2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fastbridge aMath	78% of all students in grades 1-5 are on or above grade-level standard in fall 21-22. 25% of EL students in grades 1-5 are on or above grade level in Fall 21-22 50% of SED in grades 1-5 are on or above grade level in Fall 21-22 54% of SWD in grades 1-5 are on or above grade level in Fall 21-22	78% of all students at Some on or above grade level. 50% of SED students on or above grade level 50% of EL students on or above grade level 56% of Hispanic/Latino students are on or above grade level 55% of Students with Disabilities on or above grade level	70% of all students at Some on or above grade level. 47% of SED students on or above grade level 27% of EL students on or above grade level 45% of Hispanic/Latino students are on or above grade level 35% of Students with Disabilities on or above grade level	On the 2024 spring Fastbridge data 71.26% of all students at Some on or above grade level. 50.7%of SED students on or above grade level 36.36% of EL students on or above grade level 46.73% of Hispanic/Latino students are on or above grade level 37.5% of Students with Disabilities on or above grade level	3-5% increase of percentage of all students in grades 2-5 perfoming on or above grade-level. Percentage of students in targeted groups performing at of above grade level will increase 6-10%Fastbridge aMath
Fastbridge aReading.	76% of all students in grades 2-5 are on or above grade-level standard on Fastbridge aReading.	79% of all students are on or above grade level	71% of all students are on or above grade level	On the 2024 spring Fastbridge data 65.67% of all students are on or above grade level	3-5% increase of all students in grades 1-5 are on/above grade-level standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	45% of EL students in grades 2-5 are on or above grade level in Fall 21-22. 50% of SED students in grades 2-5 are on or above grade level in Fall 21-22. 45% of SWD students in grades 2-5 are on or above grade level in Fall 21-22.	55% of SED students are on or above grade level. 47% of EL students are on or above grade level. 45% of Hispanic/Latino students are on or above grade level. 49% of Students with Disabilities are on or above grade level.	48% of SED students are on or above grade level. 16% of EL students are on or above grade level. 16% of Hispanic/Latino students are on or above grade level. 35% of Students with Disabilities are on or above grade level.	46.48% of SED students are on or above grade level. 18.18% of EL students are on or above grade level. 35.51% of Hispanic/Latino students are on or above grade level. 33.33% of Students with Disabilities are on or above grade level.	Percentage of students in targeted groups performing at or above grade level will increase 6-10% yearly. aReading
ELPI	ELPI suspended for 20-21	ELPI suspended for 21-22	54.8% are making progress	On the 2023 dashboard data 30.4% making progress	65% making progress
EL Redesignated Fluent English Proficient Rate	16% of EL students Redesignated Fluent English Proficient	8% of EL students Redesignated Fluent English Proficient	5% of EL students Redesignated Fluent English Proficient	On the 2023 dashboard data 7% of EL students Redesignated Fluent English Proficient	20% increase in EL students Redesignated Fluent English Proficient
Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator
SBAC ELA	State Testing Suspended for the 20-21 school year	Overall students in grades 3-5 are 28.4 points above grade-level standard on the	Overall students in grades 3-5 are 18.7 points above the standard on the 22 -	Spring 2024 ELA SBAC scores are TBD.	3-5% increase of all students in grades 3-5 are on/above grade-level standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		21-22 ELA portion of the SBAC. Overall, Hispanic students in grades 3-5 are 38.8 points below the standard on the ELA portion 21-22 SBAC Overall, EL students in grades 3-5 are 22.7 points below the standard on the ELA portion 21-22 SBAC Overall, SED in grades 3-5 are 49.1 points below the standard on the ELA portion 21-22 SBAC Overall, SWD in grades 3-5 are 56.1 points below the standard on the ELA portion 21-22 SBAC.	23 ELA portion of the SBAC. Overall, Hispanic students in grades 3-5 are 45.1 points below the standard on the 22-23 ELA portion of the SBAC. Overall, EL students in grades 3-5 are 55.2 points below the standard on the 22-23 ELA portion of the SBAC. Overall, SED in grades 3-5 are 44.2 points below the standard on the 22-23 ELA portion of the SBAC. Overall, SWD in grades 3-5 are 76.2 points below the standard on the 22-23 ELA portion of the SBAC.	Overall students in grades 3-5 are __ points above the standard on the spring 2024 ELA portion of the SBAC. Overall, Hispanic students in grades 3-5 are __ points below the standard on the spring 2024 ELA portion of the SBAC. Overall, EL students in grades 3-5 are __ points below the standard on the spring 2024 ELA portion of the SBAC. Overall, SED in grades 3-5 are __ points below the standard on the spring 2024 ELA portion of the SBAC. Overall, SWD in grades 3-5 are __ points below the standard on the spring 2024 ELA portion of the SBAC.	Percentage of students in targeted groups performing at or above grade level will increase 6-10% yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math	State Testing Suspended for the 20-21 school year	Overall students in grades 3-5 are 29.1 points above grade-level standard on the 21-22 Math portion of the SBAC. Overall, Hispanic students in grades 3-5 are 36.6 points below the standard on the Math portion 21-22 SBAC Overall, EL students in grades 3-5 are 2.4 points below the standard on the Math portion 21-22 SBAC Overall, SED in grades 3-5 are 48 points below the standard on the Math portion 21-22 SBAC Overall, SWD in grades 3-5 are 33.4 points below the standard on the Math portion 21-22 SBAC.	Overall students in grades 3-5 are 14.3 points above grade-level standard on the 22 -23 Math portion of the SBAC. Overall, Hispanic students in grades 3-5 are 43.4 points below the standard on the 22 -23 Math portion of the SBAC. Overall, EL students in grades 3-5 are 29.9 points below the standard on the 22 -23 Math portion of the SBAC. Overall, SED in grades 3-5 are 50.2 points below the standard on the 22 -23 Math portion of the SBAC. Overall, SWD in grades 3-5 are 73.8 points below the standard on the 22 -23 Math portion of the SBAC.	Spring 2024 Math SBAC scores are TBD. Overall students in grades 3-5 are __ points above the standard on the spring 2024 Math portion of the SBAC. Overall, Hispanic students in grades 3-5 are __ points below the standard on the spring 2024 Math portion of the SBAC. Overall, EL students in grades 3-5 are __ points below the standard on the spring 2024 Math portion of the SBAC. Overall, SED in grades 3-5 are __ points below the standard on the spring 2024 Math portion of the SBAC.	3-5% increase of all students in grades 3-5 are on/above grade-level standards. Percentage of students in targeted groups performing at or above grade level will increase 6-10% yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Overall, SWD in grades 3-5 are ___ points below the standard on the spring 2024Math portion of the SBAC.	

Goal Analysis

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.

Overall, Fammatre continues to have students performing in the High category for both ELA and Math. All students will have access to high-quality Tier I teaching and learning, Tier II support for students identified as needing targeted additional and supplemental instruction, and Tier III support for students identified as needing intensive instruction and services. Although we are a high-performing school, we have identified inequities among various student groups. The staff will continue to address these gaps as a focus of our professional development. Writing program training did not specifically occur, but Benchmark Phonics training did occur. Afters-chool Creative Writing and Journalism classes were offered. Makerspace was funded and students participated on a regular basis.

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

Fammatre spent more funds for paraprofessionals due to the needs of our learners at lower grades. Funds for our intervention support specialists were increased because more students needed services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have not yet seen the expected improvement based on our efforts. We must take a more targeted approach to our strategies with more frequent teacher monitoring. PLC cycles were increased, but grade-level PLCs need more direction. Instructional Specialist and principal will create questions to guide the way data is reviewed. We will continue to provide ELA support Aides in Kinder thru second grade. We will start the year with four intervention support specialists and will make groups have a maximum of three students instead of four. This year we ran a pilot group with a new intervention and have found it was effective with the 75% of students it was used with. We will continue with this program with our higher-need students when our standard intervention is not effective. Afterschool ELD will continue, but we will start the program earlier in the year and modify the program to include more GLAD strategies, and begin utilizing a new online program for our ELD

students which will provide scripted ELD lessons for teachers to address student needs that are not being met sufficiently through the program.

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.

