



Maeola Beitzel Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

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 Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Maeola R. Beitzel Elementary School stakeholders collaborated together to review and analyze student performance results on the 2024-25 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 SSC and ELAC 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 Meetings: 9/10/2025, 10/29/2025, 02/12/2026, 4/23/2026, 5/28/2026

ELAC Meetings: 10/06/2025, 11/10/2025, 02/23/2026
LCAP Input Meetings: 9/10/2025, 10/29/2025, 02/12/2026, 4/23/2026, 5/28/2026
Title I Parent Meetings: 07/17/2025, 08/21/2025
Staff Meetings: 07/28/2025, 08/25/2025, 09/18/2025, 10/06/2025, 11/03/2025, 12/04/2025, 01/05/2026, 02/10/2026, 03/09/2026, 04/06/2026, 05/05/2026, 06/01/2026
Leadership Meetings: 08/11/2025, 09/29/2025, 10/27/2025, 12/15/2025, 01/26/2026, 02/23/2026, 03/23/2026, 04/27/2026, 05/18/2026, 06/22/2026

2. Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year? Based on 2024-2025 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 opportunities for our staff 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. Our overall CAASPP scores of students meeting or exceeding standards have slightly increased last year in ELA and EL. We will continue supporting two AIT teachers for the purpose of English Language Arts intervention in grades Kindergarten, First, and Second. Moreover, we are looking to continue with our <i>academic support instructor</i> to work with 4th, 5th, and 6th graders in ELA 2-3 days a week. 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 School Site Council Meetings. The 2025-26 LCAP was reviewed and approved by the School Site Council in May 21, 2026.

Resource Inequities (ATSI, TSI 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.
N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1: High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment 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 • Test Participation Rate on Districtwide Assessments
Site Goal 1.1	

To provide high-quality classroom instruction guided by assessment for every student at Maeola R. Beitzel Elementary School. Our goal is to provide professional development and release time 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 (K-2)

2025-26

Kindergarten:

- Tri 2: Phonemic Awareness: average overall correct 84%
- letter names: average overall correct 87%
- letter sounds: average overall correct 87%
- decoding: average overall correct 59%

1st grade:

- Tri 2: Phonemic Awareness: average overall correct 91%
- phonics: average overall correct 66%
- letter names: average overall correct 93%
- letter sounds: average overall correct 79%
- Fluency: at or above proficiency 72 %

2nd grade:

ELA Comprehension

- Tri 1: 26% proficient, 41% developing, 26% beginning
- Tri 2: 54% proficient, 36% developing, 10% beginning

1.2 To increase the number of students who meet or exceed standards in ELA for all students in grades 3-6 by 5% or more.

1.3 To increase the number of students who meet or exceed standards in MATH for all students in grades 3-6 by 5% or more.

CAASPP 2025 vs. 2024:

56% of **BEITZEL students** met or exceeded standards on the CAASPP/English Language Arts in 2025. (50% in 2024).

45% of **BEITZEL students** met or exceeded standards on the CAASPP/Math in 2025. (43% in 2024).

57% of **African American** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (44% in 2024).

25% of **African American** students met or exceeded standards on the CAASPP/Math in 2025. (36% in 2024).

60% of **Asian** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (55% in 2024).

58% of **Asian** students met or exceeded standards on the CAASPP/Math in 2025. (49% in 2024).

61% of **Filipino** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (61% in 2024).

49% of **Filipino** students met or exceeded standards on the CAASPP/Math in 2025. (47% in 2024).

43% of **Hispanic** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (38% in 2024).

31% of **Hispanic** students met or exceeded standards on the CAASPP/Math in 2025. (33% in 2024).

40% of **Pacific Islander** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (22% in 2024).

10% of **Pacific Islander** students met or exceeded standards on the CAASPP/Math in 2025. (11% in 2024).

66% of **White** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (66% in 2024).

57% of **White** students met or exceeded standards on the CAASPP/Math in 2025. (56% in 2024).

62% of **Two or More Races** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (53% in 2024).
47% of **Two or More Races** students met or exceeded standards on the CAASPP/Math in 2025. (46% in 2024).

28% of **EL (English Learner)** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (27% in 2024).
29% of **EL (English Learner)** students met or exceeded standards on the CAASPP/Math in 2025. (25% in 2024).

20% of **SWD (Students with Disabilities)** students met or exceeded standards on the CAASPP/English Language Arts in 2025. (19% in 2024).
18% of **SWD (Students with Disabilities)** students met or exceeded standards on the CAASPP/Math in 2025. (14% in 2024).

