



Cosumnes River Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033013

**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.

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <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>Various stakeholder groups participate in the review and analysis of our site goals, actions and services, and measurement tools. This spring, due to school closures resulting from the COVID-19 mitigation measures, input/suggestions were gathered through email and meetings which were held virtually with Teaching Staff and School Site Council during the months of April and May, 2020.</p> <ul style="list-style-type: none"> • Our teaching staff continually reviews data in all four goal areas through our twice monthly teaching staff meetings, our Early Out Thursday Grade Level PLC meetings, our monthly PBIS Team meetings, in addition to the release days that were provided to teaching teams. • Administration met one-on-one on March 2, 2020, with the Office of Educational Equity to collaborate on goals for 2020-2021 through our CRES Equity Plan. Our CRES Equity Team met on January 22, 2020, to review the site goals and actions/services and provided input and feedback for the evaluation of the plan. • School Site Council met on February 6, 2020, with new SSC members (2 new parents and 2 new teachers) and reviewed our four goals and data, as well as a review of the LCAP Parent & Staff Survey (ranking of items, % satisfied). Our spring meeting was scheduled for March 26, 2020, but due to the school closures, the meeting was postponed until April 29, 2020 and was done virtually through Zoom. Input was gathered and incorporated into the 2020-21 school plan. Our last SSC meeting was scheduled for May 20, 2020, for final approval of the site LCAP. • Administration also collaborated with classified staff in the office to review and analyze Goal 4 (Family & Community Engagement) and the areas in which we could improve. This input was incorporated into the 2020-21 school site plan. • As we have less than 12 English Learners (currently 8 ELs), we do not have a formal English Learners Advisory Committee (ELAC); however, we do solicit input from our EL families and are incorporating their suggestions and input into our goals, especially in Goal 4 with translation services regularly available to our families in Spanish, in addition to English. <p>We met again as a council on September 22, 2020 to review our site goals, although we did not have much data (CAASPP, Reclassification Rates, traditional benchmark data) due to school closures, the suspension of statewide testing, and the implementation of Distance Learning from April 20, 2020 to May 29, 2020. We also approved changes to our LCAP due to Distance Learning during this meeting.</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <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/services section of the LCAP. Not all metrics were available at the time of creating the new site LCAP for the 2020-21 school year, and many will not be available even in the fall of 2020, so it will be important to continue consultations with all stakeholder groups to ensure that our site goals and actions/services are appropriate for our student population.</p>

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

<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"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Our site goal is to increase proficiency toward English Language Arts and mathematics standards according to the CAASPP Smarter Balanced summative assessments (Meets/Exceeds Standards) and the California Accountability Dashboard. In addition to schoolwide proficiency increase, we will continue to focus on our lowest performing subgroups (Socioeconomically Disadvantaged and Students with Disabilities).

- Schoolwide SBAC ELA scores will increase overall from 76% (2019 scores) to 78% (2021 scores) in grades 4th, 5th, and 6th, and move from GREEN to BLUE (43-45) on the CA School Dashboard.
- Schoolwide SBAC math scores will increase overall from 68% (2019 scores) to 70% (2021 scores) in grades 4th, 5th, and 6th, and maintain our BLUE status on the CA School Dashboard.
- Socioeconomically Disadvantaged (SED) SBAC ELA scores will increase from 66% (2019 scores) to 68% (2021 scores) in grades 4th, 5th, and 6th.
- Socioeconomically Disadvantaged (SED) SBAC math scores will increase from 59% (2019 scores) to 61% (2021 scores) in grades 4th, 5th, and 6th.
- Students with Disabilities (SWD) ELA scores will increase from 43% (2019 scores) to 46% (2021 scores) in grades 4th, 5th, and 6th.
- Students with Disabilities (SWD) math scores will increase from 39% (2019 scores) to 41% (2021 scores) in grades 4th, 5th, and 6th.

This site goal will be met by providing high quality instruction to all students, monitoring student learning, and providing students with intervention and/or enrichment/acceleration as a result of data analysis by PLC grade level teams.