Fammatre continues to be a high achieving school. While we did not see significant changes in SBAC data, we did see growth in our Hispanic/Latino students and EL students. We are cautiosly optimistic about the effectiveness of the afterschool ELD program, and additional supports in EL instruction with the paraeducators added to second grade classes as well this year. We will continue with this approach for next year with both the afterschool ELD program and the classroom paraprofessionals. We will have specifically designed small group ELD lessons in the classroom produced by our new program.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey for students in grades 3-5	73% of students in grades 3-5 reported they like school in the April 2021 School Climate Survey	80% of 3rd-5th grade students reported they liked school in the April 2022 School Climate Survey.	71% of students in grades 3-5 reported they like school in the April 2023 School Climate Survey	82.2% of 2nd-5th grade students reported the like being a student at Fammatre in the April 2024 School Climate Survey.	82.2% of 2nd-5th grade students reported the like being a student at Fammatre in the April 2024 School Climate Survey.
Teacher Survey	No current baseline data	80% of GLAD trained teachers use hip pocket tools 4-5 days a week.	80% of GLAD trained teachers use hip pocket tools 4-5 days a week.	81% of teacheres use GLAD strategies 4-5 days a week. Another 19% of teachers use GLAD strategies at least 3 days a week. 100% of GLAD certified teachers utilize GLAD strategies regularly througout the week.	100% of GLAD certified teachers are routinely utilizing the hip pocket strategies with fidelity
Teacher Survey	No current baseline data	35% of teachers teach at least 45 minues of designated ELD instruction.	88% of teachers teach up to 30 minutes of designated ELD	86% of Teachers engage in at least 30 minutes of Designated ELD instruction daily.	86% of teachers teach designated integrated ELD
School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and	100% teachers are appropriately assigned and	100% teachers are appropriately assigned and	100% teachers are appropriately assigned and	100% teachers are appropriately assigned and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	credentialed in subject area per the annual School Accountability Report Card (SARC) report.	credentialed in subject area per the annual School Accountability Report Card (SARC) report.	credentialed in subject area per the annual School Accountability Report Card (SARC) report.	credentialed in subject area per the annual School Accountability Report Card (SARC) report.	credentialed in subject area per the annual School Accountability Report Card (SARC) report.
Teacher Survey	% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)	93% agreed PD and staff collaboration was an effective use of their time.	93% agreed PD and staff collaboration was an effective use of their time.	93.6% of staff agreed PD and staff collaboration was an effective use of their time.	93.6% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	Baseline established in 2021-22. 54% of teachers in the Fall were utilizing strategies regularly. Our school focused on all teachers implementing GLAD instructional model.	84% utilizing the GLAD 7 Hip Pocket Tools.	88% of trained teachers using GLAD strategies, 44% using number talks, 100% of teachers utilize the core curriculum.	100% of trained teachers using GLAD strategies, 75% using number/data talks, 100% of teachers utilize the core curriculum.	On average, 91.6% of teachers implementing best Tier 1 instructional practices consistently. All teachers implement some GLAD strategies.

Goal Analysis

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.

All actions were fully implemented. There were no substantive differences in planned actions and actual implementation of these actions.

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

Not all money set aside for teacher training was used because our district took on the cost. I had an additional training planned for the staff, but the trainer was ill and canceled at the last minute with no time to reschedule before school year ended.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Fortunately, our district was able to absorb the cost of PD for the following areas: ELA instruction, Mindfulness, Restorative Practices, Science Instruction, TK curriculum PD, SEL strategy PD, Safety Care training for staff and more. The district also provides an online on demand training portal for staff which covers a variety of topics relevant to education available to all staff members. By providing high quality training to staff we were able to provide a collaborative and responsive learning community in which our collective efficacy leads to an inclusive climate where e students thrive.

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.

For the next three-year LCAP, staff expressed a need for professional growth in several areas. Key areas of interest include restorative practices, community building within classrooms, data-driven instruction, project-based learning, classroom management, integrating technology into teaching, dealing with challenging behaviors, and promoting mental health awareness among students. The district will continue providing additional release time for staff collaboration and implementing professional learning community (PLC) processes. Professional development will focus on supporting students and staff's SEL and mental health and high-quality Tier 1 core instruction to mitigate the impact of lost instructional time through PLCs. The district will implement eduClimber, a new interactive data platform to facilitate teacher collaboration on effective data use. Because Fammatre uses GLAD as our core instructional model, it is expected that all teachers, especially tenured teachers, will be expected to implement GLAD instructional practices throughout the core content area. As such, Fammatre will continue to measure the rate at which the GLAD is implemented in classrooms throughout the year using a classroom observation tool. These actions are primarily targeted at high-needs students. The most impactful resource the district added to our site was an Full Time Instructional Specialist. The specialist suports teachers in the classroom, before and afterschool through private coaching

sessions, group trainings, and even by co-teaching a lesson with the students. She also worked hard to develop relationships with all of our focal scholars.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	73% the number of students that like school on the School Climate Survey	80% of students like school (increase 7%) 83% feel like they do well in school (increase 10%) 79% feel like good behavior is noticed (decrease 5%)	71% of students like school (decrease of 9%) 78% feel like they do well in school (decrease 5%) 69% feel like good behavior is noticed (decrease 10%)	82% of students like school (increase of 11%) 92.8% feel like they try their best to do well in school. (Replacement Question) 61% feel like good behavior is noticed (decrease 8%)	Increase to 5% in each qualifier on the School Climate Survey
SWIS Data	337 Major Behavior 2019-20 SWIS Behavior Data	7 Major referrals out of 229 on the 2021-2022 SWIS referral data	7 Major referrals out of 317 for 2022-2023 SWIS Data	64 Major Referrals out of 377 for 2023-2024 referral data.	Revamped PBIS should have more accurate number. Expect to have less than 200m major referrals.
District Absence numbers	6.7% EL, 8.3% Hispanic 8.6% SED Chronic Absenteeism per 2019 CA Dashboard	Overall, approximately 12% of our students are considered chronically absent with a rate of over 10%.	Overall , 13.8% are chronically absent. Hispanic is 25.7%, SED 25.9%, SWD 22.6% and EL 27.9%	Overall 8.28% of our students were considered chronically absent this school year. This is a 35.77% decrease over last	Reduce chronic absenteeism to 3% or less for EL, Hispanic, SED students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				years numbers. Breakdown by	
Powerschool information	.4% suspension rate per 2019 CA Dashboard	Suspension Rate of .2%	.4% suspension rate per 2022 CA Dashboard	TBD	Maintain suspension rate of 1% or less

Goal Analysis

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.

All actions were fully implemented. There were no substantive differences in planned actions and actual implementation of these actions.

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

All actions were fully implemented. There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district effectively supported Fammatre School support of our students by providing services and resources to ensure students' and staff's social, emotional, and physical well-being. This included ongoing training and supplemental resources for PBIS and Student Study Team processes. Counseling and mental health services were available to address students' social-emotional needs. DIstrict PD covered the Zones of Regulation, which helps students regulate their actions and improve their problem-solving abilities. All school staff continued to receive Restorative Practices training in partnership with the Town Project organization and additional SEL training. With District supportk, Fammatre offered lunchtime-SEL structured activities in partnership with Valley Sports, providing structured physical activities and additional supervision. Data from various sources, including the Student PBIS School Climate Survey, FastBridge SAEBRS, and Attendance rates, indicate that these actions effectively addressed the state priorities targeted. While our attendance rates are improving, we will continue to increase our efforts with families that are chronically tardy or absent to make bigger gains in the upcoming year.

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.

The health and attendance clerk positions have been combined into one full time position. This allows the principal to work closely on wider reaching goals with the full time employee which will have a wider community impact.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
95% of respondents on the Parent Engagement Survey feel school staff remove barriers that may keep parent volunteers from participating in school activities	90.2% of respondents on the Parent Engagement Survey feel they are provided regular reports of their child's educational progress	90% of respondents on the Parent Engagement Survey feel they are provided regular reports of their child's educational progress	94% of respondents on the Parent Engagement Survey feel they are provided regular reports of their child's educational progress	92% of respondents on the Parent Engagement Survey feel they are provided regular reports of their child's educational progress	95% of respondents on the Parent Engagement Survey feel school staff remove barriers that may keep parent volunteers from participating in school activities
95% on the Parent Engagement Survey feel they are included in making decisions related to the educational placement and progress of their child	92.68% on the Parent Engagement Survey feel included in making decisions related to the educational placement and progress of their child	84% on the Parent Engagement Survey feel included in making decisions related to the educational placement and progress of their child	92% on the Parent Engagement Survey feel included in making decisions related to the educational placement and progress of their child	94% of families surveyed feel included in making decisions related to the educational placement and progress of their child.	97% on the Parent Engagement Survey feel they are included in making decisions related to the educational placement and progress of their child
95% Participation in Fall Goal Setting Conferences	No current baseline data	98% participation	95% participation	98% of families participated in goal setting conferences	98%% Participation in Fall Goal Setting Conferences
Increase response rate on parent engagement survey by 50%	82 Families responded on the April 2021 Parent Engagement Survey	105 Families Responded on the April 2022 Parent Engagement Survey	124 Families Responded on the April 2023 Parent Engagement Survey	115/352 Families responded 175/352 parents responded to the 23-	50% of Families respond to the Spring family input surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				25 school year planning survey.	
Identify current participation rate	Parent participation in school events, such as Parent Conferences, Principal's Coffees, Parent Workshops, etc. (establish baseline in 2021-22)	Principal Coffees= varied. 60 at beginning of year-10 at the end of the year. Back to School Night= on zoom Goal Setting Conferences= over 90% participation combo HSC events: Monster Boogie Bash 30 families, Spring Fling 50% participation	Principal Coffees= on average 10 parents Literacy Nights= 40 families on average STEAM Night= 80+ Families Back to School Night= over 90% participation Goal Setting Conferences= over 90% participation HSC events: Multicultural Fair, Monster Boogie Bash, Movie Night= More than 75% participation	Principal coffees ranaged from 4-12 parents. More onsite in the morning than on Zoom in the evening. Literacy nights: 20 at first night, 108 at second night Math Night: 80 students Goal Setting Conferences: 96% STEAM night: 88 students HSC events: up to 75% of students participated.	Increase by 20 % for each type of event
Begin tracking parent participation rate	Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club Meetings, etc. (establish baseline)	SSC= 3 parents HSC Mtg = on average 9 parents ELAC= 2 parents	SSC= 3 parents HSC Mtg = on average 8-12 parents ELAC= 2 parents	SSC: 4 parents HSC: 6 -12 parents ELAC: 2 parents	Increase parent participation by 10% for each.

