



## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Fammatre Charter Elementary School is an outstanding school that values academic excellence, enjoys parental and community support, and produces well-rounded students. Our campus is nestled in the Cambrian Community in West San Jose, bordering Los Gatos and Campbell. Fammatre serves approximately 452 students in grades TK thru 5th. 15% of our population is identified as English Language Learners. 14% of our population has special needs. 25% are considered socio-economically disadvantaged. Our ethnic or racial breakdown is 34% White, 34% Hispanic, 14% Asian, 16% Biracial, and 1% Black or African American. A safe, warm learning environment is evident as one enters the beautifully landscaped campus. At Fammatre School, we believe all our students can learn, grow, and experience success in school. We believe that children learn best when they are taught in ways that address their learning styles and that a positive, safe learning environment fosters successful student achievement. We encourage individual dignity, self-esteem, self-responsibility, and a sense of belonging to the school and community. Our hope is that our teaching will help students become productive global citizens who will use the skills we teach them throughout their lives.

Fammatre School is well maintained by a staff of custodians who are assigned to the school. They maintain cleanliness and support the facility in many ways. They are supplemented by district staff who regularly assist in building maintenance. Custodians ensure jobs are completed in a timely manner through an automated work order system. Learning is enhanced by improved lighting output at lower consumption rates. Fire alarm systems are regularly maintained at strict state standards. We have security with gates surrounding our facility

that are locked during school hours. We also have installed a security camera in the school office. All visitors must sign in at the office prior to entering campus.

Cambrian is extremely proud of our technology infrastructure. Our present ratio of students to computers is 1:1 in 2nd-5th grades. Students in TK-1 are 3 to 1 with Ipads. Computers are networked and linked to the internet. There is a district-wide technology team available to support the schools with maintaining technology infrastructure as well as ensuring best practices around educational technology usage and tools. There is a district-wide technology plan to guide decisions. We are extremely proud of our Makerspace. It is a place for students to learn to become makers and creators instead of just consumers. Students have many opportunities to explore and learn. Some examples of what students do in the space are learning programming skills, working with a 3D printer, working collaboratively with peers with a variety of building manipulatives, or creating one-of-a-kind art projects that tie into the curriculum. We are dedicated to expanding collaboration between our Maker Coordinator and teachers to integrate our curriculum into the time spent in the Makerspace. This year students have had increased access to the space by attending every other week.

Goal-setting conferences are held with parents/guardians and students in the fall to establish connections between the teacher and the family and set personal and academic goals for the students collaboratively. We had a 95% attendance rate this year by holding conferences through Zoom or in person. Community activities have increased this year by bringing back traditional programs from the past: Literacy Nights, STEAM Nights, and In-person Back to School and Open Houses. The Home and School Club has also brought back its community events and fundraisers to bring parents, students, and our community together for a variety of activities. These include events such as our Monster Boogie Bash, Family Dance, Fun Run, field trips, and dining out events. Parents help in our classrooms as Arts Vista and Project Cornerstone volunteers and in the garden.

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism is still higher than usual this year, in part due to Covid. Suspensions are less than 1% for the school. Students are aware of safety plans should emergencies arise and they complete practice drills often. Cambrian works with other agencies to provide a safe environment, which promotes learning. In addition, the school is sensitive and proactive about medically sensitive issues, such as peanut allergies, and trains staff to manage such situations.

Staff development is designed in our primary areas of focus: data analysis, math instruction, and the Science of Reading. Using CCSS and Fastbridge assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science, or language arts), a specific time is dedicated to staff development to ensure the even and effective implementation of the program. (10 days including 2-hour early release days)

The use of the Teacher on Special Assignment to support teachers, programs, and academic achievement, including our PLCs, has helped us to make good growth toward our goals and establish new systems to utilize data regularly to accelerate student achievement.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We are extremely proud of the overall growth in student academic achievement and improvements in a positive school climate. Fammatre has a strong home and school partnership and our families feel welcomed and valued in our school community. We are committed to keeping our families engaged and informed through consistent and timely school communication and parent meetings. Supporting teacher success in the PLC process, the online Second Step social-emotional curriculum, and consistently reinforcing positive behaviors have all contributed to the successes.

Highlights include:

Goal 1: High Academic Achievement:

Fammatre School will provide equitable access to high-quality, engaging, standards-aligned educational opportunities for all students with the expected outcome of each student demonstrating growth toward meeting or exceeding grade-level standards in English Language Arts and Math.

2021-2022 SBAC Scores

ELA 67% met or exceeded the standards

Math 65% met or exceeded the standards.

2022-2023 Fastbridge Local Assessments

- aReading: 69% of all students are meeting or exceeding the grade-level standard
- aMath: 70% of all students are meeting or exceeding the grade-level standard

Targeted Populations

- ELA performance for Latino Students, Socioeconomically Disadvantaged Students (SED) and Students with Disabilities (SWD) increased by the spring by 2-5% points each.
- Math Performance increased 2-3% for Latino Students, Socioeconomically Disadvantaged Students (SED) and Students with Disabilities populations.

