Maeola Beitzel Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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

Maeola Beitzel Elementary | Focused Work: 2022-2023

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 on the 2020-21 CAASPP results..   We looked at the impact of the actions outlined in the plan as they related to the state and EGUSD's four strategic goals. The School Site Council, ELAC, and Leadership teams met throughout the year to discuss actions, progress monitor implementation efforts and to provide feedback in the services that appropriately support students and teaching. Beitzel conducted a Tiered Fidelity for PBIS and the results were discussed and shared out with staff, Leadership Team, and School Site Council.

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

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

School Site Council: 9/23/2021, 12/01/2021, 03/10/2022, 04/26/2022, 5/18/2022
ELAC Meeting: 10/21/2021, 12/08/2021, 03/23/2022
LCAP Input Meeting: 9/23/2021, 12/01/2021, 03/10/2022, 04/26/2022, 5/18/2022
Title I Parent Meeting: 07/19/2021, 08/16/2021
Staff Meeting: 07/26/2021, 08/23/2021, 09/13/2021, 10/04/2021, 11/29/2021, 01/10/2022, 02/15/2022, 03/14/2022, 04/04/2022
Leadership Meeting: 08/09/2021, 09/20/2021, 11/15/2021, 01/24/2022, 02/29/2022, 02/21/2022, 04/25/2022

Impact of LCAP and Annual Update

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

Based on 2021-2022 LCAP needs survey results from parents, students, and teachers, we will continue to find ways to support our social emotional learning and school-wide PBIS program by adding professional development such as Zones of Regulation to maintain a safe school and effective learning environment. We will continue to provide release time for grade-level teams to collaborate and plan. We will purchase and train teachers on using the intervention curriculums and purchase para-educator support to give teachers opportunities to teach small group intervention in the classrooms. Because our overall 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 teams analyze data results..

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.

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.

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

- BEITZEL students increase from 41% points to 51%, or higher, meets or exceeds on the CAASPP/ELA
  - EL students increase from 15% points to 25%, or higher, meets or exceeds on the CAASPP
  - Students with Disabilities 8% to18% or higher, meets or exceeds on the CAASPP
  - Students described as Asian will increase 46% to 56% or higher, meets or exceeds on the CAASPP
  - Students described as African American will increase from 35% to 45% or higher, meets or exceeds on the CAASPP
  - Students described as Filipino will increase from 42% to 52% or higher, meets or exceeds on the CAASPP
  - Students described as Hispanic will increase from 32% to 42% or higher, meets or exceeds on the CAASPP
  - Students described as Pacific Islander will increase from 57% to 67% or higher, meets or exceeds on the CAASPP
  - Students described as White will increase from 48% to 58% or higher, meets or exceeds on the CAASPP
  - Two or More races will will increase from 40% to 50% or higher, meets or exceeds on the CAASPP

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

- BEITZEL students increase from 35% points to 45%, or higher, meets or exceeds on the CAASPP/Math
  - EL students increase from 19% points to 29%, or higher, meets or exceeds on the CAASPP
  - Students with Disabilities 16% to 26% or higher, meets or exceeds on the CAASPP
  - Students described as Asian will increase 39% to 49% or higher, meets or exceeds on the CAASPP
  - Students described as African American will increase from 13% to 23% or higher, meets or exceeds on the CAASPP
  - Students described as Filipino will increase from 42% to 52% or higher, meets or exceeds on the CAASPP
  - Students described as Hispanic will increase from 31% to 41% or higher, meets or exceeds on the CAASPP
  - Students described as Pacific Islander will increase from 43% to 53% or higher, meets or exceeds on the CAASPP
  - Students described as White will increase from 44% to 54% or higher, meets or exceeds on the CAASPP
  - Two or More races will increase from 40% to 50% or higher, meets or exceeds on the CAASPP

Metric: Other (Site-based/local assessment)

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 ($142,447) to cover the cost of a full time AIT position. 3. **Implementation of AVID in grades 4-6:**. Purchase supplies and materials in order to support this program at our school. (Supplies & Materials $10,0000)	**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. 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.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$145527	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$15000	Certificated- Salaries	
Title I – Basic (4900/3010)	$9400	Materials/Supplies/Equipment	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. During the 2021-22 school year, our AIT presented Professional Development in two of our 10 staff meetings. These staff meetings were attended by all staff members. 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 Funding ($5,654) 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	
Supplemental/Concentration (7101/0000)	$6000	Certificated- Salaries	
Title I – Basic (4900/3010)	$5654	Certificated- Salaries	

