



Local Control 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 [2022-23]

General Information

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

General Information

Fammatre Charter Elementary School is an outstanding school that values academic excellence, enjoys parental and community support, and produces well-prepared students. Located in West San Jose, bordering Los Gatos and Campbell, Fammatre serves approximately 586 students in grades PK -5. 11% of our population is identified as English Language Learners. 15% of our population has special needs. 17% are considered socio-economically disadvantaged. Our ethnic or racial breakdown is 36% White, 30% Hispanic, 17% Asian, 15% Biracial, 1% Black or African American. A safe, warm learning environment is evident as one enters the beautifully landscaped campus. At Fammatre School, we believe that 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 assure 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 I-pads. 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, building on our Lego Wall, working collaboratively with peers with a variety of building manipulatives, or creating one-of-a-kind art projects. We are dedicated to expanding collaboration between our Maker coordinator and teachers to integrate our curriculum into the time spent in the Makerspace. In the upcoming year, we will increase the access classes have to the space.

Goal-setting conferences are held with parents/guardians and students in the fall to help empower students' sense of self-efficacy, we had a 99% attendance rate this year by holding conferences through Zoom or in-person. Our community involvement this year was low due to Covid, but we have begun to hold family events on campus again. The Home and School Club brings parents, students, and our community together for a variety of activities. These include events such as our Monster Boogie Bash, Family Dance, Walk-a-Thon, field trips, and dining out events. Parents help in our classrooms as Arts Vista and Project Cornerstone volunteers. Our Back to School Night was on Zoom again this year, but our in-person Open House and Art Show were well attended. Finally, events such as our STEAM night provide additional times for the community to participate in events on campus.

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism is less than 5% a year; 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 on how to manage such situations.

Staff development is designed in our primary areas of focus: English Learner instruction and data analysis. Using CCCS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have an 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)

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. Implementation of Benchmark Advance Curriculum, 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 towards meeting or exceeding grade-level standards in English Language Arts and Math.

2021-2022 Fastbridge Local Assessments

- aReading: 78% of all students are meeting or exceeding the grade-level standard
- aMath: 83% of all students are meeting or exceeding the grade-level standard

Overall English Language Arts (ELA) performance increased significantly with 77% of students on level or low risk on our Fastbridge screeners this spring. We will have SBAC scores later this summer to see how the two to translate.

- ELA performance for both Socioeconomically Disadvantaged Students (SED) and Students with Disabilities (SWD) increased by the spring by 5 % points each.
- Overall Math performance on the Fastbridge Screener increased with 78% of all students on level or low risk.
- During the course of this school year English Learner (EL) students were making progress towards English language proficiency.

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.
- Teachers are now working to balance the use of technology in the classroom.
- 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.

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

- Student Climate Survey showed we need to revamp our PBIS plans next school year. Students responded similarly to the climate survey with scores fluctuating anywhere from 0-5%.
- Suspension rates in 2021-2022 were less than 1%
- this is a decrease from the year prior

Actions Taken in 2021-2022 to improve school climate:

- Implementation of PBIS and positive behavior recognition systems as we did before Covid.
- Implementation of Second Step Curriculum
- Continuation of ABC Project Cornerstone Program
- Nugent Counseling Services 3 days per week
- Behavior Specialist providing consultation and direct services for students with Behavior Intervention Plans
- The behavior referral process and data tracking (SWIS) continued in 2021-2022 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. According to a spring Student Interest survey,

students

listed the Makerspace as their favorite school-based activity.

- After surveying student interest, adult-led lunchtime activities were added as an option on specific days of the week. (Valley Sports, STEAM challenges, Legos, Orgami)
- Other high student interest extra activities added include: Art Vista, and Starting Arts Visual Arts and Theater Arts, music every other 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 2022

- 95% of parents feel welcomed and valued when visiting the school
- 88% report family's ethnicity and culture is recognized and respected by school staff
- 96% 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 planned a variety of activities for families as we reemerged from the pandemic. Some are for the purpose of fundraising, but others are community-building events. 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.

