



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2026-27]

General Information

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

Fammatre Charter Elementary School is an outstanding school rooted in academic excellence, strong community partnerships, and a deep commitment to developing well-rounded students within the Cambrian School District. Located in the Cambrian Community of West San Jose — bordering Los Gatos and Campbell — Fammatre serves approximately 486 students in grades TK through 5th.

Our student community reflects rich diversity: 15.2% are identified as English Language Learners, 14.34% have identified special needs, and 24.59% are socioeconomically disadvantaged. Racially and ethnically, our students are 38.6% Hispanic, 30.4% White, 18.4% Asian, 10.4% multiracial, 0.8% Pacific Islander, 0.2% Native American, 0.2% Black or African American, and 1% declined to state.

We believe every child can learn, grow, and thrive. Our campus reflects that belief — a safe, beautifully maintained environment where students feel seen, supported, and challenged. We are committed to honoring each student's individual dignity, building self-esteem and self-responsibility, and cultivating a genuine sense of belonging. Our goal is simple and enduring: to develop students who become thoughtful, capable, and productive global citizens.

School Safety & Facility:

Fammatre's campus is well-maintained through a dedicated custodial team, supported by district staff for building maintenance. An automated work order system ensures timely completion of facility needs. Fire alarm systems are maintained to strict state standards. During school hours, locked gates secure the campus perimeter, and security cameras monitor school grounds. All visitors are required to sign in at the office before entering — a simple but important step in keeping our community safe.

Technology & Innovation:

Cambrian is proud of its robust technology infrastructure. Students in grades 2–5 have a 1:1 student-to-computer ratio, while TK–1st grade

students share iPads at a 2:1 ratio. A dedicated district technology team supports schools in maintaining infrastructure and promoting best practices in educational technology, guided by a comprehensive district-wide technology plan.

Our Makerspace is a particular source of pride. Designed to cultivate creators, not just consumers, it offers students hands-on experiences in programming, 3D printing, collaborative building, and curriculum-connected art projects. This year, students have expanded access to the Makerspace through FOSS Science "Side Trips" and the Project Lead the Way STEM curriculum — deepening the integration between making and learning.

Family & Community Engagement:

Fammatre believes that strong family partnerships are essential to student success. Fall goal-setting conferences — held in person, via Zoom, or with the support of our Spanish-speaking liaison — achieved a remarkable 99% participation rate this year. We expanded community programming to include Literacy Night, Spanish-Speaking Literacy Night, Math Night, and a STEAM Night, alongside perennial favorites like Back to School Night and Open House.

Our Home-School Connection (HSC) monthly meetings are now accessible both in person and via Zoom, with enrichment programming offered as childcare to remove barriers to participation. Community events like Parent Nights Out, the Monster Boogie Bash, Fun Run, field trips, and dining-out events continue to strengthen our school family. Parents contribute meaningfully as art volunteers, Makerspace volunteers, Project Cornerstone volunteers, garden liaisons, and classroom station leaders.

Student Safety & Well-Being:

Cambrian has a long-standing commitment to student safety and well-being. Chronic absenteeism has improved since the pandemic, and we continue to proactively support families navigating attendance challenges. The school suspension rate stands at 1.6%. Students practice emergency preparedness through monthly safety drills and are well-versed in school safety plans. We partner with outside agencies to maintain a secure, supportive learning environment and take a proactive approach to medically sensitive needs — including peanut allergies and diabetes — with trained staff ready to respond appropriately.

Professional Learning & Staff Development:

Staff development at Fammatre is intentional and aligned to our three primary areas of focus: Data Analysis, Restorative Practices, and Equitable Learning Practices. Using CCSS standards and Fastbridge assessment data, professional development is tailored to district, school, and individual teacher needs. When new programs are introduced in math, science, or language arts, dedicated training time ensures consistent and effective implementation. Staff benefit from 10 professional development days, including 2-hour early release days. Our Instructional Specialist plays a key role in supporting teachers, PLCs, and academic systems — helping us build a data-informed culture that accelerates student achievement.

Our Shared Commitment:

Across every grade level, our staff is unified in their dedication to excellence and continuous improvement. This commitment is grounded in:

- Faithful implementation of California State Standards alongside a vigorous pursuit of student achievement
- Intentional development of Critical Thinking, Communication, Collaboration, and Creativity
- Holistic student growth through arts, music, wellness, and technology programs
- Ongoing, high-quality professional development for all educators
- Warm, welcoming school communities where families are genuine partners in education

This comprehensive approach honors our legacy and prepares every Fammatre student to achieve, excel, and contribute — today and throughout their lives.

Reflections: Annual Performance

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

The CA School Dashboard reflects information for Fammatre Elementary School's 2025 school year. The information can be accessed at the following link: <https://www.caschooldashboard.org/>. The 2025 Dashboard included the following State Indicators: Academic Indicators for English Language Arts/Literacy & Mathematics, English Learner Progress Indicator (ELPI), Chronic Absenteeism Indicator, and Suspension Rate Indicator. The district, schools, and student groups receive performance colors on the Dashboard (Blue, Green, Yellow, Orange, and Red), with Blue indicating the highest performance and Red the lowest. Performance colors are determined by a combination of Status (current-year performance) and Change (current-year performance compared with prior-year performance). The 2025 Dashboard also included Local Indicators: Basic Services, Implementation of Academic Standards, Parent and Family Engagement, Local School Climate, and Access to a Broad Course of Study. The local indicators assess the district's and school's performance in meeting the standard by designating the following criteria: met, not met, or not met for two or more Years. Based on a review of performance on the state and local indicators measured by the California School Dashboard and input from our educational partners, below are key highlights of Fammatre's performance for 2024-25.

