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 [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 430 students in grades PK -5. 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. In 2020 we planted 21 new trees. 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, building on our Lego Wall, or creating one-of-a-kind art projects.

Goal-setting conferences are held with parents/guardians and students in the fall to help empower students' sense of self-efficacy. Community events, parent education nights, classroom volunteers, and event coordinators/supporters bring families into partnership with the school. 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. Several clubs are active at school, including the Girl Scouts and Boy Scouts, and parents volunteer to coordinate a number of after-school activities. Parents become involved during our Back To School and Open House evenings and we have occasional evening assemblies that bring the community together. Finally, events such as our music program and STEAM night provide additional times for the community to participate in our program.

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism is less than 4% 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: Common Core Curriculum shift, English Learner instruction, questioning for critical thinking, and math. 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)

Due to the Impact of COVID-19, our operations were dramatically transformed. On March 16th, 2020 it became necessary to move solely to an online educational platform. This shift to distance learning greatly impacted our families who rely on the school for more than an education. The site leadership & community organizations worked together to ensure that all students had a device to participate in synchronous and asynchronous instruction. Our school and district staff were instrumental in reaching out to families whose students were not accessing virtual classes to investigate how to best support participation. We discovered that over 50 families struggled with wi-fi access. Additionally, many of our families struggled with food insecurity. School and District Staff across the district coordinated efforts to organize meals, hot spots, and chrome book distribution. On March 8, 2021, we reopened for hybrid learning and students began in-person learning on campus for a limited portion of their instructional day. On May 3, 2021, we further reopened to four full instructional days of in-person learning and one day of online asynchronous learning for the remainder of the school year.

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 meeting - even during the school closure during the COVID-19 pandemic. Implementation of Benchmark Advance Curriculum, Second Step social-emotional curriculum, re-implementation of PBIS 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.

2018-2019 CA Smarter Balanced Assessments:
Overall English Language Arts (ELA) performance increased by 11.9 points and 57% of all students were meeting or exceeding standard.
ELA performance for both Socioeconomically Disadvantaged Students (SED) and Students with Disabilities (SWD) increased significantly by 21.7 points and 36.7 points respectively.
Overall Math performance increased by 8.3 points and 65% of all students were meeting or exceeding standard.
64.4% of English Learner (EL) students were making progress towards English language proficiency.
Reclassified English Learners increased performance by 22.4 points in ELA and 19.2 points in Math

Other: 2019-2021
Implementation of Benchmark Advance Curriculum (2019-2021)
Implementation of Fastbridge ELA and Math screeners in grades 1-5.
3 additional teachers earned Glad Certification (2019-2020)

2020-2021 Fastbridge Local Assessments
aReading: 78% of all students are meeting or exceeding grade-level standard
aMath: 83% of all students are meeting or exceeding grade-level standard

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 have mastered the usage of digital curriculum and tools to facilitate 21st Century learning

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 2020-2021 Local Student Climate Survey showed improvement in the following areas from the 2019-2020 school year:

13% increase in students reporting they like school

14% increase in students reporting they feel good behavior is noticed at school

19% increase in students reporting they get along with others

25% increase in students reporting students treat each other with respect

5% increase in students reporting there is an adult at school who they can turn to for help

7% increase in students reporting they feel safe at school

Suspension rates in 2018-2019 was less than 1% and the rate declined from the year prior

Actions Taken in 2019-2021 to improve school climate:

Implementation of PBIS and positive behavior recognition systems

Implementation of Second Step Curriculum

Continuation of ABC Project Cornerstone Program

Makerspace

Nugent Counseling Services up to 2 days per week

Behavior Specialist providing consultation and direct services for students with Behavior Intervention Plans

Consistent Behavior referral process and data tracking (SWIS) implemented in 2019-2020 to establish a baseline for behavior support needs

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 2021

97.56% of parents feel welcomed and valued when visiting the school

96.34% report family's ethnicity and culture is recognized and respected by school staff

97.56 Feel school communication is timely, done in a consistent manner, and provided via multiple methods (newsletters, packets, emails, text, calls, websites..)

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.

