



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 [2025-26]

General Information

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

-Introduction - School Site LCAPs and District Oversight

Each of the six schools in our district, including the four charter schools, is required to develop a Local Control and Accountability Plan (LCAP) to ensure alignment with California's Local Control Funding Formula (LCFF). The LCAP is a critical planning tool that outlines how each school intends to meet annual goals for all students, with specific attention to underserved student groups. Although charter schools have certain autonomy, they are still legally required to develop and adopt an LCAP that meets state expectations. Similarly, non-charter (district-operated) schools also prepare an LCAP that reflects their local priorities, goals, and services. The school site LCAPs are tailored as modified school plans to reflect each school's unique context and specific community needs. These modified LCAPs serve both as a compliance document and as a meaningful guide for site-level planning and improvement.

-All school site LCAPs, whether from charter or non-charter schools, are submitted to and approved by the District Board of Education. In contrast, the District LCAP, which encompasses goals and services for the entire district, undergoes review and approval by the County Office of Education. This distinction ensures that site-level planning remains grounded in the local school community while contributing to broader district-wide priorities and accountability.

-Sartorette is a nurturing, compassionate, close-knit community of dedicated professionals and supportive families where students are given high quality academic and social emotional learning opportunities while honoring differentiation needed for every child to thrive. We value the individuality of each student and continue our tradition of providing a variety of enrichment and inclusion programs and activities that serve the whole child. This combination helps make Sartorette superstars feel safe, known, valued, and love learning.

-Education is a partnership between the school and the parent or guardian. Staff, teachers, parents, and students, as well as the broader community, work together to realize the Sartorette vision. Essential to this partnership is parental involvement in our Home & School Club (HSC), our version of a PTA. Families can take advantage of the many ways to support their child's education through the HSC. Throughout the year, we will inform the school community about events designed to enrich classroom learning, promote health and wellness, and build community. For the sake of students, our school needs families to take advantage of these opportunities, get involved, and stay in touch with us. Sartorette staff is always open to insights and observations that will help us provide the best possible education. Families are incredibly valuable members of our Sartorette School community

-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 serves a diverse group of students within general education classes in TK through fifth grade, and five Special Day Classes serve students in mild to moderate Special Education, preschool through second grade. Our student population is: 38% Hispanic or Latino, 25% Asian, 23% White, and 10% Two or More Races. Within the population, we have 15% English Learners, 14% of the students qualify for the free and reduced-price school lunch, and 26% of the students receive special education services.

-Sartorette Priorities are:

- Collaboration
- Cultural Understanding
- Data-based Decision Making
- Equity & Inclusion
- High Expectations & Rigor
- Respecting Individual Identities
- Practices that allow students to learn from mistakes and misbehaviors
- Student-centered (whole child) participation with choice, voice, leadership, and agency

-Sartorette is dedicated to reaching LCAP goals and established Instructional Agreements for '24-'25 school year toward achieving them by focusing on best practices in the following areas:

- Equity & Inclusion with Cultural Empathy
- Fastbridge Assessments
- Benchmark General & ELD Curriculum
- Benchmark Unit Assessments
- Eureka Math & End of Module Assessments
- Imagine Learning/Imagine Math & Assessments
- FOSS Science

- Second Step Curriculum
- GLAD Strategies
- CAASPP Practice IAB's & Testing
- Differentiation, DoK, Critical Thinking, & Rigor
- Tier 2 push-in/pull-out provision & attendance
- Sartorette Standards of students being safe, responsible, and respectful
- Zones of Regulation
- Student Enrichment Classes
- Professional Learning Communities
- Fastbridge Progress Monitoring
- Benchmark Progress Monitoring
- Staff/Grade-Level Team Collaboration Meetings
- Use Assessments to Inform Instruction
- District, Site, & Individual Prof. Dev.
- Adjunct Duties
- Instructional Walk Through Tool
- Observations & Evaluations
- Restorative Practices
- Student Empathy Interviews & Surveys
- Caught Being Good Slips & Student Recognitions
- Class Expectations & Recognitions
- Academic Progress Reports & Report Cards
- Student-Led & Teacher-Parent Conferences
- Individual communication with families
- Class/School Info. in Newsletters (biweekly)
- Staff surveys, Weekly Forecast, & School Info.

Reflections: Annual Performance

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

-In 2024, Sartorette Charter earned a Green performance level in English Language Arts, indicating that students scored well above the state standard. Specifically, students scored 13.8 points above standard, with the school maintaining its performance from the previous year through a modest gain of 2.1 points. This consistent performance reflects strong instructional practices in literacy and suggests that students receive effective support to meet grade-level expectations in reading and writing.

-In 2024, Sartorette Charter earned a Yellow performance level in Math. Students scored 1.1 below standard, with the school declining 5.4 points in its performance from the previous year. This performance reflects the LCAP student achievement goal's primary focus on improving instructional practices on ELA performance and math being the secondary focus of instructional practices.

-In 2024, Sartorette Charter earned a Green performance level in Chronic Absenteeism, indicating that student attendance is well above the state standard. Specifically, students scored 9.2% below standard (which is a positive change), with the school decreasing chronic absenteeism from the previous year by a reduction of 3.9%.