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

- 23% of All students are performing at Some Risk or High Risk
- 44% of SED students are performing at Some Risk or High Risk
- 55% of EL students are performing at Some Risk or High Risk
- 45% 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

- 24% of All students are performing at Some Risk or High Risk
- 50% of SED students at Some Risk or High Risk
- 52% of EL students at Some Risk or High Risk
- 62% of Hispanic/Latino students Some Risk or High Risk
- 49% of Students with Disabilities at Some Risk or High Risk

To address the needs of our EL population, we will be attempting to offer ELD support before school four days a week 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 will also be delving into the possibilities of utilizing Universal Design for Learning to actively engage all of our learners.

2021-2022 Data

- Attendance Rate 95.03%
- Suspension Rate .2%

SWIS 2022-2023

233 Referrals, 80% of the referral were from students in K-2nd grade, and 50% of the referrals occurred on the playground. Of the 233 referrals, only 7 were major referrals. We are working to revamp our PBIS system for next year and hope to continue with the downward trend of referrals.

We also want to make a concentrated effort to encourage non-English speaking families to volunteer with their students' classes. This will take the effort of the staff and families to plan how to work together so that families feel they are able to contribute to the school. Having translation services available, technology and assistance with technology an option, and a place for families to gather are all included in our plans for next school year.

LCAP Highlights

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

Operationalizing Equity and social-emotional well-being are the areas of greatest emphasis for Fammatres 2021-2024 LCAP. Now that we have transitioned completely to in-person learning, we will begin to focus on reconnecting with the families and our communities. We need to focus on analyzing the data effectively to guide our interventions and instruction. We need to meet frequently to adjust our goals and celebrate the successes of our students. 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 to return to in-person school and the resulting significant progress. Some of the actions we will be taking to ensure every student thrives include:

Goal 1: High Student Achievement

- Differentiated Tier 1 Instruction
- ELA & Math Interventions (during and after school)
- GLAD maintenance
- Data-Informed Instructional Practices & Progress Monitoring
- Next Generation Science Standards (NGSS)
- Makerspace time will be increased by our Home and School Club
- Universal Design for Learning training
- Project Based Learning training

Goal 2: Effective Leadership, Teaching & Learning

- Staff wellness & team building
- Professional Development/Coaching Support around Designated Integrated ELD
- GLAD maintenance
- Differentiated Tier 1 Instruction
- Universal Design for Learning
- Number Talks

Goal 3: Positive School Environment, Climate & Culture

- Continue with Zones of Regulation
- Social-Emotional Learning, Second Step Curriculum and Project Cornerstone
- Counseling services
- Multi-Tiered Systems of Supports
- Positive Behavior Interventions & Supports
- School-wide Events, Field Trips, Assemblies
- School-Wide Assemblies - Recognition & SEL
- Organized Sports at Recess

- Music, PE, Art, MakerSpace, Starting Arts
- After School Learning Center
- Lunchtime activities
- Student Advisory Board
- Goal Setting Conferences in the fall

Goal 4: Strong Parent & Community Engagement

- Home & School Club (HSC)
- Parent Classroom Volunteers
- Parent Focus Groups
- School Committees
- Parent Education Events
- 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. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Price community. 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 2021-2022 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 16, 2022.

A summary of opportunities for our educational partners to engage in the development of the LCAP in the 2021-2022 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 2021-2022 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 February 2022. Multiple emails and written reminders were sent out. A total of 166 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 2022 of students in grades 3-5
- Parent Engagement survey in March 2022

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 2021-2022 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 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 at the trimester. Staff will collaborate on other ways to keep parents apprised of student progress in between report card periods. Website will be regularly updated now that 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, school site will become 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. The school has built a team of teachers to participate in the FAST for Success training through the University of Minnesota to train us in how to effectively disseminate the FASTbridge assessment data to better plan our Tier 1 and Tier 2 interventions. 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. Second Step 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 Winter 2021 and SBAC ELA and Math 2018-2019) 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	78% of all students in grades 1-5 are on or above grade-level standard in fall 21-22. 25% of EL students in grades 1-5 are on or above grade level in Fall 21-22 50% of SED in grades 1-5 are on or above grade level in Fall 21-22	78% of all students at Some on or above grade level. 50% of SED students on or above grade level 50% of EL students on or above grade level 56% of Hispanic/Latino students are on or above grade level			3-5% increase of percentage of all students in grades 2-5 performing on or above grade-level. Percentage of students in targeted groups performing at or above grade level will increase 6-10%Fastbridge aMath

