



Cosumnes River Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Ashley Hannon

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: 2026-2027

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 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?

The Cosumnes River Elementary administration met throughout the 2025-26 school year with different stakeholder groups to review and analyze our student outcomes and plan progress. Administration met with site leadership on 09/04/25, 10/06/25, 11/06/25, 12/01/25, 02/05/26, 03/02/26, 04/06/26 and 05/04/26; Cosumnes River Elementary English Learner Advisory Committee (ELAC) on 10/16/25, 11/13/25 and 02/12/26; Cosumnes River Elementary School Site Council on 09/24/25, 11/12/25, 01/21/26, 03/25/26, 04/07/26 and 05/20/26; and Cosumnes River Elementary staff meetings on 08/25/25, 09/22/25, 10/20/25, 12/08/25, 01/26/26, 03/30/26 and 04/20/26. Student data points were shared, feedback was solicited and discussions were centered on the continuous improvement effort. Our site plan was shared with staff members on (TBD: May 18, 2026).

2. Impact of LCAP and Annual Update

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

Areas of strength for Cosumnes River Elementary:

1. Student CAASPP scores in both English Language Arts and Mathematics continue to show a higher number of students that meet or exceed standard as compared to EGUSD and the State of California. In 2024-25, 72% of CRES students met or exceeded standard in ELA as compared to 54% of EGUSD students, and 49% statewide. In Mathematics, 69% of CRES students met or exceeded standard as compared to 43% of EGUSD students and 37% statewide.
2. Looking specifically at CAASPP scores for our socioeconomically disadvantaged students, scores in English Language Arts increased 5% year over year.
3. Knowing the importance of foundational reading skills and with the support of both the Academic Intervention Teacher and district funded K-2 Push-in Teacher, it has been a focus to measure the growth of our youngest students. Based on Illuminate common assessment data 62% of all Grade 1 students have met end of year reading fluency proficiency (wcpm) based on end of Trimester 2 data. Additionally, these percentages of all kindergarten students are showing end of year proficiency in the following areas: Letter Naming Uppercase (85%), Letter Naming Lowercase (75%), Letter Sounds Consonants (54%), and Letter Sounds Short Vowels (75%).
4. Utilizing districtwide common trimesterly assessment (Illuminate) data, the Multi-Tiered System of Support (MTSS) Tier 2 team was able to review individual student data by grade level. Co-op meetings with administration and grade level teachers were held and dedicated to discussing current interventions and supports for specific students, grade level areas of concern, specific student progress, and the Request for Assistance (RFA)/MTSS process to progress monitor our students.

Areas for targeted improvement:

1. Despite increased partnership with our Attendance Improvement Office (AIO), we were unable to reach our goal of 95% positive attendance and decreased chronic absenteeism by 5%. As of the end of March 2025, the average daily attendance rate remains at 94% and overall chronic absenteeism for all students has decreased 1% to 13%. Moving into the 2026-27 school year, we will continue to look to improve attendance as well as target attendance by specific student groups, as needed.
2. The past three years have seen slow incremental growth in the percentage of students meeting or exceeding standard in both English Language Arts and Mathematics on CAASPP testing year over year (24-25: 72% ELA/69% Math; 23-24: 71% ELA/69% Math; 22-23: 70% ELA/68% Math). Similarly, the percentage of students in both English Language Arts and Mathematics scoring "Level 2/Standard Nearly Met" has only fluctuated minimally over the past three years. Moving into the 2026-27 school year, we will target students in grades 3-6 to move them toward meeting ELA and Math standards and decreasing the percentage of students Nearly Meeting Standard.
3. With the creation of our English Learner Advisory Committee, we will continue to grow our communication and partnerships with our families of Multilingual Learner in the coming school year to increase ELPAC Reclassification by funding a support teacher focusing on additional ELD services for Newcomers and MLLs.

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.