-In 2024, Sartorette Charter earned a Green performance level in Suspension Rate, indicating that student suspensions are well below the state standard. 1.7% of students were suspended at least one day, with the school reducing suspensions from the previous year by a modest loss of 4%.

-Through collaboration, teamwork, and student-centered focus among educational partners, Sartorette's Hispanic Student Achievement and Family Engagement Program was honored as one of six recipients throughout Santa Clara County of the prestigious 2025 Glenn W. Hoffmann Award by the Santa Clara County School Boards Association. Sartorette's Hispanic Student Achievement & Family Engagement Program is a holistic approach tackling the challenges of both, understanding their relationship is reciprocal. Using the principles of cultural responsiveness, data-driven decisions, collaboration, and family engagement, staff worked with Hispanic parent leaders to combine best instructional practices with strategic family outreach. Student voice, compassion, and cultural empathy were integrated into optimal teaching methods for academic achievement. For engagement, Hispanic families shared their stories as staff worked to satisfy each family's needs. By strategically focusing on specific students through instructional practices and parent engagement, we helped all students toward academic success.

From spring 2023 to spring 2024, program results include:

- 88% increase in Hispanic students on/above grade level in ELA state testing
- 40% reduction in the Hispanic achievement gap in ELA state testing
- 662% increase in core Hispanic parent group volunteer hours
- Academic improvement for all students

-The data indicates overwhelming success in LCAP goal 1 student achievement. As the foundation for learning all subjects, English Language Arts (ELA) was the primary focus of instructional improvement for the 2023-2024 school year. In 2024-2025, staff worked to maintain parent engagement and instructional staff dug even deeper into pursuing student achievement in ELA. Similarly, increased family engagement has enhanced the school climate's sense of being a welcoming school community where staff and families are true partners in student successes academically, behaviorally, and social emotionally.

-Overall, we experienced significant improvement in all LCAP goals.

Reflections: Technical Assistance

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

N/A

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 2023-2024 for chronic absenteeism and for over identifying Hispanic students for special education. Sartorette showed improvement in both areas, reducing chronic absenteeism from 11.61% in '23-'24 to 7.67% in '24-'25. Sartorette has also been removed from ATS for over identifying Hispanic students for special education in '24-'25. However, Sartorette was found by ATSI to over identify students with autism in '24-'25.

Support for Identified Schools

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

Most of the students identified with autism are in the school's first through third grade Special Day Classes (SDC), which are moving to another school site for the 2025-2026 school year.

Monitoring and Evaluating Effectiveness

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

Data based progress monitoring and Cycles of Inquiry by teachers, instructional staff, and administrator help monitor and evaluate supports in place for students and school improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council/ELAC (site level)	Sartorette's School Site Council/ELAC (SSC/ELAC) met five times during the '24-'25 school year (Nov 19, 2024, Dec 16, 2024, Feb 10, 2025, Apr 21, 2025, May 5, 2025). Agenda content at each meeting include LCAP discussion. SSC/ELAC information is located on the school website at: https://sartorette.cambriansd.org/families/school-site-council-english-learner-advisory-committee .
Home & School Club (HSC)	HSC met the first Tuesday of each month (September - June). A principal report was on each agenda and included the latest information about the school's work toward achieving LCAP and welcomed feedback. The principal made the same LCAP presentations to the HSC as she did to the district board of trustees. HSC was encouraged to discuss topics related to the LCAP and contribute suggestions for school improvements.
District LCAP Advisory Committee	SSC/ELAC members attended all District LCAP Advisory Committee meetings to help shape the district's LCAP and fortify their school site's LCAP planning, amendments, and implementation.
Staff	Staff collaboration meetings were held throughout the school year. LCAP related work was on each agenda, allowing staff to collaborate on progress monitoring and data based discussions and decision making. The principal made the same LCAP presentations at staff meetings as she did to the district board of trustees. Staff was encouraged to discuss topics related to the LCAP and contribute suggestions for school improvements.

Educational Partner(s)	Process for Engagement
School Community Overall	The same LCAP presentation that was presented to the district board of trustees was included in school newsletters. School community readers were encouraged to contribute suggestions for school improvements.

