



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 [2023-24]

General Information

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

Mission Statement

Sartorette empowers children to be advocates of their own learning and healthy, well-rounded collaborators toward the global community.

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!

Sartorette is a Title I school that serves a diverse group of students within general education classes in TK through fifth grade and four Special Day Classes service students in mild to moderate Special Education, preschool through second grade. Our student population is: 36% Hispanic or Latino, 22% White, 24% Asian, and 13% Two or More Races. Within the population, we have 20% English Learners representing over 32 languages, 24% of the students qualify for the free and reduced-price school lunch, 18% of the students receive special education services. Currently, there is one Foster Youth student and one student who is considered homeless.



Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Four goals were identified for focus during the 2022-2023 school year: Goal 1: High Academic Achievement; Goal 2: Effective Leadership, Teaching, and Learning; Goal 3: Positive School Environment, Climate, and Culture; and Goal 4: Strong Parent and Community Engagement. Three of the four goals were achieved by fall 2022.

Goal 1: High Academic Achievement. CAASPP testing results increased by 8% in both ELA and math compared to 2019, the last year of testing prior to the pandemic. The Asian population CAASPP results increased by 11% in ELA, by 14% in math, and by 64% in science. The Hispanic population CAASPP results increased by 18% in ELA, 11% in math, 30% in science. The white population CAASPP results increased by 15% in ELA, by 16% in math, and by 27% science. The English Learner population CAASPP results increased by 12% in ELA and by 7% in math. The Economically Disadvantaged population CAASPP results increased by 6% in ELA. 21 English Learners were Reclassified to English Proficient.

Benchmark curriculum and its Hello component for English Learner newcomers as well as Eureka Math curriculum and the Equip supplement are being used in each classroom throughout the school, K-5. Imagine Learning and Imagine Math are online literacy and math programs for all students that adapt instruction based on each student's needs, and phonics intervention instruction to support all learners, K-5. Preschool and TK curriculum includes XXX.

Nugent Counseling Services were provided to students in whole class, small group, and one-on-one settings. Second Step social-emotional curriculum and Zones of Regulation continue to be implemented school-wide. Imagine Learning online literacy program for all students that adapt instruction based on each student's needs, and phonics intervention instruction to support all learners, K-5. Sartorette School will provide highly qualified staff through recruitment, retention, and professional development so every student thrives. All teachers are properly credentialed and properly assigned professional development opportunities for teachers, such as Next Generation Science Standards (NGSS) and/or Full Option Science System (FOSS), achievement teams, instructional rounds, data studies (with student work), Guided Language Acquisition Design (GLAD), Guided Reading, Benchmark Advanced Curriculum, and Reader's and Writer's Workshop. A variety of leadership opportunities for students were also provided throughout the school year.

Students participated in School Climate Surveys in both the fall and the spring. Responses to the statement "I feel like I do well in school./I try my best to do well in school" went from 73% spring '22, to 94% fall '22, and *99% spring '23. Students' responses to the prompt "My school wants me to do well," from 92% in both spring and fall '22 to 95% spring '23.

Goal 2: Effective Leadership. Teachers participated in professional learning during six Professional Learning Community (PLC) meetings, and at staff meetings and grade level team planning meetings throughout the school year. Professional learning focused on our second year in the Fastbridge Fast for Success sustaining program. Teacher leaders attended trainings and presented information to staff during PLC's. Information revolved around understanding Fastbridge assessment screeners, interpreting the data, and following prescriptive steps to support all learners as whole classes, small groups, and single individuals. The collaborative efforts of PLC's combined with collaborative staff meetings and clear communication has led the staff to achieve a level of working collaboratively to mutually improve practices. We have collective efficacy, one of the top influences on student achievement.

For a second consecutive year, the staff was focused on the Five Initiatives throughout the school year, including: Social Emotional Learning (SEL), Guided Language Acquisition and Development (GLAD), Fastbridge Assessments, Multi-Tiered System of Supports (MTSS). Equity & Inclusion. All five initiatives support LCAP goals. Teachers received professional development in these target areas throughout the year. Teachers also created SMARTie goals for themselves and their students and maintained Cycles of Inquiry to support students on making progress year-round. The school received recognition as a top performing school utilizing GLAD strategies and were featured as background visuals on an episode of the docu-series Advancements, hosted by Ted Danson, on Amazon Prime and Hulu.

Goal 3: Positive School Environment, Climate, and Culture. Positive Behavioral Interventions and Supports (PBIS) have been implemented throughout the school year, including school-wide recognition of students demonstrating Second Step social emotional competencies and PBIS focus areas on a weekly basis during the schools' weekly Friday spirit assemblies. Additional students recognitions take place during these community-building assemblies, including: student compliment of the week, and students Caught Being Good (which are rewarded with popsicles at lunch). The student body is rewarded for their efforts toward the PBIS focus area with up to ten marbles filling a "marble star" each week to earn extra recess. The assemblies are hosted by a different class each week, giving all students opportunities to take on leadership roles for the school.

