Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Introduction - School Site LCAPs and District Oversight

Each of the six schools in our district, including the four charter schools, is required to develop a Local Control and Accountability Plan (LCAP) to ensure alignment with California's Local Control Funding Formula (LCFF). The LCAP is a critical planning tool that outlines how each school intends to meet annual goals for all students, with specific attention to underserved student groups. Although charter schools have certain autonomy, they are still legally required to develop and adopt an LCAP that meets state expectations. Similarly, non-charter (district-operated) schools also prepare an LCAP that reflects their local priorities, goals, and services. The school site LCAPs are tailored as modified school plans to reflect each school's unique context and specific community needs. These modified LCAPs serve both as a compliance document and as a meaningful guide for site-level planning and improvement.

All school site LCAPs, whether from charter or non-charter schools, are submitted to and approved by the District Board of Education. In contrast, the District LCAP, which encompasses goals and services for the entire district, undergoes review and approval by the County Office of Education. This distinction ensures that site-level planning remains grounded in the local school community while contributing to broader district-wide priorities and accountability.

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 488 students in grades TK through 5th. 15.2% of our population is identified as English Language Learners. 14.34% of our population has special needs. 24.59% are considered socio-economically disadvantaged. Our ethnic or racial breakdown is

32.2% White, 36.5% Hispanic, 18.8% Asian, .2% Native American, .4% Native Hawaiian, .4% Black or African American, .6% declined to state, and 12.2% are considered to be multiple races. 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 strive to develop each student's individual dignity, self-esteem, self-responsibility, and sense of belonging to the school and community. We believe our teaching will create students who become productive global citizens and utilize the skills we have taught 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. 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 have also installed security cameras in the back of our school. All visitors must sign in at the office before entering the 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 2 to 1 with Ipads. 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 increased access to the space by also utilizing the space for the FOSS science "Side Trips".

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 99% attendance rate by holding conferences through Zoom, in person, or with our Spanish-speaking liaison. Community activities have increased this year by offering a Literacy Night, a Spanish Speaking Literacy Night, a Social Emotional Learning night, a Math Night, a STEAM Night, Back to School Night, and an Open House. The Fammatre HSC began offering the option of participating through Zoom for their monthly meetings. Parents were also supported to participate in person by offering an enrichment class as childcare during the monthly meetings. Community events continued through Parent Nights Out, Family Hikes, Monster Boogie Bash, Fun Run, field trips, and dining out events. Parents help in our classrooms as art volunteers, Makerspace Volunteers, Project Cornerstone volunteers, garden liaisons, and as station leaders in classrooms.

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism has improved since the pandemic, and we continue to address those families who miss more than expected. Suspensions are at 1.3% 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, encourages students to explore their interests.
- Providing ongoing professional development opportunities for our 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 2024 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 2024 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 2024 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.

2. Based on the 2024 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: - Fammatre School: ELA - "Orange"; Math - "Yellow". Despite providing additional supports to classrooms for ELA time, increasing the number of reading intervention staff, and holding class time for these core subjects as sacred time, students still struggled to make the expected progress on the SBAC tests for the 2023-2024 school year.

3. The 2024 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals a struggle in our 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 has shown a downward trend over the last two years, this being the first year we have not achieved "Green" or "Blue" levels, in both ELA and Math. Now more than ever, it is crucial to continue monitoring and addressing the specific needs of subgroups to ensure that all students benefit from the Fammatre's academic programs, specifically our Students who are Hispanic, Students with Disabilities, and Students who are Socio-Economically Disadvantaged. 2. 2024 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).

4. Fammatre Charter School: 42.9% of ELs are progressing toward English language proficiency, an increase of 14% from 2023. This year, Fammatre has dedicated time and energy to review our data for our English language learners. We have created more levels to our ELD after-school program. The groupings are fluid, and we moved students as appropriate. We also made sure to survey our students' interests so we could adjust what we had them study and provide snacks and rewards for them that were meaningful to those students. We will continue with this model, but expand the length of the after-school program. In addition, we will be training more of our newer teachers in GLAD and offering a refresher to teachers at the beginning of our summer, and paying teachers for participating. We also implemented a Literacy Night for Spanish-speaking families, which was successful. Next year we will offer it again.