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

- Sartorette's School Site Council/ELAC (SSC/ELAC) met five times during the '24-'25 school year (Nov 19, 2024, Dec 16, 2024, Feb 10, 2025, Apr 21, 2025, May 5, 2025). Agenda content at each meeting include LCAP discussion. SSC/ELAC information is located on the school website at: <https://sartorette.cambriansd.org/for-families/school-site-council-english-learner-advisory-committee>.
- SSC/ELAC, Home & School Club, and faculty and staff were involved in assuring LCAP goals remained relevant or needed changing. Through this collaboration, it was determined that LCAP goal four should be changed to what it is now to help ensure the previous year's success is maintained.
- Surveys among educational partners throughout the year were also a strategic measurements to pivot to meet current needs. Students participated in empathy interviews and were surveyed every other month to monitor students' perception about liking school and having an adult at school who would help them. Results were consistently high (81% - 93%) throughout the year. Results of each question in a School Climate Student Survey (2nd-5th graders) fell between 79%-97%, except in the area of "good behavior is noticed at school," with which 71% of students agreed. This is an area of continued work by faculty and staff. Parents were surveyed every other month to determine their satisfaction with the school. This included a Parent Engagement Survey in March. Results of parent satisfaction were in the 90%+ range for every survey question throughout the year. Teacher satisfaction was also measured through surveys every other month. Results indicating high levels of satisfaction were consistent throughout the year. Certificated and classified staff were also given a School Climate Survey in March. Results were consistently high, from 80%-94%, from both certificated and classified staff. However, there was a discrepancy of responses in the statement "My concerns are taken seriously," which resulted in 94% of certificate staff agreeing, but only 67% of classified staff agreeing. Investigation has led to understanding causes for the classified staff response and working toward improvement for the '25-'26 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	If we maximize the efficiency of instructional time and content, then we impact the quality of differentiated instruction, critical thinking and rigor, and student behavior. This will result in improved ELA state test outcomes while decreasing the historic achievement gap between Hispanics & non-Hispanics.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA wants to decrease the disparity between Hispanics & non-Hispanic on state testing while improving state testing scores for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Assessment for ELA & Math by Hispanic, & EL Student Groups compared to Asian & Caucasian Students	51% Hispanics at/above grade level standard in ELA. 41% in math. 22% EL's at/above grade level standard in ELA. 30% in math. 74% Asian & 64% Caucasian are at/above grade level standard in ELA. 83% Asian & 72% Caucasian in math.	88% increase in Hispanic students on/above grade level in ELA state testing 40% reduction in the Hispanic achievement gap in ELA state testing		Increase CAASPP state testing results for all student subgroups while reducing the disparity between Hispanics and non-Hispanics.	88% increase in Hispanic students on/above grade level in ELA state testing 40% reduction in the Hispanic achievement gap in ELA state testing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math results remained the same (spring '24)			Math results remained the same
1.2	English Learner Reclassification Rate	2023-2024 RFEP 8 students reclassified fall 2023	2024-2025 RFEP 7 students reclassified fall 2025. Spring results TBD		10 Reclassified from English Learner to English Proficient (RFEP) fall 2025	1 student less than baseline. A better measurement would be total number of students RFEP'd for the year.
1.3	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	N/A
1.4	ELPI English Learner Progress Indicator	55.6% EL's making progress toward English Language proficiency (fall '23);	54.8% EL's making progress toward English Language proficiency (fall '24)		57% EL's making progress toward English Language proficiency	0.8% fewer EL's made progress toward English Language proficiency from fall '23-'24 to fall '24-'25
1.5	Fastbridge Local Assessment Indicator for ELA & Math	49% Hispanics are low risk/at or above grade level in aReading spring '24 41% EL's low risk/at or above grade level in a Reading spring '24 79% Non-Hispanic are low risk/at or above grade level in aReading (spring '24)	46% Hispanics are low risk/at or above grade level 26% EL's low risk/at or above grade level in a 73% 71% Non-Hispanic are low risk/at or above grade level in aReading (spring '25)		Increase Fastbridge screener results for all student subgroups while reducing the disparity between Hispanics and non-Hispanics.	Fewer students are low risk/at or above grade level in aReading and aMath.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		67% students are low risk/at or above grade level in aMath (spring '24)	61% students are low risk/at or above grade level in aMath (spring '25)			

Goal Analysis [2024-25]

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

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

-The implementation of LCAP actions resulted in award-winning work in both student achievement and family engagement by the Santa Clara County School Boards Association. Sartorette is a recipient of the 2025 Glenn W. Hoffmann Award for its exemplary program in those areas. Hispanic students at/above grade level on ELA state testing increased by 88%! Hispanic achievement gap in ELA state testing was narrowed by 40%! Chronic absenteeism decreased from 11.61% to 7.67%.

-The school has no longer been identified as over identifying Hispanic students for special education, though Sartorette has been identified as over-identifying students for autism.

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.

Expenditures for GLAD and PBL were not used for the 2024-2025 school year.

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

- GLAD professional development was provided by teacher leaders and shared during staff meetings with expectations of practice.
- Two teachers will attend PBL World in June '25 to become teachers who provide PBL training to the rest of the staff in '25-'26, along with another PLB expert teacher in the school district. This work will support student achievement.
- Intervention Specialist team not only maintained regular communication with teachers but we also built time into their schedules for classroom push-in support, helping students transfer skills learned in intervention to the classroom setting. They've been valuable contributors to our PLC meetings and have provided teachers with weekly progress reports and parent communication.

- Spring '25, we piloted an after-school math lab two days per week, where 30 students across K-5 work on individualized learning pathways using the new Imagine Learning MyPath Math program. The program's effectiveness has convinced us to use MyPath Math (Imagine Learning) to continue after school math intervention all next year.
- To enhance our ELA outcomes, we've prioritized the use of Imagine Learning Literacy for all K-5 students. We made this more engaging through two schoolwide contests where students from each class showing the most progress were recognized weekly at our school assemblies and rewarded with Imagine Learning items. We also included teacher prizes and class pizza parties for the classes demonstrating the most growth. This approach made students more intentional with their Imagine Learning time and encouraged teachers to analyze the data and provide targeted support to struggling students. Due to budget constraints, Imagine Learning will not be provided for math in '25-'26.
- Staff diligently implemented ELA curriculum's embedded assessments, with every grade from K through 5, administering them at least every three weeks as units conclude. This consistent practice has given us valuable insights into navigating and interpreting the assessment data. Beyond using this information as a teaching tool, we've seen tangible improvements in students' test-taking skills and stamina, with notable improvement in student-written responses.

