



Cosumnes River Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Michael Blomquist

County-District-School (CDS) Code: 34673146033013

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

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

IV. Goals, Action Plans and Progress Monitoring

Cosumnes River Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 745) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Cosumnes River Elementary School attempts to engage stakeholders to develop our comprehensive plan and be responsive to our outcome data as well as the needs of our community. Through CRES leadership team meetings (Fourth Monday of each Month during the school year); Staff meetings (8/16/24, 12/16/24, 2/20/25,

4/21/25); Grade level PLC meetings (Each Thursday during Early Out Time); School Site Council meetings (9/18/24, 11/13/24, 1/22/25, 4/2/25, 5/7/25), and information from parent and student surveys, our school shares our planning process.

Our commitment is to be transparent with funding, to align our budgets with outcome oriented expenditures as well as to seek multiple sources of input to fine-tune our responsiveness to students, families and staff in order to reach our collective school goals.

2. Impact of LCAP and Annual Update

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

All of the input from the stakeholder groups was taken into consideration when creating the site goals for the 2025-2026 school year as well as the actions/services. Since CAASPP and Dashboard data only applies to students in grades 3-6, it was determined that we need to add goals that did not fully rely on that data source. Also, it was determined that in addition to having an overall goal of improving the percentage of students who were at or exceeding expectations on the CASSPP assessments, we needed to create a goal for all students in grades K-6 as well as those who are already at or exceeding expectations on the CAASPP assessments. We did not show any certain student groups that showed a discrepancy for attendance and discipline rates, so our goals in those areas are for all students. It was also determined that we needed to more clearly focus on the implementation of the Framework for High Quality Instruction and a specific goal was made to address this important step in providing effective first instruction for all of our students.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

We are not ATSI, TSI, or CSI designated at this time.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8932) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8932) (DTS: 03/11/25)

Targeted Student Group(s)

• All • EL • Hispanic or Latino • Low Income • School-wide • Two or More

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|--|--|--|
| <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon? |
| Action Plan | Progress Monitoring | Evaluation |
| <ol style="list-style-type: none"> 1. Increase effectiveness of the site use of Illuminate assessment data to support student learning by receiving training and practice provided by our CPL coach on effective data protocols to use for Illuminate Assessments (September, 2025) 2. Distribute assessment timeline and assess all students within the testing windows - August, 2025 3. Utilize data driven decision making protocols and procedures for analyzing Illuminate assessment data. 4. Grade level teams to analyze Illuminate and other data sources such as curriculum embedded assessments and student work samples during an Early Out Thursday. September, 2025 - May, 2026 | <ul style="list-style-type: none"> • Student participation reports • Early Out Thursday agendas and data protocols | |

5. Teachers of Kinder, 1st, and 2nd graders will be provided with 3 sub days during the school year for analysis of district assessments to plan and implement instructional modifications based on this data. (13 days x \$300 = \$3,900)
Supp Con Cert Timesheet - \$3900

Site Goal 1.2 (SiteGoalID: 8682) (DTS: 02/13/25)

Implement the Framework for High Quality Instruction with increasing consistency in all classrooms focusing on all aspects of the framework with the following measurable goals:

- Teachers will increase their effective use of learning targets from 68.6% to 71.6% or more by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- Teachers will increase their effective use of communicating success criteria from 61.9% to 64.9% or more by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- Teachers will increase their effective use of student talk from 65.2% to 68.2% or more by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- Teachers will increase their effective use of active participation from 70.0% to 73.0% or more by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- Teachers will increase their effective use of effective formative assessment from 63.6% to 66.6% or more by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- Teachers will increase their effective use of effective feedback from 70.3% to 73.3% or more by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.2.1 (SiteGoalID: 8682) (DTS: 02/13/25)

Targeted Student Group(s)

