



Sartorette Elementary School

**Local Control & Accountability Plan
(LCAP) 2021-2024**

**Cambrian School Board Presentation
May 5, 2022**

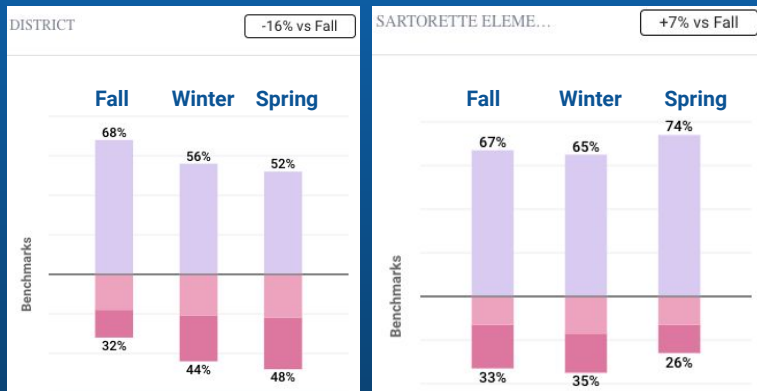
LCAP Goal 1: High Academic Achievement

Prioritize educational opportunities for our students to accelerate their progress toward grade level standards evidenced by raising the percentage of students to meet or exceed grade level standard and reducing the percentage of students at some risk or high risk (below grade level standard) in ELA and Math using [Fastbridge local assessment data](#) by at least 5% over the next year.

K-1 is an indicator of:

- Student recovery from pandemic
- Future growth

Early Reading (Grades: K-1)



- 13 students RFEP'd in '21-'22
- 4 in '20-'21
- 6 in '19-'20



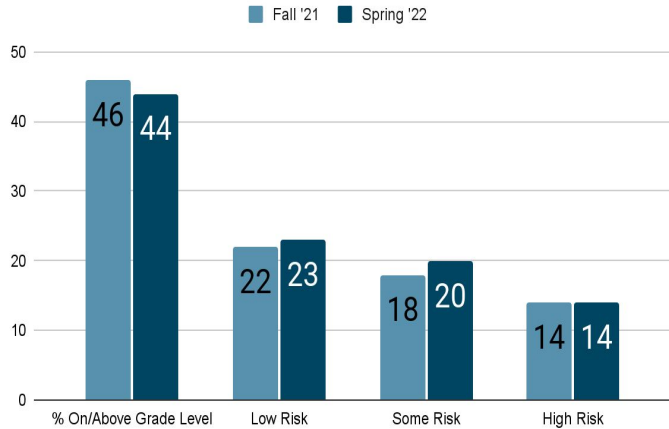
Actions This Year

- ★ ELA Interventions
 - ★ LLI for K-3
 - ★ Fast ForWord for 4-5
- ★ Guided Reading Protocols
- ★ New Library
- ★ MakerSpace
- ★ Collective Efficacy & Alignment
- ★ Professional Development
- ★ Professional Learning Communities through Fast for Success training
- ★ GLAD Refresher Training
- ★ Educational Consultant

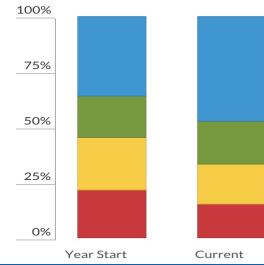
Additions Next Year

- ★ Project Based Learning
- ★ Math Interventions
- ★ Science Labs
- ★ Enrichment Opportunities
- ★ Dedicated Science Lab
- ★ Benchmark Tiered Intervention (Phonics & Phonemic Awareness based on Science of Reading ; provided by the district)

