



Cosumnes River Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>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 (First Mondays of each month during the school year); Grade level PLC meetings (Each Monday during Early Out Time); School Site Council meetings (9/22, 1/26, 5/20, 5/26); and Equity Team meetings (9/24, 2/18, 5/18) our school shares our planning process.</p> <p>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.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>All of the input from the stakeholder groups was taken into consideration when creating the site SMART goals for the 2021-2022 school year as well as the actions/services. In the absence of CAASPP And Dashboard data for last year, 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.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams
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- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

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.
- 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 Illuminate Interim 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 Fountas & Pinnell beginning and end of year assessments.
- Schoolwide SBAC ELA scores will increase overall 3% or more per year in grades 3-6.
- Schoolwide SBAC math scores will increase overall 3% or more per year in grades 3-6.
- Socioeconomically Disadvantaged (SED) ELA scores will increase 5% or more per year in grades 4,5, and 6.
- Socioeconomically Disadvantaged (SED) Math scores will increase 5% or more per year in grades 4, 5, and 6.
- Students with Disabilities (SWD) ELA scores will increase 5% or more per year in grades 4, 5, and 6.
- Students with Disabilities (SWD) Math scores will increase 5% or more per year in grades 4, 5, and 6.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Teaching staff will be provided professional learning through the EGUSD Curriculum & Professional Learning Department regarding the framework for <i>High Quality Instruction</i> with a focus on "Formative Assessment and Feedback."</p> <p>2) Teachers to continue to use the MTSS process to provide tiered support to all students, and the referral process to engage the support of the Intervention Team for RTI and referral for additional supports/interventions as appropriate. SST's to be facilitated by the Intervention Team for both academic and social-emotional concerns (including both struggling and excelling students). Three roving guest teachers for full days will be provided to rotate between classroom teachers for MTSS/COOP/SST meeting days. (5 days @ \$250 = \$1250) CICO coordinator to receive a stipend for coordinating a caseload of no more than 5 students at a time each for a specified block of time. (\$500)</p>	<p>1. "The Impact of Formative Assessment and Learning Intentions on Student Achievement," Hanover Research, August, 2014</p> <p>2. "MTSS Coaching: Bridging Knowing and Doing," Jennifer Freeman, October 12, 2016.</p>	<p>1. Effectiveness of professional learning will be measured by session/training surveys.</p> <p>2. Effectiveness of continued use of the MTSS process to be measured by number and quality of referrals and teacher feedback/survey.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) To strengthen reading 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 I Ready personalized instruction software for both reading and math during the 2021-2022 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. (\$7720)</p> <p>2) To strengthen reading foundational skills in our underperforming students in grade 3, 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 delivered by a paraeducator as instructed by the 3rd grade teachers during the regular instructional day. This intervention will be implemented in trimester 2 and 3. (hourly rate of \$15 not to exceed \$2,754) (183 hours)</p>	<p>1. "Avoiding the Devastating Downward Spiral," Torgeson, 2004</p> <p>"Both and' Literacy Instruction K-5 A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom," Liben and Liben, 2013</p> <p>2. "Written Language Foundations, K-3," Moats & Adams, November 29, 2019</p> <p>3. "Avoiding the Devastating Downward Spiral," Torgeson, 2004</p> <p>"Both and' Literacy Instruction K-5 A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom," Liben and Liben, 2013</p>	<p>1. Effectiveness of IReady pilot will be measured by comparison of beginning and ending achievement levels in math and reading for all participating students.</p> <p>2. Effectiveness of student use of Quick Word handbooks to be measured by student use and improved conventions in written language as demonstrated through written work and teacher observation.</p> <p>3. Effectiveness of reading intervention program will be measured by beginning and ending reading assessments for students who participated in the program from Illuminate.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$7720	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2754	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Teaching Teams in Grades 3-6 to be provided 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 (Essential Question #4 of a PLC) – 3 hours @ \$48 X 8 teachers = \$1,152).</p> <p>2. GATE coordination (administration of NNAT to 3rd grade students in the fall, and 4th – 6th referred students in the spring, attendance at GATE coordinator meetings, communication with families, and recordkeeping) and NEHS fees and NEHS informational meeting to be paid for through GATE funds= ½ day for 3rd grade NNAT testing (\$125), 1 full day for 4th-6th grade testing and NEHS informational meeting (\$225). NEHS fees to be paid using GATE funds (\$88). GATE Coordinator to be considered a site Adjunct Duty with any hours over 16 being paid by a site stipend.</p>	<p>1. "Differentiating Instruction in Response to Student Readiness" Carol Ann Tomlinson, 2013 (Journal for the Education of the Gifted)</p>	<p>1. Effectiveness of use of release days or after hours work to analyze data per trimester will be measured by Grade Level Team Release Day Agenda & Notes along with administration and CI coach observations.</p> <p>2. Effectiveness of GATE 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.</p>