- All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|--|--|------------------------------|
| <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | |

| | | <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon? |
|---|--|--|
| Action Plan | Progress Monitoring | Evaluation |
| <p>A. Create and distribute Action Plan for implementation - August, 2025</p> <p>B. Plan and schedule year-long professional learning opportunities with site CPL coach - August 2025</p> <p>C. Provide opportunities for in-class support for teachers working with CPL coaches, peers, and/or site administration - September 2025 - April 2026 (12 days = \$3,600)</p> <p>D. Conduct a minimum of 3 FONT classroom visits per week and share feedback with staff quarterly.</p> <p>E. Share Quarterly FONT data with staff</p> <p>F. Calibrate FONT observations with regional principals to ensure accuracy and consistency with data gathering to determine implementation level of the Instructional Framework.</p> <p>Supp Con Cert Timesheets - \$3600</p> | <ul style="list-style-type: none"> Font and other classroom observations that will focus on the elements of the Instructional Framework with a specific emphasis on Learning Targets, Active Participation strategies, and Costa's Levels of Questioning as this ties to our work with our AVID coaches. Teacher Perspective Surveys Notes and feedback from training sessions and in-class support opportunities FONT data to show 3% or higher levels of consistent implementation of all areas of Instructional Framework: Learning Targets/Success Criteria- Active Participation- Student Talk - Formative Assessment/Feedback- | |

Site Goal 1.3 (SiteGoalID: 8915) (DTS: 02/28/25)

Our site goal is to increase proficiency in English Language Arts and Mathematics for all students, specifically with a focus on EL, AA,Foster Youth, and LI students, will be monitored throughout the year. using multiple

measures of assessment including CAASPP, California Dashboard data, Illuminate Interim Assessments, and Curriculum aligned reading assessment data.

- All students ,specifically with a focus on EL, AA, Foster Youth, and LI students, will be monitored throughout the year. will increase their scale score in ELA and Math as measured by the CAASPP assessments for grades 4-6 in order to increase one performance band or increase their scale score if they are already in the Standard Exceeded range.
- Schoolwide SBAC ELA scores will increase overall 3% or more per year for students who meet or exceed expectations.
- Schoolwide SBAC math scores will increase overall 3% or more per year in grades 3-6 for students who meet or exceed expectations.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.3.1 (SiteGoalID: 8915) (DTS: 02/28/25)

Targeted Student Group(s)

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|--|--|--|
| <ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? | <ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon? |
| <p>Action Plan</p> <ol style="list-style-type: none">Create improvement goals for students in grades 4-6.Gather CAASPP data - August, 2025Explain scale score and performance band results to students- September, 2025Staff to have goal setting conferences with students to set individual goals with students regarding increasing scale score and performance band or maintaining performance band if already level 4.- October - December, 2025Teachers to continue to use the MTSS process to provide tiered support to all students, and the referral process to engage the | <p>Progress Monitoring</p> <ul style="list-style-type: none">Student Post Conference to determine whether or not they achieved their improvement goal.Effectiveness of continued use of the MTSS process to be measured by number and quality of referrals and teacher feedback/survey.Effectiveness of personalized software instructional program will be measured by comparison of beginning and ending achievement levels in math and reading for all participating students. | <p>Evaluation</p> |

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 meeting days. (2 days x \$300 = \$600)

6. To strengthen reading and math skills for all of our students, particularly those who are underperforming or excelling, all students will be given access to additional support at their current levels by implementing IXL, a personalized instruction software program, for both reading and math during the 2025-2026 school year. This program will allow all of our students to receive personalized support at home and at school. (PTA)

7. Academic Intervention Teacher (AIT) for K-2 academic support with an emphasis on early reading skills.

8. GATE coordination (administration of NNAT to 3rd grade students in the fall 2025, and 4th – 6th referred students in the spring 2026, attendance at GATE coordinator meetings, communication with families, and recordkeeping) = 1 day for 3rd grade NNAT testing, 1 full day for 4th-6th grade testing. (GATE FUNDS)

9. Create an after-school Science, Technology, Engineering, and Mathematics (STEM) club for students who have been identified as Gifted and Talented (GATE FUNDS)

10. Teachers to meet weekly during early dismissal planning time to analyze Illuminate data, curriculum embedded

- Use Illuminate beginning, middle, and end of year data to track student progress.
- Effectiveness of efforts to be measured by pre and post tests created by the AIT.
- Effectiveness of professional learning will be measured by session/training surveys and observation of teacher use.
- Effectiveness of data analysis will be measured by Grade Level Agenda & Notes along with administration observations.

assessments, and student work to determine appropriate next steps for instructional pacing and grouping, share findings with colleagues, and create plans for grade level specific activities. EGUSD documents such as the small group plan for K-2 instruction will be utilized in this planning.

