Maeola Beitzel Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

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

The Maeola R. Beitzel Elementary School stakeholders collaborated together to review and analyze student performance results based on our previous year's LCAP and California Dashboard results (from 2019-due to COVID Pandemic).   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.

The LEA (Local Education Agency) consulted stakeholder groups; Staff, School Site Council, ELAC, and Parents at; Title I Parent meetings, and LCAP input meetings. Meetings were held on:

School Site Council: 9/30/2020, 11/10/2020, 02/25/2021, 04/29/2021, 5/27/2021
ELAC Meeting: 12/16/2020, 03/25/2021
LCAP Input Meeting: 9/30/2020, 11/10/2020, 02/25/2021, 04/29/2021, 5/27/2021
Title I Parent Meeting: 08/03/2020, 08/24/2020
Staff Meeting: 09/09/2020, 09/22/2020, 10/06/2020, 11/03/2020, 12/01/2020, 01/05/2021, 02/02/2021, 02/22/2021, 04/26/2021
Leadership Meeting: 09/29/2020, 11/17/2020, 12/15/2020, 01/19/2021, 05/17/2021

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?

Based on 2020-2021 LCAP needs survey results from parents, students, and teachers, (and because of the COVID Pandemic) 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 re-implement iReady as a diagnostic and instructional tool, and provide additional trainings for teachers-This training was postponed for the 2020-21 school year due to the COVID Pandemic. 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 SBAC scores of students meeting or exceeding standards (overall) have declined for four 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. We will increase library time to help increase student fluency rate and accuracy. Finally, we will continue to provide collaborative time for grade-level SMART goals and results analysis.

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

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.

- Increase in CAASPP scores of students meeting or exceeding standards (overall) by 3% in English Language Arts.
- Increase in English Language Arts performance on K-2 benchmark tests by 5% in ELA.
- EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from begining to end of year.
- ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10%

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Instruction (English Language Arts): 1. Utilizing the lesson study format, teachers will have release days for math best practices and integration of CCSS, culmination into grade level SMART goals. Teachers will develop grade level plans which will include performance targets for students. Funding ($15,000) will provide for substitutes to release teachers. 2. Deliver high quality first instruction followed by focused small group intervention provided by AIT in English Language Arts that is based on on-going grade level assessments. Funding ($144,553) to cover the cost of a full time AIT position. 3. Purchase needed materials, technology and/or secure outside resources to support SMART goal achievement.	**Action 1, 2, 3:** **Collective Teacher Efficacy (CTE) according to John Hattie:** Collective Teacher Efficacy- effect size 1.57 Teacher clarity- effect size .75 Small Group Learning Effect Size .49 Elaboration and Organization Effect Size .75	**ACTION 1, 2:** 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 trimester. **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. **Action 3:** Student self-evaluation and self-reflection.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$15000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$144553	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional Development (PD): 1. Provide teachers and administrators opportunities to attend professional development and workshops that are aligned to with the Elk Grove Unified School District Philosophy, that support the implementation of Common Core, best instructional practices in English Language Arts (AIT will provide on-campus PD), district-provided PD, and culturally responsive pedagogy (ie AVID). Provide books, materials and resources for professional reading in literacy practice. 2. The Elk Grove Unified School District Curriculum & Professional Learning Department will provide sites with professional development offerings in the coming year. The possible Professional Development Offerings from the EGUSD CPL Department are: • Framework for High Quality Instruction • Social Emotional Learning • Assessment Literacy • Designated ELD: Literacy and Language Acquisition • Designated ELD: Sound Instruction Funding ($8,000) will provide for substitutes to release teachers to attend professional development sessions. 3. In addition, Funding ($6,000) will provide stipends to teachers (and TOT) to attend Illuminate PD presented by Beitzel's Trainer of Trainers (TOT) in Illuminate.	**Action 1, 2, 3:** **Collective Teacher Efficacy (CTE) according to John Hattie:** Teaching strategies, effect size .62 Teacher clarity effect size .75 Elaboration and Organization Effect Size .75 Teaching strategies, effect size .62 Teacher clarity effect size .75 Professional Development Effect size .62	**Action 1, 2, 3**: Goal will be measured at the end of each trimester by admin and teachers during data monitoring release/planning days. Admin will provide weekly feedback to teachers through observations of teacher practice, in addition to attending PLC meetings to review collected data from teams. Each trimester, teachers will review student achievement data and make adjustments as necessary to instruction and planning. Assessments to review include: • Summative Assessment-SBAC Embedded Assessment Site Selected Assessments • Illuminate Assessments • Independent Reading Level • Running Record • Comprehension Assessment • Go Math chapter and unit assessments • Adaptive diagnostic assessments for math and reading