5. This year, Fammatre's reclassification rate was 8%. This was an increase over the 2023-2024 school year rate of 5%. 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.

6. Professional Learning: 80% of Fammatre Charter School's staff agreed that the Professional Development offered by the district and our school during the 2024-2025 school year was relevant and valuable. We are planning to continue with professional development in the areas of Restorative Practices, Equity Work/Visible Learning, and ELD instruction as a staff in addition to the District Offerings around Curriculum, Science, and Math standards.

7. Chronic Absenteeism (Goal 3) Chronic absenteeism is the percentage of students missing at least 10% of school days.
- Fammatre Charter School's rate was 8.8%, a 3.5% decline from 2023. SWD's rate was 14.7%, declining by 8% in the 2023-2024 school year. The School Status Attend program indicates a 95.6% attendance rate for the 2023-2024 school year. We had been under ATSI, and based on the 2023-2024 year data, we exited ATSI.

8. Suspension Rate (Goal 3)
The Suspension Rate Indicator is one of several state indicators that 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 1.4% (Orange). Fammatre saw an increase in suspensions during the 2023-2024 school year. When students are suspended, we do our best to have the students serve an in-house suspension so they can complete their school work. In addition, we implement restorative practices for the wrongs that have occurred, with the goal of repairing any harm that has been done to other staff or students.

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 and mental health resources helps address barriers to attendance, health issues, or family challenges. The Fammatre has relied heavily on School Status Attend to regularly monitor attendance data so we can work with families to reduce chronic absenteeism among all student groups. Fammatre aims to reduce chronic absenteeism and support the overall success and well-being of our students with a focus on SED, SWD, and EL students.

2023 Dashboard Local Indicators (Goal 1-4)
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. We are on a positive trajectory, effectively addressing key educational priorities and maintaining high standards in essential student support and engagement areas.

9. Student School Climate Survey - Spring 2025 (Goal 3) Fammatre embraced, utilized, and implemented social-emotional learning throughout the school year. 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 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.

10. 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 does the school engage parents from diverse backgrounds?

All Parents (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 2025 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 few 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 on providing all students access to high-quality curriculum and instruction aligned with the state standards. In addition to our strong SEL curriculum, we will continue offering small group counseling for students needing Tier 2 and Tier 3 interventions. In addition to SEL support, we will continue to offer Tier 2 and Tier 3 interventions in English Language Development and Reading. Next year, we will work with our other district schools to develop Tier 2 Math Interventions as they are needed for some of our students. These essential programs and services provided intensive, targeted instruction for our most at-risk students. With LCFF Supplemental Grant and Title I funds, we will providee 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 2024-25 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 update the Local Control Accountability Plan for 2024-25. 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 2024-25. All meetings were conducted in person and Zoom. - September 30, 2024, November 18, 2024, February 24, 2025, March 17, 2025, and April 21, 2025.

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 more 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 6 times during the school year in addition to the weekly Student Support Team/COST and four District Level MTSS meetings held throughout the year.
Home and School Club	The Home and School Club holds a monthly meeting 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

Educational Partner(s)	Process for Engagement
	programs and initiatives. The ILC ensures alignment of instructional 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 at least two times per month for a total of 19 times, 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. During the course of the school year, an update was given to the Board on October 9, 2024. In the Spring, the School Board was presented on April 21, 2025. This keeps the Board abreast of how our students and staff are doing and if we need to change course.

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 2024-25 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 adjusting our 2024-27 CSD Local Control Accountability Plan (LCAP). When reflecting on the current LCAP, we reviewed student data and input from our community to make adjustments to support needs. Fammatdre has 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 partners' input and feedback, confirming that our efforts are on the right track. Key aspects of the 2025-26 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 as appropriate.