Cosumnes River Elementary is not identified as an ATSI school, however we want to continue to support improving student positive attendance and chronic absenteeism.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	• 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

Site Goal 1.1

The overall implementation of **Student Talk** will increase by the end of the year as measured by Framework Observation and Note-taking Toolkit (FONT).

Teachers will increase their effective use of Student Talk from **77.8% to 80%** by the end of the year **as measured by the Teaching and Learning Program Implementation Continuum (PIC)**.

- Emphasis will be placed on Purposeful Conversations, Equitable Culture and Thoughtful Implementation

Metric: Student Talk

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • At least 5 administrator FONT classroom walkthroughs per week • Continue to provide staff with professional learning opportunities to enhance implementation of purposeful student talk within the classroom along with alignment and a shared understanding of what student talk looks like/sounds like at each grade level • FONT data will be shared regularly at staff meetings and with the School Site Council. • End of year Student Perspective Survey data will be compared to FONT data to see if there is alignment between the different points of view	Progress Monitoring Implementation of Student Talk will be measured by FONT walkthrough data. Specific look-fors are listed by subcomponent: • Equitable Culture - increased opportunities for student talk throughout lessons, accountability for all students and classroom teachers providing think/oral rehearsal time • Purposeful Conversations - student talk that is tied to the key points of the Learning Target and/or Success Criteria • Thoughtful Implementation - language supports provided and consistent routines/protocols for student talk opportunities Student Perspective Survey data will focus on an increase of the following questions: • When you work with other students, do you mostly talk about the assignment? • When you work with other students, do you question the ideas of others?	Evaluation

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Action 1.1.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
• EOT/PLC collaboration to collectively discuss and develop elements and principles of the instructional framework for future lessons • Grade levels will submit notes to the principal after weekly PLC meetings and/or peer observation reflections and next steps • Teacher release time for peer/grade-level observation, based on teacher identified area of strength (to refine or enhance) or need for support from grade-level colleagues, including Student Talk, to support students with effective Tier 1 classroom instruction • Half-day release days per teacher will include peer observation and de-brief ◦ 2 teachers ◦ ½ day substitute (\$210) ◦ = \$420 ◦ Two grade levels ◦ = \$840 \$840 Certificated Timesheets (Supp/Con, 7101)	A new grade level PLC agenda/minutes template will be used each week - the expectation will be to include one of the following: • a student talk strategy implemented • what went well this week during student talk • or what the students need to have better student talk within the school day Grade level teams that complete peer observations will be asked to include whether the lesson included student talk, and reflect on both the lesson overall and specifically the student talk portion of the lesson as it relates to peers enhancing the learning of others	

Site Goal 1.2

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

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Action 1.2.1

Targeted Student Group(s)

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

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Classroom teachers will administer Illuminate assessments to all students - Provide substitutes to support teacher administration of district Illuminate trimester assessments. Kindergarten (1 day each), 1st and 2nd grades (4 days each). Sub days will be coordinated using district calendar and according to EGUSD assessment timeline 6 teachers 18 days (\$420/day) = \$7,560 - Two FULL DAY roving substitutes will be provided to support 30-40 minute grade level co-op/MTSS Tier 1 Review meetings to discuss students of most concern based on Illuminate data along with any additional students based on teacher concern 2 teachers 1 day (\$420/day) = \$840 - The principal will monitor trimester completion rates by grade level for required Illuminate assessments - Grade level reports will be shared with grade level teachers and student data will be discussed and analyzed during Early Out Thursday/PLC meetings. - MTSS Tier 2 team will review student data at weekly meetings \$8,400 Certificated Timesheets (Supp/Con, 7101)	Progress Monitoring - Diagnostic: specific students below benchmark will be identified and a list will be provided to grade level teams to support with creation of small group instruction groups - End of Trimester 1: Grade level co-op meetings with administration to discuss students of need and current level of interventions tried - End of Trimester 2: Grade level follow-up co-op meetings will be held during conference week to follow-up on interventions and supports to determine if additional supports are needed	Evaluation

Action 1.2.2

Targeted Student Group(s)