Goal 1 High Student Achievement

2018-2019 CA Smarter Balanced Assessments

ELA performance decreased significantly by 24.6 points for EL and decreased by 9 points for Hispanic/Latino students. 13.64% of EL and 22.64% of Hispanic/Latino students were meeting or exceeding standards.
Although overall ELA performance increased significantly for SWD and SED, only 33.34% and 34.78% respectively were meeting or exceeding standard.
Math performance for Hispanic students decreased by 4.7 points and decreased significantly by 37.4 points for ELs. Only 35.85% of Hispanic/Latino and 13% of current ELs are meeting or exceeding standard.
Although overall math performance for SED and SWDs increased, only 13.64% of SED and 41.66% of SWD are meeting or exceeding standard.

Local Assessment: FASTbridge ELA/Math Baseline Winter 2021
aMath:
17% of all students at Some Risk or High Risk
40% of SED students at Some Risk or High Risk
50% of EL students at Some Risk or High Risk
44% of Hispanic/Latino students Some Risk or High Risk
45% of Students with Disabilities at Some Risk or High Risk

Local Assessment: aReading
22% of all students Some Risk or High Risk
40% of SED students at Some Risk or High Risk
53% of EL students at Some Risk or High Risk
47% of Hispanic/Latino students Some Risk or High Risk
52% of Students with Disabilities at Some Risk or High Risk

Goal 3 Positive School Climate2018-2019 CA Dashboard Data:
Chronic Absenteeism increased slightly overall (1.2%). Specifically, absenteeism increased for the following student groups: EL 3%; Hispanic/Latino 1.9%; SED 0.5%

2019-2020 Local Behavior Data
337 Major Referrals
90% were issued to only 8 students
80% were students in K-1st grade
64% happened in the classroom setting

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. As we resume full time instruction after COVID-19 forced us to redefine school in distance learning and hybrid learning it is imperative we prioritize positive school climate and culture and the social and emotional development of students and staff. We have made positive gains in overall student academic performance in English Language Arts and Math over the last several year. However, there is a large achievement gap. Making learning accessible for all students and engaging and partnering with under represented 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 over the last two years and the resulting significant progress around positive school climate, and we are committed to continue this trend. 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)
Guided Reading
Writer's Workshop integration with Benchmark Advance
GLAD Refresher Training
Data Informed Instructional Practices & Progress Monitoring
Next Generation Science Standards (NGSS)
Makerspace

Goal 2: Effective Leadership, Teaching & Learning
Staff wellness & team building
Professional Development/Coaching Support around Designated Integrated ELD
GLAD Refresher
Differentiated Tier 1 Instruction
Number Talks

Goal 3: Positive School Environment, Climate & Culture
Zones of Regulation
Social Emotional Learning
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
Goal Setting Conferences

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Site:
a. 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.
b. Newsletters published to update actions pertinent to LCAP goals.
c. 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
d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
e. Positive Behavior Intervention Support (PBIS) SWIS data from 2019-20 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.
f. LCAP Parent & Staff survey developed and issued to parents in February 2021. Multiple emails and written reminders were sent out. A total of 166 families/staff responded. The results were disseminated to HSC, SSC, ELAC, at parent coffees, and at our staff meetings during the February and March timeframe.
g. PBIS School Climate survey in March 2021 of students in grades 3-5
h. Parent Engagement survey in March 2021

In general, the review of LCAP goals occurred in 5 steps with stakeholder groups including Staff, Home and School Club, ELAC, and SSC:

Step 1. Inform and educate all stakeholder groups of 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.

Step 2: Review current goals and progress/status to date. 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 need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. 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. Proficiency Rates on the State ELA and Math assessments
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey
5. PBIS School Climate Survey
6. Parent Engagement Survey

Step 4. Review the draft LCAP for 2020-2021 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

Step 5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on TBD.

A summary of the feedback provided by specific stakeholder groups.

