.	Professional Development effect size .62 Teacher Clarity effect size .75, and Collaboration Teacher Efficacy effect size 1.57 Teacher professional development: Collective Teacher Efficacy effect size 1.57 Teacher clarity effect size .75 Darling-Hammond research 2005 Professional Development Schools: Schools for Developing Professionals, indicates with the implementation of CCSS it is imperative to build teacher capacity through professional learning through professional learning communities to help teachers develop new subject-matter pedagogical knowledge.	SMART Goals SBAC
What funding source will you use?		
Supplemental Concentration-\$1,000		

Site Goal 2.3

Provide a tool to identify our lowest achieving students, and a systematic process to monitor student progress and plan for instruction and intervention.

Metric: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase a computer-adaptive assessment system for reading in grades K-6 which identifies skills and sub-skills students know, skills they're ready to work on next, identifies students in need of intervention, and provides a process for progress monitoring.	Computer-based systems, with research-based underpinnings, used to both assess student learning and differentiate learning to address learning gaps have a positive impact on student learning. Systems such as Measures of Academic Performance (MAP) and RENLEARN form Renaissance Learning.	<ul style="list-style-type: none"> Summative Assessment-SBAC Curriculum embedded assessments site/district assessments Student growth in reading levels Fountas and Pinnell leveling system Change in Reading Lexile Levels
What funding source will you use?		
Title I Basic- \$10,000		

Actions/Services 2.3.2

Principally Targeted Student Group
<ul style="list-style-type: none"> All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development for teacher to utilize online assessment tool and analysis of reports designed to provide strategic and intensive intervention.	Computer-based systems, with research-based underpinnings, used to both assess student learning and differentiate learning to address learning gaps have a positive impact on student learning. Systems such as Measures of Academic Performance (MAP) and RENLEARN form Renaissance Learning.	<ul style="list-style-type: none"> • Summative Assessment-SBAC • Curriculum embedded assessments • site/district assessments • Student growth in reading levels Fountas and Pinnell leveling system • Change in Reading Lexile Levels

What funding source will you use?
Title I Basic- \$10,000

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</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"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Site Goal 3.1

Increase positive behavior structures and practices for all at-risk subgroups.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Black or African American • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Intervention Team (Principal, Behaviorist, Mental Health Therapist and Vice Principal) and PBIS Team (Vice Principal & Teachers) meet regularly to analyze data, develop plans and identify strategies and provide interventions to address problem behaviors and at-risk students.	Positive Behavior Intervention Supports School-wide System is an evidenced based practice that has strong correlation for improved social and academic outcomes for students. Rob H. Horner, George Sugai and Timothy Lewis	<ul style="list-style-type: none"> • Decrease in major discipline referrals • Decrease in suspension • Decrease in referrals to MHT (Mental Health Therapist)

What funding source will you use?
None required

Site Goal 3.2

Provide recognition, increased awareness, intervention supporting the importance of on time and regular school attendance.

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Identify at-risk students by attendance patterns and increase teacher, and administrative communication and interactions with students' families as needed to goal set and develop plans for improved attendance and on time school attendance, and early dismissals.	Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.	Improved Attendance rates

What funding source will you use?

Does not require funding

Site Goal 3.3

Implement recognition and awards to promote character and persistence to be more inclusive of all students.

Metric: School Climate

Actions/Services 3.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Implement a weekly or monthly awards program to acknowledge students for character and persistence in the classroom. Identify one student in each classroom for each award. Funding to provide certificates of awards, time sheet for classified staff to provide supervision for incentive award functions.	Marzano's Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement 2001, demonstrates the connection between recognizing and praising effort and raising student achievement.	<ul style="list-style-type: none"> • the number of un-duplicated students recognized for each award • improved discipline data • improved grades

What funding source will you use?

PBIS \$500

Site Goal 3.4

Increase opportunities for home/school communication for all families.

Metric: School Climate

Actions/Services 3.4.1

Principally Targeted Student Group

- All • Asian

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Develop resources and communication in the primary language of students' families. Use of social media, email, auto dialer, website, flyers, etc.	Parental involvement effect size .51 Research shows that students whose parents are involved in their education are more likely to: <ul style="list-style-type: none"> • Adapt well to school • Attend school more regularly • Complete homework more consistently • Earn higher grades and test scores • Graduate and go on to college • Have better social skills • Show improved behavior • Have better relationships with their parents • Have higher self-esteem 	Increase in the participation of non English speaking parents.

What funding source will you use?

PBIS \$500

Actions/Services 3.4.2

Principally Targeted Student Group

- All • Asian

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase opportunities for parents/guardians to participate in school-wide activities and decision making bodies in school.	Parental involvement effect size .51 Research shows that students whose parents are involved in their education are more likely to: <ul style="list-style-type: none"> • Adapt well to school • Attend school more regularly • Complete homework more consistently • Earn higher grades and test scores • Graduate and go on to college • Have better social skills • Show improved behavior • Have better relationships with their parents • Have higher self-esteem 	<ul style="list-style-type: none"> • Increase in the number of parents participating in school-wide events • Increase in the awareness that parents have opportunities to participate in decision making bodies at school as evidenced by parent surveys • increase in parent participation in decision making bodies

What funding source will you use?