Goal Analysis

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.

All actions for the 2023-24 school year in Goal 4 were fully implemented. There were no substantive differences in planned actions and actual implementation of these actions.

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

All actions were fully implemented. There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were very effective in keeping families engaged and informed about their students and our community events at Fammatre. The HSC meetings are held the first Monday of every month. The location is always the same and the date is advertised in the school newsletter. The School Site Council Meeting and ELAC meeting were combined after our first meeting. At the first meeting, we held a vote and all were in favor of combining the two committees. At the beginning of the year, we advertised the roles and held an online vote to pick representatives. We advertised the meetings the week before in our school newsletter. Surveys were sent out to parents onine at the beginning and end of the school year. the Parent engagement survey was also sent out near the end of the school year. Students were surveyed at various times throughout the year. We also sent home hard copies of the Spanish versions of the surveys and had some success getting those back. We still need to do more to get the Spanish Speaking Parents to engage with the school.

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.

Next year, I plan to pay a Latino Liason to increase parent engagement at community events as well as on campus interactions. We have noted our Latino and Spanish speaking families have a lower participation rate, but has increased with inconsistent outreach by a native spanish-speaking parent volunteer. We believe we can increase participation by having a native spanish speaking parent fulfill this role on a regular basis.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Samantha Haley Principal	haleys@cambriansd.com (408) 377-5480

Plan Summary [2024-25]

General Information

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

Fammatre Charter Elementary School is an outstanding school that values academic excellence, enjoys parental and community support, and produces well-rounded students. Our campus is in the Cambrian Community in West San Jose, bordering Los Gatos and Campbell. Fammatre serves approximately 457 students in grades TK through 5th. 16% of our population is identified as English Language Learners. 15% of our population has special needs. 22% are considered socio-economically disadvantaged. Our ethnic or racial breakdown is 34% White, 35% Hispanic, 26% Asian, 2% Native American, 1% Native Hawaiian, and 1% Black or African American. A safe, warm learning environment is evident as one enters the beautifully landscaped campus. At Fammatre School, we believe all our students can learn, grow, and experience success in school. We believe that children learn best when 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 belonging to the school and community. We hope our teaching will help students become productive global citizens who use the skills we teach them throughout their lives.

Fammatre School is well maintained by a staff of custodians assigned to the school. They maintain cleanliness and support the facility in many ways. They are supplemented by district staff who regularly assist in building maintenance. Custodians ensure jobs are completed promptly through an automated work order system. Learning is enhanced by improved lighting output at lower consumption rates. Fire alarm systems are regularly maintained at strict state standards. We have security with locked gates surrounding our facility during school hours, and security cameras have been added to the back of our school grounds. We also have installed a security camera in the school office. All visitors must sign in at the office before 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. A district-wide technology team is available to support the schools with maintaining technology infrastructure and ensuring best practices around educational technology usage and tools. There is a district-wide technology plan to guide decisions. We are extremely proud of our Makerspace. It is a place for students to learn to become makers and creators instead of just consumers. Students have many opportunities to explore and learn. Some examples of what students do in the space are learning programming skills, working with a 3D printer, working collaboratively with peers with various building manipulatives, or creating one-of-a-kind art projects that tie into the curriculum. We are dedicated to expanding the collaboration between our Maker Coordinator and teachers to integrate our curriculum into the time spent in the Makerspace. This year, students have had increased access to the space by attending every other week.

Goal-setting conferences are held with parents/guardians and students in the fall to establish connections between the teacher and the family and collaboratively set personal and academic goals for the students. This year, we had a 98% attendance rate by holding conferences through Zoom, in person, or with our Spanish Speaking Liaison. Community activities have increased this year by offering two Literacy Nights, a Math Night, a STEAM Night, Back to School, and an Open House. The Home and School Club has added to its community events by adding Parent Nights Out and Family Hikes and our much-loved events: Monster Boogie Bash, Family Dance, Fun Run, field trips, and dining out events. Parents help in our classrooms as art volunteers, Project Cornerstone volunteers and in the garden.

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism is still higher than usual, but it is trending downward. Suspensions are less than 1% for the school. Students are aware of safety plans should emergencies arise, and they complete practice drills monthly. Cambrian works with other agencies to provide a safe environment that promotes learning. In addition, the school is sensitive and proactive about medically sensitive issues, such as peanut allergies and diabetes, and trains staff to manage such situations. Staff development is designed in our primary areas of focus: data analysis, Restorative Practices, and the Science of Reading. Using CCSS and Fastbridge assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials 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) Using the Instructional Specialist to support teachers, programs, and academic achievement, including our PLCs, has helped us to grow steadily toward our goals and establish new systems to utilize data regularly to accelerate student achievement.

Across every school and grade level, our staff is unified in their commitment to excellence and continuous improvement. Key elements of our educational approach include:
- A seamless incorporation of California's State Standards alongside a vigorous commitment to elevating student achievement.
- Emphasizing Critical Thinking, Communication, Collaboration, and Creativity to ensure students develop the skills and mindset necessary for academic and professional success and thoughtful community engagement.
- A steadfast dedication to the holistic development of students, facilitated by innovative arts, music, wellness, and technology programs, encouraging students to explore their interests.
- Providing ongoing professional development opportunities for our world-class educators, ensuring they possess the latest knowledge, skills, and resources to refine their pedagogical skills.

- Fostering warm, welcoming school communities where families and neighbors play a crucial role in our students' educational journey and life, both inside and outside the classroom. This comprehensive approach underpins our mission to uphold our legacy and pave the way for future generations to achieve and excel.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The CA School Dashboard reflects Fammatre Elementary School's 2023 school year information.The information can be accessed at the following link: https://www.caschooldashboard.org/. To see other school site information, use the search bar and enter the name of the school site. The 2023 Dashboard included the following State Indicators: Academic Indicators for English Language Arts/Literacy & Mathematics, English Learner Progress Indicator (ELPI), Chronic Absenteeism Indicator, and Suspension Rate Indicator. The district, schools, and student groups receive performance colors on the Dashboard (Blue, Green, Yellow, Orange, and Red), where Blue indicates the highest performance, and Red indicates the lowest performance. Performance colors are determined based on a combination of Status (current year performance) and Change (current year performance compared with prior year performance). The 2023 Dashboard also included Local Indicators: Basic Services, Implementation of Academic Standards, Parent and Family Engagement, Local School Climate, and Access to a Broad Course of Study. The local indicators assess the district's and school's performance in meeting the standard by designating the following criteria: met, not met, or not met for two or more Years. Based on a review of performance on the state and local indicators measured by the California School Dashboard and a review of input from our educational partners, Below are some of the key highlights of Fammatre's performance for 2023-24.

1. Academic Indicator - English Language Arts & Math (Goal 1) The Academic Indicator is based on student performance on the Smarter Balanced Assessments for English language arts/literacy (ELA) and mathematics, administered each spring to students in grades three through eight.

Based on the 2023 CA School Dashboard, the following performance levels were achieved for each site in the Overall Academic Performance Indicator for ELA and Math (Priority 1 & Priority 2):
- Fammatre School: ELA - "Green"; Math - "Green"

2. The 2023 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals strong academic performance at Fammatre Elementary School. Performance levels are determined by the combination of current year performance and changes from the previous year, with color-coded indicators ranging from Blue (highest performance) to Red (lowest performance). Overall, the Fammatre demonstrates robust academic performance, with all schools achieving "Green" or "Blue" levels, indicating high or improving performance in both ELA and Math. It remains crucial to continue monitoring and addressing the specific needs of subgroups to ensure that all students benefit from the Fammatre's academic programs. 2. 2023 CA School Dashboard English Learner (EL) Progress Indicator by school site (Goal 1) The English Learner Progress Indicator (ELPI) shows the percentage of current English learner (EL) students making progress at the state, district, and school level toward English language proficiency or maintaining the highest performance level on the English Language Proficiency Assessments for California (ELPAC).

- Fammatre Charter School: 30.4% of ELs are progressing toward English language proficiency, a decline of 24.4% from 2022.

