



## Local Control 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 [2022-23]

### General Information

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

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

During the global pandemic, Sartorette Elementary School became home to our traditional student population, as well as students participating in the Cambrian School District's Virtual School Program (VSP) for transitional kindergarten through fifth grade. Both Sartorette and VSP students participated in Distance Learning. While Sartorette students would return to in person instruction on campus in a hybrid schedule (realized the week of March 15, 2021), parents enrolled children in VSP with the knowledge that these students would remain in Distance Learning throughout the duration of the school year. Enrollment varied over the course of the year, with approximately 270 students in Sartorette and 328 students in VSP.

#### 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!

#### VSP's Equity Statement

VSP honors diversity, challenges racism, and actively reflects on inherent privileges and circumstances to create a safe and inclusive learning environment for our school community. We have a passion and love for children and are driven to help them succeed in life by promoting the academic and social-emotional health and well-being of the whole child, and empowering them to take responsibility for their education.

Sartorette serves a diverse group of students within general education classes and three Special Day Classes service students in mild to moderate Special Education. Our student population is: 30.6% Hispanic or Latino, 28.6% White, 20.4% Asian, and 16.3% Two or More Races. Within the population, we have 18.6% English Learners representing over 32 languages, 22.4% of the students qualify for the free and reduced-price school lunch, XX% of the students receive special education services. Currently there are XX Foster Youth students and XX students who are considered homeless.

Due to the Impact of COVID-19 our operations were dramatically transformed. On March 16th, 2020 it became necessary to move solely to an online educational platform. This shift to distance learning greatly impacted our families who rely on the school for more than an education. The site leadership & community organizations worked together to ensure that all students had a device to participate in synchronous and asynchronous instruction. Our school and district staff were instrumental in reaching out to families whose students were not accessing virtual classes to investigate how to best support participation. We discovered that over 50 families struggled with wi-fi access. Additionally, many of our families struggled with food insecurity. School and District Staff across the district coordinated efforts to organize meals, hot spots and chrome book distribution. On March 8, 2021, we reopened for hybrid learning and students began in-person learning on campus for a limited portion of their instructional day. On May 3, 2021 we further reopened to four full instructional days of in-person learning and one day of online asynchronous learning for the remainder of the school year.

## Reflections: Successes

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

Prior to the pandemic, four goals were identified for focus during the 2020-2021 school year: Goal 1: High Academic Achievement; Goal 2: Effective Leadership, Teaching, and Learning; Goal 3: Positive School Environment, Climate, and Culture; and Goal 4: Strong Parent and Community Engagement.

Goal 1: High Academic Achievement. Prior to the pandemic, chronic absenteeism declined 0.9%, the suspension rate declined 1%, state testing scores in math slightly increased (3.4 points), and English Language Arts scores remained the same as the prior-year with 59.% of English Learners making progress toward English language proficiency.

Counseling and Support Services for Youth (CASSY) (2019-2020) was provided to students in whole class, small group, and one-on-one settings. Some additional successes were in the application of Frames for Fluency before school for English Learners, the Imagine Learning online literacy program for all students that adapt instruction based on each student's needs, and phonics intervention instruction to support struggling learners in kindergarten and first grade. Sartorette School will provide highly qualified staff through recruitment, retention, and professional development so every student thrives. All teachers are properly credentialed and properly assigned professional development

opportunities for teachers, such as Next Generation Science Standards (NGSS) and/or Full Option Science System (FOSS), achievement teams, instructional rounds, data studies (with student work), Guided Language Acquisition Design (GLAD), Guided Reading, Benchmark Advanced Curriculum, and Reader's and Writer's Workshop variety of leadership opportunities provided. One success for this area was Guided Reading professional development that was provided to every teacher throughout the school year. Sartorette Elementary School will provide a supportive, orderly, and purposeful environment so that students can reach their full academic potential. Second Step social-emotional curriculum continued school-wide implementation.