See next section for further details.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input obtained during the 2020-2021 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:
1. Teacher recruitment, selection, and support
2. Access to textbooks teaching materials and technology (including infrastructure and devices)
3. Clean, safe, and well-maintained campus

Priority 2: Common Core Standards
1. Additional/extended learning opportunities (e.g. reading and math intervention, before or after school academic support, summer school...)
2. Common core aligned instructional materials
3. Next Generation Learning Opportunities (technology, STEM, NGSS, PBL)
4. Engaging learning opportunities that connect to real world
5. Additional supports/differentiated instruction and support to accelerate learning for all students

Priority 3: Parent Involvement
1. Continue consistent school-wide communication (emails, texts, newsletters, automated phone calls, Principal Coffees)
2. Support for parent focus groups and organizations (e.g. English Learner Advisory Committee, Home and School Club...)
3. School community support and connection (e.g. translation services, communication accessible in multiple languages)
4. Families want to partner with the school and be a part of the decision making process in their child's education

Priority 4, 7, 8: Student Achievement
1. Designated, integrated ELD instruction
2. Enrichment offerings (e.g. languages, comp sci, music, maker space)
3. Intervention support for students not meeting grade-level standards

Priority 5: Student Engagement
1. Increase in extra-curricular activities (e.g. sports, visual and performing arts, music, MakerSpace/Steam…)
2. Whole child education (music, PE, performing arts, sports, Makerspace...)

Priority 6: School Climate
1. Social and emotional support as students transition back to full in-person learning as the top priority for school climate/student engagement
2. Continue to emphasize positive culture programs (Second Step, Project Cornerstone, restorative justice, PBIS, social justice, bullying prevention)
3. Behavior prevention/intervention
4. Provide leadership opportunities and opportunities for students to feel connected to the whole school community

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 2021 Fastbridge data, in Math 83% and in ELA 78% of students in 1st- 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 both ELA and Math is 47-60%. If we focus on integrated/designated ELD, language acquisition, differentiated instructional practices at Tier 1, and Tier 2 reading and math intervention support, then meeting or exceeding grade level standards will be achievable for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5% increase of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aMath	83% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aMath.				95% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aMath
5% increase of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aReading.	78% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aReading.				90% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aReading
10% increase of all English Learner (EL) students meeting or	50% of EL students are meeting or exceeding grade-level				90% of all students in grades 1-5 are meeting or exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceeding grade level standards on Fastbridge aMath and aReading.	standard on Fastbridge aMath and 47% on Fastbridge aReading.				grade-level standard on Fastbridge aReading and aMath
10% increase of all Students with Disabilities (SWD) meeting or exceeding grade-level standards in Fastbridge aMath and Fastbridge aReading.	65% of SWD are meeting or exceeding grade-level standard on Fastbridge aMath and 48% on Fastbridge aReading.				90% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
10% increase of all SWD, Hispanic/Latino meeting or exceeding grade-level standards on Fastbridge aMath	56% of Hispanic/Latino are meeting or exceeding grade-level standard on Fastbridge aMath and 57% on Fastbridge aReading.				90% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
10% increase of all SED students meeting or exceeding grade-level standards in math.	60% of SED students are meeting or exceeding grade-level standard on Fastbridge aMath and 60% on Fastbridge aReading.				90% of all students in grades 1-5 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
5% increase in English Learners making progress towards English Language Proficiency.	64.4% making progress towards English Language proficiency per CA Dashboard 2019.				80% EL students making progress towards English Language proficiency per CA Dashboard 2019.
10% increase in EL students	16% EL students Redesignated Fluent English Proficient				20% increase in EL students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Redesignated Fluent English Proficient					Redesignated Fluent English Proficient
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	ELA/ELD Interventions	Professional development and supports to ensure implementation with fidelity Benchmark ELA/ELD Designated & Integrated ELD and Tier 1 differentiated ELD instruction.	$0.00	Yes
2	ELA Guided Reading	ELA: Guided Reading professional development to integrate Guided Reading protocols with Benchmark Advance ELA/ELD curriculum.	$5,000.00	Yes
3	Writing Curriculum Integration	ELA: Integration of Writer's Workshop best practices and Benchmark Advance Curriculum.	$250.00	No
4	English Language Development	English Language Development: Refresh Guided Language Acquisition by Design (GLAD) training & consistent implementation of GLAD Hip Pocket Strategies at all grade levels.	$0.00	Yes
5	Differentiated Mathematics Instruction	Mathematics: Identify and implement instructional strategies to differentiate and meet the needs of all students (e.g. Number Talks, small group instruction, essential standards/big ideas, academic vocabulary).	$500.00	No