Fammatre Charter School experienced a notable decline, with only 30.4% of ELs progressing, down by 24.4% from the previous year. To support improvement based on the 2023 CA Dashboard English Learner Progress Indicator results, Fammatre can implement targeted professional development for teachers, enhance family and community engagement, and utilize data-driven interventions and support programs. Providing teachers with ongoing, targeted professional development on effective instructional strategies for English Learners (ELs) equips them with the tools and knowledge to better support ELs in progressing toward English language proficiency. Regularly analyzing assessment data to track EL progress and developing targeted interventions based on this data, such as tutoring and extended day language support programs, can address specific areas where ELs are struggling. By focusing on these strategies, the district can enhance the progress of English Learners and address the areas of decline identified in the 2023 CA Dashboard.

3. Fammatre's reclassification rate was 8% last year. We fell below the goal by more than 10%. To address this, Fammatre Charter School will continue with having our Instructional Specialist work with teachers in groups and individually to address what designated ELD should look like, what supports EL students should have access to in their classrooms, and what language acquisition looks like developmentally. The Instructional specialist will also check in with teachers to review the progress of their EL students regularly.

4. Professional Learning: 93.6% of Fammatre Charter School's staff agreed that the Professional Development offered by the district and our school during the 2023-2024 school year was relevant and valuable. We are planning to continue with professional development in the areas of Restorative Practices, Universal Design for Learning, and ELD instruction as a staff in addition to the District Offerings around Curriculum, Science, and Math standards.

5. Chronic Absenteeism (Goal 3) Chronic absenteeism is the percentage of students missing at least 10% of school days.
 - Fammatre Charter School's rate was 12.3%, a 1.5% decline from 2022. However, SWD's rate was 22.7%, maintaining the same rate as in 2022. The 2023 CA Dashboard reveals Fammatre Charter School saw a slight improvement in overall absenteeism, dropping to 12.3%, a 1.5% decline from the previous year, while the rate for Students with Disabilities (SWD) remained unchanged at 22.7%.

6. Suspension Rate (Goal 3)
The Suspension Rate Indicator is one of several state indicators the California Department of Education (CDE) reports on the California School Dashboard. It represents the percentage of students suspended for an aggregate total of one full day at a time during the school year.
- Fammatre Charter School's rate was 0.4% (Blue). Fammatre perform well with low suspension rates, in part due to the school staff's dedication to restorative practices.

Local Performance Data In addition to the CA School Dashboard data, CSD relies on local performance data and data gathered through our engagement processes with our educational partners throughout the school year. Below is a summary of educational partners' feedback data, including staff, parents/guardians, community members, and students. While working with the district, Fammatre will address the high rates of chronic absenteeism among Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English Learner (EL) students through a comprehensive approach. We will prioritize early identification and intervention, using data to promptly identify at-risk SED, SWD, and EL students, allowing timely support. Enhancing communication with families about the importance of attendance and its

impact on academic achievement is crucial, often involving regular updates, workshops, and parent-teacher meetings tailored to these specific groups. Providing support services such as counseling, social work, and mental health resources helps address barriers to attendance, including transportation, health issues, or family challenges. The district will establish systems to regularly monitor attendance data and hold schools accountable for reducing chronic absenteeism among these student groups, setting clear goals and benchmarks within the LCAP and reviewing progress regularly. By integrating these strategies, the district aims to reduce chronic absenteeism and support the overall success and well-being of our SED, SWD, and EL students.

7. 2023 Dashboard Local Indicators (Goal 1-4)

The Dashboard includes a concise set of local indicators founded on the Local Control Funding Formula (LCFF) priorities but aligned to the measures required under the Every Student Succeeds Act (ESSA). Local indicators are those LCFF priorities for which no state-level data is collected. The local indicators are Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parent and Family Engagement (Priority 3), School Climate (Priority 6), and Access to a Broad Course of Study (Priority 7). In addition to being a public record of progress on the Dashboard, the local indicator process informs process and planning within the Local Control and Accountability Plan (LCAP). Further, progress in local indicators can inform technical assistance provided through the Differentiated Assistance process. For each local indicator, the State Board of Education (SBE) adopted performance standards that require an LEA to annually measure its progress in meeting the requirements of the specific LCFF priority, report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the LCAP is adopted and report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Fammatre Charter School met the performance standards for all local indicators, demonstrating a commitment to fulfilling LCFF priorities. This achievement highlights the district's effective provision of basic services and conducive learning conditions, successful implementation of state academic standards, robust parent and family engagement, positive school climate, and ensuring students have access to a broad course of study. The local indicator process is also crucial in informing the Local Control and Accountability Plan (LCAP), guiding process improvements, and planning efforts. Meeting these local indicators reflects the district's internal progress and positions it well for technical assistance through the Differentiated Assistance process, should it be needed. The district's ability to meet and report these standards transparently to the public underscores its dedication to continuous improvement and accountability. Overall, the 2023 CA Dashboard Local Indicator results indicate that Cambrian School District and its charters are on a positive trajectory, effectively addressing key educational priorities and maintaining high standards in essential student support and engagement areas.

8. Student School Climate Survey - Spring 2024 (Goal 3) Fammatre embraced, utilized, and implemented social-emotional learning with fidelity throughout the school year. Our community values and believes that students must have a choice and voice in their learning. We believe that when students are empowered, they will be deeply engaged in learning. The Fammatre's school climate initiatives, as assessed by the annual PBIS School Climate Survey, reflect significant positive impacts on students' perceptions of their school environment. The survey, administered to 279 students in grades 2-5, provides insights into the effectiveness of the district's Social-Emotional Learning (SEL) programs and other climate initiatives. Below is a summary and analysis of the survey results:
1. I like school: 84% of students responded "Agree" or "Strongly Agree," marking a substantial increase of 13% from Spring 2023. This indicates a growing enjoyment and satisfaction with the school experience.
2. I feel like I do well in school: 93% of students felt they performed well academically, a 15% increase, suggesting that students' confidence

in their academic abilities has improved.

3. My school wants me to do well: 90% of students felt supported by their school, highlighting the district's effective encouragement of student success.

4. My school has clear rules for behavior: 89% agreed that behavioral expectations are clear, indicating that implementing clear rules is being recognized and appreciated.

5. Teachers treat me with respect: 85% of students feel respected by their teachers. However, this represents a slight decline of 2%, suggesting a need for ongoing efforts to ensure respectful teacher-student interactions.

7. Good behavior is noticed at my school: 61% felt good behavior is acknowledged, an 18% decrease, indicating improvements are needed in recognizing positive student behavior.

8. I get along with other students: 77% felt they have good peer relationships, a 9% decrease, showing a need to assist more positive student interactions.

9. I feel safe at school: 83% felt safe, suggesting that efforts to create a secure school environment were successful.

10. Students treat each other well: 68.1% felt positive about peer treatment, which is a decrease. This is indicative of a need for improved student behavior and relationships.

11. There is an adult who will help me if I need it: 80% felt they could rely on an adult for help, a slight decrease, reflecting the presence of supportive staff.

The survey results demonstrate that the Fammatre's dedication to SEL initiatives has positively impacted the school climate, significantly improving several key areas. While most areas show increases in students' perceptions of themselves as part of the school, we still have work to do. The district's commitment to student choice, voice, and engagement is reflected in these positive trends, emphasizing the importance of maintaining and enhancing these efforts to support a conducive and respectful learning environment.

9. ThoughtExchange (Goal 4) This year, the Cambrian School District, of which Fammatre is a part, sought feedback from our staff, parents, and community members through the ThoughtExchange communication platform. This approach aimed to provide a more dynamic and engaging method for our educational partners to offer feedback on the current LCAP plan and contribute to developing the new Strategic Plan/LCAP. We asked participants to "share your feedback on the 2024-2027 CSD Strategic Plan/LCAP Priorities and Goals. Based on your experience, what ideas would you like to see continue and/or start that would support these priorities and goals?"

Despite having 255 participants, they provided 204 thoughts and rated these thoughts 4,696 times. While the number of participants was lower than expected, the volume of thoughts and ratings demonstrated that ThoughtExchange enhances the feedback process by making it more engaging, inclusive, and efficient, leading to better-informed decisions that reflect the community's true needs and preferences.

The responses were varied and detailed. Many educational partners appreciated the initiative to increase parent involvement in school activities and wanted this to continue. Suggestions included introducing basic Spanish lessons for English-speaking elementary students and eliminating Chromebooks due to their complexity. Concerns about high screen time and behavioral issues were raised during the extended day program. Participants also recommended introducing more challenging classes to keep students engaged and providing more opportunities for project-based learning. There were calls for better support for students with IEPs and stricter discipline for disruptive students. The importance of community connection was highlighted, along with the need to attract and retain top-quality teachers. Other suggestions included proactive partnerships with staff on 504 accommodations, sections on progress reports to address areas of weakness,

and the introduction of arts programs.

