



Cosumnes River Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Michael Blomquist

County-District-School (CDS) Code: 34673146033013

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

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

IV. Goals, Actions and Services

Cosumnes River Elementary | Focused Work: 2022-2023

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

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 (First Mondays of each month during the school year); Grade level PLC meetings (Each Monday during Early Out Time); School Site Council meetings (9/16, 1/20, 4/14, 5/17); and Equity Team meetings (9/14, 1/12, 5/16) 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.

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 SMART goals for the 2022-2023 school year as well as the actions/services. Since CAASPP and Dashboard data is still adjusting to the Covid Pandemic, 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.

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

District Strategic Goal 1:

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.

District Needs and Metrics 1:

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

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

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.
- Schoolwide SBAC ELA scores will increase overall 3% or more per year in grades 3-6 from 65.80% to 68.80% or higher
- Schoolwide SBAC math scores will increase overall 3% or more per year in grades 3-6 from 51.27% to 54.27% or higher
- Limited Income (LI) ELA scores will increase 5% or more per year in grades 4,5, and 6 from 54.29% to 59.29% or higher
- Limited Income (LI) Math scores will increase 5% or more per year in grades 4,5, and 6 from 38.89% to 43.89% or higher
- Students with Disabilities (SWD) ELA scores will increase 5% or more per year in grades 4, 5, and 6 from 37.93% to 42.93% or higher
- Students with Disabilities (SWD) Math scores will increase 5% or more per year in grades 4, 5, and 6 from 24.13% to 29.13% or higher.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Teaching staff will be provided professional learning through the EGUSD Curriculum & Professional Learning Department regarding the framework for <i>High Quality Instruction</i> with a focus on <i>“Formative Assessment and Feedback.”</i></p> <p>2) Teachers to continue to use the MTSS process to provide tiered support to all students, and the referral process to engage the support of the Intervention Team for Rtl 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. (10 days @ \$250 = \$2500) CICO coordinator to receive a stipend for coordinating a caseload of no more than 5 students at a time each for a</p>	<p>1. <i>“The Impact of Formative Assessment and Learning Intentions on Student Achievement,”</i> Hanover Research, August, 2014</p> <p>2. <i>“MTSS Coaching: Bridging Knowing and Doing,”</i> Jennifer Freeman, October 12, 2016.</p>	<p>1. Effectiveness of professional learning will be measured by session/training surveys.</p> <p>2. Effectiveness of continued use of the MTSS process to be measured by number and quality of referrals and teacher feedback/survey.</p>

specified block of time. (\$1000)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3500	Certificated- Salaries

Actions/Services 1.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 IXL, a personalized instruction software program, 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. (\$18,000)</p> <p>2. ESSER funder 1.0 Academic Intervention Teacher (AIT) for K-6 academic support with and emphasis on early reading skills.</p>	<p>1. <i>“Avoiding the Devastating Downward Spiral,”</i> Torgeson, 2004</p> <p><i>“Both and’ Literacy Instruction K-5 A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom,”</i> Liben and Liben, 2013</p> <p>2. <i>John Hattie, October 2015 Influences and Effect Size</i></p> <ul style="list-style-type: none"> • Collaborative teacher efficacy 1.57 • Teacher clarity 0.75 	<p>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.</p> <p>2. Effectiveness of efforts to be measured by pre and post tests created by the AIT.</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$18000	Contracts/Services /Subscriptions

Actions/Services 1.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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) – 8 hours @ \$50 X 8 teachers = \$3,200).</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) = 1 day for 3rd grade NNAT testing (\$250), 1 full day for 4th-6th grade testing (\$250). NEHS fees to be paid using GATE funds. GATE Coordinator stipend of \$1,250.</p> <p>3. Enhance school STEM materials, equipment, and resources to provide students with learning opportunities that support NGSS standards and enrich academic experiences. (\$1,647 GATE, \$2,000 Supplemental Concentration)</p> <p>4. Fully implement AVID in grades 5 and 6 as a means of increasing organizational skills, study skills, and other instructional supports to strengthen academic achievement. This will include on-going training and support for our teachers through SCOE. (\$900 training, \$1,000 subs, \$3047 for materials and supplies.</p> <p>5. ESSER funded after school tutoring programs will continue for all teachers who run tutoring programs.</p>	<p>1. <i>"Differentiating Instruction in Response to Student Readiness"</i> Carol Ann Tomlinson, 2013 (Journal for the Education of the Gifted)</p>	<p>1. Effectiveness of use of release days or after hours work to analyze data per trimester will be measured by Grade Level Team Release Day Agenda & Notes along with administration and CI coach observations.</p> <p>2. Effectiveness of GATE 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> <p>3. Classroom observations and teacher meeting notes to determine level of implementation of STEM and AVID materials and strategies.</p> <p>4. Grade level meeting notes that reflect AVID and STEM discussion and implementation strategies.</p> <p>5. Pre and post tests to be administered to determine effectiveness of tutoring programs.</p>