1. Academic Indicator - English Language Arts & Math (Goal 1) The Academic Indicator is based on student performance on the Smarter Balanced Assessments for English language arts/literacy (ELA) and mathematics, administered each spring to students in grades three through eight.
2. Based on the 2025 CA School Dashboard, the following performance levels were achieved for each site in the Overall Academic Performance Indicator for ELA and Math (Priority 1 & Priority 2):
 - Fammatre School: - Fammatre School: ELA - "Green"; Math - "Yellow". Our school continued with our multi-faceted reading intervention program and saw progress for students, resulting in overall improvements. Math programming continued to involve small-group reteaching across all classrooms. Students continued to make progress, and overall scores improved for students.
3. The 2025 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals an overall improvement in our academic performance at Fammatre Elementary School, though we still have work to do. Last year was the first year that Fammatre did not achieve "Green" or "Blue" levels in both ELA and Math. Even though we are starting to rebound, it is critical to continue monitoring and addressing the specific needs of subgroups to ensure that all students benefit from the Fammatre's academic programs, specifically our students who are Hispanic, Students with Disabilities, and Students who are Socio-Economically Disadvantaged.
4. 2025 CA School Dashboard English Learner (EL) Progress Indicator by school site (Goal 1) The English Learner Progress Indicator (ELPI) shows the percentage of current English learner (EL) students making progress at the state, district, and school level toward English language proficiency or maintaining the highest performance level on the English Language Proficiency Assessments for California (ELPAC). Fammatre Charter School: 49.1% of ELs are progressing toward English language proficiency, an increase of 6.3% from 2024. This year,

Fammatre has continued to dedicate time and energy to reviewing our data for our English language learners. We have continued with a multi-level approach with our afterschool ELD Academy. The groupings are fluid, and we moved students as appropriate. We also surveyed our students' interests to adjust what we had them study and to provide snacks and rewards that were meaningful to them. In addition, our upper-grade students had access to a special weekly lesson with our Makerspace coordinator. We will continue with this model, but expand the length of the after-school program. In addition, we will be training more of our newer teachers in GLAD. We continued our Literacy Night for Spanish-speaking families, and it was successful.

5. This year, Fammatre's reclassification rate was 22%. This was an increase over the 2024-2025 school year rate of 14%. To capitalize on this, Fammatre Charter School will continue to have our Instructional Specialist work with teachers, both in groups and individually, to address what designated ELD should look like, what supports EL students should have access to in their classrooms, and what language acquisition looks like developmentally. The Instructional specialist will also check in with teachers to regularly review the progress of their EL students.

6. Professional Learning (Goal 2): 80% of Fammatre Charter School's staff agreed that the Professional Development offered by the district and our school during the 2024-2025 school year was relevant and valuable. We are planning to continue professional development in Restorative Practices and a book study of R.I.G.O.R. by Douglas Fisher and Nancy Frey. In addition to the District Offerings around Curriculum, Science, and Math standards.

7. Chronic Absenteeism (Goal 3) Chronic absenteeism is the percentage of students missing at least 10% of school days.

- Fammatre Charter School's rate was 7.7%, a 1.1% decline from 2024. SWD's rate was 11.8%, declining by 2.8% in the 2024-2025 school year. The School Status Attend program indicates a 95.6% attendance rate for the 2024-2025 school year. We had been under ATSI, and based on the 2023-2024 year data, we exited ATSI.

8. Suspension Rate (Goal 3)

The Suspension Rate Indicator is one of several state indicators that the California Department of Education (CDE) reports on the California School Dashboard. It represents the percentage of students suspended for a total of one full day during the school year.

- Fammatre Charter School's rate was 1.6% (Orange). Fammatre saw a 0.3% increase in suspensions during the 2024-2025 school year. When students are suspended, we do our best to ensure they serve an in-house suspension so they can complete their schoolwork. In addition, we implement restorative practices to address wrongs that have occurred, with the goal of repairing any harm done to other staff or students.

Local Performance Data

In addition to the CA School Dashboard data, CSD relies on local performance data and data gathered through our engagement processes with our educational partners throughout the school year. Below is a summary of feedback data from educational partners, including staff, parents/guardians, community members, and students. While working with the district, Fammatre will address the high rates of chronic absenteeism among Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English Learner (EL) students through a comprehensive approach. We will prioritize early identification and intervention, using data to promptly identify at-risk SED, SWD, and EL students, allowing timely support. Enhancing communication with families about the importance of attendance and its impact on academic achievement is crucial and often involves regular updates and parent-teacher meetings tailored to these groups. Attendance is regularly reviewed at our weekly school assemblies to remind students of the importance of being at school and celebrating the students and classes

with strong attendance. Providing support services, such as counseling and mental health resources, helps address barriers to attendance, health issues, and family challenges. In the past, Fammatre has relied heavily on School Status Attend to regularly monitor attendance data so we can work with families to reduce chronic absenteeism among all student groups. This year, Fammatre has moved to Educlimber to track all student information. This will improve the efficiency of having all data in one place, allowing our staff to better serve the whole student, especially our SED, SWD, and EL students.

2024 Dashboard Local Indicators (Goal 1-4)

Fammatre Charter School met the performance standards for all local indicators, demonstrating a commitment to fulfilling LCFF priorities. This achievement highlights the Fammatre's effective provision of basic services and conducive learning conditions, successful implementation of state academic standards, robust parent and family engagement, a positive school climate, and the provision of access to a broad course of study. The local indicator process is also crucial in informing the Local Control and Accountability Plan (LCAP), guiding process improvements, and planning efforts. Meeting these local indicators reflects the district's internal progress and positions. We are on a positive trajectory, effectively addressing key educational priorities and maintaining high standards in essential student support and engagement areas.

9. Student School Climate Survey - Spring 2026 (Goal 3) Fammatre embraced, utilized, and implemented social-emotional learning throughout the school year. The Fammatre's school climate initiatives, as assessed by the annual PBIS School Climate Survey, reflect significant positive impacts on students' perceptions of their school environment. The survey, administered to 280 students in grades 3-5, provides insights into the effectiveness of the district's Social-Emotional Learning (SEL) programs and other climate initiatives. Below is a summary and analysis of the survey results:

1. I like school: 84% of students responded "Agree" or "Strongly Agree," maintaining last year's gains.
2. I feel like I do well in school: 90% of students felt they performed well academically, overall maintaining last year's gains.
3. My school wants me to do well: 90% of students felt supported by their school, maintaining our score from last year.
4. My school has clear rules for behavior: 86% agreed that behavioral expectations are clear, which is a slight dip from last year.
5. Teachers treat me with respect: 92% of students feel respected by their teachers. This is an increase of 7%, indicating our efforts to improve were successful.
6. Good behavior is noticed at my school: 71% felt good behavior is acknowledged, a 10% increase over last year.
7. I get along with other students: 90% felt they have good peer relationships, an increase of 13% over last year.
8. I feel safe at school: 84% felt safe, suggesting that efforts to create a secure school environment were successful.
9. Students treat each other well: 70% felt positive about peer treatment, which is a slight increase over last year. We need to continue to do work to improve student behavior and relationships.
10. There is an adult who will help me if I need it: 85% felt they could rely on an adult for help, an increase of 5%, reflecting the presence of supportive staff.