Goal 2 Effective Leadership, Teaching, and Learning:

Effective Leadership, Teaching, and Learning: Fammatre School will provide a collaborative and responsive learning community in which our collective efficacy leads to an inclusive climate where every student thrives.

All teachers at Fammatre possess credentials appropriate to their position;

- All General Education and most Special Education teachers are GLAD Certified
- ELA, Math, Science, and SEL curricula have been used for at least two years and teachers have breadth and depth of experience teaching them.

- Grade level teams participated in PLC groups lead by the Instruction and Curriculum department to analyze the needs of the students at their grade level based on the Fastbridge assessment collected three times a year. Each session focused on the aReading and CBM scores (kindergarten focused on early reading). Interventions were reviewed and grade-level teams devised a goal for their grade level to help accelerate the learning of their students. This year we also included progress monitoring and will continue to grow which students are monitored.

#### Goal 3 Positive School Environment, Climate, Culture:

Fammatre School will provide a safe, inclusive and enriching learning environment that cultivates emotional security and facilitates responsible decision-making where all students flourish.

- Student Climate Survey showed we need to adjust how we acknowledge students' good behavior.
- Suspension rates in 2021-2022 were less than 1%
- this is a decrease from the year prior

#### Actions Taken in 2022-2023 to improve school climate:

- Implementation of PBIS and positive behavior recognition systems as we did before Covid.
- Implementation of Digital Second Step Curriculum
- Continuation of ABC Project Cornerstone Program
- Nugent Counseling Services 2 days per week Sept-March, 3 days a week April-June
- Behavior Specialist providing consultation and direct services for students with Behavior Intervention Plans and support gen ed as needed.
- The behavior referral process and data tracking (SWIS) continued in 2022-2023 to track trends and provide a timely response.
- The Makerspace teacher created grade-specific activities to integrate meaningful hands-on learning opportunities in alignment with the curriculum they were studying in class. In accordance with last year's Student Interest survey,

we increased the frequency of Makerspace sessions to every other week.

- After surveying student interest, adult-led lunchtime activities were continued as an option on specific days of the week. (Valley Sports, Legos, Art)
- Other high student interest extra activities include: Art Vista, and Starting Arts: Theater Arts, music increased to every week, a PE class weekly, and library weekly.

#### Goal 4 Strong Parent and Community Engagement:

Promote a welcoming and inclusive environment where parents/guardians, families, and community stakeholders are partners in the education and support of all students' success in schools.

#### Parent/Family Engagement Survey Results April 2023

- 96% of parents feel welcomed and valued when visiting the school
- 95% report family's ethnicity and culture is recognized and respected by school staff
- 95% Feel school communication is timely, done in a consistent manner, and provided via multiple methods (newsletters, packets, emails, text, calls, websites..)

Our Home and School Club is strong and have continued to plan activities for community building and fundraising. Parents also have opportunities to engage in our school partnership through our School Site Council and ELAC committees, Back to School Night, Goal Setting Conferences, Spring Parent-Teacher Conferences, Open House, and principal coffees and volunteering on campus.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2019 CA School Dashboard, Hispanic students need significant improvement in both ELA and Mathematics. English Lanugage Learners are also identified as needing significant improvement in ELA.

### Fastbridge aReading Grades 2-5 - Spring 2023

- 31% of All students are performing at Some Risk or High Risk
- 50% of SED students are performing at Some Risk or High Risk
- 84% of EL students are performing at Some Risk or High Risk
- 54% of Hispanic/Latino students are performing at Some Risk or High Risk
- 49% of Students with Disabilities are performing at Some Risk or High Risk

### Fastbridge aMath Grades 2-5 - Spring 2023

- 30% of All students are performing at Some Risk or High Risk
- 53% of SED students at Some Risk or High Risk
- 73% of EL students at Some Risk or High Risk
- 55% of Hispanic/Latino students Some Risk or High Risk
- 65% of Students with Disabilities at Some Risk or High Risk

To address the needs of our EL population, we are offering ELD support before school four days a week for 2nd graders and above. We only have one group going this year, but hope to offer more next year. We are hoping to have more success in finding a candidate to fill that position. In addition, we will be providing instructional aide support to help the classroom teacher provide target instruction to the groups identified as performing lower than the overall population: Students with disabilities, Latino students, students that are second language learners, and students that are socio-economically disadvantaged. We will also be increasing the number of PLC meetings we have yearly to disseminate the data more frequently and adjust our strategies to target our learners. Fammatre has also started outreach to our Latino population to draw more families into participating in the school community to create stronger ties between home and school.