*Use technology to reinforce learning and facilitate meaningful projects.
*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.
*Utilize different instructional strategies to challenge students at every level.
*Implement methodologies that develop thinking classrooms, engaging students in inquiry and reflection.
*Continue to expand PLTW programs focused on STEM curricula to provide hands-on, real-world challenges.
*Support staff to engage in PBL and UDL activities to employ voice and choice in their learning whenever possible.
*Integrate disciplines to ensure curriculum is not taught in silos, making learning relevant and more impactful.

1.1 Intervention Supports for at-risk students
1.2 In-Class ELA support for Kindergarten teachers
1.3 Project Lead the Way and Makerspace
1.4 Educational Software for Student Support

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:
*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 (RSP) schedule with grade-level activities to better support SpEd students within the general education framework.
*Continue professional development sessions, including presentations and training led by SpEd staff, to share insights and strategies.
*Integrate Professional Learning Communities (PLCs) into Grade-Level meetings and Staff Meetings to support collective efficacy and frequent data check-ins with all our staff.

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
2.4 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:

*Continue to provide training in restorative practices to focus on repairing relationships and building community.
*Continue to implement PBIS strategies to improve school climate and reduce behavioral issues.
*Incorporate mindfulness strategies, Zones of Regulation, behavior technician support, and access to counseling groups as a tier 3 response.
*Provide 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 "2 and 10" strategy, staff and students engage in meaningful conversations and build connections.
*Utilize counselors to lead professional development sessions on student mental health and intervention strategies.
*Provide ongoing training and support for all staff on regulation strategies for themselves.
*Continue to teach common PBIS expectations throughout the school year and start utilizing our Lifeskills curriculum with students and families.
*Collaborate with counselors and instructional specialists to deliver targeted SEL lessons.

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
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.
*Increase involvement through events like Back-To-School Night and family events by partnering with our Home and School Club.
*Engage with diverse cultural backgrounds and partner with community leaders. Host community-building events like welcome-back BBQs.
*Create a "menu" of volunteer opportunities.
*Include links on both district and individual school websites.

2024-25 LCAP Goal 4 Actions and Services:
4.1 Parent and Community Education and Engagement
4.4 Enhancing Engagement Through School Google Surveys

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 (2022-23) ELA: 63.89% at or above standard Math: 62.21% at or above standard Science: 49.32% at or above standard Focal Scholars (2022-23)	All Students (2023-24) ELA: 64% at or above standard Math: 63% at or above standard Science: 54.54% at or above standard		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
		English Learners ELA: NA Math: NA Science:NA Socio-Economically Disadvantaged (2022-23) ELA: 35.29% at or above standard Math: 26.92% at or above standard Science: 7.69% at or above standard Students with/Disabilities (2022-23) ELA: 35.14%at or above standard Math: 29.73% at or above standard Science: NA at or above standard Hispanics (2022-23) ELA: 37.93% at or above standard Math: 34.48% at or above standard Science: 21.05% at or above standard	Focal Scholars (2023-24) English Learners ELA: 0% Math: 0% Science: 0% Socio-Economically Disadvantaged (2023-24) ELA: 27.78% at or above standard Math: 28.77% at or above standard Science: 50% at or above standard Students with/Disabilities (2023-24) ELA: 20% at or above standard Math: 25.64% at or above standard Science: 16.67% at or above standard Hispanics (2023-24) ELA: 23.29% at or above standard Math: 18.67% at or above standard		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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science: 33.33% at or above standard			
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: pts from standard SED: pts from standard EL: - pts from standard SWD: pts from standard	2024-2025 All: -6.9 pts from standard SED: -79.2 pts from standard EL: -76.6 pts from standard SWD: -110.6 pts from standard		(2026-27) All: TBD SED: TBD EL: TBD SWD: TBD	
1.3	CA School Dashboard: Mathematics Distance from Standard for all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	(2023-24) All: pts from standard SED: pts from standard EL: -pts from standard SWD: pts from standard	2024-2025 All: TBD SED: TBD EL: TBD SWD: TBD		(2026-27) All: TBD SED: 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 30.4%	2024-2025 42.9%		2026-2027 TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Learner Reclassification Rate	5% of EL students were reclassified in 2023-2024	8% of EL students were reclassified in 2024-2025		20% of EL students will be reclassified yearly.	
1.6	Access to Standards Alighned Instructional Materials	100%	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.	In 2024, State Standards were fully implemented as verified by data collection obtained through routine classroom observations.		Continue to fully implement State Standards	

Goal Analysis [2024-25]

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.