The survey results demonstrate that Fammatre's dedication to SEL initiatives has positively impacted the school climate, significantly improving several key areas. While most areas show increases in students' perceptions of themselves as part of the school, we still have work to do.

This year, Fammatre moved away from Thought Exchange and instead incorporated student, staff, and family surveys into Kelvin and Google Forms (Goal 4). We used Kelvin for our Family LCAP survey and garnered 162 responses from families, and on our Parent

Engagement Survey, we received 168 responses. Within the LCAP survey, families praised the multiple programs offered to students, the responsiveness and dedication of the staff, support programs, and communication. Families expressed concerns about consistent response to behavior issues, availability of challenge work for advanced students, and the desire for lower student-to-adult ratios in classrooms. Families also indicated they want more information about how their students are performing in between report card periods.

In response to the concerns raised in the Family LCAP survey, Fammatre will continue to maintain the classroom and school newsletters. We plan to have all classrooms provide the same type of information about the studies of each classroom and the projects being done to reinforce their student's learning. Fammatre will also spend time during Back to School Night reviewing the rubric system used on report cards and relating it to the rubric system that will be used to score work between report card periods. This will keep families informed about their student's ongoing progress and give parents opportunities to ask questions during the trimesters. The staff at Fammatre agrees that community building is key to helping students develop positive relationships with adults on campus and with other students. To improve community building, class circles will have a common theme linked to our SEL curriculum, and we will begin schoolwide circles next year to build off of the grade-level circles. Finally, Fammatre continues to expand our PBL and UDL practices. We know that voice and choice drive student performance, and we want to deliver more activities that allow students to fully engage in their studies at their own levels.

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

1. Do you feel knowledgeable about your rights and how to advocate for your child within the school system? 79% Favorable
2. Do you feel that teachers and school leaders value and seek your input when making decisions about your child's education? 87% Very Favorable
3. Has the school or district provided opportunities for parents and families to participate in advisory groups or decision-making committees? 87% Very Favorable
4. How well does the school involve parents and families in planning, designing, and evaluating family engagement activities? 88% Very Favorable
5. Has the school provided you with helpful information and resources to support your child's learning at home? 89% Very Favorable
6. Have you had opportunities to meet with your child's teacher(s) to discuss academic progress and how to support learning at home? 93% Very Favorable
7. How well do you feel that school staff understand and respect your family's culture, language, and goals for your child's education? 94% Very Favorable
8. Do school staff actively work to build trusting and respectful relationships with families? 96% Very Favorable
9. How welcoming do you find your child's school environment for parents and families? 97% Very Favorable
10. Does the school communicate with families in a way that is accessible and easy to understand (including multiple languages, if needed)? 98% Very Favorable

English Learner Parents (17 Responses)
All areas rated at least 88% Very Favorable

Parents with Students with IEPs (11 Responses)

While the families' overall ratings sat at 86% Very Favorable, families had only favorable views of these two areas: feel knowledgeable about your rights and how to advocate for your child within the school system (73%), and feel that teachers and school leaders value and seek your input when making decisions about your child's education (73%). To improve these areas, the teams will remind families of the Community Advisory Board, offer opportunities to review Parent's Rights, and send home surveys prior to IEP meetings to seek parent input in a relaxed way.

Fammatre Elementary School's 2024-25 data tells a story of a school community that is moving in the right direction — and doing so with purpose. From rebounding academic scores in ELA and growing momentum in math, to meaningful gains in English learner progress, a drop in chronic absenteeism, and a school climate where students increasingly feel safe, respected, and connected, the evidence points to a staff that shows up every day with heart and intention. Our families see it too, as reflected in the overwhelmingly positive feedback from our parent engagement surveys. Looking ahead, we are committed to turning that momentum into action. We will expand our after-school ELD Academy, train more teachers in GLAD, and have our Instructional Specialist continue working closely with teachers to strengthen designated ELD practices and monitor student progress. Our book study on R.I.G.O.R. and continued work in Restorative Practices will deepen the professional learning that 80% of our staff already find relevant and valuable. We will launch schoolwide circles to build on our grade-level community-building work, and Back to School Night will give families a clearer window into how student progress is measured between report cards. At the same time, we hold ourselves to a higher standard. We know that until every student — especially those who are Hispanic, socioeconomically disadvantaged, have disabilities, or are learning English — experiences the full benefits of what Fammatre has to offer, our work is not done. The data doesn't just show us where we've been; it shows us where we're headed. With strong systems, dedicated staff, engaged families, and a clear-eyed look at what our students need, Fammatre is well-positioned to continue growing — together.

Reflections: Technical Assistance

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council and English Language Acquisition Committee	The Fammatre School Site Council and English Language Advisory Council comprises of site administrator, teachers, classified staff, special ed teachers, and parent leader representatives. This committee reviews, provides input, and advises our school on the LCAP annual updates and the development of the new Fammatre LCAP each year. The meeting agendas and minutes can be accessed at the Fammatre website. Fammatre used various methods of communication and engagement with our educational partners throughout the 2025-26 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to update the Local Control Accountability Plan for 2025-26. Members of each committee were provided with numerous opportunities to learn, seek clarification, and offer input during our meetings throughout the year. Below is the list of dates the Fammatre School Site Council & English Language Advisory Council convened in 2025-26. All meetings were conducted in person. - September 8, 2025, November 10, 2025, January 26, 2026, March 9, 2026, and April 27, 2026.