### 2021-2022 Data

- Attendance Rate 94.05%
- Suspension Rate .4%

SWIS 2022-2023

314 Referrals, 65% of the referral were from students in TK-1st grade, and another 11% were from a student that no longer attends our school. Of the 314 referrals, only 7 were major referrals.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Academic Acceleration with a focus on underserved populations is the focus for our 2023-2024 LCAP. We need to focus on analyzing the data effectively to guide our interventions and instruction. Incorporating data into our grade level meetings as well as capitalizing on utilizing our current staff to their maximum support are critical. Making learning accessible for all students and engaging and partnering with underrepresented families is the theme that runs throughout our LCAP to ensure all students meet or exceed grade-level standards. In many areas, we are focussing specifically on actions that provide access to learning for our student groups for whom this gaps exists as we know these are best practices that will enable all students to succeed. Part of the plan encompasses ensuring we are partnering with all parents/guardian and removing barriers to communication and participation in school events. We are extremely proud of the work we have done so far and hope to push our efforts to the next level.

### Goal 1: High Student Achievement

- ELA & Math Interventions (during and after school)
- GLAD maintenance
- Data-Informed Instructional Practices & Progress Monitoring
- Next Generation Science Standards (NGSS)
- Makerspace time for all classes
- Project Based Learning training

### Goal 2: Effective Leadership, Teaching & Learning

- Professional Development
- PLCs to reflect on Fastbridge and teacher collected data
- GLAD maintenance
- Number Talks
- Fastbridge Fast for Sucess Training through University of Minnesota

### Goal 3: Positive School Environment, Climate & Culture

- Continue with Zones of Regulation
- Social-Emotional Learning, Digital Second Step Curriculum and Project Cornerstone
- Counseling services

- Positive Behavior Interventions & Supports
- School-wide Events, Field Trips, Assemblies
- School-Wide Assemblies - Recognition & SEL
- Organized Sports at Recess
- Music, PE, Art, MakerSpace time increased.
- Lunchtime activities
- Student Advisory Board
- Goal Setting Conferences in the Fall

**Goal 4: Strong Parent & Community Engagement**

- Home & School Club (HSC)
- Parent Classroom Volunteers
- School Committees
- Multiple Parent Education Events
- STEAM Nights
- Translation Services & Tools
- School Newsletters, Website
- Goal-setting conference practices
- Principal Coffee's
- School Site Council Meetings
- Community Room on Campus
- Technology available for families to use if needed

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In general, the review of LCAP goals occurred with our educational partners, including Staff, the Home and School Club, ELAC, and SSC. A summary of the process below was used to engage educational partners and how this engagement was considered before finalizing the LCAP:

Inform and educate all educational partners about the LCAP process.

During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the LCFF/LCAP process/requirements and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district and/or school website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Review current goals and progress/status.

We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals, and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, School Site Council, and our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. The results of this survey were summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principals Coffees and made available on our website. These sessions provided the site with some clear areas of identified need and suggested strategies to address that needs. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Drafting an LCAP

During this phase, we developed draft goals and actions, and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate/Fastbridge CCSS Benchmarks for ELA & Math
2. English Learner Re-designation rates
3. Results from the Community LCAP Survey
4. PBIS School Climate Survey

- 5. Parent Engagement Survey
- 6. Student Interest Survey

Review the draft LCAP for 2022-2023 with stakeholders and gather feedback.

The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators, and actions that appear in this LCAP

Revision of the LCAP based on final review.

Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. The final LCAP and budget were adopted in a regular board meeting on June 15, 2023.

A summary of opportunities for our educational partners to engage in the development of the LCAP in the 2022-2023 school year is listed below:

- The School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available.
- Newsletters were published to update actions pertinent to LCAP goals.
- HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate, and Community Engagement). Parents and guardians were invited to provide feedback and input at the sessions
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- Positive Behavior Intervention Support (PBIS) SWIS data from 2022-2023 was reviewed at multiple site PBIS team meetings, SSC, and Staff Meetings. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- LCAP Parent & Staff survey was developed and issued to parents in March 2023. Multiple emails and written reminders were sent out. A total of 85 families/staff responded. The results were disseminated to HSC, SSC, and ELAC, at parent coffees, and at our staff meetings during the February and March timeframe.
- PBIS School Climate survey in March 2023 of students in grades 3-5
- Parent Engagement survey in March 2023
- Student Activity Interest Survey March 2023
- Parent Activity Interest Survey April March 2023

A summary of the feedback provided by specific educational partners.

See next section for further details.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholder input obtained during the 2022-2023 LCAP Survey, School Climate Survey, Parent Engagement Survey, Principal Coffee Meetings, Staff, SSC, and HSC Meetings that influenced the LCAP are summarized below.

#### Priority 1: Basic Services

Our stakeholders identified the following areas of the highest importance to focus on: providing all of our students with a safe and well-maintained environment for learning. All students will have equal access to curriculum and instruction.

#### Priority 2: Implementation of State Standards

Through site and district professional development, we will ensure that our educators are providing our students with differentiated instruction so that all students are able to access learning the state standards at the highest level possible. Through our curriculum and varied approaches, the curriculum will be accessible to all learners. Additional programs for students that are part of significant populations will be made available outside of school hours to supplement the instruction that happens in the classroom. Wednesday Staff meetings will regularly incorporate site professional development to support our goals and collaboration time to ensure teams work together to review data regularly and work together to effectively differentiate for all learners.