11. Teaching staff will be provided continued support on the components of the EGUSD adopted assessment platform, Illuminate Education. Support will be provided by TOT and CPL as needed during teaching staff meetings, and Early Out Thursdays.

Supp Con Cert Timesheets - \$600

Supp Con Classified Timesheets - \$1050

Site Goal 1.4 (SiteGoalID: 8916) (DTS: 02/28/25)

All students, specifically with a focus on EL, AA, Foster Youth, and LI students, will be monitored throughout the year. will show increased achievement in ELA and Math as measured by site based/local assessments in grades K-6.

All students in Kindergarten and First grade will be at or above grade level expectations for end of year reading levels or show substantial growth as measured by district/site based beginning and end of year assessments.

Metric: Other

Action 1.4.1 (SiteGoalID: 8916) (DTS: 02/28/25)

Targeted Student Group(s)

| <p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon? |
|--|---|---|
| <p>Action Plan</p> <p>1) To strengthen reading foundational skills in our underperforming students in grade K-2, a certificated teacher will provide the following support activities as outlined in the grant application including monitoring students working during workshop time or guided/independent work time, teaching an additional small group (numeracy and literacy), teaching a lesson, engaging students in a read-aloud, and facilitating a class activity. This support will be provided through a K-2 Push In Grant provided by EGUSD.</p> <p>2) To strengthen mathematic skills for our underperforming students in all grades, with an emphasis on grades 3-6, targeted support for grade level math standards and concepts will be provided. This targeted support will be delivered by paraeducators as instructed by the classroom teachers during the regular instructional day. (720 hours x \$18.75 = \$13,680) 4 hours per day</p> <p>3. Purchase site license for Accelerated Reader (PTA)</p> <p>4. Provide support for after-school tutoring for site teachers to work with small groups of students identified as needing additional support. (\$4,023)</p> <p>Supp Con Cert Timesheets - \$4023</p> <p>Supp Con Classified Timesheets - \$13,680</p> | <p>Progress Monitoring</p> <p>Effectiveness of reading intervention program will be measured by beginning and ending reading assessments for students who participated in the program from Illuminate and program based assessments.</p> <p>Use Illuminate beginning, middle, and end of your assessment data to track student progress.</p> | <p>Evaluation</p> |

Site Goal 1.5 (SiteGoalID: 9491) (DTS: 05/02/25)

All students identified as English Learners will increase one ELPI level or more until reclassified.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.5.1 (SiteGoalID: 9491) (DTS: 05/02/25)

Targeted Student Group(s)

- EL

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|--|--|
| <ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon? |
| <p>Action Plan</p> <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 (as required). The curriculum to be used is board-adopted <i>Wonders ELD</i> along with <i>Imagine Learning, Academic Vocabulary Toolkits</i> and EGUSD “newcomer” resources.</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. (Up to \$500</p> | <p>Progress Monitoring</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> <p>3. ELPAC Assessments</p> | <p>Evaluation</p> |

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| <p>on timecard EL Funds)</p> <p>3. Provide small group instruction for EL students via a para-educator utilizing materials and activities supplied by teachers and the site EL Coach. This is in addition to the daily EL instruction that students are already receiving in their classrooms. (Up to \$1,576 on timecard EL Funds)</p> <p>4. Share opportunities with teaching staff regarding professional development specifically for EL instruction with staff offered by the school district and/or outside agencies (Up to \$500 on a timecard for subs to allow teacher attendance)</p> <p>EL Cert timecards - \$1000 EL Classified timecards - \$1576</p> | | |
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Site Goal 1.6 (SiteGoalID: 9527) (DTS: 05/15/25)

Metric:

Action 1.6.1 (SiteGoalID: 9527) (DTS: 05/15/25)

Targeted Student Group(s)