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

Sartorette was able to start an after school math intervention in April by piloting a new program. Interest and results were encouraging to justify the purchase of curriculum and add the intervention as a year-long service for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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)	\$81,000.00	No
1.2	Math Interventions Staffing & PD	Provide professional development and supports to help teachers provide tier 1 interventions for students; Provide tier 2 & 3 support to individual and	\$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
		small groups of EL students within and outside of the General Education classroom.		
1.3	GLAD Training	District GLAD trainers provide professional development refreshers for teaching staff in ELA	\$5,600.00	Yes
1.4	Project Based Learning	Provide PBL PD and support to teachers throughout the year.	\$500.00	No
1.5	Maker Space Coordinator	Enhance MakerSpace program to complement classroom lessons.	\$15,000.00	No
1.6	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.	\$5,000.00	No
1.7	Math Intervention Curriculum	Imagine Learning MyPath Math program for students at risk in math. (\$85 per license; \$3,625K for 25 licenses)	\$2,500.00	No
1.8	TK Instructional Aides	TK Instructional Aide Support	\$150,000.00	No
1.9	Library	The librarian utilizes library software to run our school library.	\$10,000.00	No
1.10	Normal School Operations	Copier, office supplies, tech supplies, BofA charge, etc. to support normal school operations)	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Science Lab Coordinator	Weekly FOSS science experiments for 3rd-5th Grades	\$12,000.00	No
1.12	Increase classroom instructional time.	Increasing instructional time would impact the quality of differentiated instruction, critical thinking and rigor, and student behavior, that will result in improved ELA state test outcomes while decreasing the historic achievement gap between Hispanics & non-Hispanics.	\$0.00	No
1.13	Create more opportunities for all students to take ownership of their learning.	Students who take ownership of their learning will develop greater student agency throughout the school.	\$0.00	No
1.14	Increase opportunities for students to take leadership roles and take responsibility for school processes & procedures,	Students who take leadership roles will take responsibility for and take ownership of the school and their education.	\$0.00	No
1.15	Foster cross-grade collaboration among students	Students of all ages will support each other and promote positive learning experiences and community building.	\$0.00	No
1.16	English Learner Interventions	Provide tier 2 & 3 support to individual and small groups of EL students	\$10,000.00	Yes
1.17	Supplemental Instructional Classroom Support (Kinder Classroom Aides)	2 Kinder Aides Supporting 2 K classrooms	\$30,000.00	No
1.18	GenEd Counseling Services	One day a week of Nugent Counseling Services; Supplemental General Ed Counseling Services for high needs students	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Aide Supporting Classrooms w/ High Needs Students	Aide floats among classrooms to support high need students	\$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Teachers will be supported to optimize instructional time.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

By helping teachers optimize instructional time, teachers will have more flexibility to provide more opportunities for students to take ownership of their learning and student agency throughout the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	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 (SARC) report.	No change
2.3	Staff Professional Learning/Collaboration Evaluation Tool	100% of teachers/staff indicated that the professional development, training	100% of teachers/staff indicated that the professional development, training		100% of teachers/staff indicated that the professional development, training	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		& staff collaboration was an effective use of their time.	& staff collaboration was an effective use of their time.		& staff collaboration was an effective use of their time.	
2.4	Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, District Curriculum, MTSS, student collaboration, student cultural representation, etc.	85% of teachers implementing best Tier 1 instructional practices consistently.	90% of teachers implementing best tier 1 instructional practices consistently. ('24-'25)		100% of teachers implementing best Tier 1 instructional practices consistently.	5% improvement in '24-'25 over prior school year
2.5	Certificated & Classified Staff Survey on School Climate	N/A	94% of certificated staff agree that their concerns are taken seriously while only 67% of classified staff agree that their concerns are taken seriously (March '25)		Increase the percentage of classified staff who agree that their concerns are taken seriously.	N/A

Goal Analysis [2024-25]

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

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

- We aligned staff needs and school goals with staff meeting content that includes meaningful professional development and data discussions.
- By maintaining consistent priority of optimizing instructional time for teachers, we have been able to deepen our focus while eliminating distractions.
- The enrichment schedule protects each classroom's ELA block. This dedicated instructional time allows for deeper learning in all critical components of ELA, including phonics, decoding, comprehension, language skills, and writing. It has also supported teachers in providing consistent, daily designated ELD instruction.
- Culturally relevant practices
- Learning & valuing each student's individual identity
- Conducting Student empathy interviews & Kelvin Surveys
- Examining SAEBRS social emotional survey results
- Injecting student interests in lessons
- SEL & Cultural relevance is embedded throughout Benchmark, explaining why stories/passages are included in the lesson.
- Ongoing staff training in Restorative Justice practices and consistent restorative practices at classroom and administration level
- Treat every discipline situation as unique and honor the individuals involved
- Admin and staff communicate discipline procedures and outcomes
- Inclusion of families as partners for their children
- Staff and SSC voted to keep LCAP goals 1-3 and change 4
- PBL teacher training in June 2025 and teacher leader implementation in '25-'26

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.

\$3,000 expenditure for two teachers to attend PBL World professional development in June 2025. They will be teacher leaders to teach the rest of the teaching staff about PBL in '25-'26 school year.

