Cosumnes River Elementary

Local Control Accountability Plan (LCAP)
2024-2025

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

Goal Setting (Icapid: 605)

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will 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 (8/10/23, 10/18/23, 1/18/24, 4/15/24); Grade level PLC meetings (Each Thursday during Early Out Time); School Site Council meetings (10/3/23, 11/29/23, 1/24/24, 4/10/24, 5/15/24), 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 2024-2025 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 also determined that we need to create goals specifically for discipline and attendance for students who identify as "Two or More" as well as continue to have plans to increase student attendance for all of our students.

Resource Inequities (ATSI 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.

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	Suspension Rate	CHRONICALLY ABSENT
Two or More	1	1

We have put goals and actions in place in order to address the inequities amongst student groups in both suspension rate and attendance. We will use supplemental concentration funds to explore attendance incentive opportunities for this student group.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.	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**

Site Goal 1.1   (SiteGoalID: 7191) (DTS: 12/13/23)

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 Fountas & Pinnell 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.

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

Action 1.1.1   (SiteGoalID: 7191) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Implement the EGUSD Instructional Framework consistently in all classrooms. A. Create and distribute Action Plan for implementation - August, 2024 B. Plan and schedule year-long professional learning opportunities with site CPL coach - August 2024 C. Provide opportunities for in-class support for teachers working with CPL coaches, peers, and/or site administration - November 2024- May 2025 (11 days x $300 = $3,300) *2.* Improve alignment and communication between special education and general education teachers to increase achievement for students with disabilities. B. Create consistent schedules for computer lab, PE, and library for all grades - June 2024 D. Schedule release days for Learning Center/General Education teachers articulation opportunities - Fall, 2024 (3 days x $300 = $900) 3. Create improvement goals for students in grades 4-6. A. Gather CAASPP data - July, 2024 B. Explain scale score and performance band results to students- September, 2024 C. Staff to have goals 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.- Fall 2024 4. Teachers to continue to use the MTSS process to provide tiered support to all students, and the referral process to engage the support of the Intervention Team for RtI and referral for additional	• 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 surveys • Notes and feedback from training sessions and in-class support opportunities • Quarterly FONT data shared with staff • Anaylze district formative assessments during Early Out meetings when data becomes available in Illuminate. • Classroom and assessment performance for students with disabilities • Measure the number of opportunities for push in support for students with disabilities • Effectiveness of continued use of the MTSS process to be measured by number and	

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. 6 days x $300 = $1,800)	quality of referrals and teacher feedback/survey.	

Action 1.1.2   (SiteGoalID: 7191) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) 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 2024-2025 school year. This program will allow all of our students to receive personalized support and includes professional development for all teachers regarding how to utilize the diagnostic portion of the program and then how to analyze the data. ($5,700) 2. ESSER funder 1.0 Academic Intervention Teacher (AIT) for K-6	1. 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. 2. Use Illuminate beginning, middle, and end of year data to track student progress. 3. Effectiveness of efforts to be measured by pre and post tests created by the AIT.	

academic support with and emphasis on early reading skills.

Action 1.1.3   (SiteGoalID: 7191) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Teaching Teams in Grades 3-6 to be provided time sheeted compensation after the school day to identify enriching/extending/accelerating learning activities for students in those grades who have shown proficiency/mastery of priority standards in ELA and mathematics. 6 hours x 6 teachers x $80 = $960) 2. GATE coordination (administration of NNAT to 3rd grade students in the fall 2024, and 4th – 6th referred students in the spring 2024, 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. ($500) 3. ESSER funded after school tutoring programs will continue for all teachers who run tutoring programs. 4. Create an after-school	1. Effectiveness of use of release days or after hours work to analyze data per trimester will be measured by Grade Level Team Release Day Agenda & Notes along with administration and CI coach observations. 2. Effectiveness of GATE testing will be measured by the number of students who qualify and the resulting evidence of increased academic achievement due to participation in accelerated activities and overall growth on beginning and ending assessments as well as CAASPP results. 3. Classroom observations and teacher meeting notes to determine level of implementation of STEM and AVID materials and strategies. 4. Grade level meeting notes that reflect STEM discussion and implementation strategies.	

Science, Technology, Engineering, and Mathematics (STEM) club for students who have been identified as Gifted and Talented (40 hours x $18.75 = $750)	5. Pre and post tests to be administered to determine effectiveness of tutoring programs.	

Site Goal 1.2   (SiteGoalID: 7195) (DTS: 12/13/23)

 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 1.2.1   (SiteGoalID: 7195) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) To strengthen reading foundational skills in our underperforming students in grade K and 1st grade, targeted instruction for print concepts, phonological/phonemic awareness, and phonics and word recognition will be provided to students who are not yet meeting benchmark standards for reading foundational skills. This targeted instruction will be	Effectiveness of reading intervention program will be measured by beginning and ending reading assessments for students who participated in the program from Iluminate and Fountas and Pinnell assessments. Use Illuminate beginning, middle,	

delivered by a certificated teacher as instructed by the teachers during the regular instructional day. This support will be provided through a K-1 Push In Grant provided by EGUSD. 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. (1050 hours x $18.75 = $19,687) (6 hours per day, 2 paras, 3 hours each) 3. Purchase site license for Accelerated Reader ($3500) 4. Provide support for after-school tutoring for site teachers to work with small groups of students identified as needing additional support. ($4,572)	and end of your assessment data to track student progress.	