In response, the district acknowledges the importance of differentiated instruction and will strive to ensure that all students are challenged at their current level and encouraged to progress further. This aligns with our commitment to fostering an inclusive and equitable learning environment. We have noted concerns about disruptive behavior in classrooms. We will review our current intervention strategies and explore more rigorous measures to address this issue, ensuring minimal disruption to the learning environment. We will continue to expand onsite mental health counseling, particularly for middle school students, recognizing the importance of mental health resources and working towards enhancing these services. We appreciate the positive feedback on the Starting Arts theater programs and agree that these programs contribute significantly to students' personal development. We will endeavor to maintain them across all schools through our Expanded Learning Opportunity Program. Finally, we recognize the importance of highly effective teachers. We will continue to prioritize competitive salaries for qualified teachers and additional programs for students, as these are crucial for our success.

11. Parent Engagement Survey (Goal 4) This year, the district sought feedback from our parent community regarding parent engagement opportunities. We identified four key questions to gather information on the effectiveness of our current parent engagement strategies and areas for improvement. It was also essential to include the perspectives of our English learner parents and parents of students with an IEP or 504 plan. The following survey results summarize the responses from parents based on these questions:

1. Do you feel informed about Cambrian's and the school's procedures, policies, and decision-making processes?
2. As a Cambrian family, do you have opportunities to contribute to the decision-making process at school sites and the District?
3. If given the opportunity, how likely would you be to participate in district/school decision-making processes or family advisory committees?
4. How well do you feel the school engages parents from diverse backgrounds?

All Parent (115 Responses)
- Informed about Procedures and Policies: 72.% "Often" or "Always"
- Opportunities to Contribute to Decision-Making: 66.6% "Agree" or "Strongly Agree"
- Likelihood to Participate in Decision-Making: 56.7% "Likely" or "Very Likely"
- Engagement of Parents from Diverse Backgrounds: 63.9% "Very Well" or "Extremely Well"

English Learner Parents (15 Responses)
- Informed about Procedures and Policies: 100% "Often" or "Always"
- Opportunities to Contribute to Decision-Making: 90% "Agree" or "Strongly Agree"
- Likelihood to Participate in Decision-Making: 50% "Likely" or "Very Likely"
- Engagement of Parents from Diverse Backgrounds: 70% "Very Well" or "Extremely Well"

Parents with Students with IEP or 504 Plans (48 Responses)
- Informed about Procedures and Policies: 72% "Often" or "Always"
- Opportunities to Contribute to Decision-Making: 53.5% "Agree" or "Strongly Agree"
- Likelihood to Participate in Decision-Making: 50% "Likely" or "Very Likely"
- Engagement of Parents from Diverse Backgrounds: 60.7% "Very Well" or "Extremely Well"

Across all groups, most parents feel informed and see opportunities for involvement in decision-making. However, satisfaction and engagement levels vary, with EL parents generally feeling the most positive. Parents with students on IEP or 504 plans indicate a need for better communication and inclusion. To improve overall parent engagement, the district will consider targeted strategies to address each group's specific needs and concerns, ensuring all parents feel equally informed, involved, and valued in decision-making.

12. English Learner Parent Survey - March 2024 The Cambrian district, of which Fammatre Charter is dependent upon, sought feedback from our English Learner parent community this year through the ThoughtExchange communication platform. We asked parents, "How do you think we could improve our English language learning programs for students?" 46 EL parents responded, offering 24 ideas and rating these thoughts 255 times. Based on their input, several key improvements were suggested for our English language learning programs:

1. Increased Communication: Parents requested better communication about their child's progress and focus areas.
2. Homework for Practice: There was a desire for homework to continue language practice at home.
3. In-Class Translators: Parents suggested using translators or facilitators in the classroom.
4. Program Understanding: Some parents were unclear about the program and asked for more detailed information.
5. Summer Resources: Parents wanted access to learning resources during summer breaks.
6. Vocabulary Practice*: More practice with new vocabulary words was recommended.
7. Group Activities with Native Speakers: It was suggested that native English speakers be included in group activities for immersive learning.

In response, the district recognizes the need for increased communication. The district will implement a system to regularly update parents on the content being taught and ways to support their child's learning at home. We will work with staff to assign appropriate homework to reinforce classroom learning. We will explore incorporating translators or facilitators in the classroom to address the need for in-class translation. We will improve our communication regarding the specifics of our program, clarifying the differences between native and non-native English speakers and how language development is addressed. Additionally, we will seek opportunities for group activities that promote interaction and cultural immersion.

Final Reflection Summary As a district, our schools' results show that we are moving in the right direction in some state indicators. The results also show that we have work to do to support the success of all students equitably. We locally monitor data as it is collected for up-to-date information on student attendance, achievement, and engagement. We continue to make substantial investments in programs to support student success. Implementing the state standards and ensuring that all students have access to the standards-aligned instructional materials has been and continues to be a priority. We are proud of our work addressing the academic, social-emotional, mental, and physical health needs of students, staff, families, and the community over the last two years. We recognize that there still needs to be ongoing work as we continue to welcome students and families back on campus and reimagine teaching and learning at the same time while ensuring safety for everyone. The Fammatre, with the help of the Cambrian School District, will continue to invest in and support all teacher staff by aligning instructional resources, professional development, and assessment tools focused on high-quality best instructional practices. We will continue to focus our efforts and available resources to provide all students access to high-quality curriculum and instruction aligned with the state standards. Additional counseling and mental health services support will be provided at all sites. These essential programs and services provided intensive targeted instruction for our most at-risk students. With one-time funds, LCFF Supplemental Grant, Title I, and Title III funds, additional resources will be allocated to provide supplemental and extended learning time for students with the largest learning

gaps in reading and math.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council and English Language Acquisition Committee	The Fammatre School Site Council and English Language Advisory Council comprises of site administrator, teachers, classified staff, special ed teachers, and parent leader representatives. This committee reviews, provides input, and advises our school on the LCAP annual updates and the development of the new Fammatre LCAP each year. The meeting agendas and minutes can be accessed at the Fammatre website. Fammatre used various methods of engagement and communication to engage with our educational partners throughout the 2023-24 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Below is the list of dates the Fammatre School Site Council & English Language Advisory Council convened in 2023-24. All meetings were conducted in person. - October 2, 2023, December 4, 2024, March 4, 2024, and April 15, 2024.

Educational Partner(s)	Process for Engagement
MTSS Team	The Fammatre MTSS Committee supports our school by providing valuable input on the multi-tiered system for support, curriculum, instruction, and assessment. Their responsibilities include advising on developing and implementing instructional strategies and curricular materials that align with the MTSS framework and ensuring high-quality, evidence-based instruction for all students. They establish assessment protocols and analyze data to identify student needs, monitor progress, and inform instruction and intervention practices. By designing and implementing tiered intervention strategies, the committee ensures targeted support for students who need additional assistance. Additionally, they plan and coordinate professional development opportunities to enhance educators' understanding and implementation of the MTSS framework. The committee facilitates collaboration among educators, administrators, specialists, and other stakeholders, ensuring a cohesive and integrated support system with clear communication and shared goals. Their continuous evaluation of the MTSS framework's effectiveness and responsiveness to student needs promotes a culture of improvement, directly informing and shaping the LCAP to support student success comprehensively. This committee met five times during the school year in addition to the five District Level MTSS meetings that were held throughout the year.
Home and School Club	The Home and School Club holds a monthly as a board with parents and staff present to discuss school initiatives, plan community building events, and inform families of upcoming volunteer opportunities. Grade Level Teams participate on a rotating basis to share with the board and parents with updates about what has been happening on our campus. Parents and staff are automatically members of the Home and School Club. Through their fundraising efforts, the Fammatre HSC funds our Makerspace Coordinator position, school supplies for all classrooms, field trip fees and transportation costs, in addition to funding each classroom and additional budget for classroom needs/wants.
Instructional Leadership Council	The Cambrian School District's Instructional Leadership Council (ILC)administrators, site instructional leaders, district department heads, and cabinet members. Its primary purpose is to provide strategic guidance and oversight for the district's instructional programs and initiatives. The ILC ensures alignment of instructional

Educational Partner(s)	Process for Engagement
	practices with district goals, state standards, and student needs. It oversees curriculum development and implementation, coordinates professional development, and uses data-driven decision making to inform instructional strategies and interventions. Additionally, the ILC promotes instructional innovation, advises on resource allocation, and assists in developing policies and procedures related to instruction. The committee also engages with educational partners, including parents, teachers, and community members, to gather input and feedback. By integrating diverse perspectives and expertise, the ILC drives continuous improvement and excellence in education within the district. The ILC met two times per month throughout the school year.
CSD Governing School Board and LCAP Public Review	The CSD Governing School Board holds public meetings twice monthly throughout the year. The Governing Board of Trustees comprises five elected members and serves a four-year term. Elections are held in even-numbered years, and terms are staggered to ensure that only 2 or 3 seats are open each election. The Cambrian Board of Trustees works with the Superintendent to: - Provide direction for the district - Establish District policies and procedures - Ensures accountability - Provide community leadership on behalf of the district and public education The Governing Board meetings' agendas and minutes can be found at the following website: https://www.cambriansd.org/board-oftrustees

