



# Local Control Accountability Plan and Annual Update (LCAP) Template

- [Addendum](#): General instructions & regulatory requirements.
- [Appendix A](#): Priorities 5 and 6 Rate Calculations
- [Appendix B](#): Guiding Questions: Use as prompts (not limits)
- [California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Fammatre Charter Elementary School is an outstanding school that values academic excellence, enjoys parental and community support, and produces well-prepared students. Located in west San Jose, bordering Los Gatos and Campbell, Fammatre serves approximately 550 students in grades TK -5. A safe, warm learning environment is evident as one enters the beautifully landscaped campus. At Fammatre School we believe that all our students can learn, grow, and experience success in school. We believe that children learn best when they are taught in ways that address their learning styles and that a positive, safe learning environment fosters successful student achievement. We encourage individual dignity, self-esteem, self-responsibility, and a sense of belonging to the school and community. Our hope is that our teaching will help students become productive citizens who will use the skills we teach them throughout their lives.

Fammatre School is well maintained by a staff of custodians who are assigned to the school. They maintain cleanliness and support the facility in many ways. They are supplemented by district staff who regularly assist in building maintenance. Custodians assure jobs are completed in a timely manner through an automated work order system. Learning is enhanced by improved lighting output at lower consumption rates. Fire alarm systems are regularly maintained at strict state standards. A new playground was installed in 2016. New water fountains with filtered water were installed in the summer of 2017. We now have improved security with gates surrounding our facility that are locked during school hours. We also have installed a camera in the school office.

Cambrian is extremely proud of our technology infrastructure. Our present ratio of students to computers is 1:1 in 3-5th grades. Students in TK-2 are 3 to 1 with Ipads. Computers are networked and linked to the internet. There is a district wide technology specialist available to the schools and additional support from teacher representatives at each site who assist fellow teachers with any problems or questions that might occur. There is a district-wide technology plan to guide decisions. We are extremely proud of our new Makerspace. It is a place for students to learn to become makers instead of just consumers. Students have many opportunities to explore and learn. Some examples of what students do in the space are learning programming skills, working with a 3D printer, building on our Lego Wall or creating one of a kind art projects.

Student-led conferences (grades 4-5), math workshops, classroom volunteers, and event coordinators/supporters bring families into partnership with the school. The Home and School Club brings parents, students, and our community together for a variety of activities. These include events such as our Monster Boogie Bash, Family Dance, Walk-a-Thon, field trips, and dining out events. Parents help in our classrooms as Arts Vista and Project Cornerstone volunteers. Several clubs are active at school, including the Girl Scouts and Boy Scouts, and parents volunteer to coordinate a number of after-school activities. Parents become involved during our Back To School and Open House evenings and we have occasional evening assemblies that bring the community together. Finally, events such as our music program and STEAM night provide additional times for the community to participate in our program.

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism is less than 4% a year; suspensions are less than 1% for the school. Students are aware of safety plans should emergencies arise and they complete practice drills often. Cambrian works with other agencies to provide a safe environment, which promotes learning. In addition, the school is sensitive and proactive about medically sensitive issues, such a peanut allergies, and trains staff on how to manage such situations.

Staff development is designed in our primary areas of focus: Common Core Curriculum shift, English Learner instruction, questioning for critical thinking, and math. Using CCCS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science or language arts), a specific time is dedicated to staff development to ensure the even and effective implementation of the program. (10 days including 2 hour early release days)



## LCAP Highlights

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

The key areas of this year's LCAP will be the focus on building team collaboration around Four goals have been identified for focus during the 2019-2020 school year:

Highlights include:

1. Fammatre Elementary School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for the 21st century and college and career readiness.
  - Continued Implementation of Eureka math curriculum.
  - Piloting Next Generation Science Standards in all grades.
  - Continued development of Writer's Workshop Implementation.
  - Focus on student groups: Socio-Economically Disadvantaged and Hispanic to improve performance gap.
  - Implementation of targeted Tier 2 intervention programs for ELD, Math, and ELA/ELD adoption of a new curriculum and a focus on Common Core Standards at each grade level.
  - Focus on Professional Development around ELA/ELD standards and designated instruction for our EL students.
  - Design and implement a pull-out intervention program for students entering with little to no English language skills.
  - Makerspace will continue to be a focus for 21-century learning.
  - Maintain 1:1 Chromebooks in 3-5 grades
  - Leveled Literacy Intervention in K-5.
  - Implement Imagine Learning and Imagine Math as a school-wide tool for differentiated learning TK-5.
2. Fammatre Elementary School will provide highly qualified staff through recruitment, retention and professional development so every student thrives.
  - Teacher PD in SEL curriculum and new ELA/ELD standards.
  - Continued support in GLAD and Writer's Workshop.
  - Support for NGSS pilot programs in all grades.
  - Supporting new teachers with PD around Writer's Workshop, GLAD, and Eureka.
  - TK/Kindergarten aides to support differentiation.
  - TOSA support
  - Love and Logic PD for teachers
3. Fammatre Elementary School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.
  - Implementation of the new Social Emotional Learning Curriculum, Second Steps.
  - PBIS Focus Area: Problem-solving support for primary grade students during the unstructured time such as recess.
  - Project Cornerstone.
  - Partnership with a community agency to support our students with social/emotional needs.
  - Check-In and Check-Out program implemented with fidelity.
  - Second Step Curriculum school-wide.
  -
4. Fammatre Elementary School will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

- Focus on improving parent volunteerism in key areas such as Living Lab and Project Cornerstone ABC program
- Increase participation in Parent Coffees, SSC, ELAC
- Parent information and education nights (e.g. Math Nights to support new Math curriculum and Love and Logic)
- Incorporate outside agency to provide parenting classes (Love and Logic)
- STEAM night
- Plan to educate parents around technology use in the classrooms.

## Review of Performance

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

### Greatest Progress

#### School Performance Overview

#### California School Dashboard:

Fammatre students demonstrated growth overall and in all subgroups:

- \* ELA: 3.3 above standard-Increased 7.6 points
- \* Math: 15.2 points above standard-Increased 24 points

#### ELA:

- \* Hispanic: Increased 25.7 points
- \* Socioeconomically Disadvantaged: Increased 18.9 points
- \* White: Maintained 1.1 points
- \* English Learners: increased 26.7 points
- \* Reclassified English Learners: 43.1 points above standard-increased by 13.4 points

#### Math:

- \* Hispanic: Increased 11.2 points
- \* Socioeconomically Disadvantaged: Increased 13.4 points
- \* White: Increased 33.3 points
- \* English Learners: increased 34.4 points
- \* Reclassified English Learners: 61 points above standard-increased 19.4 points

#### Imagine Learning Language and Literacy:

- \* 122 Students Users Grades TK-5
- \* 58 of those students are receiving Tier II Support (12 of the Tier II students are currently EL)

#### Imagine Math:

- \* 21 students Users: Afterschool 3 days per week
- \* 2 teachers
- \* Started Mid January and ended mid-April
- \* Overall, students attempted 486 lessons and passed 70% of lessons
- \* Average pre-quiz score: 52%. Average post-quiz score: 63%. 10% increase on each lesson concept.

#### Leveled Literacy Intervention/Willson Foundations-K-5:

- \* Started 10/01/18 end date May 31st
- \* 62 ELA students received Intervention services for Literacy this school year.
- \* 20 exited (5-exited in 1st 6-8 week mark in December. 15 exited 8-20 week mark in early March)

#### Social/Emotional Supports:

- \* 16 students seen individually by Almaden Valley Counseling
- \* 3 social skills groups (3,4,3). These students working on Social Cognition with the school psychologist.
- \* 7 students with IEPs seen individually by two school psychologists.
- \* 4 students with IEPs seen individually by Marriage and Family Therapist.
- \* 6 students on Check in Check Out with a trusted adult on campus.

#### Results of School Surveys:

- \* In response to a parent local accountability survey, parents reported that they feel welcome on campus (98%),
- \* 94% of students reported teachers to treat them with respect
- \* Community participation in community events was high based on fundraising results
- \* Informing and Collecting Feedback on LCAP: 3 ELAC meetings, 4 SSC meetings, 6 Principal Coffees (increased attendance), 9 Home and School Club meetings, 3 School Tours, one district survey to community

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

### School Performance Overview California School Dashboard:

ELA is an area of need based on scores. All subgroups demonstrated growth, but Hispanic, Socioeconomically disadvantaged, and English Learners continue to be below standard. Our White subgroup is just above standard but just maintained scores with a 1.1 point increase.

Imagine Learning Language and Literacy will continue to be a priority and make sure students are using this program consistently. We are also in need of a consistent, Common Core ELA curriculum.

\*122 Students Users Grades TK-5

\*58 of those students are receiving Tier II Support (12 of the Tier II students are currently EL)

Provide intervention services in the area of ELA and Math.  
Leveled Literacy Intervention/Willson Foundations-K-5:

\*Started 10/01/18 end date May 31st

\*62 ELA students received Intervention services for Literacy this school year.