Educational Partner(s)	Process for Engagement
MTSS Team	The Fammatre MTSS Committee supports our school by providing valuable input on the multi-tiered system for support, curriculum, instruction, and assessment. Their responsibilities include advising on developing and implementing instructional strategies and curricular materials that align with the MTSS framework and ensuring high-quality, evidence-based instruction for all students. They establish assessment protocols and analyze data to identify student needs, monitor progress, and inform instruction and intervention practices. By designing and implementing tiered intervention strategies, the committee ensures targeted support for students who need more assistance. Additionally, they plan and coordinate professional development opportunities to enhance educators' understanding and implementation of the MTSS framework. The committee facilitates collaboration among educators, administrators, specialists, and other stakeholders, ensuring a cohesive and integrated support system with clear communication and shared goals. Their continuous evaluation of the MTSS framework's effectiveness and responsiveness to student needs promotes a culture of improvement, directly informing and shaping the LCAP to support student success comprehensively. This committee met 5 times during the school year in addition to the weekly COST meetings.
Home and School Club	The Home and School Club holds a monthly meeting as a board with parents and staff present to discuss school initiatives, plan community building events, and inform families of upcoming volunteer opportunities. Grade Level Teams participate on a rotating basis to share with the board and parents with updates about what has been happening on our campus. Parents and staff are automatically members of the Home and School Club. Through their fundraising efforts, the Fammatre HSC funds our Makerspace Coordinator position, school supplies for all classrooms, field trip fees and transportation costs, in addition to funding each classroom and additional budget for classroom needs/wants.
Instructional Leadership Council	The Cambrian School District's Instructional Leadership Council (ILC) administrators, site instructional leaders, district department heads, and cabinet members. Its primary purpose is to provide strategic guidance and oversight for the district's instructional programs and initiatives. The ILC ensures alignment of instructional

Educational Partner(s)	Process for Engagement
	practices with district goals, state standards, and student needs. It oversees curriculum development and implementation, coordinates professional development, and uses data-driven decision making to inform instructional strategies and interventions. Additionally, the ILC promotes instructional innovation, advises on resource allocation, and assists in developing policies and procedures related to instruction. The committee also engages with educational partners, including parents, teachers, and community members, to gather input and feedback. By integrating diverse perspectives and expertise, the ILC drives continuous improvement and excellence in education within the district. The ILC met at least two times per month for a total of 19 times, throughout the school year.
CSD Governing School Board and LCAP Public Review	The CSD Governing School Board holds public meetings twice monthly throughout the year. During the course of the school year, an update was given to the Board on November 7, 2025. In the Spring, the School Board was presented on May 7, 2026. This keeps the Board abreast of how our students and staff are doing and if we need to change course.

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

2024-27 CSD LCAP Development Influenced by Educational Partners Throughout the 2025-26 school year, the district engaged with our educational partners through surveys, input, and consultation meetings with districtwide and site committees. These engagements provided valuable insights for adjusting our 2024-27 CSD Local Control Accountability Plan (LCAP). When reflecting on the current LCAP, we reviewed student data and input from our community to make adjustments to support needs. Fammatre has refined its goals, annual measurable outcomes, proposed actions, services, and expenditures to align with these priorities. Input from our educational partners has been instrumental in guiding the district's focus and ensuring the LCAP meets the needs of our students and community. The Strategic Plan/LCAP Advisory Committee proposed a list of strategies derived from the input and needs of parents, staff, and community members. The four LCAP goals, initially created with input from our educational partners, were reaffirmed by our educational partners' input and feedback, confirming that our efforts are on the right track. Key aspects of the 2025-26 LCAP, influenced by the above input from our educational partners, are highlighted below:

Goal 1: High Student Achievement

The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 1

- *Classrooms should prioritize collaborative projects as appropriate.
- *Use technology to reinforce learning and facilitate meaningful projects.
- *Employ equity-focused strategies like GLAD to tailor teaching methods based on students' backgrounds and stories.

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

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

Goal 2: Educator Effectiveness:

The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 2:

- *Provide training on UDL to enhance classroom inclusivity and meet diverse needs with different teaching strategies.
- *Provide ongoing training and support for educators to implement high academic rigor, critical thinking, and differentiation.
- *Focus on professional development to help educators meet high expectations and offer diverse learning experiences.
- *Improve proactive partnerships with Special Education (SpEd) staff and integrate them into grade-level planning sessions to ensure cohesive strategies across educational needs.
- *Coordinate the Resource Specialist (RSP) schedule with grade-level activities to better support SpEd students within the general education framework.
- *Continue professional development sessions, including presentations and training led by staff members. *Integrate Professional Learning Communities (PLCs) into Grade-Level meetings and Staff Meetings to support collective efficacy and frequent data check-ins with all our staff.
- *Train staff and students in effective playground games, strategies, physical boundaries, and expectations.

2024-25 LCAP Goal 2 Actions and Services:

- 2.1 Maintain Staff Training and Professional Development
- 2.2 Enhancing Staff Collaboration and Professional Learning Communities
- 2.4 Leveraging Online and In-House Professional Development
- 2.5 Targeted Professional Development for Supporting Unduplicated Students

Goal 3: Positive School Environment

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

- *Continue to our use of restorative practices to focus on repairing relationships and building community.
- *Retrain staff in PBIS strategies to improve school climate and reduce behavioral issues.

- *Incorporate mindfulness strategies, Zones of Regulation, behavior technician support, and access to counseling groups as a tier 3 response.
- *Provide daily behavioral support to manage student needs effectively.
- *Address minor behaviors directly in the classroom to maintain stability.
- *Send positive emails to parents to involve them in their children's positive experiences.
- *Use activities like the "2 and 10" strategy, staff and students engage in meaningful conversations and build connections.
- *Utilize counselors to lead professional development sessions on student mental health and intervention strategies.
- *Continue to teach common PBIS expectations throughout the school year and start utilizing our Lifeskills curriculum with students and families.
- *Integrate classroom circles that are reflective of our SEL lessons.

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

Goal 4: Strong Community Engagement

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

- *Conduct parent education workshops to inform and engage parents about challenging educational experiences.
- *Improve communication about technology policies and shift the culture around on-demand tech use in schools.
- *Improve the school website to showcase up-to-date student work and experiences.
- *Increase involvement through events like Back-To-School Night and family events by partnering with our Home and School Club.
- *Engage with diverse cultural backgrounds and partner with community leaders. Host community-building events like welcome-back BBQs.
- *Create a "menu" of volunteer opportunities.
- *Include links on both district and individual school websites.