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>1. Teaching staff will be provided professional learning through the EGUSD Curriculum & Professional Learning Department regarding the framework for <i>High Quality Instruction</i> with a focus on <i>"Formative Assessment and Feedback."</i></p> <p>2) Teachers to continue to use the MTSS process to provide tiered support to all students, and the referral process to engage the support of the Intervention Team for RTI and referral for additional supports/interventions as appropriate. SST's to be facilitated by the Intervention Team for both academic and social-emotional concerns (including both struggling and excelling students). Three roving guest teachers for full days will be provided to rotate between classroom teachers for MTSS/COOP/SST meeting days. (3 days @ \$225 = \$675) CICO coordinators (one for K-3, one for 4-6)</p>	<p>1. <i>"The Impact of Formative Assessment and Learning Intentions on Student Achievement,"</i> Hanover Research, August, 2014</p> <p>2. <i>"MTSS Coaching: Bridging Knowing and Doing,"</i> Jennifer Freeman, October 12, 2016.</p>	<p>1. Effectiveness of professional learning will be measured by session/training surveys.</p> <p>2. Effectiveness of continued use of the MTSS process to be measured by number and quality of referrals and teacher feedback/survey.</p>

to receive a \$250 stipend for coordinating a caseload of no more than 2 students at a time each for a specified block of time upon the student's return to campus. (\$500)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1175	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All • 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?
<p>1) To strengthen reading foundational skills in our under-performing students in grades 1-2, targeted instruction for print concepts, phonological/phonemic awareness, and phonics and word recognition will be provided to 1st and 2nd grade students who are not yet meeting benchmark standards for reading foundational skills. This targeted instruction will be delivered by a para-educator trained in intervention curriculum during and before/after the regular school day. This intervention will be implemented in RtI blocks of time once each semester or as the data is available. As this would require additional time on a computer or in a zoom conference for our students if it were to begin at this time, this intervention will begin upon the return to campus with any remaining funds being reallocated. (8 weeks x 5 days x \$22 x 2 hours x 2 grade levels x 3 trimesters = \$5,280) This action will be reviewed during the winter School Site Council meetings to determine the feasibility of providing this service during the 2020-2021 school year.</p> <p>2. Students in 2nd and 3rd grades will be provided "Quick Word" Everyday Writers Handbooks to strengthen phonics and word recognition (reading foundational skills) for successful translation of oral to written language (\$246.50).</p> <p>3. Students in grades 1-5 who could benefit from Lexia Core5 based on reading assessments would have access to 80 "seats" for reading foundational skills intervention (Cost provided by CRES PTA). Students would access Lexia Core5 during differentiated instruction and at home.</p>	<p>1. "Avoiding the Devastating Downward Spiral," Torgeson, 2004 "Both and' Literacy Instruction K-5 A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom," Liben and Liben, 2013</p> <p>2. "Written Language Foundations, K-3," Moats & Adams, November 29, 2019</p> <p>3. "Avoiding the Devastating Downward Spiral," Torgeson, 2004 "Both and' Literacy Instruction K-5 A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom," Liben and Liben, 2013</p>	<p>1. Effectiveness of targeted instruction for reading foundational skills will be measured by 1 & 2 grade assessments uploaded into <i>Illuminate Education</i>.</p> <p>2. Effectiveness of student use of Quick Word handbooks to be measured by student use and improved conventions in written language as demonstrated through written work and teacher observation.</p> <p>3. Effectiveness of student use of Lexia Core5 to be monitored by classroom teacher, Education Specialist, and administration on a weekly basis through reports of usage time, skill acquisition and "leveling up."</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5280	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$247	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • 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?
<p>1. Teaching Teams in Grades 3-6 to be provided one half-day release or timesheeted compensation after the school day to identify enriching/extending/accelerating learning activities for students in those grades who have shown proficiency/mastery of priority standards in ELA and mathematics (Essential Question #4 of a PLC) – (1/2 release day x 15 teachers = \$1875 guest teachers or 3 hours @ \$48 X 15 teachers = \$2160).</p> <p>2. GATE Coordination (administration of NNAT to 3rd grade students in the fall, and 4th - 6th grade referred students in the spring, attendance at GATE coordinator meetings, communication with families, and recordkeeping) and NEHS fees and NEHS informational meeting to be paid for through GATE funds = 1 half day for 3rd grade NNAT testing (\$125), 1 full day for 4th-6th grade NNAT testing and NEHS informational meeting (\$225). NEHS fees to be paid for through GATE funds (\$88).</p>	<p>1. <i>"Differentiating Instruction in Response to Student Readiness"</i> Carol Ann Tomlinson, 2013 (Journal for the Education of the Gifted)</p>	<p>1. Effectiveness of use of release days or after hours work to analyze data per trimester will be measured by Grade Level Team Release Day Agenda & Notes along with administration and CI coach observations.</p> <p>2. Effectiveness of GATE Coordination to be monitored by attendance at district GATE coordinator meetings, email communications with families, NNAT administration, referrals of students for Leadership, VAPA, Creativity, and NEHS coordination, recruitment and ceremony.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$350	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$88	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$2160	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