#### Priority 3: Parent Involvement

Parents will continue to receive weekly newsletters, participate in goal-setting conferences at the start of the school year, and receive progress updates during the trimester. Staff will collaborate on other ways to keep parents apprised of student progress in between report card periods. The website will be regularly updated now that the office aide has been trained on the website program. Teachers will continue to provide weekly newsletters to keep families apprised of classroom activities each week. With district support, the school site will become the first point of referral for outreach assistance. Home and School Club will continue to meet monthly and will potentially reintroduce childcare so more families can participate in meetings. Principal coffees will once again be offered during the school day and in the evening. Parents will be surveyed at the start of the year for input regarding offered parent education. During the summer and at the start of the school year, parents will be informed of the various ways they can volunteer on campus, including opportunities for families that are not English-speaking.

#### Priority 4: Student Achievement

We will continue with our professional learning communities and increase their frequency. More time will be given during staff meetings to allow for set collaboration time to reflect on formative assessment information as well.

#### Priority 5: Student Engagement

In an effort to provide additional enrichment opportunities, Fammatre will continue to provide additional adult-led activities during lunch recess. We are increasing our Makerspace accessibility every other week with the support of the Home and School Club. We will continue to seek activity leaders and teachers will be asked to sponsor clubs during lunchtime as well. Fammatre will work with the Home and School club to offer outside after-school enrichment classes throughout the week. These would be fee-based classes. The school is adjusting our start time as one way of decreasing student tardiness.

Priority 6: School Climate

Next school year, we will offer work with our counselor to provide more groups in place of individual counseling so more students are able to benefit from the support. Staff will continue to utilize the Zones of Regulation in all grade levels. The Second Step program will continue to be utilized as our Social Emotional curriculum. Student surveys will be done at various times of the year to determine what types of extra activities will be offered. Behavior expectations will be clearly conveyed to students and all staff and frequent check-ins will occur. Our PBIS team will be meeting this summer to revamp our program and make it more engaging for all.

Priority 7: Course Action

All students will have equal access to programs to enhance learning. Staff will meet to discuss if additional supports are needed.

# Goals and Actions

## Goal

Goal #	Description
1	High Academic Achievement: Fammatre School will provide equitable access to high quality, engaging, standards aligned educational opportunities for all students with the expected outcome of each student demonstrating growth towards meeting or exceeding grade level standards in English Language Arts and Math.

An explanation of why the LEA has developed this goal.