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

2024-27 CSD LCAP Development Influenced by Educational Partners Throughout the 2023-24 school year, the district engaged with our educational partners through surveys, input, and consultation meetings with districtwide and site committees. These engagements provided valuable insights for developing the 2024-27 CSD Local Control Accountability Plan (LCAP). Recurring themes from these interactions shaped the goals, actions, services, and expected measurable outcomes in the LCAP. The district refined its goals, annual measurable outcomes, proposed actions, services, and expenditures to align with these priorities. Input from our educational partners has been instrumental in guiding the district's focus and ensuring the LCAP meets the needs of our students and community. The Strategic Plan/LCAP Advisory Committee proposed a list of strategies derived from the input and needs of parents, staff, and community members. The four LCAP goals, initially created with input from our educational partners, were reaffirmed by our educational partner's input and feedback, confirming that our efforts are on the right track. Key aspects of the 2024-27 LCAP, influenced by the above input from our educational partners, are highlighted below:

Goal 1: High Student Achievement The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 1
*Classrooms should prioritize collaborative projects over solitary screen time to balance technology with students' diverse needs.
*Use technology to reinforce learning and facilitate meaningful projects.
*Correct misperceptions about the 1:1 device ratio to ensure clarity.
*Limit technology strictly to instructional purposes and prioritize student talk time to enhance communication skills.
*Revisit take-home tech programs to align with educational goals and student health.
*Review technology usage to ensure it serves its intended purpose.
*Continue using classroom tools to promote equity and ensure all students have the necessary resources to succeed.
*Employ equity-focused strategies like GLAD to tailor teaching methods based on students' backgrounds and stories.
*Incorporate application tasks within tools like Imagine Math to foster critical thinking and problem-solving skills.
*Implement methodologies that develop thinking classrooms, engaging students in inquiry and reflection.
*Roll out PLTW programs focused on STEM curricula to provide hands-on, real-world challenges.
*Aim for at least one PBL activity per grade annually, ensuring all students participate in meaningful, challenge-based learning projects.
*Implement Full Option Science System (FOSS) programs to enrich science education with hands-on, research-based learning.
*Create overarching topics or questions for project-based learning activities, making them integral to the curriculum.

Goal 2: Educator Effectiveness The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 2:
*Offer training and support for teachers to understand and implement educational rigor, critical thinking, and differentiation.
*Provide training on UDL to enhance classroom inclusivity and meet diverse needs with different teaching strategies.
*Provide ongoing training and support for educators to implement high academic rigor, critical thinking, and differentiation.
*Focus on professional development to help educators meet high expectations and offer diverse learning experiences.
*Improve proactive partnerships with Special Education (SpEd) staff and integrate them into grade-level planning sessions to ensure cohesive strategies across educational needs.
*Coordinate the Resource Specialist Program (RSP) schedule with grade-level activities to better support SpEd students within the general education framework.
*Arrange team teaching opportunities for regular subjects to promote inclusion and leverage the strengths of both General Education (GenEd) and SpEd staff.
*Have GenEd and SpEd staff attend site collaboration meetings to foster better understanding and cooperation.
*Continue professional development sessions, including presentations and training led by SpEd staff, to share insights and strategies.
*Use a push-in model in Professional Learning Communities (PLCs) to enhance support and integration of SpEd strategies within the general classroom setting.

2024-25 LCAP Goal 2 Actions and Services:
2.1 Maintain Staff Training and Professional Development
2.2 Enhancing Staff Collaboration and Professional Learning Communities
2.3 New Teacher, Administrator, and Staff Support
2.4 Leveraging Online and In-House Professional Development

2.5 Targeted Professional Development for Supporting Unduplicated Students

Goal 3: Positive School Environment
The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 3:

*Provide training in restorative practices to focus on repairing relationships and building community.
*Rework and implement PBIS strategies to improve school climate and reduce behavioral issues.
*Incorporate mindfulness strategies into daily activities and use behavior technicians for counseling in extreme cases.
*Strengthen relationships among students, staff, and parents to create a more supportive atmosphere.
*Provide additional daily behavioral support to manage student needs effectively.
*Address minor behaviors directly in the classroom to maintain stability.
*Send positive emails to parents to involve them in their children's positive experiences.
*Use activities like the "Dot Activity" to ensure all students engage in meaningful conversations and build peer connections.
*Allow counselors to lead professional development sessions on student mental health and intervention strategies.
*Invest in and expand restorative practices focused on repairing harm and restoring relationships to ensure a safe and supportive learning environment.
*To address their unique behavioral and emotional needs, provide ongoing training and support for all staff, particularly those working with Special Education students.
*Establish common expectations, practices, and consistent language for behavior using a PBIS passport system.
*Collaborate with counselors and instructional specialists to deliver targeted SEL lessons.
*Maintain and expand consulting and behavior support services. Ensure that personnel involved in behavioral and emotional support are highly qualified.

3.1 Comprehensive Counseling and Mental Health Support
3.2 Counseling Services to Support Students Who Need Reteaching of Core SEL Concepts
3.3 Provide More Leadership Opportunities for Students
3.4 Enhancing General Education Behavior Support & Sustaining PBIS
3.5 Enhancing Student Attendance through A2A Implementation
3.6 Create and Maintain a Fammatre Store for Students Tied to PBIS
3.7 Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities

Goal 4: Strong Community Engagement
The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 4:

*Conduct parent education workshops to inform and engage parents about challenging educational experiences.
*Improve communication about technology policies and shift the culture around on-demand tech use in schools.
*Improve the school website to showcase student work and encourage parental interest.

*Introduce take-home volunteer activities and regularly update family engagement priorities through clear communication channels, including printed newsletters.
*Increase involvement through events like Back-To-School Night and ice cream socials.
*Engage with diverse cultural backgrounds and partner with community leaders. Host community-building events like welcome-back BBQs.
*Offer incentives for joining parent groups and create a "menu" of volunteer opportunities.
*Support programs like NAMI and provide tours and informational events to keep parents engaged.
*Include links on both district and individual school websites.
*Leaders should present and explain the district's Strategic Plan to the community, enhancing visibility.
*Link the Strategic plan in the flash news section and homepage, and create a one-page summary highlighting key ideas for quick review.

2024-25 LCAP Goal 4 Actions and Services:
4.1 Parent and Community Education and Engagement
4.2 Family Engagement & Support Specialist
4.3 Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education
4.4 Enhancing Engagement Through School Google Surveys and District ThoughtExchanges