During the 2023-2024 school year, Fammatre saw a decline in our overall score and in all of our subgroups. We had placed aides in our kindergarten classes for 90 minutes each day and 45 minutes a day in first and second grade classes. During the 2024-2025 school year, kindergarten aides supported their classrooms for three hours a day. In first and second grade, aides supported their classes for 90 minutes daily. We also introduced a new ELA intervention for our high-risk students. During the 2023-2024 school year, we did not have any math intervention available, although we trialed a pretest program, which we did not continue to utilize in the 2024-2025 school year. During the spring of the 2024-2025 school year, we have hired a math aide to support classes on a rotating basis to help students practice foundational skills to support their math development. Our ELD program in the 2023-2024 school year ran for 3.5 months. All students except for our youngest utilized the Benchmark Hello program. Our kindergarteners utilized Frames for Fluency. During the 2024-2025 school year, we started our ELD program earlier, which allowed us to serve the students for 4 months. We ran a variety of groups based on the ELPAC scores. First, we interviewed students to incorporate their interests, provided them with favorite snacks after school, implemented GLAD strategies, and based the interventions on the skills needed to do well on tests. How to answer questions, write in complete sentences, and infer. Newcomers continued to utilize Benchmark Hello, and our older students utilized a book study as well. Finally, during the 2023-2024 school year, Fammatre utilized Mystery Science to expose our students to science concepts as we piloted the NGSS-approved science curriculum. During the 2024-2025 school year, Fammatre rolled out the official adoption of the FOSS Science Pathways curriculum. It was not without its challenges, as the lower grades' curriculum arrived after the start of the school year. In addition, Project Lead The Way modules were introduced in one of our 3rd and 4th grade classrooms this year.

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

We had planned to use some money to have math intervention, unfortunately we were not able to find a person to put in the position until the late spring. This left some money unused, and as a result we extended how long we offered the ELD program.

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

We have preliminary results from our ELPAC scores which show a sharp increase in the number of students who have either been nominated to be RFEPed or have risen a level. We are pleased wtih the growth we have seen so far. We have also seen an increase in ELA growth for our second grade students and kindergarten students. While our first grade students have not seen the level of growth we expected, we plan to adjust how to form classes as this year's classes were imbalanced.

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.

Decrease in expenditures to 1.1 Supplemental Targeted Instruction, 1.2 General Supplies, 1.3 ELA and Math Paraeducators, and 1.5 Substitute Supported Assessment release. Our budget has significantly decreased and in turn we are going to find alternative ways to support our students with the help of our Home and School Club. Last year, Makerspace, Licensing Agreements, and PBL were under Goal 2, this year, they have been moved to Goal 1.

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.

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, SED, Foster/Homeless Youth, and Students with Disabilities. Additionally, any student identified by staff as needing extra support will receive these services.	$50,000.00	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 currriculum times for early grades.	$30,800.00	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
1.6	Licensing Agreements	The school utilizes a few different platforms to extend individual practice for concepts taught during whole group instruction. These platforms include Learning A - Z and Reflex Math.	$14,000.00	No
1.7	Makerspace	With the support of the Home and School Club, Fammatre is able to provide a Makerspace every other week to our students. Activities and length of time vary based on grade level. Makerspace coordinator, a former math and science teacher, creates activities that tie into our students units of study to provide hands on collaborative learning experiences for them to build connections, and practice vocabulary and critical thinking skills.	$43,000.00	No
1.8	Project Based Learning	Through hands on learning tied to the curriculum, teachers will students make connections beteween the curriculum and develop critical thinking skills. We can accomplish this through Project Lead The Way.	$3,000.00	No
1.9	ELD Academy	Fammatre has a high number of English Language Learners who participate in our multileveled ELD Academy after school. We plan to continue the academy to provide studetns extra small group instruction outside of their classroom experiences that are more closely tailored to their interests.	$25,500.00	Yes