\*20 exited (5-exited in 1st 6-8 week mark in December. 15 exited 8-20 week mark in early March)

Social/Emotional supports continue to be a need based on local data that includes referrals for counseling, suspensions, SWIS data, and students with IEPs for emotional disturbance. There has been an increase in all of these areas from last year.

Social/Emotional Supports:

\*16 students seen individually by Almaden Valley Counseling

\*3 social skills groups (3,4,3). These students working on Social Cognition with the school psychologist.

\*7 students with IEPs seen individually by two school psychologists.

\*4 students with IEPs seen individually by Marriage and Family Therapist.

\*6 students on Check in Check Out with a trusted adult on campus.

The plan is to continue with these supports but also focus on MTSS and use data to make more informed decisions in regards to behavior supports. Almaden Valley Counseling will go from one day to two days of support.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

All student groups demonstrated growth on the SBAC. However, there continues to be a gap between White and Reclassified students and other subgroups. These subgroups continue to be below standard, even though they made forward progress this year. The plan is to continue to make Imagine Learning a priority for EL students as well as other students that are below level in ELA. In math, the plan is to purchase more Imagine Math licenses so students can work at their level and receive intervention throughout their day and at home. The district is also exploring adopting a Common Core ELA/ELD curriculum.

## Comprehensive Support and Improvement

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

### Schools Identified

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

Fammatre was not identified for CSI in 2018-19.

## **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

## **Monitoring and Evaluating Effectiveness**

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



# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Fammatre School will promote high academic achievement for all students while preparing them for 21st century college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Statewide Assessments (ELA, Math, and Science) for all students, including significant student groups - 5% increase

**Baseline**

15-16:  
ELA/Literacy: 59%  
Mathematics: 48%

16-17:  
ELA/Literacy: 47%  
Math: 45%

Actual

ELA/Literacy: 50% met or exceeded  
Math: 58%

We met our goal to increase both ELA and Math scores by 5% We increased by 6% in ELA and 28% in Math overall  
Significant subgroups  
ELA-Hispanic: increased 25.7 points  
Low socioeconomic: increased 18.9 points  
EL: increased 17.4  
Math-Hispanic: increased 11.2 points  
Low socioeconomic increased 13.4  
EL: increased 29.5 points



Expected

Actual

**Metric/Indicator**

English Learner Progress as measured by the state indicator on the CA School Dashboard: 5% increase.

**Baseline**

15-16: 71.2%

16-17: 87%

English Learner Progress  
 39.5 Well Developed  
 30.3 Moderately Developed  
 27.6 Somewhat Developed  
 2.6 Beginning Stage

**Metric/Indicator**

English Learner Reclassification

- 2% increase

**Baseline**

12%

8%

**Metric/Indicator**

Provide sufficient core materials as measured by annual board resolution of "sufficiency of instructional materials".

**Baseline**

School Board adoption of "sufficiency of instructional materials" resolution.

California Dashboard Local Measure-met

**Metric/Indicator**

Developmental Reading Assessment All students in K-2 & All EL students in K-5 - 3% increase in meeting grade level standards

**Baseline**

K-2 DRA2: 75.6% (Students w/ data)  
 K-5 EL DRA2: 51.5% (Students with data)

TBD

Expected

Actual

**Metric/Indicator**  
 K-5 Writing Performance  
 Assessment: Narrative; Information; Opinion - 5% increase in meeting grade level standards

**Baseline**  
 Narrative: 14.8% (Students w/ data)  
 Information: 56.3% (Students w/ data)  
 Opinion: TBD

TBD

**Metric/Indicator**  
 Physical Fitness Test - Aerobic Capacity - 1% decrease of the "Needs Improvement Health Risk" category

**Baseline**  
 Grade 5: 1.2%

TBD

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Common Core ELA/ELD Framework 2. Next generation Science Standards 3. Common Core Mathematics Number Talks & 8 Mathematical Practices 4. Instructional Technology Integration	1. Common Core ELA/ELD Framework 2. Next Generation Science Standards 3. Common Core Mathematics Number Talks & 8 Mathematical Practices 4. Instructional Technology Integration	Release time for achievement teams/review of data and planning for future lessons (3 days per grade level) specific to EL, SED 5000-5999: Services And Other Operating Expenditures Supplemental 10,500	We were not able to accomplish the goal of achievement teams, but instead we focused on Guided Reading PD and Writer's Workshop PD. 5000-5999: Services And Other Operating Expenditures Supplemental 5,000

5. Formative, interim and summative assessment  
 6. Visible Learning  
 7. Guided Language Acquisition by Design (GLAD)  
 8. Balanced Literacy, including Writer's Workshop & Guided Reading  
 9. Differentiated Instruction (EL, SED, SpEd)

5. Formative, interim and summative assessment  
 6. Visible Learning  
 7. Guided Language Acquisition by Design (GLAD)  
 8. Balanced Literacy, including Writer's Workshop & Guided Reading  
 9. Differentiated Instruction (EL, SED, SpEd)

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS</p> <ol style="list-style-type: none"> <li>1. ELA/ELD Framework (Pilot)</li> <li>2. CCSS Mathematics</li> <li>3. Next Generation Science Standards</li> <li>4. Writing</li> <li>5. Supplemental instructional materials including web- based resources</li> </ol>	<p>Ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS</p> <ol style="list-style-type: none"> <li>1. ELA/ELD Framework (Pilot)</li> <li>2. CCSS Mathematics</li> <li>3. Next Generation Science Standards</li> <li>4. Writing</li> <li>5. Supplemental instructional materials including web- based resources</li> </ol>	<p>School support, administration, and regular education activities, supplies, materials and contract services. 5000-5999: Services And Other Operating Expenditures Base 30,000</p> <p>NGSS Foss Kits grade level TBD Refill supplies for existing kits 4000-4999: Books And Supplies Supplemental 10,000</p> <p>Books to support Readers and Writers Workshops all grade levels 4000-4999: Books And Supplies Supplemental 5,000</p>	<p>School support, administration, and regular education activities, supplies, materials and contract services. 5000-5999: Services And Other Operating Expenditures Base 30,000</p> <p>NGSS Foss Kits grade level TBD Refill supplies for existing kits- also purchased site license for Mystery Science 4000-4999: Books And Supplies Supplemental 900.00</p> <p>Books to support Readers and Writers Workshops all grade levels-Also purchased books for Rooted in Reading-the ELA program K-2 is using. Used Home and School Club funds 4000-4999: Books And Supplies Supplemental 0</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills</p> <ol style="list-style-type: none"> <li>1. Parent/student training on digital literacy</li> <li>2. Extended learning and tech support to students and parents</li> <li>3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans</li> <li>4. Access to mobile devices</li> <li>5. High speed internet access</li> </ol>	<p>Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills</p> <ol style="list-style-type: none"> <li>1. Parent/student training on digital literacy</li> <li>2. Extended learning and tech support to students and parents</li> <li>3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans</li> <li>4. Access to mobile devices</li> <li>5. High speed internet access</li> </ol>	<p>Technology Instructional Software, Materials &amp; Supplies (Raz Kids; Reflex Math; Seesaw; Happy Numbers Headphones for Imagine Learning</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>Sysops 1000-1999: Certificated Personnel Salaries Other 3,500</p> <p>Technology upgrades to support CCSS 4000-4999: Books And Supplies Base 12,353</p>	<p>Technology Instructional Software, Materials &amp; Supplies (Raz Kids; Reflex Math; Seesaw; Happy Numbers-All paid by Home and School Club with the exception of Zearn. Headphones for Imagine Learning-paid by district 5000-5999: Services And Other Operating Expenditures 3,000</p> <p>Sysops 1000-1999: Certificated Personnel Salaries Other 3,500</p> <p>Technology upgrades to support CCSS-Need to replace many chromebooks due to end of life. 4000-4999: Books And Supplies Base 40,000</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Establish a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified EIs</p> <ol style="list-style-type: none"> <li>1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS</li> <li>2. English Language Development, both designated and integrated</li> <li>3. GLAD</li> <li>4. Seal of Bi-literacy Pathway</li> <li>5. RFEP Monitoring</li> <li>6. EI parent engagement</li> </ol>	<p>Establish a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified EIs</p> <ol style="list-style-type: none"> <li>1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS</li> <li>2. English Language Development, both designated and integrated</li> <li>3. GLAD</li> <li>4. Seal of Bi-literacy Pathway</li> <li>5. RFEP Monitoring</li> <li>6. EI parent engagement</li> </ol>	<p>Release time for Gladiators to go into classrooms and model GLAD lessons. Release time for Writer's Workshop leads to go into classrooms and model lessons. 5000-5999: Services And Other Operating Expenditures Supplemental 1000.00</p>	<p>Release time for Gladiators to go into classrooms and model GLAD lessons. Release time for Writer's Workshop leads to go into classrooms and model lessons.</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify and implement intervention programs for ELA and Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students</p> <ol style="list-style-type: none"> <li>1. Leveled Literacy Intervention</li> <li>2. Do the Math</li> <li>3. Provide teachers instructional support on differentiaion</li> <li>4. Response to Intervention</li> <li>5. Summer School</li> </ol>	<p>Identify and implement intervention programs for ELA and Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students</p> <ol style="list-style-type: none"> <li>1. Leveled Literacy Intervention</li> <li>2. Do the Math</li> <li>3. Provide teachers instructional support on differentiation</li> <li>4. Response to Intervention</li> <li>5. Summer School</li> </ol>	<p>Intervention supplies LLI/DO THE MATH 4000-4999: Books And Supplies Supplemental 1000</p> <p>LLI Intervention Teachers 1000-1999: Certificated Personnel Salaries Title I 20888</p> <p>Math Intervention teachers 1000-1999: Certificated Personnel Salaries Supplemental 10,000</p> <p>TK/Kindergarten Aides 2000-2999: Classified Personnel Salaries Base 20000</p> <p>Intervention Teachers -focus on new comer EL students/support EL in the classroom 1000-1999: Certificated Personnel Salaries Supplemental 13,302</p>	<p>Intervention supplies LLI/DO THE MATH 4000-4999: Books And Supplies Supplemental 1000</p> <p>LLI Intervention Teachers 1000-1999: Certificated Personnel Salaries Title I 20,888</p> <p>Math Intervention teachers 1000-1999: Certificated Personnel Salaries Supplemental 10,000</p> <p>TK/Kindergarten Aides 2000-2999: Classified Personnel Salaries Base 20,000</p> <p>Intervention Teachers -focus on new comer EL students/support EL in the classroom 1000-1999: Certificated Personnel Salaries Supplemental 13,302</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students</p> <ol style="list-style-type: none"> <li>1. Math Olympiad</li> <li>2. Odyssey of the Mind</li> <li>3. Flexible Time throughout the day</li> <li>4. Extended STEAM activities</li> </ol>	<p>Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students</p> <ol style="list-style-type: none"> <li>1. Math Olympiad</li> <li>2. Odyssey of the Mind</li> <li>3. Flexible Time throughout the day</li> <li>4. Extended STEAM activities</li> </ol>	<p>Enrichment Instructional Support- Makerspace teacher 1000-1999: Certificated Personnel Salaries Base 10,500</p> <p>Math Olympiad, PBL Support 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>	<p>Enrichment Instructional Support- Makerspace teacher 1000-1999: Certificated Personnel Salaries Base 10,500</p> <p>Math Olympiad, PBL Support 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There were only a few changes to the implementation of goal one. The services remained consistent.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Fammatre improved in both ELA and Math and in all subgroups.