Actions/Services 1.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Technology: 1. Purchase additional technology and licenses such as laptops, headphones, chrome books, printers, and ink to support classroom equipment where technology is used such as any district adopted curriculum technology supports (multi-tiered supports), Accelerated Reader, Teacher goals attainment for each grade level. Purchase maintenance agreements that support supplemental instructional programs.	**Action 1:** **Collective Teacher Efficacy (CTE) according to John Hattie:** Goals effect size of .68 Computer-Assisted Instruction effect size .52	**Action 1:** Goal will be monitored during data monitoring/release days each trimester using: formative and summative assessments. Monitoring will focus on an increase in exposure to technology that supports instruction and an increased student engagement/time on task (measured by admin walk through)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5844	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$2200	Contracts/Services /Subscriptions	

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; 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

Metric: Other (Site-based/local assessment)	

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 ($10,000) will provide funding to teachers that provide student intervention or enrichment during extended day or intersession with a focus on **FOSTER YOUTH, LOW INCOME students,** and **ENGLISH LEARNERS.** 4. Provide supplemental curriculum and instruction that will help students who are below grade level.	**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.	**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 • According to the LCAP Needs-Parent Survey Results of 2021-22 87% our parents felt that Homework Support from the school and parents as important.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$10000	Certificated- Timesheets	

| Supplemental/Concentration (7101/0000) | $20400 | Classified- Timesheets | |

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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:** Effectiveness will be measured by: - Notes/minutes from grade level weekly PLCs - Monthly reports on student progress/data - Placement and monthly tracking of students in intervention groups - Guided Reading assessment data for our EL students, initial and each trimester - ELPAC scores & Re-designation rates - Site/District Assessments.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$1000	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	$11000	Classified- Salaries	
Supplemental/Concentration (7101/0000)	$10000	Classified- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Library: 1. Increase contract hours for Library Tech.to present mini lessons during library time. 2. Purchase additional supplies/books to support Culturally Diverse instruction and SEL Instruction.	**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:** Effectiveness of action measured by: - Fluency rates from BOY to end of each trimester

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$8000	Classified- Salaries	
Title I – Basic (4900/3010)	$3000	Materials/Supplies/Equipment	

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)

Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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:** Effectiveness measured by: • student and parent interest surveys • student participation • NNAT passing rate

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$2000	Certificated- Salaries	
GATE (7105/0000)	$1250	Certificated-Stipends	
GATE (7105/0000)	$1147	Materials/Supplies/Equipment	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

The staff at Beitzel Elementary School will function as Professional Learning Communities which base instructional and planning decisions on analysis of student data and discussion. We look to provide opportunities for all grade level teams to meet regularly to operate as a high functioning PLC to share best practices and participate in cycles of inquiry to analyze data, set goals, create lessons, and identify best practices to close and eliminate achievement gaps.

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

- **Students in grades K-6 completing common grade level formative and summative assessments that allow teacher teams to identify areas of need and deficits. Assessment protocol and materials that meet the needs of the range of instructional learners in the classroom.**
- Students at Maeola R. Beitzel Elementary School 2021CAASPP ELA and MATH Performance Data will:

Increase from 40% to 45% of 3rd grade students that Meet/Exceed Standards in ELA
Increase from 45% to 50% of 3rd grade students that Meet/Exceed Standards in MATH

Increase from 39% to 44% of 4th grade students that Meet/Exceed Standards in ELA
Increase from 35% to 40% of 4th grade students that Meet/Exceed Standards in MATH

Increase from 40% to 45% of 5th grade students that Meet/Exceed Standards in ELA
Increase from 23% to 28% of 5th grade students that Meet/Exceed Standards in MATH

Increase from 44% to 49% of 6th grade students that Meet/Exceed Standards in ELA
Increase from 37% to 42% 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	**Action 1:** Data: (Summative Assessment-SBAC, Curriculum embedded, site/district assessments, Illuminate assessments) will be monitored at the end of each trimester by teachers and administration. According to the LCAP Needs-Parent Survey Results of 2021-22 95% our parents useful feedback from teachers on learning as important.

Teacher Clarity effect size .75 Teacher professional development: Collective Teacher Efficacy effect size 1.57	

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

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.
Goal is to decrease requested SSTs and referrals to Special Education by 10% by providing student response to intervention strategies and techniques performed by the classroom teacher.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 • Curriculum embedded assessments • EGUSD assessments • Student growth in reading levels Fountas and Pinnell leveling system • Change in Reading Lexile Levels

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$500	Materials/Supplies/Equipment	

Actions/Services 2.2.2

Principally Targeted Student Group

• EL • Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?	
Professional Development and Collaboration: 1. Provide release time for teacher to meet in CO-OPs , with Curriculum coaches, and CAST meetings with a focus on **FOSTER YOUTH, LOW INCOME students,** and **ENGLISH LEARNE RS. (Title 1)** **2.** Provide release time for teacher to meet for I.E.P./S.S.T meetings. (Supplemental Concentration)	**Action 1 & 2:** 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 & 2:** Effectiveness measured by: • Biannual CO-OPs/CAST • Bimonthly IEP/SST meetings • SBAC • Curriculum embedded • Intervention pre/post • Teacher assessments • District Assessments	