2025-26 LCAP Goal 4 Actions and Services:

- 4.1 Parent and Community Education and Engagement
- 4.4 Enhancing Engagement Through School Surveys

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

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST)	All Students (2022-23) ELA: 63.89% at or above standard Math: 62.21% at or above standard Science: 49.32% at or above standard Focal Scholars (2022-23)	All Students (2023-24) ELA: 64% at or above standard Math: 63% at or above standard Science: 54.54% at or above standard	All Students (2024-25) ELA: 53.53% at or above standard Math: 53.28% at or above standard Science: 41.86% at or above standard	All Students (2026-27) ELA: TBD Math: TBD Science: TBD Focal Scholars (2026-27) English Learners ELA: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners ELA: NA Math: NA Science: NA Socio-Economically Disadvantaged (2022-23) ELA: 35.29% at or above standard Math: 26.92% at or above standard Science: 7.69% at or above standard Students with/Disabilities (2022-23) ELA: 35.14% at or above standard Math: 29.73% at or above standard Science: NA at or above standard Hispanics (2022-23) ELA: 37.93% at or above standard Math: 34.48% at or above standard Science: 21.05% at or above standard	Focal Scholars (2023-24) English Learners ELA: 3.85%% Math: 7.69%% Science: NA Socio-Economically Disadvantaged (2023-24) ELA: 27.78% at or above standard Math: 28.77% at or above standard Science: 50% at or above standard Students with/Disabilities (2023-24) ELA: 20% at or above standard Math: 25.64% at or above standard Science: 16.67% at or above standard Hispanics (2023-24) ELA: 23.29% at or above standard Math: 18.67% at or above standard	Focal Scholars (2024-25) English Learners ELA: 20% Math: 22.86% Science: NA Socio-Economically Disadvantaged (2024-25) ELA: 30.43% at or above standard Math: 27.53% at or above standard Science: 30.77% at or above standard Students with/Disabilities (2024-25) ELA: 28.95% at or above standard Math: 18.42% at or above standard Science: 23.07% at or above standard Hispanics (2024-25) ELA: 25.27% at or above standard Math: 22.82% at or above standard	Math: TBD Science: TBD Socio-Economically Disadvantaged (2026-27) ELA: TBD Math: TBD Science: TBD Students with/Disabilities (2026-27) ELA: TBD Math: TBD Science: TBD Hispanics (2026-27) ELA: TBD Math: TBD Science: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science: 33.33% at or above standard	Science: 17.24% at or above standard		
1.2	CA School Dashboard: English Language Arts Distance from Standard for all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)	(2023-24) All: pts from standard SED: pts from standard EL: - pts from standard SWD: pts from standard	2023-2024 All: -6.9 pts from standard SED: -79.2 pts from standard EL: -76.6 pts from standard SWD: -110.6 pts from standard	2024-2025 All: 4.1 pts above standard SED: -45.8 pts from standard EL: -85 pts from standard SWD: -60.2 pts from standard	(2026-27) All: TBD SED: TBD EL: TBD SWD: TBD	
1.3	CA School Dashboard: Mathematics Distance from Standard for all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	(2023-24) All: pts from standard SED: pts from standard EL: -pts from standard SWD: pts from standard	2023-2024 All: -0.7 pts below standard SED: -64 points from standard EL: -76 pts. from standard SWD: 100.5 pts. below standard	2024-2025 All: -1.9pts below standard SED: -63 pts from standard EL: -91.4 pts from standard SWD: -79.1 pts from standard	(2025-26) All: TBD SED: TBD EL: TBD SWD: TBD	
1.4	CA School Dashboard English Learner Progress Indicator (ELPI): The percentage of current EL students who progressed at least one ELPI level & maintained ELPI level 4.	2023-2024 30.4%	2023-2024 42.9%	2024-2025 49.1% making progress	2026-2027 TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Learner Reclassification Rate	5% of EL students were reclassified in 2023-2024	8% of EL students were reclassified in 2024-2025	22% of EL students were reclassified in 2025-2026	20% of EL students will be reclassified yearly.	
1.6	Access to Standards Aligned Instructional Materials	100%	100%	100%	100%	
1.7	Implementation of State Standards	In 2023, State Standards were fully implemented as verified by data collection obtained through routine classroom observations.	In 2024, State Standards were fully implemented as verified by data collection obtained through routine classroom observations.	In 2025, State Standards were fully implemented as verified by data collection obtained through routine classroom observations.	Continue to fully implement State Standards	

Goal Analysis [2025-26]

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

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

The overall CAASP scores from 2024-2025 school year declined; however, we were encouraged to see ELA gains among our EL, SED, SWD, and Hispanic students. To support early literacy during the 2025-2026 school year, dedicated funding provided paraeducator support in kindergarten classrooms five days a week, two hours a day, delivering small-group differentiated instruction throughout the entire school year. We began the year with four Intervention Support Specialists focused primarily on reading intervention in grades 2-4, though we ended the year with two due to staff attrition. Our ISS team collaborates with the Instructional Specialist and classroom teachers to determine the most appropriate programs and student groupings, with student progress regularly reviewed through COST team meetings and shared with teachers to strengthen Tier 1 instruction. Our ELD Academy continued to grow, expanding into multiple tiers that address vocabulary and grammar through novel studies and purposeful activities. Students in kindergarten through 5th grade participated in this 10-week program, grouped by ELPAC scores to ensure targeted support — though a late start due to staffing challenges was something we will plan around more proactively going forward. Finally, our science curriculum was implemented with fidelity, and additional teachers across grade levels were trained in Project Lead the Way, bringing more hands-on, in-depth learning experiences to students.

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

We had planned to use some money to have math intervention, unfortunately we were not able to find a person to put in the position and that money went unused.