Action #	Title	Description	Total Funds	Contributing
6	Data-Informed Instructional Practices	Data-Informed Instructional Practices: Grade level/team release time for Cycle of Inquiry and action/progress monitoring significant student groups (EL, SWD, SED and Hispanic Latino) at risk of not meeting grade-level standards in ELA and Math	$3,000.00	Yes
7	Next-generation Science Standards	Next-generation Science Standards (NGSS): Complete vertical grade level articulation planning that began in February 2020 to align teaching of NGSS standards consistently across grade levels. Continue to implement Mystery Science with fidelity, supplemented by FOSS curriculum.	$0.00	No
8	21st Century Skills	Promote the use of district vetted instructional technology/tools as a means to deliver rigorous and relevant learning opportunities aligned to content standards that lead to increased student achievement, 21st century skill development, and make learning accessible for all students.	$0.00	No
9	Access to Curriculum & Technology	Access to curriculum/materials, mobile devices and high-speed internet - ensure student/teacher access to supplies and instructional materials, including digital, that are aligned to CCSS and NGSS.	$0.00	No Yes
10	Tier 2 Reading Intervention	Tier 2 Reading Intervention: expand Leveled Literacy Intervention (LLI) to support students in grades 1-5 five days per week.	$39,600.00	Yes
11	Tier 2 Math Intervention	After school math intervention for students at risk of not meeting grade level standards: Do the Math (Grades 1-3) and Elevate Math Plus (grades 3-5)	$5,040.00	Yes
12	Enrichment Opportunities	Increase enrichment opportunities during and outside of the instructional day (Math Olympiad, Makerspace)	$19,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	Subscriptions & Software Licensing	Subscriptions & Software Licensing (Studies Weekly, Learning A-Z, Typing Club, Prodigy and/or Reflex Math)	$3,000.00	No
14	TK/K Instructional Aides	TK & K Instructional Aide Support to support teachers during guided reading and ELA and designated/integrated ELD instruction.	$15,840.00	No
15	State Testing	School Site Testing Coordinator extra duty	$1,300.00	No
16	Library Services	Library Technician	$14,668.00	No
17	General Supplies, Licensing & Equipement	General supplies & equipment (instructional materials, Illuminate and 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 LCAP Surveys, SSC, HSC, and Staff meetings emphasized the importance of hiring, retaining, and supporting our teachers and staff. Due to the COVID-19 Pandemic, school-wide community and team-building opportunities for staff have been limited. Additional professional development is needed around MTSS, ELD, GLAD, Differentiated Instruction (ELA and Math), behavior/emotional regulation support for students, and Writer's Workshop. Additionally, turnover with special education staff has been high (only 7 out of 13 SPED teachers and aides have been in their position 2 years or longer). If we prioritize rebuilding our collaborative learning community, offer strategic professional development with coaching support, and provide a comprehensive onboarding plan for new staff then our students and staff will thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10% increase in SPED teacher and Instructional Aide retention rate	54% of SPED teachers and instructional aides have been in their position 2 years or longer				No undesired turnover in SPED staff
5% increase in number of students reporting they like school as measured by 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				90% of students in grades 3-5 report the like school in School Climate Survey
Begin tracking baseline data of Glad Trained Teachers	No current baseline data				100% of GLAD certified teachers are routinely utilizing the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
routinely implementing hip pocket strategies					hip pocket strategies with fidelity
Begin tracking baseline data on consistently teaching designated/integrated ELD	No current baseline data				100% of teachers teach designated integrated ELD
All 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.
Staff Professional Learning/Collaboration Evaluation Tool	% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)				90% 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,	% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)				90% of teachers implementing best Tier 1 instructional practices consistently.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number Talks, Designated/Integrated ELD, Guided Reading, etc.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Wellness & Climate	Staff wellness/team building activities to promote positive culture/climate.	$500.00	No
2	Recruit and Retain Highly Qualified Staff	Recruit and retain highly qualified Special Education certificated staff and paraprofessionals. Provide comprehensive Onboarding Plan; Induction/new teacher & para training & support	$0.00	No
3	MTSS Implementation	MTSS expanded implementation to meet the needs of all learners with emphasis on Tier 1 and Tier 2 and mainstreaming/inclusion	$2,000.00	No
4	Professional Development	Professional development: GLAD refresh training for all GLAD certified teachers	$0.00	Yes
5	Professional Development	Professional Development: Designated/Integrated ELD	$0.00	Yes
6	Professional Development	Professional development: Differentiated instruction at Tier 1	$0.00	No
7	Professional Development	Professional development: Zones of regulation (TK-5)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
8	Structured Collaboration Release Time	Inquiry/Action Cycle: Structured Grade Level & Team Collaboration to monitor student progress and share best practices/strategies to accelerate progress towards grade level standards.	$0.00	
9	Project Based Learning	Assess site readiness & scope for Project Based Learning in 2022-23	$500.00	No
10	21st Century Teaching & Learning	Identify best practices for 21st Century teaching & learning to continue from Distance Learning.	$0.00	No
11	Instructional Coaching	Teacher On Special Assignment/Coaching Support for SPED and ELD	$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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