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

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Instruction (English Language Arts): 1. September/October and January/February and May/June: 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, develop grade-level plans, or attend joint PDs that will focus on High Quality Instruction. Funding (Supplemental Concentration/Certificated Timesheets-\$13,000) will provide for substitutes to release teachers. 2. July-June: Continued Implementation of AVID in grades 1-6: Purchase supplies and materials in order to support intervention (including SEL-Social Emotional Learning supplies), AVID needs at our school, AVID implementation, and AVID PD and/or conferences fees. (Title 1: Supplies and Materials \$11,500 and Contracts/Services \$3000).	Progress Monitoring ACTION 1, 2, 3: 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). Action 1, 2: 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 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. Action 4: Establish the 4/5/6 baseline data at the	Evaluation

3. **July-June:** Deliver high quality first instruction followed by focused small group intervention provided by Intervention Support Teacher in English Language Arts (Grades 3 and 4-Our Learning Recovery Elementary Block Grant (LREBG) funded AIT is focussing on K-2 Intervention) that is based on on-going grade level assessments. Funding **(Title 1-\$164,000)** to cover the cost of a full time AIT position and Funding **(Title 1/Supplies-\$1,000)** for materials and supplies for AIT.

4. **July-June:** Deliver high quality first instruction followed by focused small group intervention provided by a credentialed intermediate learning recovery push-in support instructor in English Language Arts Grades 4/5/6. Funding **(Supplemental Concentration/Certificated Timesheets-\$32,000)** to cover the cost of a part time intermediate learning recovery push-in support instructor (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 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 -

beginning of the school year. Analyze and measure at the end of each trimester. Teachers will use this data to target specific areas needed for improvement in planning and instructing. Teachers will present these students to Learning Recovery Instructor and the three levels of assessment will be presented to these students in **reading fluency:**

1. Entry Level
2. Progress Monitoring
3. Summative

Learning Recovery Teacher will meeting with AITs and Administration monthly to discuss student progress and possibly move students in and out of groups according to assessment data.

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. 5. Begin in August: On-Going: Provide extended day/after school Instruction in ELA and/or Math. (Funding-Supplemental Concentration: Certificated-Timesheets \$3,000 and Supplemental Concentration: Classified-Timesheets \$2,000) 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. 6. Digital/ News Subscriptions: Purchase a variety of district approved online subscriptions including, but not limited to the following: Accelerated Reader, Scholastic News, and Time For Kids to supplement instruction in foundational skills in Reading and Math. (Funding: Supplemental Concentration: Subscriptions - \$6,000) 7. Field Trips - Pay for transportation to all TK-6 educational field trips and/or possible admission to day-long field trips. (Supplemental Concentration-contracts - \$25,000)		
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Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made

		based on the data collected.
Action Plan	Progress Monitoring	Evaluation
July, October, February, May: Teachers will administer Illuminate Assessments to all students. August - June: 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. • Each Trimester: Each Grade Level will complete an Interim Data Analysis and Action Plan form to share with the school administrator • Each Trimester: Provide release or extended time to grade level teams to design curriculum, assess student learning, work with curriculum coaches, and plan intervention. This can also include vertical grade level planning. (Supplemental Concentration \$12,000 for substitute teachers/Certificated) Professional Learning Communities - Grade level teams will meet weekly to analyze student achievement data, adjust lesson plans, and develop action plans to increase student achievement on unit assessments, interim assessments, and CAASPP. Release time will be provided to teachers for 1:1 assessment completion, long-term planning, and peer observations. (Title I - Certificated Timesheets - \$40,100)	Action 1: July, October, February, May: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. (Action 1). Action 2 & 3: August, December, February, June: Teachers will access their student's Illuminate data, analyze it, and create action plans to improve student learning. (Action 2, 3, & 4)	

Site Goal 1.3

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%

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: Progress toward English Proficiency - Percent Increasing ELPI

Action 1.3.1

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Intervention Support (ELD): 1. August and On-Going: 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 enable the classroom teacher to work with EL students in small groups, as well as materials needed to support GLAD instructional practices (following EL Coach modeled lessons and PD). Paras will not provide designated ELD instruction. (Funding: Title 1: Classified Timesheets \$20,000).	Progress Monitoring Action 1: Effectiveness will be measured by: - Notes/minutes from grade level weekly PLCs. - Monthly reports on student progress/data (U-Stu1410 report in Synergy). - Placement and monthly tracking of students in intervention groups based on assessment data. - Guided Reading assessment data for our EL students, initial and each trimester.	Evaluation