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

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

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

Decrease in expenditures to 1.1 Supplemental Targeted Instruction, 1.2 General Supplies, 1.3 ELA and Math Paraeducators, and 1.5 Substitute Supported Assessment release. Our budget has significantly decreased and in turn we are going to find alternative ways to support our students with the help of our Home and School Club. Last year, Makerspace and Licensing Agreements were under Goal 2, this year, they have been moved to Goal 1 because Makerspace and Licensing agreements directly impact student learning. Last year, PBL was under Goal 2 because money was spent on training. Moving forward, we will use funds to support running PBLs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Targeted Instruction	To help students struggling to meet or exceed grade-level academic standards, we will provide additional supplemental instruction and interventions, support at all school sites. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, SED, Foster/Homeless Youth, and Students with Disabilities. Additionally, any student identified by staff as needing extra support will receive these services.	\$60,044.00	Yes
1.2	General Supplies	Provide basic supplies for instruction.	\$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	ELA and Math ParaEducators for small group instruction	To allow for continued small group adult led instruction during core curriculum times for kindergarten and limited first grade.	\$30,000.00	Yes
1.4	Testing Coordinator Stipend	To coordinate testing for Statewide mandated assessment for 3rd-5th grade students.	\$750.00	No
1.5	Substitute Release for 1st and 2nd grade assessment	Sub-release to complete progress monitoring assessments	\$840.00	No
1.6	Licensing Agreements	The school utilizes a few different platforms to extend individual practice for concepts taught during whole group instruction. These platforms include Lexia, My Path, and Zearn.	\$20,872.00	Yes
1.7	Makerspace	With the support of the Home and School Club, Fammatre is able to provide a Makerspace every other week to our students. Activities and length of time vary based on grade level. Makerspace coordinator, a former math and science teacher, creates activities that tie into our students units of study to provide hands on collaborative learning experiences for them to build connections, and practice vocabulary and critical thinking skills.	\$43,000.00	No
1.8	Project Based Learning	Through hands on learning tied to the curriculum, teachers will students make connections between the curriculum and develop critical thinking skills. We can accomplish this through Project Lead The Way.	\$3,000.00	No
1.9	ELD Academy	Our English Language Learners, as determined by their ELPAC scores, need supplemental instruction on reading, writing, listening, and speaking in English. This instruction will occur outside of the school day for an extended period of time to support their classroom success. In addition to salaries, we need to budget for materials and snacks for students.	\$1,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately assigned and fully credentialed teachers	100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit.	96% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit.	100% of teachers were appropriately assigned and credentialed in subject areas according to HR audit.	100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit.	
2.2	Principal Walkthrough Observation Tool for schoolwide Tier 1 high quality instructional practices, including but	Classroom walkthroughs were conducted by the District Cabinet leadership team	80% of classrooms employing high quality tier one instruction during walkthrough.	Evidence noted in 80% of classrooms of high quality tier 1 instruction during walkthrough.	Goal to increase to monthly walkthroughs by site principal at each grade level.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	not limited to GLAD, Guided Reading, Integrated/Designated ELD, etc	alongside school principals 2 times at each school site throughout the year. Observation data were informally collected and shared with each site principal after the walkthroughs, however, no formal data was collected.			Expectation to see 90% of classrooms employing high quality Tier 1 instructional practices.	
2.3	Professional Development, training, and staff collaboration time, will rate an average response by staff on the following question: The professional learning provided was an effective use of time, with indicating "Agree" or "Strongly Agree". The professional learning provided was relevant to improving instruction, with staff indicating "Agree" or "Strongly Agree".	95% of Fammatre teachers indicated the PD opportunities provided by the district were an effective use of their time.	Approximately 80% of Fammatre Teachers responded "Agree" or "Strongly Agree" for and effective use of time and relevant to improving your instruction.	Approximately 80% of Fammatre Teachers responded "Agree" or "Strongly Agree" for and effective use of time and relevant to improving your instruction.	Increase to 95% for the question "Was the training relevant to improving your instruction.?"	

Goal Analysis [2025-26]

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

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

While we had several new teachers at Fammatre this year, all teachers were fully credentialed. The Walkthrough Observation tool catches a snapshot of instructional strategies being used when the principal is observing. Next year, the principal will have set times on the calendar to

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

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

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

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

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

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

Upon further consideration, Makerspace, PBL, and liscensing agreements were moved to Goal 1 as no outside training will be required and will instead all happen in house. Next year our focus will for staff development will be on PBIS, PBL/PLTW, ELD, and GLAD.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Staff Training and Professional Development	With the Cambrian School District's support, Fammatre will provide comprehensive training and professional development for all staff, including teachers, classified staff, support staff, and administrators. This training will focus on high-quality Tier I instruction, Tier I interventions and supports, Common Core State Standards, standards-aligned curriculum, and assessment. Training sessions will be conducted during in-service days, early release Wednesdays, and paid voluntary time outside of regular contract hours, including summer and beyond the normal professional workday. (Focus on GLAD, ELD, PBIS)	\$5,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Enhancing Staff Collaboration and Professional Learning Communities	The district will provide additional release time for staff to collaborate and learn about implementing Professional Learning Community (PLC) processes. Professional development will focus on supporting student and staff SEL, mental health, and high-quality Tier 1 core instruction to address instructional time loss. The district will use the EduClimber data platform, the Fastbridge Assessment system, and formative and summative assessments by grade level to develop and facilitate effective teacher collaboration on data use. This action primarily targets students identified as English learners, Low-income, Foster/Homeless Youth, and Students with Disabilities.	\$400.00	No
2.3	New Teacher Support	The district will provide comprehensive support and training for new teachers, including the Induction program for year 2 teachers, GLAD training for newly tenured teachers.	\$0.00	No
2.4	Leveraging Online and In house professional development	The district will continue using the self-paced professional learning platform Alludo to provide asynchronous professional development for teachers. Additionally, the district will support the Technology and Innovation Mentorship Program (TIMS) to develop teacher leaders and build site capacity, offering further support for teachers. This initiative will focus on technology integration and the impact of educational technology on student outcomes.	\$0.00	No
2.5	Targeted Professional Development for supporting Targeted Students.	Fammatre will provide professional development on differentiated instruction, PBIS, GLAD instructional strategies, R.I.G.O.R. Book, PLCs, and PBL/PLTW. Progress will be monitored and evaluated. This action is primarily targeted to support differentiated instruction to address the needs of our high-needs students (English learners, foster youth, and low-income).	\$1,500.00	Yes
2.6	Teacher Learning Labs	The site will provide release time to observe colleagues to evaluate delivery of instructional strategies to support effective teaching.	\$5,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9		.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, they must want to be at school. Our stakeholders determined that if we empower students with leadership experiences and increase opportunities for student recognition, we impact the way students experience school, resulting in students who are more confident, feel a sense of belonging, and want to include others. In the School Climate Survey (March 2025) taken by third, fourth, and fifth graders, 84% responded favorably to the statement I like school, 90% reported that they feel like they do well in school, and 71% indicated that good behavior is noticed at school. This year, the question "Students in my class behave so that teachers can teach." was added to the survey. This question received the lowest score of 60% favorable overall. Our school needs to dedicate time and training to support teachers in their strategies to support the behaviors in our classroom environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average Daily Attendnace Rate	95.5% for 2023-2024	96.06% for 2024-2025	96.38% for 2025-2026	98%	
3.2	Percentage of students that were chronically absent: All Students:	All Students: 8.8% SWD: 14.7% SED: 19.4% EL: 5.1%	Percentage of students that were chronically absent: All Students: 7.7%	Percentage of students that were chronically absent: All Students: TBD	TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD: SED: EL Latino:	Latino: 12.9%	SWD: 11.8% SED: 17.8% EL: 4.8% Latino: 14.1%	SWD: TBD% SED: TBD% EL: TBD% Latino: TBD		
3.3	CA Dashboard student chronic absenteeism rate.	Green	Green	TBD	TBD	
3.4	CA Dashboard Suspension rate	Orange	Orange	TBD	TBD	
3.5	School Climate Survey The percentage of students in grades 2-5 reporting that they feel safe at school most or all of the time.	83.1% in 2023-24	82.4%	84%	90% of students in grades 2-5 will report feeling safe most of the time or all of the time.	
3.6	Percent of Major Office Referral vs. Minor referrals as defined by the CSD PBIS Behavior Matrix will be less than 8%	65 major referrals vs. 389 minor referrals = 16.7% of referrals given were major referrals in the 2023-24 school year.	103 Major referrals vs 701 = 14.7%	132 major vs. 400 minor = 33%	Percent of Major Office Referral vs. Minor referrals as defined by the CSD PBIS Behavior Matrix will be less than 8%	