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

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan ELPAC Assessments: - Initial ELPAC assessments will be administered by EL Coordinator and/or time-sheeted teachers within 30 days of enrollment based on Home Language Survey. - The Summative ELPAC assessment will be administered by EL Coordinator and/or Principal. Certificated sub days will be provided to support testing of all MLLs from February 1 to June 2026. 1 teacher 3 days (\$420/day) = \$1,260 - Administrator will support with EL Coordination work beyond ELPAC - including but not limited to identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication and support for ELAC meetings - Office Staff will run monthly reports for Principal/EL Coordinator review to ensure all students in need of the Initial and/or Summative ELPAC assessments are completed - EL/RFEP Monitoring conducted twice yearly by the site EL Coordinator in collaboration with educators to determine any MLLs earning a grade of C- or below - Data will be shared at least yearly with stakeholders CAASPP/CAST Assessments: - Classroom teachers will administer CAASPP/CAST to 3-6 students. \$1,260 Certificated Timesheets (EL Supplemental, 7150)	Progress Monitoring ELPAC Assessments: - Principal/EL Coordinator will monitor student completion rate for both Initial and Summative ELPAC Assessments to ensure all MLLs are tested as required CAASPP/CAST Assessments: - The principal will monitor student completion rate daily/weekly during CAASPP testing windows to ensure at least 95% of all 3-6 grade students have completed CAASPP, CAST and/or CAA tests.	Evaluation

Our CRES site goal 1.3 is aligned to overall **CAASPP student proficiency** with a focus on targeting the students scoring Level 2/Nearly Met Standard in both English Language Arts and Mathematics.

- *CAASPP data in English Language Arts for 3rd-6th students over the past three school years shows the number of students 'Nearly Meeting Standard/Level 2' as 19.46% (2024-45), 17.39% (2023-24) and 17.71% (2022-23).*
- *In Mathematics over the past three school years the number of students scoring as 'Nearly Meeting Standard/Level 2' was 21.62% (2024-25), 22.28% (2023-24), and 24.35% (2022-23).*

This year to support proficiency we will focus on targeting students through targeted intervention and supports in grades 3-6 in English Language Arts and Mathematics:

- In English Language Arts, our goal will be to decrease the percentage of students scoring "Nearly Met Standard/Level 2" from 19% to 16%
- In Mathematics, our goal will be to decrease the percentage of students scoring "Nearly Met Standard/Level 2" from 22% to 19%

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

Action 1.3.1

Targeted Student Group(s)

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

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • Continued implementation of evidence-based, systematic, and explicit Tier 1 literacy instruction in all TK-6 classrooms to ensure universal access to core instruction • Utilize Illuminate trimester data to differentiate instruction within the core classroom setting, including small group practice for targeted skill practice. • During the school day 3rd-6th grade targeted mathematics small group support provided by a paraeducator, driven by the grade level teachers targeted area of focus, based on district Illuminate common assessment data by grade level. Funding Source: District Goal 2	Progress Monitoring • Administrator FONT classroom walkthrough feedback • BOY & Trimester Illuminate data will be reviewed to determine students in grades 3-6 not meeting district benchmarks in Mathematics • Grade level co-op meetings with administration will be utilized to review student progress, interventions tried in the classroom, and when to move forward with the MTSS RFA process, if needed	Evaluation

Action 1.3.2

Targeted Student Group(s)

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

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
• Engage educators in evidence-based literacy practices of Language Essentials for Teachers of Reading and Spelling (LETRS) training/professional development, specifically CRES teachers not already trained, to equip educators with science-of-reading-based strategies to improve student literacy and improve reading intervention practices, especially in intermediate grades. • EGUSD Curriculum and Professional Learning department supports educators with stipend pay, salary credit and/or hourly pay, and covering the cost of substitute during professional development days.	• Site administration and district ELA coach meetings • Use of Illuminate assessments such as Phonological Awareness Skills Test (PAST) as formative assessment data to provide Tier 1 and Tier 2 interventions and supports for student growth • Documentation of student response(s) to Tier 1 interventions and supports as part of MTSS RFA process	

Site Goal 1.4

CRES goal 1.4 is that current **Multilingual Learner (MLL) students** will obtain **Reclassified Fluent English Proficient (RFEP)** status or increase **Summative ELPAC** proficiency scores (Level 4-Well Developed) overall.