Action 1.3.2

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Complete ELPAC assessments according	Progress Monitoring	Evaluation

to timelines and use this data for research based instruction in ELD. 1. July/June: Our ELPAC support provider is a classified staff member whose duties may include supporting the the initial and summative ELPAC assessments by organizing documents, contacting parents, researching students, contacting EL services, inputing data, organizing information and tests for test proctors, and developing a testing schedule for a year round school. Off-Track teachers will be the proctors. (Funding: <i>El Supplemental-\$9,936: Classified Timesheets and EL Supplemental-\$5,250: Certificated Timesheets</i>). • 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 FOSTER YOUTH, LOW INCOME students, and ENGLISH LEARNERS. • Interpretation and translation for languages not meeting the 15% threshold.	Action 1: • EL reclassification increase • EL walk throughs	
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Site Goal 1.4

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

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the

		actual implementation. Describe any changes that will be made based on the data collected.
Action Plan Library: 1. July-May: Increase contract hours for Library Tech to present mini lessons during library time (Funding: Title 1-\$5000 Classified Timesheets). 2. Books and supplies (Funding: Title 1-\$2000 Materials and Supplies). 	Progress Monitoring Action 1: Effectiveness of action measured by: - Fluency rates from BOY to end of each trimester - Number of additional classroom visits to the library.	Evaluation

Site Goal 1.5
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 2 of 6 components.
1. LEARNING TARGETS (Continued from 2023-24)
2. SUCCESS CRITERIA (Continued from 2024-25)
3. STUDENT TALK (Continued from 2024-25)
4. ACTIVE PARTICIPATION (Continued from 2024-25)
5. FORMATIVE ASSESSMENT (Continued from 2025-26)
6. FEEDBACK (Continued from 2025-26)
Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.5.1		
Targeted Student Group(s) All		
Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan ACTION PLAN:	Progress Monitoring Begin to monitor FONT implementation data	Evaluation FORMATIVE ASSESSMENT

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. Focus will be: FORMATIVE ASSESSMENT & FEEDBACK	for Formative Assessment & Feedback. Continue to monitor FONT implementation data for: • Learning Targets (2023-24) • Success Criteria (2024-25) • Student Talk (2024-25) • Active Participation (2024-25) • Formative Assessment (2026-27) • Feedback (2026-27) Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success. Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.	Teachers will increase their effective use of effective formative assessment from ____% to ____% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC). FEEDBACK Teachers will increase their effective use of effective feedback from ____% to ____% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets

EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2: Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity
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Site Goal 2.1

During the 2026-2027 School Year, Beitzel Elementary School will improve the educational experiences for Students with Disabilities in the following areas: Chronic Absenteeism; School Climate; ELA and Math CAASPP performance.

Metric: Students with Disabilities Disparity

Action 2.1.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Action Plan- • By August, Site Administration will work with Special Education case managers to identify students on their caseloads with previous attendance problems and identify possible reasons. • Special education teachers will include information about the importance of attendance, attendance policies, and specific student	Progress Monitoring Progress Monitoring- Office staff who takes care of attendance will run the U-ATD1402 report bi-weekly and share with Site Administration and Special Education teachers/case managers.	Evaluation

attendance supports, if necessary in all IEP meetings.		
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Action 2.1.2

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan By May of 2027, chronic absenteeism for Students with Disabilities and African Americans will decrease from 28.1% to 25% (SWD) and 27.3% to 24% (AA) as measured by the California Dashboard. 1. By July and August 2026, establish a site Attendance Team to include an SOA, Administration, Teacher, Counselor, and our Regional Attendance Improvement Technician. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups. 2. During Back to School Nights, our administration team will communicate (electronically and in person) to families the absence policy and why it's important to attend school. Continue communications throughout the year. 3. Administration will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.	Progress Monitoring - Utilize check-ins with case managers to progress monitor. - Review data bi-monthly with Attendance Team.	Evaluation

Site Goal 2.2

By May of 2027, the School Climate positivity rating for students with disabilities will increase from 73% to 78% as measured by the district's Student's Perspective Survey.