\*ELA: 3.3 above standard-Increased 7.6 points

\*Math: 15.2 points above standard-Increased 24 points

ELA:

Hispanic: Increased 25.7 points

Socioeconomically Disadvantaged: Increased 18.9 points

White: Maintained 1.1 points

EL: increased 26.7 points

Reclassified English Learners: 43.1 points above standard-increased by 13.4 points

Math:

Hispanic: Increased 11.2 points

Socioeconomically Disadvantaged: Increased 13.4 points

White: Increased 33.3 points

EL: increased 34.4 points

Reclassified English Learners: 61 points above standard-increased 19.4 points

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Money was used from Home and School Club instead of school budget for items such as books and materials. All people and services were paid out district funding to support student achievement.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Fammatre School will provide high qualified staff through recruitment, retention, and professional development so every student thrives.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Increase to/or maintain 100% of teachers that are appropriately assigned and credentialed in subject areas.

**Baseline**

100% of teachers are appropriately credentialed.

**Metric/Indicator**

Assess level of staff satisfaction from teachers per staff feedback surveys for professional learning.

**Baseline**

Baseline will established in 2017-18

Actual

Metric/Indicator

Increase to/or maintain 100% of teachers that are appropriately assigned and credentialed in subject areas.  
18-19

100% of teachers are appropriately credentialed.

Metric/Indicator

Assess the level of staff satisfaction from teachers per staff feedback surveys for professional learning.  
18-19

Expected

**Metric/Indicator**  
 Increase participation in voluntary professional development opportunities .  
**Baseline**  
 Baseline will established in 2017-18

Actual

Metric/Indicator  
 Increase participation in voluntary professional development opportunities .  
 18-19  
 3 teachers attended a social/emotional training,

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff 1. Research-based instructional strategies 2. Common Core State Standards (CCSS) 3. Next generation Science Standards (NGSS) 4. Integration of instructional technology	Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff 1. Research-based instructional strategies 2. Common Core State Standards (CCSS) 3. Next generation Science Standards (NGSS) 4. Integration of instructional technology	Professional Development Opportunities focused on math, guided reading, NGSS, PBL 5000-5999: Services And Other Operating Expenditures Supplemental 5,000	Professional Development Opportunities focused on math, guided reading, NGSS, PBL 5000-5999: Services And Other Operating Expenditures Supplemental 5,000

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement District-wide professional learning communities to	Implement District-wide professional learning communities to	Release time for teachers in grades TK-2 to administer DRA2 and or ESGI 1000-1999:	Release time for teachers in grades TK-2 to administer DRA2 and or ESGI-The subs release did not total this amount 1000-

promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support

1. Response to Intervention (RtI) support to all sites
2. Grade level collaboration
3. Structured release time (instructional rounds)

promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support

1. Response to Intervention (RtI) support to all sites
2. Grade level collaboration
3. Structured release time (instructional rounds)

Certificated Personnel Salaries Supplemental 5000

1999: Certificated Personnel Salaries Supplemental 1000

### Action 3

#### Planned Actions/Services

Recruit and retain highly qualified staff

1. Induction (BTSA)
2. Onsite instructional support
3. New teacher monthly collaboration session
4. Formal evaluation process

#### Actual Actions/Services

Recruit and retain highly qualified staff

1. Induction (BTSA)
2. Onsite instructional support
3. New teacher monthly collaboration session
4. Formal evaluation process

#### Budgeted Expenditures

Refer to CSD District wide LCAP for more details on this action item.

#### Estimated Actual Expenditures

Refer to CSD District wide LCAP for more details on this action item.

### Action 4

#### Planned Actions/Services

Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students

1. Integrate instructional technology
2. Professional development on integrating 21st century skills, tools and teaching strategies
3. Online resources for staff

#### Actual Actions/Services

Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students

1. Integrate instructional technology
2. Professional development on integrating 21st century skills, tools and teaching strategies
3. Online resources for staff

#### Budgeted Expenditures

#### Estimated Actual Expenditures

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fammatre was able to provide professional development opportunities in the area of guided reading as well as writer's workshop. Teachers were able to attend a conference around social emotional curriculum . Tk-2 teachers were able to take release days to complete assessments that require one one one time with students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only difference in funding is reflected by over budgeting for certain expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Fammatre School will be an orderly and purposeful environment in which students and staff feel safe and free to learn and work.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    SP 2, 3 & 5

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Maintain ADA rate at 95% or above

**Baseline**

98% ADA

Metric/Indicator

Maintain ADA rate at 95% or above  
18-19

98% ADA

**Metric/Indicator**

At least a 90% score on the Tiered Fidelity Inventory

**Baseline**

57% on Tiered Fidelity Inventory

Metric/Indicator

At least a 90% score on the Tiered Fidelity Inventory  
18-19

TBD

Expected

**Metric/Indicator**  
A 10% decrease in major office referrals and suspensions

**Baseline**  
45 major referrals

**Metric/Indicator**  
Practice one extended emergency drill for student release

**Baseline**  
We have not practiced a drill that involved student release.

Actual

Metric/Indicator

A 10% decrease in major office referrals and suspensions  
18-19  
This was not met: we went from 12 major referrals last year to 29 major referrals.

Metric/Indicator

Practice one extended emergency drill for student release  
18-19

We have not practiced a drill that involved student release.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify and develop programs that support the social, emotional and physical well-being of all students and staff 1. Implement social emotional curriculum 2. Counseling services 3. Study Study Team Process 4. "Check-in & Check-out" 5. Coordinate learning support services	Identify and develop programs that support the social, emotional and physical well-being of all students and staff 1. Implement social emotional curriculum 2. Counseling services 3. Study Study Team Process 4. "Check-in & Check-out" 5. Coordinate learning support services	School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000  Health Supplies 4000-4999: Books And Supplies Other 500	School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000  Health Supplies 4000-4999: Books And Supplies Other 500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff</p> <ol style="list-style-type: none"> <li>1. Positive Behavior Interventions and Supports (PBIS)</li> <li>2. Bullying/Digital Citizenship training</li> <li>3. Emergency Preparedness, including fire and earthquake drills</li> <li>4. School Safety Plans</li> </ol>	<p>Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff</p> <ol style="list-style-type: none"> <li>1. Positive Behavior Interventions and Supports (PBIS)</li> <li>2. Bullying/Digital Citizenship training</li> <li>3. Emergency Preparedness, including fire and earthquake drills</li> <li>4. School Safety Plans</li> </ol>	<p>PBIS rewards 4000-4999: Books And Supplies Supplemental 500</p>	<p>PBIS rewards 4000-4999: Books And Supplies Supplemental 500</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Promote opportunities and incentives to maintain or increase attendance rates at all schools</p> <ol style="list-style-type: none"> <li>1. Regular school attendance communication to parents via school newsletter</li> <li>2. An automated system will contact parents when student are absent</li> <li>3. School Attendance Review Board (SARB) Process</li> <li>4. Incentive programs for 100% percent attendance</li> </ol>	<p>Promote opportunities and incentives to maintain or increase attendance rates at all schools</p> <ol style="list-style-type: none"> <li>1. Regular school attendance communication to parents via school newsletter</li> <li>2. An automated system will contact parents when student are absent</li> <li>3. School Attendance Review Board (SARB) Process</li> <li>4. Incentive programs for 100% percent attendance</li> </ol>		