Standardized assessments show decreases in all academic areas; however, given that Sartorette & VSP students learned via distance learning for at least a year, the decrease was minimal. Math shows a 5% decrease in meeting or exceeding grade-level standards from fall 85% to winter 80%. Standardized assessments in English Language Arts show a 1% decrease in meeting or exceeding grade-level standards from fall 80% to winter 79%. SAEBRS (social-emotional) assessments determined a 2% decrease of students at no risk, from fall 89% to winter 87%, according to teachers. Beginning November 2020, a Distance Learning Center provided support on campus for students who needed supervision to participate and engage in distance learning more successfully. LLI provided ELA supports for students throughout the school year. Imagine Learning and Imagine Math provided adaptive learning online for all students. Interventions for students in English Language Development were established in March 2021 and math supports began in April 2021. Instructional aides provided additional support for students in kindergarten when Sartorette students returned for in-person instruction in March 2021. In February 2021, one of our fourth-grade students earned first place for the whole state of California by completing 1,244 lessons in Imagine Math. He donated his winnings to the Juvenile Diabetes Research Foundation charity. During that same month, a fourth-grade class won Imagine Math's national "Students Love Math" contest for the week by averaging four or more passed math lessons per active student that week. 100% of the class voted to accept a \$50 Amazon gift card which they will donate to local food shelter Second Harvest Food Bank in San Jose. In April, Sartorette & VSP were selected as a 2020-2021 School of Excellence for our use of Imagine Math TK-2. This award represents rigorous usage standards and is the highest distinction in Imagine Learning across the country.

Nugent Family Counseling Services (2020-2021) was provided to students in whole class, small group, and one-on-one settings.

Students participated in separate School Climate Surveys [one for Sartorette, one for Cambrian's Elementary Virtual School Program (VSP)] at the end of March 2021 with Sartorette results of a 22% (66% to 88%) improvement in "Students treat each other well" compared to last year, at 10% (77% to 87%) improvement in students' response that "I get along with other students", a 9% (from 86% to 95%) improvement in students' response that "My school has clear rules for behavior," and an 8% increase (from 86% to 94%) in students' response that "Teachers treat me with respect".

Goal 2: Effective Leadership. Teachers participated in professional learning targeted toward refining and economize school systems/protocols, introducing and calibrating the purpose of equity work in schools, creating an equity-focused vision statement, creating data protocols, and establishing routines around looking at data and determining at-risk students. SMART goals and Cycles of Inquiry were introduced to reflect, plan, act and assess student success toward promoting equity. Additionally, VSP teachers collectively read the book, Culturally Responsive Teaching and the Brain in the form of a book group.

In response to observed challenges, our school counselor created and presented "Self Care for Teachers" to equip staff with tools for maintaining overall health in managing professional and personal commitments.

Goal 3: Positive School Environment, Climate, and Culture. Positive Behavioral Interventions and Supports (PBIS) have been implemented throughout the school year, including school-wide recognition of students demonstrating positive life skills and behavior in targeted areas in TK - 2 and 3rd - 5th grades on a weekly basis in the schools' two weekly news videos (one weekly news video for Sartorette and another weekly news video for VSP), as well as in the school weekly newsletters. These students also received certificates acknowledging their achievements. Monthly Student Materials Pick Up Days have also promoted a positive sense of community as parents brought their children to a drive through process to pick up materials students needed for the coming weeks of school as well as had an opportunity to visit with their teacher in person, all while remaining in their vehicle. Classes began every Monday morning with a weekly news video for each of two respective school programs, bringing students and staff up to date with the latest events affecting the school. Staff and students contributed news items and students led the Pledge of Allegiance every week. These weekly videos were viewed by parents/guardians as they were emailed to them each week. Videos are archived on the schools' websites. In March 2021, the installation of a new mural was announced and the process of gathering input from all stakeholders was launched. Students and families participated in live in-person (and Zoom) meetings with the artist to interact with him throughout the painting process.

Parent volunteers continued Project Cornerstone lessons and created an art program in lieu of Art Vistas, both of which continued throughout the school year.

VSP students created a logo and a theme song for the school program to help promote a sense of identity and community in this new school program.