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$6000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$11000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Technology:	**Action 1:**	**Action 1:**
1. Purchase additional technology and licenses such as laptops, headphones, chrome books, iPads, and printers to maintain/support existing classroom equipment where technology is used such as any district adopted curriculum technology supports (multi-tiered supports), Accelerated Reader, Moby Max to meet SMART goals attainment for each grade level. Purchase maintenance agreements that support supplemental instructional programs.	**Collective Teacher Efficacy (CTE) according to John Hattie:** Goals effect size of .68 Computer-Assisted Instruction effect size .52	Goal will be monitored during data monitoring/release days each trimester using: SMART Goal formative and summative assessments. Monitoring will focus on an increase in exposure to technology that supports existing instruction and an increased student engagement/time on task (measured by admin walk through)

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$9000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$5844	Contracts/Services	Edit	Delete

Site Goal 1.2

Provide extended learning opportunities targeting literacy for our lowest achieving students to increase the percentage of students meeting or exceeding standards in ELA as evidenced by CAASP 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 3% from 52% to 55% overall

Metric: CAASPP	

Actions/Services 1.2.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Instruction: 1. Delivering high quality first instruction followed by focused small group intervention that is based on on-going grade level assessments. This intervention can be during school hours, extended day, or intersession. 2. Purchase any needed materials and supplies to support the work in core subjects, including science materials to support hands-on activities for instruction/intervention. 3. Provide extended day/after school Instruction in ELA and/or Math.Funding ($6,000) will provide stipends 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.**	**Action 1:** • ***Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*** , Fisher, Frey and Hattie 2016 **Actions 1, 2, 3:** • Small group Learning effect size .47 • Reading Phonic Instruction effect size .60 • Reading Comprehension effect size .58 **Action 3:** • In a 2004 McCREL publication, The Effectiveness of Out of School Time Strategies in Assisting Low Achieving Students in Reading and Math, the most effective programs are tutoring programs to strengthen reading and math. In another publication, Improving Schools: What Works? Educational Leadership Feb. 2015, the research indicates that re-teaching focused on particular standards has led to improved outcomes on state assessments.	**Action 1:** Goal will be monitored at the end of each trimester on data monitoring/release days. Planning will focus on increasing CAASPP 3% increase from 52% to 55% K/1 benchmark - increase by 5% on students on overall performance. **Actions 1, 2, 3:** 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: • BPST • Illuminate Assessments • Running Record • Fluency • Comprehension • Guided Reading Text Level Growth

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$6000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$6000	Materials/Supplies/Equipment	Edit	Delete

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%

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Intervention Support (ELD): 1. Provide para support in classroom during WIN and ELA to support English learners in small groups for EL students not meeting grade level standards and/or not making progress. 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). Interpretation and translation for languages not meeting the 15% threshold.	**Action 1:** **Collective Teacher Efficacy (CTE) according to John Hattie:** Small group learning effect size .47	**Action 1:** Goal will be measured by teachers during PLC meetings on a weekly basis. Monthly reports on student progress/data and placement in intervention groups will be monitored on a monthly basis by admin during PLC meetings. The focus of the goal will be increasing 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, an increase in redesignation by 10%, and Site/District Assessments.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7150/0000)	$10303	Classified Salaries	Edit	Delete

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 by 10%.