Parent volunteers continued Project Cornerstone lessons, and a myriad of academic enrichment classes were added to the school day to educate the whole child. Each class gets 45 minutes of MakerSpace STEAM instruction each week, 30 minutes of theater classes for half the year and 30 minutes of art instruction for half the year, both from Starting Arts. Love on a Leash visits our campus every other week with a therapy animal. Fourth and fifth graders attend Science Lab every other week to conduct hands-on FOSS science experiments led by a science coordinator. Each class received motor skills instruction every three weeks. A Wellness Center was opened to provide mental health support for students during class, recess, and lunch. The campus continues to add murals with a new mural in front of the MakerSpace and a second Legacy Wall representing outgoing fifth graders. Students lead weekly spirit assemblies with rotating class hosts each week. Students are recognized at these assemblies as individuals and as groups for their ability to demonstrate the PBIS focus area of the week, the Second Step social emotional competency of the week, Caught Being Good (which earns them a popsicle at lunch), student compliments, AR levels, distance made in the Walking and Jogging Club, and any other distinguished positive behaviors and accomplishments made over the week. Students may trade in a required number of Caught Being Good slips at the end of the month in exchange for purchasing an item from the School Store. After school, we added a math club, coding class, and 3rd grade math tutoring service--all provided by for free by high school students under the supervision of adults. Sartorette also has paid after school enrichment opportunities run by private entities.

An activities coordinator was hired to run school-wide programs and activities to promote school climate. Students benefitted from carnival style games and dance parties at lunch, organized friendly grade level and individual competitions, and raffles with prizes. Whenever the activities coordinator appeared, students knew something fun was about to happen.

Students representing general education, English Learners, and special education joined staff in small groups to gather their input on ways the school can improve. Third through fifth graders took a School Climate Survey in November and April to provide data toward goals. Survey results in April show that 99% of students always or often try their best to do well in school. 95% always or often agree that "school" wants students to do well, and 92% agree that teachers always or often treat them with respect.

Goal 4: Strong Parent and Community Engagement. In addition to strong communications with teachers, school-wide communications with parents, guardians, and the school community were maintained via weekly newsletter, and communication blasts as needed. Monthly Home & School Club meetings were held, as well as regularly scheduled School Site Council & ELAC meetings. A variety of events supported the school community, including Movie Night, Monster Bash, Holiday Gift Shop, Book Fair, Walkathon, International Night, Hispanic Family Social, Earth Day Campus Beautification, and more.

Parents participated in a Fall School Climate Survey and a Spring Parent Engagement to measure progress toward goals related to the parent body. Highlights of the Spring Parent Engagement survey include a response of 95% agreeing that each family's ethnicity and culture are recognized and respected by school staff. 95% also agreed that volunteer parents are welcomed and appreciated by school staff.

Lastly, an SDC preschool was added to the Sartorette campus, that expanded to two classes of AM and PM sessions by mid-year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on CA Dashboard data, our students suspension rate is medium at 2% due to one student's repeated suspensions. The student is getting the necessary support to improve behaviors, utilize restorative practices, and reduce suspensions.

Based on CA Dashboard data, chronic absenteeism is high at 13.7%, due to the requirement of following county health department practices for Covid-19. Policies have changed which should reflect a more normalized absenteeism rate.

Based on CA Dashboard data, socioeconomic disadvantaged students are performing lower in math and ELA than their counterparts. Intervention efforts and MTSS tier 1 and 2 supports are being made to reduce this disparity.

Based on CA Dashboard data, both socioeconomic disadvantaged students and Hispanic students are performing lower in ELA than their counterparts. Intervention efforts and MTSS tier 1 and 2 supports are being made to reduce this disparity.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The goals and actions for the 2022-2023 school year were created via collaboration with staff, parent leadership, students, and the greater school community of Sartorette Elementary School. The goals and actions were prioritized based on qualitative and quantitative data from the prior year and the residual affects apparent from the COVID 19 pandemic. Quantitative data was based on results from District LCAP Survey; Parent Engagement Survey; Parent School Climate Survey; Student School Climate Surveys (taken by 3rd, 4th, & 5th graders); general education, English Learners, and special education student interviews; Fastbridge Local Assessment ELA, Math, & SAEBR Assessments; and prior CAASPP State Assessments. Based on the data, staff collaborated on root, cause analyses to understand the why behind the data, realistic goals for improvement, and actions that will promote improvement. Through the School Site Council, Home & School Club, ELAC, and staff, we identified data based goals and actions centered around improving academic achievement, social emotional well-being; equity and inclusion (especially for our Hispanic students and families who represent the school's largest population); parent involvement and engagement; and school culture and climate.

