



## **Maeola Beitzel Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**Principal:** Lynn Garverick

**County-District-School (CDS) Code:** 34673146113187

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

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

## IV. Goals, Action Plans and Progress Monitoring

Maeola Beitzel Elementary | Focused Work: 2024-2025

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### Goal Setting (Icapid: 600)

#### State Priorities

##### Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

##### Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

##### Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

##### Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and engage family and community partners.

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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?

The Maeola R. Beitzel Elementary School stakeholders collaborated together to review and analyze student performance results on the 2022-23 CAASPP results. We looked at the impact of the actions outlined in the plan as they related to the state and EGUSD's four strategic goals. The School Site Council, ELAC, and Leadership teams met throughout the year to discuss actions, progress monitor implementation efforts and to provide feedback in the services that appropriately support students and teaching. Beitzel conducted a Tiered

Fidelity for PBIS and the results were discussed and shared out with staff, Leadership Team, and School Site Council.

During ELAC and SSC meetings, site data was shared, discussed and members' feedback was solicited for all four strategic goals.

Our school consulted with our Educational Partners; Staff, School Site Council, ELAC, and Parents at; Title I Parent meetings, and LCAP input meetings. Meetings were held on:

School Site Council: 9/28/2023, 12/12/2023, 02/29/2024, 5/08/2024, 05/23/2024

ELAC Meeting: 12/13/2023, 05/08/2024, 05/23/2024

LCAP Input Meeting: 9/28/2023, 12/01/2022, 02/29/2024, 5/08/2024, 05/23/2024

Title I Parent Meeting: 07/24/2023, 08/21/2023

Staff Meeting: 07/31/2023, 08/28/2023, 09/18/2023, 10/09/2023, 11/27/2023, 01/02/2024, 01/30/2023, 02/5/2024, 03/04/2024, 04/01/2024, 05/06/2024, 06/03/2024

Leadership Meeting: 08/14/2023, 09/11/2023, 10/23/2023, 11/13/2023, 01/22/2024, 02/26/2024, 03/25/2024, 04/22/2024, 05/20/2024, 06/24/2024

## 2. Impact of LCAP and Annual Update

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

Based on 2022-2023 LCAP needs survey results from parents, students, and teachers, we will continue to find ways to support our social emotional learning and school-wide PBIS program by adding professional development such as Zones of Regulation to maintain a safe school and effective learning environment. We will continue to provide release time for grade-level teams to collaborate and plan. We will purchase and train teachers on using the intervention curriculums and purchase para-educator support to give teachers opportunities to teach small group intervention in the classrooms. Because our overall CAASPP scores of students meeting or exceeding standards (overall) have slightly increased in the last 2 years in a row (Math. ELA, EL), we will continue supporting an AIT teacher, for the purpose of English Language Arts intervention and coaching as opposed to Math AIT. In addition, I am looking to add an additional AIT to work with 5th and 6th graders in ELA. We will increase library time to help increase student fluency rate and accuracy. Finally, we will continue to provide collaborative time for grade-level teams analyze data results. The needs of Beitzel Elementary School were discussed in the Winter and Spring (#1) School Site Council Meetings. The 2024-25 LCAP was reviewed and approved by the School Site Council in late May of 2024.

## Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

**Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.**

Our CAASPP results from 2023 revealed an inequity regarding *CASPP Performance in ELA* for African American students in English Language Arts. In 2024 - 2025 we plan on utilizing funds to hire an additional AIT for 5th and 6th grade ELA. This is because the prioritization of AITs in EGUSD will be

- Kindergarten, 1st, and 2nd grade literacy. All AITs will follow the new AIT Handbook developed by EGUSD Curriculum & Professional Development.

- The data shows that we need to have a focus on 4th, 5th, and 6th grade African American students in ELA.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

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

### District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

### Site Goal 1.1 (SiteGoalID: 7151) (DTS: 12/13/23)

Provide professional development, workshops, conferences, and technology to support the implementation of the California Common Core State Standards and the alignment of CCSS with California State Framework and curriculum materials in order to eliminate the achievement gap. Increase the percent of students attaining proficiency in the core subject areas based on CAASPP English Language Arts scores by providing high quality, researched based instructional practices.

1.1 Increase the performance of students in K-2 by 10% (for each student) each trimester according to Entry Level, Progress monitoring, and Summative district-wide assessments.

### Beitzel Illuminate Data

2023-2024

#### Kindergarten:

- Tri 2: Phonemic Awareness: average overall correct 82%, letter names: average overall correct 94%, letter sounds: average overall correct 86%, decoding: average overall correct 73%, dictation: average overall correct 80%

#### 1st grade:

- Tri 2: Phonemic Awareness: average overall correct 80%, phonics: average overall correct 59%, letter names: average overall correct 99%, letter sounds: average overall correct 90%
- Fluency- 60% at or above proficiency

#### 2nd grade:

## ELA Comprehension

- Tri 1 48.6% proficient, 34.7% developing, 16.7% beginning
- Tri 2 54.9% proficient, 32.8% developing, 12.3% beginning

### **3rd grade:**

#### ELA Comprehension

- Tri 1 14% proficient, 60.5% developing, 25.4% beginning
- Tri 2 31.5% proficient, 51.6% developing, 16.9% beginning

### **4th grade:**

#### ELA Comprehension

- Tri 1 33% proficient, 56% developing, 11% beginning
- Tri 2 28.4% proficient, 60.6% developing, 11% beginning

### **5th grade:**

#### ELA Comprehension

- Tri 1 45.5% proficient, 40.9% developing, 13.6% beginning
- Tri 2 41.1% proficient, 50% developing, 8.9% beginning