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.	96% 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 not limited to GLAD,	Classroom walkthroughs were conducted by the District Cabinet leadership team alongside school	80% of classrooms employing high quality tier one instruction during walkthrough.		Goal to increase to monthly walkthroughs by site principal at each grade level. Expectation to see	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Guided Reading, Integrated/Designated ELD, etc	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.			90% of classrooms employing high quality Tier 1 instructional practices.	
2.3	Professsional 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.	Approximately 80% of Fammatre Teachers responded "Agree" or "Strongly Agree" for and effective use of time and relevant to improving your instruction.		Increase to 95% for the question "Was the training relevant to improving your instruction.?"	

Goal Analysis [2024-25]

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.

In August, we were notified one of our Special Day Class teachers would be unable to return due to health reasons.We were unable to find a qualified teacher with a special education credential before the start of the school year. We were able to find a candidate who held a Multiple Subjects Credential who was willing to take the position with a mentor teacher. The Walkthrough Observation tool catches a snapshot of instructional strategies being used when the principal is observing. Next year, the principal will have set times on the calendar to observe on

a weekly basis. This year, the principal did not send out a separate survey for the professional development to isolate the Fammatre's ratings specifically. Next year, the principal will do so.

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.

Money was not spent on PLCs or Equity walks this year. Instead, supplies were just reused from last year.

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

Professional development was effective, and we will continue to survey teachers to determine the topics to cover next year. Teachers were not ready to engage in learning labs this year. A handful of teachers utiilized subs provided by our district to go out and observe other teachers teaching. We are developing a calendar for teachers to brag about an activity or lesson they are proud of so that other teachers can plan to observe them during their prep periods or with the support of our Instructional Specialist.

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.

Upon further consideration, Makerspace, PBL, and liscensing agreements were moved to Goal 1.

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.

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 identifiedthrough 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)	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 as English learners, Low-income, Foster/Homeless Youth, and Students with Disabilities.	$400.00	No Yes
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 Induction 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

Action #	Title	Description	Total Funds	Contributing
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
2.7	Teacher Learning Labs	The site will provide release time to observe colleagues to evaluate delivery of instructional strategies to support effective teaching.	$6,000.00	Yes
2.9				

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	96.06% for 2024-2025		98%	
3.2	Percentage of students that were chronically absent: All Students: SWD:	All Students: 8.8% SWD: 14.7% SED: 19.4% EL: 5.1% Latino: 12.9%	Percentage of students that were chronically absent: All Students: TBD%		TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SED: EL Latino:		SWD: TBD% SED: TBD% EL: TBD% Latino: TBD%			
3.3	CA Dashboard student chronic absenteeism rate.	Green	TBD		TBD	
3.4	CA Dashboard Suspension rate	Orange	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	82.4%		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.	TBD		Percent of Major Office Referral vs. Minor referrals as defined by the CSD PBIS Behavior Matrix will be less than 8%	

Goal Analysis [2024-25]

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.

This year, the entire Cambrian District agreed to a new Behavior Matrix aligned with PBIS. At Fammatre we documented all majors and minors and upon reflection, we believe we have gone to extreme. We will work with our MTSS team to ensure staff feel confident to address minor behaviors that do not require documentation and that we have a well aligned list of consequences and restorative responses for these behaviors. New attendance banners were hung in front of the school and regular messages were sent in the school newsletter regarding attendance.

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.

This year, the district office provided subs for our teachers attending the district level MTSS committee meetings so the money set aside for that did not get spent. Our Home and School Club supported the student store and will continue to do so next year. We did host an assembly by a Motivational Speaker which did come from this fund.

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

Action 3.3 was somewhat effective. Fammatre hired Valley Sports to run supervised non-athletic games during lunch recess for our students. Unfortunately, this year's coach let students pick games like soccer and basketball instead of the games that Valley Sports promotes. This did not help reduce our referrals as much as it had in years past.

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.

