# Sartorette Charter

Explore the performance of Sartorette Charter under California's Accountability System.

| | | | |
|---|---|---|---|
| **Chronic Absenteeism** | **Suspension Rate** | **English Learner Progress** | **English Language Arts** |
| Yellow | Yellow | No Performance Color | Green |

| | | | |
|---|---|---|---|
| **Mathematics** | **Basics: Teachers, Instructional Materials, Facilities** | **Implementation of Academic Standards** | **Parent and Family Engagement** |
| Green | STANDARD MET | STANDARD MET | STANDARD MET |

| | |
|---|---|
| **Local Climate Survey** | **Access to a Broad Course of Study** |
| STANDARD MET | STANDARD MET |

## School Details

**NAME**
Sartorette Charter

**ADDRESS**
3850 Woodford Drive
San Jose, CA 95124-3736

**WEBSITE**
http://www.cambriansd....

**GRADES SERVED**
K-5

**CHARTER**
Yes

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
No

# Student Population

Explore information about this school's student population.

| Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
|:---:|:---:|:---:|:---:|
| **269** | **24.5%** | **19%** | **0%** |

# Academic Performance

View Student Assessment Results and other aspects of school performance.

### LEARN MORE
### English Language Arts

Green

**11.7 points above standard**

Declined 8.5 Points ▼

**EQUITY REPORT**
Number of Student Groups in Each Level

| 0 | 2 | 1 |
|:---:|:---:|:---:|
| Red | Orange | Yellow |

| 1 | 0 |
|:---:|:---:|
| Green | Blue |

### LEARN MORE
### Mathematics

Green

**4.3 points above standard**

Declined 18.1 Points ▼

**EQUITY REPORT**
Number of Student Groups in Each Level

| 0 | 1 | 2 |
|:---:|:---:|:---:|
| Red | Orange | Yellow |

| 1 | 0 |
|:---:|:---:|
| Green | Blue |

### LEARN MORE
### English Learner Progress

No Performance Color

**55.6% making progress**

Declined 8.1% ▼

## Local Indicators

### LEARN MORE
### Implementation of Academic Standards

**STANDARD MET**

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

Yellow

13.1% chronically absent

Declined 0.6% ▼

**EQUITY REPORT**

Number of Student Groups in Each Level

| 1 | 4 | 1 |
|---|---|---|
| Red | Orange | Yellow |

| 1 | 0 |
|---|---|
| Green | Blue |

## Local Indicators

**LEARN MORE**

### Access to a Broad Course of Study

**STANDARD MET**

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

**LEARN MORE**

## Suspension Rate

Yellow

2.1% suspended at least one day

Maintained 0.1%

**EQUITY REPORT**

Number of Student Groups in Each Level

| 0 | 4 | 2 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 1 |
|---|---|
| Green | Blue |

## Local Indicators

**Basics: Teachers, Instructional Materials, Facilities**

STANDARD MET

**Parent and Family Engagement**

STANDARD MET

**Local Climate Survey**

STANDARD MET

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**

Green

11.7 points above standard

Declined 8.5 Points ▼

Number of Students: 134

## Student Group Details

### All Student Groups by Performance Level

**11 Total Student Groups**

**Red**

No Student Groups

**Orange**

Hispanic

Socioeconomically Disadvantaged

**Yellow**

English Learners

**Green**

Asian

**Blue**

No Student Groups

**No Performance Color**

African American

American Indian

Filipino

Foster Youth

Two or More Races

Students with Disabilities

White

## African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

## Two or More Races

No Performance Color

57.7 points above standard

Increased 35.3 Points ▲

Number of Students: 21

## Students with Disabilities

No Performance Color

41.7 points below standard

Increased 36.9 Points ▲

Number of Students: 19

## White

No Performance Color

32.3 points above standard

Maintained -2.8 Points

Number of Students: 25

## Hispanic

Orange

38.7 points below standard

Declined 19 Points ▼

Number of Students: 44

## Socioeconomically Disadvantaged

Orange

42.1 points below standard

Maintained -2.7 Points

Number of Students: 43

## English Learners

Yellow

14.1 points below standard

Increased 8.9 Points ▲

Number of Students: 35

## Asian

Green

39.2 points above standard

Declined 27 Points ▼

Number of Students: 34

# English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

| Current English Learners | Recently Reclassified English Learners | English Only |
|---|---|---|
| 61.8 points below standard | 49.6 points above standard | 9.4 points above standard |
| Increased 5 Points ▲ | Increased 39.2 Points ▲ | Declined 9.6 Points ▼ |
| Number of Students: 20 | Number of Students: 15 | Number of Students: 77 |