### **6th grade:**

#### ELA Comprehension

- Tri 1 48.1% proficient, 40.4% developing, 11.5% beginning
- Tri 2 60.8% proficient, 36.3% developing, 2.9% beginning

1.1 To increase the number of students who meet or exceed standards in ELA for all students in grades 3-6 by 10% or more

- BEITZEL students increase from 52% points ('21-'22 Scores) to 56%, or higher, meets or exceeds on the CAASPP/ELA
  - EL students increase from 25% points to 30%, or higher, meets or exceeds on the CAASPP
  - Students with Disabilities 21% to 25% or higher, meets or exceeds on the CAASPP
  - Students described as Asian will increase 58% to 63% or higher, meets or exceeds on the CAASPP
  - Students described as African American will increase from 41% to 46% or higher, meets or exceeds on the CAASPP
  - Students described as Filipino will increase from 60% to 65% or higher, meets or exceeds on the CAASPP
  - Students described as Hispanic will increase from 42% to 47% or higher, meets or exceeds on the CAASPP
  - Students described as Pacific Islander will increase from 27% to 33% or higher, meets or exceeds on the CAASPP
  - Students described as White will increase from 65% to 70% or higher, meets or exceeds on the CAASPP
  - Two or More races will increase from 58% to 63% or higher, meets or exceeds on the CAASPP

1.1 To increase the number of students who meet or exceed standards in MATH for all students in grades 3-6 by 10% or more

- BEITZEL students increase from 39% points to 45%, or higher, meets or exceeds on the CAASPP/Math
  - EL students increase from 22% points to 27%, or higher, meets or exceeds on the CAASPP
  - Students with Disabilities 26% to 31% or higher, meets or exceeds on the CAASPP

- Students described as Asian will increase 49% to 55% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 32% to 37% or higher, meets or exceeds on the CAASPP
- Students described as Filipino will increase from 44% to 49% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 22% to 31% or higher, meets or exceeds on the CAASPP
- Students described as Pacific Islander will increase from 36% to 43% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 44% to 49% or higher, meets or exceeds on the CAASPP
- Two or More races will increase from 43% to 48% or higher, meets or exceeds on the CAASPP

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

#### Action 1.1.1 (SiteGoalID: 7151) (DTS: 12/13/23)

##### Targeted Student Group(s)

• 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 • Two or More • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Instruction (English Language Arts):</b></p> <p><b>1. <i>September/October and January/February and May/June:</i></b> Utilizing the lesson study format, teachers will have release days for ELA/ math best practices and integration of CCSS, culmination into grade level/school level goals. Teachers will develop grade level plans which will include performance targets for students and attend professional development opportunities. Funding (Supp</p>	<p><b>Progress Monitoring</b></p> <p><b>ACTION 1, 2, 3:</b></p> <p>English Language Arts AIT will work with teams during PLC and staff planning time to analyze targeted areas. Data will be measured (and adjustments to planning will be made) at the end of each month (off-track time).</p> <p><b>Action 1, 2:</b></p> <p>Establish the K-2 baseline data at the beginning of the school year. Analyze and measure at the end of each trimester. Teachers will use this data to target specific areas</p>	<p><b>Evaluation</b></p>

Concentration-\$15,000) will provide for substitutes to release teachers.

**2. July-**

**June: Continued Implementation of AVID in grades 2-**

**6:** Purchase supplies and materials in order to support intervention and AVID needs at our school. (Title 1: Supplies and materials \$12,000).

**3. July-June:** Deliver high quality first instruction followed by focused small group intervention provided by AIT in English Language Arts (Grades 3 and 4-Our ESSER funded AIT is focussing on K-2 Intervention) that is based on on-going grade level assessments. Funding (Title 1-\$174,573) to cover the cost of a full time AIT position.

**4. July-June:** Deliver high quality first instruction followed by focused small group intervention provided by Intermediate push-in support in English Language Arts (Grades 5 and 6-Our ESSER funded AIT is focussing on K-2 Intervention) that is based on on-going grade level assessments. Funding (Supp Concentration-\$30,000) to cover the cost of a part time AIT position (timesheet).

- 1. July-June: Academic Intervention Teachers** will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities. Para educator will assist with small group intervention.
- 2. August/September :** AITs and classroom teachers

needed for improvement in planning and instructing. AIT has presented data on student improvement in grades 1st-3rd. On average Grade 1 students seen by AIT increased performance by at least 20% in first grade (Phonemic Awareness). On average Grade 2 students seen by AIT increased performance by at least 25% in second grade (Phonemic Awareness).

**Action 3:**

Student self-evaluation and self-reflection.

identify students in need of academic support based on Illuminate Data and Letter Grades in Reading.

3. **August/September:** AITs are to communicate with site administration and teachers in order to receive teacher input on students slated to receive intervention.
4. **August/September:** AITs will meet with site administration to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.
5. **August/September Early-Out Thursday Meetings:** AITs and Teachers determine schedules for intervention students.
6. **November/March:** Site Administration and AITs will meet at the end of each month to analyze the data and determine who will be exiting from the intervention and who will be remaining or entering.
7. **End of Each Trimester (November, March & June):** Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.
8. **July/June:** EGUSD English Language Arts Instructional coach will be utilize throughout the year to provide staff with on demand support and Professional development at staff meeting.



## Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b>Technology:</b></p> <p><b>1. July/June:</b> Purchase additional technology and licenses such as laptops, headphones, chrome books, printers, and ink to support classroom equipment where technology is used such as any district adopted curriculum technology supports (multi-tiered supports), Accelerated Reader, Teacher goals attainment for each grade level (Materials: Title 1-\$4000). The purchase of 2 3D Printers. One for the computer lab and two for Intermediate classrooms. 3D models engage students and help them to understand complex or advance concepts and skills. It also adapts to students' learning styles. Some students are visual and tactile learners, and seeing a model or holding it in their hands can help them understand in a faster or more complete way. This will lead to Beitzel continuing to strive in Achieving Digital Equity for California's Students</p> <p><b>2. July/June:</b> Purchase maintenance agreements that support supplemental instructional programs (Contracts: Title 1-\$2500).</p>	<p><b>Progress Monitoring</b></p> <p><b>Action 1:</b></p> <p>Goal will be monitored during data monitoring/release days each trimester using: formative and summative assessments. Monitoring will focus on an increase in exposure to technology that supports instruction and an increased student engagement/time on task (measured by admin walk through).</p>	<p><b>Evaluation</b></p>

## Site Goal 1.2 (SiteGoalID: 7152) (DTS: 12/13/23)

Provide extended learning opportunities targeting literacy for our lowest achieving students to increase the percentage of students meeting or exceeding standards in ELA as evidenced by CAASPP 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.

Number of students meeting or exceeding standards-

- ELA increase of 5% from 27% to 32% overall (Met or Exceeded on CAASPP)
- Increase the performance of students in K-2 by 10% (for each student) each trimester according to Entry Level, Progress Monitoring, and Summative Illuminate district-wide assessments

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

### Action 1.2.1 (SiteGoalID: 7152) (DTS: 12/13/23)

#### Targeted Student Group(s)

• All • EL • Foster Youth • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b>Instruction:</b></p> <p>1. <b><i>Begin in July: On-Going:</i></b> Delivering high quality first instruction followed by focused small group intervention that is based on on-going grade level assessments. This intervention will be during school hours with Para educators daily. (Funding \$26,377-Title 1 Basic: and \$10,000-Supp. Concentration: Classified timesheets).</p> <p>2. <b><i>August:</i></b> Purchase any needed</p>	<p><b>Progress Monitoring</b></p> <p><b>Actions 1, 2, 3:</b></p> <p>Goal will include an increase in student achievement as measured by pre/post assessments. These are monitored at the end of each trimester during data monitoring/release days. Measurement tools include:</p> <ul style="list-style-type: none"><li>• Illuminate Assessments</li><li>• Running Record</li><li>• Fluency</li><li>• Comprehension</li><li>• Guided Reading Text Level Growth</li></ul>	<p><b>Evaluation</b></p>

materials and supplies to support the work in core subjects, including science materials to support hands-on activities for instruction/intervention (Supp. Concentration-Funding for Materials/Supplies \$1000).

**3. *Begin in August: On-Going:*** Provide extended day/after school Instruction in ELA and/or Math. Funding (Supp. Concentration: Certificated-Timesheets \$10,000 and Supp. Concentration: Classified-Timesheets \$5,000) will provide funding to teachers that provide student intervention or enrichment during extended day or intersession with a focus on **FOSTER YOUTH, LOW INCOME students, and ENGLISH LEARNERS.**

**4. *Begin in August: On-Going:*** Provide supplemental curriculum and instruction that will help students who are below grade level.

- According to the LCAP Needs-Parent Survey Results of 2022-23 85% our parents felt that Homework Support from the school and parents as important.

### Site Goal 1.3 (SiteGoalID: 7153) (DTS: 12/13/23)

Provide Para support for English learners to support ELA and English Language Development with a goal of:

- EL Student Guided Reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year
- ELPAC Achievement: increase 10% in the number of level 4 students.
- Increase redesignation by 10%

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

### Action 1.3.1 (SiteGoalID: 7153) (DTS: 12/13/23)

#### Targeted Student Group(s)

- EL • R-FEP

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p align="center"><b>Action Plan</b></p> <p><b>Intervention Support (ELD):</b></p> <p>1. <b><i>Begin in August: On-Going:</i></b> Provide para support in classroom during WIN and ELA intervention to support English learners in small groups for EL students not meeting grade level standards and/or not making progress. Funding to cover class size reduction so the classroom teacher can work with EL only, as well as materials needed to support GLAD instructional practices (following EL Coach modeled lessons and PD) (Funding for Classified \$18,000-Title 1 and Funding for Materials/Supplies \$1000-EL Supp Concentration).</p> <p>Interpretation and translation for languages not meeting the 15% threshold.</p>	<p align="center"><b>Progress Monitoring</b></p> <p><b>Action 1:</b></p> <p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> <li>Notes/minutes from grade level weekly PLCs</li> <li>Monthly reports on student progress/data</li> <li>Placement and monthly tracking of students in intervention groups</li> <li>Guided Reading assessment data for our EL students, initial and each trimester</li> <li>ELPAC scores &amp; Re-designation rates</li> <li>Site/District Assessments.</li> </ul>	<p align="center"><b>Evaluation</b></p>

#### Site Goal 1.4 (SiteGoalID: 7159) (DTS: 12/13/23)

Provide additional exposure to literature to increase reading comprehension and fluency by increasing library tech hours and adding intervention groups, with a goal of:

- Increased Fluency Rate levels by 10%each trimester and increase overall student percentage reaching benchmark of 95% accuracy rate.