- *The percentage of Multilingual Learners reclassified will increase from 28% (2024-25) to 34% (as measured by Synergy STU-1404, Student Placement)*
- *The percentage of Multilingual Learners scoring proficient (Level 4-Well Developed) overall will increase from 33% (2024–25) to 38% (as measured by CAASPP Test Results website)*

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.4.1

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Designated ELD Instruction: - All Multilingual Learners in grades K-6 will be provided mandated Designated ELD by their classroom teacher during the school day to support development of critical English language skills necessary for academic content learning in English - Provide staff professional development pertaining to Designated ELD as needed - Provide support during grade-level EOT/PLC meeting to analyze MLL student data and determine resources/groupings for MLL students MLL Intervention/Supplemental Support: - Small group instruction for MLLs by a paraeducator utilizing materials and activities supplied by teachers and the site MLE coach \$1,488 Classified Timesheets (EL Supp, 7150) Project GLAD: - Provide teacher training/ professional development to one teacher in Guided Language Acquisition and Design (GLAD) strategy to learn and/or refine instructional repertoire to meet needs of MLL students through Designated and Integrated English Language Development (ELD). 1 teacher 3 days, \$900 \$1,049 Contracts/Services/ Subscriptions (Supp/Con, 7101) 1 teacher, \$420/sub day 3 days = \$1,260 \$1,260 Certificated Timesheets (Supp/Con, 7101)	Progress Monitoring - Teachers will submit schedules for daily Designated ELD instruction within the first 10 days of the school year. Administration will monitor adherence to these schedules through regular classroom walkthroughs and observations - Administration FONT walkthroughs and formal evaluations will support the implementation of GLAD strategies and Integrated and Designated ELD - Student Summative ELPAC score reports to determine percentage of students scoring as Level 4 (Well Developed) - Administration will share evidence of MLL small group support and GLAD strategies with School Site Council and English Learner Advisory Committee (ELAC)	Evaluation

Site Goal 1.5

All students in **Kindergarten, 1st and 2nd** grades will reach **end of year proficiency in English Language Arts**, or show growth, based on minimum proficiency standards as measured by district Illuminate end of Trimester 3 common assessments with at least a score of:

Kindergarten

- Letter Naming: Uppercase - 26
- Letter Naming: Lowercase - 26
- Letter Sounds: Consonants - 21
- Letter Sounds: Short Vowels - 5
- Phonics: Decoding Words - 13+

1st Grade

- Real Short Vowels and Single Consonants - 5+
- Nonsense Short Vowels and Single Consonants - 5+
- Fluency Automaticity (WCPM) - 60+

2nd Grade

- Real Vowel Team Syllables - 6
- Nonsense Vowel Team Syllables - 6
- Fluency Automaticity (WCPM) - 100+

Metric: Other

Action 1.5.1

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
• Classroom teachers will administer Illuminate assessments to all students per trimester, and Reading Difficulties Screener during designated assessment window(s) • Academic Intervention Teacher will meet the needs of students needing Tier 2 academic supports, focusing on 1st and 2nd grade students and early literacy skills, in 4-6 week small group sessions • District funded K-2 Push-in teacher will support classroom teachers in providing	• Illuminate data will be monitored by MTSS Tier 2 team and administration trimesterly and shared with grade-level teams • K-2 Reading Difficulties Screener will be administered to all students to identify students who may need additional support and inform individualized instruction	

instruction targeted to individual student needs by affording the teacher of record uninterrupted time to work with a small group or assess students		
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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 2:	District Needs and Metrics 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.	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

We will increase the number of students reaching **proficiency on districtwide Math Illuminate** trimester assessments to support student outcomes on CAASPP.