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures



Ensure school and district facilities are maintained and are safe learning and working environments  
 1. Upgrade equipment and facilities as needed  
 2. Monitor and Evaluate cleaning schedules

Ensure school and district facilities are maintained and are safe learning and working environments  
 1. Upgrade equipment and facilities as needed  
 2. Monitor and Evaluate cleaning schedules

Per District LCAP 5000-5999: Services And Other Operating Expenditures Other 0

Per District LCAP 0

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies.</p> <p>1. Staff will revise and amend a comprehensive Safe School Plan.            2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.            3. Parents and community members will be apprised of the Safe School Plan.</p>	<p>Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies.</p> <p>1. Staff will revise and amend a comprehensive Safe School Plan.            2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.            3. Parents and community members will be apprised of the Safe School Plan.</p>	<p>Noon Duty Supervision - (Fund 020 - 0390) 2000-2999: Classified Personnel Salaries Other 20,000</p>	<p>Noon Duty Supervision - (Fund 020 - 0390) 2000-2999: Classified Personnel Salaries Other 20,000</p>

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fammatre implemented one day of service by Almaden Valley Counseling, continued to provide PBIS support by reinforcing with tokens, Fammatre dollars and the student store. Fammatre also adequately staffed our recess time with yard duty.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

Fammatre School will involve parents, families and community stakeholders as partners in the education of all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Increase participation/attendance in school events, activities, and functions by 10%

**Baseline**

Increase participation/attendance in school events, activities, and functions by 10% TBD

Metric/Indicator

Increase participation/attendance in school events, activities, and functions by 10%  
18-19

Increased attendance based on the volunteer sign-ups, funds raised

**Metric/Indicator**

A 10% increase in parents volunteering in at least one major school event.

**Baseline**

Parent Involvement in school committees: TBD

Metric/Indicator

A 10% increase in parents volunteering in at least one major school event.  
18-19

Parent Involvement in school committees: Volunteering improved. All of our events was fully staffed.

**Metric/Indicator**

Increase attendance at parent/teacher conferences by 10%

Metric/Indicator

Expected

Actual

<p><b>Baseline</b> Attendance at parent/teacher conferences:TBD</p>
<p><b>Metric/Indicator</b> Increase in translation services of English Learner parents</p> <p><b>Baseline</b> Increase in translation services for English Learner parents:TBD</p>
<p><b>Metric/Indicator</b> 15% increase in parent education and parenting classes</p> <p><b>Baseline</b> TBD</p>

<p>Increase attendance at parent/teacher conferences by 10% 18-19</p> <p>Attendance at parent/teacher conferences: High attendance at school functions</p>
<p>Metric/Indicator</p> <p>Increase in translation services of English Learner parents 18-19</p> <p>Increase in translation services for English Learner parents: Feedback</p>
<p>Metric/Indicator</p> <p>15% increase in parent education and parenting classes 18-19</p> <p>Home and school-sponsored Love and Logic</p>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Plan and promote opportunities to highlight student successes</p> <ol style="list-style-type: none"> <li>1. Student Awards Assemblies</li> <li>2. Open House</li> <li>3. Science/STEAM Fair</li> <li>4. Family Literacy/Math Night</li> <li>5. Art Fairs</li> </ol>	<p>Plan and promote opportunities to highlight student successes</p> <ol style="list-style-type: none"> <li>1. Student Awards Assemblies</li> <li>2. Open House</li> <li>3. Science/STEAM Fair</li> <li>4. Family Literacy/Math Night</li> <li>5. Art Fairs</li> </ol>	<p>Librarian 2000-2999: Classified Personnel Salaries Supplemental 11,000</p>	<p>Librarian 11,000</p>

6. School Musicals  
 7. Music Concerts  
 8. Principal's Coffees  
 9. Home & School Clubs  
 community  
 events and activities

6. School Musicals  
 7. Music Concerts  
 8. Principal's Coffees  
 9. Home & School Clubs  
 community  
 events and activities

**Action 2**

**Planned  
 Actions/Services**

Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion  
 1. Ensure adequate school office personnel  
 2. LCAP Updates  
 3. School websites updated  
 4. Parent/Student/Teacher Conferences  
 5. Social Media  
 6. Translation services for English learners  
 7. Regular site newsletter

**Actual  
 Actions/Services**

Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion  
 1. Ensure adequate school office personnel  
 2. LCAP Updates  
 3. School websites updated  
 4. Parent/Student/Teacher Conferences  
 5. Social Media  
 6. Translation services for English learners  
 7. Regular site newsletter

**Budgeted  
 Expenditures**

**Estimated Actual  
 Expenditures**

**Action 3**

**Planned  
 Actions/Services**

Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students  
 1. Home & School Club

**Actual  
 Actions/Services**

Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students  
 1. Home & School Club

**Budgeted  
 Expenditures**

ELAC along with principal and teachers will sponsor a community cultural event 5000-5999: Services And Other Operating Expenditures Supplemental 500

**Estimated Actual  
 Expenditures**

ELAC along with principal and teachers will sponsor a community cultural event-this didn't happen 0

2. English Learner Advisory Committee  
 3. School Site Council  
 4. District Advisory Committees  
 5. Community Partners

2. English Learner Advisory Committee  
 3. School Site Council  
 4. District Advisory Committees  
 5. Community Partners

Project Cornerstone 5000-5999:  
 Services And Other Operating  
 Expenditures Supplemental 1000

Project Cornerstone 1000

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify and provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education</p> <ol style="list-style-type: none"> <li>1. Education Classes, including English classes for English learners</li> <li>2. Volunteering opportunities in classrooms and school functions</li> <li>3. Increase diversity on district and school site advisory committees</li> <li>4. CCSS/NGSS parent information events and activities</li> </ol>	<p>Identify and provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education</p> <ol style="list-style-type: none"> <li>1. Education Classes, including English classes for English learners</li> <li>2. Volunteering opportunities in classrooms and school functions</li> <li>3. Increase diversity on district and school site advisory committees</li> <li>4. CCSS/NGSS parent information events and activities</li> </ol>		

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal is mostly funded by our Fammatre Home and School Club. We have many community building activities that invite parents and students onto campus.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have a wonderful librarian that works with teachers to support content they are working on in their classrooms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are working with our Home and School Club to plan and implement a cultural awareness night.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Site:

- a. School Site Council (SSC) involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. (October 31st, January 14th, April 22nd,) Also reviewed parent survey results with both teams and discussed their feedback.
- b. Newsletters published to address LCAP goals and encourage feedback from parents.
- c. Bi-monthly principal coffees (October 12th, December 11th, February 15th, April 19th) held to review LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input at sessions.
- d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at a scheduled staff meeting. (January 1st, February 6th, April 17th, and May 1st.)
- e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year. (October 29th, January 26th)
- f. Parent survey developed and issued to parents in January 2019. Multiple emails and written reminders were sent out. A total of 186 families responded. The results were disseminated to HSC (March 1st), SSC and ELAC April 22nd) at parent coffees, and at our staff meeting during the February and March timeframe.
- h. LCAP goals were discussed with Home and School Club during their January and February meetings. The results of the parent survey were shared and discussed with HSC.

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

Step 1. Informing and educate all stakeholder groups of SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings,

English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Review the current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, Home and School Club, School Site Council, and with our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Fammatre community. The results of this survey were summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principals Coffees. These sessions provided the site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. ELPAC scores
4. English Learner Re-designation rates
5. Results from the Community LCAP Survey
6. PBIS Self Evaluation Tool

Step 4. Review the draft LCAP for 2019-20 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators, and actions that appear in this LCAP.