**Metric:** Other

#### Action 1.4.1 (SiteGoalID: 7159) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  <b>Library:</b>  1. <b>July-May:</b> Increase contract hours for Library Tech to present mini lessons during library time (\$3000-Title 1). 2. Books and supplies (Title 1 \$1000).	<b>Progress Monitoring</b>  <b>Action 1:</b>  Effectiveness of action measured by: <ul style="list-style-type: none"><li>• Fluency rates from BOY to end of each trimester</li><li>• Number of additional classroom visits to the library.</li></ul>	<b>Evaluation</b>

#### Site Goal 1.5 (SiteGoalID: 7861) (DTS: 05/01/24)

Increase teacher knowledge of and implementation of Instructional Framework and Descriptions of Practice-DoP (Based on EGUSD's Framework of High Quality Instruction. Will focus on 4 of 6 components.

1. LEARNING TARGETS (2024-25 Focus-Continued from 2023-24)
2. SUCCESS CRITERIA (2024-25 Focus)
3. STUDENT TALK (2024-25 Focus)
4. ACTIVE PARTICIPATION (2024-25 Focus)
5. FORMATIVE ASSESSMENT (2025-26 Focus)
6. FEEDBACK (2025-26 Focus)

## Action 1.5.1 (SiteGoalID: 7861) (DTS: 05/01/24)

## Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>ACTION PLAN:</b> Continue staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards. PD will be provided monthly during staff meeting by our EGUSD ELA coach or our AITs.</p> <p>Expected Outcomes:</p> <p><b><u>LEARNING TARGETS</u></b> Teacher implementation (according to <i>what is your current level of implementation of the following Instructional Practices</i>) of effective Learning Targets will increase from 75% to 100% by the end of the year as measured by the FONT-data is derived from Teaching and Learning Program Implementation Continuum (PIC).</p> <p><b><u>SUCCESS CRITERIA</u></b> Teacher implementation (according to <i>what is your current level of implementation of the following Instructional</i></p>	<p><b>Progress Monitoring</b></p> <p><b>FONT implementation data (Learning Targets) will increase from 43.5% to 100%.</b></p> <p><b>FONT implementation data (Success Criteria) will increase from 44.5% to 100%.</b></p> <p><b>FONT implementation data (Student Talk) will increase from 53.1% to 100%.</b></p> <p><b>FONT implementation data (Active Participation) will increase from 52.6% to 100%.</b></p>	<p><b>Evaluation</b></p>

**Practices) of effective Success Criteria will increase from 66.7% to 100% by the end of the year as measured by the FONT-data is derived from Teaching and Learning Program Implementation Continuum (PIC).**

**STUDENT TALK**

**Teacher implementation (according to *what is your current level of implementation of the following Instructional Practices*) of effective Student Talk will increase from 91.7% to 100% by the end of the year as measured by the FONT-data is derived from Teaching and Learning Program Implementation Continuum (PIC).**

**ACTIVE PARTICIPATION**

**Teacher implementation (according to *what is your current level of implementation of the following Instructional Practices*) of effective Active Participation will increase from 91.7% to 100% by the end of the year as measured by the FONT-data is derived from Teaching and Learning Program Implementation Continuum (PIC).**

**Funding Sources for District Goal 1 (DEV - LCAP ID: 600)**

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	174573	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	47377	Classified- Timesheets

Title I – Basic (4900/3010)	2500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	17000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	55000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	15000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1000	Materials/Supplies/Equipment

#### District Strategic Goal 2:

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

#### District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

#### Site Goal 2.1 (SiteGoalID: 7163) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course



**Metric:** Test Participation Rate on Districtwide Assessments

**Action 2.1.1 (SiteGoalID: 7163) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ol style="list-style-type: none"> <li>1. <b>July, October, February, May:</b> Teachers will administer Illuminate Assessments to all students. Administrators will remind teachers of the assessment windows each week in weekly newsletter as well as help by providing reports with names of students who need to complete assessments.</li> <li>2. <b>August - June:</b> Teachers will meet weekly during their PLC Collaboration time (Early-Out Thursdays) to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data.</li> <li>3. <b>Each Trimester:</b> Each Grade Level will complete an Interim Data Analysis and Action Plan form to share with the school administrator</li> <li>4. <b>EACH Trimester:</b> Provide release or extended time to grade level teams to design curriculum, assess learning, and plan intervention. This</li> </ol>	<p><b>Progress Monitoring</b></p> <p><b>Action 1:</b> <b>July, October, February, May:</b> Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. (Action 1).</p> <p><b>Action 2 &amp; 3:</b> <b>August, December, February, June:</b> Teachers will access their student's Illuminate data, analyze it, and create action plans to improve student learning. (Action 2, 3, &amp; 4)</p>	<p><b>Evaluation</b></p>

can also include vertical grade level planning. (Supplemental Concentration \$11,000).		
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## Site Goal 2.2 (SiteGoalID: 7148) (DTS: 12/13/23)

The staff at Beitzel Elementary School will function as Professional Learning Communities which base instructional and planning decisions on analysis of student data and discussion. We look to provide opportunities for all grade level teams to meet regularly 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.