Three teacher leaders, along with our TOSA, led staff in our second year in Fast for Success Fastbridge maintenance training program to better understand our local assessments, analyze the data, and prescribe whole group, small group and individual monitoring and supports for student progress. Teachers were vulnerable to examine data together and collaborate on supporting each other and our students during Professional Learning Communities (PLC's), grade level planning meetings, and staff meetings. This level of collaboration created an environment of trust and continued to strengthen the collective efficacy that was evident last year in both the school culture and climate, and also in student formative and summative assessment results. Collective efficacy is one of the top influences on student achievement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Sartorette was identified for ATSI in 2022-2023 for chronic absenteeism.

Support for Identified Schools

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

Incentive-Based Attendance Program

- Students will receive prizes, awards & privileges for attendance.

Absence Outreach (SWD)

- Case managers will reach out to SWD after absence to build relationships & address barriers related to regular attendance.

Attendance Liaison/Attendance Clerk

- Attendance liaison to track transportation usage and to produce weekly attendance reports for targeted student groups.

Transportation Services

- Contract with transportation services to support regular attendance of SWD, Low Income, Foster & Homeless Youth.

Monitoring and Evaluating Effectiveness

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

Progress Monitor Chronic Absenteeism

- Identify & Track Implementation/Process and Outcome Measures
- Identify & Track Anticipated and Actual Expenditures
- Course Correct as Necessary

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In general, the review of LCAP goals occurred with our educational partners, including Staff, the Home and School Club, ELAC, and SSC. A summary of the process below was used to engage educational partners and how this engagement was considered before finalizing the LCAP:

Inform and educate all educational partners about the LCAP process.

During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the LCFF/LCAP process/requirements and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district and/or school website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Review current goals and progress/status.

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

Drafting an LCAP

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

1. Proficiency Rates in District Illuminate/Fastbridge CCSS Benchmarks for ELA & Math
2. English Learner Re-designation rates
3. Results from the Community LCAP Survey

4. PBIS School Climate Survey
5. Parent Engagement Survey
6. Student Interest Survey

Review the draft LCAP for 2022-2023 with stakeholders and gather feedback.

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

Revision of the LCAP based on final review.

Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. The final LCAP and budget were adopted in a regular board meeting on June 16, 2022.

Staff was presented with results from the District LCAP Parent Survey (Sartorette), Site Parent Engagement Surveys for Sartorette, and the School Climate Survey taken by 3rd-5th grade students. Staff then collaborated in the process of root cause analysis and actions to identify LCAP goals and actions. HSC, School Site Council, and ELAC members were presented with the same survey results and the work of the staff in developing LCAP goals and actions. Survey results and the LCAP goals and actions were presented to the school board and greater school community..

A summary of opportunities for our educational partners to engage in the development of the LCAP in the 2022-2023 school year is listed below:

- The School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available.
- Newsletters were published to update actions pertinent to LCAP goals.
- HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate, and Community Engagement). Parents asked for feedback and input at the session.
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- Positive Behavior Intervention Support (PBIS) SWIS data was reviewed with staff at our year-end PBIS team meeting. We reviewed target areas for support on campus and student referrals to date, and used this data to plan our focus next year.
- Parent survey was developed and issued to parents in November and April. Multiple emails and written reminders were sent out. A total of 98 families responded in the spring. The results were disseminated to HSC, SSC, and ELAC, and at our staff meetings.

A summary of the feedback provided by specific educational partners.

All educational partners were interested in the variety of quantitative data resources, including surveys, state testing, the CA Dashboard, and local assessments (Fastbridge ELA and Math testing) were used to identify areas of need. Qualitative data of individual experiences

supported the data. Sartorette parents, guardians, and staff determined that support for parent focus groups and parent organizations (Home & School Club support, newcomer support, English Learner parent support) were among the highest priorities to promote parent involvement and engagement in the school and more academic supports that meet individual student needs were among Sartorette parents and staff's highest priorities for student engagement and achievement in the District LCAP Survey.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The challenges of communicating with non-English speaking families were identified as detrimental to educating their children. Conversations also centered around the need to better understand the cultures of populations that make up the school, especially the Hispanic population, which makes up the largest percentage of Sartorette students, but whose local assessment scores are lower than other student populations. Moreover, with our ongoing professional development with staff around better understanding the need for equity in education at the site and classroom level, it became clear that we want to focus on developing skills for providing differentiation to meet the varied learning needs of students.

Goals and Actions

Goal

Goal #	Description
1	LCAP Goal 1: High Academic Achievement Increase CAASPP state testing results for all student subgroups while reducing the disparity between the Hispanic subgroup (which also includes a majority of the school’s English Learners) and their counterparts in ELA and Math.

An explanation of why the LEA has developed this goal.