Metric: Students with Disabilities Disparity

Action 2.2.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Connect Students with Disabilities with a peer buddy. 2. Utilize PBIS strategies specifically for Students with Disabilities.	Progress Monitoring • Utilize monthly check-ins with case managers by Principal and Vice Principal to monitor student growth and progress with peer buddy.	Evaluation

Action 2.2.2

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan On the 2025 CAASPP, 82% of our SWD students did not meet or exceed standards in Math and 81% of our SWD students did not meet or exceed standards in ELA. On the 2025 CAASPP, 75% of our African American students did not meet or exceed	Progress Monitoring Progress monitoring assessments will be the Illuminate assessments in Math and ELA given every Trimester. These assessments will measure the effectiveness of Academic Intervention and Highly Effective Teaching Strategies in these two subgroups.	Evaluation

standards in Math and 43% of our African American students did not meet or exceed standards in ELA.	Moreover, the 2025-2026 CAASPP results done by teachers in grades 3-6 in Mathematics and English Language Arts in May and June of 2026. These summative assessment results will be shared with all stakeholders and will be used as a baseline.	
1. Deliver Academic Intervention to students and Highly Effective Teaching Strategies to teach targeted Grade 3 through Grade 6 students not meeting grade level standards in ELA and Math. Particular attention and assistance will be paid to our Students with Disabilities and principally targeted groups such as African Americans and Foster Youth. Para educators will assist with small group intervention. (Funding-Supplemental Concentration: \$25,992 Classified Timesheets and Title 1: \$ 6,000 Classified Timesheets). 2. Beitzel classroom teachers will meet and plan with EGUSD curriculum coaches to develop Tier 1 lessons to meet the diverse needs of their students. (Funding-Title 1: \$15,000 Certificated Timesheets).		

Funding Sources for District Goal 2		
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	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment

District Strategic Goal 3:**Wellness**

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

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 Power BI reports: (as of 4-24-2026)

- *African American* students will move from 425 discipline incidents to 383 incidents (10% decrease).
- *Hispanic* students will move from 101 discipline incidents to 95 discipline incidents (5% decrease).
- Students of *Two or More Races* will move from 153 discipline incidents to 138 discipline incidents (10% decrease).

Metric: Active Participation**Action 3.1.1****Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Intervention Team: 1. July-June: (Principal, Behaviorist, Mental Health Therapist and Vice Principal) and PBIS Team (Vice Principal & Teachers) meet regularly to analyze data, develop plans and	Action 1: • RTI progress monitoring data in both academics and behavior. • Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact	

identify strategies and provide interventions (These interventions may include behavior support tools, materials, supplies, and equipment) to address problem behaviors and at-risk students.	logs) will be kept. - Data is reviewed- - Two times per month in Tier Meetings - and again-One time per month in PBIS Tier 1 Meetings. - and again-One time per month in Staff Meetings. - and again-One time per month in Leadership Meetings.	
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Site Goal 3.2

Continue 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: Social Emotional Learning - Average Favorability Rating

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Action Plan Character education assemblies- 1. July: Purchase awards and recognitions for positive behavior, promoting positive character and leadership traits. Purchase signage, awards, and program promotional resources for specific PBIS events. (Funding: Supplemental Concentration-\$2000 Materials and Supplies for PBIS).	Action 1: This action will be measured by the number of un-duplicated students recognized for each monthly and trimester award, improved discipline data, improved grades.	

Site Goal 3.3

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 50.3 discipline incidents in 2025-2026 (as of April 24, 2026-up from 38.0). 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 615 to 554) .

Continue to develop and strengthen the schoolwide plan for social-emotional learning and support.

Metric: Active Participation

Action 3.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>ASSIST</u> 1. July/June: 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. At Beitzel, we hope to have ASSIST services- 2 coaches, five hours a day, 2 days a week. EGUSD will fund ASSIST one day a week as of August, 2026. Beitzel will use Supplemental Concentration/Contracts to fund ASSIST contract one day per week (x 47 weeks) at \$30,000. In addition, EGUSD will provide an additional day of ASSIST service.	Progress Monitoring Action 1: July/June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly at monthly PBIS Tier 1 meetings. PBIS Tier I to monitor incident data and share with staff monthly at staff meetings. Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. Administration to schedule monthly yard supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	Evaluation