The goals, proposed actions, and services in the LCAP were developed based on input from district educational partners and student outcomes. The plan reflects community responses from surveys and meetings, outlining specific supports and budgeted expenditures for unduplicated students, including Foster Youth, English Learners, and Low-Income students. The following pages present detailed programs, services, and aligned expenditures, directly addressing our students' academic needs and data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for next generation college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Fammatre will provide high-quality and dynamic instruction for ALL students while preparing them for college and career readiness, specifically focusing on increasing academic performance for all Hispanic/Latino, Socioeconomically Disadvantaged, English learners, and Students with Disabilities. Every student has the potential for academic excellence and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST)	All Students (2023-24) ELA: TBD Math: TBD Science: TBD Focal Scholars (2023-24) English Learners ELA: TBD Math: TBD			All Students (2026-27) ELA: TBD Math: TBD Science: TBD Focal Scholars (2026-27) English Learners ELA: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science: TBD Socio-Economically Disadvantaged ELA: TBD Math: TBD Science: TBD Students with/Disabilities ELA: TBD Math: TBD Science: TBD Hispanics ELA: TBD Math: TBD Science: TBD			Math: TBD Science: TBD Socio-Economically Disadvantaged (2026-27) ELA: TBD Math: TBD Science: TBD Students with/Disabilities (2026-27) ELA: TBD Math: TBD Science: TBD Hispanics (2026-27) ELA: TBD Math: TBD Science: TBD	
1.2	CA School Dashboard: English Language Arts Distance from Standard or all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)	(2023-24) All: TBD SED: TBD EL: TBD SWD: TBD			(2026-27) All: TBD SED: TBD EL: TBD SWD: TBD	
1.3	CA School Dashboard: Mathematics Distance from Standard for all	(2023-24) All: TBD SED: TBD			(2026-27) All: TBD SED: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	EL: TBD SWD: TBD			EL: TBD SWD: TBD	
1.4	CA School Dashboard English Learner Progress Indicator (ELPI): The percentage of current EL students who progressed at least one ELPI level & maintained ELPI level 4.	2023-2024 TBD			2026-2027 TBD	
1.5	English Learner Reclassification Rate	8% of EL students were reclassified in 2022-2023			20% of EL students will be reclassified yearly.	
1.6	Access to Standards Alighned Instructional Materials	100%			100%	
1.7	Implementation of State Standards	In 2023, State Standards were fully implemented as verified by data collection obtained through routine classroom observations.			Continue to fully implement State Standards	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Targeted Instruction	To help students struggling to meet or exceed grade-level academic standards, we will provide additional supplemental instruction, interventions, Extended Day ELD, and support at all school sites. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, lowincome, Foster/Homeless Youth, and Students with Disabilities. Additionally, any student identified by staff as needing extra support will receive these services.	$90,000.00	Yes
1.2	General Supplies	Provide basic supplies for instruction.	$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	ELA and Math Paraeducators for small group instruction	To allow for increased small group adult led instruction during core curriculum times for early grades.	$98,000.00	Yes
1.4	Testing Coordinator Stipend	To coordinate testing for Statewide mandated assessment for 3rd-5th grade students.	$750.00	No
1.5	Substitute Supported Assessment Release	Sub-release to complete progress monitoring assessments	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Educator Excellence: Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our main focus is to provide a place where students feel welcome and supported, and their voices make a difference. It is imperative that our staff continues to learn and grow along with our students. Providing professional development opportunities allows for this growth to happen in our community. Staff members working collaboratively to learn and problem-solve create an innovative community of learners working, sharing, and learning together. Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately assigned and fully credentialed teachers	100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit.			100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit.	
2.2	Principal Walkthrough Observation Tool for schoolwide Tier 1 high quality instructional practices, including but	Classroom walkthroughs were conducted by the District Cabinet leadership team			Goal to increase to monthly walkthroughs by site principal at each grade level.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	not limited to GLAD, Guided Reading, Integrated/Designated ELD, etc	alongside school principals 2 times at each school site throughout the year. Observation data were informally collected and shared with each site principal after the walkthroughs, however, no formal data was collected.			Expectation to see 90% of classrooms employing high quality Tier 1 instructional practices.	
2.3	Professional Development, training, and staff collaboration time, will rate an average response by staff on the following question: The professional learning provided was an effective use of time, with indicating "Agree" or "Strongly Agree". The professional learning provided was relevant to improving instruction, with staff indicating "Agree" or "Strongly Agree".	95% of Fammatre teachers indicated the PD opportunities provided by the district were an effective use of their time.			Increase to 95% for the question "Was the training relevant to improving your instruction.?"	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Staff Training and Professional Development	The district and school sites will provide comprehensive training and professional development for all staff, including teachers, classified staff, support staff, and administrators. This training will focus on areas identified through staff feedback, including high-quality Tier I instruction, Tier I interventions and supports, Common Core State Standards, standards-aligned curriculum and assessment. Training sessions will be conducted during in-service days, early release Wednesdays, and paid voluntary time outside of regular contract hours, including summer and beyond the normal professional workday. (Includes RJ Practices, Equity, EduClimber, NGSS, UPK, UDL, PLTW, other)	$3,375.00	No
2.2	Enhancing Staff Collaboration and Professional Learning Communities	The district will provide additional release time for staff to collaborate and learn about implementing Professional Learning Community (PLC) processes. Professional development will focus on supporting student and staff SEL, mental health, and high-quality Tier 1 core instruction to address instructional time loss. The district will use the EduClimber data platform, the Fastbridge Assessment system, and formative and summative assessments by grade level to develop and facilitate effective teacher collaboration on data use. This action primarily targets students identified	$400.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		as English learners, Low-income, Foster/Homeless Youth, and Students with Disabilities.		
2.3	Equity Walks	Utilizing a walkthrough tool to evaluate our campus for equitable practices throughout. 2023-24 School year walkthroughs began. Practice will continue with a classified staff member, certificated staff member, Instructional specialist, administrative staff, parents, and students.	$1,850.00	Yes
2.4	New Teacher Support	The district will provide comprehensive support and training for new teachers and administrators, including the Beginning Teacher Support and Assistance (BTSA) program and mentor-teacher support and coaching for special education staff. This action also includes an additional day for new teachers to learn and familiarize themselves with the district-adopted core curriculum, instructional model, and local assessments. In addition, the district will host a Staff Orientation for all new district employees. These additional days are specific for new teachers and staff.	$0.00	No
2.5	Leveraging Online and In house professional development	The district will continue using the self-paced professional learning platform Alludo to provide asynchronous professional development for teachers. Additionally, the district will support the Technology and Innovation Mentorship Program (TIMS) to develop teacher leaders and build site capacity, offering further support for teachers. This initiative will focus on technology integration and the impact of educational technology on student outcomes.	$0.00	No
2.6	Targeted Professional Development for supporting Targeted Students.	The district will implement professional development on culturally responsive teaching, differentiated instruction, trauma-informed care, and family engagement. Continuous coaching, PLCs, and resource allocation will support teachers. Progress will be monitored and evaluated. This action is primarily targeted to support differentiated instruction to address the needs of our high-needs students (English learners, foster youth, and low-income).	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Teacher Learning Labs	Release time to	$6,000.00	Yes
2.8	Project Based Learning		$2,000.00	Yes
2.9	Licensing Agreements		$8,000.00	Yes
2.10	Supplemental Curriculum Materials		$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fammatre Elementary School will provide a supportive, orderly, and purposeful environment so that students can reach their full potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, they must want to be at school. Our stakeholders determined that if we empower students with leadership experiences and increase opportunities for student recognition, we impact the way students experience school, resulting in students who are more confident, feel a sense of belonging, and want to include others. In the School Climate Survey (March 2024) taken by second, third, fourth, and fifth graders, 85% responded that they always or often like school, 95% reported that they try their best to do well at Farnham, and 67% indicated that good behavior is noticed at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average Daily Attendnace Rate	95.5% for 2023-2024			98%	
3.2	Percentage of students that were chronically absent: All Students: TBD SWD: TBD SED: TBD	All Students: TBD SWD: TBD SED: TBD EL: TBD Latino: TBD			TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL: TBD Latino: TBD					
3.3	CA Dashboard student chronic absenteeism rate.	TBD			TBD	
3.4	CA Dashboard Suspension rate	TBD			TBD	
3.5	School Climate Survey The percentage of students in grades 2-5 reporting that they feel safe at school most or all of the time.	83.1% in 2023-24			90% of students in grades 2-5 will report feeling safe most of the time or all of the time.	
3.6	Percent of Major Office Referral vs. Minor referrals as defined by the CSD PBIS Behavior Matrix will be less than 8%	65 major referrals vs. 389 minor referrals = 16.7% of referrals given were major referrals in the 2023-24 school year.			Percent of Major Office Referral vs. Minor referrals as defined by the CSD PBIS Behavior Matrix will be less than 8%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing General Education Behavior Support & Sustaining PBIS	Fammatre will support staff in relaunching and maintaining the implementation of Positive Behavioral Interventions and Supports (PBIS) with fidelity. This action will facilitate collaboration, planning, and the execution of a PBIS implementation action plan at each site. In addition, the general education behavior specialist will help enhance student engagement, reduce disciplinary incidents, and improve overall academic outcomes by fostering a positive environment and supporting teachers, staff, and students. To support PBIS buy-in from the community, rewards will be purchased for staff and students. Student store will be added.	$2,000.00	No
3.2	Enhancing Student Attendance through A2A Implementation	The district will continue to utilize the Attention2Attendance (A2A) program to improve student attendance and reduce chronic absenteeism. Staff will use the program to track attendance patterns and identify at-risk students. Real-time data will guide targeted interventions, such as personalized outreach to families and support services like counseling and tutoring. Regular communication with parents will stress the importance of attendance and provide updates on policies and resources. The program's effectiveness will be continuously monitored and adjusted to ensure improvement. Expected outcomes are increased attendance rates, reduced chronic absenteeism, and improved academic performance, aligning with LCAP goals for a supportive educational environment.		No