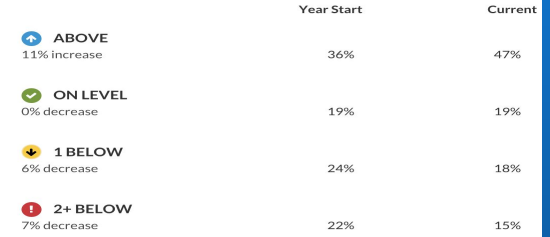
Fastbridge aReading Sartorette 2nd-5th



SUMMARY

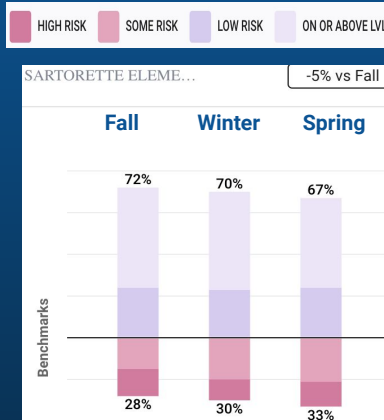
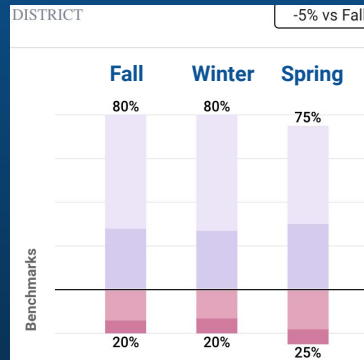


Imagine Learning Sartorette School



Grade	Students	Sartorette School				
		Above	On	1 Below	2+ Below	
Kindergarten	29	Year Start	10%	62%	28%	0%
		Current	55%	34%	10%	0%
First	31	Year Start	10%	45%	35%	10%
		Current	23%	48%	29%	0%

Fastbridge aMath (2nd-5th)



LCAP Goal 2: Effective Leadership, Teaching, & Learning

Improve the overall literacy capabilities of Hispanic students as evidenced by SBAC scores in **English Language Arts** as it becomes available or as measured by **Fastbridge** local assessment data.

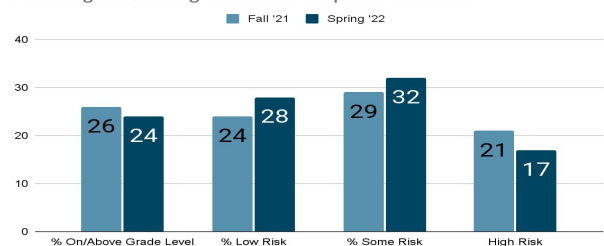
Actions This Year

- ★ **Collective Efficacy, Vision & Goals**
 - Aligned Priorities with LCAP Goals as Action Plan
 - The Superstars Align: 5 Initiatives for 2021-2022
- ★ **Fastbridge Training**
 - Teachers Provide Instructional Leadership
 - Grade Level Professional Learning Communities
 - Site Level Professional Development & Collaboration
 - SMARTe Goal Setting & Accountability
 - Data Based Problem Solving
 - Prescriptive Supports in Phonemic Awareness, Phonics & Fluency, & General Reading (Science of Reading)
- ★ **MTSS Tier 1 Instruction**
- ★ **Curriculum Resources**
 - Tier 2 Supports
 - English Learner Interventions
- ★ **Translation Services**
- ★ **Guided Reading & GLAD Refresher Training**
- ★ **Educational Consultant**