Goal 4: Strong Parent and Community Engagement. In addition to strong communications with teachers, school-wide communications with parents, guardians, and the school community were maintained via weekly news videos (separate videos for the two school programs), weekly newsletters, and communication blasts as needed. Monthly Home & School Club meetings were held, as well as regularly scheduled School Site Council & ELAC meetings. Principal Coffees provided up-to-date information about timely events of interest to parents and guardians, especially related to the expectations of students returning to school. Parent/guardian Education Nights included Noche Latina to inform members of our Spanish-speaking community and "Self Care for Families" to equip families with tools for navigating the challenges of life and education during the pandemic. The school's website was updated and maintained to become a valuable source of information. Parents/guardians also participated in an LCAP survey to prioritize their interests in school matters. Families also organized the provision of weekly snacks for staff throughout the year as a gesture of the extraordinary reciprocal teamwork required to educate students during the pandemic.

Parents participated in separate Parent Engagement Surveys [one for Sartorette with 148 responses, one for Cambrian's Elementary Virtual School Program (VSP) with 131 responses] in April 2021 with 99% (Sartorette) & 100% (VSP) of parents agreeing or sometimes agreeing that they "feel welcomed and valued when visiting the school", 98% & 100% parents agreeing or sometimes agreeing that "each family's ethnicity and culture is recognized and respected by school staff", 100% & 100% of agreeing or sometimes agreeing that "parents receive timely school communication and in many different ways and in a consistent manner", and 97% & 98% of parents agree or sometimes agree that "parents are encouraged to communicate to school staff any concerns they may have related to their child's grade/program placement and academic progress."

## Reflections: Identified Need

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

Based on CA Dashboard data, our students were in the blue category for chronic absenteeism, but our English Learner (EL) students were yellow overall. Our focus is to increase their attendance rates through improved communications, meetings, and written information and calls about the importance of coming to school.

Based on CA Dashboard data, our students were in the yellow category for English Language Arts, but our students with disabilities were in the red category. An area of focus is to look at the curriculum used and instructional practices implemented to meet their learning needs to be successful in school. We also work hard on monitoring our students' Individual Education Program (IEP) goals to ensure they are aligning with the needs of students with disabilities.

Based on CA Dashboard data, our overall students are in the green category; however, our Hispanic students are in the orange category. Our focus is to increase Tier II & III interventions, monitor student progress through formative and summative assessments, and use that data to differentiate instruction, especially at tier I, to meet the needs of Hispanic students.

## LCAP Highlights

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

The goals and actions for the 2020-2021 school year were created via collaboration with staff, parent leadership, students, and the greater school community of both Sartorette Elementary School and the Cambrian Virtual School Program (TK-5), which operates through Sartorette. The goals and actions for the 2021-2022 LCAP were prioritized based on qualitative and quantitative data from experiences before and during the COVID 19 pandemic. Quantitative data was based on results from District LCAP Survey Parent Engagement Survey, School Climate Survey (taken by 3rd, 4th, & 5th graders), Fastbridge Local Assessment ELA & Math Assessments, and prior SBAC State Assessments. Based on the data, staff collaborated on root cause analyses to understand the why behind the data, realistic goals for improvement, and actions that will promote improvement. Together, we identified data based goals and actions centered around improving academic achievement, social emotional well-being; equity and inclusion for all, especially for our Hispanic students and families who represent the school's largest population; parent involvement and engagement; and school climate.

To achieve these goals we will continue utilizing the services of the educational consultant who this year helped each site establish a vision equity statement and instill Cycle of Inquiry practices that promote equity of instruction and inclusion for all students. We will build on the progress already made to continue to identify at risk/at promise students, determine ways to help those students improve, and better understand the cultural significance of students and how that plays out with needs for differentiation in the classroom that supports their academic and social emotional needs. In the process, we will measure parent/guardian participation and engagement in classes and school-wide to determine areas to improvement parent involvement. We will also utilize Project Based Learning, MakerSpace, organized sports and art instruction, student leadership opportunities, and activities during the school day that empower student choice and voice to foster their

desire for learning, help children understand how they can make a positive difference in their own life, in the lives of others, and in their community.

## **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 not identified for CSI in 2021-2022.

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

Inform and educate all educational partners about the LCAP process.

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

Review current goals and progress/status.

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

Drafting an LCAP

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

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

## 6. Student Interest Survey

Review the draft LCAP for 2021-2022 with stakeholders and gather feedback.