Site Goal 1.3   (SiteGoalID: 7815) (DTS: 04/23/24)

Support Pleasant Grove region sixth grade students' transition to middle school through vertical articulation focused on effective instructional strategies with an emphasis on AVID implementation. Increased implementation of effective AVID strategies across the PG Region will result from the action steps listed below:

Metric: Other

Action 1.3.1   (SiteGoalID: 7815) (DTS: 04/23/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

Action Plan	Progress Monitoring	Evaluation
	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan 1. Articulation of AVID goals across all schools in the region during collaborative vertical team meeting engaging sixth grade teachers, seventh grade math and ELA teachers, and district AVID coaches during a release day in September, 2024. (5 days x $300 = $1,500) 2. Implementation of one agreed-upon AVID goal across the region during the 2024-25 school year to support student success as they bridge to middle school.	**Progress Monitoring** 1. Attendance at and notes/plans from articulation meetings. 2. Goals and expected outcomes from principal and coaches planning meetings 3. Classroom visits to determine level of implementation of agreed upon regional goals. 4. Teacher and student interviews	**Evaluation**

Site Goal 1.4   (SiteGoalID: 7820) (DTS: 04/24/24)

Increase the level of effective implementation of learning targets in all classrooms in the Pleasant Grove Region from 67.3% to 72.3% or higher

Metric: Other

Action 1.4.1   (SiteGoalID: 7820) (DTS: 04/24/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Implement the EGUSD Instructional Framework	**Progress Monitoring**	**Evaluation**

consistently in all classrooms. A. Create and distribute Action Plan for implementation - August, 2024 B. Plan and schedule year-long professional learning opportunities with site CPL coach - August 2024 C. Provide opportunities for in-class support for teachers working with CPL coaches, peers, and/or site administration - November 2024- May 2025	• Font visits primarily focused on student understanding of learning targets and success criteria as well as visual and verbal support provided to students to assist them with clarity on their learning targets and success indicators. • Teaching an Learning PIC information from teachers and students

Site Goal 1.5   (SiteGoalID: 7823) (DTS: 04/24/24)

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: 7823) (DTS: 04/24/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 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	**Progress Monitoring** 1. Effectiveness of designated ELD time in classrooms to be monitored and measured through EL students' performance on *Wonders Unit Assessments, Illuminate Education, RFEP*	**Evaluation**

English Language proficiency (as required). The curriculum to be used is board-adopted *Wonders ELD* along with *Imagine Learning*, *Academic Vocabulary Toolkits* and EGUSD "newcomer" resources.
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. ($1,000)

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. (58 hours x $18.75 = $1,097)

Monitoring and ELPAC.

2. EL and ELPAC Coordinators will report results to classroom teachers, administration and EGUSD English Learner Services department as requested/required.

Funding Sources for District Goal 1 (DEV - LCAP ID: 605)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	6132	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	27937	Classified- Timesheets
Supplemental/Concentration (7101/0000)	9200	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

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)	1097	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7196) (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 2.1.1   (SiteGoalID: 7196) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1. Increase effectiveness of the site use of Illuminate assessment data to support student learning. A. Distribute assessment timeline and assess all students within the testing windows - August, 2024 B. Utilize data driven decision making protocols and procedures for analyzing Illuminate assessment data. C. 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, 2024 - May, 2025	• Student participation reports • Early Out Thursday agendas and data protocols	

Site Goal 2.2   (SiteGoalID: 7192) (DTS: 12/13/23)

Teachers to meet weekly during early dismissal planning time to analyze Illuminate data, curriculum embedded assessments, student work, and data from IXL and Accelerated Reader to determine appropriate next steps for instructional pacing and grouping, share findings with colleagues, and create plans for grade level specific activities.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7192) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
	1. Effectiveness of professional	

1) 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.

2.) Grade level teaching teams in grades 3-6 will be provided 3 sub days during the school year to analyze data from the following sources as applicable including Illuminate Interim Assessments and Wonders/Envision. (18 days x $300 = $5,400)

3.) Teachers of Kinder,1st, and 2nd graders will be provided with 3 sub days during the school year for administration and analysis of district assessments to plan and implement instructional modifications based on this data. (18 days x $300 = $5,400)

learning will be measured by session/training surveys and observation of teacher use.