Step 5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP during the first Board meeting on May 16, 2019. The staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final

LCAP and budget were adopted in a regular board meeting. This final stage of our community engagement served to refine an LCAP that was heavily influenced by community feedback throughout the process.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The responses and input were varied. Here are the primary trends that seemed common from many of our stakeholders:

- A better emphasis on social-emotional education both in terms of delivery to students and communication to our community is needed. Parents either commonly confessed a lack of knowledge around the social-emotional supports at Fammatre or believed that there should be a greater focus on social-emotional supports. Students, although many said that bullying was not an issue, believed that more help was needed with other problematic behaviors such as teasing. Linked to this feedback, our preliminary analysis of our behavioral data on SWIS indicates the conflict resolution during unstructured time is an area for improvement. (Last year we had 12 major referrals and it increased to 29 this year).
- Enrichment/acceleration activities: A common theme from parents was a desire for great focus on students who would benefit from enrichment or acceleration opportunities. Many parents referred to our afterschool programs and asked for more variety and more opportunities for enrichment, especially in STEAM opportunities. Our current after school offerings include activities that are enriching such as chess, science, etc. But some parents believed that they needed to be more grade-level appropriate and challenging. There were also references to more support during the school day. Part of this is a reaction to the elimination of explicit GATE offerings
- Parents also expressed a common point of view that they are not always sure how to help their child with their homework, especially math. This could be a result of the CCSS standards focus on students explaining their thinking and considering multiple ways to solve a problem, in addition to the lack of a CCSS approved Math curriculum. The adoption of a single CCSS Math curriculum next year will help this to some degree.
- Parents also frequently referred to the upkeep of the facilities, with many references to the condition of the paint on the exterior and concern for the bathrooms.
- Our ELAC parents felt that a support program/resources for newcomer families would be very helpful. Ideas discussed included a mentor family, more support on the website that describes yearly activities at the school, etc.

- Continuing the drive to integrate more technology into the classroom was also a common request from our parents in surveys. This includes sustaining current investments made in subscriptions for items such as NewsELA, Razkids, and devices such as iPads, Chromebooks, and TVs.
- Teachers generally considered the PD on writing curriculum (Lucy Calkins Writers Workshop) less effective in the last two years than it could have been. There was a common desire to focus more on the logistics of implementing Writer's Workshop such as focusing on conferencing and mini-lessons, seeing more demo lessons, etc. rather than continuing the heavy focus on assessment.
- Generally, teachers prefer PD presented by their peers, such as our TOSA's (Teachers on Special Assignment) vs. an outside contractor who is unfamiliar with the district and teachers. GLAD presentations and presentations ELD instruction were both cited as more helpful and effective. Teachers also generally believed that the Instructional Rounds activities were beneficial.
- Teachers also commonly requested more collaboration time including more time to work with their grade level and work on the implementation of the newer curriculum such as Writer's Workshop.

\* Continue supporting Eureka Math Implementation

- Teachers commonly believed that we need to increase the support currently provided for a counselor on site through Almaden Valley Counseling services. The indicated that we can do a better job meeting the needs of our students' social-emotional needs.
- Generally, there were also requests to incorporate more activities and discussion around Fammatre's cultural diversity.

Drilling down into specific conversations, the specific ideas/suggestions were introduced:

\*Add additional hours to the counseling intern position through AVCS

\*Provide additional support and training to teachers and support staff in behavior management

\*Continue working to increase parent involvement

\*Integrate more discussions and activities around cultural diversity

\*Alignment on math curriculum

\*Continue GLAD support through Fammatre staff

\*There is a need for upgraded and updated facilities (e.g. paint, to accommodate the increased technology use in the instructional program)

\*Continue Writers Workshop collaboration, training, and support at the site level

\*Lack of space continues to be an ongoing challenge for supporting enrichment and intervention activities.

\*Consider more enrichment/acceleration activities integrated into the curriculum and after school. Continue to identify ways to provide after-school activities which currently are provided only through the Fammatre Home and School Club, as well as through the YMCA and the City of San Jose

\*Teachers need time to reflect and plan with other teachers to ensure consistent and connected Common Core implementation

Items that will be worked into next year's school plan include (to start with):

\*Continue Writers Workshop collaboration, training, and support at the site level

\*Training and support in using Google Apps for student and staff collaboration

\*ELD support for teachers: Specifically continued training and resources for implementing designated ELD in their classrooms. Ongoing support for GLAD through TOSA and GLAD Teacher Trainers on staff. Work on improving support for families of EL newcomers.

\*Provide data-driven collaboration time for teachers to work on Common Core implementation, with a focus on Writers Workshop and the new math curriculum.

\*PD and implementation of Second Step Social Emotional Learning Curriculum

\*Continuing to encourage parent volunteerism in HSC and through school programs (Art Vistas, Garden Adventures, etc.)

\*Continue after-school programs and activities with a goal of providing more opportunities for enrichment.\*Continue communication outreach to the community through newsletters, principal's coffee, New Parent Orientation

\*Add an extra day of counseling services through AVCS

\*Increase in opportunities for Cornerstone students to work on initiatives around school climate such as anti-bullying and problem-solving.

\*Build out better support for Tier 2 behavior support such as improving our Check In Check Out process and creating a Tier 2 Teacher Adjunct committee responsible for overseeing Tier 2 interventions and processes.

\*Create more opportunities to incorporate discussion and activities around cultural diversity (e.g. assemblies, morning announcements, Friday assemblies, etc.) Consider the creation of an adjunct teacher committee for diversity.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Fammatre School will promote high academic achievement for all students while preparing them for 21st century college and career readiness.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

1. Increasing student achievement in ELA/Literacy, math and Science
2. Closing the achievement gap for all students, including significant student groups: EL, SED and SWD
3. Supporting English Learners towards English proficiency and increase reclassification rate
4. All students will have access to state academic standards and instructional materials aligned to the state standards

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Statewide Assessments (ELA, Math, and Science) for all	15-16: ELA/Literacy: 59% Mathematics: 48%  16-17:	ELA/Literacy: 50% met or exceeded Math: 58%		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students, including significant student groups - 5% increase	ELA/Literacy: 47% Math: 45%	We met our goal to increase both ELA and Math scores by 5% We increased by 6% in ELA and 28% in Math overall Significant subgroups ELA-Hispanic: increased 25.7 points Low socioeconomic: increased 18.9 points EL: increased 17.4 Math-Hispanic: increased 11.2 points Low socioeconomic increased 13.4 EL: increased 29.5 points		
English Learner Progress as measured by the state indicator on the CA School Dashboard: 5% increase.	15-16: 71.2% 16-17: 87%	English Learner Progress as measured by the state indicator on the CA School Dashboard: TBD		
English Learner Reclassification  • 2% increase	12%	English Learner Reclassification: TBD	8%	
Provide sufficient core materials as measured by annual board	School Board adoption of "sufficiency of instructional materials" resolution.	School Board adoption of "sufficiency of instructional materials" resolution.		



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
resolution of "sufficiency of instructional materials".				
Developmental Reading Assessment All students in K-2 & All EL students in K-5 - 3% increase in meeting grade level standards	K-2 DRA2: 75.6% (Students w/ data) K-5 EL DRA2: 51.5% (Students with data)	K-2 DRA2: -TBD K-5 EL DRA2 :TBD		
K-5 Writing Performance Assessment: Narrative; Information; Opinion - 5% increase in meeting grade level standards	Narrative:14.8% (Students w/ data) Information: 56.3% (Students w/ data) Opinion: TBD	Narrative: (Students w/ data) Information: (Students w/ data) Opinion: TBD		
Physical Fitness Test - Aerobic Capacity - 1% decrease of the "Needs Improvement Health Risk" category	Grade 5:1.2%	Physical Fitness Test - Aerobic Capacity - TBD		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Fammatre  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1. Common Core ELA/ELD Framework
2. Next generation Science Standards
3. Common Core Mathematics Number Talks & 8 Mathematical Practices
4. Instructional Technology Integration
5. Formative, interim and summative assessment
6. Visible Learning
7. Guided Language Acquisition by Design (GLAD) 8. Balanced Literacy, including Writer's Workshop & Guided Reading

2018-19 Actions/Services

1. Common Core ELA/ELD Framework
2. Next generation Science Standards
3. Common Core Mathematics Number Talks & 8 Mathematical Practices
4. Instructional Technology Integration
5. Formative, interim and summative assessment
6. Visible Learning
7. Guided Language Acquisition by Design (GLAD) 8. Balanced Literacy, including Writer's Workshop & Guided Reading

2019-20 Actions/Services

1. Common Core ELA/ELD Framework
2. Next generation Science Standards
3. Common Core Mathematics Number Talks & 8 Mathematical Practices
4. Instructional Technology Integration
5. Formative, interim and summative assessment
6. Visible Learning
7. Guided Language Acquisition by Design (GLAD) 8. Balanced Literacy, including Writer's Workshop & Guided Reading

9. Differentiated Instruction (EL, SED, SpEd)

9. Differentiated Instruction (EL, SED, SpEd)

9. Differentiated Instruction (EL, SED, SpEd)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	10500	10,500	5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures ELA/ELD/Math training and collaboration  • Release Time (3 days per grade level)	5000-5999: Services And Other Operating Expenditures Release time for achievement teams/review of data and planning for future lessons (3 days per grade level)specific to EL, SED	5000-5999: Services And Other Operating Expenditures Release time for grade levels to collaborate using data to plan and implement for Tier One and Tier Two

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Fammatre  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS  
 1. ELA/ELD Framework (Pilot)  
 2. CCSS Mathematics  
 3. Next Generation Science Standards  
 4. Writing  
 5. Supplemental instructional materials including web- based resources

