



Cosumnes River Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(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.

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.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Our staff worked together to review data and create site goals based on that data that aligned with EGUSD's four Strategic Goals. This was accomplished during a May, 2017, teaching staff meeting, a preservice meeting before school began in August, and two teaching staff meetings in August and September of 2017. Additionally the Leadership Team met on Thursday, September 14, 2017, to review goals and discuss actions and services that would be appropriate to those goals.</p> <p>Our PBIS Team reviewed data for all students utilizing the district's SEL survey from 2016-17 and the Fidelity Inventory. The Intervention Team at Cosumnes River Elementary School (CRES) also reviewed data for our students with disabilities (SWDs). The Principal and EL Coordinator, along with the ELAC Chairperson reviewed data on our English Learners, and input was sought from the district's EL Instructional Coach as well.</p> <p>During CRES PTA meetings held on July 27, 2017, and August 15, 2017, site data was shared and members' feedback was solicited. Our School Site Council reviewed CRES data related to EGUSD's four strategic goals and we discussed the gap and possible causes of the gap (difference between where we would expect to be and where we currently are in relation to student learning data) on Monday, September 11, 2017. On Wednesday, September 20, 2017, the site LCAP was reviewed and goals and actions/services were discussed. Input was solicited from council members.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>All input from all stakeholders was considered and the feedback was incorporated into the site SMART goals and the actions and services section of the LCAP. Much of the data was considered baseline for this current year as new metrics are being incorporated into the development of the SMART goals and the eventual evaluation.</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP
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- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

All students need high quality classroom instruction. CRES will increase the number of students who will attain proficiency in English Language Arts and mathematics by 3% as measured by CAASPP in both third and fourth grades, and 5% in English Language Arts and mathematics as measured by CAASPP in both fifth and sixth grades.

1. 3rd Grade: ELA: 73.53% to 76.53%; Math: 79.41% to 82.41%
2. 4th Grade: ELA: 76.05% to 79.05%; Math: 71.83% to 74.83%
3. 5th Grade: ELA: 59.78% to 64.78%; Math: 53.26% to 58.26%
4. 6th Grade: ELA: 63.41% to 68.41%; Math: 63.41% to 68.41%

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • EL • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Continue to provide professional learning and support for implementation of Professional Learning Communities (PLCs)/Achievement Teams incorporating the three big ideas of a PLC (focus on learning, building a collaborative culture, focus on data) and addressing the four essential questions (determining learning targets, developing common formative assessments, analyzing the results, and developing timely interventions).</p> <ul style="list-style-type: none"> • Whole grade level release time to determine learning targets and develop CFAs with facilitation by administration and instructional coaches, • Vertical articulation at teaching staff meetings to share learning targets, • Achievement Leadership Team to support shared/distributed leadership, • Vertical articulation at teaching staff meetings to share writing in each of the genres (narrative, informative/explanatory, opinion/argument) each trimester. 	<p>Hattie's effect size for "collective teacher efficacy" is 1.57.</p> <p>Miles & Frank, <u>The Strategic School: Making the Most of People, Time and Money.</u></p> <p>Tomlinson & Moon, <u>Assessment and Student Success ...</u></p>	<p>Effectiveness to be measured by Solution Tree PLC implementation survey, in addition to standardized assessments such as K/1 benchmark assessments, EGMAP and CAASPP.</p>

What funding source will you use?

LCFF supplemental/concentration funds:
 Four half-day release days for grade level and department teams three times throughout the school year.
 \$600 sub costs per day X 4 days (K/1, 2/3, 4/5, 6/SpEd) = \$7200

Actions/Services 1.1.2

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
To strengthen reading and writing skills in our underperforming students, targeted instruction for genre writing after the regular instructional day will be implemented in 6-8 week blocks of time taught by certificated teachers	Lauer, et al., " <i>The Effectiveness of Out of School Time Strategies in Assisting Low Achieving Students in Reading and Mathematics: A Research Synthesis.</i> "	K/1 Benchmark Assessments and grade level genre writing, CAASPP SBAC data

What funding source will you use?
LCFF Supplemental/Concentration: 3 six-week sessions X 2 days per week for 1st grade, 2nd grade, 3rd grades, 6th grades and Kindergarten = \$8100 certificated teachers

Site Goal 1.2

All students need high quality classroom instruction. CRES will increase the number of English Learners who will realize one year's growth in English proficiency as measured by CELDT/ELPAC from 41% to 55%. CRES will also increase the number of English Learners who will be redesignated as Fluent English Proficient (RFEP) from 23% to 35%.