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	54% of SWD in grades 1-5 are on or above grade level in Fall 21-22	55% 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>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			90% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Redesignated Fluent English Proficient Rate	16% of EL students Redesignated Fluent English Proficient	8% 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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA/ELD Interventions	ELD intervention, before or after school	\$5,000.00	Yes
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	Instructional Assistants for K-1 to support targeted instructional time	\$30,000.00	Yes
1.4	Tier 2 ELA instruction	LLI targeted Literacy instruction	\$50,000.00	Yes
1.5	Tier 2 Math Intervention	Do the Math for Grades 1-3 and nd Elevate Math Plus (grades 3-5)	\$5,100.00	Yes
1.6	Subscriptions & Software Licensing	Subscriptions & Software Licensing (Studies Weekly, Learning A-Z, Typing Club, Prodigy and/or Reflex Math)	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Enrichment Opportunities	Math Olympiad	\$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 [2021-22]

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.

LLI was effectively used with students in 1-3 grade. LLI for 4th grade was not as effective. In the 2022-2023 School year, we will begin with service for 1-3 and then extend to kinder in the winter and spring. Finding personnel for interventions was difficult. We have already begun reaching out to local universities to recruit potential candidates for next school year. We will continue to monitor the growth of students and make adjustments, when possible, to better serve the needs of the students.

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 unable to recruit staff or outside hires to provide before or after school interventions. We have already started the process for next school year. We didn't use all of our supplemental funds because the district used 1 time ESSR funds to cover the expenses of

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

LLi was highly effective. Additional interventions within the classroom setting will be modified for next school year. There was a good deal of inconsistency with staffing and student attendance due to Covid.

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.

Metrics were changed to match the assessments that have been available throughout covid. We are just beginning our first cycle of SBAC testing in three years. I will add that back to our LCAP as appropriate in the future.

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, and Writer's Workshop. 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.			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.			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 45 minutes of designated ELD instruction.			100% of teachers teach designated integrated ELD
School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and	100% teachers are appropriately assigned and			100% teachers are appropriately assigned and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	credentialed in subject area per the annual School Accountability Report Card (SARC) report.	credentialed in subject area per the annual School Accountability Report Card (SARC) report.			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.			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.			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.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Universal Design for Learning	To promote inclusivity and equity	\$3,000.00	No
2.4	Professional Development	PBL, Mindfulness,	\$2,000.00	No
2.5	Cycles of Inquiry	Substitutue Coverage for Teacher release	\$3,000.00	No
2.6	PLC time	PLC	\$0.00	No
2.7	Fastbridge Analysis Training	Fast For Success Training w/ University of Minnesota	\$0.00	

Goal Analysis [2021-22]

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.

Teachers have indicated training in PBL is desired and so it was added. In an effort to accommodate all learners within a gen ed classroom, we will also be adding UDL training for staff to our list. This was appreciated and, in turn, resulted in higher usage. We were unsuccessful with planning the Writer's workshop for Benchmark this year, but will incorporate for next year. I have eliminated items that had no cost associated or are covered by the district. I have added in support for sub coverage for instructional rounds.

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.

Cambrian school district absorbed the cost of the PLC groups which we had budgeted for and will continue to next year.

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

PLC groups were led by district staff and were highly effective. PD days were utilized to promote ELD instruction through the ELA curriculum. TEachers input was sought out throughout the school year regarding effectiveness of trainings, ease of use of instructional methods, and collaboration time was set aside to allow teachers time to have cross site grade level teams for planning GLAD instructional materials.

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.

I made the metrics more specific to the tool. The desired outcomes are indicated to reflect growth above where we are currently as opposed to the high percentage that was indicated previously. I think it is important to have reasonable expectations that we can measure our progress against.