2018-19 Actions/Services

Ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS  
 1. ELA/ELD Framework (Pilot)  
 2. CCSS Mathematics  
 3. Next Generation Science Standards  
 4. Writing  
 5. Supplemental instructional materials including web-based resources

2019-20 Actions/Services

Ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS  
 1. ELA/ELD Framework (Pilot)  
 2. CCSS Mathematics  
 3. Next Generation Science Standards  
 4. Writing  
 5. Supplemental instructional materials including web- based resources

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	25000	30,000	40,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures School support, administration, and regular education activities, supplies, materials and contract services.	5000-5999: Services And Other Operating Expenditures School support, administration, and regular education activities, supplies, materials and contract services.	5000-5999: Services And Other Operating Expenditures School support, administration, and regular education activities, supplies, materials and contract services.
Amount	5000	10,000	
Source	Base	Supplemental	
Budget Reference	4000-4999: Books And Supplies NGSS Foss kit for second grade pilot	4000-4999: Books And Supplies NGSS Foss Kits grade level TBD Refill supplies for existing kits	

Amount	20000	5,000	2000.00
Source	Base	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Book Room to provide adequate guided reading materials for all grade levels.	4000-4999: Books And Supplies Books to support Readers and Writers Workshops all grade levels	4000-4999: Books And Supplies Books to support ELA implementation-add to our book room
Amount	2500		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures Lucky Caulkin's Reader's Workshop for grades 4th and 5th		

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Fammatre  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills</p> <ol style="list-style-type: none"> <li>1. Parent/student training on digital literacy</li> <li>2. Extended learning and tech support to students and parents</li> <li>3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans</li> <li>4. Access to mobile devices</li> <li>5. High speed internet access</li> </ol>	<p>Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills</p> <ol style="list-style-type: none"> <li>1. Parent/student training on digital literacy</li> <li>2. Extended learning and tech support to students and parents</li> <li>3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans</li> <li>4. Access to mobile devices</li> <li>5. High speed internet access</li> </ol>	<p>Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills</p> <ol style="list-style-type: none"> <li>1. Parent/student training on digital literacy</li> <li>2. Extended learning and tech support to students and parents</li> <li>3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans</li> <li>4. Access to mobile devices</li> <li>5. High speed internet access</li> </ol>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	10000	10,000	10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) Digital portfolios,	5000-5999: Services And Other Operating Expenditures Technology Instructional Software, Materials & Supplies (Raz Kids; Reflex Math; Seesaw; Happy Numbers Headphones for Imagine Learning	5000-5999: Services And Other Operating Expenditures Technology Instructional Software, Materials & Supplies (IL Math, IL Literacy, Seesaw, Newsela, Typing club) Headphones for Imagine Learning

Amount	4000	3,500	3,500
Source	Base	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Sysops	1000-1999: Certificated Personnel Salaries Sysops	1000-1999: Certificated Personnel Salaries Sysops
Amount	27000	12,353	11,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Technology upgrades to support CCSS	4000-4999: Books And Supplies Technology upgrades to support CCSS	4000-4999: Books And Supplies Technology upgrades to support CCSS

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Fammatre  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Establish a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified EIs

1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS
2. English Language Development, both designated and integrated
3. GLAD
4. Seal of Bi-literacy Pathway
5. RFEP Monitoring
6. EI parent engagement

2018-19 Actions/Services

Establish a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified EIs

1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS
2. English Language Development, both designated and integrated
3. GLAD
4. Seal of Bi-literacy Pathway
5. RFEP Monitoring
6. EI parent engagement

2019-20 Actions/Services

Establish a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified EIs

1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS
2. English Language Development, both designated and integrated
3. GLAD
4. Seal of Bi-literacy Pathway
5. RFEP Monitoring
6. EI parent engagement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1000.00	1000.00	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Release time for Gladiators to go into classrooms and model GLAD lessons. Release time for Writer's Workshop leads to go into classrooms and model lessons.	5000-5999: Services And Other Operating Expenditures Release time for Gladiators to go into classrooms and model GLAD lessons. Release time for Writer's Workshop leads to go into classrooms and model lessons.	5000-5999: Services And Other Operating Expenditures Release time for Gladiators to go into classrooms and model GLAD lessons. Release time for Writer's Workshop leads to go into classrooms and model lessons.



Amount	20,000		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures Imagine Learning software to support EL students with CELDT levels 1,2 and 3 and headpones		

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Fammatre  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Identify and implement intervention programs for ELA and

2018-19 Actions/Services

Identify and implement intervention programs for ELA and

2019-20 Actions/Services

Identify and implement intervention programs for ELA and

Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students

1. Leveled Literacy Intervention
2. Do the Math
3. Provide teachers instructional support on differentiaion
4. Response to Intervention
5. Summer School

Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students

1. Leveled Literacy Intervention
2. Do the Math
3. Provide teachers instructional support on differentiaion
4. Response to Intervention
5. Summer School

Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students

1. Leveled Literacy Intervention
2. Do the Math
3. Provide teachers instructional support on differentiaion
4. Response to Intervention
5. Summer School

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Intervention supplies	4000-4999: Books And Supplies Intervention supplies LLI/DO THE MATH	4000-4999: Books And Supplies Intervention supplies LLI/DO THE MATH
Amount	25000	20888	25,000
Source	Supplemental	Title I	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries LLI intervention teachers	1000-1999: Certificated Personnel Salaries LLI Intervention Teachers	1000-1999: Certificated Personnel Salaries LLI Intervention Teachers
Amount	10000	10,000	10,110
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Math Intervention Teachers	1000-1999: Certificated Personnel Salaries Math Intervention teachers	1000-1999: Certificated Personnel Salaries Math Intervention teachers

Amount	20000	20000	20,000
Source	Supplemental	Base	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries TK/Kindergarten Aides	2000-2999: Classified Personnel Salaries TK/Kindergarten Aides	2000-2999: Classified Personnel Salaries TK/Kindergarten Aides
Amount		13,302	
Source		Supplemental	
Budget Reference		1000-1999: Certificated Personnel Salaries Intervention Teachers -focus on new comer EL students/support EL in the classroom	

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: SWD  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

2017-18 Actions/Services

Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students  
 1. Math Olympiad  
 2. Odyssey of the Mind  
 3. Project Lead the Way  
 4. Flexible Time throughout the day  
 5. Extended STEAM activities

2018-19 Actions/Services

Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students  
 1. Math Olympiad  
 2. Odyssey of the Mind  
 3. Flexible Time throughout the day  
 4. Extended STEAM activities

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	20000	10,500	10,500
Source	Supplemental	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Enrichment Instructional Support - Makerspace Teacher	1000-1999: Certificated Personnel Salaries Enrichment Instructional Support- Makerspace teacher	2000-2999: Classified Personnel Salaries Enrichment Instructional Support- Makerspace teacher
Amount	5000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Math Olympiad, PBL Support	5000-5999: Services And Other Operating Expenditures Math Olympiad, PBL Support	5000-5999: Services And Other Operating Expenditures Math Olympiad, PBL Support

Amount	1000		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies Materials & Supplies for Math Olympiad, PBL support		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Fammatre School will provide high qualified staff through recruitment, retention, and professional development so every student thrives.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

All teachers at Fammatre possess credentials appropriate to their position; teachers are making progress in Writers Workshop training and GLAD implementation (both areas of focus this year and will continue as areas of focus next year); teachers will need continued support and training with the new embedded ELA/ELD framework, and successfully meeting the needs of EL learners in the classroom; areas of need in technology include more support with collaboration tools for both students and staff (e.g. Google Docs or other apps).

Major focus areas this year will be:

1. Supporting teachers in the new Math curriculum implementation.
2. Continuing our third year of Writer' Workshop implementation.
3. Using data driven collaboration to target specific areas of need.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase to/or maintain 100% of teachers that are appropriately assigned and credentialed in subject areas.	100% of teachers are appropriately credentialed.	100% of teachers are appropriately credentialed.		
Assess level of staff satisfaction from teachers per staff feedback surveys for professional learning.	Baseline will established in 2017-18	TBD		
Increase participation in voluntary professional development opportunities .	Baseline will established in 2017-18	TBD		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff  
1. Research-based instructional strategies  
2. Common Core State Standards (CCSS)  
3. Next generation Science Standards (NGSS)  
4. Integration of instructional technology

**2018-19 Actions/Services**

Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff  
1. Research-based instructional strategies  
2. Common Core State Standards (CCSS)  
3. Next generation Science Standards (NGSS)  
4. Integration of instructional technology

**2019-20 Actions/Services**

Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff  
1. Research-based instructional strategies  
2. Common Core State Standards (CCSS)  
3. Next generation Science Standards (NGSS)  
4. Integration of instructional technology

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	2000	5,000	6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development Opportunities focused on math, guided reading, NGSS, PBL	5000-5999: Services And Other Operating Expenditures Professional Development Opportunities focused on math, guided reading, NGSS, PBL	5800: Professional/Consulting Services And Operating Expenditures Professional Development Opportunities focused on SEL and Writer's Workshop, PBL and NGSS
Amount	1000		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development Opportunities focused on math, guided reading, NGSS, PBL registrations		