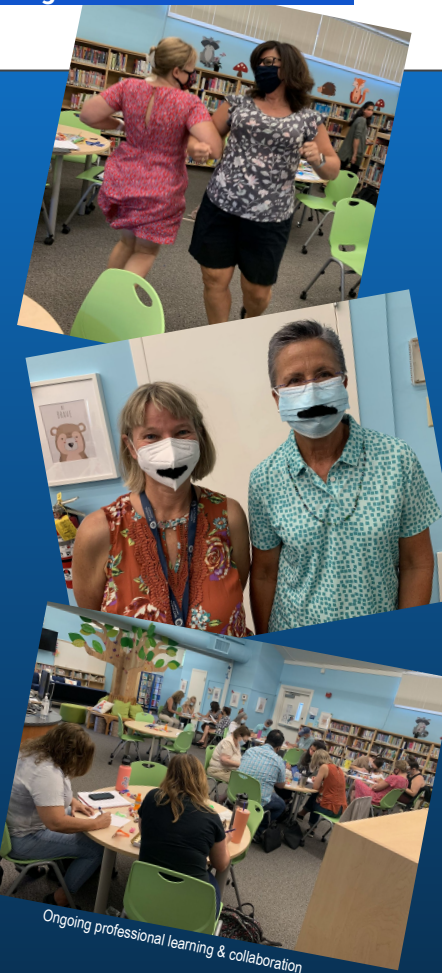
Additions Next Year

- ★ **Fastbridge Math Training**

Fastbridge aReading Sartorette Hispanic Students



Aligning 5 Initiatives Sartorette Staff 2021-2022				
	Growth Mindset	Equity Vision Statement	Grows & Glows ('20-'21 reflection)	
Social Emotional Learning (SEL)	<ul style="list-style-type: none"> • Emotional needs met before students can focus on academics • Increased self-awareness to become better learners and problem solvers • Helps students stay in the green zone (Zone of Proximal Development) 	<ul style="list-style-type: none"> • When one and one's culture is valued, it's easier to be socially and emotionally healthy • Empathy & equity includes social emotional health which are critical to learning • SEL to Equity Vision - Maslow's Hierarchy of Needs to Bloom's Taxonomy 	<ul style="list-style-type: none"> • SEL is a big part of my "Why" and how I want to support students • Creating skills to grow & support the whole person (GROW) • I am a more efficient educator when addressing the needs of the whole child 	<ul style="list-style-type: none"> • Foster an environment for collaboration and making our rooms a safe space • Create deep understanding for our students/parents & include parents to cultivate community • Prioritize emotional well-being of our students, before the academics being taught
Guided Language Acquisition Instruction (GLAD)	<ul style="list-style-type: none"> • GLAD is inclusive so all students can learn if they are open-minded • Students have new strategies and methods to access learning, promoting ways to reach all kids & growth • GLAD strategies lead to learning success, which is highly motivating. Teachers are making new connections 	<ul style="list-style-type: none"> • When one and one's culture is valued, it's easier to be socially and emotionally healthy • Empathy & equity includes social emotional health which are critical to learning • SEL to Equity Vision - Maslow's Hierarchy of Needs to Bloom's Taxonomy 	<ul style="list-style-type: none"> • I'm a visual learner, and I benefit from GLAD strategies just like my students • Helps me as a teacher find different ways to reach my class • GLAD strategies would have helped me to be a more successful student 	<ul style="list-style-type: none"> • Creates equity for students to access curriculum and language • Gives us more tools to teach in our classrooms & gives students a voice in learning • GLAD helps students achieve SMART goals
Fastbridge Assessments	<ul style="list-style-type: none"> • Collected data will help me to support my students in specific areas, it helps me see student growth in the whole child and use it as a teaching tool • Gives us information to meet students where they are, identify strengths & challenges, & move them forward believing they can! • Helps educators find better ways to reach our students 	<ul style="list-style-type: none"> • Allow students to take risks • Empowers students to be responsible for their growth • Helps our students become problem solvers and critical thinkers 	<ul style="list-style-type: none"> • Encourages students to believe in their own growth in academics and SEL to show their potential. • It's not about the test, but what the kids have learned & what they need to learn • Learn teach students in a more positive way versus my fixed experiences 	<ul style="list-style-type: none"> • Identify students who need additional academic and/or SEL support and enrichment • Collaborate with staff to implement strategies to support student growth based on assessment data • Understand student data so then create concrete ways to support student equity
Multi-Tiered System of Supports (MTSS)	<ul style="list-style-type: none"> • Teaching with a growth mindset creates students with a growth mindset • All students can learn and accomplish, and in different ways are gifted not deficits • Gives all students consistent support and the opportunity to learn different strategies for success 	<ul style="list-style-type: none"> • Allow students to take risks • Empowers students to be responsible for their growth • Helps our students become problem solvers and critical thinkers 	<ul style="list-style-type: none"> • All students' needs are met and they feel capable & successful • Meet each student where they are and move forward • Realize that not everyone has the same environment, experiences, advantages, strengths as myself or others 	<ul style="list-style-type: none"> • Equity for all students needing support and/or enrichment • Learn more about students and families to make their education more equitable • Supporting one another, problem solving, learning new tools & skills to differentiate for different types of learners
Equity Through Cultural Competence (CC)	<ul style="list-style-type: none"> • All students can achieve academic & social-emotional success • If we create an equitable school environment, growth-mindset is inherent • Every student deserves to be taught by a teacher with a growth-mindset who is open minded to learning their community, strengthening relationships between staff, students, & parents 	<ul style="list-style-type: none"> • Build confidence in self and community. Create trust and pride. Be willing to learn and grow • Cultural Competence supports the whole child with differentiation to meet each student's needs • Cultural Competence helps students, staff, & families demonstrate equity towards people who are different from us & builds a strong school community that cares 	<ul style="list-style-type: none"> • All students deserve a positive elementary experience (our goal) • We are all different and all CAN learn in our own way • It's easier to create a community of learners once we know more of their individuality. Then we can let everyone shine and exhibit their strengths. 	<ul style="list-style-type: none"> • Support students' needs as individuals • Allow us to find new strategies to each student's all backgrounds and skills • Learn more about each family & be better prepared to teach diverse needs of students



