

Cosumnes River Elementary

Local Control Accountability Plan (LCAP) 2015 - 2016

Principal (Print Name): _____

(Signature): _____

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

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

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

Goal Setting

State Priorities Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

A. Stakeholder Engagement

Stakeholder Engagement Process	Impact on site LCAP
<p>How have parents, community members, pupils, local bargaining units, and other stakeholders been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?</p> <p>Gathering of input began on August 13, 2013 when our staff reviewed state assessment results and generated a list of needs regarding instruction, communication, and engagement. Gathering of such input is on-going. Venues for involvement of stakeholders include School Site Council meetings, English Learner Advisory Council meetings, Leadership Team meetings, Staff Meetings, Intervention Team meetings, Grade Level Team (GLT) meetings, and PLC meetings.</p> <p>Input gathered at Back to School night from parents, students, and staff via survey</p> <p>Input gathered during SSC meetings from teachers, other school personnel, parents, and pupils on December 3, 2013; February 28, 2014; March 11, 2014; March 25, 2014, and April 8, 2014.</p> <p>ELAC met February 22, 2014 and March 18, 2014.</p> <p>Intervention Team meetings are held weekly, on Thursday mornings from 8-9 a.m.</p> <p>PLC meetings are held twice monthly.</p> <p>Staff Meetings are held twice monthly.</p> <p>Leadership Team meetings were held 9/16/13, 10/21/13, 12/16/13, 2/18/14, and 3/17/14</p> <p>Grade level team meetings are held weekly on Friday mornings from 7:50-8:20.</p>	<p>The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP over the next three years:</p> <ol style="list-style-type: none"> 1. Provide extended learning opportunities for students 2. Increase parent involvement 3. Increase opportunities for academic support, enrichment opportunities, and social-emotional support to enable all students to access the core curriculum. 4. Increase integration of technology into instruction, student learning, and assessment. 5. Provide teachers with opportunities for professional learning, articulation, planning, and collaboration. 6. Provide necessary resources and training to support student learning.
<p>How have stakeholders been included in the site's process in a timely manner to allow for engagement in the development of the LCAP?</p> <p>Throughout the 2013-14 school year our site has encouraged stakeholder participation to support their understanding of the LCAP through PTA, SSC, ELAC, and other instructional teams.</p> <p>For the 14-15, 15-16 and 16-17 school years, our site will develop a regular meeting schedule to solicit input from all various stakeholders to engage in a dialogue to deepen their knowledge base, build and strengthen our collaboration, and gather input regarding the LCAP.</p>	<p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.</p>

What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the site to inform the LCAP goal setting process?

Data reviewed by the stakeholders included:

12-13 CST Data

12-13 CELDT and AMAO Data

School Accountability Report Card (SARC)

ELA and Math benchmark results (Kindergarten and EGMAP)

Reading Fluency data, including rate, accuracy, phonemic awareness and spelling inventories.

Quality Schools Snapshot Data

Grade Level and site common assessment results

School discipline data, by subgroup

The data reviewed influenced the goals and actions in the following ways:

1. Continue to focus on the implementation of Common Core Standards, including providing professional learning necessary to strengthen and assess progress toward CCSS.
2. Increase opportunities for parents and community to learn about, understand, and engage with the Common Core Standards
3. Implement extended day opportunities for English Learners, gifted students and at-risk student groups, including Foster Youth and Students with Disabilities.

B. Goals, Actions, and Progress Indicators

District Needs and Metrics 1: Students need high quality classroom instruction & curriculum as measured by: <ul style="list-style-type: none"> • Credential/certification audit • Interim assessments • CAASPP • CELDT • College and Career Plan Utilization Report • CAHSEE • AP/IB Assessments 	District Strategic Goal 1: ALL students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
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Site Goal 1.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Students need high quality instruction and curriculum to support implementation of Common Core Standards. Metric: Instructional Observations - formal and informal Formative assessments	Site Goal 1.1 1.1 Increase the number of students who attain proficiency in core content - math, reading, writing, and science.	<ul style="list-style-type: none"> • School-wide 	5% increase in the number of students who meet the proficiency standards for math, reading, writing and science as defined by the grade level and/or district benchmarks.	5% increase in the number of students who meet the proficiency standards for math, reading, writing and science as defined by the grade level and/or district benchmarks.	5% increase in the number of students who meet the proficiency standards for math, reading, writing and science as defined by the grade level and/or district benchmarks.	Conditions of Learning: <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7 Pupil Outcomes: <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8 Engagement: <input type="checkbox"/> Priority 3