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$3000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$2000	Certificated- Salaries	

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 beginining 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: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

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:** • EL reclassification increase • EL walk throughs

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$1000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$11000	Classified- Salaries	
EL Supplemental (7150/0000)	$9828	Classified- Salaries	

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 incidents to improve school climate according to EGUSD Synergy reports:

- *African American* students will move from 89 incidents to 80 incidents (10% decrease)**.**
- *Hispanic* students will move from 47 incidents to 42 incidents (10% decrease)**.**
- Students of *Two or More Races* will move from 24 incidents to 21 incidents (10% decrease)**.**
- *Students with an IEP* will move from 59 incidents to 53 incidents (10% decrease)**.**
- *Socioeconomically Disadvantaged Children* are projected to decrease incidents. However, no relevant data is available.
- **SUSPENSIONS OVERALL/SCHOOLWIDE** = 3.1% in 2017; 1.9% in 2018; 2.0% in 2019; N/A in 2020; N/A in 2020-21 .

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. - Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs)

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$0	Certificated- Salaries	

Site Goal 3.2

Implement recognition and awards to promote character and persistance 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:** School Climate | |

Actions/Services 3.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	

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 191 incidents in 2021/2022 (as of May 11, 2022). ASSIST was added late for the 2021/2022 school year and playground incidents decreased to 41 compared to 96 incidents in the 2018-2019 school year. 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%).

Pre and Post referral and suspension data. 2021/2022 (as of April 21, 2022) as a baseline to decrease incidents with certain demographics. We will decrease our Hispanic incidents by 5% (from 25%) and our African American by 5% (from 47%).

| **Metric:** Cohort Graduation | |

Actions/Services 3.3.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. At Beitzel, we hope to continue services- 2 coaches, four hours a day, four days a week. ESSER 2 funds from 2022-23 will pay for $26,916 of services.	**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:** 1. Data used includes EGUSD Core Survey results and Pre and Post referral and suspension data.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$60000	Contracts/Services /Subscriptions	

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).
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 2021-2022 school year.

| **Metric:** Family and Community Engagement | |

Actions/Services 4.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
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	**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. • According to the LCAP Needs-Parent Survey Results of 2021-22 87% our parents felt that regular communication from the school and parents as important. • According to the LCAP Needs-Parent Survey Results of 2021-22 82% our parents felt that receiving information from the school about participating in school activities as important.

6- Contracted services
7- Competitions

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

Actions/Services 4.1.2

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	
EL Supplemental (7150/0000)	$250	Certificated- Salaries	
EL Supplemental (7150/0000)	$500	Classified- Timesheets	

Actions/Services 4.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	**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

ENGLISH LEARNERS-will benefit from this activity.	• Discipline Data • Parent Surveys • Staff Surveys • Data from PBIS Tier 1 and Tier 2 meetings. • According to the LCAP Needs-Parent Survey Results of 2021-22 87% our parents felt that regular communication from the school and parents as important.

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

Actions/Services 4.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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)	$5430	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
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.	**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. • According to the LCAP Needs-Parent Survey Results of 2021-22 87% our parents felt that regular communication from the school and parents as important.

Funding Source	**Amount**	**Description of Use**	
Supplemental/Concentration (7101/0000)	$3500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$3600	Materials/Supplies/Equipment	

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 during the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. According to our parent LCAP Needs Survey Results for 2021-22, 83% of our families felt that they were receiving "Ideas and tips on how to support academics at home".

Metric: Attendance Rate

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 • Provide materials for workshops and trainings	**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. The following assessments data 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

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$1000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$10000	Materials/Supplies/Equipment	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

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. Topics for training will come from EGUSD parent CORE survey results and parent exit slips from training. Teacher input will include students performance on CAASPP, K-2 benchmark tests, chapter tests, and summative and formative assessment data. Effectiveness will be measured by participation rate and sign in sheets.
		• According to the LCAP Needs-Parent Survey Results of 2021-22 37% our parents felt that instruction related to my background and culture as important.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$3500	Certificated- Timesheets	

Site Goal 4.4

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 4.4.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

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)	$100	Materials/Supplies/Equipment	

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.

V. Funding

Maeola Beitzel Elementary (212) | 2022 - 2023

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	0.0000	$0	$26,453	$26,453	$26,453	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$153,000	$153,000	$61,400	$13,000	$60,000	$18,600	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$23,828	$23,828	$12,000	$10,828	$0	$1,000	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$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	0.0000	$0	$207,155	$207,155	$181,625	$13,500	$2,000	$10,030	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$415,833	$415,833	$285,875	$37,328	$63,000	$29,630	

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	$207,155
Subtotal of state or local funds included for this school	$208,678

Signatures: (Must sign in blue ink)   **Date**

		Principal	Lynn Garverick
	School Site Council Chairperson	Amy Spence
	EL Advisory Chairperson	Leslie Castro