In reviewing student assessment data (Fastbridge English Language Arts (ELA) and Math Spring 2022 and SBAC ELA and Math 2021-2022) we identified the need to focus on making learning accessible for all students and enhancing differentiated instruction to meet individual student needs. Per Spring 2022 Fastbridge data, in Math 76% and in ELA 77% of students in 2nd - 5th grade are meeting or exceeding grade-level standards. For significant student groups (English Learners (EL), Students with Disabilities (SWD), Hispanic/Latino Students, and Socioeconomically Disadvantaged Students (SED) the percentage of students meeting or exceeding grade-level standards in ELA ranges from 45%, 49%, and 56% respectively, and in Math is 48%, 54%, and 53% respectively. We will focus on integrated/designated ELD, language acquisition, and differentiated instructional practices at Tier 1, and Tier 2 reading and math intervention support, to intentionally meet or exceed grade-level standards for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fastbridge aMath	<p>78% of all students in grades 1-5 are on or above grade-level standard in fall 21-22.</p> <p>25% of EL students in grades 1-5 are on or above grade level in Fall 21-22</p> <p>50% of SED in grades 1-5 are on or above</p>	<p>78% of all students at Some on or above grade level.</p> <p>50% of SED students on or above grade level</p> <p>50% of EL students on or above grade level</p> <p>56% of Hispanic/Latino students are on or above grade level</p>	<p>70% of all students at Some on or above grade level.</p> <p>47% of SED students on or above grade level</p> <p>27% of EL students on or above grade level</p> <p>45% of Hispanic/Latino students are on or above grade level</p>		<p>3-5% increase of percentage of all students in grades 2-5 performing on or above grade-level.</p> <p>Percentage of students in targeted groups performing at or above grade level will increase 6-10%Fastbridge aMath</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>grade level in Fall 21-22</p> <p>54% of SWD in grades 1-5 are on or above grade level in Fall 21-22</p>	55% of Students with Disabilities on or above grade level	35% of Students with Disabilities on or above grade level		
Fastbridge aReading.	<p>76% of all students in grades 2-5 are on or above grade-level standard on Fastbridge aReading.</p> <p>45% of EL students in grades 2-5 are on or above grade level in Fall 21-22.</p> <p>50% of SED students in grades 2-5 are on or above grade level in Fall 21-22.</p> <p>45% of SWD students in grades 2-5 are on or above grade level in Fall 21-22.</p>	<p>79% of all students are on or above grade level</p> <p>55% of SED students are on or above grade level.</p> <p>47% of EL students are on or above grade level.</p> <p>45% of Hispanic/Latino students are on or above grade level.</p> <p>49% of Students with Disabilities are on or above grade level.</p>	<p>71% of all students are on or above grade level</p> <p>48% of SED students are on or above grade level.</p> <p>16% of EL students are on or above grade level.</p> <p>16% of Hispanic/Latino students are on or above grade level.</p> <p>35% of Students with Disabilities are on or above grade level.</p>		<p>3-5% increase of all students in grades 1-5 are on/above grade-level standards.</p> <p>Percentage of students in targeted groups performing at or above grade level will increase 6-10% yearly. aReading</p>
ELPI	ELPI suspended for 20-21	ELPI suspended for 21-22	54.8% are making progress		90% of all students in grades 1-5 are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					meeting or exceeding grade-level standard on Fastbridge aReading and aMath
EL Redesignated Fluent English Proficient Rate	16% of EL students Redesignated Fluent English Proficient	8% of EL students Redesignated Fluent English Proficient	5% of EL students Redesignated Fluent English Proficient		20% increase in EL students Redesignated Fluent English Proficient
Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator		100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator
SBAC ELA	State Testing Suspended for the 20-21 school year	<p>Overall students in grades 3-5 are 28.4 points above grade-level standard on the 21-22 ELA portion of the SBAC.</p> <p>Overall, Hispanic students in grades 3-5 are 38.8 points below the standard on the ELA portion 21-22 SBAC</p> <p>Overall, EL students in grades 3-5 are 22.7 points below the standard on the ELA portion 21-22 SBAC</p>	TBD		<p>3-5% increase of all students in grades 3-5 are on/above grade-level standards.</p> <p>Percentage of students in targeted groups performing at or above grade level will increase 6-10% yearly.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Overall, SED in grades 3-5 are 49.1 points below the standard on the ELA portion 21-22 SBAC</p> <p>Overall, SWD in grades 3-5 are 56.1 points below the standard on the ELA portion 21-22 SBAC.</p>			
SBAC Math	State Testing Suspended for the 20-21 school year	<p>Overall students in grades 3-5 are 29.1 points above grade-level standard on the 21-22 Math portion of the SBAC.</p> <p>Overall, Hispanic students in grades 3-5 are 36.6 points below the standard on the Math portion 21-22 SBAC</p> <p>Overall, EL students in grades 3-5 are 2.4 points below the standard on the Math portion 21-22 SBAC</p> <p>Overall, SED in grades 3-5 are 48 points below the</p>	TBD		<p>3-5% increase of all students in grades 3-5 are on/above grade-level standards.</p> <p>Percentage of students in targeted groups performing at or above grade level will increase 6-10% yearly.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>standard on the Math portion 21-22 SBAC</p> <p>Overall, SWD in grades 3-5 are 33.4 points below the standard on the Math portion 21-22 SBAC.</p>			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA/ELD Professional Development	ELA/ELD professional development	\$5,000.00	No
1.2	Writing Curriculum Integration	ELA: Integration of Writer's Workshop best practices and Benchmark Advance Curriculum.	\$1,000.00	No
1.3	Targeted Instruction for ELA/Math	Paraeducator for K-2 to support targeted instructional time	\$30,000.00	No
1.4	Tier 2 ELA instruction	LLI targeted Literacy instruction	\$50,000.00	No
1.5	Tier 2 Math Intervention	Do the Math for Grades 1-3 and Elevate Math Plus (grades 3-5)	\$5,100.00	No
1.6	Subscriptions & Software Licensing	Studies Weekly, Lexia, Reflex, Learning A-Z, Brainpop,	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Enrichment Opportunities	Math Olympiad/PBL/School Paper or Blog/Design Thinking	\$1,000.00	No
1.8	State Testing	School Site Testing Coordinator extra duty	\$1,500.00	No
1.9	Makerspace	Makerspace Coordinator and supplies	\$41,000.00	No
1.15				
1.17	General School Operations	General supplies & equipment (instructional materials, land Library World licenses, copier lease, small equipment, postage...)	\$45,249.00	No

### Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were only able to find two Intervention specialists and needed more. We hired paraeducators for K-1, but did not have a master schedule, so aide time was not always used as intended.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We did not pay for the Tier 2 ELA instruction, the district paid the employees. We did not do Math Olympiad this year, but hope to next year.

An explanation of how effective the specific actions were in making progress toward the goal.

We had made good gains in our Fastbridge Scores, but our spring scores decreased. Our PLC groups are attempting to determine possible reasons why.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We increased enrichment opportunities to include PBL, school paper, and design thinking because three of my teachers are moving forward and students are interested this year and we hope to expand next year. There will be a dedicated Instructional Specialist, on our site five days each week. This should continue to support our goal of providing targeted intervention to help our lowest-performing students. This ISS team member will be able to provide instructional coaching for our teachers in the area of ELD, ELA, GLAD, and writing.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Effective Leadership, Teaching, and Learning: Fammatre School will provide a collaborative and responsive learning community in which our collective efficacy leads to an inclusive climate where every student thrives.