2. Effectiveness of data analysis will be measured by Grade Level Agenda & Notes along with administration observations.

3. Effectiveness of administration and monitoring of Fountas & Pinnell BAS will be measured by teachers' data/recordkeeping of reading levels either on a grade level spreadsheet and/or through *Illuminate Education.*

Funding Sources for District Goal 2 (DEV - LCAP ID: 605)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10800	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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: 7193) (DTS: 12/13/23)

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

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 2023-2024 school year.
2. Reduce or maintain the number students involved in suspensions when compared to the 2023-2024 school year.
3. Decrease the number of major discipline incidents by 10% when compared to the 2023-2024 school year.
3. Reduce the number of students who receive major discipline incidents by 10% when compared to the 2023-2024 school year.
4. Reduce the number of minor offenses by 10% when compared to the 2023-2024 school year.
5. Reduce the number of students who receive minor offenses by 10% when compared to the 2023-2024 school year.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7193) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **1)** CRES to continue two student leadership organizations: the Kiwanis sponsored K-Kids and CRES Student Equity Council to ensure students have opportunities to connect to school and have a voice and input into the culture and climate of the school. **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 student, and particularly those who identify as "two or more" ethnicities.	**Progress Monitoring** 1. Effectiveness of student participation in CRES Student Equity Council and K-Kids to be measured by student surveys, including those participating, and all of those benefiting. Administration, staff and parent observations would also be considered. 2. Effectiveness of the implementation of Character Strong will be measured by classroom observations and teacher schedules, annual PBIS student survey and district-mandated surveys. 3. Suspension rates and number of students involved in major behavior infractions. 4. Review discipline data monthly as it pertains to students in the "Two or More" category.	**Evaluation**

Action 3.1.2   (SiteGoalID: 7193) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Implement PBIS school-wide 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 utilize Restorative Practices when working with students. (Year-long) E. Teachers will be encouraged to utilize Community Circles/Classroom Meetings each week. (Year-long) 2. 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) 3. School Climate Surveys to parents, staff and students will be distributed by the Principal. (March-June) 4. 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) 5. PBIS Tier 1 and 2 will continue to be implemented with fidelity: Schoolwide behavior expectations, signage, explicit teaching and re-teaching, review	- Effectiveness of the implementation of PBIS Tier 1 and 2 will be measured by ongoing PBIS Team/TIPS data meetings, Tiered Fidelity Inventory Tier 1 = 100% and Tier 2 = 90%), - discipline referral data, and suspension rate as measured 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)	

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. ($1281 for materials)

6. Provide time prior to students return to campus to meet as a PBIS Team to plan and prepare for the first day/week of school on campus and the reintroduction/reteaching of PBIS behavior expectations to be scheduled during the first week of August, 2024. Provide time for principal to work with yard supervisors beyond their regular hours to support and align expectations. (3 yard supervisors x 5 hours x $18.75 = $281.25 (paid with site funds)

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

8. Create a Parent Enrichment Series of activities including Literacy Night, Math Night, STEM night, and Family Maker's Faire Night. ($1500)

Funding Sources for District Goal 3 (DEV - LCAP ID: 605)

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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3081	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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: 7194) (DTS: 12/13/23)

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

One way to accomplish these goals is to increase attendance. Therefore, CRES will work to maintain or increase average daily attendance at 95% for the 2024-2025 school year.

We will also decrease the number of students categorized as Chronically Absent by 10%

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7194) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Continue to implement attendance process. A. Communicate information to families regarding attendance policies and the importance of school attendance. (August) 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) 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) D. Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. (Year-Long) E. Hold monthly PBIS/Intervention team meetings. (Year-Long) F. Establish a CICO for chronically absent students. (August)	**Progress Monitoring** • 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. 2-3. Effectiveness will be measured by observations and feedback with community partners and participation in school-governing bodies (SSC, CRES Equity Team, CRES PTA).	**Evaluation**

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. Make connections with families who identify as "Two or More" ethnicities to enhance school to home connections and improve attendance.

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

Action 4.1.2   (SiteGoalID: 7194) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. 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,	1. Effectiveness of the implementation of the actions and services to be measured by artifacts (translated documents, new student orientation process, and suggestion box).	

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

2. 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.

Action 4.1.3 (SiteGoalID: 7194) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1)　　Continue to provide parents with research regarding student success and its relationship to truancy; counsel and caution families regarding vacations during the instructional calendar; remind families to schedule appointments after the school day. Additionally, we will utilize the Attendance Improvement Office to address and support chronically truant families. 2)　　CRES to consistently look to refine attendance incentive plans that positively motivate students and families to attend school and increase attendance percentages.	**Progress Monitoring** 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.	**Evaluation**

3) Explore an incentive program for parents whose children show excellent or improving school on-time attendance.

Funding Sources for District Goal 4 (DEV - LCAP ID: 605)

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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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	$6132	$10800	$0	$0	$16932
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$27937	$0	$0	$0	$27937
Contracts/Services/Subscriptions	$9200	$0	$0	$0	$9200
Materials/Supplies/Equipment	$0	$0	$3081	$0	$3081

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	$1097	$0	$0	$0	$1097
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0

Justification of School-Wide Use of Funds

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

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

V. Funding

Cosumnes River Elementary (230) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 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	$57,150	$43,269	$10,800	$3,081	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$2,097	$2,097	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$59,247	$45,366	$10,800	$3,081	$0	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$59,247

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Mike Blomquist		
School Site Council Chairperson	Phil Fuller		
EL Advisory Chairperson			