Based on CAASPP state testing results, there’s a disparity between English Learners, Socio-Economically disadvantaged, and Hispanic subgroups performing consistently lower on state testing in ELA and Math than their counterparts in other subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessment for ELA & Math by Hispanic, & EL Student Groups compared to Asian & Caucasian Students	<p>According to local assessments: 51% Hispanics at/above grade level standard in ELA. 41% in math.</p> <p>22% EL's at/above grade level standard in ELA. 30% in math.</p> <p>74% Asian & 64% Caucasian are at/above grade level standard in ELA. 83% Asian & 72% Caucasian in math.</p>	<p>According to state testing spring 2022 compared to the last administration of state testing in 2019</p> <p>All Students: 8% increase in both ELA & Math since 2019 English Learner: 12% increase in ELA; 7% increase in math Low-Income: 6% increase in ELA; 1% decrease in math</p>	State testing spring 2023 to be determined in the fall 2023		Increase CAASPP state testing results for all student subgroups while reducing the disparity between Hispanics and Asian & Caucasian counterparts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	2020-2021 RFEP 4students reclassified	2021-2022 RFEP 13 students reclassified	2022-2023 RFEP 6 students reclassified		9 Reclassified from English Learner to English Proficient (RFEP)
Annual SARC - All students have access to instructional materials and resources, including technology devices & internet.	100% of students have access	100% of students have access	100% of students have access		100% of students have access

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Interventions	Provide professional development and supports to help teachers provide tier 1 interventions for students; Provide tier 2 & 3 support to individual and small groups of at risk students within and outside of the General Education classroom. (Intervention Specialists & Classroom Aides)	\$80,902.00	No
1.2	Math Interventions	Provide professional development and supports to help teachers provide tier 1 interventions for students; Provide tier 2 & 3 support to individual and small groups of EL students within and outside of the General Education classroom.	\$10,500.00	No
1.3	Guided Reading Protocols	Refresh Guided Reading protocols.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	GLAD Refresher Training	District GLAD trainers provide professional development refreshers for teaching staff in ELA	\$250.00	No
1.5	Project Based Learning	Provide PBL PD and support to teachers throughout the year.	\$500.00	No
1.6	MakerSpace	Enhance MakerSpace program to complement classroom lessons.	\$15,000.00	No
1.7	Educational Consultant	Continue to work with consultant as she supports: the creation and routines of data protocols and looking at data; determining at-risk students; creating, monitoring and assessing goals related to the Cycles of Inquiry (reflecting, planning, acting and assessing for student success); monitoring student progress towards equitable outcomes for all by reflecting on comparison data from each benchmark assessments. (See goal one, action #3)	\$5,000.00	No
1.8	Professional Learning Community	Professional Learning Community of staff whose focus will be collaboration on assessment data based problem solving, student progress monitoring, colleague observations, etc.	\$4,500.00	No
1.9	Software Licensing	AR, Learning A-Z, Explore Learning, Imagine Learning	\$19,847.00	No
1.10	TK Instructional Aide	TK Instructional Aide Support	\$4,000.00	No
1.11	Library	The librarian utilizes library software to run our school library.	\$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Illuminate	District-wide software that collects data to drive instructional and intervention decisions.	\$200.00	No
1.13	Normal School Operations	Copier, office supplies, tech supplies, BofA charge, etc. to support normal school operations)	\$1,982.00	No
1.14	Science Lab Coordinator	Weekly FOSS science experiments for 3rd-5th Grades	\$9,000.00	No

Goal Analysis [2022-23]

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

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

Whole Child Focus. Sartorette Elementary School staff focused on improving students' academic progress and overall well-being after witnessing the negative impact of pandemic-induced social isolation. Sartorette addressed the needs of the whole child by giving students several different outlets of self-expression and social skills development through the expansion of equitable and inclusive academic enrichment opportunities.

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.

Most of the academic enrichment programs were financially supported by the Home & School Club.

An explanation of how effective the specific actions were in making progress toward the goal.

Student School Climate Survey results and additional qualitative and quantitative academic and social emotional data indicate the variety of academic enrichment provided during the school day is having a positive impact on students' academic progress and social emotional well being.

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

As staff observed the impact of additional academic enrichment programs during the school day, they contributed ideas for additional programs, such as creating a Wellness Center, which opened November 2022.

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

Goals and Actions

Goal

Goal #	Description
2	LCAP Goal 2: Effective Leadership, Teaching, and Learning Expand opportunities and frequency for all students to take ownership of the school through leadership and/or peer assisted learning that will help improve academics, SEL, and behavior in a way that can be measured equitably through Anecdotal Student Input (Qualitative), Student Surveys (Quantitative), and the number of total leadership opportunities before and after implementation (Quantitative).

An explanation of why the LEA has developed this goal.