An explanation of why the LEA has developed this goal.

Input received via 2022 LCAP Surveys, SSC, HSC, and staff meetings emphasized the importance of hiring, retaining, and supporting our teachers and staff. School-wide community and team-building opportunities for staff have been limited, but are returning to normal. Additional professional development is needed around MTSS, ELD, UDL, behavior/emotional regulation support for students. Building a community that is able to collaborate on student learning and strategize approaches based on data will strengthen student outcomes and teacher efficacy. By providing support for students at their level and offering more ways for students to show what they know, we believe we will see an increase in student engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey for students in grades 3-5	73% of students in grades 3-5 reported they like school in the April 2021 School Climate Survey	80% of 3rd-5th grade students reported they liked school in the April 2022 School Climate Survey.	71% of students in grades 3-5 reported they like school in the April 2023 School Climate Survey		90% of students in grades 3-5 report the like school in School Climate Survey
Teacher Survey	No current baseline data	80% of GLAD trained teachers use hip pocket tools 4-5 days a week.	80% of GLAD trained teachers use hip pocket tools 4-5 days a week.		100% of GLAD certified teachers are routinely utilizing the hip pocket strategies with fidelity
Teacher Survey	No current baseline data	35% of teachers teach at least 45 minues of designated ELD instruction.	88% of teachers teach up to 30 minutes of designated ELD		100% of teachers teach designated integrated ELD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.		100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.
Teacher Survey	% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)	93% agreed PD and staff collaboration was an effective use of their time.	93% agreed PD and staff collaboration was an effective use of their time.		95% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	Baseline established in 2021-22. 54% of teachers in the Fall were utilizing strategies regularly. Our school focused on all teachers implementing GLAD instructional model.	84% utilizing the GLAD 7 Hip Pocket Tools.	88% of trained teachers using GLAD strategies, 44% using number talks, 100% of teachers utilize the core curriculum.		90% of teachers implementing best Tier 1 instructional practices consistently.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Wellness & Climate	Staff wellness/team building activities to promote positive culture/climate.	\$2,500.00	No
2.3	Staff Trainings	Visible Learning, equity and inclusion, PBL, Math	\$10,000.00	No
2.4	Conferences	Leadership, Learning environments, MTSS	\$15,000.00	No
2.5	Cycles of Inquiry	Substitutue Coverage for Teacher release	\$10,000.00	No
2.6	PLC time	PLC	\$0.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

UDL trainings did not happen given the timing of our staff meetings. We will continue to explore the possibilities, but want to refine the practices we currently have in place (PLCs) before adding in more new strategies for the staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

none

An explanation of how effective the specific actions were in making progress toward the goal.

Using sub release time was difficult because of the availability of subs. I was able to have a few teachers go out to observe their peers, but not as many as I would have liked.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

PBL and Mindfulness continue in the plan. I have also added in Visible Learning Strategies as we have started discussing these topics as part of our PLC groups.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Positive School Environment, Climate, Culture: Fammatre School will provide a safe, inclusive and enriching learning environment that cultivates emotional security and facilitates responsible decision making where all students feel connected to and engaged in school.

An explanation of why the LEA has developed this goal.

Through the LCAP survey, parent engagement survey, school climate survey, student preference surveys, and stakeholder meetings, it was determined that we need to work on the following areas: Revamp PBIS to better address the evolving needs of our students after the pandemic. We have had fewer referrals, but we need to make sure we are accurately capturing the students' behaviors and their needs. Students have expressed they do not feel like good behavior is recognized. We need to make a concerted effort as a staff to point out positive behavior as it happens and call attention to it as a school. In addition, we will continue to teach the Second Step curriculum and Zones of Regulation to help students develop confidence in managing their emotions and in turn improve their relationships with others.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	73% the number of students that like school on the School Climate Survey	80% of students like school (increase 7%) 83% feel like they do well in school (increase 10%) 79% feel like good behavior is noticed (decrease 5%)	71% of students like school (decrease of 9%) 78% feel like they do well in school (decrease 5%) 69% feel like good behavior is noticed (decrease 10%)		Increase to 5% in each qualifier on the School Climate Survey
SWIS Data	337 Major Behavior 2019-20 Behavior Data	7 Major referrals out of 229 on the 2021-2022 SWIS referral data	7 Major referrals out of 317 for 2022-2023 SWIS Data		Revamped PBIS should have more accurate number. Expect to have less



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					than 200m major referrals.
District Absence numbers	6.7% EL, 8.3% Hispanic 8.6% SED Chronic Absenteeism per 2019 CA Dashboard	Overall, approximately 12% of our students are considered chronically absent with a rate of over 10%.	Overall , 13.8% are chronically absent. Hispanic is 25.7%, SED 25.9%, SWD 22.6% and EL 27.9%		Reduce chronic absenteeism to 3% or less for EL, Hispanic, SED students
Powerschool information	.4% suspension rate per 2019 CA Dashboard	Suspension Rate of .2%	.4% suspension rate per 2022 CA Dashboard		Maintain suspension rate of 1% or less