Input from stakeholders via LCAP Survey identified the following three focus areas: 1. differentiated instruction (86%); 2. extra-curricular activities (82%) such as music, arts, Makerspace, before/after school learning support, and sports; and 3. social-emotional/mental health support (76%). We are proud to report that overall Student Climate Survey Results April 2021 showed improvement in the following areas 1. 13% increase in students that like school; 2. 25% increase in students treating each other with respect; and 3. 14% increase in students reporting good behavior is noticed at school. There was a 3% drop in students feeling like they do well in school. Major behavior referrals data from 2019-20 identified the need to focus on emotional regulation and behavior prevention in the classroom (64% of referrals were eloping or disrespect/physical aggression; 80% of which were in primary classrooms). If we continue our implementation with of Goal Setting Conferences, Second Step, PBIS, Project Cornerstone and we train staff and implement Zones of Regulation as well as bring back extra-curricular opportunities on hold during COVID-19, we will reduce classroom behavior disruptions and continue to improve school climate and engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase by 10% the number of students that like school on the School Climate Survey	73% the number of students that like school on the School Climate Survey				Increase to 90% the number of students that like school on the School Climate Survey
Increase by 10% the number of students that feel like they do well in school on School Climate Survey	73% the number of students that feel like they do well in school on School Climate Survey				Increase to 90% the number of students that feel like they do well in school on School Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase by 5% the number of students that feel like good behavior is noticed on School Climate Survey	84% the number of students that feel like good behavior is noticed on School Climate Survey				Increase to 95% the number of students that feel like good behavior is noticed on School Climate Survey
20% decrease in Major Behavior Referrals	337 Major Behavior 2019-20 SWIS Behavior Data				40% decrease in Major Behavior Referrals
Reduce chronic absenteeism to 4% or less for EL, Hispanic, SED students	6.7% EL, 8.3% Hispanic 8.6% SED Chronic Absenteeism per 2019 CA Dashboard				Reduce chronic absenteeism to 3% or less for EL, Hispanic, SED students
Maintain suspension rate of 1% or less	.4% suspension rate per 2019 CA Dashboard				Maintain suspension rate of 1% or less