Based on Student Input Meeting with Sartorette staff, students do not feel they have as much ownership of the school as they are capable of and want.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers appropriately assigned and credentialed in subject areas - Annual SARC/Local Indicator	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card		100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.
Staff Professional Learning/Collaboration Evaluation Tool	___ % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline	100 % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline	100 % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline		100 % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	established in 2021-22)	established in 2021-22)	established in 2021-22)		
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)	100% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)	100% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)		100% of teachers implementing best Tier 1 instructional practices consistently.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum Resources	Use current curriculum resources available in Benchmark Advanced and additional as needed.	\$500.00	No
2.2	English Learner Interventions	Provide tier 2 & 3 support to individual and small groups of EL students	\$5,355.00	Yes
2.3	Translate Communications	Communicate to non-English speaking Hispanic families using their native language; Investigate current available resources: SMORES	\$0.00	Yes
2.4	Hispanic Parent/Guardian Engagement Opportunities	Work with ELAC to better understand Hispanic community needs at class and school-wide levels through focus groups, meetings, and surveys. Determine priorities and follow through with ideas (such as Latino Night), which may require a translator.	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Educational Consultant	Continue to work with consultant as she supports: the creation and routines of data protocols and looking at data; determining at-risk students; creating, monitoring and assessing goals related to the Cycles of Inquiry (reflecting, planning, acting and assessing for student success); monitoring student progress towards equitable outcomes for all by reflecting on comparison data from each benchmark assessment.	\$5,000.00	No
2.6	GLAD Refresher Training	District GLAD trainers provide professional development refreshers for teaching staff (See goal #1, action #4)	\$250.00	No
2.7	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal	\$4,500.00	Yes

Goal Analysis [2022-23]

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

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

This is the second year Sartorette teachers participated in the Fastbridge Fast for Success program. Professional Learning Communities were used for the participating teacher leaders to guide staff in understanding local assessments, interpret data, and prescribe appropriate supports for all students. The process impacted other elements of systems, school culture, and collective efficacy and equity throughout grade levels and the school.

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.

PLC's were financially supported by the school district: \$4,500 savings. GLAD refresher training was provided at no cost: \$250 savings. Hispanic community events were supported by the Home & School Club: \$500 savings. English Learner interventions and translation services were provided at no cost.

An explanation of how effective the specific actions were in making progress toward the goal.

Work performed in PLC's resulted in steady progress on grade level standards throughout the school year, according to local assessments. Results supported intentional efforts to align teaching staff on all tiers of MTSS while continuing to build collective efficacy.

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

PLC work only strengthened teacher belief in using data based problem solving collaboratively. Teachers have asked that for the next school year we add colleague lesson observations (a type of lesson study) and dedicate time at each staff meeting for progress monitoring collaboration.

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

Goals and Actions

Goal

Goal #	Description
3	LCAP Goal 3: Positive School Environment, Climate, & Culture Increase the percentage of 3rd-5th grade students who respond on the Student School Climate Survey that “there is ALWAYS OR OFTEN at least one adult at my school who will help me if I need it” from 77% (spring ‘23) to at least 88% by 2026, an 11% increase.

An explanation of why the LEA has developed this goal.

On a survey taken April '23, 77% of Sartorette 3rd-5th graders responded that there is ALWAYS OR OFTEN an adult at school who will help them if they need it. This is 6% lower than the result of fall '22 (83%), and 10% lower than the result of spring '21 (87%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	75% responded that they always or often like school, 71% reported that they feel like they do well in school, and 72% indicated that good behavior is noticed at school.	69% responded that they always or often like school, 73% reported that they feel like they do well in school, and 66% indicated that good behavior is noticed at school. Notes to Consider: <ul style="list-style-type: none"> Last year students participated in distance learning from home until 	76% responded that they always or often like school, 99% reported that they try their best to do well in school:, and 47% indicated that good behavior is noticed at school.		85% or higher respond that they always or often like school, that they feel like they do well in school, and indicate that good behavior is noticed at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>some point last March 2021.</p> <ul style="list-style-type: none"> This is the first school year we returned to in person instruction on campus since the pandemic began causing the campus shutdown and pivoting to distance learning beginning March 16, 2020. Social development and social emotional well being has been our priority this current school year as we have experienced a regression in these 			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>areas at all grade levels.</p> <ul style="list-style-type: none"> • Covid guidelines have prevented us from returning to traditional activities and events this school year, including those that promote a positive school climate. • We are slowly reintroducing them as Covid guidelines allow. 			
SWIS Major Office Referrals	(Latest SWIS Report)	101 Major Office Referrals 2021-2022	30 major office referral 2022-2023		Decline in total of major referrals
Suspension Rate	2019-20 Suspension Rate of 1.7%	2021-2022 Suspension Rate of 4.6%	2% (Medium)		Suspension rate decline.
Chronic Absenteeism Rate	2018-19 Chronic Absenteeism Rate of 2.5%	2021-2022 Chronic Absenteeism Rate of 12.8%	Chronic Absenteeism Rate of 13.7% (High)		Decline in rate of chronic absenteeism