Grade Level Common Summative Assessments

District and State Benchmark Assessment results

Priority 5
 Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.1 1.1 Increase the number of students who attain proficiency in core content - math, reading, writing, and science.	1,2,7,4,8,5	Provide professional development opportunities for teachers in implementing Common Core Standards and improving effective teaching strategies in the classroom. Provide additional release time for teachers to collaborate and observe one another in the instructional setting. Purchase instructional resources and technology to support Common Core Standards implementation and assessment. Provide students opportunities to participate in intervention and enrichment opportunities before/after school as well as during the extended school year (summer).	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.
				Funding Source: Title II, LCFF	Funding Source: Title II, LCFF	Funding Source: Title II, LCFF
Site Goal 1.1 1.1 Increase the number of students who attain proficiency in core content - math, reading, writing, and science.	1,2,7,4,8,5	Provide professional development opportunities for teachers in implementing Common Core Standards and improving effective teaching strategies in the classroom. Provide additional release time for teachers to collaborate and observe one another in the instructional setting. Purchase instructional resources and technology to support Common Core Standards implementation and assessment. Provide students opportunities to participate in intervention and enrichment opportunities before/after school as well as during the extended school year (summer).	<ul style="list-style-type: none"> School-wide 	Action/Service: Continue to release Grade Level Teams for 30 minutes/week to collaborate. Provide additional release time for collaboration and colleagial observations of instruction. observations	Action/Service: Continue to release Grade Level Teams for 30 minutes/week to collaborate. Provide additional release time for collaboration and colleagial observations of instruction. observations	Action/Service: Utilize Late Start time to release Grade Level Teams for 50 minutes/week to collaborate. Provide additional release time for collaboration and colleagial observations of instruction. observations
				Funding Source: Title II, LCFF	Funding Source: Title II, LCFF	Funding Source: Title II, LCFF, General Fund staffing
Site Goal 1.1 1.1 Increase the number of students who attain proficiency in core content - math, reading, writing, and science.	1,2,7,4,8,5	Provide professional development opportunities for teachers in implementing Common Core Standards and improving effective teaching strategies in the classroom. Provide additional release time for teachers to collaborate and observe one another in the instructional setting. Purchase instructional resources and technology to support Common Core Standards implementation and assessment. Provide students opportunities to participate in intervention and enrichment opportunities before/after	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify and purchase research-based instructional resources and technology.	Action/Service: Identify and purchase research-based instructional resources and technology.	Action/Service: Identify and purchase research-based instructional resources and technology.
				Funding Source: Title II, LCFF	Funding Source: Title II, LCFF	Funding Source: Title II, LCFF

		school as well as during the extended school year (summer)				
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Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.1 1.1 Increase the number of students who attain proficiency in core content - math, reading, writing, and science.	1,2,7,4,8,5		<ul style="list-style-type: none"> EL R-FEP Low Income 	Action/Service:	Action/Service:	Action/Service:
				Funding Source:	Funding Source:	Funding Source:

Site Goal 1.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Staff development and support for teaching and support for formatively assessing fundamental reading skills which focus on students' ability to meet or exceed grade level reading standards. Metric: Grade level assessments of fundamental reading skills Instructional observations - formal and informal District and state benchmark assessment results	Site Goal 1.2 1.2 Increase the number of students meeting grade level reading proficiency standards (including phonemic awareness, fluency, and comprehension).	<ul style="list-style-type: none"> School-wide 	20% increase in the number of students who meet the reading proficiency standard as defined by the grade level and/or district benchmarks.	20% increase in the number of students who meet the reading proficiency standard as defined by the grade level and/or district benchmarks.	Increase the number of students who meet the reading proficiency standard as defined by the grade level and/or district benchmarks to all students other than those for whom significant learning or other disabilities make this goal unrealistic.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7 Pupil Outcomes: <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8 Engagement: <input checked="" type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.2 1.2 Increase the number of students meeting grade level reading proficiency standards (including phonemic	2,7,4,8,3,5	Provide professional development opportunities for teachers in implementing Common Core Reading	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or

awareness, fluency, and comprehension).		Standards and improving effective teaching strategies in the classroom.		conferences providing relevant professional learning opportunities for our staff.	conferences providing relevant professional learning opportunities for our staff.	conferences providing relevant professional learning opportunities for our staff.
				Funding Source: Title II, LCFF	Funding Source: Title II, LCFF	Funding Source: Title II, LCFF
Site Goal 1.2 1.2 Increase the number of students meeting grade level reading proficiency standards (including phonemic awareness, fluency, and comprehension).	2,7,4,8,3,5	Provide parents with opportunities to learn about the CCSS ELA and ELD standards and strategies, including those for struggling and accelerated learners, for assisting their children in attaining these standards.	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify teachers form our campus to provide a "Parent University" format for adult learning opportunities for our parents in the areas of ELA standards, ELD, and highly effective instructional strategies parents may implement at home.	Action/Service: Identify teachers form our campus to provide a "Parent University" format for adult learning opportunities for our parents in the areas of ELA standards, ELD, and highly effective instructional strategies parents may implement at home.	Action/Service: Identify teachers form our campus to provide a "Parent University" format for adult learning opportunities for our parents in the areas of ELA standards, ELD, and highly effective instructional strategies parents may implement at home.
				Funding Source: Parent Engagement, LCFF, GATE	Funding Source: Parent Engagement, LCFF, GATE	Funding Source: Parent Engagement, LCFF, GATE

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.2 1.2 Increase the number of students meeting grade level reading proficiency standards (including phonemic awareness, fluency, and comprehension).	2,7,4,8,3,5		<ul style="list-style-type: none"> EL R-FEP Low Income 	Action/Service:	Action/Service:	Action/Service:
				Funding Source:	Funding Source:	Funding Source:

Site Goal 1.3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Students need access to quality technology, visual/performing arts activities, and interactive science experiences on a regular basis. Metric: Instructional observations - formal and informal	Site Goal 1.3 1.3 Provide professional development around classroom-based technology, VAPA, and science instruction. The purpose of the PD is to increase teachers comfort with these content areas and Increase the number of minutes of VAPA and science our students participate in each week.	<ul style="list-style-type: none"> School-wide 	Increase the number of minutes of classroom technology instruction, VAPA, and science by 25% above baseline.	Increase the number of minutes of Classroom technology instruction, VAPA, and science by 50% above baseline up to 100 minutes/week.	Continue to provide VAPA instruction, including music education, theater, and art, at levels at least 70 and up to 100 minutes/weekly.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7 Pupil Outcomes: <input type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8 Engagement: <input checked="" type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.3 1.3 Provide professional development around classroom-based technology, VAPA, and science instruction. The purpose of the PD is to increase teachers comfort with these content areas and Increase the number of minutes of VAPA and science our students participate in each week.	7,8,3,5,6	Provide professional development opportunities for teachers in implementing classroom-based technology instruction, science, and VAPA.	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.
				Funding Source: Title II, LCFF	Funding Source: Title II, LCFF	Funding Source: Title II, LCFF
Site Goal 1.3 1.3 Provide professional development around classroom-based technology, VAPA, and science instruction. The purpose of the PD is to increase teachers comfort with these content areas and Increase the number of minutes of VAPA and science our students participate in each week.	7,8,3,5,6	Provide teachers with supplies and resources to enable them to teach engaging, effective lessons using technology, science, and VAPA.	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify and purchase research-based professional and instructional resources and technology.	Action/Service: Identify and purchase research-based professional and instructional resources and technology.	Action/Service: Identify and purchase research-based professional and instructional resources and technology.
				Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
Site Goal 1.3 1.3 Provide professional development around classroom-based technology, VAPA, and science instruction. The purpose of the PD is to increase teachers comfort with these content areas and Increase the number of minutes of VAPA and science our students participate in each week.	7,8,3,5,6	Identify a music teacher to provide instruction on instrumental music/reading music. Instruction will appropriate to students' developmental levels and be culturally inclusive.	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify and hire a music teacher using PTA funds. Begin phase 1 of music instruction in grades 1-6.	Action/Service: Expand music program to include Tk and K; Add music opportunities including the possibility of choir and drum corps.	Action/Service: Continue to provide music instruction at the level established in 16-17.
				Funding Source: PTA, LCFF, Parent Engagement, GATE	Funding Source: PTA, LCFF, Parent Engagement, GATE	Funding Source: PTA, LCFF, Parent Engagement, GATE

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.3 1.3 Provide professional development around classroom-based technology, VAPA, and science instruction. The purpose of the PD is to increase teachers comfort with these content areas and Increase the number of minutes of VAPA and science our students participate in each week.	7,8,3,5,6		<ul style="list-style-type: none"> EL R-FEP Low Income 	Action/Service:	Action/Service:	Action/Service:
				Funding Source:	Funding Source:	Funding Source:

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

- Student interim, formative and summative assessments
- District EL walk thru form
- Program implementation evaluation protocols
- Instructional Rounds
- Observational data
- CELDT
- CAASPP

District Strategic Goal 2:

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

Site Goal 2.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Grade level teams and PLCs will focus on student outcomes through their highly effective teamwork, focusing on data analysis and best practices.</p> <p>Metric:</p> <p>GLT and PLC Team Meeting Agendas and Minutes</p> <p>Grade Level Action Plans</p>	<p>Site Goal 2.1</p> <p>2.1 Teachers will be provided with time to collaborate, analyze student work and assessments, review data, establish grade level specific goals, and develop instructional plans to meeting/exceeding goals. Training for teachers in using tools and resources to make student-level data analysis more efficient and effective is essential toward this goal.</p>	<ul style="list-style-type: none"> • School-wide 	<p>Our grade level teams will meet approximately weekly for 50 minutes each while PLCs will meet a minimum of twice monthly to collaborate around best instructional practices, analysis of formative assessments and student work, and development of instructional plans designed around the Grade Level Action Plan</p>	<p>Our grade level teams will meet approximately weekly for 50 minutes each while PLCs will meet a minimum of twice monthly to collaborate around best instructional practices, analysis of formative assessments and student work, and development of instructional plans designed around the Grade Level Action Plan</p>	<p>Our grade level teams will meet approximately weekly for 50 minutes each while PLCs will meet a minimum of twice monthly to collaborate around best instructional practices, analysis of formative assessments and student work, and development of instructional plans designed around the Grade Level Action Plan</p>	<p>Conditions of Learning:</p> <p><input checked="" type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 2.1</p> <p>2.1 Teachers will be provided with time to collaborate, analyze student work and assessments, review data, establish grade level specific goals, and develop instructional plans to meeting/exceeding goals. Training for teachers in using</p>	1,2,7,4,5,6	<p>Provide professional development opportunities for teachers in implementing Common Core Standards and improving effective teaching strategies in the classroom. Provide release time for teachers to collaborate, review data, and plan instruction. GLT Meetings will be regularly scheduled to address ELA data,</p>	<ul style="list-style-type: none"> • School-wide 	<p>Action/Service: Implement Late Start Collaboratin time for 50 minutes/week. Continue to provide PLC time for Math and ELA monthly.</p>	<p>Action/Service: Implement Late Start Collaboratin time for 50 minutes/week. Continue to provide PLC time for Math and ELA monthly.</p>	<p>Action/Service: Implement Late Start Collaboratin time for 50 minutes/week. Continue to provide PLC time for Math and ELA monthly.</p>