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|--|--|--|
| <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon? |
| Action Plan | Progress Monitoring | Evaluation |
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Funding Sources for District Goal 1 (DEV - LCAP ID: 745)

| Funding Source | Amount | Description of Use |
|--|--------|----------------------------------|
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 13248 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 13680 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 0 | Contracts/Services/Subscriptions |
| | | |
| EL Supplemental (7150/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7150/0000) | 1000 | Certificated- Timesheets |
| EL Supplemental (7150/0000) | 0 | Classified- Salaries |
| EL Supplemental (7150/0000) | 1576 | Classified- Timesheets |
| EL Supplemental (7150/0000) | 0 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |
| | | |

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8683) (DTS: 02/13/25)

- Limited Income (LI) ELA scores will increase 5% or more per year in grades 4,5, and 6 for students who meet or exceed expectations.
- Limited Income (LI) Math scores will increase 5% or more per year in grades 4,5, and 6 for students who meet or exceed expectations.
- Students with Disabilities (SWD) ELA scores will increase 5% or more per year in grades 4, 5, and 6 for students who meet or exceed expectations.
- Students with Disabilities (SWD) Math scores will increase 5% or more per year in grades 4, 5, and 6 for students who meet or exceed expectations.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8683) (DTS: 02/13/25)

Targeted Student Group(s)

- SWD

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|--|--|
| <ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon? |
| <p>Action Plan</p> <ol style="list-style-type: none">1. Improve alignment and communication between special education and general education teachers to increase achievement for students with disabilities.2. Create consistent schedules for computer lab, PE, and library for all grades to align para support - June 20253. Provide a combination push-in/pull- out model for students with learning disabilities, only pulling out students whose current ability levels are so far below grade level expectations that their needs cannot be met in the general education classroom. | <p>Progress Monitoring</p> <ul style="list-style-type: none">• Classroom and assessment performance for students with disabilities• Measure the number of opportunities for push in support for students with disabilities | <p>Evaluation</p> |

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Funding Sources for District Goal 2 (DEV - LCAP ID: 745)

| Funding Source | Amount | Description of Use |
|--|---------------|----------------------------------|
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 0 | Contracts/Services/Subscriptions |
| | | |
| EL Supplemental (7150/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7150/0000) | 0 | Certificated- Timesheets |
| EL Supplemental (7150/0000) | 0 | Classified- Salaries |
| EL Supplemental (7150/0000) | 0 | Classified- Timesheets |
| EL Supplemental (7150/0000) | 0 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |
| | | |

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 9248) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 9248) (DTS: 04/16/25)

Targeted Student Group(s)

- All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|--|--|--|
| <ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon? |
| Action Plan | Progress Monitoring | Evaluation |
| <p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> | <p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with</p> | |

| | | |
|---|---|--|
| <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p>ACTION 6: July-June Provide signage on playground that explains the rules for all recess games and place them in appropriate locations on the playground.</p> <p>ACTION 7: July-June Provide Beep Beep Bucks for all yard supervisors and explain how and when to give them to students who are exhibiting Respectful, Responsible, and Ready to Learn behavior and/or being especially helpful.</p> | <p>administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and</p> | |
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Site Goal 3.2 (SiteGoalID: 8684) (DTS: 02/13/25)

One way to measure success in these areas is to reduce the amount of discipline referrals site wide. This includes minor incidents, major incidents, and suspensions. Therefore, CRES will work to:

1. Reduce or maintain the number of days students are suspended when compared to the 2024-2025 school year.
2. Reduce or maintain the number students involved in suspensions when compared to the 2024-2025 school year.
3. Decrease the number of major discipline incidents by 10% when compared to the 2024-2025 school year.
3. Reduce the number of students who receive major discipline incidents by 10% when compared to the 2024-2025 school year.
4. Reduce the number of minor offenses by 10% when compared to the 2024-2025 school year.
5. Reduce the number of students who receive minor offenses by 10% when compared to the 2024-2025 school year.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 8684) (DTS: 02/13/25)

Targeted Student Group(s)