Metric: Content Standards Implementation

Actions/Services 1.4.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Library: 1. Increase contract hours for Library Tech.to present mini lessons during library time.	**Action 1:** Reading Is Fundamental, Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) Reach Out and Read, Reading Aloud to Children: The Evidence, 2008) National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007)	**Action 1:** Goal of increased fluency will be measured each trimester during data monitoring/release days, with an expectation of increasing Fluency Rate levels by 10% each trimester and increasing overall student percentage reaching benchmarks of 95% accuracy by 10%.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$7400	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$16000	Materials/Supplies/Equipment	Edit	Delete

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Site Goal 1.5

Provide opportunities for students who demonstrate exceptional academic, cognitive, leadership, creative, and performing arts abilities to participate and explore talents through extracurricular offerings and differentiated instruction in class as measured by an increase by 10% of students who qualify for GATE services.

Metric: Other (Site-based/local assessment)

Actions/Services 1.5.1

Principally Targeted Student Group
• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
GATE: 1. Provide a Gifted and Talented Education Program that provides students access to extracurricular activities that enhance their abilities. GATE Coordinator stipend - stipend to provide: -Parent outreach -Personnel expenses for making direct contact with underrepresented families and their students -Coordination of GATE Program -Site GATE Committee Chair • purchase materials/supplies, field trips and entry fees to competitions.	**Action 1:** **Collective Teacher Efficacy (CTE) according to John Hattie:** Acceleration Effect Size 0.68 Creativity Program Effect Size 0.65	**Action 1:** Action will be measured by admin and GATE coordinator by reviewing student and parent interest surveys, with a goal of increasing the number of students who qualify for GATE services by 10%.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$1000	Contracts/Services	Edit	Delete
GATE (7105/0000)	$2000	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$1397	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 2:	District Needs and Metrics 2:
All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)

Site Goal 2.1	

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

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 2019 CAASPP ELA and MATH Performance Data will:

Increase from 55% to 58% of 3rd grade students that Meet/Exceed Standards in ELA
Increase from 52% to 55% of 3rd grade students that Meet/Exceed Standards in MATH

Increase from 46% to 49% of 4th grade students that Meet/Exceed Standards in ELA
Increase from 43% to 46% of 4th grade students that Meet/Exceed Standards in MATH

Increase from 45% to 48% of 5th grade students that Meet/Exceed Standards in ELA
Increase from 19% to 22% of 5th grade students that Meet/Exceed Standards in MATH

Increase from 52% to 55% of 6th grade students that Meet/Exceed Standards in ELA
Increase from 38% to 41% of 6th grade students that Meet/Exceed Standards in MATH

Metric: Data and Program Evaluation	

Actions/Services 2.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Grade Level Data Analysis 1. 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.	Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. **Action 1:** **Collective Teacher Efficacy (CTE) according to John Hattie** Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57. Professional Development effect size .62 Teacher Clarity effect size .75 Teacher professional development: Collective Teacher Efficacy effect size 1.57	**Action 1:** Data: (Summative Assessment-SBAC, Curriculum embedded, site/district assessments, Illuminate assessments, i-Ready Assessments in Reading & Math) will be monitored at the end of each trimester by teachers and administration.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$10000	Certificated Salaries	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional Development and Collaboration: 1. Provide release time for teacher to meet in CO-OPs , with Curriculum coaches, and CAST and I.E.P./S.S.T meetings with a focus on **FOSTER YOUTH, LOW INCOME students,** and **ENGLISH LEARNERS.**	**Action 1:** Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. **Collective Teacher Efficacy (CTE) according to John Hattie** Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57.	**Action 1:** CO-OPs/CAST will occur 2 times per year at the end of each trimester. IEP/SST mtgs are bi-monthly. Goal is to decrease requested SSTs and referrals to Special Education by 10% by providing student response to intervention 5% achievement measured by assessments: • SBAC • Curriculum embedded • Intervention pre/post • teacher assessments • District Assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$2500	Certificated Salaries	Edit	Delete

Site Goal 2.2

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

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Licenses: 1. Assessment for Learning-Purchase site licenses for computer-adaptive assessment system in reading in grades K–6 which identifies skills and sub-skills students know, skills they're ready to work on next, identifies students in need of intervention, and provides a process for progress monitoring.	Computer-based systems, with research-based underpinnings, used to both assess student learning and differentiate learning to address learning gaps have a positive impact on student learning.	• Summative Assessment-SBAC • Illuminate Assessments • i-Ready Assessments • Curriculum embedded assessments • EGUSD assessments • Student growth in reading levels Fountas and Pinnell leveling system • Change in Reading Lexile Levels • Accelerated Reader (AR)