Action #	Title	Description	Total Funds	Contributing
3.3	Enhancing SocialEmotional Learning Through Structured Recess and Lunchtime Activities	Enhancing students' social-emotional learning through structured activities during recess and lunchtime. Collaborating with Valley Sports, every school will receive extra support for recess and lunchtime by incorporating structured physical and sports activities.	$5,000.00	Yes
3.4	Noon Duty Supervision	We will keep our ratios of students to adults low enough to provide an orderly and safe environment for all students during lunch and recess, thus promoting a caring and nurturing environment.	$30,000.00	No
3.5	Health Office Supplies	Provide necessary supplies to the Fammatre Health Office	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Engagement: Strong connections between schools, families, and the community positively influence student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student wellbeing.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal underscores the recognition of the integral role that a supportive and interconnected community plays in enhancing the educational experience and outcomes for students. The goal of enhancing community engagement is based on the understanding that education is a collaborative effort that extends beyond the classroom. By drawing on the strengths and resources of the wider community, schools can provide a richer, more supportive, and more effective educational experience for their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	At least 80% of the families will respond to the School Based Parent Surveys at beginning and middle of the year.	50% of Families responded			80% of Families will respond to School Surveys.	
4.2	Increase parent participation in Parent Education opportunities and educationally based community events to at least 50% during the course of the year.	On average 10% - 25% of families participate in Parent Education or educationally based community events.			50% of families will participate in at least one Parent Education or eduationally based event at our site during the course of the school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	75% of our Spanish Speaking Families will utilize the assistance of our school through utilization of a Spanish Speaking Liason.	0% of families participated in previously scheduled family night. 9 families served by Parent Liason when she initiated contact.			75% of our Spanish Speaking Families will utilize the assistance of our school through utilization of a Spanish Speaking Liason.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Surveys	Parent surveys will be sent out at the start of the school year and in February to ascertain the needs of the community and develop a better understanding of how families are accessing the opportunities we provide.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		If they are not accessing, what are the barriers that are keeping them from participating.		
4.2	Parent Education/Educationally Based Family Events		$2,000.00	No
4.3	Spanish Speaking Parent Liason	We are so grateful for the access to Language Line both by video and over the phone, but we have had great success with one of our own parents acting as the translator for meetings with our families. There are, of course, times when an unknown person is a better option, but having someone who has lived through some similar experiences be able to support families from our community as they navigate new territory, is a huge advantage.	$3,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Targeted Instruction **Need:** ELA, Math, and ELD development **Scope:** Schoolwide	We have equity gaps in ELA, Math, and for our new English Language Learners.	Fastbridge scores in early literacy, early math, aReading, aMath, and ELPAC scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** ELA and Math ParaEducators for small group instruction **Need:** Equity gap identified in Hispanic, EL, SED, SWD, and Homeless Foster Youth. **Scope:** Schoolwide	Meaningful small group instruction that involves pupil collaboration with staff support increases confidence, exposure to higher level thinking, and overall skill development. Having students in Heterogeneous groupings continuously exposes students to higher skills.	Student interviews. Surveys to monitor student engagement and baseline data for number of projects completed.
2.2	**Action:** Enhancing Staff Collaboration and Professional Learning Communities **Need:** **Scope:** Schoolwide		
2.3	**Action:** Equity Walks **Need:** Having students feel like they belong is important in creating a safe space for learning. In addition, having educators that understand their students' backgrounds and cultures influences how we present materials and work with families. **Scope:** Schoolwide	Creates a safe space for students and promotes an understanding and of our students various backgrounds for our staff.	Empathy interviews.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Targeted Professional Development for supporting Targeted Students. **Need:** **Scope:** Schoolwide		
2.7	**Action:** Teacher Learning Labs **Need:** Focus is on scaffolding and supporting students with greatest needs to close equity gap **Scope:** Schoolwide	Provides teachers more collaboration time focused on how to meet the needs of all pupils during lg group and small group instruction	Follow up questionnaire and reflection of formative assessments after Learning Lab feedback.
2.8	**Action:** Project Based Learning **Need:** Students need to strengthen their understanding of academic language and make connections between their learning and real life. **Scope:** Schoolwide	Increasing meaningful hands on learning activities to extend the core curriculum.	Completion of projects and ability to explain what they did.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Enhancing SocialEmotional Learning Through Structured Recess and Lunchtime Activities **Need:** Students need caring adults to connect with in a fun, consistent, and structured activity at school. **Scope:** Schoolwide	The additional support provides an adult ready to assist who is closely monitoring play and ready to step in to assist in misunderstandings or reiteration of rules. Expectations are given regularly and modeling & visuals are provided for clarity.	We see a decrease in major referrals with this program on our campus during lunch recess.
4.3	**Action:** Spanish Speaking Parent Liason **Need:** Parents need a trusted person that is familiar with their community and the difficulties of immigrating to turn to when navigating school needs. **Scope:** Schoolwide	We have a trusted member of our community that has their third elementary school student finishing at our school now to serve as the liaison. She is able to share her stories with families to ease their worries or offer alternatives.	We were able to have 9 positive meetings with families once the parent agreed to take on the role last year. In years prior, we scrambled to find someone to translate or utilized an online system that was not always accurate. After meeting with families in years prior, we had limited change in behaviors or actions on the parents part. This year, we saw significant changes immediately.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:** Licensing Agreements **Need:** Language Development **Scope:** Limited to Unduplicated Student Group(s)	Specified program to develop language skills and support small group designated ELD instruction in the classroom	Increase in student ELPAC scores

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$288,175.00	$500.00	$200.00		$288,875.00	$232,150.00	$56,725.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Targeted Instruction	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre	2024-2025	$90,000.00	$0.00	$90,000.00				$90,000.00	
1	1.2	General Supplies	All		No				2024-2025	$0.00	$26,000.00	$26,000.00				$26,000.00	
1	1.3	ELA and Math ParaEducators for small group instruction	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2025	$98,000.00	$0.00	$98,000.00				$98,000.00	
1	1.4	Testing Coordinator Stipend	All		No				2024-2025	$750.00	$0.00	$750.00				$750.00	
1	1.5	Substitute Supported Assessment Release	All		No				2024-2025	$3,000.00	$0.00	$3,000.00				$3,000.00	
2	2.1	Maintain Staff Training and Professional Development	All		No				2024-2027	$0.00	$3,375.00	$3,375.00				$3,375.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	EL, Homeless, SED All Students Disabilities	Hispanic, Foster, with	No / Yes	Schoolwide			2024-2027	$0.00	$400.00	$200.00		$200.00		$400.00	
2	2.3	Equity Walks	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre	2024-2027	$1,400.00	$450.00	$1,850.00				$1,850.00	
2	2.4	New Teacher Support	All		No				2024-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Leveraging Online and In house professional development	All		No				2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.6	Targeted Professional Development for supporting Targeted Students.	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.7	Teacher Learning Labs	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,000.00	$0.00	$6,000.00				$6,000.00	
2	2.8	Project Based Learning	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.9	Licensing Agreements	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.10	Supplemental Curriculum Materials	All		No				2024-2027	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.1	Enhancing General Education Behavior Support & Sustaining PBIS	All		No				2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.2	Enhancing Student Attendance through A2A Implementation	All		No				2024-2027								
3	3.3	Enhancing SocialEmotional Learning Through Structured Recess and Lunchtime Activities	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	Noon Duty Supervision	All		No				2024-2027	$30,000.00	$0.00	$30,000.00				$30,000.00	
3	3.5	Health Office Supplies	All		No				2024-2027	$0.00	$500.00		$500.00			$500.00	
4	4.1	Parent Surveys	All		No				2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.2	Parent Education/Educationally Based Family Events	All		No				2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Spanish Speaking Parent Liason	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Fammatre	2024 - 2027	$3,000.00	$0.00	$3,000.00				$3,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		$217,050.00	0.000%	0.000 %	**Total:**	$217,050.00
								LEA-wide Total:	$0.00
								Limited Total:	$8,000.00
								Schoolwide Total:	$209,050.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Targeted Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre	$90,000.00	
1	1.3	ELA and Math ParaEducators for small group instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		$98,000.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	Yes	Schoolwide			$200.00	
2	2.3	Equity Walks	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre	$1,850.00	
2	2.6	Targeted Professional Development for supporting Targeted Students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.7	Teacher Learning Labs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Project Based Learning	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	
2	2.9	Licensing Agreements	Yes	Limited to Unduplicated Student Group(s)	English Learners		$8,000.00	
3	3.3	Enhancing SocialEmotional Learning Through Structured Recess and Lunchtime Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fammatre	$5,000.00	
4	4.3	Spanish Speaking Parent Liason	Yes	Schoolwide	English Learners	Specific Schools: Fammatre	$3,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$258,558.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA/ELD Professional Development	No	$5,000.00	
1	1.2	Writing Curriculum Integration	No	$1,000.00	
1	1.3	Targeted Instruction for ELA/Math	No	$30,000.00	
1	1.4	Tier 2 ELA instruction	No	$50,000.00	
1	1.5	Tier 2 Math Intervention	No	$5,100.00	
1	1.6	Subscriptions & Software Licensing	No	$10,000.00	
1	1.7	Enrichment Opportunities	No	$1,000.00	
1	1.8	State Testing	No	$1,500.00	
1	1.9	Makerspace	No	$41,000.00	
1	1.17	General School Operations	No	$45,249.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Staff Wellness & Climate	No	$2,500.00	
2	2.3	Staff Trainings	No	$10,000.00	
2	2.4	Conferences	No	$15,000.00	
2	2.5	Cycles of Inquiry	No	$10,000.00	
2	2.6	PLC time	No	$0.00	
3	3.1	Social Emotional Learning (SEL)	No	$1,000.00	
3	3.2	Community Building Events & Fundraisers	No	$0.00	
3	3.3	Extracurricular & Enrichment Learning Opportunities:	No	$0.00	
3	3.4	Extra Lunch Supervised Activities	No	$1,625.00	
3	3.5	Behavior Tracking & Regulation Support	No	$584.00	
3	3.7	Yard Supervision	No	$10,000.00	
3	3.8	Valley Sports	No	$10,000.00	
4	4.1	Volunteer Opportunities	No	$0.00	
4	4.2	Translation Services and Tools	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Parent Education	No	$7,000.00	
4	4.4	Parent Outreach	Yes	$1,000.00	
4	4.5	Goal Setting Conferences	No	$0.00	
4	4.6	School Communication	No	$0.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,000.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Translation Services and Tools	Yes				
4	4.4	Parent Outreach	Yes	$1,000.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners
Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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
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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.

- o Indicate the school year to which the baseline data applies.

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    - Include a discussion of relevant challenges and successes experienced with the implementation process.

    - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

    o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

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

- 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.

  - **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.

  - **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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

- Note: For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

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