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Modified Action		Modified Action
-----------------	--	-----------------

**2017-18 Actions/Services**

Implement District-wide professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support  
 1. Response to Intervention (Rtl) support to all sites  
 2. Grade level collaboration  
 3. Structured release time (instructional rounds)

**2018-19 Actions/Services**

Implement District-wide professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support  
 1. Response to Intervention (Rtl) support to all sites  
 2. Grade level collaboration  
 3. Structured release time (instructional rounds)

**2019-20 Actions/Services**

Implement District-wide professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support  
 1. Response to Intervention (Rtl) support to all sites  
 2. Grade level collaboration  
 3. Structured release time (instructional rounds)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5000	5000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Release time for teachers in grades TK-2 to administer DRA2 and or ESGI	1000-1999: Certificated Personnel Salaries Release time for teachers in grades TK-2 to administer DRA2 and or ESGI	1000-1999: Certificated Personnel Salaries Release time for teachers in grades TK-K to administer DRA2 and or ESGI due to one to one nature of assessments

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

Recruit and retain highly qualified staff  
1. Induction (BTSA)  
2. Onsite instructional support  
3. New teacher monthly collaboration session  
4. Formal evaluation process

**2018-19 Actions/Services**

Recruit and retain highly qualified staff  
1. Induction (BTSA)  
2. Onsite instructional support  
3. New teacher monthly collaboration session  
4. Formal evaluation process

**2019-20 Actions/Services**

Recruit and retain highly qualified staff  
1. Induction (BTSA)  
2. Onsite instructional support  
3. New teacher monthly collaboration session  
4. Formal evaluation process

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	Refer to CSD District wide LCAP for more details on this action item.	Refer to CSD District wide LCAP for more details on this action item.	Refer to CSD District wide LCAP for more details on this action item.

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students

1. Integrate instructional technology
2. Professional development on integrating 21st century skills, tools and teaching strategies
3. Online resources for staff

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students

1. Integrate instructional technology
2. Professional development on integrating 21st century skills, tools and teaching strategies
3. Online resources for staff

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students

1. Integrate instructional technology
2. Professional development on integrating 21st century skills, tools and teaching strategies
3. Online resources for staff

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		
Budget Reference	See Goal 1 for cost.		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Fammatre School will be an orderly and purposeful environment in which students and staff feel safe and free to learn and work.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     SP 2, 3 & 5

### Identified Need:

School climate and school engagement continue to be areas of strength at Fammatre. The attendance rate for the year is 98% with a range of 94% to 98%, depending on the month. The counseling caseload was full all year, with a waiting list of students whose needs we were not able to meet, so in 2019-2020 we would like to add additional hours, pending sufficient budget.

Our SWIS data indicated that primary grades need more support with problem-solving so this will be an area of focus for our PBIS team in the 2019-20 year. We have also adopted a new Social Emotional Learning curriculum that will be implemented next year school-wide.

During the year, we participated in a variety of emergency drills including fire, lockdown, and earthquake. We also work on improving our implementation of the Incident Command System. An area of improvement in this area includes practicing an extended drill to simulate releasing students to parents.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain ADA rate at 95% or above	98% ADA	TBD		
At least a 90% score on the Tiered Fidelity Inventory	57% on Tiered Fidelity Inventory	Tiered Fidelity Inventory:TBD		
A 10% decrease in major office referrals and suspensions	45 major referrals	A 10% decrease in major office referrals and suspensions:Did not accomplish. Fammatre went from 12 to 29 major referrals		
Practice one extended emergency drill for student release	We have not practiced a drill that involved student release.	We have not practiced a drill that involved student release.		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

**2017-18 Actions/Services**

Identify and develop programs that support the social, emotional and physical well-being of all students and staff  
1. Implement social emotional curriculum  
2. Counseling services  
3. Study Study Team Process  
4. "Check-in & Check-out"  
5. Coordinate learning support services

**2018-19 Actions/Services**

Identify and develop programs that support the social, emotional and physical well-being of all students and staff  
1. Implement social emotional curriculum  
2. Counseling services  
3. Study Study Team Process  
4. "Check-in & Check-out"  
5. Coordinate learning support services

**2019-20 Actions/Services**

Identify and develop programs that support the social, emotional and physical well-being of all students and staff  
1. Implement a social-emotional curriculum  
2. Counseling services  
3. Student Study Team Process  
4. "Check-in & Check-out"  
5. Coordinate learning support services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	14000	15,000	10,000
Source	Other	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. *Xilinx grand funded	5800: Professional/Consulting Services And Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis.	5800: Professional/Consulting Services And Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. Other support needed to support social/emotional needs.



Amount		500	500
Source		Other	Other
Budget Reference		4000-4999: Books And Supplies Health Supplies	4000-4999: Books And Supplies Heath supplies
Amount			18,077
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. Other support needed to support social/emotional needs.

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff

1. Positive Behavior Interventions and Supports (PBIS)
2. Bullying/Digital Citizenship training
3. Emergency Preparedness, including fire and earthquake drills
4. School Safety Plans

2018-19 Actions/Services

Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff

1. Positive Behavior Interventions and Supports (PBIS)
2. Bullying/Digital Citizenship training
3. Emergency Preparedness, including fire and earthquake drills
4. School Safety Plans

2019-20 Actions/Services

Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff

1. Positive Behavior Interventions and Supports (PBIS)
2. Bullying/Digital Citizenship training
3. Emergency Preparedness, including fire and earthquake drills
4. School Safety Plans

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	500	500	0
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies Principal Coffees	4000-4999: Books And Supplies PBIS rewards	4000-4999: Books And Supplies

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Promote opportunities and incentives to maintain or increase attendance rates at all schools

1. Regular school attendance communication to parents via school newsletter
2. An automated system will contact parents when student are absent
3. School Attendance Review Board (SARB) Process
4. Incentive programs for 100% percent attendance

2018-19 Actions/Services

Promote opportunities and incentives to maintain or increase attendance rates at all schools

1. Regular school attendance communication to parents via school newsletter
2. An automated system will contact parents when student are absent
3. School Attendance Review Board (SARB) Process
4. Incentive programs for 100% percent attendance

2019-20 Actions/Services

Promote opportunities and incentives to maintain or increase attendance rates at all schools

1. Regular school attendance communication to parents via school newsletter
2. An automated system will contact parents when student are absent
3. School Attendance Review Board (SARB) Process
4. Incentive programs for 100% percent attendance

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	500		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures Enrichment and other student activities and clubs will be developed and maintain including but not limited to Math Olympiad, Odyssey of the Mind, Maker's Lab, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day.		

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Ensure school and district facilities are maintained and are safe learning and working environments  
 1. Upgrade equipment and facilities as needed  
 2. Monitor and Evaluate cleaning schedules

Ensure school and district facilities are maintained and are safe learning and working environments  
 1. Upgrade equipment and facilities as needed  
 2. Monitor and Evaluate cleaning schedules

Ensure school and district facilities are maintained and are safe learning and working environments  
 1. Upgrade equipment and facilities as needed  
 2. Monitor and Evaluate cleaning schedules

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Per District LCAP	5000-5999: Services And Other Operating Expenditures Per District LCAP	5000-5999: Services And Other Operating Expenditures Per District LCAP

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement and analyze the Student Healthy Kids Survey in Grade 5.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	250		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures Healthy Kids Survey will be administered via online.		

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
All

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)  
[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
Modified Action

Select from New, Modified, or Unchanged for 2018-19  
Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies.

1. Staff will revise and amend a comprehensive Safe School Plan.
2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.
3. Parents and community members will be apprised of the Safe School Plan.

2018-19 Actions/Services

Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies.

1. Staff will revise and amend a comprehensive Safe School Plan.
2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.
3. Parents and community members will be apprised of the Safe School Plan.

2019-20 Actions/Services

Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies.