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning (SEL)	Continue implementation with fidelity of Second Step, PBIS, and Project Cornerstone.	$13,000.00	No
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 house…); fundraising for extra-curricular activities (Field trips, assemblies, Living Lab...) and leadership opportunities for students (e.g. Student Council, Expect Respect…)	$3,400.00	No
3	Extracurricular & Enrichment Learning Opportunities:	Makerspace: resume full-in person offering AND expand to incorporate NGSS engineering standards	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	After School Learning Center	Supervised learning support after school for up to 1 hour per day 4 or 5 days per week to help students accelerate to grade level standards.	$0.00	Yes
5	Extracurricular/Enrichment Learning Opportunities:	Library: resume full in-person offering	$15,168.00	No
6	Extracurricular/Enrichment Learning Opportunities:	Art: enhance in school art program (replace or enhance Art Vista) and Starting Arts in Class Performing Arts)	$21,479.00	No
7	Extracurricular/Enrichment Learning Opportunities:	Starting Arts: During and/or After School Performing Arts	$16,000.00	No
8	Social Emotional Learning (SEL)	Promote mental health for students with counseling services on site for 4 days per week for individual and small group Tier 1 and Tier 2 as well as whole class support	$0.00	No
9	Emotion & Behavior Regulation	Implement Zones of Regulation in grades TK-5 (See Goal 2)	$0.00	No
10	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	$5,584.00	No
11	Facilitated Sports and Lunch and Recess	Facilitated, organized sports activities twice a week during lunches run by outside organization	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
12	Yard/Noon Duty	Yard/Noon Duty supervisors for recess and lunch	$31,518.00	
13	Extracurricular/Enrichment Learning Opportunities:	Music and PE: resume full in-person offering with Music and PE Teachers	$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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 2021 reflected that 97.6% of our parents feel welcomed and valued; 97.6% feel school communication is timely, helpful, and consistent and 96.3% feel their family's ethnicity and culture is recognized and respected. 10% of families disagree they are provided regular reports of progress for their child. 11% of families disagree that they are included in making decisions related to the educational placement and progress of their child. Common themes from the comments submitted in the LCAP Survey March 2021 and stakeholder meetings was the need to provide school and classroom communications in other languages or a format that can be easily translated and to increase translation services well as a providing some facilitated opportunities to invite all families to volunteer in school community events. If we provide flexible options (e.g. video conference) for parent meetings, hold focus groups, hold principal coffees at a variety of times and continue to record them, 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	92.68% on the Parent Engagement Survey feel included in making decisions				97% on the Parent Engagement Survey feel they are included in making decisions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
related to the educational placement and progress of their child	related to the educational placement and progress of their child				related to the educational placement and progress of their child
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
1	Volunteer Opportunities	Re-introduce/expand parent volunteer opportunities in the classroom and at school wide events.	$0.00	

Action #	Title	Description	Total Funds	Contributing
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.	$0.00	Yes
3	Parent Education	Parent education opportunities around supporting students social and emotional needs, mainstreaming and inclusion practices, academic programs.	$500.00	No
4	Parent Outreach	Create opportunities for belonging and engagement for families who are immigrants to better represent the diversity of Fammatre students	$500.00	Yes
5	Goal Setting Conferences	Continue to refine goal setting conferences and input process and track attendance.	$0.00	No
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
7	Classroom Communication	Build site plan around classroom communication best practices/tools to streamline communication with families.	$0.00	No
8	Parent Outreach	Hold focus group meetings with underperforming/underrepresented student group families to better understand & identify areas of support/needs		

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24%	$99,484

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

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

For CalPADS 2021, Cambrian School District reflects an unduplicated percentage of 22.35% of district enrollment. District's LCFF Estimated Supplemental Grant funding will be $1,217,095 for FY 2021-22 and $0 for Concentration Grant funding due to a low unduplicated count percentage. The amount of supplemental funds used for (district-wide) level services is $645,060. The remaining balance supplemental funds of $572,035 are allocated to school sites for site-level services for high-needs pupils. School site level services include additional and extended learning time, supplemental instructional materials, and professional development on ELD and differentiated instruction for high-needs students.

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 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, and 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 supports 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 Youths 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."