To use assessment data to make impactful and actionable instructional and interventional decisions in support of student learning as measured by:

- **Students in grades K-6 completing common grade level formative and summative assessments that allow teacher teams to identify areas of need and deficits. Assessment protocol and materials that meet the needs of the range of instructional learners in the classroom.**
- Students at Maeola R. Beitzel Elementary School 2022 CAASPP ELA and MATH Performance Data will:
  - Increase from 48% to 52% of **3rd grade** students that Meet/Exceed Standards in ELA
  - Increase from 56% to 61% of **3rd grade** students that Meet/Exceed Standards in MATH
  - Increase from 50% to 55% of **4th grade** students that Meet/Exceed Standards in ELA
  - Increase from 41% to 46% of **4th grade** students that Meet/Exceed Standards in MATH
  - Increase from 52% to 57% of **5th grade** students that Meet/Exceed Standards in ELA
  - Increase from 26% to 31% of **5th grade** students that Meet/Exceed Standards in MATH
  - Increase from 56% to 61% of **6th grade** students that Meet/Exceed Standards in ELA
  - Increase from 39% to 44% of **6th grade** students that Meet/Exceed Standards in MATH

**Metric:** Test Participation Rate on Districtwide Assessments

## Action 2.2.1 (SiteGoalID: 7148) (DTS: 12/13/23)

### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>Grade Level Data Analysis</u></b></p> <p>1. <b><i>September/October and February/March:</i></b> Provide release time/data monitoring days for teachers to analyze data and collaborate around research-based best practice that leads to high quality first instruction to eliminate the achievement gap in addition to their regular 1.5 hours of PLC time on Thursday. (Funding \$10,000 Title 1 Basic)</p>	<p><b>Progress Monitoring</b></p> <p><b>Action 1:</b></p> <p>Data: (Summative Assessment-SBAC, Curriculum embedded, site/district assessments, Illuminate assessments) will be monitored at the end of each trimester by teachers and administration.</p> <p>According to the LCAP Needs-Parent Survey Results of 2022-23 91% our parents useful feedback from teachers on learning as important.</p>	<p><b>Evaluation</b></p>

### Site Goal 2.3 (SiteGoalID: 7157) (DTS: 12/13/23)

Provide a system (part of the RTI-Tier II Process) to identify our lowest achieving students, and a systematic process to monitor student progress and plan for instruction and intervention. Goal is to decrease requested SSTs and referrals to Special Education by 10% by providing student response to intervention strategies and techniques performed by the classroom teacher.

**Metric:** Test Participation Rate on Districtwide Assessments

### Action 2.3.1 (SiteGoalID: 7157) (DTS: 12/13/23)

#### Targeted Student Group(s)

• EL • Foster Youth • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired</li> </ul>

risk students.	<ul style="list-style-type: none"> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	outcome? <ul style="list-style-type: none"> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p align="center"><b>Action Plan</b></p> <p><b>Professional Development and Collaboration:</b></p> <p>1. <b><i>September/October and January/ February:</i></b> Provide release time for teacher to meet in CO-OPs , with Curriculum coaches, and CAST meetings with a focus on <b>FOSTER YOUTH, LOW INCOME students, and ENGLISH LEARNERS.</b> (Funding \$3,000-Title 1).</p>	<p align="center"><b>Progress Monitoring</b></p> <p><b>Action 1 &amp; 2:</b></p> <p>Effectiveness measured by:</p> <ul style="list-style-type: none"> <li>• Biannual CO-OPs/CAST</li> <li>• Bimonthly IEP/SST meetings</li> <li>• SBAC</li> <li>• Curriculum embedded</li> <li>• Intervention pre/post assessments</li> <li>• Teacher formative assessments</li> <li>• District Assessments</li> </ul>	<p align="center"><b>Evaluation</b></p>

#### Site Goal 2.4 (SiteGoalID: 7160) (DTS: 12/13/23)

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law. Success criteria will include

- EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year.
- ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10%
- 100% of EL students will be assessed using the ELPAC within testing timeline

**Metric:** Test Participation Rate on Districtwide Assessments

#### Action 2.4.1 (SiteGoalID: 7160) (DTS: 12/13/23)

##### Targeted Student Group(s)

- EL

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Complete ELPAC assessments</b> according to timelines and use this data for research based instruction in ELD.</p> <p>1. <b>July/June:</b> Our ELPAC support provider is a classified staff member whose duties may include proctoring the initial and summative ELPAC assessments. (Funding: EL Supplemental-\$18,244)</p> <ul style="list-style-type: none"> <li>Our EL Coordinator will be an administrator who will identification/placement of EL students, reclassification, RFEP monitoring, and support for ELAC meetings. as well as oversee the ELPAC Coordinator and the implementation of these duties. Classified staff members will proctor ELPAC with a focus on <b>FOSTER YOUTH, LOW INCOME students, and ENGLISH LEARNERS.</b></li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Action 1:</b></p> <ul style="list-style-type: none"> <li>EL reclassification increase</li> <li>EL walk throughs</li> </ul>	<p><b>Evaluation</b></p>

**Funding Sources for District Goal 2 (DEV - LCAP ID: 600)**

Funding Source	Amount	Description of Use
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Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	13000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment



Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	11000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment



EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	18244	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment



### District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

### District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating

- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

### Site Goal 3.1 (SiteGoalID: 7149) (DTS: 12/13/23)

By utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior we will increase the positive culture and climate at Maeola R. Beitzel Elementary School .With the help of yard supervisors and additional staff students will be able to participate in activities that are enjoyable, reinforce character values, and provide resolution strategies through structured sports.

Our goal is to close the gap between subgroups in regards to the number of incidents to improve school climate according to EGUSD Synergy reports (July 14, 2022 to May 1, 2023):

- *African American* students will move from 69 discipline incidents to 60 incidents (15% decrease).
- *Hispanic* students will move from 65 discipline incidents to 55 discipline incidents (15% decrease).
- Students of *Two or More Races* will move from 34 discipline incidents to 29 discipline incidents (15% decrease).
- *Students with an IEP* will move from 72 discipline incidents to 62 discipline incidents (15% decrease).
- *Socioeconomically Disadvantaged Children* are projected to decrease discipline incidents. However, no relevant data is available.
- **SUSPENSIONS OVERALL/SCHOOLWIDE** = 2021-2022: 7 Suspensions; 2022-2023 3 Suspensions

Increase positive behavior structures and practices for all at-risk subgroups to **reduce suspension incidents** and to **decrease the number of student referrals school-wide from 212 - 191 (10% decrease)**.