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?
<p>1. English Learners will be provided with designated ELD time in all K-6 classrooms (30 minutes X 5 days a week 1-6 grades; 15 minutes X 5 days a week for K) to ensure growth in English Language proficiency. The curriculum to be used is board-adopted <i>Wonders ELD</i> along with <i>Rosetta Stone</i>, <i>Academic Vocabulary Toolkits</i> and EGUSD "newcomer" resources. EL students will be honored and acknowledged during trimester assemblies as they achieve reclassification status to English Proficient.</p> <p>2. EL Coordinator and ELPAC Coordinator will monitor RFEP status and attend District EL Coordinator meetings as required/needed, provide ELPAC training and administration as required. Both coordinators will report results to administration and district as required/requested. (\$1300 certificated timesheets for RFEP monitoring, attending of district required meetings, administration and reporting of ELPAC)</p>	<p>1. and 2. <i>"English Language Development: Issues and Implementation ..."</i> Kate Kinsella</p>	<p>1. Effectiveness of designated ELD time in classrooms to be monitored and measured through EL students' performance on <i>Wonders Unit Assessments, Illuminate Education, RFEP Monitoring</i> and ELPAC.</p> <p>2. EL and ELPAC Coordinators will report results to classroom teachers, administration and EGUSD English Learner Services department as requested/required.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<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 • Other (Site-based/local assessment)
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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 teaching teams. Our site goal is to increase student learning by using assessment results to guide instruction and continuous programmatic evaluation. Teachers will be trained and begin to implement the EGUSD adopted assessment platform *Illuminate Education*. Since this is a new assessment platform, this will be a baseline year for CRES to determine level of implementation; however, it is anticipated that this comprehensive platform will contribute to improving student learning during the 2020-2021 school year.

Metric: Assessment System

Actions/Services 2.1.1

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?
<p>1) Teaching staff will be provided professional learning on the components of the EGUSD adopted assessment platform, <i>Illuminate Education</i>. Training will be delivered via a TOT model during teaching staff meetings, Early Out Mondays, grade level PLC meetings and potentially additional meetings after school with salary credit.</p> <p>2) Grade level teaching teams will be provided an additional 14.4 hours throughout the year to be paid at a rate of \$48 per hour to analyze data from <i>Illuminate Education</i>, CAASPP Interim Assessment Blocks (IAB's), CAASPP Focused Interim Assessment Blocks (FIAB's) and Wonders/Go! Math assessments, to answer the question, "Is what we are doing working?" (15 hours x 14 teachers x \$48 = \$10,080) EGUSD Curriculum and Professional Learning coaches to be utilized for experience and expertise to assist in facilitation and collaboration as needed.</p> <p>3) Number 3: Teachers of 1st and 2nd graders will be provided with 13.5 hours per year to be paid at a rate of \$48 per hour for administration and monitoring of Fountas & Pinnell Assessment System to determine students' instructional and independent reading levels and to plan and implement instructional modifications based on this data. (14 hours x 4 teachers x \$48 = \$2,688)</p>	<p>1. "What do teachers want even more than new technology? Training on how to use it," The Hechinger Report, Future of Learning K-12 News, March, 2014.</p> <p>2. "Visible Learning for Teachers: Maximizing Impact on Learning," (Collective Teacher Efficacy Effect Size 1.57), John Hattie</p> <p>3. "Understanding and Using Reading Assessment, K-12," Peter Afflerbach, 2017.</p>	<p>1. Effectiveness of professional learning will be measured by session/training surveys and observation of teacher use.</p> <p>2. Effectiveness of use of release days to analyze data per trimester will be measured by Grade Level Team Release Day Agenda & Notes along with administration and CI coach observations.</p> <p>3. Effectiveness of use of release days to administer and monitor administration of Fountas & Pinnell BAS will be measured by teachers' data/recordkeeping of reading levels either on a grade level spreadsheet and/or through <i>Illuminate Education</i>.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$12768	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3:</p>	<p>District Needs and Metrics 3:</p>
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All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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Site Goal 3.1