Goal Analysis [2025-26]

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

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

This year, we continue to adhere to the Fammatre Behavior Matrix aligned with PBIS. This year we have recorded less of the minor referrals that occur and instead follow through with correction. Unfortunately, this is impacting the percentage comparison we use as our metric. We did have more Major referrals overall this year and are continuing to implement different strategies to create a stronger sense of community and belonging. To target our most aggeregious grade level, we started grade level circles in the late fall and did them until our February break. While running these weekly circles we noticed a decline in referrals for that grade level. To address attendance, we included announcements and visuals in our weekly newsletters addressing the importance of attendance. We also began including weekly announcements during our

school assembly regarding classes with the best attendance. Incentives were offered to encourage ongoing attendance. Student store has continued monthly to incentivize good choices. In addition, we need to move to using our behavior technicians to a supportive role in classrooms and utilize them as coaches for teachers.

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

Our Home and School Club supported the student store and will continue to do so next year. We were not able to have lunch time activities beyond opening our library during lunch times and running lunch bunches. No expense was incurred.

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing General Education Behavior Support & Sustaining PBIS	Fammatre will support staff in relaunching and maintaining the implementation of Positive Behavioral Interventions and Supports (PBIS) with fidelity. This action will facilitate collaboration, planning, and the execution of a PBIS implementation action plan at each site. In addition, the behavior technician will help enhance student engagement, reduce disciplinary incidents, and improve overall academic outcomes by fostering a positive environment and supporting teachers, staff, and students in general education and special education classrooms.	\$800.00	No

Action #	Title	Description	Total Funds	Contributing
		To support PBIS buy-in from the community, rewards will be purchased for staff and students. Student store will continue.		
3.2	Enhancing Student Attendance through Educlimber	The district will discontinue to utilize the Attention2Attendance (A2A) program to improve student attendance and reduce chronic absenteeism and instead use Educlimber. Staff will use Educlimber to track attendance patterns and identify at-risk students. Real-time data will guide targeted interventions, such as personalized outreach to families and support services like counseling and tutoring. Regular communication with parents will stress the importance of attendance and provide updates on policies and resources. The program's effectiveness will be continuously monitored and adjusted to ensure improvement. Expected outcomes are increased attendance rates, reduced chronic absenteeism, and improved academic performance, aligning with LCAP goals for a supportive educational environment.	\$0.00	No
3.3	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Enhancing students' social-emotional learning through structured activities during recess and lunchtime. Fammatre will work with Playworks Agency to develop clear recess and lunchtime routines and expectations, training staff and students in how to effectively run activities and resolve conflicts with visuals and effective ways to work with our more vulnerable populations by building confidence a clear pathways to succes.	\$14,200.00	Yes
3.4	Noon Duty Supervision	We will keep our ratios of students to adults low enough to provide an orderly and safe environment for all students during lunch and recess, thus promoting a caring and nurturing environment.	\$50,250.00	No
3.5	Health Office Supplies	Provide necessary supplies to the Fammatre Health Office	\$500.00	No
3.6	Counseling Services	Students who have difficulty regulating emotions, have difficulty remaining focused on learning and/or with maintaining friendships. In order to support	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the whole child, Fammatre will have a counselor available to run Tier 2 SEL small group support 1 day a week.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	At least 80% of the families will respond to the School Based Parent Surveys at beginning and middle of the year.	50% of Families responded	85% of Families responded to the fall survey and the spring survey	Participation ranged from 43% - 56% on multiple surveys that were sent out this school year.	80% of Families will respond to School Surveys.	
4.2	Increase parent participation in Parent Education opportunities and educationally based community events to at least 50% during the course of the year.	On average 10% - 25% of families participate in Parent Education or educationally based community events.	25% of families participated in our various parent education and educational community events.	Depending upon the event, participation ranged from 10% to 30% of our educational community events.	50% of families will participate in at least one Parent Education or educationally based event at our site	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					during the course of the school year.	
4.3	75% of our Spanish Speaking Families will utilize the assistance of our school through utilization of a Spanish Speaking Liason.	0% of families participated in previously scheduled family night. 9 families served by Parent Liason when she initiated contact.	30% of families utilized our Spanish Speaking Liason during the course of the school year.	25% of our Spanish Speaking Families utilize our Spanish Speaking Liason.	75% of our Spanish Speaking Families will utilize the assistance of our school through utilization of a Spanish Speaking Liason.	