Grade 3

- Trimester 1: increase from 73% (25-26) proficient to 80% proficient (26-27)
- Trimester 2: increase from 61% (25-26) proficient to 70% proficient (26-27)

Grade 4

- Trimester 1: increase from 77% (25-26) proficient to 80% proficient (26-27)
- Trimester 2: increase from 26% (25-26) proficient to 50% proficient (26-27)

Grade 5

- Trimester 1: increase from 59%(25-26) proficient to 70% proficient (26-27)
- Trimester 2: increase from 47% (25-26) proficient to 60% proficient (26-27)

Grade 6

- Trimester 1: increase from 70% (25-26) proficient to 80% proficient (26-27)

Metric: Students with Disabilities Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan During the school day 3rd-6th grade targeted mathematics small group support provided by a paraeducator, driven by the grade level teachers targeted area of focus, based on district Illuminate common assessment data by grade level. • 1 classified employee • 610 hours (August 15 - May 15; 9 months; 66-67 hours/month; 16-17 hours/week) • \$24/hour (\$18.75+taxes) • = \$14,640 \$14,640 Classified Timesheets (Supp/Con, 7101)	Progress Monitoring • BOY & Trimester Illuminate data will be reviewed to determine students in grades 3-6 not meeting district benchmarks in Mathematics • Grade level co-op meetings with administration will be utilized to review student progress, interventions tried in the classroom, and when to move forward with the MTSS RFA process, if needed • IXL instructional program will be measured by comparison of beginning and ending achievement levels in math for all participating students. Students will be required to 'Step into the Arena' at least monthly to keep their diagnostic and	Evaluation

- growth data up to date
- Student pre- and post-data on common grade level assessments, if appropriate, to progress monitor student growth based on group focus

Site Goal 2.2

Specific to **CAASPP Mathematics**, we expect at least a 5% increase in the following subgroups meeting or exceeding standard (as measured by RED-CAASPP Results Summary by Student Group report, 24-25):

- Black/African American: 23%
- Students with Disabilities (SWD): 43%
- Socioeconomically Disadvantaged (SED): 59%
- Homeless: 50%
- Multilingual Learners (MLL): 25%

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

- Black or African American • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
• During the school day 3rd-6th grade targeted mathematics small group support provided by a paraeducator, driven by the grade level teachers targeted area of focus, based on district Illuminate common assessment data by grade level.	• BOY & Trimester Illuminate data will be reviewed to determine students in grades 3-6 not meeting district benchmarks in Mathematics • Grade level co-op meetings with administration will be utilized to review student progress, interventions tried in the classroom, and when to move forward with the MTSS RFA process, if needed • IXL instructional program will be measured by comparison of beginning and ending achievement levels in math for all participating students. Students will be required to 'Step into the Arena' at least monthly to keep their diagnostic and	

- growth data up to date
- Student pre- and post-data on common grade level assessments, if appropriate, to progress monitor student growth based on group focus

Funding Sources for District Goal 2

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	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

Refresh schoolwide **Positive Behavioral Interventions and Supports (PBIS) Tier 1** programs, protocols and best practices to increase consistent implementation of proactive strategies and reinforcement systems resulting in improved school climate, increased attendance, and a reduction in chronic absenteeism.

Data from the 2025-26 **SWPBIS Tiered Fidelity Inventory Walkthrough Tool** showed that *60% of staff members had given out a Beep Beep Buck in the past two months, and 50% of students answered that they had not received a Beep Beep Buck*. Through a schoolwide refresh our goal is to **increase survey results for Students and Staff** as follows:

- Staff response will increase to at least 90% of staff have given out a student recognition ticket
- Student response will increase to at least 80% of students have received a student recognition ticket