Students need a safe, positive and equitable environment in which to learn. Teaching and support staff also need a safe, positive and equitable workplace. This will be accomplished through a positive attendance campaign, a fully implemented Tier 1 and Tier 2 PBIS program, our CRES Equity Plan created in July of 2020, opportunities for students to have a voice and contribute to a positive school culture and climate, a successful transition from elementary to middle school, and the implementation of Social Emotional Learning curriculum.

Metric: School Climate

Actions/Services 3.1.1

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?
<p>1) Sixth grade teachers will be provided with a full release day to collaborate with Katherine Albiani Middle School (KAMS) to promote a smooth transition for CRES students. This articulation and collaboration would also include regional elementary sixth grade teaching teams and would be held at the middle school site. (2x\$225 = \$450) This action item will be reviewed in subsequent School Site Council meetings as it can occur as indicated if students at both sites have returned to their campuses. If we remain in a Distance Learning model, this activity might be able to be accomplished by allowing each teacher 4.5 hours paid at \$50 per hour.</p> <p>2) CRES to continue two student leadership organizations: the Kiwanis sponsored K-Kids and CRES Student Equity Council to ensure students have opportunities to connect to school and have a voice and input into the culture and climate of the school.</p> <p>3) Social Emotional Learning and Digital Citizenship will continue to be taught in our classrooms and Computer Lab using Culturally Responsive Minds digital curriculum, library of read-aloud books paired with SEL curriculum, EverFi, Healthier Me, The Compassion Project, and morning meetings/classroom meetings.</p>	<p>1. "A Study of Students' Transition from Primary to Secondary Schooling," Education Counts, 2011.</p> <p>2. "Student Voice: How Young People Can Shape the Future of Education," Rennie Center Education Research & Policy, Winter, 2019</p> <p>3. "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students," Executive Summary Findings from Three Scientific Reviews (Collaborative for Academic, Social, and Emotional Learning - CASEL), December, 2008.</p>	<p>1. Effectiveness of release day for articulation and collaboration to be measured by sixth grade teachers' feedback regarding the day, review of agenda and minutes, and administration and CI Coaches observations.</p> <p>2. Effectiveness of student participation in CRES Student Equity Council and K-Kids to be measured by student surveys, including those participating, and all of those benefiting. Administration, staff and parent observations would also be considered.</p> <p>3. Effectiveness of the implementation will be measured by Culturally Responsive Minds who has said it will have a student survey for pre- and post-assessment of SEL skills for 2020-21 available to subscribing members of their digital curriculum; CRES will have students participate in the surveys if teachers are implementing the curriculum. Additionally, SEL skills will be measured through our annual PBIS student survey and district-mandated surveys.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$450	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

• All • Asian • Black or African American • EL • Hispanic or Latino • 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?
1. Our CRES Equity Plan will be revisited during an Equity Team meeting of families and staff members when we return to school in the fall of 2020. Actions and services implemented during the 2019-20 school year will be evaluated and either discontinued, revised, or new ones added to the plan depending on input/suggestions from the team members.	1. "Educational Equity: What Does It Mean? How Do We Know When We Reach It?" Center for Public Education, January, 2016.	1. Effectiveness of the implementation of the CRES Equity Plan will be measured by parent, student and staff surveys, as well as a reduction in incidents of hateful/hurtful words or actions directed toward protected classes in the form of referrals.