- All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|--|--|
| <ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon? |
| Action Plan | Progress Monitoring | Evaluation |
| <ol style="list-style-type: none">1. CRES to continue student leadership organization, the Kiwanis sponsored K-Kids and CRES to ensure students have opportunities to connect to school and have a voice and input into the culture and climate of the school.2. Social Emotional Learning and Digital Citizenship will continue to be taught in our classrooms and Computer Lab using newly adopted Character Strong curriculum, library of read-aloud books paired with SEL curriculum, and morning meetings/classroom meetings.3. Initiate alternative means of school based discipline and created closer working relationships with all students.4. Implement PBIS school-wide<ol style="list-style-type: none">A. Reteach student expectations on campus through daily PBIS Kick Off Lessons and our PBIS Passport. (August)B. Support the PBIS Program by providing positive signage and by welcoming community members to our campus. (Year-long)C. Initiate monthly PBIS committees for both Tier I and Tier II. (August)D. The school Administration will | <ul style="list-style-type: none">• Effectiveness of student participation in CRE 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.• Effectiveness of the implementation of Character Strong will be measured by classroom observations and teacher schedules, annual PBIS student survey and staff, parent, and student perspective surveys.• Suspension rates and number of students involved in major behavior infractions.• Review discipline data monthly.• 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 = 97% and Tier 2 = 100%),• discipline referral data, and suspension rate as measured | |

utilize Restorative Practices when working with students. (Year-long)
E. Teachers will be encouraged to utilize Community Circles/Classroom Meetings each week. (Year-long)

5. The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II Meetings and will report updates at staff meetings. (Year-long)

6. School Climate Surveys to parents, staff and students will be distributed by the Principal. (March-June)

7. PBIS Tiered Fidelity of Implementation for Tier I and II will be calculated by the administration of the TFI by the PBIS Teams. (March-April)

8. 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" will continue to be taught, reinforced, and reminded to ensure that students are self-advocation, 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. Ensure playground equipment is adequate to support productive and inclusive play opportunities for all students. (PBIS)

9. Provide site stipend for Golden CRES advisors and additional materials to support program.

by California School Dashboard

- Share suspension data with the staff each trimester. (Year-long)
- Teachers will administer the Student School Climate Survey, Staff Climate Survey, and Parent School Climate survey. (March-May)
- Administer the Staff School Climate Survey. (April-May)
- Data from our School Culture surveys for parents, students and staff will be reviewed and shared with parents, students and staff by the Principal. (August)
- Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) (March-May)

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Funding Sources for District Goal 3 (DEV - LCAP ID: 745)

| Funding Source | Amount | Description of Use |
|--|--------|----------------------------------|
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 0 | Contracts/Services/Subscriptions |
| | | |
| EL Supplemental (7150/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7150/0000) | 0 | Certificated- Timesheets |
| EL Supplemental (7150/0000) | 0 | Classified- Salaries |
| EL Supplemental (7150/0000) | 0 | Classified- Timesheets |
| EL Supplemental (7150/0000) | 0 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |
| | | |

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions

- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8685) (DTS: 02/13/25)

Increase average daily attendance to 95% for all students for the 2025-2026 school year (24-25 93.8%) and decrease the number of students categorized as Chronically Absent by 5% for all students (24-25 13.7%) and 7% for Hispanic students (24-25 21.7%)

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8685) (DTS: 02/13/25)

Targeted Student Group(s)

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|--|--|
| <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. | <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? | <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon? |
| Action Plan | Progress Monitoring | Evaluation |
| <p>1. Continue to implement attendance process.</p> <p>A. Communicate information to families regarding attendance policies and the importance of school attendance. (August)</p> <p>B. Letters sent from our office staff after two days of absences. Staff to use Talking Points to follow up with any unverified absences. (Year-Long)</p> <p>C. Hold bi-weekly meetings with attendance officer to identify families that need more communication and feedback from school site or attendance officer. (Year-Long)</p> <p>D. Follow school policy as laid out in the District Handbook for tracking and monitoring absences</p> | <ul style="list-style-type: none"> SOAs to document communication in talking points (monthly) Bi-Weekly attendance review meetings and monthly checks on Average Daily Attendance school-wide and for Two or More sub-group. Monitor the attendance, early dismissal and tardy frequencies for Two or More students. Administrative team to analyze data to see if there is improvement in attendance Share attendance data with staff at staff meetings each trimester. Effectiveness will be measured by observations and feedback with community | |

via the SARB process. (Year-Long)