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$500	Certificated- Salaries	

Supplemental/Concentration (7101/0000)	\$900	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Salaries	
GATE (7105/0000)	\$1250	Certificated-Stipends	
GATE (7105/0000)	\$1647	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$3200	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$5047	Materials/Supplies/Equipment	

Actions/Services 1.1.4

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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>Imagine Learning, Academic Vocabulary Toolkits</i> and EGUSD “newcomer” resources. Purchase additional materials to support continuous learning. (\$1000)</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. (\$900 certificated timesheets for RFEP monitoring, attending of district required meetings, administration and reporting of ELPAC, (\$1,000 substitutes for ELPAC administration) \$250 stipend for both EL Coordinator and ELPAC Coordinator.</p> <p>3. Provide supplies, materials, and light refreshments for EL Advisory Committee meetings throughout</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>

the school year. (\$390)

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$1000	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$500	Certificated-Stipends	
EL Supplemental (7150/0000)	\$900	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$1390	Materials/Supplies/Equipment	

Site Goal 1.2

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 Fountas & Pinnell beginning and end of year assessments.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) To strengthen reading foundational skills in our underperforming students in grade K, 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 Kindergarten teachers during the regular instructional day. (hourly rate of \$15 x 720 hours, (2 hours in each classroom per day) = \$ 10,800</p> <p>2) To strengthen mathematic skills for our underperforming students in all grades, with an emphasis on grades 3-6, targeted support for grade level math standards and</p>	<p>1, "Avoiding the Devastating Downward Spiral," Torgeson, 2004</p>	<p>Effectiveness of reading intervention program will be measured by beginning and ending reading assessments for students who participated in the program from Illuminate and Fountas and Pinnell assessments.</p>

concepts will be provided. This targeted support will be delivered by a paraeducator as instructed by the classroom teachers during the regular instructional day. (hourly rate of \$15 x 458 hours = \$6,878 - 2.5 hours per day)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$10800	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$6878	Classified- Timesheets	

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1

All students need teachers to work together collaboratively to respond to student data, share best practices, and collectively improve student learning among all grade level teaching teams. Our site goal is to increase student learning by using assessment results to guide instruction and continuous programmatic evaluation. Meeting weekly during early dismissal planning time, teachers will implement the EGUSD adopted assessment platform *Illuminate Education* to administer and analyze assessments. Teachers will also use grade level specific assessments as well as information from our personalized instructional software program for Reading and Math for all students.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Teaching staff will be provided continued support on the components of the EGUSD adopted assessment platform,	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.	1. Effectiveness of professional learning will be measured by session/training surveys and observation of teacher use.

Illuminate Education. Support will be provided by TOT and CPL as needed during teaching staff meetings, and Early Out Thursdays.

2.) Implement and receive training and support on use of CAASPP Interim assessments in grades 3-6.

3) 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, CAASPP Interim Assessments Blocks, CAASPP Focused Interim Assessment Blocks (FIAB's) and Wonders/Go! Math assessments. (21 days x \$250 = \$5,250)

4) Teachers of 1st and 2nd graders will be provided with 3 sub days during the school year 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. (18 days x \$250 = \$4,500)

2. *“Visible Learning for Teachers: Maximizing Impact on Learning,”* (Collective Teacher Efficacy Effect Size 1.57), John Hattie

3. *“Understanding and Using Reading Assessment, K-12,”* Peter Afflerbach, 2017.

2. Effectiveness of data analysis will be measured by Grade Level Agenda & Notes along with administration and CI coach 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 Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$9750	Certificated- Timesheets	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

Students need a safe, positive and equitable environment in which to learn. Teaching and support staff also need a safe, positive and equitable workplace. This will be accomplished through a positive attendance campaign, a fully implemented Tier 1 and Tier 2 PBIS program, our CRES Equity Plan, 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 the number of suspensions from 9 to 6 or lower
2. Reduce the number students involved in suspensions from 6 to 5 or fewer.
3. Decrease the number of major discipline incidents from 38 to 32 or fewer
3. Reduce the number of students who receive major discipline incidents from 22 to 18 or fewer.
4. Reduce the number of minor offenses from 30 to 25 or fewer.
5. Reduce the number of students who receive minor offenses from 21 to 17 or fewer.