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning (SEL)	Continue Second Step social emotional curriculum school-wide, hold PD that promotes mental health for students, have school counselor create and present regularly scheduled lessons.	\$1,000.00	No
3.2	Positive Behavior Interventions and Supports (PBIS)	Continue previous and add new school-wide Positive Behavior Interventions and Supports	\$750.00	No
3.3	Student Leadership	Renew and expand students leadership opportunities throughout grade levels	\$1,000.00	No
3.4	School-wide Events	Organize fun community building events and contests at grade level, grade level clusters, and school-wide	\$750.00	No
3.5	School Website	The website keeps the school community updated with important information that impacts students, families, and staff.	\$2,000.00	No
3.6	SEL Focus Wellness Services	Student Wellness Center is supported by school counselor, behavioral therapist, and school psychologist. They provide individual and small group support for students to utilize during morning and lunch recess, and as needed, with a safe and healthy space to release anxiety, anger, classroom distractions, etc.	\$5,000.00	No
3.7	Organized Sports	Hold organized sports activities twice a week during lunches for anyone who wants to play. (Valley Sports)	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Art	Trained volunteers bring multifaceted curriculum to classrooms exposing students to art history, technique, and hands-on projects.	\$15,000.00	No
3.9	MakerSpace	Open MakerSpace to students during lunch as an outlet for creativity and expression. (see goal #1, action #6)	\$5,000.00	No
3.10	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal	\$0.00	No
3.11	Yard/Noon Duty	Supervisors for recess and lunch	\$39,400.00	No
3.12	SWIS/CICO	School-Wide Information System (Software) for tracking discipline and behavior throughout the school year	\$584.00	No
3.13	Project Cornerstone	Programs for achieving positive social and academic outcomes in alignment with Mult-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), and schoolwide efforts to improve climate by changing student behavior.	\$1,000.00	No
3.14	Garden Program	Support outdoor living lab opportunities with developmentally appropriate curriculum and instruction.	\$10,000.00	No
3.15	Activities Coordinator	Activities Coordinator (AC) promotes SEL and positive School Climate with regularly scheduled lunch recess activities for all students, such as open MakerSpace, dance parties, carnival-style games, prizes, raffles, friendly class, team, grade level, and individual participation or	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
		skill-based competitions. The AC will work with student leaders to manage positive behavior rewards for individual students, classes, grade levels, and the whole school.		
3.16	Motor Skills Coordinator		\$4,620.00	No

Goal Analysis [2022-23]

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

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

Initially unplanned, a Wellness Center was added to the campus November 2022. The Wellness Center is supported by school counselor, behavioral therapist, and school psychologist provides individual and small group support. Students utilize their strengths and interests during morning and lunch recess and as needed with a space to release anxiety, anger, classroom distractions, etc. Wellness Center focuses on emotional, physical, and social wellness by building awareness of and accepting feelings/moods; encourages positive thinking and cognizance of impact actions have. Total cost was less than \$500.

Although teachers and grade levels utilized the the Garden as an outdoor living laboratory, the school wide Garden Program was not expanded during the 2022-2023 school year.

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

Yard duty staffing was irregular and remains an ongoing struggle. An Activities Coordinator was hired to promote a positive school climate. The position has been extremely valuable toward continuing to build a positive school climate with individual, class level, grade level cluster and school wide friendly competitions and community building activities. The position was financially supported by the school's Home & School Club.

An explanation of how effective the specific actions were in making progress toward the goal.

PBIS and the activities coordinator added a new level of student inclusion and positive recognition to the school. Results from a spring 2023 student survey showed that added academic enrichment opportunities of motor skills, school garden, MakerSpace, art, organized sports, PLC's, etc. have contributed to big gains in students liking school (7% increase), students trying their best at school (26% increase), and

students knowing that school wants them to do well (3% increase), school has clear rules for behavior (3% increase), and teachers treat me with respect (1% increase), compared to spring 2022.

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

Motor Skills was added mid school year as a result of seeing student return from the pandemic with a lack of developmentally appropriate gross motor skills.

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

Goals and Actions

Goal

Goal #	Description
4	<p>LCAP Goal 4: Strong Parent & Community Engagement</p> <p>Since Hispanics are both the largest group of students at Sartorette and make up the largest portion of English Learners at Sartorette, we will increase the number of Hispanic families who are involved at Sartorette through the Home & School Club and inside/outside classrooms. The number of Hispanic adults involved at the school will increase to at least 25% of the adults involved at the school.</p>

An explanation of why the LEA has developed this goal.