No funding required

District Strategic Goal 4:

All students will benefit from programs and services designed to

District Needs and Metrics 4:

Students need parent, family and community stakeholders as

inform and involve family and community partners.	direct partners in their education as measured by: <ul style="list-style-type: none"> Family and Community Engagement
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Site Goal 4.1

Increase students' parents/guardians opportunities to participate in school-wide events (Parent Teacher Conferences, Parent Education Workshops, Back to School Night, Open House, Literacy and Math Nights, etc.) decision making bodies (SSC, ELAC, and PTO).

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Encourage participation in school-wide events through mass communication methods: personal invites made by students, email from principal, flyers, phone message, website posting and twitter.</p> <p>Provide a listing/handbook of parent involvement activities in multiple languages.</p>	<p>National Center for School Engagement reports, a 2002 National Education Service study indicates that when parents are involved, students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level.</p> <p>The work of Funk & Wright 2003, Deepening Democracy: Institutional Innovators in Empowered Participation Governance, concludes educating parents, including them in governance, and encouraging volunteerism, has a positive impact on achievement.</p>	<ul style="list-style-type: none"> Increase in participation in school-wide functions and Decision making bodies An awareness that parents are included in school -wide functions and decision making bodies as evidenced by surveys

What funding source will you use?

None

Site Goal 4.2

Provide volunteer training and resources for volunteers.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide training for volunteers and Watch D.O.G.S.</p>	<p>parental involvement effect size .51</p>	<p>sign in logs/calendar</p>

What funding source will you use?

No funding required

Site Goal 4.3

Provide home/school communication folders with school contact information, newsletters, and parent involvement information and materials.

Metric: Family and Community Engagement

Actions/Services 4.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase communication folders and materials for newsletters.	parental involvement effect size.51	Attendance sign in logs/calendar

What funding source will you use?

Supplemental Concentration-\$1000

Site Goal 4.4

Increase preschool and kindergarten parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home.

Metric: Family and Community Engagement

Actions/Services 4.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase preschool and kindergarten parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home. Provide support as a transitional activity from preschool to kindergarten and during the kindergarten year. Purchase books to build home libraries Provide workshops for parents Provide materials for workshops and trainings	Workshops Work! Hosting Literacy Workshops for Families and Preschoolers, Nel Duke, 2014	<ul style="list-style-type: none"> • Kindergarten BSPT pre and post data • Kindergarten CAP data • Kindergarten pre and post reading scores • Parent pre and post survey

What funding source will you use?

Title 1 Parent Involvement Funds- \$2000

Site Goal 4.5

Increase parents' knowledge about the Common Core State Standards in ELA and Math and provide training to support their students proficiency in reading including building their access to high quality literature at home (home libraries)

Metric: Family and Community Engagement

Actions/Services 4.5.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide K-6 Parent ELA and Math Training Provide a series of ELA and Math workshops to empower parents with strategies, materials and high quality books to support their children at home	Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005	<ul style="list-style-type: none"> • EGUSD parent CORE survey results • Parent EXIT slips from trainings

What funding source will you use?

Title 1 Parent Involvement-
Additional Hourly Teacher Presenters
\$2,000

Title 1 Parent Involvement-
Workshop Materials
\$1000

Title 1 Parent Involvement-
Books to Build Home Libraries Grades TK-6
\$3717

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Maeola Beitzel Elementary - 212

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	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$28,873	\$28,873	\$28,873	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	41.3752	\$0	\$4,843,073	\$4,843,073	\$4,843,073	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$97,382	\$97,382	\$97,382	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$36,500	\$0	\$36,500	\$36,500	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$63,213	\$63,213	\$63,213	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$219,069	\$219,069	\$0	\$0	\$219,069	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$18,228	\$18,228	\$0	\$17,228	\$0	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$21,925	\$21,925	\$21,925	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$126,317	\$126,317	\$97,600	\$20,000	\$0	\$8,717	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.0006	\$0	\$90,298	\$90,298	\$0	\$0	\$90,298	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
3140 Dual Diagnosis (DD) 6500 Special Education	2.5	\$0	\$213,492	\$213,492	\$213,492	\$0	\$0	\$0	\$0
3200 Language									

Speech and Hearing (LSH) 6500 Special Education	1	\$0	\$81,284	\$81,284	\$81,284	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.25	\$0	\$279,720	\$279,720	\$279,720	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.4375	\$0	\$111,108	\$111,108	\$111,108	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9302 Intel Volunteer Grant Program	0	\$6,994	\$0	\$6,994	\$6,994	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$2,807	\$0	\$2,807	\$2,807	\$0	\$0	\$0	\$0
Totals	57.5634	\$46,301	\$6,244,982	\$6,291,283	\$5,933,971	\$37,228	\$310,367	\$9,717	

Signatures: (Must sign in blue ink)

Date

Principal **Yvonne J. Wright**

School Site Council Chairperson **Tim Bilbrey**

EL Advisory Chairperson **Karina Aguilar**

_____	_____
_____	_____
_____	_____

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