3. Enhance school STEM materials, equipment, and resources to provide students with learning opportunities that support NGSS standards and enrich academic experiences. (\$1,144)

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1502	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$88	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1144	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. English Learners will be provided with designated ELD time in all K-6 classrooms (30 minutes X 5 days a week 1-6 grades; 15 minutes X 5 days a week for K) to ensure growth in English Language proficiency. The curriculum to be used is board-adopted <i>Wonders ELD</i> along with <i>Rosetta Stone</i>, <i>Academic Vocabulary Toolkits</i> and EGUSD "newcomer" resources. EL students will be honored and acknowledged during trimester assemblies as they achieve reclassification status to English Proficient.</p> <p>2. EL Coordinator and ELPAC Coordinator will monitor RFEP status and attend District EL Coordinator meetings as required/needed, provide ELPAC training and administration as required. Both coordinators will report results to administration and district as required/requested. (\$1597 certificated timesheets for RFEP monitoring, attending of district required meetings, administration and reporting of ELPAC)</p>	<p>1. and 2. <i>"English Language Development: Issues and Implementation ..."</i> Kate Kinsella</p>	<p>1. Effectiveness of designated ELD time in classrooms to be monitored and measured through EL students' performance on <i>Wonders Unit Assessments, Illuminate Education, RFEP Monitoring</i> and ELPAC.</p> <p>2. EL and ELPAC Coordinators will report results to classroom teachers, administration and EGUSD English Learner Services department as requested/required.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1597	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

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:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

All students need teachers to work together collaboratively to respond to student data, share best practices, and collectively improve student learning among all grade level teaching teams. Our site goal is to increase student learning by using assessment results to guide instruction and continuous programmatic evaluation. Teachers will implement the EGUSD adopted assessment platform *Illuminate Education* to administer and analyze beginning, middle, and ending assessments. Teachers will also use grade level specific assessments as well as information from i-Ready for Reading and Math for all students.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Teaching staff will be provided professional learning on the components of the EGUSD adopted assessment platform, <i>Illuminate Education</i>. Training will be delivered via a TOT model during teaching staff meetings, Early Out Thursdays, grade level PLC meetings and potentially additional meetings after school with salary credit.</p> <p>2) Grade level teaching teams will be provided an additional 9 hours throughout the year to be paid at a rate of \$48 per hour to analyze data from the following sources as applicable including <i>Illuminate Interim Assessments</i>, i-Ready reports, CAASPP Interim Assessments Blocks, CAASPP Focused Interim Assessment Blocks (FIAB's) and <i>Wonders/Go!</i> Math assessments, to answer the question, "Is what we are doing working?" (9 hours x 14 teachers x \$48 = \$6,048) EGUSD Curriculum and Professional Learning coaches to be utilized for experience and expertise to assist in facilitation and collaboration as needed.</p> <p>3) Teachers of 1st and 2nd graders will be provided with 9 hours per year to be paid at a rate of \$48 per hour for administration and monitoring of Fountas & Pinnell Assessment System to determine students' instructional and independent reading levels and to plan and implement instructional modifications based on this data. (9 x 4 x \$48 = \$1,728</p>	<p>1. "What do teachers want even more than new technology? Training on how to use it," The Hechinger Report, Future of Learning K-12 News, March, 2014.</p> <p>2. "Visible Learning for Teachers: Maximizing Impact on Learning," (Collective Teacher Efficacy Effect Size 1.57), John Hattie</p> <p>3. "Understanding and Using Reading Assessment, K-12," Peter Afflerbach, 2017.</p>	<p>1. Effectiveness of professional learning will be measured by session/training surveys and observation of teacher use.</p> <p>2. Effectiveness of data analysis will be measured by Grade Level Agenda & Notes along with administration and CI coach observations.</p> <p>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 <i>Illuminate Education</i>.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$7776	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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