Metric: School Climate - Average Favorability Rating

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • PBIS Tier 1 team will redesign and launch a refreshed schoolwide recognition system to celebrate and recognize students meeting behavioral expectations consistently • Training for all staff (certificated and classified) on schoolwide behavior expectations, behavior-specific praise and active supervision • Schoolwide assemblies: Stop, Walk and Talk assembly to explicitly teach anti-bullying protocols and Zones of Regulation to support emotional regulation and self-awareness • Staff professional development specific to behavior management and de-escalation strategies • Trimesterly yard supervisor meetings to gain feedback on continuous improvement	Progress Monitoring • The PBIS team, with support from PBIS Coach, will conduct a year end evaluation survey, the Tiered Fidelity Inventory (TFI), to measure effectiveness and to help set further goals for improvement. • A monthly review of discipline data, including suspensions, will be conducted. PBIS team and staff will analyze data based on time, location and incident type. • Ongoing reflection of school PBIS expectations, procedures and supports with PBIS team, site Leadership, teaching staff and students • Student perspective data will be reviewed to determine school strengths and areas for improvement	Evaluation

Site Goal 3.2

Based on the **EGUSD Student Perspective Survey** given to 5th and 6th grade students, Cosumnes River Elementary students will respond with overall **favorability of 85% or higher** in each of the following component areas: Climate, Classroom Conditions, Instructional Framework, Social Emotional Learning and PBIS, with a focus on PBIS and the following questions:

- 1. Do you have a meaningful say in what goes on at school? (57%)
- 2. If you noticed a student being mistreated, would you feel like you could help? (76%)
- 3. Do you care about the school-wide behavior expectations? (76%)
- 4. Do you know what positive behaviors you are supposed to show at school? (91%)
- 5. Do you participate in Community Building Circles in class? (58%)
- 6. Does being acknowledged for positive behavior matter to you? (59%)
- 7. In the past week, did teachers and staff praise or reward you for positive behavior? (57%)

Survey results for the past three school years are as follows:

- *Climate:* 81% (22-23), 72% (23-24), **79% (24-25)**
- *Classroom Conditions:* 82% (22-23), 68% (23-24), **78% (24-25)**
- *Instructional Framework:* 81% (22-23), 70% (23-24), **81% (24-25)**
- *Social Emotional Learning:* 75% (23-24), **84% (24-25)**
- *PBIS:* 73% (22-23), 68% (23-24), **67% (24-25)**

Metric: School Climate - Average Favorability Rating

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Educators will utilize SEL programs and curriculums at least 3x/weekly to address the social, emotional and behavioral needs of students as well as build classroom community and a positive classroom and school culture. - Implementation of social skills groups (e.g. Lunch Bunch) to support students in making connections with peers. - PBIS Tier 1 team will redesign and launch a refreshed schoolwide recognition system to celebrate and recognize students meeting behavioral expectations consistently	Progress Monitoring - Perspective Survey data cycle of feedback based on student groups - Site-based student and teacher surveys - Feedback from parent groups (e.g. Coffee Talks, School Site Council, English Language Advisory Committee)	Evaluation

- Principal will collaborate with student leadership groups at least trimesterly to support student voice on campus and input on schoolwide decision-making - PBIS assemblies will follow Character Strong monthly character traits - Collaboration with Department of Ed Equity to provide community building circle refresher training/professional learning to staff - Supplemental curriculum/Material resources, as needed, to support implementation of community circles 15 teachers + RSP + CRT = 17 \$25/teacher = \$375 \$375 Materials/Supplies/Equipment (Supp/Con, 7101)		
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Site Goal 3.3

Strengthen **Multi-Tiered System of Supports (MTSS)** by increasing implementation of behavioral Tier 2 interventions to ensure that 100% of identified students receive timely, evidence-based support.