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

    d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

    e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

>   After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

>   In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$166,678.00	$59,518.00	$60,400.00		$286,596.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$207,863.00	$78,733.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	ELA/ELD Interventions					$0.00
1	2	English Learners Foster Youth Low Income	ELA Guided Reading	$5,000.00				$5,000.00
1	3	All Students with Disabilities	Writing Curriculum Integration	$250.00				$250.00
1	4	English Learners	English Language Development					$0.00
1	5	All Students with Disabilities	Differentiated Mathematics Instruction	$500.00				$500.00
1	6	English Learners Foster Youth Low Income	Data-Informed Instructional Practices	$3,000.00				$3,000.00
1	7	All Students with Disabilities	Next-generation Science Standards					$0.00
1	8	All Students with Disabilities	21st Century Skills					$0.00
1	9	All Students with Disabilities English Learners Foster Youth Low Income	Access to Curriculum & Technology					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Tier 2 Reading Intervention	$39,600.00				$39,600.00
1	11	English Learners Foster Youth Low Income	Tier 2 Math Intervention	$5,040.00				$5,040.00
1	12	All Students with Disabilities	Enrichment Opportunities			$19,000.00		$19,000.00
1	13	All	Subscriptions & Software Licensing			$3,000.00		$3,000.00
1	14	All	TK/K Instructional Aides	$15,840.00				$15,840.00
1	15	Grades 3-5	State Testing	$1,300.00				$1,300.00
1	16	All	Library Services	$14,668.00				$14,668.00
1	17	All	General Supplies, Licensing & Equipement	$45,249.00				$45,249.00
2	1	All	Staff Wellness & Climate			$500.00		$500.00
2	2	Students with Disabilities	Recruit and Retain Highly Qualified Staff					$0.00
2	3	All	MTSS Implementation	$2,000.00				$2,000.00
2	4	English Learners	Professional Development					$0.00
2	5	English Learners	Professional Development					$0.00
2	6	All	Professional Development					$0.00
2	7	All	Professional Development					$0.00
2	8	English Learners Foster Youth Low Income	Structured Collaboration Release Time					$0.00
2	9	All	Project Based Learning	$500.00				$500.00
2	10	All	21st Century Teaching & Learning					$0.00
2	11	Students with Disabilities EL and SWD	Instructional Coaching					$0.00
3	1	All	Social Emotional Learning (SEL)	$1,000.00		$12,000.00		$13,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Community Building Events & Fundraisers			$3,400.00		$3,400.00
3	3	All	Extracurricular & Enrichment Learning Opportunities:		$2,000.00	$18,000.00		$20,000.00
3	4	English Learners Foster Youth Low Income	After School Learning Center					$0.00
3	5	All	Extracurricular/Enrichment Learning Opportunities:	$14,668.00		$500.00		$15,168.00
3	6	All	Extracurricular/Enrichment Learning Opportunities:	$11,479.00	$10,000.00			$21,479.00
3	7	All	Extracurricular/Enrichment Learning Opportunities:		$16,000.00			$16,000.00
3	8	All	Social Emotional Learning (SEL)					$0.00
3	9	All	Emotion & Behavior Regulation					$0.00
3	10	All	Behavior Tracking & Regulation Support	$5,584.00				$5,584.00
3	11	All	Facilitated Sports and Lunch and Recess			$4,000.00		$4,000.00
3	12		Yard/Noon Duty		$31,518.00			$31,518.00
3	13	All	Extracurricular/Enrichment Learning Opportunities:					$0.00
4	1		Volunteer Opportunities					$0.00
4	2	English Learners	Translation Services and Tools					$0.00
4	3	All	Parent Education	$500.00				$500.00
4	4	English Learners	Parent Outreach	$500.00				$500.00
4	5	All	Goal Setting Conferences					$0.00
4	6	All	School Communication					$0.00
4	7	All	Classroom Communication					$0.00
4	8		Parent Outreach					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$53,140.00	$53,140.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$500.00	$500.00
Schoolwide Total:	$52,640.00	$52,640.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ELA/ELD Interventions	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre TK-5		$0.00
1	2	ELA Guided Reading	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre TK-5	$5,000.00	$5,000.00
1	4	English Language Development	Schoolwide	English Learners	Specific Schools: Fammatre TK-5		$0.00
1	6	Data-Informed Instructional Practices	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre Tk-5	$3,000.00	$3,000.00
1	9	Access to Curriculum & Technology	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre TK-5		$0.00
1	10	Tier 2 Reading Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre TK-5	$39,600.00	$39,600.00
1	11	Tier 2 Math Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre TK-5	$5,040.00	$5,040.00
2	4	Professional Development	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre		$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					TK-5		
2	5	Professional Development	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre TK-5		$0.00
2	8	Structured Collaboration Release Time		English Learners Foster Youth Low Income	Specific Schools: Fammatre TK-5		$0.00
3	4	After School Learning Center	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre 1-5		$0.00
4	2	Translation Services and Tools	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre TK-5		$0.00
4	4	Parent Outreach	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre TK-5	$500.00	$500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		