Funding Source	Amount	Description of Use		

Actions/Services 3.1.3

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?
1) PBIS Tier 1 and 2 will continue to be implemented with fidelity: Schoolwide behavior expectations, signage, explicit teaching and re-teaching, review of discipline data, action planning, professional learning for staff, use of MTSS process, implementation of Tier 2 supports, and updated Family Handbook and website information. "Stop, Walk, and (maybe) Talk" along with Intent vs Impact will continue to be taught, reinforced, and reminded to ensure that students are self-advocates, being "upstanders" instead of bystanders and developing empathy for others. Replace any wind signs that need to be replaced due to weathering and provide ink/paper for certificates of recognition in monthly Beep Beep Assemblies. (\$160) 2) Provide time prior to students return to campus to meet as a PBIS and Yard Supervisor Team to plan and prepare for the first day/week of school on campus and the reintroduction/reteaching of PBIS behavior expectations (3 teachers x 4 hours = \$480, 5 yard supervisors x 4 hours = \$360 Total: \$840)	1. "Is Schoolwide Positive Behavior Support an Evidence-based Practice?" Horner, Sugai and Lewis, April 1, 2015 2. "Is Schoolwide Positive Behavior Support an Evidence-based Practice?" Horner, Sugai and Lewis, April 1, 2015	1. Effectiveness of the implementation of PBIS Tier 1 and 2 will be measured by ongoing PBIS Team/TIPS data meetings, Tiered Fidelity Inventory Tier 1 = 100% and Tier 2 = 80%), discipline referral data, and suspension rate as measured by California School Dashboard (from GREEN to BLUE = 0.7 to 0.5). 2. Effectiveness of the planning and implementation of PBIS First Day/Week "relaunch" will be measured by ongoing PBIS Team/TIPS data meetings, Tiered Fidelity Inventory Tier 1 = 100% and Tier 2 = 80%), discipline referral data, and suspension rate as measured by California School Dashboard (from GREEN to BLUE = 0.7 to 0.5), as well as PBIS/Yard Supervisor Team observation.

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$480	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$360	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$160	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement

- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

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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. Our focus at CRES will be to prioritize these three strategy areas that work together to help students and schools be successful: 1) creating a welcoming and engaging climate with strong relationships and communication between families and school staff, 2) partnering with families to support student achievement, and 3) investing families in school success. We will also be providing our community an opportunity for input on school improvement and inviting them as partners in school improvement.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Continue to strengthen and increase community-based partnerships (Kiwanis, CRES PTA, SPAC, YMCA, Young Rembrandts, Runnin' for Rhett, River Valley Garden Club, ETC) and charitable organizations (Elk Grove Food Bank, Toys for Tots, Toys for Troops, Kylee Lillich Charitable Giving Tree).</p> <p>2. Our CRES Equity Plan will be revisited during an Equity Team meeting of families and staff members when we return to school in the fall of 2020. Actions and services implemented during the 2019-20 school year will be evaluated and either discontinued, revised, or new ones added to the plan depending on input/suggestions from the team members.</p>	<p>1., 2., 3. and 4. "Family Engagement Toolkit: Continuous Improvement through an Equity Lens," California Department of Education, 2017</p>	<p>1. Effectiveness will be measured by observations and feedback with community partners and participation in school-governing bodies (SSC, CRES Equity Team, CRES PTA) and the FACE School-Wide Family Engagement Rubric (Flamboyan Foundation).</p> <p>2. Effectiveness of the implementation of the CRES Equity Plan will be measured by parent, student and staff surveys, as well as a reduction in incidents of hateful/hurtful words or actions directed toward protected classes in the form of referrals.</p>