tools and resources to make student-level data analysis more efficient and effective is essential toward this goal.		including needs of English Learners. PLCs will focus on math and related needs, including addressing the needs of struggling, gifted, and accelerated learners as well as English Language Learners.		Funding Source: LCFF, Bechtel Grant, GATE	Funding Source: LCFF, Bechtel Grant, GATE	Funding Source: LCFF, Bechtel Grant, GATE
Site Goal 2.1 2.1 Teachers will be provided with time to collaborate, analyze student work and assessments, review data, establish grade level specific goals, and develop instructional plans to meeting/exceeding goals. Training for teachers in using tools and resources to make student-level data analysis more efficient and effective is essential toward this goal.	1,2,7,4,5,6	Intervention Team meetings, Co-Op/CAST meetings, and Pre-Referral Intervention meetings support Response to Intervention and Instruction model. Provide training to staff to better acquaint them with RtI model and how site support systems tie together under the RtI model.	• School-wide	Action/Service: Provide release time for teachers to attend collaborative and other meetings.	Action/Service: Provide release time for teachers to attend collaborative and other meetings.	Action/Service: Provide release time for teachers to attend collaborative and other meetings.
				Funding Source: LCFF, GATE, Title II	Funding Source: LCFF, GATE, Title II	Funding Source: LCFF, GATE, Title II

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 2.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>In order to effectively meet the needs of English Learners during the early implementation of Common Core Standards, teachers and grade level teams need to be aware of the 2012 state ELD Standards and how these standards align with the Common Core Standards</p> <p>Metric:</p> <p>CELDT scores/continuum progress results</p> <p>Research Based Instruction for English Learners</p>	<p>Site Goal 2.2</p> <p>2.2 Teachers will be knowledgeable of California's 2012 English Language Development Standards and incorporate the ELD Standards into their instruction in all subject areas.</p>	<ul style="list-style-type: none"> Asian Hispanic or Latino EL R-FEP 	<p>All staff will participate in workshops addressing the 2012 ELD standards, including the proficiency level descriptors for Emerging, Expanding, and Bridging English Learners. Lesson plans in all curricular areas will include ELD Standard elements integrated with the Common Core Standards.</p>	<p>All staff will participate in workshops addressing the 2012 ELD standards, including the proficiency level descriptors for Emerging, Expanding, and Bridging English Learners. Communication with parents of English Learners about their child's progress (parent-teacher conferences, informal meetings, report cards and progress reports) will incorporate language of the ELD standards.</p>	<p>All staff will participate in workshops addressing the 2012 ELD standards, including the proficiency level descriptors for Emerging, Expanding, and Bridging English Learners. Communication with parents of English Learners about their child's progress (parent-teacher conferences, informal meetings, report cards and progress reports) will incorporate language of the ELD standards.</p>	<p>Conditions of Learning:</p> <p><input checked="" type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

observation data					
Grade level formative assessment results					
District and state benchmark assessment results					

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 2.2 2.2 Teachers will be knowledgeable of California's 2012 English Language Development Standards and incorporate the ELD Standards into their instruction in all subject areas.	1,2,7,4,8	Provide professional development opportunities for teachers in implementing ELD standards aligned with the ELA Common Core Standards, including meeting the needs of accelerated, gifted, and struggling English Learners.	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.	Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.
				Funding Source: Title II, LCFF, GATE	Funding Source: Title II, LCFF, GATE	Funding Source: Title II, LCFF, GATE

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service- By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 2.2 2.2 Teachers will be knowledgeable of California's 2012 English Language Development Standards and incorporate the ELD Standards into their instruction in all subject areas.	1,2,7,4,8		<ul style="list-style-type: none"> EL R-FEP 	Action/Service:	Action/Service:	Action/Service:
				Funding Source:	Funding Source:	Funding Source:

Site Goal 2.3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Provide professional development and instructional resources to support teachers with instructional practices that are demonstrated to be highly effective in supporting ELD.	Site Goal 2.3 2.3 Provide all English Learners and R-FEP students with research based ELD instructional best practices and resources with a strong research-base and record of success with ELs..	<ul style="list-style-type: none"> Asian Hispanic or Latino EL R-FEP 	Through our EL Shadow Study Team, GLTs and PLCs, develop a schoolwide ELD Action Plan. Conduct a 2nd round of EL Shadow.	Implement and assess the efficacy of the ELD Action Plan. Based on progress made, refine and revise the Action Plan for the next three year cycle. Conduct a third round of EL Shadow.	Implement and assess the efficacy of the ELD Action Plan. Based on progress made, refine and revise the Action Plan for the next three year cycle. Conduct a final round of EL Shadow showing growth of professional practice and student experience over the	Conditions of Learning: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7 Pupil Outcomes: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Priority 4