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$0	Materials/Supplies/Equipment	Edit	Delete

Site Goal 2.3

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 begining to end of year.
- ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10%

Metric: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group
• EL

Specific Actions to Meet Expected Outcome	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of the Actions/Services?**
Complete ELPAC assessments according to timelines and use this data for research based instruction in ELD. 1. Our ELPAC Coordinator is a classified staff member whose duties may include: roles and responsibilities for the assessment of students using initial and summative ELPAC assessments. • Our EL Coordinator will be an administrator who will identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. as well as oversee the ELPAC Coordinator and the implementation of these duties. Classified staff members will assist with ELPAC with a focus on **FOSTER YOUTH, LOW INCOME students,** and **ENGLISH LEARNERS.**	**Action 1:** • **English Language Proficiency Assessments for California**, CDE website	**Action 1:** • ELPAC Coordinator will ensure that 100% of assessments are complete within the appropriate time frame.

Funding Source	**Amount**	**Description of Use**		
EL Supplemental (7150/0000)	$7300	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$10862	Classified Salaries	Edit	Delete

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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 suspensions to improve school climate according to the California's Accountability Dashboard:

- *African American* students will move from Red to **ORANGE.**
- *Asian, Hispanic*, and *English Learner* students will remain Blue to **BLUE.**
- *Students with Disabilities* and *Students with Two or More Races* will move from Orange to **YELLOW.**
- *Socioeconomically Disadvantaged students* will move from Yellow to **GREEN**
- **SUSPENSIONS OVERALL/SCHOOLWIDE** = 3.1% in 2017; 1.9% in 2018; 2.0% in 2019; N/A in 2020; **Goal for 2021-2022 will be 1.5%** .

Increase positive behavior structures and practices for all at-risk subgroups to reduce suspension incidents from 41 to 30 and to decrease the number of student referrals school-wide from 364 - 180.

Metric: School Climate	

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Intervention Team: 1. (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.	**Action 1:** Positive Behavior Intervention Supports School-wide System is an evidenced based practice.that has strong correlation for improved social and academic outcomes for students. Rob H. Horner, George Sugai and Timothy Lewis	**Action 1:** RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2020-2021. Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with decrease in referrals/incidents between previous and current school year when trimesters are compared

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$0	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 3.2	

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

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Character education assemblies- 1. Purchase awards and recognitions for positive behavior, promoting positive character and leadership traits. Purchase signage, awards, and program promotional resources for specific PBIS events.	**Action 1:** Marzano's Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement 2001, demonstrates the connection between recognizing and praising effort and raising student achievement.	**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.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	Edit	Delete

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 Tolerance. Data from last year showed 354 incidents in 2017/2018. ASSIST was added for the 2018/2019 school year and incidents decreased to 94 in the same reporting period. Our goal is to monitor specific demographics by establishing a baseline with end of the year data. Our goal is to decrease our Hispanic incidents by 5% (from 36%) and our African American by 3% (from 23%).

Metric: Suspension

Actions/Services 3.3.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
ASSIST **1. Increase positive culture and climate on campus** by utilizing *ASSIST* program leaders during lunch recess to teach and reinforce school-wide *PBIS Guidelines for Success* and character values using structured sports.	**Action 1:** **Are We Losing Play Without a Purpose?,** Sarah Sparks, 2017 **Action 1:** **Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression**, Murphy, H.A., 1983 **Action 1:** **The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary School Students**; Lewis, T.J., 2000	**Action 1:** We will continue to utilize our baseline data from 2018/2019, and 2019/2020 to decrease our referrals and suspensions through PBIS and structured sports. Data is monitored monthly and presented/discussed/analyzed by staff each trimester (during a staff meeting). In addition, Admin meets informally with ASSIST coaches on a daily basis to monitor specific students and monthly to discuss and review our data. Data used includes EGUSD Core Survey results and Pre and Post referral and suspension data. For this year, we will use 2018/2019 as a baseline to decrease incidents with certain demographics. We will decrease our Hispanic incidents by 5% (from 36%) and our African American by 3% (from 23%).