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

Site Goal 3.1

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

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) CRES to continue two student leadership organizations: the Kiwanis sponsored K-Kids and CRES Student Equity Council to ensure students have opportunities to connect to school and have a voice and input into the culture and climate of the school.</p> <p>2) Social Emotional Learning and Digital Citizenship will continue to be taught in our classrooms and Computer Lab using Culturally Responsive Minds digital curriculum, library of read-aloud books paired with SEL curriculum, EverFi, Healthier Me, The Compassion Project, and morning meetings/classroom meetings.</p> <p>3) Sixth grade teachers will be provided a day to collaborate with Katherine Albani Middle School (KAMS) to promote a smooth transition for CRES students. (2x \$250 = \$500)</p>	<p>1. "A Study of Students' Transition from Primary to Secondary Schooling," Education Counts, 2011.</p> <p>2. "Student Voice: How Young People Can Shape the Future of Education," Rennie Center Education Research & Policy, Winter, 2019</p> <p>3. "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students," Executive Summary Findings from Three Scientific Reviews (Collaborative for Academic, Social, and Emotional Learning - CASEL), December, 2008.</p>	<p>1. Effectiveness of student participation in CRES Student Equity Council and K-Kids to be measured by student surveys, including those participating, and all of those benefiting. Administration, staff and parent observations would also be considered.</p> <p>2. Effectiveness of the implementation will be measured by Culturally Responsive Minds who has said it will have a student survey for pre- and post-assessment of SEL skills for 2020-21 available to subscribing members of their digital curriculum; CRES will have students participate in the surveys if teachers are implementing the curriculum. Additionally, SEL skills will be measured through our annual PBIS student survey and district-mandated surveys.</p> <p>3. Effectiveness of collaboration to be measured by agenda and minutes of the meeting and discussions with 6th grade teachers regarding level of student support provided or suggested.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- All • Asian • Black or African American • EL • Hispanic or Latino • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Our CRES Equity Plan will be revisited during an Equity Team meeting of families and staff members when we return to school in the fall of 2021. Actions and services will be implemented during the 2021-2022 school year and will be evaluated during regularly scheduled Equity Team and staff meetings.</p>	<p>1. "Educational Equity: What Does It Mean? How Do We Know When We Reach It?" Center for Public Education, January, 2016.</p>	<p>1. Effectiveness of the implementation of the CRES Equity Plan will be measured by parent, student and staff surveys, as well as a reduction in incidents of hateful/hurtful words or actions directed toward protected classes in the form of referrals.</p>

Funding Source	Amount	Description of Use		
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Actions/Services 3.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) PBIS Tier 1 and 2 will continue to be implemented with fidelity: Schoolwide behavior expectations, signage, explicit teaching and re-teaching, review of discipline data, action planning, professional learning for staff, use of MTSS process, implementation of Tier 2 supports, and updated Family Handbook and website information. "Stop, Walk, and (maybe) Talk" will continue to be taught, reinforced, and reminded to ensure that students are self-advocacy, 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. (\$467)</p> <p>2) 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, 2021. (3 teachers x 4 hours = \$480). Provide time for principal to work with yard supervisors beyond their regular hours to support and align expectations. 3 yard supervisors x 4 hours = \$216 Total: (\$696)</p>	<p>1. "Is Schoolwide Positive Behavior Support an Evidence-based Practice?" Horner, Sugai and Lewis, April 1, 2015</p> <p>2. "Is Schoolwide Positive Behavior Support an Evidence-based Practice?" Horner, Sugai and Lewis, April 1, 2015</p>	<p>1. Effectiveness of the implementation of PBIS Tier 1 and 2 will be measured by ongoing PBIS Team/TIPS data meetings, Tiered Fidelity Inventory Tier 1 = 100% and Tier 2 = 80%), discipline referral data, and suspension rate as measured by California School Dashboard (from GREEN to BLUE = 0.7 to 0.5).</p>

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$480	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$304	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$216	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$163	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