<p>Metric:</p> <p>CELDT scores/continuum progress results</p> <p>Research Based Instruction for English Learners observation data</p> <p>Grade level formative assessment results</p> <p>District and state benchmark assessment results</p>					4 year duration of the Shadow Study.	<input checked="" type="checkbox"/> Priority 8 Engagement: <input checked="" type="checkbox"/> Priority 3 <input type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6
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Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 2.3</p> <p>2.3 Provide all English Learners and R-FEP students with research based ELD instructional best practices and resources with a strong research-base and record of success with ELs..</p>	1,2,7,4,8,3	Provide professional development opportunities for teachers in best teaching strategies for supporting English Learners by implementing ELD standards aligned with the ELA Common Core Standards and improving effective teaching strategies in the classroom, including meeting the needs of English Learners who are accelerated, gifted, and/or struggling learners.	<ul style="list-style-type: none"> School-wide 	<p>Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.</p>	<p>Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.</p>	<p>Action/Service: Identify effective coaches/professional development instructors (EGUSD, SCOE, other)to provide relevant training to staff. Identify outside workshops and/or conferences providing relevant professional learning opportunities for our staff.</p>
				<p>Funding Source: Title II, LCFF, GATE</p>	<p>Funding Source: Title II, LCFF, GATE</p>	<p>Funding Source: Title II, LCFF, GATE</p>
<p>Site Goal 2.3</p> <p>2.3 Provide all English Learners and R-FEP students with research based ELD instructional best practices and resources with a strong research-base and record of success with ELs..</p>	1,2,7,4,8,3	Provide extended day and/or extended school year opportunities for all English Learners in the areas of ELA and math, with an ELD standards focus.	<ul style="list-style-type: none"> Asian Hispanic or Latino White Two or More Races SWD 	<p>Action/Service: Identify staff who are knowledgeable of ELD standards and best instructional practices to teach extended day and/or ESY classes. Provide opportunities at least weekly or more frequently if funding allows.</p>	<p>Action/Service: Identify staff who are knowledgeable of ELD standards and best instructional practices to teach extended day and/or ESY classes. Provide opportunities at least weekly or more frequently if funding allows.</p>	<p>Action/Service: Identify staff who are knowledgeable of ELD standards and best instructional practices to teach extended day and/or ESY classes. Provide opportunities at least weekly or more frequently if funding allows.</p>
				<p>Funding Source: EL Supplemental, LCFF</p>	<p>Funding Source: EL Supplemental, LCFF</p>	<p>Funding Source: EL Supplemental, LCFF</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 2.3</p> <p>2.3 Provide all English Learners and R-FEP students with research based ELD instructional best practices and resources with a strong research-base and record of success with ELs..</p>	1,2,7,4,8,3		<ul style="list-style-type: none"> EL R-FEP 	<p>Action/Service:</p>	<p>Action/Service:</p>	<p>Action/Service:</p>
				<p>Funding Source:</p>	<p>Funding Source:</p>	<p>Funding Source:</p>

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

- CHKS data
- Discipline data
- PBIS data
- SISWEB data
- Student, staff and parent surveys
- Facilities Inspection Tool
- Attendance data
- Graduation rate
- Retention data

All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

Site Goal 3.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>All students need a learning environment where the school culture provides a safe environment where all are treated with respect.</p> <p>Metric:</p> <p>SISWEB Student Intervention reports</p> <p>Number of student referrals to the office</p> <p>PBIS implementaiton baseline and on-going data</p> <p>Number of students referred for and/orparticipating in Strong Kids with school psychologist</p> <p>Referrals to site-based MHT</p>	<p>Site Goal 3.1</p> <p>3.1 Provide positive behavior structures and practices for all students through determination of site-based needs and the subsequent training and implementation of PBIS.</p>	<ul style="list-style-type: none"> • School-wide 	<p>Continued implementation of grade level Life Skills instruction.</p> <p>Implementation of PBIS. Data will be reviewed and compared with baseline data as we review implementation and adjust as needed.</p>	<p>Continued implementation of grade level Life Skills instruction.</p> <p>Implementation of PBIS. Data will be reviewed and compared with baseline data as we review implementation and adjust as needed.</p>	<p>Continued implementation of grade level Life Skills instruction.</p> <p>Implementation of PBIS. Data will be reviewed and compared with baseline data as we review implementation and adjust as needed.</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 3.1</p> <p>3.1 Provide positive behavior structures and practices for all</p>	7,4,3,5,6	Whole staff to participate in PBIS training and provide necessary resources and materials to support schoolwide	<ul style="list-style-type: none"> • School-wide 	<p>Action/Service:</p> <p>Purchase PBIS support materials, including relevant signage, parent</p>	<p>Action/Service:</p> <p>Purchase PBIS support materials, including relevant signage, parent communication, and</p>	<p>Action/Service:</p> <p>Purchase PBIS support materials, including relevant signage, parent communication, and</p>