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning (SEL)	Continue implementation with fidelity of Second Step, PBIS, and Project Cornerstone.	\$1,000.00	No
3.2	Community Building Events & Fundraisers	School wide community building events (e.g. walk-a-thon, Monster Boogie Bash, music concerts, open hous); fundraising for extra-curricular activities (Field trips, assemblies, Living Lab...) and leadership opportunities for students (e.g. Student ADvisory Board, Conflict Resolution Team, Safety Patrol)	\$0.00	No
3.3	Extracurricular & Enrichment Learning Opportunities:	Afterschool Offerings through outside sources.	\$0.00	No
3.4	Extra Lunch Supervised Activities	Activity coordianators and club supervision	\$1,625.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Behavior Tracking & Regulation Support	Continue with School-wide Information System (SWIS) for tracking discipline and behavior throughout the year and General Education Behavior Specialist Consultant to support MTSS implementation around: Review and response to behavior data; Student observations, interventions & restorative justice practices; Check-In/Check Out; Behavior Intervention Plans; Flexible learning environment	\$584.00	No
3.7	Yard Supervision	Yard/ Noon Duty Supervisor for lunch	\$10,000.00	No
3.8	Valley Sports	Kindergarten lunch time activity	\$10,000.00	No

### Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Last year we had hoped to create a structured recess time for kinder as well as the primary grades, but we fell short because of staffing issues. We were able to continue some of our activity times (legos and crafts) during lunch recess during the week. We began to use Second Step Digital Curriculum. Our HSC began to integrate our community building events for our families again this year and they were well received. About 1/3 of our staff enrolled in mindfulness training and have already begun to notice a difference in how they approach students and in turn the students' response to them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We used just under \$1000 to produce PBIS posters to hang up around school.

An explanation of how effective the specific actions were in making progress toward the goal.

Community Building was positively influenced by activities we did this last year and the changes we made in our communications. Parents have responded positively and we are seeing a large increase in parent participation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Including Valley Sports for Kindergarten because those students need more structure to their free play time. We are trying to reduce the number of referrals we see during this time.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Strong Parent and Community Engagement: Promote a welcoming and inclusive environment where all parents/guardians, families and community stakeholders are partners in the education and support of all students' success in schools.

An explanation of why the LEA has developed this goal.

Parent Engagement Survey April 2022 shows that 98% of families felt that school communication is timely, clear, and consistent and that their communication with the school is encouraged. 95% feel welcome and valued on campus. Common themes from the comments submitted in the LCAP Survey March 2022 and stakeholder meetings indicated we need to hold focus groups to gather more input from families, hold principal coffees at a variety of times, and create parent outreach communications that are accessible in multiple languages we will decrease the number of families reporting that there are barriers to volunteering and increase the number of families that feel they are part of the educational decision making and progress of their child.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
95% of respondents on the Parent Engagement Survey feel school staff remove barriers that may keep parent volunteers from participating in school activities	90.2% of respondents on the Parent Engagement Survey feel they are provided regular reports of their child's educational progress	90% of respondents on the Parent Engagement Survey feel they are provided regular reports of their child's educational progress	94% of respondents on the Parent Engagement Survey feel they are provided regular reports of their child's educational progress		97% of respondents on the Parent Engagement Survey feel school staff remove barriers that may keep parent volunteers from participating in school activities
95% on the Parent Engagement Survey feel they are included in making decisions related to the educational placement	92.68% on the Parent Engagement Survey feel included in making decisions related to the educational placement	84% on the Parent Engagement Survey feel included in making decisions related to the educational placement	92% on the Parent Engagement Survey feel included in making decisions related to the educational placement		97% on the Parent Engagement Survey feel they are included in making decisions related to the educational placement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and progress of their child	and progress of their child	and progress of their child	and progress of their child		and progress of their child
95% Participation in Fall Goal Setting Conferences	No current baseline data	98% participation	95% participation		100% Participation in Fall Goal Setting Conferences
Increase response rate on parent engagement survey by 50%	82 Families responded on the April 2021 Parent Engagement Survey	105 Families Responded on the April 2022 Parent Engagement Survey	124 Families Responded on the April 2023 Parent Engagement Survey		75% of Families respond to the Parent Engagement Survey
Identify current participation rate	Parent participation in school events, such as Parent Conferences, Principal's Coffees, Parent Workshops, etc. (establish baseline in 2021-22)	Principal Coffees= varied. 60 at beginning of year-10 at the end of the year. Back to School Night= on zoom Goal Setting Conferences= over 90% participation combo HSC events: Monster Boogie Bash 30 families, Spring Fling 50% participation	Principal Coffees= on average 10 parents Literacy Nights= 40 families on average STEAM Night= 80+ Families Back to School Night= over 90% participation Goal Setting Conferences= over 90% participation HSC events: Multicultural Fair, Monster Boogie Bash, Movie Night= More than 75% participation		Increase by 20 % for each type of event
Begin tracking parent participation rate	Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club Meetings, etc. (establish baseline)	SSC= 3 parents HSC Mtg = on average 9 parents ELAC= 2 parents	SSC= 3 parents HSC Mtg = on average 8-12 parents ELAC= 2 parents		Increase parent participation by 10% for each.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Volunteer Opportunities	Showcase Opportunities at Back to School Night, on website, and at Open House.	\$0.00	No
4.2	Translation Services and Tools	Expand usage of translation services and tools to ensure all parents can participate in decision making and are informed around educational programs, services and their student's educational progress.		Yes
4.3	Parent Education	Parent education opportunities around supporting students social and emotional needs, mainstreaming and inclusion practices, academic programs.	\$7,000.00	No
4.4	Parent Outreach	Create opportunities for belonging and engagement for families who are immigrants to better represent the diversity of Fammatre students.	\$1,000.00	Yes
4.5	Goal Setting Conferences	Continue to refine goal setting conferences and input process and track attendance.	\$0.00	No
4.6	School Communication	Principal communication with families - provide video updates and/or presentation materials with options for translation for families that can not make it in person and hold events at a variety of times to reach working families.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Last year we were limited with in person events as far as how and when they could occur.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We were not able to hold as many in person events as we would have liked last year. Now we have a new HSC board and we are trying to find the right time for events for families and the right events to interest families into participating.