2. July/June: Full implementation of the the SEL curriculum program Character Strong. We are looking to receive Professional Development in July of 2026 and continue throughout the school year during the 2026-27 school year. In addition we will utilize our PBIS counselor to present lessons to classes on a weekly basis. 3. Contract with outside vendors to provide motivational and empowering assemblies/workshops to the student body focusing on positive student behavior, bullying prevention, and restorative practices. <i>*We will partner with EGUSD Educational Equity leadership prior to contracting with outside vendors for restorative practices. EGUSD Educational Equity has an outside vendor they use district wide for Tier 1 implementation and Tier 2/3 pilot.</i> - Speakers will discuss the importance of perseverance, positivity, goal-setting, and working hard to achieve those goals. We are currently researching possible SEL assemblies to bring to Beitzel. (Funding: Supplemental Concentration: \$0-Contracts).		
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Site Goal 3.4

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. Provide Professional Development training for Classified Staff in Restorative Practices. This includes the training of classified staff (i.e. campus safety staff, cafeteria staff, paraeducators, front office staff, etc.) in the foundational elements of Restorative Practices that most closely aligns to their job duties. Equity Coaches/Admin can support in training. (\$1,000: Classified Timesheets- Title 1).	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	
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Funding Sources for District Goal 3		
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	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

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 *PTO events* 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 2025-2026 school year.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the

		actual implementation. Describe any changes that will be made based on the data collected.
Action Plan Action Plan- Participation: 1. July-June: 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. Provide resources and materials such as shirts and light refreshments, to support the volunteers. 2. July-June: Provide a listing/handbook of parent involvement activities in multiple languages. - Students-with a focus on FOSTER YOUTH, LOW INCOME students, and ENGLISH LEARNERS- will benefit from school events that promote attendance, academics, and positive character traits and leadership skills. 1- Supplies and materials to support trimester awards and to promote school activities. 2- Picnic w/ Parents (four times per year) 3- Coffee w/ The Principal (Conversation Meetings) 4- Internet Safety presentations for parents. Provided by EGUSD. (Funding-Title 1: Materials/Supplies \$2000).	Progress Monitoring Progress Monitoring- Effectiveness will be measured by parent responses in a 2026-27 Rapid Measure Cycles Survey. Rapid Cycle Measures is an optional, on-demand, suite of surveys that can be administered throughout the school year. As the site administrator, I can retrieve aggregate survey results after the survey is administered. Parents responses to surveys are anonymous. These Rapid Cycle Measures Surveys will allow my Vice Principal and I (along with the Leadership Team) to assess programs at Beitzel and be a programmatic evaluation. This information will be looked at every trimester.	Evaluation

Action 4.1.2

Targeted Student Group(s)

- EL

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

Action Plan- 1. September/February/May: Compensate teachers, BTAs and/or outside speakers to attend/facilitate ELAC meetings. (Funding-EL Supplemental: Classified Timesheets \$250). 2. September/February/May: Provide light refreshments and materials for ELAC meetings. (Funding-EL Supplemental Concentration: Materials/Supplies \$500).	Progress Monitoring- Increase attendance to ELAC meetings by 20%. A site administrator will monitor attendance. There will be at least three ELAC meetings in the 2026-27 school year.	
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Action 4.1.3

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Action Plan- 1. July-June: 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 FOSTER YOUTH, LOW INCOME students, and ENGLISH LEARNERS-will benefit from this activity.	Progress Monitoring Progress Monitoring- The creation of a welcoming environment and development of positive relationships along with the following data used to measure includes: - Discipline Data - Student Surveys - Parent Surveys - Staff Surveys - Data from PBIS Tier 1 and Tier 2 meetings. This goal will be measured by reviewing Synergy data at School Site Council Meetings five times per year, by analyzing parent/student/staff survey results at School Site Council Meetings and at monthly Beitzel Staff Meetings, and reviewing student data at PBIS Tier 1 Meetings on a monthly basis.	Evaluation

Action 4.1.4

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Action Plan- 1. July/August: 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)	Progress Monitoring- 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: - Discipline Data - Student Surveys - Parent Surveys - Staff Surveys - Data from PBIS Tier 1 and Tier 2 meetings - School Climate This goal will be measured by reviewing Synergy data at School Site Council Meetings five times per year, by analyzing parent/student/staff survey results at School Site Council Meetings and at monthly Beitzel Staff Meetings, and reviewing student data at PBIS Tier 1 Meetings on a monthly basis.	