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

Revision of the LCAP based on final review.

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

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

A summary of opportunities for our educational partners to engage in the development of the LCAP in the 2021-2022 school year is listed below:

- The School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available.
- Newsletters were published to update actions pertinent to LCAP goals.
- HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate, and Community Engagement). Parents asked for feedback and input at the session.
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff on May 2021 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- Parent survey was developed and issued to parents in January 2021. Multiple emails and written reminders were sent out. A total of 126 families responded. The results were disseminated to HSC, SSC, and ELAC, at parent coffees, and at our staff meeting during April.

A summary of the feedback provided by specific educational partners.

All stakeholder groups were interested in the variety of quantitative data resources, including surveys, state testing, the CA Dashboard, and local assessments (Fastrbridge ELA and Math testing) were used to identify areas of need. Qualitative data of individual experiences supported the data. Sartorette parents, guardians, and staff determined that support for parent focus groups and parent organizations (Home



& School Club support, newcomer support, English Learner parent support) were among the highest priorities to promote parent involvement and engagement in the school and more academic supports that meet individual student needs were among Sartorette parents and staff's highest priorities for student engagement and achievement in the District LCAP Survey (March 2021).

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

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

# Goals and Actions

## Goal

Goal #	Description
1	LCAP Goal 1: High Academic Achievement It is our goal for the next school year to prioritize educational opportunities for our students to accelerate their progress toward grade level standards evidenced by raising the percentage of students to meet or exceed grade level standard and reducing the percentage of students at some risk or high risk (below level standard) in ELA and Math using local Fastbridge assessment data by at least 5% over the next year.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we understand and serve the differentiated learning needs of individual students in ELA, engage students in using academic language, and limit variables affecting assessment authenticity, then we impact students' academic skills and preparedness to take assessments, resulting in improved and more authentic scores because accelerating students to grade level standards has been a challenge during the pandemic with Winter 2021 Fastbridge data showing 17% of our first through fifth grade students scoring below grade level standard (at some risk or high risk) in ELA and 15% in Math, and more academic supports that meet individual student needs were among Sartorette parents and staff's highest priorities for student engagement and achievement in the District LCAP Survey (March 2021).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Fastbridge Benchmark Assessment for ELA & Math by All Students & Significant Student Groups	17% below grade level standard in ELA  15% below grade level standard in Math (Need to disaggregate by groups)	All Students: English Learner: Low-Income:			7% below grade level standard
Smarter Balanced Assessment for ELA & Math for All Students & Significant Student Groups	(Put SBAC 2019 Results Here) ELA: 0.3 points below standard	TBD Summer 2022			Return to SBAC results from 2018-2019 ELA: 0.3 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: 6.1 above standards				Math: 6.1 above standards
CA DashBoard - English Learner Progress Indicator (ELPI)	(Put CA Dashboard ELPI 2019 Results here) 59.3% making progress towards English language proficiency (high)	13 RFEP'D out of 41 EL students			60% making progress towards English language proficiency (high)
English Learner Reclassification Rate	2019-20 RFEP 6 students reclassified	4 students RFEP'd '20-'21; 13 students RFEP'd '21-'22			13 Reclassified from English Learner to English Proficient (RFEP)
Annual SARC - All students have access to instructional materials and resources, including technology devices & internet.	100% of students have access	100% of students have access			100% of students have access