Studies show that family involvement in a child's education helps them perform better in school and in life. Hispanics are both the largest group of students at Sartorette and make up the largest portion of English Learners at Sartorette. We want Hispanic families to feel wanted and comfortable to get more involved in all we do for students and the greater Sartorette community through our Home & School Club and inside and outside classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District's Parent LCAP Survey (Sartorette)	Parents' prioritization of support for parent focus groups and parent organizations is 58% in District's Parent LCAP Survey (Sartorette)	This same question was not included in the District Parent LCAP Survey.	This same question was not included in the District Parent LCAP Survey.		Identify prioritization of parent involvement in the District's Parent LCAP survey 2023-2024 (Sartorette).
Parent Engagement Survey	Create a system for identifying and tracking parent involvement for the purpose of measuring parent participation and engagement. This	A fall survey helped identify parent involvement. However, tracking throughout the year did not occur due to Covid guidelines	Fall '22 and spring '23 surveys measured parent engagement. Spring results indicate the following.		In the 2023-2024 Parent Engagement Survey, 92% parent respondents will agree they feel welcomed and valued when visiting the school, a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	causing a significant reduction in the ability for parent participation on campus. In the 2021-2022 Sartorette Parent Engagement Survey, 87% parent respondents agreed they feel welcomed and valued when visiting the school.	95% Each family's ethnicity and culture are recognized and respected by school staff. 95% Volunteer parents are welcomed and appreciated by school staff.		5% increase over 2021-2022 results.
Parent participation in school events, such as Parent Conferences, Principal's Coffees, Parent Workshops, etc.	Principal Coffees & Latino Nights were held	As Covid guidelines loosened, school events increased with an increase in parent participation as well.	Parent participation in school events increased significantly, especially at the classroom level.		Create a system for identifying and tracking parent involvement for the purpose of measuring parent participation and engagement.
Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club Meetings, etc.	Covid guidelines and online learned prevented traditional parent participation on campus, however, parent participation on specific school committees continued.	As Covid guidelines loosened, school events and committees increased with an increase in parent participation. However, few new parents stepped forward to assume leadership roles.	Parent participation continued to increase throughout the school year, especially related to new events such as International Night and Hispanic Family Social, two events that honor the diversity of cultures represented at the school.		Increase parent involvement representative of our diverse

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Classroom Volunteers	Encourage parents to volunteer in classrooms to help teachers and provide supports for students.	\$0.00	No
4.2	Home & School Club (HSC)	<p>Fill all open HSC executive board positions. Increase number of parent volunteers parents/guardians in HSC, especially those who represent the student populations within the school.</p> <p>Renew programs and activities that occurred prior to the pandemic and create new ones that support the academic, social emotional needs and cultural understanding of students and families throughout the school. Create fundraising events to support the cost of these programs.</p>	\$0.00	No
4.3	Parent Groups	Create opportunities for parents to meet regularly toward accomplishing common goals of interest that serve the school community.	\$0.00	No
4.4	School Committees	Increase parent representation on school committees so the groups reflect the demographic populations of students enrolled at the school.	\$0.00	No
4.5	Parent Education Events	Organize events that educate parents about areas that interest them related to academic and social emotional well being of students and families.	\$5,000.00	No
4.6	Translation Services	Use translation services to communicate with parents who do not speak English so they're informed and encouraged to participate in school programs and activities to support their child.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.	\$0.00	No
4.8	School Website	The website keeps the school community updated with important information that impacts students, families, and staff. (see goal #3, action #5)	\$2,000.00	No

Goal Analysis [2022-23]

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

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

Much more school communication was provided in both English and Spanish to reach our large population of school families who speak Spanish. We also made intentional efforts to honor the diversity of cultures represented at the school by hosting cultural events in classrooms as well as school-wide. We held our first International Night with 15 countries represented to educate and entertain families with food, information, prizes, decorations, traditional clothing, performances, and more. A Hispanic Family Social allowed us to specifically reach Hispanic families who have not participated in school comparable to the predominant Hispanic student population.

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.

The principal served as webmaster causing a \$2,000 savings. Parent education events were sponsored by the Home & School Club, which saved \$5,000 in the budget.

An explanation of how effective the specific actions were in making progress toward the goal.

The combination of translating communications and intentional focus to honor the diversity of students and families on campus went a long way to bring the entire school community together. The measurable success was evident in the spring 2023 Parent Participation Survey with results indicating that 95% of the parents agree that each family's ethnicity and culture are recognized and respected by school staff. Over one third of the school's parents took the survey.