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%)			Increase to 5% in each qualifier on the School Climate Survey
SWIS Data	337 Major Behavior 2019-20 SWIS Behavior Data	7 Major referrals out of 229 on the 2021-2022 SWIS referral data			Revamped PBIS should have more accurate number. Expect to have less than 200m major referrals.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%.			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%			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.	\$750.00	No
3.2	Community Building Events & Fundraisers	Resume or add, when safe to do so, 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 Council, Expect Respect...)	\$0.00	
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
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:	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Review and response to behavior data; Student observations, interventions & restorative justice practices; Check-In/Check Out; Behavior Intervention Plans; Flexible learning environment		
3.6	Extracurricular/Enrichment Learning Opportunities:	Art Vista Coordinator	\$12,000.00	No
3.7	Yard Supervision	Yard/ Noon Duty Supervisor for recess and lunch	\$15,000.00	No
3.8				

Goal Analysis [2021-22]

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.

Over the last year, we have been in transition back from distance learning. The students and staff have had struggles with being on campus in large groups again. We have had to do full reteaching throughout the year of behavioral expectations. We have had to learn to provide services with less people. Volunteers and employees have been in high demand. Because of this, we had a modified Art Vista program which was missed by staff, students, and parents. We have had limited HSC community events, but are now slowly getting started again. We have had increased counseling support provided at the district level, but we have had disruption in the service due to Covid infections and staff moving out of the area. We were fortunate to get a PD of Zones of Regulation in at the beginning of the year, but the staff needs refreshers of how to incorporate throughout their day. Our district has taken on the expense of providing Valley Sports during lunch time which has greatly helped with some of the afternoon incidents that were occurring. We also began a Student Advisory Board to replace the Student Council so that more children have a voice regarding what happens on our campus.

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.

The district was able to absorb the cost of Valley Sports, Counseling, and Second Step curriculum for the site. Student outcomes increased as expected except for students feeling that good behavior is noticed and Chronic absences. I believe Covid had a big hand in our absenteeism. PBIS will need to be revamped for next school year.

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

During the school year, the various activities we had as options for students, the increase in art programming and opportunities in Makerspace are believed to positively impacted our school climate.

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.

I have removed services that the district has absorbed. I have added in additional activity supervisors for more choices during the school day. After school activities are typically offered through the home and school club.

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				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 and progress of their child	92.68% on the Parent Engagement Survey feel included in making decisions related to the educational placement and progress of their child				97% on the Parent Engagement Survey feel they are included in making decisions related to the educational placement and progress of their child

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
95% Participation in Fall Goal Setting Conferences	No current baseline data				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				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)				
Begin tracking parent participation rate	Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club Meetings, etc. (establish baseline)				

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Volunteer Opportunities	Re-introduce/expand parent volunteer opportunities in the classroom and at school wide events.	\$0.00	
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		Yes

Action #	Title	Description	Total Funds	Contributing
		educational programs, services and their student's educational progress.		
4.3	Parent Education	Parent education opportunities around supporting students social and emotional needs, mainstreaming and inclusion practices, academic programs.	\$750.00	No
4.4	Parent Outreach	Create opportunities for belonging and engagement for families who are immigrants to better represent the diversity of Fammatre students.	\$700.00	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

Goal Analysis [2021-22]

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.

This year started off with all parent and community meetings happening online. We have finally returned to some in person events, but we are now facing another spike with Covid. With most principal and parent meetings happening over Zoom, we are limiting the families that attend due to technological limitations. Parent education nights did not happen, but will resume next school year after polling next year's community.

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.

Due to the lack of in-person meetings, cost of events was at a minimum. The district absorbed the cost of Zoom, so the site did not pay for that.

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

Parents felt welcome on campus and respected, but some wish the differences in cultures within our community were celebrated instead of accepted. We have done our best to continue to offer more controlled and spaced out events for our community, but our families would like to be together again. While we have had some variance for timing in activities and parent meetings, some families still want more opportunities to participate at a variety of times.

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.

Parents will be polled at the start of the school year regarding desired Parent Education. We will develop a way to effectively communicate what the classroom goals are for the week and how their students are doing more frequently than at the trimester mark.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

2021-22 SUPPLEMENTAL & TITLE PROGRAMS ALLOCATIONS:

Fammatre School:

24.00% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$99,484)

Total Expenditures for High Needs Students for 2021-22: \$99,484

The LCFF Supplemental, as well as District Title II, Title III, and Title IV funds, will be combined to provide supplemental programs, services, and resources for target and high needs students in addition to and above the core programs for all students. In addition to site-level services, the districtwide level services, programs and resources will include 2.5 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socio-economically Disadvantaged students, and Homeless & Foster Youths at Fammatre and the 5 other Cambrian school sites TK-8. The

services will also include additional counseling for all sites, supplemental materials, instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for high-needs students. Because there is not a large concentration of high needs students at any one school, the district provides instructional coaching and support, Tier II facilitation and coordination, training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of targeted and high needs students at all sites to provide additional learning support as needed.