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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. (\$1,000 for materials and incentives for student involvement)</p> <p>2) Social Emotional Learning and Digital Citizenship will continue to be taught in our classrooms and Computer Lab using newly adopted Social Emotional Learning curriculum, library of read-aloud books paired with SEL curriculum, and morning meetings/classroom meetings. ((\$1,500 for additional materials, 1 release day for teachers to plan implementation of new curriculum in the fall (15 days x \$250 = \$3750)</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. <i>"A Study of Students' Transition from Primary to Secondary Schooling,"</i> Education Counts, 2011.</p> <p>2. <i>"Student Voice: How Young People Can Shape the Future of Education,"</i> Rennie Center Education Research & Policy, Winter, 2019</p> <p>3. <i>"The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students,"</i> 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>

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Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$2500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$4250	Certificated- Timesheets

Actions/Services 3.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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. (\$1000) Specific actions are outlined in the Equity Plan and include on-going staff professional development, training for new SEL materials, and seeking presenters, performances, and assemblies that highlight diversity and equity.</p>	<p>1. <i>“Educational Equity: What Does It Mean? How Do We Know When We Reach It?”</i> 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
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment

Actions/Services 3.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) PBIS Tier 1 and 2 will continue to be implemented with</p>	<p>1. <i>“Is Schoolwide Positive Behavior Support an Evidence-</i></p>	<p>1. Effectiveness of the implementation of PBIS Tier 1 and 2</p>

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-advocates, being "upstanders" instead of bystanders and developing empathy for others. Replace any wind signs that need to be replaced due to weathering and provide ink/paper for certificates of recognition in monthly Beep Beep Assemblies. (\$500)

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 x \$50 = \$600). 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 \$15 = \$225)

3. Provide stipend for Golden CRES advisors and additional materials to support program. (\$1000 for two teacher stipends, \$500 for materials)

based Practice?" Horner, Sugai and Lewis, April 1, 2015

2. *"Is Schoolwide Positive Behavior Support an Evidence-based Practice?"* Horner, Sugai and Lewis, April 1, 2015

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).

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	
PBIS (7440/0000)	\$500	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$100	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$225	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$1000	Certificated-Stipends	

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.

One way to accomplish these goals is to increase attendance. Therefore, CRES will work to increase average daily attendance from 92.55% in the 2021-2022 school year to 95% or higher for the 2022/2023 school year.

Metric: Attendance Rate

Actions/Services 4.1.1**Principally Targeted Student Group**

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 Kids, 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 2022. Actions and services will be implemented during the 2022-2023 school year and will be evaluated and reviewed during regularly scheduled Equity</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 (Flamboyant 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>

Team and staff meetings. (\$1000)
 Detailed action steps are included in the Equity Plan and include Parent Night Events, increasing diversity in library titles, communication with regional middle and high school, and on-going staff training.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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. <i>"Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships,"</i> 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

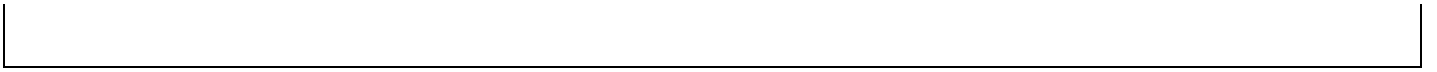
What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Continue to provide parents with research regarding student success and its relationship to truancy; 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.</p> <p>2) CRES to consistently look to refine attendance incentive plans that positively motivate students and families to attend school and increase attendance percentages.</p>	<p><i>“Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight,”</i> Bruner, Discher & Chang, 2011.</p>	<p>Average Daily Attendance for the 2022-2023 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.</p>

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.



V. Funding

Cosumnes River Elementary (230) | 2022 - 2023

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	0.0000	\$0	\$13,598	\$13,598	\$13,598	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$69,650	\$69,650	\$49,325	\$9,750	\$9,575	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$3,790	\$3,790	\$3,790	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$91,435	\$91,435	\$70,110	\$9,750	\$10,575	\$1,000	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$91,435

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