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

As a result of the successes reaching out to families and getting them involved at school, especially Hispanic families, a new role of Hispanic Family Liaison has been added to the Home & School Club (HSC). This person will take the lead to continue reaching to include Hispanic families in the HSC. We will also hold an HSC meeting for Spanish-speaking families the night after the general HSC meeting so these families are as included with information as every other family.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$235,665.00			\$60,725.00	\$296,390.00	\$243,527.00	\$52,863.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA Interventions	ELs, SED, Foster Youth All	\$55,902.00			\$25,000.00	\$80,902.00
1	1.2	Math Interventions	ELs, SED, Foster Youth All	\$5,250.00			\$5,250.00	\$10,500.00
1	1.3	Guided Reading Protocols	All	\$2,500.00			\$2,500.00	\$5,000.00
1	1.4	GLAD Refresher Training	All				\$250.00	\$250.00
1	1.5	Project Based Learning	All	\$500.00				\$500.00
1	1.6	MakerSpace	All	\$15,000.00				\$15,000.00
1	1.7	Educational Consultant	ELs, SED, Foster Youth All	\$2,500.00			\$2,500.00	\$5,000.00
1	1.8	Professional Learning Community	All				\$4,500.00	\$4,500.00
1	1.9	Software Licensing	All	\$19,847.00				\$19,847.00
1	1.10	TK Instructional Aide	TK/K All	\$4,000.00				\$4,000.00
1	1.11	Library	All	\$9,500.00				\$9,500.00
1	1.12	Illuminate	All	\$200.00				\$200.00
1	1.13	Normal School Operations	All	\$1,982.00				\$1,982.00
1	1.14	Science Lab Coordinator	All	\$4,500.00			\$4,500.00	\$9,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Curriculum Resources	All				\$500.00	\$500.00
2	2.2	English Learner Interventions	English Learners Low Income				\$5,355.00	\$5,355.00
2	2.3	Translate Communications	English Learners Low Income	\$0.00				\$0.00
2	2.4	Hispanic Parent/Guardian Engagement Opportunities	English Learners Low Income				\$500.00	\$500.00
2	2.5	Educational Consultant	All	\$2,500.00			\$2,500.00	\$5,000.00
2	2.6	GLAD Refresher Training	All				\$250.00	\$250.00
2	2.7	Professional Learning Community	English Learners Low Income				\$4,500.00	\$4,500.00
3	3.1	Social Emotional Learning (SEL)	All	\$1,000.00				\$1,000.00
3	3.2	Positive Behavior Interventions and Supports (PBIS)	All	\$750.00				\$750.00
3	3.3	Student Leadership	All	\$1,000.00				\$1,000.00
3	3.4	School-wide Events	All	\$750.00				\$750.00
3	3.5	School Website	All	\$2,000.00				\$2,000.00
3	3.6	SEL Focus Wellness Services	All	\$5,000.00				\$5,000.00
3	3.7	Organized Sports	All	\$10,000.00				\$10,000.00
3	3.8	Art	All	\$15,000.00				\$15,000.00
3	3.9	MakerSpace	All	\$5,000.00				\$5,000.00
3	3.10	Professional Learning Community	All	\$0.00				\$0.00
3	3.11	Yard/Noon Duty	All	\$39,400.00				\$39,400.00
3	3.12	SWIS/CICO	All	\$584.00				\$584.00
3	3.13	Project Cornerstone	All	\$1,000.00				\$1,000.00
3	3.14	Garden Program	All	\$10,000.00				\$10,000.00
3	3.15	Activities Coordinator	All	\$9,000.00				\$9,000.00
3	3.16	Motor Skills Coordinator	Students with gross motor challenges All	\$2,000.00			\$2,620.00	\$4,620.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Parent Classroom Volunteers	All	\$0.00				\$0.00
4	4.2	Home & School Club (HSC)	All	\$0.00				\$0.00
4	4.3	Parent Groups	All	\$0.00				\$0.00
4	4.4	School Committees	All Students with Disabilities	\$0.00				\$0.00
4	4.5	Parent Education Events	All	\$5,000.00				\$5,000.00
4	4.6	Translation Services	English Learners Low Income	\$2,000.00				\$2,000.00
4	4.7	Professional Learning Community	All Students with Disabilities	\$0.00				\$0.00
4	4.8	School Website	All	\$2,000.00				\$2,000.00


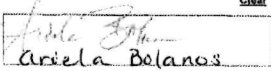
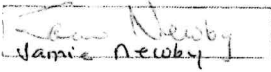

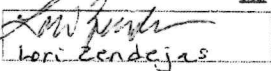
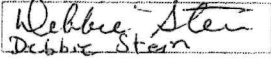


Recommendations and Assurances

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

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

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

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

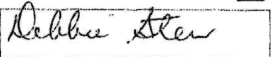
Signature	Committee or Advisory Group Name
 Ashley Maxwell	<input type="checkbox"/> State Compensatory Education Advisory Committee
 Ariela Belanos	<input checked="" type="checkbox"/> English Learner Advisory Committee
 Jamie Newby	<input type="checkbox"/> Special Education Advisory Committee
 Jennifer Lazzaro	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
 Loni Zendejas	<input checked="" type="checkbox"/> District/School Liaison Team for schools in Program Improvement
 Debbie Stein	<input type="checkbox"/> Compensatory Education Advisory Committee
	<input type="checkbox"/> Departmental Advisory Committee
	<input checked="" type="checkbox"/> Other: District/School Local Control/Accountability Plan Advisory Committee

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

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

This LCAP was adopted by the SSC at a public meeting on May 16, 2022

Attested



Debbie Stein

Principal, Debbie Stein

on April 20, 2023