During the 2025-26 school year, the following Tier 2 interventions were implemented:

- 1 *behavior chart*
- 1 *2x10*
- 44 *students receiving academic intervention in 18 different ELA focus areas*

During the 2025-26 school year, the following Tier 3 support were provided:

- 7 students with Behavior Plans (4 new, 3 existing by Behavior Support Specialist)
- 8 students receiving 1:1 Education-Based Counseling Services (Mental Health Therapist)
- 1 students receiving Educationally Related Mental Health Services (School Psychologist)
- 24 students receiving Specialized Academic Instruction (Resource Specialist)

Our goal will be to **increase the number of Tier 2 behavioral interventions implemented in the 2026-27** school year including, but not limited to: Social skills groups, Check-In/Check-Out (CICO), 2x10, Structured proactive breaks (BrB) and Behavior charts/contracts

Metric: Other

Action 3.3.1

Targeted Student Group(s)

- Hispanic or Latino
- Low Income
- Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between

	collect and how often?	the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • MTSS Tier 2 team will meet weekly to discuss students identified as needing additional support based on Request for Assistance (RFA)/MTSS process • Additional staff will be added in 2026-27 (Campus Supervisor and Counselor) to support Tier 2 behavior interventions like social skills groups, structured student breaks, CICO, and 2x10s • Staff professional development specific to behavior management and de-escalation strategies • Tier 2 team will create a process for evaluation of fidelity of each Tier 2 support	Progress Monitoring • Tier 2 team will track proportion of students experiencing success in Tier 2 supports, and use outcome data and decision rules • Tier 2 team will review fidelity data at least monthly/trimesterly?	Evaluation

Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	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
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Site Goal 4.1

Increase our **student positive attendance** rate to support student academic achievement (as measured by EGUSD RED-Attendance Rate report).

- Our overall school current attendance rate for the 2025-26 school year is 94.1%
- Our school goal for the 2026-27 school year is 96% positive attendance

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- Low Income • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • Administration will communicate both electronically, through email and student-parent handbook, and in-person, at Back to School Night and other school events the importance of daily attendance and the school absence policy • Continue monitoring overall positive	Progress Monitoring • Individual student attendance will be monitored bi-weekly with support from our district Attendance Improvement Office (AIO). In addition, student group attendance will be monitored monthly to collaborate on solutions with families to improve attendance outcomes. • Yesterday's attendance including the	Evaluation

attendance as well as specific student groups and/or families with higher negative attendance through: personal phone calls, mailing attendance letters, and developing student and family attendance contracts for at-risk students • With the highest levels of chronic absenteeism in TK and Kindergarten, administration will continue to communicate with the families of our youngest students the importance of the start of a pattern of positive attendance • Collaborate with district Family and Community Engagement (FACE) office to connect families with needed supports to help improve attendance • Support and recognize schoolwide positive attendance: ◦ Celebrate classes/grade levels with highest monthly attendance using door magnets ordered through EGUSD Print Shop (\$100) ◦ Newly hired Campus Supervisor will establish a connection with students with attendance concerns to support being at school each day and/or CICO or other supports as needed \$100 Materials/Supplies/Equipment (Supp/Con, 7101)	number of student tardies, absences and early dismissals will displayed on an A-frame sign outside of the office each day as a way to communicate our goals and reduce negative attendance occurrences • Our school year attendance goal will be shared with families during Back to School Night and will be a data point shared throughout the school year at various stakeholder events including Coffee Talks, ELAC meetings, SSC meetings, staff meetings, etc.	
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Site Goal 4.2

Decrease our student **chronic absenteeism** rate to support student academic achievement (as measured by EGUSD RED-Attendance Rate report).

- Our overall school rate of chronic absenteeism is 13%
- Our goal for the 2026-27 school year is 11%

With a schoolwide initiative to increase positive attendance, we expect to see at least a 5% decrease in chronic absenteeism for these specific student sub groups (as measured by EGUSD RED-Attendance by Student Group report):

- Black/African American: 20%
- Students with Disabilities (SWD): 19%
- Socioeconomically Disadvantaged (SED): 20%
- Homeless: 43%

Metric: Percent Chronically Absent

Action 4.2.1

Targeted Student Group(s)