## 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. (LLI Staff & Classroom Aides)	\$80,902.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Math Interventions	Provide professional development and supports to help teachers provide tier 1 interventions for students; Provide tier 2 & 3 support to individual and small groups of EL students within and outside of the General Education classroom.	\$5,356.00	Yes
1.3	Guided Reading Protocols	Refresh Guided Reading protocols learned in professional development in 2019-2020 and apply them. (Educational Consultant)	\$5,000.00	No
1.4	GLAD Refresher Training	District GLAD trainers provide professional development refreshers for teaching staff in ELA	\$250.00	Yes
1.5	Project Based Learning	Hold a PBL refresher to teachers and expect teachers to conduct two PBL's during the 2021-2022 school year. Provide PBL support to teachers throughout the year.	\$250.00	No
1.6	MakerSpace	Enhance MakerSpace program to complement classroom lessons.	\$10,000.00	No
1.7	Educational Consultant	Continue to work with consultant as she supports: the creation and routines of data protocols and looking at data; determining at-risk students; creating, monitoring and assessing goals related to the Cycles of Inquiry (reflecting, planning, acting and assessing for student success); monitoring student progress towards equitable outcomes for all by reflecting on comparison data from each benchmark assessments. (See goal one, action #3)	\$5,000.00	Yes
1.8	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.	\$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Software Licensing	AR, Learning A-Z, Explore Learning, Imagine Learning	\$19,847.00	No
1.10	TK Instructional Aide	TK Instructional Aide Support	\$4,000.00	No Yes
1.11	Library	The librarian utilizes library software to run our school library.	\$9,500.00	No
1.12	Illuminate	District-wide software that collects data to drive instructional and intervention decisions.	\$200.00	No
1.13	Normal School Operations	Copier, office supplies, tech supplies, BofA charge, etc. to support normal school operations)	\$1,982.00	No

## Goal Analysis [2021-22]

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

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

All actions and services were fully implemented.

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. (LLI Staff & Classroom Aides)

1.2 Math Interventions: Provide professional development and supports to help teachers provide tier 1 interventions for students; Provide tier 2 & 3 support to individual and small groups of EL students within and outside of the General Education classroom.

1.3 Guided Reading Protocols: Refresh Guided Reading protocols learned in professional development in 2019-2020 and apply them. (Educational Consultant)

1.4 GLAD Refresher Training: District GLAD trainers provide professional development refreshers for teaching staff in ELA

1.5 Project-Based Learning: Hold a PBL refresher to teachers and expect teachers to conduct two PBLs during the 2021-2022 school year. Provide PBL support to teachers throughout the year.

1.6 MakerSpace: Enhance the MakerSpace program to complement classroom lessons.

- 1.7 Educational Consultant: Continue to work with a consultant as she supports: the creation and routines of data protocols and looking at data; determining at-risk students; creating, monitoring, and assessing goals related to the Cycles of Inquiry (reflecting, planning, acting, and assessing for student success); monitoring student progress towards equitable outcomes for all by reflecting on comparison data from each benchmark assessments.
- 1.8 Professional Learning Community: Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.
- 1.9 Software Licensing: AR, Learning A-Z, Explore Learning, Imagine Learning
- 1.10 TK Instructional Aide: TK Instructional Aide Support
- 1.11 Library: The librarian utilizes library software to run our school library.
- 1.12 Illuminate District-wide software that collects data to drive instructional and intervention decisions.
- 1.13: Normal School Operations: Copier, office supplies, tech supplies, BofA charge, etc. to support normal school operations)

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.

Less was spent v allocated due to district office support.

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

Although math interventions outside the classroom were not provided this year, ELA interventions included both LLI (K-3) and Fastbridge's Fast ForWord program (4-5) with both programs demonstrating success at supporting student progress toward grade level. Project-Based Learning was only used in one grade level (2nd) with a grant from Happy Hollow supporting all costs. Students were very responsive to the new MakerSpace and MakerSpace program where they receive 45 minutes of STEAM instruction each week. Several students shared that the program is their favorite addition to learning this year. The Educational consultants fortified plans for improving instructional practices that resulted in improved student learning across grade levels with data to support this claim. Professional Learning Communities allowed staff to improve instructional practices in all grade levels in both general education and special education. Data supports this claim.

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

Next year math interventions will be added to encourage improvements in math similar to the improvements in English language arts that we experienced this year. The Benchmark Curriculum of tiered interventions has been adopted by the district as additional tier 2 support. The curriculum will help students with phonics and phonemic awareness based on the Science of Reading. Math interventions will be added next year as well as a dedicated Science Lab for 4th & 5th graders to conduct FOSS experiments that have been too challenging to do within the confines of the regular classroom. Next year we are also lengthening the duration of enrichment opportunities such as Starting Arts theater lessons and visual arts lessons from 8 weeks respectively to 12 weeks respectively.