Site Goal 4.2

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

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the

		actual implementation. Describe any changes that will be made based on the data collected.
Action Plan Action Plan- Communication Resources: 1. July: 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-Supplemental Concentration: \$6000 Materials/Supplies/Equipment).	Progress Monitoring Progress Monitoring- 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.	Evaluation

Site Goal 4.3		
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 2024-25, 80.7% of our families felt that Receiving Useful feedback from teachers on learning was important. <i>High Importance</i> , and <i>High Satisfaction</i> from Parents.		
Metric: Attendance Rate		
Action 4.3.1		
Targeted Student Group(s)		
All		
Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Action Plan- Parent Engagement: 1. June-January: 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-Title 1: Certificated	Progress Monitoring Progress Monitoring- Effectiveness will be measured by parent responses in a 2026-27 Rapid Measure Cycles Survey. Rapid Cycle Measures is an optional, on-demand, suite of surveys that can be administered throughout the school year. As the site administrator, I can retrieve aggregate survey results after the survey is administered. Parents responses to surveys	Evaluation

Timesheets \$9,000).

2. **July/August:** Purchase signage to be present throughout campus to welcome parents, encourage parent involvement, and encourage improved student attendance. **(Funding-Supplemental Concentration: Materials and Supplies \$5,500).**

This includes sandwich boards encouraging coming to school, being on time to school, and positive attendance. Moreover, this can include painted Murals on walls with inspirational sayings and ROAR (Respectful/Observant/Accountable/Ready to Learn)- our PBIS motto.

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

are anonymous.

These Rapid Cycle Measures Surveys will allow my Vice Principal and I to assess programs at Beitzel and be a programmatic evaluation.

Site Goal 4.4

Improve Attendance Rate (Region Wide Goal-Sheldon)

By May of 2027, Chronic absenteeism will reduce from 21.3% to 19% for ALL students at Beitzel Elementary School as measured by the California Dashboard.

Orange Designation:

- African American 27.3% chronically absent
- Asian from 14.9% chronically absent
- English Learners 19.2% chronically absent
- Students with Disabilities 28.1% chronically absent
- White 23.6% chronically absent

Metric: Attendance Rate

Action 4.4.1

Targeted Student Group(s)

- All

Action Plan

Progress Monitoring Plan

Data Collection & Evaluation

Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Action Plan- 1. July 2026 - June 2027 6 teachers will actively connect with students and build relationships. - Teachers will utilize SEL instruction, Second Step, to build relationships with students - Classes will hold morning meetings to build a sense of community in the classroom - Teachers will implement Restorative Practices 2. July 2026 - June 2027 Communicate with families in multiple ways regarding our absence policy, including information about policies when students are sick, and communicate why it is important that students attend school. 3. July 2026 - June 2027 Establish a system of support and action steps with admin, counselor for students in danger of becoming chronically absent. 4. July 2026 - June 2027 Build on the current attendance incentive program to celebrate students and classes showing positive attendance. Work with Sheldon region to develop regional incentive activities for students with the best and/or most improved attendance. 5. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal. (Funding: Supplemental Concentration- \$1000 for Materials/Supplies)	Progress Monitoring Progress Monitoring- This action will be measured by the following data: - Monthly ADA reports - Monthly chronic truancy report - Trimester Attendance rates - Ongoing chronic Absenties Data will be shared with School Site Council, Staff at staff meetings , ELAC, and during PTO events. Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team.	Evaluation

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries

Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

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	\$164,000	\$0	\$0	\$0	\$164,000
Certificated- Timesheets	\$40,100	\$15,000	\$0	\$9,000	\$64,100
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$23,000	\$7,000	\$1,000	\$250	\$31,250
Materials/Supplies/Equipment	\$13,000	\$0	\$0	\$2,000	\$15,000
Contracts/Services/Subscriptions	\$3,000	\$0	\$0	\$0	\$3,000

Title I Basic (4900/3010) Total: \$277,350

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	\$77,000	\$0	\$0	\$0	\$77,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2,000	\$25,992	\$0	\$0	\$27,992
Materials/Supplies/Equipment	\$0	\$0	\$0	\$13,000	\$13,000
Contracts/Services/Subscriptions	\$31,000	\$0	\$30,000	\$0	\$61,000

Supplemental/Concentration (7101/0000) Total: \$178,992

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	\$5,250	\$0	\$0	\$0	\$5,250
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$9,936	\$0	\$0	\$250	\$10,186
Materials/Supplies/Equipment	\$0	\$0	\$0	\$500	\$500
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$15,936

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$277,350	\$243,100	\$22,000	\$1,000	\$11,250	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$178,992	\$110,000	\$25,992	\$30,000	\$13,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$15,936	\$15,186	\$0	\$0	\$750	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$472,278	\$368,286	\$47,992	\$31,000	\$25,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$277,350
Subtotal of state or local funds included for this school	\$194,928