students through determination of site-based needs and the subsequent training and implementation of PBIS.		implementation of PBIS.		communication, and resources to support effective classroom and schoolwide implementation of PBIS.	resources to support effective classroom and schoolwide implementation of PBIS..	resources to support effective classroom and schoolwide implementation of PBIS.
				Funding Source: LCFF, PBIS, Parent Engagement	Funding Source: LCFF, PBIS, PARENT Engagement	Funding Source: LCFF, PBIS, PARENT Engagement
Site Goal 3.1 3.1 Provide positive behavior structures and practices for all students through determination of site-based needs and the subsequent training and implementation of PBIS.	7,4,3,5,6	Establish schoolwide "From CRES to College" contiuum, including recognition of school staff and former students who are or have attended college. This will be accomplished through having former students speak to students during Friday Morning assemblies and through a recognition wall in the Multi-Purpose Room, listing our former students and the colleges they attend.	<ul style="list-style-type: none"> School-wide 	Action/Service: Purchase materials to highlight colleges and universities attended by staff and former students. We will also begin establishing a database of colleges attended by former students as well as our staff.	Action/Service: Continue to connect our students with colleges/universities thoguh sharing of staff's and former student's experineces. Continue to highlight these students in our MP Room - the most used room on campus.	Action/Service: Continue to connect our students with colleges/universities thoguh sharing of staff's and former student's experineces. Continue to highlight these students in our MP Room - the most used room on campus
				Funding Source: LCFF, PTA, Parent Engagement, GATE	Funding Source: LCFF, PTA, Parent Engagement, GATE	Funding Source: LCFF, PTA, Parent Engagement, GATE

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 3.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Teahcers and school staff need training on instructional, social/emotional, and behavioral strategies to meet the unique needs of students who are new to the school community.</p> <p>Metric:</p> <p>Academic progress of individual students as measured by academic, social/emotional, and behavioral norms.</p>	<p>Site Goal 3.2</p> <p>3.2 Identify the best practices which address the unique needs of students who come into the school mid-year, with particular focus on high risk students: foster youth, low income, English Learners, students with disabilities, gifted and accelerated, African American, and Hispanic or Latino students.</p>	<ul style="list-style-type: none"> Black or African American Hispanic or Latino SWD EL R-FEP Foster Youth Low Income 	Implement best practices on a daily basis.	Implement best practices on a daily basis. Review on-going data in light of baseline data and revise strategies as necessary.	Implement best practices on a daily basis. Review on-going data in light of baseline data and revise strategies as necessary.	<p>Conditions of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7 <p>Pupil Outcomes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8 <p>Engagement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

SISWEB Student Intervention reports						
Number of student referrals to the office						
PBIS implementaiton baseline and on-going data						
Number of students referred for and/orparticipating in Strong Kids with school psychologist						
Referrals to site-based MHT						

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 3.2 3.2 Identify the best practices which address the unique needs of students who come into the school mid-year, with particular focus on high risk students: foster youth, low income, English Learners, students with disabilities, gifted and accelerated, African American, and Hispanic or Latino students.	1,2,7,4,8,5,6	Leadership team and mental health therapist to collaborate with administration to research best practices which address the importance of supporting new students as they integrate into a new school community.	<ul style="list-style-type: none"> School-wide 	Action/Service: Identify best practices and provide professional development to staff on these best practices. Establish and maintain the practices established to meet students identified needs. Continue to refine practices used to identify students' mental health needs.	Action/Service: Identify best practices and provide professional development to staff on these best practices.	Action/Service: Identify best practices and provide professional development to staff on these best practices.
				Funding Source: LCFF, Parent Involvement	Funding Source: LCFF, Parent Involvement	Funding Source: LCFF, Parent Involvement

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 3.2 3.2 Identify the best practices which address the unique needs of students who come into the school mid-year, with particular focus on high risk students: foster youth, low income, English Learners, students with disabilities, gifted and accelerated, African American, and Hispanic or Latino students.	1,2,7,4,8,5,6		<ul style="list-style-type: none"> EL R-FEP Foster Youth Low Income 	Action/Service:	Action/Service:	Action/Service:
				Funding Source:	Funding Source:	Funding Source:

Site Goal 3.3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need:	Site Goal 3.3	<ul style="list-style-type: none"> School-wide 	Increase student	Increase student access	Increase student	Conditions