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

- Teachers had uniform time school-wide to teach ELA block each day. Enrichment schedule infringed less time on instruction than prior years.
- Staff collaborated to use assessments more efficiently resulting in better and more manageable tests and testing schedules to prepare students to demonstrate standards mastery.
- Teachers used district curriculum with very little supplementation, which created more consistency of instruction within and across grade levels.
- Grade level collaboration time included student data investigations
- Increased language translation provided in teacher-to-parent and school-to-parent communications

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

- We will continue to streamline the Enrichment Schedule as much as possible to serve the whole child without sacrificing quality instruction time
- Since the school's population is nearly 40% Hispanic, educational partners determined to focus on Hispanic parent/guardian engagement to nurture the success of those efforts instead of switching to Asian Parent/Guardian Engagement Opportunities
- District budget cuts will require that PLC work happens during staff meetings or that other creative opportunities are made to accommodate the work of PLC's

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Principal Walkthrough Tool	Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	\$0.00	No
2.2	Provide tailored professional development and ongoing support.	Provide PD that shows teachers how to reduce non-essential activities with low impact instructional minutes, as well as PD that shows teachers how to increase essential activities with high impact instruction.	\$0.00	No
2.3	Provide ongoing resources to support Visible Learning, Equity & Inclusion, GLAD, and Restorative Practices,	Support for these practices includes PD for effective instructional strategies, classroom management, and increase critical thinking and rigor.	\$0.00	No
2.4	Increase grade level and cross grade grade level teacher collaboration.	Teacher collaboration will provide collegial support to planning to optimize instructional time	\$0.00	No
2.5	Curriculum Resources	Use current curriculum resources available in Benchmark Advanced and additional as needed.	\$500.00	No
2.6	English Learner Interventions	Provide tier 2 & 3 support to individual and small groups of EL students	\$10,000.00	Yes
2.7	Translate Communications	Staff communicates to non-English speaking Hispanic families using their native language; Investigate current available resources: SMORES	\$0.00	No
2.9	Address Discrepancy of Cert/Clas on Survey -- ACTION			

Action #	Title	Description	Total Funds	Contributing
2.10	Professional Learning Community	Continue using Professional Learning Communities of staff to collaborate on analyzing data and developing and monitoring data based instructional strategies.	\$5,000.00	No
2.11	Restorative Justice Training	Additional Restorative Justice Training for Teachers	\$8,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	If all staff learn, model, and apply restorative practices with diligence, then the campus will have common language and supports in place to improve and maintain student behavior challenges outside the classroom to be commensurate with behavior expectations and support within the classroom.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

This goal was developed to improve student behavior challenges outside the classroom that is commensurate with behavior expectations and support within the classroom.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Climate Student Survey	School Climate Student Survey Results, February 2024: 86% There is an adult at my school who will help me if I need it.	School Climate Student Survey Results, March 2024: 90% There is an adult at my school who will help me if I need it.		School Climate Student Survey Results: 90% of students responded that there is an adult at my school who will help me if I need it.	3 year goal reached
3.2	Major Office Referrals	32 major office referrals 2023-2024	51 major office referrals 2024-2025		25 or fewer major office referrals	Major referrals increased by 6%
3.3	Suspension Rate	1.5% suspension rate 2023-2024	12 out of school suspensions and 3		1% or below suspension rate	Results of '24-'25 show 1% above the previous year's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in-school suspensions			suspension rate: 8 out of school suspensions and 2 in-school suspensions
3.4	Chronic Absenteeism Rate	11.14% chronic absenteeism 2023-2024	Chronic absenteeism 11.14% in '23-'24. It has decreased by 11.41% to 9.87% in '24-'25.		Below 8%	Decrease of 11.41%, which is below 3 year goal
3.5	Expulsion	0	0		Maintain expulsion rate of 0.	Same year to year
3.6	Attendance	XX% attendance rate 2023-2024	94.77% attendance rate '24-'25)		95% or above attendance rate	
3.7	Student Empathy Interviews	Teachers conduct individual student empathy interviews AND student empathy interviews are held at a staff meeting with wide student representation. (Began 2023-2024)	Teachers conduct empathy interviews with more students and more often. The student empathy interview at a staff meeting involved more students.		Teachers conduct empathy interviews with all students throughout the school year. Staff meeting empathy interviews with students occur minimally once a year.	Teachers are conducting more student empathy interviews, but not with whole class.
3.8	Student Satisfaction Survey	Give a student satisfaction survey to 2nd-5th grade students every other month. (Began 2024-2025 school year)	81%-93% of students are happy that Sartorette is their school. 84%-90% agree that adults at school care about kids.		Raise the percentages of students who are happy that Sartorette is their school and agree that adults at school care about kids.	N/A

Goal Analysis [2024-25]

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

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

- Staff has improved practices of reporting major referrals.
- We have also provided more education about the negative impact of absences, and followed up more with families to prevent them.
- Surveys were given to students every other month to gather data about students' satisfaction with being a student at Sartorette and having an adult at school who will help them.
- Traffic safety improvements made in collaboration with the City of San Jose
- Campus ingress & egress increased to 3 entrances & exits
- Front gate keepers track tardies/maintain safety at arrival
- Chronic absenteeism decreased & Attendance increased
- Last year, chronic absenteeism was 11.61%. Now it's 7%.
- Frequent student, parent, & staff surveys
- Frozen, Jr. set records: Seats sold. We bested last year despite there being 10 or so less kids!
- Collaboration Station (comfortable outdoor shaded space with Adirondack chairs, benches, and coffee tables to support collaborate student learning)
- School Bulletin Board (giant space to advertise school-related programs and activities for students, staff, and families)
- A Bee Pollinator Garden was added to the Monarch Butterfly Pollinator Garden. Sartorette is the recipient of a Xerces Habitat Kit Pollinator Program that includes 36 climate-smart plant materials to support native habitats for monarch butterflies and bees. This is in addition to the school's already successful plant, vegetable, and pollinator garden.