**Metric:** Suspension Rate: Percent of Students Suspended

### Action 3.1.1 (SiteGoalID: 7149) (DTS: 12/13/23)

#### Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Intervention Team:</p>	<p><b>Progress Monitoring</b></p> <p>Action 1:</p>	<p><b>Evaluation</b></p>

1. <b>July-June:</b> (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 (These interventions may include behavior support tools, materials, supplies, and equipment) to address problem behaviors and at-risk students.	<ul style="list-style-type: none"> <li>• RTI progress monitoring data in both academics and behavior.</li> <li>• Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs)</li> </ul>	
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### Site Goal 3.2 (SiteGoalID: 7154) (DTS: 12/13/23)

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

- Goal: Three students from each class recognized per month, ultimate goal is to have EVERY student at Beitzel recognized during the school year.
  - Academic Achievement
  - Character Trait
  - Teacher's Award

#### Metric:

### Action 3.2.1 (SiteGoalID: 7154) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
Character education assemblies-	<b>Action 1:</b>  This action will be measured by	



<p>1. <b>July:</b> Purchase awards and recognitions for positive behavior, promoting positive character and leadership traits. Purchase signage, awards, and program promotional resources for specific PBIS events. (\$2000 Materials/Supplies for PBIS).</p> <p>2. <b>April/May:</b> Provide assemblies for students up to three times a year that focusses on the theme of a growth mindset and SEL (Social Emotional Learning).</p> <p>- Speakers will discuss the importance of perseverance, positivity, goal-setting, and working hard to achieve those goals.</p> <p>-We are currently research possible SEL assemblies to bring to Beitzel.</p>	<p>the number of un-duplicated students recognized for each monthly and trimester award, improved discipline data, improved grades.</p>	
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### Site Goal 3.3 (SiteGoalID: 7158) (DTS: 12/13/23)

Increase peaceful conflict resolution grades 1-6 by utilizing PBIS and ASSIST during lunch and after school time periods to teach and reinforce character values and resolution strategies through structured sports. Continue to decrease suspensions and referrals using PBIS strategies and Zone of Regulation. Data from this year shows 212 incidents in 2022/2023 (as of May 1, 2023). ASSIST was added in late September for the 2022/2023 school year. Our goal is to monitor specific demographics by establishing a baseline with end of the year data. Our goal is to decrease playground discipline incidents by 10% (from 63 to 56) .

Pre and Post referral and suspension data. 2021/2022 (as of May 1, 2023) as a baseline to decrease incidents with certain demographics, specifically focusing on disproportionality. We will decrease our Hispanic incidents by 10% (from 16 to 14) and our African American by 10% (from 14 to 12).

**Metric:** Suspension Rate: Percent of Students Suspended

### Action 3.3.1 (SiteGoalID: 7158) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>ASSIST</u></b></p> <p><b>1. July-June:</b> Increase positive culture and climate on campus by utilizing <i>ASSIST</i> program leaders during lunch recess to teach and reinforce school-wide <i>SEL</i>, <i>PBIS Guidelines for Success</i> and character values using structured sports. (\$70,000 Supp Concentration).</p> <p>At Beitzel, we hope to have <i>ASSIST</i> services- 2 coaches, five hours a day, four days a week.</p> <p><b>2. July/June:</b> Full implementation of the the SEL curriculum program Character Strong. We are looking to receive Professional Development on June 5, 2023 and continue throughout the school year during the 2023-24 school year.</p>	<p><b>Progress Monitoring</b></p> <p><b>Action 1:</b></p> <p>1. Data used includes EGUSD Core Survey results and Pre and Post referral and suspension data.</p> <p>2. Student, parent, and staff survey results.</p> <p>3. Overall student monthly "incidents" in Synergy.</p>	<p><b>Evaluation</b></p>

**Funding Sources for District Goal 3 (DEV - LCAP ID: 600)**

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets

Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	70000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage family and community partners.

#### District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement

#### Site Goal 4.1 (SiteGoalID: 7150) (DTS: 12/13/23)

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

Parents and administration will meet regularly (via *Coffee with the Principal* or *Picnic with Parents*) to review school events and parent feedback. During these meetings, the team will collaborate on additional strategies and ways to increase attendance to events. Developing relationships with the community is key: *Positive Phone Call Friday* will continue to be implemented along with an large emphasis on Home-Visit Program. Our goal includes an increase in participation in school-wide functions and decision making bodies by 10% from the 2022-2023 school year.