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group
• All • Black or African American • EL • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continuously improve the English proficiency of English learners through dedicated and integrated ELD and additional supports and interventions throughout the instructional day as determined by classroom teachers.	Kate Kinsella, " <i>English Language Development: Issues and Implementation ...</i> "	Effectiveness will be measured by an increase in number of English learners who increase one CELDT/ELPAC performance level and increase in number of English learners redesignated as English proficient within 5 years

What funding source will you use?
EL Supplemental (\$1,000 stipend to EL Coordinator; remainder of budget allocation (\$1725) for CELDT/ELPAC testing of English Learners on a timesheet). Total \$2725

Actions/Services 1.2.2

Principally Targeted Student Group
• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Request from English Learner Services for additional funds to provide targeted in-class	Kinsella, " <i>English Language Development: Issues and Implementation ...</i> "	CELDT/ELPAC; K/1 Benchmark Assessments; CAASPP ELA

instruction (with a strong focus on academic language) to LTELs and students at risk of becoming LTELs and our two newcomers

Request from English Learner Services to pilot *Academic Vocabulary Toolkits* for grades 3-6 for those teachers interested in being trained and implementing the toolkits in classrooms

What funding source will you use?

Additional requested funding from English Learner Services (English Learner Supplemental)

Site Goal 1.3

All students need high quality classroom instruction. At CRES, 85% of kindergarteners and first graders will meet end of year benchmark standards as measured by EGMAP K/1 Benchmark Data for ELA and mathematics.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue to provide K-3 teaching teams On Grade Level Reading (OGLR) professional learning for effective literacy teaching strategies	Hattie's effective size for "Teaching Strategies" is 0.60. J. McTighe's, <i>Understanding by Design</i>	Effectiveness to be measured by K/1 district benchmark assessments, Wonders assessments, and CAASPP ELA.

What funding source will you use?

PreK-6 OGLR Initiative (EGUSD funding)

Actions/Services 1.3.2

Principally Targeted Student Group

• All • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional instructional support to	Tomlinson, <i>Differentiating Instruction in</i>	Effectiveness to be measured by K/1 district

<p>primary classrooms during math instruction through the use of two paraeducators during differentiated instruction</p>	<p><i>response to ... "</i></p>	<p>benchmark assessments, and Go Math! assessments</p>
<p>Provide coordination of GATE program and additional extended learning opportunities to GATE identified students after school and/or in the summer</p>		<p>Effectiveness to be measured by SBAC ELA & Math data, and a survey of GATE identified students</p>

What funding source will you use?

2 paraeducators for one hour between recess and lunch (10:30 - 11:30 am) five days a week for 24 weeks = \$4320

GATE Coordinator = \$1000 stipend

1/2 day sub for NNAT testing of 3rd grade = \$200

Certificated Teacher = 39 hours @ \$46 = \$1800

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

All students need teachers to work together collaboratively to respond to student data, share best practices, and collectively improve student learning) among all grade level "Achievement" teams. Survey data as measured by Learning Solutions "Tracking and Assessing Cultural Shifts" sets our baseline on a scale of 1-10 as the following, with expected growth of 2-3 points in each of the eight areas measured:

1. Collaboration: 6
2. Emphasis on Learning: 6
3. Collective Inquiry: 6.75
4. Action Research/Experimentation: 6.75
5. Teachers as Leaders: 4.5
6. School Improvement Planning: 5.25
7. Celebration: 4.7
8. Persistence: 4.25

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Continue to provide professional learning and support for implementation of Professional Learning Communities (PLCs)/Achievement Teams</p> <p>Continue to provide professional learning and support for implementation of Professional Learning Communities (PLCs)/Achievement Teams incorporating the three big ideas of a PLC (focus on learning, building a collaborative culture, focus on data) and addressing the four essential questions (determining learning targets, developing common formative assessments, analyzing the results, and developing timely interventions).</p> <ul style="list-style-type: none"> • Whole grade level release time to 	<p>Hattie's effect size for "collective teacher efficacy is 1.57</p> <p>Miles & Frank, <u>The Strategic School: Making the Most of People, Time and Money.</u></p> <p>Tomlinson & Moon, <u>Assessment and Student Success</u></p>	<p>Effectiveness to be measured by Solution Tree PLC implementation survey, in addition to standardized assessments such as K/1 benchmark assessments, EGMAP and CAASPP</p>

determine learning targets and develop CFAs with facilitation by administration and instructional coaches, <ul style="list-style-type: none"> • Vertical articulation at teaching staff meetings to share learning targets, • Achievement Leadership Team to support shared/distributed leadership, • Vertical articulation at teaching staff meetings to share writing in each of the genres (narrative, informative/explanatory, opinion/argument) each trimester. 		
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What funding source will you use?

LCFF supplemental/concentration funds:
 Four half-day release days for grade level and department teams three times throughout the school year.
 \$600 sub costs per day X 4 days (K/1, 2/3, 4/5, 6/SpEd) = \$7200
 This is a duplicate funding as this is also listed in Goal #1.

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Students need a safe and engaging academic, socio-emotional, and physical school environment. This will be accomplished through an increase in attendance, reduction in tardies and early dismissals, in addition to full implementation of PBIS Tier I. This will be measured through attendance data, PBIS Fidelity Inventory, and school climate surveys.