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.

No expenditures were made for website management as the principal managed that role.

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

-Data from Student Satisfaction Surveys given to 2nd - 5th graders every other month gave staff the opportunity to make changes to improve the quality of the school satisfying student needs within the same school year. Throughout 2024-2025, 81%-93% of students were happy that Sartorette is their school. 84%-90% agreed that adults at school care about kids.

-Student Empathy Interviews at staff meetings were very positive. Students were asked what is going well at school and how can school be improved. Most responses for change were not under our control to change, such as the request for more bathrooms at school. However, students frequently responded something that is going well, such as Science Lab, was also their suggestion for improvement, such as more Science Lab.

-Chronic absenteeism decreased and attendance increased as a result of intentional efforts to regularly educate families about the negative impacts of being absent, complete with statistical data. Many calls were made and meetings held with families to better understand why their children were absent and solve the problem together. We also strategically placed office staff and administration at different points at the entrance of the school to personalize parents' experience with bringing their child to school. There was no way to hide the fact that parents were bringing their children to school late without the staff taking notice. This was not to embarrass anyone, but to form improved relationships with parents and show that we care.

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

Valley Sports will not be utilized for lunchtime activities in '25-'26 due to budget constraints. Valley Sports might be used for working with students during site PLC's.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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

Action #	Title	Description	Total Funds	Contributing
3.2	Positive Behavior Interventions and Supports (PBIS)	Maintain and continue improving school-wide Positive Behavior Interventions and Supports in classrooms, within grade levels, and school-wide.	\$2,000.00	No
3.3	Student Leadership	Continue and expand students leadership opportunities throughout grade levels.	\$1,000.00	No
3.4	School-wide Events	Continue and expand school-wide community building events.	\$1,000.00	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.	\$4,000.00	No
3.8	MakerSpace	Open MakerSpace to students during lunch as an outlet for creativity and expression.	\$5,000.00	No
3.9	Yard/Noon Duty	Supervisors for recess and lunch	\$50,000.00	No
3.10	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.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	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 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.	\$15,000.00	No
3.12	Garden Program	Outdoor living lab opportunities with developmentally appropriate curriculum and instruction.	\$10,000.00	No
3.13	Motor Skills Coordinator	Lead classes of students in developing their gross motor skills.	\$10,000.00	No
3.14	ELOP funding for after school program (parent survey)	Free after school program targeting low SED students.	\$25,000.00	Yes
3.15	Valley Sports	SEL support for unduplicated students outside the classroom during PLC's.	\$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By continuing to reach out with intention to Sartorette's Hispanic community, we will better understand their views and how to meet their needs. This will result in maintaining Hispanic family engagement in school, which increases parent involvement from all families.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

The goal was changed for next year as we need to maintain and nurture the success of expanding Hispanic family engagement before moving on to other populations. Helping one population helps all populations.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Site Level Parent Engagement Survey	51% of parents who participated in the Parent Engagement Survey April 2024 claimed they spend less than one hour a month volunteering in any capacity for the school.	Survey discontinued		Less than 40% of parents who participate in the Parent Engagement Survey April 2027 claim they spend less than one hour a month volunteering in any capacity for the school.	N/A
4.2	Monthly Asian Volunteer Log	0% of Asian parents are asked to log their volunteer hours per month.	As a result of changing the LCAP goal, this was obsolete		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Hispanic Parent Engagement	No Hispanic parents on HSC board.	Hispanic parents joined HSC board as co-president and secretary. Hispanic parent body is visible and active at school events.		Year by year increase in Hispanic family involvement organizing HSC events.	Increase in overall Hispanic family engagement from previous year. Results of '25-'26 will serve as a more reliable baseline.
4.4	Parent Satisfaction Surveys	Send every other month (began '24-'25). Parents responded 94%-98% satisfaction in all areas questioned about school.	N/A		Maintain responses of 90%+ satisfaction with school	N/A
4.5	Parent Engagement Survey	Sent March 2025. Positive responses varied 75%-90% depending on the question. Lowest positive response was for the statement "Parent input sought about making decisions for child's education." However, there was no way to determine if responses were based on parent experiences with Sartorette alone, Price Middle School alone, or Sartorette and Price Middle School because they have students at both schools. (began '24-'25)	N/A		More agreement among parents that "Parent input sought about making decisions for child's education." Clarification about which school experience to which parents are referring on the survey.	N/A. Results of '25-'26 will serve as a more reliable baseline.