## Mathematics

## All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**

Green

4.3 points above standard

Declined 18.1 Points ▼

Number of Students: 134

## Student Group Details

### All Student Groups by Performance Level

11 Total Student Groups

**Red**

No Student Groups

**Orange**

Hispanic

**Yellow**

English Learners

Socioeconomically Disadvantaged

**Green**

Asian

**Blue**

No Student Groups

**No Performance Color**

African American

American Indian

Filipino

Foster Youth

Two or More Races

Students with Disabilities

White

## African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

## Two or More Races

No Performance Color

32.8 points above standard

Increased 5.2 Points ▲

Number of Students: 21

## Students with Disabilities

No Performance Color

70.3 points below standard

Increased 3.6 Points ▲

Number of Students: 19

## White

No Performance Color

19 points above standard

Declined 9.1 Points ▼

Number of Students: 25

## Hispanic

Orange

45.2 points below standard

Declined 31.1 Points ▼

Number of Students: 44

## English Learners

Yellow

18 points below standard

Declined 14 Points ▼

Number of Students: 35

## Socioeconomically Disadvantaged

Yellow

38.2 points below standard

Increased 15.4 Points ▲

Number of Students: 43

## Asian

Green

43.7 points above standard

Declined 29.2 Points ▼

Number of Students: 34

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

| | | |
|---|---|---|
| **Current English Learners** | **Recently Reclassified English Learners** | **English Only** |
| 50.4 points below standard | 25.2 points above standard | 1.4 points above standard |
| Declined 15.5 Points ▼ | Increased 5.7 Points ▲ | Declined 13 Points ▼ |
| Number of Students: 20 | Number of Students: 15 | Number of Students: 77 |

## English Learner Progress Indicator

## All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**LEARN MORE**
**English Learner Progress**

No Performance Color

**55.6% making progress towards English language proficiency**

Declined 8.1% ▼

**Number of EL Students: 27**

## Student English Language Acquisition Results

## Local Indicators

STANDARD MET

## Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

### Reflection Tool Rating Scale (lowest to highest)

| | |
|---|---|
| 1 | Exploration And Research Phase |
| 2 | Beginning Development |
| 3 | Initial Implementation |
| 4 | Full Implementation |
| 5 | Full Implementation And Sustainability |

## Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

| 5 | Full Implementation And Sustainability |

English Language Development (Aligned to English Language Arts Standards)

| 4 | Full Implementation |

Mathematics – Common Core State Standards for Mathematics

| 5 | Full Implementation And Sustainability |

Next Generation Science Standards

| 4 | Full Implementation |

History - Social Science

| 4 | Full Implementation |

## Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

| 5 | Full Implementation And Sustainability |

English Language Development (Aligned to English Language Arts Standards)

| 5 | Full Implementation And Sustainability |

Mathematics – Common Core State Standards for Mathematics

| 5 | Full Implementation And Sustainability |

Next Generation Science Standards

| 4 | Full Implementation |

History - Social Science

| 4 | Full Implementation |

## Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

| 4 | Full Implementation |

English Language Development (Aligned to English Language Arts Standards)

| 4 | Full Implementation |

Mathematics – Common Core State Standards for Mathematics

| 4 | Full Implementation |

Next Generation Science Standards

| 4 | Full Implementation |

History - Social Science

| 4 | Full Implementation |

## Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

| 4 | Full Implementation |

Health Education Content Standards

| 5 | Full Implementation And Sustainability |

Physical Education Model Content Standards

| 5 | Full Implementation And Sustainability |
|---|---|

Visual and Performing Arts

| 4 | Full Implementation |
|---|---|

World Language

| 3 | Initial Implementation |
|---|---|

## Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

| 5 | Full Implementation And Sustainability |
|---|---|

Identifying the professional learning needs of individual teachers

| 5 | Full Implementation And Sustainability |
|---|---|

Providing support for teachers on the standards they have not yet mastered

| 5 | Full Implementation And Sustainability |
|---|---|

## Additional Comments

CSD has a multi-year curriculum framework that delineates the implementation stages of subject area standards, instructional materials, and professional development. All district-wide professional development days provide our teachers with training and collaboration time focused on areas of need based on staff feedback. Ensuring that staff is adequately equipped and enabled to instruct our students is critically important. In addition, the district continues to provide support and training on current district-wide instructional initiatives in the areas of a Multi-Tiered System of Support, Social-Emotional Learning, Assessment, Guided Language Acquisition by Design, Educational Technology, and Professional Learning Communities. Providing ongoing professional development for all staff will remain constant.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=43693856046494&year=2022-23