Funding Source	Amount	Description of Use

Actions/Services 4.1.2

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>1. CRES will partner with The Office of Educational Equity and Family and Community Engagement to promote engagement and improvement in outcomes for students and families. OEE will work collaboratively with CRES to provide guidance and support for students, families and staff members as it relates to educational equity, supporting our CRES Equity Plan. CRES will partner with FACE to provide a parent empowerment training through their "Leadership 101" course focusing on academic socialization (families having high expectations for their child, discussing aspirations for the future with their child, fostering child accountability for learning, and talking about the value of education) in the fall of 2020. If possible, "Leadership 201" to be offered in the spring of 2021 focusing on</p>	<p>1. and 2. "Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships," Mapp, Karen and Paul Kuttner, 2013.</p>	<p>1. Effectiveness of the FACE Leadership 101 and Leadership 201 courses to be measured by parent training feedback.</p> <p>2. Effectiveness of the implementation of the actions and services to be measured by artifacts (translated documents, new student orientation process, and suggestion box).</p>

the 40 Developmental Assets. (\$190 to be reserved for childcare costs during these trainings so families can attend once students have returned to campus and face to face trainings can occur).

2) CRES will continue to review the "FACE Welcoming Schools Checklist" and address/implement actions or services where we can improve: 1) friendly, clear instructions and information (including surveys) for all families and visitors in English and Spanish, 2) a "new student/family orientation after with email to all staff welcoming new student, campus tour, first day introductions to office staff, administration, and teachers upon students return to campus, and 3) a suggestion box for families to contribute ideas in a visible location in the office upon students return to campus.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$190	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

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>1) CRES to continue to implement "Every Day, On Time, All Day" attendance campaign with education related incentives for individual students and classrooms (paid for by donations). Multi-Purpose Room banners will continue to be updated monthly showing best % rates for tardies, early dismissals, and attendance for each grade level with "winning" grade levels to have 30 minutes of an organized PE activity with Subject Matter PE teacher and yard supervisors assisting one day a month upon the students return to the campus. (\$810)</p> <p>2) Continue to provide parents with research regarding 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. Additionally, we will utilize the Attendance Improvement Office to address and support chronically truant families.</p> <p>3) CRES to explore Long Beach Unified's "All In" attendance campaign to reduce chronic absenteeism through the use of family goal, "No more than 5" commitment.</p>	<p>1. "Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight," Bruner, Discher & Chang, 2011.</p> <p>2. "Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight," Bruner, Discher & Chang, 2011.</p> <p>3. "Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight," Bruner, Discher & Chang, 2011.</p>	<p>1. Effectiveness of attendance campaign (incentives) to be measured by improved overall rates of attendance (97%), decreased overall rate of early dismissals (0.45%), and decreased overall rate of tardies (3.5%).</p> <p>2. Effectiveness of communicating with families regarding attendance to be measured by reduced Chronic Absenteeism as reflected in the California School Dashboard (from ORANGE to GREEN = 6.2 to 5.7).</p> <p>3. Effectiveness of establishing a family goal of "No More Than 5" to be measured by reduced Chronic Absenteeism as reflected in the California School Dashboard (from ORANGE to GREEN = 6.2 to 5.7).</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$810	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

Cosumnes River Elementary School is a low density site in relation to specific subgroups, such as English Language Learners, socio-economically disadvantaged, students with disabilities and traditionally under-performing subgroups. Due to this fact, we will leverage our resources for the benefit of all students, utilizing our resources and expertise to ensure that all students are learning at grade level or higher.

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

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	\$13,169	\$13,169	\$13,169	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$19,480	\$19,480	\$19,480	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$6,702	\$12,768	\$0	\$0	\$530
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$1,597	\$1,597	\$1,300	\$0	\$0	\$0	\$297
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$55,246	\$55,246	\$40,651	\$12,768	\$1,000	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$55,246

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certified</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		Benefits Calculator for Timesheets		<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>	<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>		Total \$ <input type="text"/>	<p style="text-align: right;">Signatures: (Must sign in blue ink) Date</p> <p>Principal Michael Blomquist _____</p> <p>School Site Council Chairperson Denise Haze _____</p> <p>EL Advisory Chairperson N/A _____</p>	
Benefits Calculator for Timesheets											
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