**Metric:** Attendance Rate

#### Action 4.1.1 (SiteGoalID: 7150) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Participation:</b></p> <p>1. <b>July-June:</b> 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. Provide training for volunteers and Watch D.O.G.S. Provide resources and materials such as shirts, radios, and light refreshments, to support the volunteers.</p> <p>2. <b>July-June:</b> Provide a listing/handbook of parent</p>	<p><b>Progress Monitoring</b></p> <p><b>Action 1, 2:</b></p> <ul style="list-style-type: none"> <li>• This goal will be measured monthly during meetings with PTO and administration. Effectiveness will be determined by an increase in participation in school-wide functions and decision making bodies by analyzing sign in sheets, parent surveys, calendared events, modes and frequency of contact, and parent feedback cards.</li> </ul>	<p><b>Evaluation</b></p>

<p>involvement activities in multiple languages.</p> <p>- Students-with a focus on <b>FOSTER YOUTH, LOW INCOME students</b>, and <b>ENGLISH LEARNERS</b>- will benefit from school events that promote attendance, academics, and positive character traits and leadership skills.</p> <p>1- Supplies and materials to support trimester awards</p> <p>2- Picnic w/ Parents (four times per year)</p> <p>3- Latino Literacy Group</p> <p>4- Coffee w/ The Principal (Conversation Meetings)</p> <p>5- WatchDOGS events</p> <p>6- Contracted services</p> <p>7- Internet Safety presentations for parents. Provided by EGUSD.</p> <p>(Funding for Materials/Supplies \$500: Title 1).</p>	<ul style="list-style-type: none"> <li>• According to the LCAP Needs-Parent Survey Results of 2022-23 86% our parents felt that regular communication from the school and parents as important.</li> <li>• According to the LCAP Needs-Parent Survey Results of 2022-23 78% our parents felt that receiving information from the school about participating in school activities as important.</li> </ul>	
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#### Action 4.1.2 (SiteGoalID: 7150) (DTS: 12/13/23)

##### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. <b>September/February/May:</b> Compensate teachers, BTAs and/or outside speakers to attend/facilitate ELAC meetings. (Funding for Classified Timesheets \$250: Title 1).</p> <p>2. <b>September/February/May:</b> Provi</p>	<p><b>Progress Monitoring</b></p> <p><b>Actions 1, 2:</b></p> <p>Increase attendance to ELAC meetings by 20%. A site administrator will monitor attendance. There will be at least three ELAC meetings in the 2024-25 school year.</p>	<p><b>Evaluation</b></p>

de light refreshments and materials for ELAC meetings. (Funding for Materials and Supplies \$1000: Title 1)

#### Action 4.1.3 (SiteGoalID: 7150) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. <b>July-June:</b> Weekly <i>Positive Phone Call Friday</i> from administration for exceptional student effort and performance. These students are nominated weekly their teacher. One grade level per week and three students from every classroom. All students-with a focus on <b>FOSTER YOUTH, LOW INCOME students</b>, and <b>ENGLISH LEARNERS</b>-will benefit from this activity.</p>	<p><b>Progress Monitoring</b></p> <p><b>Actions 1:</b></p> <ul style="list-style-type: none"> <li>• The creation of a welcoming environment and development of positive relationships along with the following data used to measure includes:</li> <li>• California Healthy Kids Survey results</li> <li>• Discipline Data</li> <li>• Parent Surveys</li> <li>• Staff Surveys</li> <li>• Data from PBIS Tier 1 and Tier 2 meetings.</li> <li>• According to the LCAP Needs-Parent Survey Results of 2022-23 87% our parents felt that regular communication from the school and parents as important.</li> </ul>	<p><b>Evaluation</b></p>

#### Action 4.1.4 (SiteGoalID: 7150) (DTS: 12/13/23)

## Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. <b>July/August:</b> Increase the amount of Summer Bridge Visits and Parent Teacher Home Visits (PTHV) from our teachers and staff members. These home visits will strengthen and build positive relationships with parents and community. EGUSD's FACE (Family and Community Education) will assist in training staff on home visits and their positive impact with students. (Funding from EGUSD FACE Department)	<b>Progress Monitoring</b>  <b>Actions 1:</b>  This goal will be measured by the creation of a welcoming environment and development of positive relationships along with the following data used to measure includes: <ul style="list-style-type: none"><li>California Healthy Kids Survey results</li><li>Discipline Data</li><li>Parent Surveys</li><li>Staff Surveys</li><li>Data from PBIS Tier 1 and Tier 2 meetings</li><li>School Climate</li></ul>	<b>Evaluation</b>

### Site Goal 4.2 (SiteGoalID: 7155) (DTS: 12/13/23)

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

Metric:

### Action 4.2.1 (SiteGoalID: 7155) (DTS: 12/13/23)

## Targeted Student Group(s)

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  <b>Communication Resources:</b>  1. <b>July:</b> Purchase communication folders, agendas, and materials for newsletters. We relay information to our families via School Messenger, Facebook, our school web page, robo calls, and our monthly newsletters. (Funding for Materials/Supplies/Equipment \$3500: Title 1 and \$3500 Supp. Concentration).	<b>Progress Monitoring</b>  <b>Actions 1:</b> <ul style="list-style-type: none"> <li>This goal will be measured by reviewing sign in sheets/attendance data at events in the classroom, by analyzing parent feedback cards after every event, and by monitoring sign in logs/calendar.</li> <li>According to the LCAP Needs-Parent Survey Results of 2022-23 86% our parents felt that regular communication from the school and parents as important.</li> </ul>	<b>Evaluation</b>

**Site Goal 4.3 (SiteGoalID: 7156) (DTS: 12/13/23)**

Providing each teacher two days to meet with parents in a parent conferences. These two sets of conferences can be in July or August or Oct or November. This will provide teachers, parents, and students the opportunity to have a one on one meeting to discuss academic achievements and next steps in the students' academic endeavors. According to our parent LCAP Needs Survey Results for 2022-23, 91% of our families felt that **Receiving Useful feedback from teachers on learning** was important.