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

# Goals and Actions

## Goal

Goal #	Description
2	LCAP Goal 2: Effective Leadership, Teaching, and Learning Sartorette will improve the overall literacy capabilities of Hispanic students as evidenced by SBAC scores in English Language Arts as it becomes available or as measured by local assessment data.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we demonstrate a better understanding of Hispanic culture by providing more opportunities for parent engagement to our Hispanic families, utilize curriculum resources for Hispanic students who are English Learners, establish more English Learner interventions, and communicate to non-English speaking Hispanic families using their native language, then we will improve academic English Language Arts (ELA) SBAC scores because the District’s LCAP Survey (March 2021) shows Sartorette parents and staff believe targeting under-represented groups is a high priority for promoting student engagement, and although Hispanics make up the largest percentage of the student population at Sartorette (30.6%), Hispanic students on average scored 42.9 points below standard on ELA SBAC testing (based on 2019 CA Dashboard data), a performance that is categorized lower than every other student population on campus.

## Measuring and Reporting Results

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



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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum Resources	Use current curriculum resources available in Benchmark Advanced and additional as needed.	\$500.00	Yes
2.2	English Learner Interventions	Provide tier 2 & 3 support to individual and small groups of EL students	\$5,355.00	Yes
2.3	Translate Communications	Communicate to non-English speaking Hispanic families using their native language; Investigate current available resources: SMORES	\$0.00	Yes
2.4	Hispanic Parent/Guardian Engagement Opportunities	Work with ELAC to better understand Hispanic community needs at class and school-wide levels through focus groups, meetings, and surveys. Determine priorities and follow through with ideas (such as Latino Night), which may require a translator.	\$500.00	Yes

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

## Goal Analysis [2021-22]

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

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

All actions and services were fully implemented.

2.1 Curriculum Resources. Use current curriculum resources available in Benchmark Advanced and additional as needed.

2.2 English Learner Interventions. Provide tier 2 & 3 support to individual and small groups of EL students.

2.3 Translate Communications. Communicate to non-English speaking Hispanic families using their native language; Investigate currently available resources: SMORES

2.4 Hispanic Parent/Guardian Engagement Opportunities. Work with ELAC to better understand Hispanic community needs at class and school-wide levels through focus groups, meetings, and surveys. Determine priorities and follow through with ideas (such as Latino Night), which may require a translator. This action was not implemented.

2.5 Educational Consultant. Continue to work with a consultant as she supports: the creation and routines of data protocols and looking at data; determining at-risk students; creating, monitoring, and assessing goals related to the Cycles of Inquiry (reflecting, planning, acting, and assessing for student success); monitoring student progress towards equitable outcomes for all by reflecting on comparison data from each benchmark assessment.

2.6 GLAD Refresher Training. District GLAD trainers provide professional development refreshers for teaching staff (See goal #1, action #4)

2.7 Professional Learning Community. Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal

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.

Less was spent versus allocated due to district office support. 4th & 5th grade English Learners participated in the Fast ForWord intervention program through Fastbridge. The school district provided funding for this program.

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

A record of 13 English Learners was reclassified to be English Proficient (RFEP'd). Hispanic Parent/Guardian Engagement Opportunities did not happen this year as a result of limitations due to the ongoing pandemic.

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

Professional Learning Communities were created around the improvement of instructional practices. A new leadership team of teachers was also created. Teachers were introduced to curriculum and materials to support students who are English Learners. Next year the district is providing Benchmark Tiered intervention of phonics and phonemic awareness based on the Science of Reading that will help serve the school's English Learner population. Next year we will be early implementors for Fastbridge training for math.

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

# Goals and Actions

## Goal

Goal #	Description
3	LCAP Goal 3: Positive School Environment, Climate, & Culture It is our goal for the next school year to prioritize opportunities for students to take leadership roles to benefit the student body and increase opportunities for positive student recognition. This will result in an increase of at least 5% when students respond that they always or often like school, feel like I do well in school, and that good behavior is noticed at school in the School Climate Survey taken by 3rd through 5th graders in 2021-2022.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we empower students with leadership experiences and increase opportunities for student recognition then we impact the way students experience school that will result in students who are more confident, feel a sense of belonging, and want to include others because in the School Climate Survey (April 2021) taken by third, fourth, and fifth graders, 75% responded that they always or often like school, 71% reported that they feel like they do well in school, and 72% indicated that good behavior is noticed at school.