All students need parent, family and community stakeholders to be engaged as direct partners in their education. Our focus at CRES will be to prioritize these three strategy areas that work together to help students and schools be successful: 1) creating a welcoming and engaging climate with strong relationships and communication between families and school staff, 2) partnering with families to support student

achievement, and 3) investing families in school success. We will also be providing our community an opportunity for input on school improvement and inviting them as partners in school improvement.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Continue to strengthen and increase community-based partnerships (Kiwanis, CRES PTA, YMCA, Young Rembrandts, River Valley Garden Club, ETC) and charitable organizations (Elk Grove Food Bank, Toys for Tots, Toys for Troops, Caldor Fire Victims).</p> <p>2. Our CRES Equity Plan will be revisited during an Equity Team meeting of families and staff members when we return to school in the fall of 2021. Actions and services will be implemented during the 2021-2022 school year and will be evaluated and reviewed during regularly scheduled Equity Team and staff meetings.</p>	<p>1., 2., 3. and 4. "Family Engagement Toolkit: Continuous Improvement through an Equity Lens," California Department of Education, 2017</p>	<p>1. Effectiveness will be measured by observations and feedback with community partners and participation in school-governing bodies (SSC, CRES Equity Team, CRES PTA) and the FACE School-Wide Family Engagement Rubric (Flamboyan Foundation).</p> <p>2. Effectiveness of the implementation of the CRES Equity Plan will be measured by parent, student and staff surveys, as well as a reduction in incidents of hateful/hurtful words or actions directed toward protected classes in the form of referrals.</p>

Funding Source	Amount	Description of Use

Actions/Services 4.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) CRES will partner with the Office of Educational Equity (OEE) and Family and Community Engagement (FACE) to promote engagement and improvement in outcomes for students and families. OEE will work collaboratively with CRES to provide guidance and support for students, families, and staff members as it relates to educational equity, supporting our CRES Equity Plan.</p> <p>2) CRES will continue to review the "FACE Welcoming Schools Checklist" and address/implement actions or services where we can improve: 1) friendly, clear instructions and information (including surveys) for all families and visitors in English and Spanish, 2) a "new student/family orientation after with email to all staff welcoming new student, campus tour, first day introductions to office staff, administration, and teachers, and 3) a suggestion box for families to contribute ideas in a visible location in the office.</p>	<p>1. and 2. "Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships," Mapp, Karen and Paul Kuttner, 2013.</p>	<p>1. Effectiveness of the implementation of the CRES Equity Plan will be measured by parent, student and staff surveys, as well as a reduction in incidents of hateful/hurtful words or actions directed toward protected classes in the form of referrals.</p> <p>2. Effectiveness of the implementation of the actions and services to be measured by artifacts (translated documents, new student orientation process, and suggestion box).</p>

Funding Source	Amount	Description of Use

Actions/Services 4.1.3

Principally Targeted Student Group				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
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.	1. "Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight," Bruner, Discher & Chang, 2011. 2. "Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight," Bruner, Discher & Chang, 2011. 3. "Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight," Bruner, Discher & Chang, 2011.	1. Effectiveness of communicating with families regarding attendance to be measured by reduced Chronic Absenteeism as reflected in the California School Dashboard (from ORANGE to GREEN = 6.2 to 5.7).		
Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

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

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

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Cosumnes River Elementary - 230

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$12,220	\$12,220	\$12,220	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	19.375	\$0	\$2,227,126	\$2,227,126	\$2,227,126	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.6	\$0	\$68,822	\$68,822	\$68,822	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$23,650	\$23,650	\$23,650	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$184,834	\$184,834	\$0	\$0	\$184,834	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$12,224	\$7,776	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,397	\$3,397	\$2,734	\$0	\$663	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$1,597	\$1,597	\$1,597	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$4,339	\$4,339	\$4,339	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$31,450	\$31,450	\$31,450	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	0.8125	\$0	\$38,767	\$38,767	\$0	\$0	\$38,767	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.375	\$0	\$139,703	\$139,703	\$139,703	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	0.75	\$0	\$160,307	\$160,307	\$160,307	\$0	\$0	\$0	\$0
Total Funds	25.9125	\$0	\$2,917,212	\$2,917,212	\$2,684,172	\$7,776	\$225,264	\$0	

Budgeted for Strategies to Meet the Goals in the SPSA								
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Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$74,556
Subtotal of state or local funds included for this school	\$2,842,656

Principal **Michael Blomquist** _____

School Site Council Chairperson **Monique McWayne** _____

EL Advisory Chairperson _____