An explanation of how effective the specific actions were in making progress toward the goal.

Parents were not very responsive to Parent Coffees, but were very active in community events. We provided information about ongoing activities at these events so information could get out. We also updated our website to include more information and videos. Our Home and School Club also created a website filled with parent information. The HSC also started having many no cost community building activities on weekly and monthly basis. Literacy Nights were well attended and we added in a school wide STEAM night that was also well attended.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will increase the number of Parent Ed Nights and are starting Fammatre Latino Family Community Nights to address the needs of our Latino population.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**2023-24 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$205,058.00	\$10,000.00	\$43,500.00		\$258,558.00	\$157,725.00	\$100,833.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA/ELD Professional Development	English Learners All	\$5,000.00				\$5,000.00
1	1.2	Writing Curriculum Integration	All	\$1,000.00				\$1,000.00
1	1.3	Targeted Instruction for ELA/Math	ELs, SED, Foster Youth All	\$30,000.00				\$30,000.00
1	1.4	Tier 2 ELA instruction	Els, SED, Foster Youth All	\$50,000.00				\$50,000.00
1	1.5	Tier 2 Math Intervention	Els, SED, Fostoe Youth All	\$5,100.00				\$5,100.00
1	1.6	Subscriptions & Software Licensing	All	\$8,000.00		\$2,000.00		\$10,000.00
1	1.7	Enrichment Opportunities	All			\$1,000.00		\$1,000.00
1	1.8	State Testing	All	\$1,500.00				\$1,500.00
1	1.9	Makerspace	All	\$1,000.00		\$40,000.00		\$41,000.00
1	1.17	General School Operations	All	\$45,249.00				\$45,249.00
2	2.1	Staff Wellness & Climate	All	\$2,000.00		\$500.00		\$2,500.00
2	2.3	Staff Trainings	All	\$10,000.00				\$10,000.00
2	2.4	Conferences	All	\$15,000.00				\$15,000.00
2	2.5	Cycles of Inquiry	All	\$10,000.00				\$10,000.00
2	2.6	PLC time	All	\$0.00				\$0.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Social Emotional Learning (SEL)	All	\$1,000.00				\$1,000.00
3	3.2	Community Building Events & Fundraisers	All	\$0.00				\$0.00
3	3.3	Extracurricular & Enrichment Learning Opportunities:	All	\$0.00				\$0.00
3	3.4	Extra Lunch Supervised Activities	All	\$1,625.00				\$1,625.00
3	3.5	Behavior Tracking & Regulation Support	All	\$584.00				\$584.00
3	3.7	Yard Supervision	All	\$0.00	\$10,000.00			\$10,000.00
3	3.8	Valley Sports	Els, SED, Foster Youth All	\$10,000.00				\$10,000.00
4	4.1	Volunteer Opportunities	All	\$0.00				\$0.00
4	4.2	Translation Services and Tools	English Learners					
4	4.3	Parent Education	Els, SED, Foster Youth All	\$7,000.00				\$7,000.00
4	4.4	Parent Outreach	English Learners	\$1,000.00				\$1,000.00
4	4.5	Goal Setting Conferences	All	\$0.00				\$0.00
4	4.6	School Communication	All	\$0.00				\$0.00


## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This LCAP was adopted by the SSC at a public meeting on 5/01/2023.

Attested:



Principal, Ms. Samantha Haley on 5/1/2023



SSC Chairperson, Ms. Kimberly Leonhardt on 5/1/2023