**Metric:** Parents indicating opportunities for parent involvement



**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Parent Engagement:</b></p> <p>1. <b>June-January:</b> Provide teachers substitute teachers to oversee their classes while they conduct Parent/Teacher Conferences twice a school year. One at the beginning of the school year and one in the middle of the school year. (Funding for Certificated Timesheets-Using the \$10,132-Title 1 Parent Involvement Funds)</p> <p>2. <b>July/August:</b> Purchase signage to be present throughout campus to welcome parents, encourage parent involvement, and encourage improved student attendance. (Funding \$17,213: Materials &amp; Supplies-Supplemental Concentration).</p> <p>This includes painted Murals on walls with inspirational sayings and ROAR ( respectful/Observant/Accountable /Ready to Learn)- our PBIS motto.</p> <p>When surrounded by colorful and stimulating artwork, students are more likely to be in a positive mood and receptive to learning. In addition, adding murals can lead to improved grades, test scores, engage children's curiosity, and</p>	<p><b>Progress Monitoring</b></p> <p>Effective will be measured by parent response to 2023-24 LCAP Needs Survey and the fact that according to our parent LCAP Needs Survey Results for 2022-23, 91% of our families felt that <i>Receiving Useful feedback from teachers on learning</i> was important. Data will be shared with School Site Council, Staff at staff meetings , ELAC, and during Coffee with Parents.</p>	<p><b>Evaluation</b></p>

lead to a general love of learning, all of which help foster a successful academic career.

#### Action 4.3.2 (SiteGoalID: 7156) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Parent Workshops:</b></p> <p>1. <b>August/May:</b> Provide second through sixth grade parents Family education workshops for ELA, Math, and SBAC Strategies. Provide a series of ELA and Math workshops to empower parents with strategies, materials and high quality books to support their children at home. (Funding for Materials/Supplies \$1000 and Funding for Certificated Timesheets \$1000: Title 1).</p> <ul style="list-style-type: none"> <li>• Title 1 Parent Involvement- <ul style="list-style-type: none"> <li>◦ Additional Hourly Teacher Presenters</li> </ul> </li> <li>• Title 1 Parent Involvement- <ul style="list-style-type: none"> <li>◦ Workshop Materials</li> </ul> </li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Actions 1:</b></p> <ul style="list-style-type: none"> <li>• Specific assessment data will be monitored each trimester to determine what areas families need the most support in. Teacher input will include students performance on CAASPP, K-2 benchmark assessments, chapter tests, and summative and formative assessment data. Effectiveness will be measured by participation rate and sign in sheets.</li> <li>• According to the LCAP Needs-Parent Survey Results of 2022-23 85% our parents wanted <i>Homework/tutoring support</i>.</li> <li>• Site administrators will manage sign-in sheets and attendance along with classroom teachers presenting the event. We plan having three Family education workshops for ELA, Math, and SBAC Strategies.</li> </ul>	<p><b>Evaluation</b></p>

#### Site Goal 4.4 (SiteGoalID: 7161) (DTS: 12/13/23)

Provide recognition, increased awareness, intervention supporting the importance of on time and regular school attendance. According to the 2022 California Dashboard, Beitzel has a 39.6% Chronic Absenteeism rate. Due to the COVID restrictions, student attendance suffered at Beitzel. Based on our actions and services, our desired outcome is a 9.5% Chronic Absenteeism rate. Moreover, our goal is to have *African American Students, Asian Students, English Learners, Filipino Students, Hispanic Students, White Students, Students with Disabilities, Socioeconomically Disadvantaged Students, and Students of Two or More Races* move to the **LOW** rate according to the California School Dashboard Data.

**Metric:** Attendance Rate

#### Action 4.4.1 (SiteGoalID: 7161) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b>Attendance:</b></p> <p>1. <b>August-June:</b> 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. (Funding for Materials/Supplies \$100-Supp Concentration)</p>	<p><b>Progress Monitoring</b></p> <p><b>Actions 1:</b></p> <ul style="list-style-type: none"><li>• This action will be measured by the following data:<ul style="list-style-type: none"><li>◦ Monthly ADA reports</li><li>◦ Monthly chronic truancy report</li><li>◦ Trimester Attendance rates</li><li>◦ Ongoing chronic Absentees</li></ul></li></ul> <p>Data will be shared with School Site Council, Staff at staff meetings , ELAC, and during Coffee with Parents.</p>	<p><b>Evaluation</b></p>

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#### Funding Sources for District Goal 4 (DEV - LCAP ID: 600)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	11132	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	250	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	6000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	20813	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment



## Funding Source Summary for All District Goals

### Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$174573	\$0	\$0	\$0	\$174573
Certificated- Timesheets	\$0	\$13000	\$0	\$11132	\$24132
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$47377	\$0	\$0	\$250	\$47627
Contracts/Services/Subscriptions	\$2500	\$0	\$0	\$0	\$2500
Materials/Supplies/Equipment	\$17000	\$0	\$2000	\$6000	\$25000

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$55000	\$11000	\$0	\$0	\$66000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$15000	\$0	\$0	\$0	\$15000
Contracts/Services/Subscriptions	\$0	\$0	\$70000	\$0	\$70000
Materials/Supplies/Equipment	\$1000	\$0	\$0	\$20813	\$21813

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$18244	\$0	\$0	\$18244
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1000	\$0	\$0	\$0	\$1000

### Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

## V. Funding

### Maeola Beitzel Elementary (212) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$273,832	\$241,450	\$13,000	\$2,000	\$17,382	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$172,813	\$71,000	\$11,000	\$70,000	\$20,813	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$19,244	\$1,000	\$18,244	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$465,889	\$313,450	\$42,244	\$72,000	\$38,195	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$273,832	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$192,057	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Lynn Garverick	_____	_____
School Site Council Chairperson	Andrew Bohan	_____	_____
EL Advisory Chairperson	Adi Maldonado	_____	_____