Next year, we will not utilize Valley Sports for 3.3 and will instead ask for volunteers and noon duty supervisors to lead specific activities as an alternative for students during lunch time. In addition, Cambrian School District will stop using A2A (School Status) next year and will instead utilize reports in Educlimber to manage attendance. We will add in attendance challenges for families and send out weekly reminders about attendance in our newsletters.

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.

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.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Enhancing Student Attendance through Educlimber	The district will discontinue to utilize the Attention2Attendance (A2A) program to improve student attendance and reduce chronic absenteeism and instead use Educlimber. Staff will use Educlimber 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.	$0.00	No
3.3	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Enhancing students' social-emotional learning through structured activities during recess and lunchtime. Collaborating with specialized noon duty supervisors, school counselors, and volunteers, we will have unique games and activities for students to participate with dedicated adult support. In addition, we will have Student Advisory Board members set up GLADified rules for activities in designated areas for clearer rules.	$3,000.00	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 nurturning environment.	$0.00	No
3.5	Health Office Supplies	Provide necessary supplies to the Fammatre Health Office	$500.00	No
3.6	Counseling Services	Students who have difficulty regulating emotions, have difficulty remaining focused on learning and/or with maintaining friendships. In order to support the whole child, Fammatre will have a counselor available to run Tier 2 SEL small group support 1 day a week.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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	85% of Families responded to the fall survey and the spring survey		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.	25% of families participated in our various parent education and educational 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.	30% of families utilized our Spanish Speaking Liason during the course of the school year.		75% of our Spanish Speaking Families will utilize the assistance of our school through utilization of a Spanish Speaking Liason.	

Goal Analysis [2024-25]

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.

In the 2023-2024 school year, we discovered that parents would respond to surveys if it was incentivized for students. We went from 55 responses in Fall 2023 and 170 responses in Spring 2024, to 315 in Fall 2024, and 350 in Spring 2025. We will continue to offer incentives for students when we send out surveys. Last year, we held two Literacy Nights, a STEAM Night, and a Math Festival. During the 2024-2025 school year, we added a Social Emotional Learning Night and a Spanish Speaking Literacy Night. Both were very successful, and we will continue next year.
The initial Literacy Night is offered to Kindergarten -2nd grade families. During this evening, we ran three to four sessions about 15 minutes in length. Students and parents move together through all of the lessons led by our teachers. Each lesson focuses on a different activity to build up a literacy skill. 60 students and their parents attended this night. Most of the respondents who completed the survey said the evening provided helpful information that they would feel confident to use at home. Our Social Emotional Learning Night had 15 attendees. This night focused on teaching parents about Mindfulness strategies to use with their students at home and the Zones of Regulation, Size of the Problem, and Restorative Conversations. Parents who attended rated the event 4s and 5s on a scale from 1 - 5. They felt confident in the new skills they learned and believed it would be helpful in their parenting.
25 families attended our Spanish-speaking literacy Night. We paired Spanish-speaking staff with teachers to teach parents different games they could play with their children to build their literacy skills. 100% of families that responded to our survey stated they found the evening a good use of their time. They learned new strategies to try with their students, and they hope we continue to offer more sessions in Spanish for learning about Math and writing in the future. Our Math Festival Evening was hosted by an outside agency and attended by 67 students. There were interactive games for students and parents to play with the help of our volunteers. Finally, our STEAM Night was attended by almost 90 students and their parents. In addition to fun activities, our Makerspace was open for students to explore with their parents and our Makerspace Coordinator. This is always a big hit. For the various nights, we had a Spanish-speaking liaison call and invite families to attend, which resulted in higher attendance for these families. We also had our liaison call families to confirm Parent Teacher Conference attendance and Student Success Team Meetings.

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.

There was no difference.

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

We have seen positive growth for participation in all areas. We are pleased with the services we determined would support our growth.

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.

We will add in funds for incentives for students

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.