Goal Analysis [2025-26]

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

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

This year, we have had less than the anticipated response to our Parent Surveys. We did incentivize our first survey, but the response was still not what we would expect. We will continue to offer incentives for students when we send out surveys. During this school year, we held two literacy nights for our Kindergarten - 2nd-grade families, which were well attended. Our Multilingual Night had only one attendee. Our STEAM Night and Math Night each had close to 90 attendees. Back to School Night had over 90% attendance rate and our Parent-Teacher Conferences had 98% participation.

The initial Literacy Night is offered to Kindergarten -2nd grade families. During this evening, we ran three to four sessions about 15 minutes in length. Students and parents move together through all of the lessons led by our teachers. Each lesson focuses on a different activity to build up a literacy skill. 60 students and their parents attended this night. Most of the respondents who completed the survey said the evening provided helpful information that they would feel confident to use at home.

Unfortunately, only 8 out of 24 families who RSVP'ed attended our Spanish-speaking Literacy Night. We paired Spanish-speaking staff with teachers to teach parents different games they could play with their children to build their literacy skills. 100% of families that responded to our survey stated they found the evening a good use of their time. They learned new strategies to try with their students, and they hope we continue to offer more sessions in Spanish for learning about Math and writing in the future. Our Math Festival Evening had interactive games for students and parents to play with the help of our volunteers. Finally, our STEAM Night had numerous hands-on activities, our first STEAM Project Fair, and our Makerspace was open for students to explore with their parents and our Makerspace Coordinator. This is always a big hit. For the various nights, we had a Spanish-speaking liaison call and invite families to attend. We also had our liaison call families to confirm Parent Teacher Conference attendance and Student Success Team Meetings.

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

There was no difference.

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

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

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

We will add in funds for incentives for students

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Surveys	Parent surveys will be sent out at the start of the school year and in February to ascertain the needs of the community and develop a better understanding of how families are accessing the opportunities we provide. If they are not accessing, what are the barriers that are keeping them from participating.	\$500.00	No
4.2	Parent Education/Educationally Based Family Events		\$2,000.00	Yes
4.3	Spanish Speaking Parent Liason	We are so grateful for the access to Language Line both by video and over the phone, but we have had great success with one of our own parents acting as the translator for meetings with our families. There are, of course, times when an unknown person is a better option, but having someone who has lived through some similar experiences be able to support families from our community as they navigate new territory, is a huge advantage.	\$1,500.00	Yes

2026-27 Total Planned Expenditures Table

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

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$178,076.00	\$50,750.00	\$59,500.00	\$0.00	\$288,326.00	\$160,104.00	\$128,222.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Targeted Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fammatr e	2026-2027	\$58,544.00	\$1,500.00	\$60,044.00				\$60,044.00	
1	1.2	General Supplies	All	No			Specific Schools: Fammatr e	2026-2027	\$0.00	\$26,000.00	\$18,000.00		\$8,000.00		\$26,000.00	
1	1.3	ELA and Math ParaEducators for small group instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-2027	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
1	1.4	Testing Coordinator Stipend	All	No			Specific Schools: Fammatr e	2026-2027	\$750.00	\$0.00	\$750.00				\$750.00	
1	1.5	Substitute Release for 1st and 2nd grade assessment	All	No			Specific Schools: Fammatr e Kinder-first	2026-2027	\$840.00	\$0.00	\$840.00				\$840.00	
1	1.6	Licensing Agreements	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Fammatr e Kinder - 5th	2026-2027	\$0.00	\$20,872.00	\$10,872.00		\$10,000.00		\$20,872.00	
1	1.7	Makerspace	All	No			Specific Schools: Fammatr e	2026-2027	\$40,000.00	\$3,000.00	\$3,000.00		\$40,000.00		\$43,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Project Based Learning	All	No			Specific Schools: Fammatr e Kinder, 3rd, 4th, and 5th	2026-2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.9	ELD Academy	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners		2026-2027	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.1	Maintain Staff Training and Professional Development	All English Learners Low Income	No Yes	School wide	English Learners Low Income	Specific Schools: Fammatr e	2026-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	All Students with Disabilities EL, Hispanic, Homeless, Foster, SED	No			Specific Schools: Fammatr e	2026-2027	\$0.00	\$400.00	\$200.00		\$200.00		\$400.00	
2	2.3	New Teacher Support	All	No			All Schools Specific Schools: Fammatr e	2026-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Leveraging Online and In house professional development	All	No			Specific Schools: Fammatr e	2026-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Targeted Professional Development for supporting Targeted Students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fammatr e	2026-2027	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.6	Teacher Learning Labs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Fammatr e	2026-2027	\$5,670.00	\$0.00	\$5,670.00				\$5,670.00	
3	3.1	Enhancing General Education Behavior Support & Sustaining PBIS	All	No			Specific Schools: Fammatr	2026-2027	\$800.00	\$0.00	\$0.00		\$800.00		\$800.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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3	3.2	Enhancing Student Attendance through Educlimber	All	No			All Schools Specific Schools: Fammatr e	2026-2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fammatr e	2026-2027	\$0.00	\$14,200.00	\$14,200.00				\$14,200.00	
3	3.4	Noon Duty Supervision	All	No			Specific Schools: Fammatr e	2026-2027	\$0.00	\$50,250.00	\$0.00	\$50,250.00			\$50,250.00	
3	3.5	Health Office Supplies	All	No			Specific Schools: Fammatr e	2026-2027	\$0.00	\$500.00		\$500.00			\$500.00	
3	3.6	Counseling Services		Yes	School wide		Specific Schools: Fammatr e	2026-2027	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
4	4.1	Parent Surveys	All	No			Specific Schools: Fammatr e	2025-2027	\$0.00	\$500.00	\$0.00		\$500.00		\$500.00	
4	4.2	Parent Education/Educationally Based Family Events	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Fammatr e	2026-2027	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
4	4.3	Spanish Speaking Parent Liason	English Learners	Yes	School wide	English Learners	Specific Schools: Fammatr e	2026 - 2027	\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	