**All Students**

Yellow

13.1% chronically absent

Declined 0.6% ▼

Number of Students: 283

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

**Red**

Socioeconomically Disadvantaged

**Orange**

Asian

English Learners

Two or More Races

White

**Yellow**

Hispanic

**Green**

Students with Disabilities

**Blue**

No Student Groups

**No Performance Color**

African American

American Indian

Filipino

Foster Youth

Pacific Islander

● ○ ○ ○ ○ ○

### African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Socioeconomically Disadvantaged

Red

30% chronically absent

Maintained -0.2%

Number of Students: 80

### Asian

Orange

9.4% chronically absent

Increased 3.1% ▲

Number of Students: 64

### English Learners

Orange

17.2% chronically absent

Maintained -0.3%

Number of Students: 58

### Two or More Races

Orange

9.8% chronically absent

Increased 3.5% ▲

Number of Students: 41

### White

Orange

17.7% chronically absent

Increased 13.1% ▲

Number of Students: 62

### Hispanic

Yellow

14.6% chronically absent

Declined 14.6% ▼

Number of Students: 103

### Students with Disabilities

Green

5.8% chronically absent

Declined 10.9% ▼

Number of Students: 52

# Local Indicators

STANDARD MET

## Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the

adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

**1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Cambrian uses the following tool to track the extent to which all students have access to, and are enrolled in, a broad course of study: Instructional Program Data Track Physical Education Minutes PowerSchool Master Scheduling Broad Course of Study for Grades 1-6: CA Education Code (EC) 51210 English Mathematics Social Sciences Science Visual and Performing Arts Health Physical Education Other studies that may be prescribed by the governing board Broad Course of Study for Grades 7-8: CA EC 51220(a)-(i) English Social Sciences Foreign Language Physical Education Science Mathematics Visual and Performing Arts Applied Arts Career Technical Education Other studies that may be prescribed by the governing board

**2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

In reviewing school and grade level data for the 2022-2023 school year all elementary students had access to a broad course of study as outlined by CA Ed Code 51210. In reviewing student schedules and associated data for the 2022-23 school year all middle school students had access to a broad course of study as outlined by CA Ed Code 51220(a)-(i). Students in grades 6-8 had access to all core subject matter courses, including ELA/ELD, Math, Science, Social Studies, and PE. There were no differences across the district school sites as it relates to student groups' access to and enrollment in, a broad course of study. Districtwide support and services are provided equitably and universally to meet the needs of all students.

**3. Identification of any barriers preventing access to a broad course of study for all students.**

The district's efforts through our review process and barriers preventing the district from providing access to a broad course of study are mainly centered on programs and services for students with disabilities, particularly students who have an individualized education plan that requires 60% of the services provided within a self-contained classroom.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

The district will review and potentially revise the master schedule to include elective choices for significant student groups. Information in the ELA/ELD & Universal Design for Learning frameworks describe the benefit of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The professional development of working with English Learners, Economically Disadvantaged students, Students with Disabilities, and Foster and Homeless Youth is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, ED, SWD, and Homeless/Foster Youth students. CSD believes that these strategies are effective teaching strategies that will benefit all students. Targeted, differentiated instruction and learning for all students and selected students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments regularly and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

## All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

### All Students

Yellow

2.1% suspended at least one day

Maintained 0.1%

Number of Students: 287

## Student Group Details

### All Student Groups by Performance Level

**12 Total Student Groups**

**Red**

No Student Groups

**Orange**

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

White

**Yellow**

Hispanic

Two or More Races

**Green**

No Student Groups

**Blue**

Asian

**No Performance Color**

African American

American Indian

Filipino

Foster Youth

Pacific Islander

## African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

## English Learners

Orange

1.7% suspended at least one day

Increased 1.7% ▲

Number of Students: 60

## Socioeconomically Disadvantaged

Orange

2.5% suspended at least one day

Increased 0.9% ▲

Number of Students: 81

## Students with Disabilities

Orange

3.8% suspended at least one day

Maintained 0.1%

Number of Students: 52

## White

Orange

3.2% suspended at least one day

Increased 3.2% ▲

Number of Students: 62

## Hispanic

Yellow

1.9% suspended at least one day

Maintained 0%

Number of Students: 105

## Two or More Races

Yellow

4.9% suspended at least one day

Declined 1.4% ▼

Number of Students: 41

## Asian

Blue

0% suspended at least one day

Declined 1.6% ▼

Number of Students: 65

# Local Indicators

STANDARD MET

# Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Appropriately Assigned Teachers

| Name | Total Teaching Full-Time Equivalent (FTE) | Clear (% of teaching FTE) | Comparison to Statewide Average |
|------|-------------------------------------------|---------------------------|---------------------------------|
| LEA | 15.9 | 74.8% | Below |
| County | 11,665.68 | 86.3% | Above |
| Statewide | 279,044.88 | 84% | n/a |