<p>In order to have access to the core curriculum with regularity and consistency, students need to be in school, be on time, and remain in school through the end of the school day.</p> <p>Metric:</p> <p>SISWEB student attendance reports</p> <p>Early dismissal and late arrival data from Check-In system.</p>	<p>3.3 Decrease absenteeism, tardiness, and early dismissal for all grade levels, particularly.</p>	<p>access to the core curriculum with improved consistency by:</p> <p>*reducing chronic absenteeism to less than 0.5%. Schoolwide ADA goal of 97% for the year</p> <p>*decreasing early dismissals, late arrivals, and absences by 10%</p>	<p>to the core curriculum with improved consistency by:</p> <p>*maintain chronic absenteeism at less than 0.5%. Schoolwide ADA goal of 97.5%.</p> <p>*decreasing early dismissals, late arrivals, and absences by another 10%</p>	<p>access to the core curriculum with improved consistency by:</p> <p>*maintain chronic absenteeism at less than 0.5%. Schoolwide ADA goal of 98% for the year.</p> <p>*decreasing early dismissals, late arrivals, and absences by another 10%</p>	<p>of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>
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Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 3.3 3.3 Decrease absenteeism, tardiness, and early dismissal for all grade levels, particularly.	3,5,6	Administration to ensure contact is made to parents of all students whose attendance is not regular or who exhibit a pattern of late arrivals and/or early dismissals.	<ul style="list-style-type: none"> School-wide 	Action/Service: Communicate attendance expectations to families during Back to School Night and in the Parent-Staff Handbook. Increase the number of meetings held with parents of chronic absentees, including home visits if necessary.	Action/Service: Communicate attendance expectations to families during Back to School Night and in the Parent-Staff Handbook. Increase the number of meetings held with parents of chronic absentees, including home visits if necessary.	Action/Service: Communicate attendance expectations to families during Back to School Night and in the Parent-Staff Handbook. Increase the number of meetings held with parents of chronic absentees, including home visits if necessary.
				Funding Source: n.a.	Funding Source: n.a.	Funding Source: n.a.
Site Goal 3.3 3.3 Decrease absenteeism, tardiness, and early dismissal for all grade levels, particularly.	3,5,6	Administration to ensure contact is made to parents of all students whose attendance is not regular or who exhibit a pattern of late arrivals and/or early dismissals.	<ul style="list-style-type: none"> School-wide 	Action/Service: Office staff to provide administration with monthly list of students who are missing school, arriving late, or departing early on a regular basis.	Action/Service: Office staff to provide administration with monthly list of students who are missing school, arriving late, or departing early on a regular basis.	Action/Service: Office staff to provide administration with monthly list of students who are missing school, arriving late, or departing early on a regular basis.
				Funding Source: LCFF, Parent Involvement	Funding Source: LCFF, Parent Involvement	Funding Source: LCFF, Parent Involvement

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 3.3 3.3 Decrease absenteeism, tardiness, and early dismissal for all grade levels, particularly.	3,5,6		<ul style="list-style-type: none"> EL R-FEP Foster Youth Low Income 	Action/Service:	Action/Service:	Action/Service:
				Funding Source:	Funding Source:	Funding Source:

<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> Participation survey (parents, families, community service) 	<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>
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organizations, businesses and educational institutions) <ul style="list-style-type: none"> Attendance percentage or rates in programs/events Participation percentage in decision making processes Volunteerism Communication artifacts 	
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Site Goal 4.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>The school needs to involve all parents</p> <p>Metric:</p> <p>Parent participation as indicated by sign-in sheets</p>	<p>Site Goal 4.1</p> <p>4.1 Increase the number of parents who attend PTA Meetings, Parent/Family Nights, and other meetings that focus on the implementaiton of Common Core Standards (including curriculum-related parent workshops). This is a particular need for our families of EL, Foster Youth, Low income, and students with disabilities, and Hispanic or Latino students.</p>	<ul style="list-style-type: none"> School-wide Hispanic or Latino SWD EL R-FEP Foster Youth Low Income 	<p>Increase attendance by 20% over 14-15 baseine for PTA and other Parent Nights.</p>	<p>Increase attendance by 20% over 15-16 revised baseline for PTA and other Parent Nights.</p>	<p>Increase attendance by an additional 20% over 16-17 average for PTA and other Parent Nights.</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 4.1</p> <p>4.1 Increase the number of parents who attend PTA Meetings, Parent/Family Nights, and other meetings that focus on the implementaiton of Common Core Standards (including curriculum-related parent workshops). This is a particular need for our families of EL, Foster Youth, Low income, and students with disabilities, and Hispanic or Latino students.</p>	2,7,3,5	<p>Conduct regularly scheduled parent education workshops to support understanding of the Common Core Standards in ELA and Math.</p>	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Identify and "hire" speakers/instructors for parent workshops.</p>	<p>Action/Service:</p> <p>Identify and "hire" speakers/instructors for parent workshops.</p>	<p>Action/Service:</p> <p>Identify and "hire" speakers/instructors for parent workshops.</p>
				<p>Funding Source:</p> <p>LCFF, Parent Engagement</p>	<p>Funding Source:</p> <p>LCFF, Parent Engagement</p>	<p>Funding Source:</p> <p>LCFF, Parent Engagement</p>
<p>Site Goal 4.1</p> <p>4.1 Increase the number of parents who attend PTA</p>	2,7,3,5	<p>Conduct regularly scheduled parent education workshops to support understanding of the</p>	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Provide parents with support materials related to Common Core Standards, ELD</p>	<p>Action/Service:</p> <p>Provide parents with support materials related to Common Core Standards, ELD</p>	<p>Action/Service:</p> <p>Provide parents with support materials related to Common Core Standards, ELD</p>