Goal Analysis [2024-25]

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

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

-Sartorette earned the Glenn W. Hoffmann Award for our Hispanic Student Achievement and Family Engagement Program from the Santa Clara County School Boards Association. The exemplary program resulted in an increase of volunteer hours from a core group of Hispanic parents of 662%! Every other month, school families were asked to participate in Parent Satisfaction Surveys so staff could improve the school to meet family's needs.

-This goal was changed for the 2024-2025 year as we need to maintain and nurture the success of expanding Hispanic family engagement before moving on to other populations.

-Three types of surveys were given to parents. A Parent Satisfaction Survey was sent nearly every other month. A Teacher Conference Survey was sent after conferences in October '24. A Parent Engagement Survey was sent in March '25. With responses between 94%-98% satisfaction in all areas questioned about school, results of both Parent Satisfaction Surveys and the Teacher Conference Survey did more to substantiate that what the school was doing to provide an academic, behavioral, and social emotional education for students was met with overwhelming parent approval. Positive responses in the Parent Engagement Survey varied 75%-90%, depending on the question. Lowest positive response was for the statement "Parent input sought about making decisions for child's education." However, there was no way to determine if responses were based on parent experiences with Sartorette alone, Price Middle School alone, or Sartorette and Price Middle School because they have students at both schools. (began '24-'25)

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.

Parent education events were not provided, but are planned for next year through The Towne Project. Principal took role of school webmaster resulting in no expenditures in that area. Staff has improved providing Hispanic family outreach and Spanish translation in all forms, but the efforts did not require expenditures.

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

-Adult educational partners realized that if we wanted the positive outcomes of efforts to better engage the Hispanic community, we needed to continue the work that had proven to be successful. Therefore, this goal was changed for the 2024-2025 year as we need to maintain and nurture the success of expanding Hispanic family engagement before moving on to other populations.

-Culturally relevant practices have helped all staff be more inclusive with students and families.

-Results of parent surveys every other month helped staff to pivot to respond to parent priorities to better meet their needs within the current school year.

-Sartorette did not continue with ESL classes at Sartorette for adults, but plans to hold them again for the '25-'26 school year.

-HSC events were modified to meet current community and parent volunteer organizers' preferences and needs. This helps promote parent engagement to volunteer more realistically given their availability as opposed to trying to recreate the past when there was less reliance on dual incomes for families.

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

-The goal was changed for next year as we need to maintain and nurture the success of expanding Hispanic family engagement before moving on to other populations. Helping one population helps all populations.

-Sartorette will continue to work on growing parent involvement in decision making. It is challenging to rely heavily on families reading class and school emails and school texts to know the school is seeking their involvement in decision-making about their child's education.

-Parent education opportunities will increase in '25-'26 to better support students in their school experiences at home.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.2	Parent Classroom Volunteers	Encourage parents to volunteer in classrooms to help teachers and provide supports for students.	\$0.00	No
4.3	Home & School Club (HSC)	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. Create programs and activities that meet the social emotional needs and cultural understanding of students and families throughout the school. Create fundraising events to support the cost of these programs.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	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.	\$6,000.00	No
4.5	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	No
4.6	ESL Parent Education	Sartorette will offer SJ Library System's ESL program at the school site for parents who want to participate	\$0.00	No
4.8	Hispanic Parent/Guardian Engagement Opportunities	Maintain and build on last year's outreach efforts to meet needs of Hispanic families with specific meetings, planning, and events.	\$500.00	No