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=43693856046494&year=2021-22.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

3

## Additional Comments

Cambrian School District regularly measures its progress and consistently fulfills the Williams Settlement requirements at all of its school sites. We work proactively to hire properly credentialed staff, provide full student access to instructional materials, and maintain our facilities in good repair. CSD reports the results to its local governing board quarterly at a regularly scheduled meeting.

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**STANDARD MET**

# Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

## 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

## 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

## 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

## 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

## Based on the analysis of educational partner input and local data, briefly describe the LEA's

**current strengths and progress in Building Partnerships for Student Outcomes.**

The district and schools were able to maintain and engage our educational partnerships involvement through our committees through a variety of venues and opportunities. The district continued to provide a variety of parent education events throughout the year, including sessions supporting the ISVSP, EL program, Mental Health, Project Cornerstone, Health Connected, Internet Safety, and how best to support technology use at home. The district and school sites provided multiple methods of communication for parents using our Blackboard & SMORE Communication systems.

The district was able to resume traditional in-person meetings and also provided the district and our school sites with numerous engagement opportunities. We had large turnouts at our board meetings in person and via Zoom. Although all of our Governing Board meetings were held in person, the district continued to stream the live meeting via Zoom. The virtual meeting platform allowed for convenience and accessibility to participate from home for many districtwide meetings throughout the year. In addition, the district made every effort to ensure that staff, parents, and the community were kept apprised of the latest information as much as possible through a variety of communication platforms.

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Full Implementation

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Full Implementation

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

Cambrian School District has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources in order for our district to provide a stellar learning environment for our students.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

Consultation through the LCAP review and development process has provided valuable information regarding how best to support our families in continuing to be involved at high levels. For example, our Educational Services hosted English learner parent workshops on a variety of topics such as Understanding the ELPAC and How to Support Your Child, Language & Literacy using Imagine Learning, Parent Involvement, and Resources for Families of English Learners. A DELAC Needs Assessment Survey is conducted annually which prompted the formation of these workshops.

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<span style="color:blue">**STANDARD MET**</span>

# Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

## Local Climate Survey Summary

Students Annual PBIS School Climate Survey - Spring 2023
Our students' voice is an essential part of the district's education plan. We believe in empowering and engaging students in their own learning. Students need support to learn how to use their voice, whether to advocate for themselves, express their opinions, or stand up for a friend. As such, the district administered the annual PBIS School Climate Survey in Spring 2023 to all students in grades 3-8. This year 1879 students responded to the survey, with a 99% participation rate. This survey has been administered every school year since 2018. We believe that students need to have a choice and voice in their learning is very important to empower and engage students in learning. According to the PBIS School Climate Survey, our students identified the following areas of strengths and areas of focus for the district, schools, and staff to develop and/or improve the strategies, programs, and services to better meet the needs of all our students:

73% - I like school.
85% - I feel like I do well in school.
87% - My school wants me to do well.
86% - My school has clear rules for behavior.
89% - Teachers treat me with respect.
67% - Behavior in class allows the teacher to teach.
60% - Good behavior is noticed at my school.
84% - I get along with other students.
80% - I feel safe at school.
69% - Students treat each other well.
79% - There is an adult who will help me if I need it.

According to the PBIS School Climate Survey, our students identified the following areas of focus for the district, schools, and staff to develop and/or improve the strategies, programs, and services to better meet the needs of all our students. The following are areas of need (less than 80%) per the Annual PBIS School Climate Survey (percent of total responses from students in grades 3-8). These areas of focus for the district and school sites to consider and further analyze to better meet the needs of students.

## Additional Comments

Cambrian School District has been implementing Positive Behavior Interventions and Supports (PBIS). A key strategy of the PBIS process is prevention. The PBIS model is a research-based strategy that is supported by the state of California and the federal Department of Education. The 3-tiered approach reduces problem behavior as a barrier to student achievement. We only have 180 days each year to advance academic progress, so instructional time is very valuable. Research shows that schools following the PBIS model recover thousands of hours of instructional time and, on average, four days of student instruction per year.