Ongoing professional learning & collaboration

LCAP Goal 3: Positive School Environment, Climate, & Culture

Prioritize opportunities for students to take leadership roles to benefit the student body and increase opportunities for positive student recognition. This will result in an increase of at least 5% when students respond that they always or often like school, feel like I do well in school, and that good behavior is noticed at school in the [School Climate Survey](#) taken by 3rd through 5th graders in 2021-2022.

Actions This Year

- ★ **Student Led Friday Spirit Assemblies**
(3/18/22 hosted by 2nd/3rd grade SDC class)
- ★ Social Emotional Learning
- ★ Positive Behavior Interventions & Supports
 - PBIS Focus of the Week
 - Life Skill of the Week
 - Compliments of the Week
- ★ Student Leadership Opportunities
- ★ PBIS
- ★ Starting Arts Theater & Art Lessons
- ★ MakerSpace & Lunchtime MS
- ★ New Library
- ★ Schoolwide Competitions
- ★ Organized Sports at Lunch
- ★ Project Cornerstone
- ★ Special Assemblies
- ★ Garden Lessons
- ★ After School Enrichment
- ★ AR
- ★ Steps for the Stars Moveathon
- ★ Walking/Jogging Club
- ★ Pumpkin Parade
- ★ Field Trips
- ★ Winter Gift Shop & Candy Grams
- ★ School Website
- ★ 2 Campus Murals

Additions Next Year

- ★ New Garden Program
- ★ Motor Skills Lessons
- ★ Activities Coordinator
- ★ Multicultural Events
- ★ 2 more Campus Murals



School Climate Survey Always or Often	'19-'20 162 3rd-5th Graders (pre-pandemic c)	'20-'21 114 3rd-5th Graders (distance learning)	'21-'22 160 3rd-5th Graders (on campus w/ COVID guidelines)	'19-'20 VERSUS '21-'22 (both on campus)
I like school.	70%	75%	69%	-1%
I feel like I do well in school.	71%	71%	73%	+2%
My school wants me to do well.	93%	92%	92%	-1%
My school has clear rules for behavior.	86%	95%	87%	+1%
Teachers treat me with respect.	86%	94%	91%	+5%
Good behavior is noticed at my school.	72%	76%	66%	-6%
I get along with other students.	77%	87%	76%	-1%
I feel safe at school.	78%	86%	81%	+3%
Students treat each other well.	66%	88%	62%	-4%
There is an adult at my school who will help me if I need it.	82%	80%	87%	+5%

LCAP Goal 4: Strong Parent & Community Engagement

PREVIOUS: Create a system for identifying and tracking parent involvement for the purpose of measuring parent participation and engagement. This will result in parents increasing the prioritization of support for parent focus groups and parent organizations by 10% (from 58% - 68%) in next year's District Parent LCAP Survey 2021-2022.