1. Attendance rate for 2016.17 was: 96.5%. Improve rate to 96.75% for 2017.18
2. Tardy rate for 2016.17 was: 3.7%. Reduce rate to 3.0% for 2017.18
3. Early dismissal rate for 2016.17 was: 1.6%. Reduce rate to 1.25% for 2017.18
4. PBIS Fidelity Inventory for 2016.17 was 43% Tier 1 Implementation. Increase implementation to 85% for 2017.18
5. School SEL & Culture Climate survey results to see an increase in student "growth mindset/self-efficacy" and decrease in student "safety" concerns as measured by EGUSD SEL & CC survey.

Metric: Attendance

Actions/Services 3.1.1

Principally Targeted Student Group

- All • EL • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Implement "Every Day, On Time, All Day" attendance campaign with incentives for individual students and classrooms, in addition to utilizing the Attendance Improvement Office for chronically truant families. Provide parents with research regarding	<i>"Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight,"</i> Bruner, Discher & Chang, 2011. Dweck, Carol S., <u>Mindset: The New Psychology of Success.</u>	Decrease absences to less than 3.25% in addition to reducing tardies (0.7%) and early dismissals (0.35%) as measured by Synergy attendance reports. EGUSD SEL & Culture/Climate survey administration to 3rd - 6th graders - increase

student success and its relationship to truancy; counsel and caution families regarding vacations during the instructional calendar; remind families to schedule appointments after the school day.

Provide professional learning and information to teaching staff and families regarding a "Fixed vs. Growth Mindset" to improve students' self-efficacy.

in growth mindset (77%) and self-efficacy (73%) scores by 3% (80% and 76%).

What funding source will you use?

Supplemental/Concentration funds for incentives for attendance campaign = \$380

FACE Grant for family engagement ("Parent University")

Actions/Services 3.1.2

Principally Targeted Student Group

- All • Black or African American • EL • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Continue PBIS training and full implementation of Tier 1 (revision of schoolwide behavior expectations matrix, installation of "wind signs" around campus reminding students and staff of expectations, first day assembly to review new expectations in all locations for primary and intermediate grades, "PBIS Passport" for teachers to direct instruct students in additional locations, new CRES Family Handbook with PBIS information, matrix and verification form, reintroduction of incentives (Beep Beep Bucks for students, staff and families and rewards), and frequent communications to families regarding our three rules: Respectful, Responsible and Ready to Learn.</p> <p>Continue to provide all staff with training on how to complete MTSS referral forms to seek out interventions and supports for at-risk students to reduce inappropriate behavior and consequences which impact learning</p>	<p>Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment)</p>	<p>Establish baseline of major behavior referrals, suspensions and expulsions.</p>

What funding source will you use?

PBIS funding = \$424 for signage and positive behavior incentives not to include food, toys or clothing.

PBIS funding = Professional learning for Yard Supervisor Team = 6 hours of training for 6 yard supervisors = \$576

<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>	<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"> • Family and Community Engagement
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Site Goal 4.1

All students need parent, family and community stakeholders to be engaged as direct partners in their education. This will be measured through the analysis of EGUSD Parent Survey results and site created parent surveys for parents and families, observation/feedback with community partners, and participation in school-governing bodies (SSC, ELAC).

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Design site parent/family survey to determine the needs of the community and then design a "Parent University" type program to offer those opportunities	Funk & Wright, <u>Deepening Democracy: Institutional Innovations ...</u>	Effectiveness will be measured by parent/family surveys designed by site and also the EGUSD Parent Survey given annually

What funding source will you use?
FACE Grant

Actions/Services 4.1.2

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue to strengthen and increase community-based partnerships (Kiwanis, CRES PTA, SPAC, Elk Grove Food Bank, charitable organizations)	Funk & Wright, <u>Deepening Democracy: Institutional Innovations ...</u>	Effectiveness will be measured by observations and feedback with community partners and participation in school-governing bodies (SSC, ELAC)

What funding source will you use?
N/A

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

Cosumnes River Elementary - 230

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$15,740	\$15,740	\$15,740	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	20.3752	\$0	\$2,843,695	\$2,843,695	\$2,843,695	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.6	\$0	\$58,849	\$58,849	\$58,849	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$10,112	\$0	\$10,112	\$10,112	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$31,917	\$31,917	\$31,917	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$166,885	\$166,885	\$0	\$0	\$166,885	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$225	\$0	\$225	\$225	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$2,725	\$2,725	\$2,725	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$129	\$0	\$129	\$129	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	0.8126	\$0	\$49,157	\$49,157	\$0	\$0	\$49,157	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.4	\$0	\$32,513	\$32,513	\$32,513	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.375	\$0	\$96,744	\$96,744	\$96,744	\$0	\$0	\$0	\$0

3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	1.1875	\$0	\$61,537	\$61,537	\$61,537	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.75	\$0	\$183,579	\$183,579	\$183,579	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 9327 Kaiser-Get Moving!	0	\$35	\$0	\$35	\$35	\$0	\$0	\$0	\$0
Totals	31.5004	\$10,501	\$3,567,341	\$3,577,842	\$3,360,800	\$0	\$217,042	\$0	

Signatures: (Must sign in blue ink)

Date

Principal **Sheila Caruthers**

School Site Council Chairperson

EL Advisory Chairperson

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_____	_____
_____	_____

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