- Low Income • School-wide

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Administration will communicate both electronically, through email and student-parent handbook, and in-person, at Back to School Night and other school events the importance of daily attendance and the school absence policy - Continue monitoring overall positive attendance as well as specific student groups and/or families with higher negative attendance through: personal phone calls, mailing attendance letters, and developing student and family attendance contracts for at-risk students - With the highest levels of chronic absenteeism in TK and Kindergarten, administration will continue to communicate with the families of our youngest students the importance of the start of a pattern of positive attendance - Collaborate with district Family and Community Engagement (FACE) office to connect families with needed supports to help improve attendance	Progress Monitoring - Individual student attendance will be monitored bi-weekly with support from our district Attendance Improvement Office (AIO). In addition, student group attendance will be monitored monthly to collaborate on solutions with families to improve attendance outcomes. - Yesterday's attendance including the number of student tardies, absences and early dismissals will displayed on an A-frame sign outside of the office each day as a way to communicate our goals and reduce negative attendance occurrences - Our school year attendance goal will be shared with families during Back to School Night and will be a data point shared throughout the school year at various stakeholder events including Coffee Talks, ELAC meetings, SSC meetings, staff meetings, etc.	Evaluation

Site Goal 4.3

Based on the **EGUSD Parent Perspective Survey**, parents will respond with **85% favorability or higher** as it relates to Climate, Family Engagement, Special Education and any other additional components.

As it relates to the following Parent Groups and component area questions our goal is to increase these areas to at least 85% favorability:

- Family Engagement favorability by Parent Group:*
 - African American (75%)*
 - Two or More (68%)*
 - EL (80%)*
 - SWD (83%)*
- I know how to help my child at home with their academics if needed. (77%)*
- I know what my child is expected to learn in their class. (84%)*
- School staff has contacted me this year to tell me about my child's positive behavior. (84%)*

Metric: Parents indicating a respectful and welcoming school

Action 4.3.1

Targeted Student Group(s)

• All • EL • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - We will establish a welcoming school environment to make parents feel respected and comfortable engaging with school staff, and district volunteer policies will be communicated at the beginning of the school year to encourage parent volunteers on campus - Monthly spirit assemblies will be held on the first Friday of each month beginning at 7:55, and will be open to families, to kickoff the month, repeat our three R's and have a quick 'Minute to Win It' style game led by staff and student leadership - A monthly calendar will be created to align with Wednesday meeting dates, includes specific dates for positive parent contact - Parents of Multilingual Learners (MLLs) will have opportunities to continue to engage and collaborate with CRES administration and educators about MLL assessment data, strategies used in the classroom setting, and programs offered to MLL students through our regular ELAC meetings and adopted 'Coffee Talk' meeting with Mrs. Hannon. MLL parent feedback and needs assessments will inform our revisions to our LCAP. - Light refreshments may be provided as well as purchase of supplies for hosting parent meetings \$100 Materials/Supplies/Equipment (EL Supplemental, 7150)	Progress Monitoring - Parent Perspective Survey data, our CRES ELAC needs assessment data, as well as participation rates collected at meetings will be shared with stakeholders - Parent feedback will be solicited during ELAC and parent meetings and followed up by administration at the next meeting as we review LCAP plan and budget priorities for MLLs and all students	Evaluation

Funding Sources for District Goal 4

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	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

Title I Basic (4900/3010)

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	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$0

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	\$10,500	\$0	\$0	\$0	\$10,500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$14,640	\$0	\$0	\$14,640
Materials/Supplies/Equipment	\$0	\$0	\$375	\$100	\$475
Contracts/Services/Subscriptions	\$1,049	\$0	\$0	\$0	\$1,049

Supplemental/Concentration (7101/0000) Total: \$26,664

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	\$2,748	\$0	\$0	\$0	\$2,748
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$100	\$100
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$2,848

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) | 2026-2027

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	\$26,664	\$11,549	\$14,640	\$375	\$100	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$2,848	\$2,748	\$0	\$0	\$100	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$29,512	\$14,297	\$14,640	\$375	\$200	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$29,512