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$62000	Contracts/Services	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Increase 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). This goal will be measured after each parent event by comparing baseline data (for the 2019/2020 year). Parent liaison and admin will meet monthly to review data such as sign in sheets 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 2019-2020 attendance.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Participation: 1. 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. 2. 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 2- Picnic w/ Parents (four times per year) 3- Latino Literacy Group 4- Coffee w/ The Principal (Conversation Meetings) 5- WatchDOGS events 6- Contracted services 7- Competitions	**Action 1, 2:** • National Center for School Engagement reports, a 2002 National Education Service study indicates that when parents are involved, students tend to achieve more, regardless of socio-economic status, • ethnic/racial background or parents' educational level. • The work of Funk & Wright 2003, Deepening Democracy: Institutional Innovators in Empowered Participation Governance, concludes educating parents, including them in governance, and encouraging volunteerism, has a positive impact on achievement.	**Action 1, 2:** • 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.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group
• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Compensate teachers, BTAs and/or outside speakers to attend/facilitate ELAC meetings 2. Provide light refreshments and materials for ELAC meetings.	**Actions 1, 2:** Coleman's research shows that students benefit most when parents and schools work together	**Actions 1, 2:** Increase attendance to ELAC meetings by 20%

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$250	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7150/0000)	$250	Contracts/Services		

			Edit	Delete
EL Supplemental (7150/0000)	$250	Classified Salaries	Edit	Delete
EL Supplemental (7150/0000)	$250	Classified Salaries	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Weekly *Positive Phone Call Friday* 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.	**Actions 1:** • *Phone Calls Become Crucial Tools for Teachers to Stay in Touch with Students*. Nadworny, Elissa. 2020. kqed.org website.	**Actions 1:** • The creation of a welcoming environment and development of positive relationships along with the following data used to measure includes: • California Healthy Kids Survey results • Discipline Data • Parent Surveys • Staff Surveys • Data from PBIS Tier 1 and Tier 2 meetings.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$0	Certificated Salaries	Edit	Delete

Actions/Services 4.1.4

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. **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. *Due to Covid restrictions these visits may be via Zoom.	**Actions 1:** *Parent Teacher Home Visits Implementation Study*. Venkateswaran,, Nitya, Laird, Jennifer, Robles, Jessica, Jeffries, Jennifer. September 2018.	**Actions 1:** 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: • California Healthy Kids Survey results • Discipline Data • Parent Surveys • Staff Surveys • Data from PBIS Tier 1 and Tier 2 meetings • School Climate

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$8000	Certificated Salaries	Edit	Delete

Site Goal 4.2

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

Metric: Family and Community Engagement	

Actions/Services 4.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Communication Resources: 1. 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. In addition, purchase supplies such as ink, badges, and renewal license.	**Actions 1:** **Collective Teacher Efficacy (CTE) according to John Hattie** Parent Involvement effect size.51	**Actions 1:** • 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$6700	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.3

Increase preschool - sixth grade parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home. Workshops to parents to include specific goals, strategies and outcomes showing school wide progress. Specific assessment data will be monitored regularly to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. According to our parent Survey Results for 2018, 83% of our families felt we supported them in meeting their child's learning needs at home.

Metric: Family and Community Engagement	

Actions/Services 4.3.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Parent Engagement:
 	
1. Increase preschool, transitional kindergarten, and kindergarten parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home. Provide support as a transitional activity from preschool to kindergarten and during the kindergarten year. All students-with a focus on **FOSTER YOUTH, LOW INCOME students,** and **ENGLISH LEARNERS-** will benefit.
 	
2. Provide parent education on early literacy first through third grade.
 	
    • Purchase books to build home libraries
    • Provide workshops for parents
    • Provide refreshments for meetings
	Actions 1, 2:
	
	Workshops Work! Hosting Literacy Workshops for Families and Preschoolers, Nel Duke, 2014
		Actions 1, 2:
		
		Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. The following assessments will be shared with parents:
		
		• Kindergarten BSPT pre and post data
		• Kindergarten CAP data
		• Kindergarten pre and post reading scores
		• Parent pre and post survey
		• EGMAP K-1 Benchmark
		• Illuminate Assessments

- Provide materials for workshops and trainings

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$1000	Certificated Salaries	Edit	Delete

Actions/Services 4.3.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Parent Workshops:
 	
1. Provide second through sixth grade parents Family education workshops for ELA and Math.
Provide a series of ELA and Math workshops to empower parents with strategies, materials and high quality books to support their children at home.
 	