## Measuring and Reporting Results

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

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning (SEL)	Continue Second Step social emotional curriculum school-wide, hold PD that promotes mental health for students, have school counselor create and present regularly scheduled lessons.	\$1,000.00	No
3.2	Positive Behavior Interventions and Supports (PBIS)	Continue previous and add new school-wide Positive Behavior Interventions and Supports	\$500.00	No
3.3	Student Leadership	Renew and expand students leadership opportunities throughout grade levels	\$0.00	No
3.4	School-wide Events	Organize fun community building events and contests at grade level, grade level clusters, and school-wide	\$250.00	No
3.5	School Website	The website keeps the school community updated with important information that impacts students, families, and staff.	\$2,000.00	No
3.6	Weekly News Videos	The news show utilized an online platform to keep students, staff, and families updated about school events and student recognitions	\$3,000.00	No
3.7	Organized Sports	Hold organized sports activities twice a week during lunches for anyone who wants to play. (Valley Sports)	\$3,964.00	No
3.8	Art Vista	Trained volunteers bring multifaceted curriculum to classrooms exposing students to art history, technique, and hands-on projects.	\$11,700.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	MakerSpace	Open MakerSpace to students during lunch as an outlet for creativity and expression. (see goal #1, action #6)	\$5,000.00	No
3.10	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal		No
3.11	Yard/Noon Duty	Supervisors for recess and lunch	\$39,400.00	No
3.12	SWIS/CICO	School-Wide Information System (Software) for tracking discipline and behavior throughout the school year	\$584.00	No
3.13	Project Cornerstone	Programs for achieving positive social and academic outcomes in alignment with Mult-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), and schoolwide efforts to improve climate by changing student behavior.	\$1,000.00	No

## Goal Analysis [2021-22]

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

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

All actions and services were fully implemented.

Covid mitigation guidelines affected most aspects of this goal. Social Emotional Learning (SEL): We continued Second Step social emotional curriculum school-wide, held professional development and discusses to promote mental health for students, and had our school counselor and school psychologist create and present lessons in social emotional learning, including Zones of Regulation. Positive Behavior Interventions and Supports (PBIS): We continued previous and add new school-wide Positive Behavior Interventions and Supports, including sharing student compliments. Student Leadership: We renewed and expanded students leadership opportunities throughout grade levels, especially with student-led Friday Spirit Assemblies hosted by different classes each week. School-Wide Events: We organized fun community building events and contests at grade level, grade level clusters, and school-wide.

School Website: The website keeps the school community updated with important information that impacts students, families, and staff.

However, this year we were not able to maintain the same level of updated content as the prior year. Weekly News Videos: Since we were



able to return to on campus instruction all year long and hold weekly school-side spirit assemblies, weekly news videos were discontinued. Organized Sports: Valley Sports ran organized athletic events during lunch each day.

Art Vistas: Art Vistas program was replaced by Starting Arts local private company which ran eight week instruction in theater and eight week instruction in visual arts taught by professional artists in their field. An end of year art show will showcase the work of the students with the two instructors present to answer questions. MakerSpace: In addition to the weekly 45 minutes of STEAM instruction for each class, in March, MakerSpace was open to students during lunch on a weekly basis. Professional Learning Community: We formed Professional Learning Communities of staff whose focused on developing and monitoring school-wide and grade level strategies for instruction. Teacher leaders attended Fastbridge training and provided instruction to colleagues on staff.

Yard/Noon Duty: A new group of staff were hired to provide supervision for recess and lunch. SWIS/CICO: School-Wide Information System (Software) was used for tracking discipline and behavior throughout the school year.

Project Cornerstone: Programs were implemented for achieving positive social and academic outcomes in alignment with Multi-Tiered System of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and school-wide efforts to improve climate by changing student behavior.

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.

Less was spent versus allocated due to district office support. The district covered the costs of professional development in Zones of Regulation; Valley Sports, and Professional Learning Communities. We also had to limit some programs due to adherence to Covid 19 guidelines, therefore lessening expenditures.