2025-26 Total Expenditures Table

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

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$341,600.00	\$216,000.00	\$0.00	\$0.00	\$557,600.00	\$402,000.00	\$155,600.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	ELA Interventions	Students with Disabilities Unduplicated students	No				2025-2026	\$81,000.00	\$0.00	\$81,000.00				\$81,000.00	
1	1.2	Math Interventions Staffing & PD	Students with Disabilities Unduplicated students	No				2025-2026	\$10,500.00	\$0.00	\$10,500.00				\$10,500.00	
1	1.3	GLAD Training	English Learners	Yes	School wide	English Learners	Specific Schools: Sartorett e TK-5	2025-2026	\$0.00	\$5,600.00	\$5,600.00				\$5,600.00	
1	1.4	Project Based Learning	All	No			Specific Schools: Sartorett e	2025-2026	\$500.00	\$0.00	\$500.00				\$500.00	
1	1.5	Maker Space Coordinator	All	No			Specific Schools: Sartorett e	2025-2026	\$15,000.00	\$0.00	\$7,500.00	\$7,500.00			\$15,000.00	
1	1.6	Professional Learning Community	All	No			Specific Schools: Sartorett e Tk-5	2025-2026	\$5,000.00	\$0.00	\$2,500.00	\$2,500.00			\$5,000.00	
1	1.7	Math Intervention Curriculum	All Students with Disabilities unduplicated students	No				2025-2026	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.8	TK Instructional Aides	All TK	No			Specific Schools: Sartorett	2025-2026	\$150,000.00	\$0.00	\$75,000.00	\$75,000.00			\$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							e TK									
1	1.9	Library	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$10,000.00	\$5,000.00	\$5,000.00			\$10,000.00	
1	1.10	Normal School Operations	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$3,000.00		\$3,000.00			\$3,000.00	
1	1.11	Science Lab Coordinator	All	No				2025-2026	\$12,000.00	\$0.00	\$6,000.00	\$6,000.00			\$12,000.00	
1	1.12	Increase classroom instructional time.	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.13	Create more opportunities for all students to take ownership of their learning.	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.14	Increase opportunities for students to take leadership roles and take responsibility for school processes & procedures.	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.15	Foster cross-grade collaboration among students	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.16	English Learner Interventions		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Sartorette	2025-2026	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
1	1.17	Supplemental Instructional Classroom Support (Kinder Classroom Aides)	All Kindergarten	No			All Schools Specific Schools: Sartorette Kindergarten	2025-2026	\$30,000.00	\$0.00	\$15,000.00	\$15,000.00			\$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.18	GenEd Counseling Services	All	No			All Schools Specific Schools: Sartorette	2025-2026	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.19	Aide Supporting Classrooms w/ High Needs Students	All General population & UPP	No			All Schools Specific Schools: Sartorette	2025-2025	\$40,000.00	\$0.00	\$20,000.00	\$20,000.00			\$40,000.00	
2	2.1	Principal Walkthrough Tool	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Provide tailored professional development and ongoing support.	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	Provide ongoing resources to support Visible Learning, Equity & Inclusion, GLAD, and Restorative Practices,	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	Increase grade level and cross grade grade level teacher collaboration.	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.5	Curriculum Resources	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$500.00	\$250.00	\$250.00			\$500.00	
2	2.6	English Learner Interventions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sartorette	2025-2026	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.7	Translate Communications	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.9	Address Discrepancy of Cert/Clas on Survey -- ACTION														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Professional Learning Community	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$5,000.00	\$2,500.00	\$2,500.00			\$5,000.00	
2	2.11	Restorative Justice Training	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sartorette	2025-2026	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
3	3.1	Social Emotional Learning (SEL)	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$1,000.00	\$500.00	\$500.00			\$1,000.00	
3	3.2	Positive Behavior Interventions and Supports (PBIS)	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$2,000.00	\$1,000.00	\$1,000.00			\$2,000.00	
3	3.3	Student Leadership	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
3	3.4	School-wide Events	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
3	3.6	SEL Focus Wellness Services	All	No			Specific Schools: Sartorette	2025-2026	\$3,000.00	\$1,000.00	\$3,000.00	\$1,000.00			\$4,000.00	
3	3.8	MakerSpace	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$5,000.00	\$2,500.00	\$2,500.00			\$5,000.00	
3	3.9	Yard/Noon Duty	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$50,000.00	\$25,000.00	\$25,000.00			\$50,000.00	
3	3.10	Project Cornerstone	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$1,500.00	\$750.00	\$750.00			\$1,500.00	
3	3.11	Activities Coordinator	All	No			Specific Schools: Sartorette	2025-2026	\$15,000.00	\$0.00	\$7,500.00	\$7,500.00			\$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.12	Garden Program	All	No			Specific Schools: Sartorette	2025-2026	\$10,000.00	\$0.00	\$5,000.00	\$5,000.00			\$10,000.00	
3	3.13	Motor Skills Coordinator	All	No			Specific Schools: Sartorette	2025-2026	\$10,000.00	\$0.00	\$5,000.00	\$5,000.00			\$10,000.00	
3	3.14	ELOP funding for after school program (parent survey)	Low Income	Yes	School wide	Low Income		2025-2026	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
3	3.15	Valley Sports	English Learners Low Income	Yes	School wide	English Learners Low Income		2025-2026	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.2	Parent Classroom Volunteers	All	No			Specific Schools: Sartorette	2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Home & School Club (HSC)	All	No			Specific Schools: Sartorette	2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	Parent Education Events	All	No			Specific Schools: Sartorette	2024-2025	\$0.00	\$6,000.00	\$3,000.00	\$3,000.00			\$6,000.00	
4	4.5	Translation Services	All	No			Specific Schools: Sartorette	2024-2025	\$0.00	\$2,000.00	\$1,000.00	\$1,000.00			\$2,000.00	
4	4.6	ESL Parent Education	All	No			Specific Schools: Sartorette	2025-2026	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.8	Hispanic Parent/Guardian Engagement Opportunities	All Hispanic students & families	No				2025-2026	\$0.00	\$500.00	\$500.00				\$500.00	

Sartorette Elementary School

LCAP School Site Council (SSC) Assurances Signature Page 2025-2026

As required by the Local Control Accountability Plan (LCAP) process, the School Site Council (SSC) has reviewed the LCAP for our school. The SSC members confirm that they have provided input, discussed the plan's alignment with school and district goals, and approved the final submission of this LCAP.

SSC Member Name	Role (Parent, Teacher, Staff, Student, Admin)	Signature
Warren Edwards	Parent	Warren L. Edwards
Melanie Lima	Parent	Melanie Lima
Jessica McGowan	Parent	Jessica McGowan
Rocio Ruiz, ELAC	Parent	Rocio Ruiz
Julie Boggini	Staff	Julie Boggini
Lisa Foy	Staff	Lisa Foy
Daisy Gonzalez	Staff	Daisy Gonzalez
Debbie Stein	Staff	Debbie Stein

Date of SSC Approval: May 5, 2025

SSC Chair's Name:
Jessica McGowan

Signature: 

Principal's Name:
Debbie Stein

Signature: 