    - Title 1 Parent Involvement-
            ◦ Additional Hourly Teacher Presenters
    - Title 1 Parent Involvement-
            ◦ Workshop Materials
	Actions 1:
	
	Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005
		Actions 1:
		
		- Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. Topics for training will come from EGUSD parent CORE survey results and parent exit slips from training. Teacher input will include students performance on CAASP, K-2 benchmark tests, chapter tests, and summative and formative assessment data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$2500	Certificated Salaries	Edit	Delete

Site Goal 4.4

Provide collaboration between classroom teachers and early childhood programs to ensure smooth transition.

Metric: Family and Community Engagement

Actions/Services 4.4.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
P-1st Grade Support: 1. Provide teachers time to pre-assess kindergarten and first grade students one-on-one before entry into kindergarten or first grade. Funding used to release teachers for	**Actions 1:** **Collective Teacher Efficacy (CTE) according to John Hattie** Collective Teacher Efficacy- effect size 1.57	**Actions 1:** - The effectiveness of the goal will be measured by a teacher survey given at the start of the year, and by analyzing

collaboration and testing with in the school day.	Predicting School Performance with an Early Screening Inventory January 1984 Early Childhood Research Quarterly.	Pre/Post Assessment data of students. This will establish a baseline of actions for the following school year.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Certificated Salaries	Edit	Delete

Site Goal 4.5

Provide recognition, increased awareness, intervention supporting the importance of on time and regular school attendance. According to the 2019 California Dashboard, Beitzel has a 9.9% Chronic Absenteeism rate. 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*, *Students with Disabilities*, *Socioeconomically Disadvantaged Students*, and *Students of Two or More Races* move from the ORANGE performance tier to the **YELLOW** performance tier according to the California School Dashboard Data.

Metric: Attendance Rate	

Actions/Services 4.5.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Attendance:
 	
1. 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.
	Actions 1:
	
	Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence by Attendance Works, Everyone Graduates Center; September 2016.
	
	• Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.
		Actions 1:
		
		• This action will be measured by the following data:
		   ○ Monthly ADA reports
		   ○ Monthly chronic truancy report
		   ○ Trimester Attendance rates
		   ○ Ongoing chronic Absentiesm

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$50	Materials/Supplies/Equipment	Edit	Delete

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.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Maeola Beitzel Elementary - 212

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$25,891	$25,891	$25,891	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	39.375	$0	$4,888,354	$4,888,354	$4,888,354	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	1.2	$0	$132,649	$132,649	$132,649	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$56,727	$56,727	$56,727	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$219,437	$219,437	$0	$0	$219,437	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$20,412	$20,412	$6,000	$12,862	$0	$1,550	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$19,603	$19,603	$11,303	$7,300	$0	$1,000	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1	$0	$331,497	$331,497	$225,797	$12,500	$72,000	$21,200	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$6,338	$6,338	$6,338	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$48,539	$48,539	$48,539	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2.0006	$0	$120,565	$120,565	$0	$0	$120,565	$0	$0
3140 Dual Diagnosis (DD)	2.5	$0	$168,922	$168,922	$168,922	$0	$0	$0	$0

6500 Special Education								
3410 Special Education Mild/Moderate **6500** Special Education	2.75	$0	$220,720	$220,720	$220,720	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	3.5625	$0	$200,379	$200,379	$200,379	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$1,115	$0	$1,115	$1,115	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	55.3881	$1,115	$6,465,430	$6,466,545	$5,997,131	$32,662	$413,002	$23,750	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$506,939
Subtotal of state or local funds included for this school	$5,959,606

Title I Centralized Services			
Title I Foster Youth	$12,604	Title I Homeless	$15,198
Title I Centralized Services	$84,439	Title I Preschool	$0

Principal   **Lynn Garverick**

School Site Council Chairperson   **Amy Spence**

EL Advisory Chairperson   **Leslie Castro**