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. If they are not accessing, what are the barriers that are keeping them from participating.	$500.00	No
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

2025-26 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	$190,600.00	$500.00	$50,700.00	$0.00	$241,800.00	$183,950.00	$57,850.00

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 Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fammatr e	2025-2027	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.2	General Supplies	All	No			Specific Schools: Fammatr e	2025-2027	$0.00	$26,000.00	$26,000.00				$26,000.00	
1	1.3	ELA and Math ParaEducators for small group instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-2027	$30,800.00	$0.00	$30,800.00				$30,800.00	
1	1.4	Testing Coordinator Stipend	All	No			All Schools Specific Schools: Fammatr e	2025-2027	$750.00	$0.00	$750.00				$750.00	
1	1.5	Substitute Supported Assessment Release	All	No			Specific Schools: Fammatr e Kinder-first	2025-2027	$3,000.00	$0.00	$3,000.00				$3,000.00	
1	1.6	Licensing Agreements	All	No			Kinder - 5th	2025-2027	$0.00	$14,000.00	$4,000.00		$10,000.00		$14,000.00	
1	1.7	Makerspace	All	No			Specific Schools: Fammatr e	2025-2027	$40,000.00	$3,000.00	$3,000.00		$40,000.00		$43,000.00	
1	1.8	Project Based Learning	All	No			Specific Schools: Fammatr	2025-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	

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
							e Kinder, 3rd, 4th, and 5th									
1	1.9	ELD Academy	English Learners	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fammatre Kinder - 5th grade	2025-2027	$24,000.00	$1,500.00	$25,500.00				$25,500.00	
2	2.1	Maintain Staff Training and Professional Development	All	No				2025-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	All Students with Disabilities EL, Hispanic, Homeless, Foster, SED	No Yes	School wide			2025-2027	$0.00	$400.00	$200.00		$200.00		$400.00	
2	2.3	Equity Walks	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: FammatreFammatre	2025-2027	$1,400.00	$450.00	$1,850.00				$1,850.00	
2	2.4	New Teacher Support	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.5	Leveraging Online and In house professional development	All	No				2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.6	Targeted Professional Development for supporting Targeted Students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.7	Teacher Learning Labs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$6,000.00	$0.00	$6,000.00				$6,000.00	
3	3.1	Enhancing General Education Behavior Support & Sustaining PBIS	All	No			Specific Schools: Fammatre	2025-2027	$0.00	$500.00	$500.00				$500.00	

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
3	3.2	Enhancing Student Attendance through Educlimber	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
3	3.3	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fammatre	2025-2027	$3,000.00	$0.00	$3,000.00				$3,000.00	
3	3.4	Noon Duty Supervision	All	No				2025-2027	$0.00	$0.00	$0.00				$0.00	
3	3.5	Health Office Supplies	All	No				2025-2027	$0.00	$500.00		$500.00			$500.00	
3	3.6	Counseling Services		Yes	School wide			2025-2027	$20,000.00	$0.00	$20,000.00				$20,000.00	
4	4.1	Parent Surveys	All	No				2025-2027	$0.00	$500.00	$0.00		$500.00		$500.00	
4	4.2	Parent Education/Educationally Based Family Events	All	No				2025-2027	$2,000.00	$0.00	$2,000.00				$2,000.00	
4	4.3	Spanish Speaking Parent Liason	English Learners	Yes	School wide	English Learners	Specific Schools: Fammatre	2025 - 2027	$3,000.00	$0.00	$3,000.00				$3,000.00	

Fammmatre Elementary School

Site LCAP School Site Council (SSC) Assurances Signature Page

As required by the Local Control Accountability Plan (LCAP) process, the School Site Council (SSC) has reviewed the LCAP for our school. The SSC members confirm that they have provided input, discussed the plan's alignment with school and district goals, and approved the final submission of this LCAP.

SSC Member Name	Role (Parent, Teacher, Staff, Student, Admin)	Signature
Amish Parashar	Parent	
Chris Perry	CSEA representative	Chris Perry
Samantha Haley	Administrator	
Tina Wheeler	CDTA representative	
Howard Young	ELAC representative	

Date of SSC Approval:

SSC Chair's Name: Amish Parashar

Signature: 5/23/2025

Principal's Name: Samantha P. Haley

Signature: 5/23/2025