Meetings, Parent/Family Nights, and other meetings that focus on the implementation of Common Core Standards (including curriculum-related parent workshops). This is a particular need for our families of EL, Foster Youth, Low income, and students with disabilities, and Hispanic or Latino students.	Common Core Standards in ELA and Math, including the particular needs of gifted, accelerated, and English Learners.	Standards, and GATE opportunities.	Standards, and GATE opportunities..	Standards, and GATE opportunities.
		Funding Source: LCFF, GATE, Parent Involvement	Funding Source: LCFF, GATE, Parent Involvement	Funding Source: LCFF, GATE, Parent Involvement

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 4.1 4.1 Increase the number of parents who attend PTA Meetings, Parent/Family Nights, and other meetings that focus on the implementation of Common Core Standards (including curriculum-related parent workshops). This is a particular need for our families of EL, Foster Youth, Low income, and students with disabilities, and Hispanic or Latino students.	2,7,3,5		<ul style="list-style-type: none"> EL R-FEP Foster Youth Low Income 	Action/Service:	Action/Service:	Action/Service:
				Funding Source:	Funding Source:	Funding Source:

Site Goal 4.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Parents need to be aware of how their child is performing relative to the Common Core Standards and CCSS-aligned standards such as English Language Development Standards. Metric: Reviews of communication documents - report cards, progress reports. Log of Positive Friday Phone Calls	Site Goal 4.2 4.2 Improve and increase the frequency of Teacher-Parent communications regarding student progress that reflects Common Core Standards for reading and math as well as ELD standards when communicating about EL or R-FEP students. Such communications include report cards, progress reports, and Positive Friday Phone Calls.		Increase the frequency of CCSS-aligned communications to 100% for report cards and progress reports. Increase the number of Positive Friday Phone Calls by 50% through a GLT/PLC agreed upon system. 100% of academic communications with parents of ELs should include reference to progress based on the ELD standards as well as CCSS math and ELA.	Continue to monitor and maintain the frequency of communications aligned with CCSS and ELD standards. Positive Friday Phone Calls should increase 100% from the baseline.	Continue to monitor and maintain the frequency of communications aligned with CCSS and ELD standards. Positive Friday Phone Calls should increase 100% from the baseline.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7 Pupil Outcomes: <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8 Engagement: <input checked="" type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?

			(Ethnicity and SWD)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 4.2 4.2 Improve and increase the frequency of Teacher-Parent communications regarding student progress that reflects Common Core Standards for reading and math as well as ELD standards when communicating about EL or R-FEP students. Such communications include report cards, progress reports, and Positive Friday Phone Calls.	4,8,3,5,6	GLTs and Leadership Team collaborate with administration to develop a Common Core communication tool that supplements the EGUSD report card and can be used to guide parent conference discussions about student progress.	<ul style="list-style-type: none"> School-wide 	Action/Service: Use the communication tool in parent communications. Funding Source: LCFF, Parent Engagement	Action/Service: Use the communication tool in parent communications. Funding Source: LCFF, Parent Engagement	Action/Service: Use the communication tool in parent communications. Funding Source: LCFF, Parent Engagement

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 4.2 4.2 Improve and increase the frequency of Teacher-Parent communications regarding student progress that reflects Common Core Standards for reading and math as well as ELD standards when communicating about EL or R-FEP students. Such communications include report cards, progress reports, and Positive Friday Phone Calls.	4,8,3,5,6		<ul style="list-style-type: none"> EL R-FEP Foster Youth Low Income 	Action/Service: Funding Source:	Action/Service: Funding Source:	Action/Service: Funding Source:

C. 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.

* = same \$500 allocation for all professional development, workshops, etc

We will best be able to meet subgroup-specific goals through a schoolwide allocation.

IV. Funding

Cosumnes River Elementary - 230

Object Code	Object Description	Title I Basic (4900-3010)	Title I Parental Involvement (4900-3010)	Title I 10% Prof. Dev't (4900-3010)	Title I (3010) SubTotal	Title I After School (4900-5858)	GATE (7105-0000)	EL Supplemental (7150-0000)	EL Tutoring (7405-0000)	Parent Engagement (7415-0000)	Title II (Prof. Dev't) (4040-4035)	Total
Carry Over (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Preliminary Allocation (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$2,400	\$2,240	\$0	\$0	\$0	\$4,640
Final Allocation (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$2,400	\$2,240	\$0	\$0	\$0	\$4,640
1000	Certificated Personnel Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Certificated Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1000	Certificated Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Certificated Timesheets and Stipends Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Contracted Classified Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Classified Staff Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Classified Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Classified Personnel Non Contracted Staff benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000	Supplies and Non-Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000	Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Balance		\$0	\$0	\$0	\$0	\$0	\$2,400	\$2,240	\$0	\$0	\$0	\$4,640

Signatures: (Must sign in blue ink)

Date

Benefits Calculator	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input style="width: 100%;" type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input style="width: 100%;" type="text"/>
	Total \$ <input style="width: 100%;" type="text"/>

Principal **Michael Gulden**

School Site Council Chairperson **Tierra Crothers**

EL Advisory Chairperson **Rosaura Gomez**