E. Hold monthly PBIS/Intervention team meetings. (Year-Long)

F. Establish a CICO for chronically absent students. (August)

2. Continue to strengthen and increase community-based partnerships (Kiwanis, CRES PTA, Champions, Young Rembrandts, Mandarins, ETC) and charitable organizations (Elk Grove Food Bank, Toys for Tots, Toys for Troops Kids).

3. Track opportunities for parent involvement and keep records of the number of parents who participate in these activities.

4. 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, and 3) a suggestion box for families to contribute ideas in a visible location in the office.

5. Due to the low number of EL students on our campus, we will recruit a parent of an EL student to join our School Site Council as we do not have a ELAC currently since we have so few EL students.

partners and participation in school-governing bodies (SSC, CRES Equity Team, CRES PTA)

- Effectiveness of the implementation of the actions and services to be measured by artifacts (translated documents, new student orientation process, and suggestion box).
- Average Daily Attendance for the 2024-2025 school year will be collected and measured each period to track progress towards our goal. We will also include the California Dashboard data when it is available and current.
- Monthly attendance data reports will be used to recognize and make positive phone calls home to students and families with improving attendance as well as recognize students with exceptional attendance at the end of each trimester.

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Funding Sources for District Goal 4 (DEV - LCAP ID: 745)

| Funding Source | Amount | Description of Use |
|--|--------|----------------------------------|
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 0 | Contracts/Services/Subscriptions |
| | | |
| EL Supplemental (7150/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7150/0000) | 0 | Certificated- Timesheets |
| EL Supplemental (7150/0000) | 0 | Classified- Salaries |
| EL Supplemental (7150/0000) | 0 | Classified- Timesheets |
| EL Supplemental (7150/0000) | 0 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |
| | | |

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

| Description of Use | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|---------|
| Certificated- Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Certificated- Timesheets | \$13248 | \$0 | \$0 | \$0 | \$13248 |
| Classified- Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Classified- Timesheets | \$13680 | \$0 | \$0 | \$0 | \$13680 |
| Materials/Supplies/Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contracts/Services/Subscriptions | \$0 | \$0 | \$0 | \$0 | \$0 |

Supplemental/Concentration (7101/0000) Total: \$26,928

EL Supplemental (7150/0000)

| Description of Use | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|--------|
| Certificated- Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Certificated- Timesheets | \$1000 | \$0 | \$0 | \$0 | \$1000 |
| Classified- Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Classified- Timesheets | \$1576 | \$0 | \$0 | \$0 | \$1576 |
| Materials/Supplies/Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contracts/Services/Subscriptions | \$0 | \$0 | \$0 | \$0 | \$0 |

EL Supplemental (7150/0000) Total: \$2,576

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.

N/A

V. Funding

Cosumnes River Elementary (230) | 2025-2026

| Fund Source Mgmt. Code / Description Resc. Code / Description | EGUSD Strategic Goals | | | | | Balance |
|--|-----------------------|----------------------------------|--|-------------|-------------------------|---------|
| | Allocation | 1. Curriculum and Instruction | 2. Targeted Supports & Interventions | 3. Wellness | 4. Family Engagement | |
| 4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low- Income and Neglected | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted | \$26,928 | \$26,928 | \$0 | \$0 | \$0 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | \$2,576 | \$2,576 | \$0 | \$0 | \$0 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$29,504 | \$29,504 | \$0 | \$0 | \$0 | |

| Fund Subtotals | | Title I Centralized Services | | | |
|---|----------|------------------------------|-----|-------------------|-----|
| Subtotal of additional federal funds included for this school | \$0 | Title I Foster Youth | \$0 | Title I Homeless | \$0 |
| | | Title I Centralized Services | \$0 | Title I Preschool | \$0 |
| Subtotal of state or local funds included for this school | \$29,504 | | | | |