1. Staff will revise and amend a comprehensive Safe School Plan.
2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.
3. Parents and community members will be apprised of the Safe School Plan.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	25738	20,000	20,000
Source	Base	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Noon Duty Supervision - (Fund 020 - 0390)	2000-2999: Classified Personnel Salaries Noon Duty Supervision - (Fund 020 - 0390)	2000-2999: Classified Personnel Salaries Noon Duty Supervision - (Fund 020 - 0390)
Budget Reference			

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Fammatre School will involve parents, families and community stakeholders as partners in the education of all students.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

1. Parents request that there is a need for more communication and information about Common Core
2. Parents request that there is a need to provide communication about student's progress
3. ELAC request that translation services be available for English Learner students and parents

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase participation/attendance in school events, activities, and functions by 10%	Increase participation/attendance in school events, activities, and functions by 10% TBD	met as evidenced by sign up genius accounts and fundraising amounts		
A 10% increase in parents volunteering in at least one major school event.	Parent Involvement in school committees: TBD	met as evidenced by sign up genius accounts		



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase attendance at parent/teacher conferences by 10%	Attendance at parent/teacher conferences:TBD	Attendance at parent/teacher conferences:		
Increase in translation services of English Learner parents	Increase in translation services for English Learner parents:TBD	Increase in translation services for English Learner parents:TBD		
15% increase in parent education and parenting classes	TBD	TBD		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Plan and promote opportunities to highlight student successes

1. Student Awards Assemblies
2. Open House
3. Science/STEAM Fair
4. Family Literacy/Math Night
5. Art Fairs
6. School Musicals
7. Music Concerts
8. Principal's Coffees
9. Home & School Clubs community events and activities

Plan and promote opportunities to highlight student successes

1. Student Awards Assemblies
2. Open House
3. Science/STEAM Fair
4. Family Literacy/Math Night
5. Art Fairs
6. School Musicals
7. Music Concerts
8. Principal's Coffees
9. Home & School Clubs community events and activities

Plan and promote opportunities to highlight student successes

1. Student Awards Assemblies
2. Open House
3. Science/STEAM Fair
4. Family Literacy/Math Night
5. Art Fairs
6. School Musicals
7. Music Concerts
8. Principal's Coffees
9. Home & School Clubs community events and activities

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	10,000.00		
Source	Supplemental		Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Art Vista		2000-2999: Classified Personnel Salaries
Amount	11,000.00	11,000	11,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Librarian	2000-2999: Classified Personnel Salaries Librarian	2000-2999: Classified Personnel Salaries Librarian

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion

1. Ensure adequate school office personnel
2. LCAP Updates
3. School websites updated
4. Parent/Student/Teacher Conferences
5. Social Media
6. Translation services for English learners
7. Regular site newsletter

2018-19 Actions/Services

Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion

1. Ensure adequate school office personnel
2. LCAP Updates
3. School websites updated
4. Parent/Student/Teacher Conferences
5. Social Media
6. Translation services for English learners
7. Regular site newsletter

2019-20 Actions/Services

Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion

1. Ensure adequate school office personnel
2. LCAP Updates
3. School websites updated
4. Parent/Student/Teacher Conferences
5. Social Media
6. Translation services for English learners
7. Regular site newsletter

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0		

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students

1. Home & School Club
2. English Learner Advisory Committee
3. School Site Council
4. District Advisory Committees
5. Community Partners

**2018-19 Actions/Services**

Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students

1. Home & School Club
2. English Learner Advisory Committee
3. School Site Council
4. District Advisory Committees
5. Community Partners

**2019-20 Actions/Services**

Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students

1. Home & School Club
2. English Learner Advisory Committee
3. School Site Council
4. District Advisory Committees
5. Community Partners

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	500	500	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures ELAC along with principal and teachers will sponsor a community cultural event	5000-5999: Services And Other Operating Expenditures ELAC along with principal and teachers will sponsor a community cultural event	
Amount	2000	1000	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Project Cornerstone - Asset Building Champions.	5000-5999: Services And Other Operating Expenditures Project Cornerstone	

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services

Identify and provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education

1. Education Classes, including English classes for English learners
2. Volunteering opportunities in classrooms and school functions
3. Increase diversity on district and school site advisory committees
4. CCSS/NGSS parent information events and activities

2018-19 Actions/Services

Identify and provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education

1. Education Classes, including English classes for English learners
2. Volunteering opportunities in classrooms and school functions
3. Increase diversity on district and school site advisory committees
4. CCSS/NGSS parent information events and activities

2019-20 Actions/Services

Identify and provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education

1. Education Classes, including English classes for English learners
2. Volunteering opportunities in classrooms and school functions
3. Increase diversity on district and school site advisory committees
4. CCSS/NGSS parent information events and activities

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5000		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures Site and District Administration will provide parenting classes (Love and Logic) on behavior modification as well as Common Core Curriculum		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$103,110

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

School sites level services include additional and extended learning time, supplemental instructional materials, and professional development on ELD and differentiated instruction for high needs students.

2019-20 SUPPLEMENTAL: Fammatre School: 23.59% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$103,110)

In addition to site level services, the districtwide level services, programs and resources will include 4.0 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socio-economically Disadvantaged students, and Homeless & Foster Youths at all 6 school sites TK-8. The services will also include additional counseling for all sites, supplemental materials, and instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for high needs students. Because there is not a large concentration of high needs students at any one school, the district provides instructional coaching and support, Tier II facilitation and coordination, training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of targeted and high needs students at all sites to provide additional learning support as needed.

The primary benefit of the expenditures is for the target students, but all high needs student groups will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves

equity and access for targeted, at-risk and high needs pupils while providing all students an excellent program. Improving the overall educational program is augmented with targeted supports as described.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2017-18**



Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$161,737.00

4.30%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The funding calculation employed by the district Fammatre School, in response to LCFF guidelines is: \$161,737.00 for the 2016-2017 school year.

The amounts listed in the LCAP are estimates, and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, number of new teachers at the site, and if the district moves ahead with materials adoption, to site some examples.

Targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students.

Supplemental funds will be used to monitor student performance (DRA data). This data will be used to place students in reading intervention tier II intervention (LLI). Funds will also be used to purchase Imagine Learning licenses that will be utilized by students that scored a 1,2, or 3 on CELDT assessment. The data from the use of this computer program will then be used to drive small group designated ELD.

Focused targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services includes instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students,

Tier II interventions, EL services including designated English Language Development (ELD) instruction, counseling services and parent engagement.

Services provided in the LCAP and SPSA that are focused on SWD, EL, Foster Youth, and SED, EL students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options. These student populations comprise 27% of our student population resulting in a 4.3% increase in supplemental funding and supports.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

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

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

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



**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?



- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	217,543.00	214,090.00	284,488.00	217,543.00	206,687.00	708,718.00
	0.00	15,000.00	0.00	0.00	0.00	0.00
Base	72,853.00	100,500.00	109,488.00	72,853.00	79,577.00	261,918.00
Other	24,000.00	24,000.00	14,000.00	24,000.00	24,000.00	62,000.00
Supplemental	99,802.00	53,702.00	161,000.00	99,802.00	103,110.00	363,912.00
Title I	20,888.00	20,888.00	0.00	20,888.00	0.00	20,888.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	217,543.00	214,090.00	284,488.00	217,543.00	206,687.00	708,718.00
	0.00	12,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	63,190.00	59,190.00	64,000.00	63,190.00	39,610.00	166,800.00
2000-2999: Classified Personnel Salaries	51,000.00	40,000.00	66,738.00	51,000.00	61,500.00	179,238.00
4000-4999: Books And Supplies	29,353.00	42,900.00	54,500.00	29,353.00	14,500.00	98,353.00
5000-5999: Services And Other Operating Expenditures	59,000.00	45,000.00	85,250.00	59,000.00	75,077.00	219,327.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00	15,000.00	14,000.00	15,000.00	16,000.00	45,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	217,543.00	214,090.00	284,488.00	217,543.00	206,687.00	708,718.00
		0.00	12,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	10,500.00	10,500.00	4,000.00	10,500.00	0.00	14,500.00
1000-1999: Certificated Personnel Salaries	Other	3,500.00	3,500.00	0.00	3,500.00	3,500.00	7,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	28,302.00	24,302.00	60,000.00	28,302.00	36,110.00	124,412.00
1000-1999: Certificated Personnel Salaries	Title I	20,888.00	20,888.00	0.00	20,888.00	0.00	20,888.00
2000-2999: Classified Personnel Salaries	Base	20,000.00	20,000.00	25,738.00	20,000.00	10,500.00	56,238.00
2000-2999: Classified Personnel Salaries	Other	20,000.00	20,000.00	0.00	20,000.00	20,000.00	40,000.00
2000-2999: Classified Personnel Salaries	Supplemental	11,000.00	0.00	41,000.00	11,000.00	31,000.00	83,000.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	12,353.00	40,000.00	52,000.00	12,353.00	11,000.00	75,353.00
4000-4999: Books And Supplies	Other	500.00	500.00	0.00	500.00	500.00	1,000.00
4000-4999: Books And Supplies	Supplemental	16,500.00	2,400.00	2,500.00	16,500.00	3,000.00	22,000.00
5000-5999: Services And Other Operating Expenditures		0.00	3,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	30,000.00	30,000.00	27,750.00	30,000.00	58,077.00	115,827.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	29,000.00	12,000.00	57,500.00	29,000.00	17,000.00	103,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	14,000.00	0.00	0.00	14,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	15,000.00	15,000.00	0.00	15,000.00	16,000.00	31,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	159,043.00	160,090.00	207,000.00	159,043.00	140,110.00	506,153.00
<b>Goal 2</b>	10,000.00	6,000.00	8,000.00	10,000.00	7,000.00	25,000.00
<b>Goal 3</b>	36,000.00	36,000.00	40,988.00	36,000.00	48,577.00	125,565.00
<b>Goal 4</b>	12,500.00	12,000.00	28,500.00	12,500.00	11,000.00	52,000.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00
<b>Goal 6</b>			0.00	0.00	0.00	0.00
<b>Goal 7</b>			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.