The primary benefit of the expenditures is for the target students, but all high needs student groups will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves equity and access for targeted, at-risk, and high-needs pupils while providing all students an excellent program. Improving the overall educational program is augmented with targeted support as described.

District-wide Services:

Information in the Multi-tiered Systems of Support, English Language Arts/English Language Development & Universal Design for Learning frameworks describes the benefit of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Staff professional development focused on differentiated instructional strategies for at-risk students;
- Additional social-emotional learning & mental health services;
- Teachers on Special Assignment - coordination and facilitation of services; instructional support/coaching for staff; professional development; community engagement;
- Purchase of instructional supplemental materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy;
- Supplemental reading and math intervention programs & services implementation; and
- Extended learning programs and services beyond the school day and school year

The professional development training provides for staff working with English Learners, Socio-economically Disadvantaged students, and Foster and Homeless Youth is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students and high achieving students. CSD believes that these strategies are effective teaching strategies that will benefit all students. The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples. Targeted, differentiated instruction and learning for all students and selected students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes."

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Fammatre does not receive concentration grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$174,174.00	\$15,500.00	\$43,500.00		\$233,174.00	\$168,825.00	\$64,349.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA/ELD Interventions	English Learners	\$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	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.4	Tier 2 ELA instruction	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.5	Tier 2 Math Intervention	English Learners Foster Youth Low Income	\$5,100.00				\$5,100.00
1	1.6	Subscriptions & Software Licensing	All	\$5,000.00		\$2,000.00		\$7,000.00
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	\$1,000.00		\$500.00		\$1,500.00
2	2.3	Universal Design for Learning	All	\$3,000.00				\$3,000.00
2	2.4	Professional Development	All	\$2,000.00				\$2,000.00
2	2.5	Cycles of Inquiry	All	\$3,000.00				\$3,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	PLC time	All					\$0.00
2	2.7	Fastbridge Analysis Training	English Learners Foster Youth Low Income					\$0.00
3	3.1	Social Emotional Learning (SEL)	All	\$750.00				\$750.00
3	3.2	Community Building Events & Fundraisers						\$0.00
3	3.3	Extracurricular & Enrichment Learning Opportunities:	All					\$0.00
3	3.4	Extra Lunch Supervised Activities	All	\$1,625.00				\$1,625.00
3	3.5	Behavior Tracking & Regulation Support	All	\$5,500.00	\$500.00			\$6,000.00
3	3.6	Extracurricular/Enrichment Learning Opportunities:	All	\$12,000.00				\$12,000.00
3	3.7	Yard Supervision	All		\$15,000.00			\$15,000.00
4	4.1	Volunteer Opportunities						\$0.00
4	4.2	Translation Services and Tools	English Learners					
4	4.3	Parent Education	All	\$750.00				\$750.00
4	4.4	Parent Outreach	English Learners	\$700.00				\$700.00
4	4.5	Goal Setting Conferences	All					\$0.00
4	4.6	School Communication	All					\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$90,800.00	0.00%	0.00 %	Total:	\$90,800.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$5,700.00
								Schoolwide Total:	\$85,100.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ELA/ELD Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre TK-5	\$5,000.00	
1	1.3	Targeted Instruction for ELA/Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre K-1	\$30,000.00	
1	1.4	Tier 2 ELA instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre Kinder-3	\$50,000.00	
1	1.5	Tier 2 Math Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre 1-5	\$5,100.00	
2	2.7	Fastbridge Analysis Training			English Learners Foster Youth Low Income			
4	4.2	Translation Services and Tools	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre TK-5		
4	4.4	Parent Outreach	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre TK-5	\$700.00	

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 5/16/22

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 . 5/16/22

Attested:



Principal, Ms. Samantha Haley on

5/16/2022



SSC Chairperson, Kimberly Leonhardt on

5/16/2022