REVISED: In the 2023-2024 Parent Engagement Survey, 92% parent respondents will agree they feel welcomed and valued when visiting the school, a 5% increase over 2021-2022 results.

Actions This Year

- ★ Steps for the Stars Walkathon
- ★ Goal Setting Conferences
- ★ Teacher/Parent Communication
- ★ Earth Day Beautification
- ★ Super-Starry Night & Grand Re-Opening
 - (including Student Art Show)
- ★ Book Fair
- ★ Science Fair
- ★ Spring Carnival
- ★ Parent Classroom Support
- ★ Home & School Club (HSC)
- ★ School Committees
- ★ Translation Services
- ★ School Website

Additions Next Year

- ★ Multicultural Events
- ★ Hispanic Parent/Guardian Engagement Opportunities
- ★ Language Specific Parent Groups

- Increase:
 - ★ Measures of Parent Involvement
 - ★ Volunteers on Campus
 - ★ Parent Education Events
 - ★ Translation Services
 - ★ Home & School Club (HSC) Family Events
 - ★ Garden Community Service
 - ★ Website Updates & Targeted Communications

Sartorette Parent Engagement Survey Results (4/2022)

- 87% parents agree they feel welcomed and valued when visiting the school.
- 81% volunteer parents agree they are welcomed and appreciated by school staff.
- 81% parents agree the school provides opportunities for parents and community partners to become more involved in school activities.
 - *Parent Volunteer Interest & Involvement Survey, fall '21*



Earth Day community service in Sartorette's garden



Capturing prized moments at the Pumpkin Parade



Discovering what's new at Sartorette during Super-Starry Night & Grand Re-Opening



Exercising together at the Moveathon



Learning student struggles during Parent Education Night

Sartorette Projected Budget 2022-2023

Goal 1 High Academic Achievement		
Expenditure	Cost	Source
ELA Interventions LLI	\$42,300	Title I
Project Based Learning	\$250	Base
Math Interventions	\$5,356	Title I
MakerSpace	\$15,000	Suppl. & HSC
Starting Arts Theater & Visual Arts	\$18,000	HSC
Curriculum Resources	\$500	Base
Software Licensing AR, Learning A-Z, Raz Kids, Imagine Learning, Illuminate	\$20,047	Base
TK Instructional Aide Kinder/1st Aides	\$33,000	Title I
Library	\$14,733	Base
Illuminate	\$200	Base
Normal School Operations	\$1,982	Base

Goal 2 Effective Leadership, Teaching, and Learning		
Expenditure	Cost	Source
Guided Reading	\$5,000	Base
English Learner Interventions	\$8,000	Suppl.
Ed Consultant	\$5,000	Suppl.

Goal 3 Positive School Environment, Climate, & Culture		
Expenditure	Cost	Source
Social Emotional Learning (SEL)	\$1,000	Base
Activities & Motor Skills	\$6,000	Base
Yard/Noon Duty	\$39,400	Base
SWIS/CICO	\$584	Base
Project Cornerstone	\$1,000	HSC
PBIS	\$1,500	Base
Website	\$2,000	Base

Goal 4 Strong Parent & Community Engagement		
Expenditure	Cost	Source
Parent Education Nights	\$5,000	Base & HSC
Multicultural Events	\$3,000	Base & HSC



Sartorette's Equity Statement

Sartorette students will be critical thinkers who are confident, resilient, and persevering problem solvers who demonstrate empathy and equity toward others as they take risks navigating life's challenges. They are ready to reach for the stars!



Front entrance mural added 2021-2022



Secondary entrance mural added 2021-2022

WC Sartorette's core beliefs about education

- All children have value
- All children deserve respect
- All children can succeed
- All children have the right to the best possible education
- All children can be lifelong learners