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

Although Covid guidelines created limitations to implementing several actions for LCAP Goal 3: Positive School Environment, Climate, & Culture, we were able to put them into action in a manner that prioritized opportunities for students to explore new learning in the new MakerSpace, new library, and new theater and visual arts programs, and providing leadership roles to benefit the student body and increase opportunities for positive student recognition.

The goal was an increase of at least 5% when students respond that they always or often "I like school", "I feel like I do well in school", and that "good behavior is noticed at school" in the School Climate Survey taken by 3rd through 5th graders in 2021-2022. It's important to consider that last year students participated in distance learning from home until some point last March 2021. This is the first school year we returned to in-person instruction on campus since the pandemic began causing the campus shutdown and pivoting to distance learning beginning March 16, 2020. Social development and social-emotional well-being have been our priority this current school year as we have experienced a regression in these areas at all grade levels. Covid guidelines have prevented us from returning to traditional activities and events this school year, including those that promote a positive school climate. We are slowly reintroducing them as Covid guidelines allow. While neither last year nor the prior year is an equitable comparison, comparing this year's results to the 2019-2020 school year is a more relevant comparison to this year than 2020-2021 is. The response of always or often to the prompt "I like school" reduced by 1%, and "I feel

like I do well in school" increased by 2%. "Good behavior is noticed at my school" decreased by 6% this current school year compared to two years ago, 2019-2020.

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

Many of the above actions were not able to be implemented at the start of the school year due to Covid guidelines. We would like to be able to implement all of the above actions from the start of the next school year. Two new murals were added to the campus this year and two more will be added next year. Additionally, this year's outgoing 5th graders will start legacy murals with each promoting 5th-grade class creating a mini mural as a gift to the school. Next year we will add a Motor Skills program to support gross motor skill development that students are lacking. An activities program to support a positive school climate will be added for next year, as well as a new Garden program to integrate outdoor learning lab opportunities with content standards within the classroom. Multicultural events will also be added next year to honor the diversity of the population within the school community.

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

# Goals and Actions

## Goal

Goal #	Description
4	LCAP Goal 4: Strong Parent & Community Engagement Create a system for identifying and tracking parent involvement for the purpose of measuring parent participation and engagement. This will result in parents increasing the prioritization of support for parent focus groups and parent organizations by 10% (from 58% - 68%) in next year's Parent LCAP survey 2021-2022.

An explanation of why the LEA has developed this goal.

In meetings and surveys, our stakeholders determined that if we record all the parents/guardians who volunteer or attend class or school-wide activities then we learn how many parents are involved in the school, the ways they are participating, and the population and demographics they represent, which will allow us to identify opportunities for growing parent involvement because although studies show that students with parents who participate and are engaged in their school have higher academic achievement and improved attendance, self-esteem, and higher graduation rates, and the District LCAP Survey (March 2021) showed that Sartorette parents, guardians, and staff determined that support for parent focus groups and parent organizations (Home & School Club support, newcomer support, English Learner parent support) were among the highest priorities to promote parent involvement and engagement in the school, Sartorette has not utilized tools to measure parent participation and engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District's Parent LCAP Survey (Sartorette)	Parents' prioritization of support for parent focus groups and parent organizations is 58% in District's Parent LCAP Survey (Sartorette)	This same question was not included in the District Parent LCAP Survey.			Identify prioritization of parent involvement in the District's Parent LCAP survey 2023-2024 (Sartorette).
Parent Engagement Survey	Create a system for identifying and tracking parent involvement for the purpose of measuring	A fall survey helped identify parent involvement. However, tracking throughout the year			In the 2023-2024 Parent Engagement Survey, 92% parent respondents will agree they feel welcomed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent participation and engagement. This will result in parents increasing the prioritization of support for parent focus groups and parent organizations by 10% (from 58% - 68%) in next year's District Parent LCAP Survey 2021-2022.	<p>did not occur due to Covid guidelines causing a significant reduction in the ability for parent participation on campus.</p> <p>In the 2021-2022 Sartorette Parent Engagement Survey, 87% parent respondents agreed they feel welcomed and valued when visiting the school.</p>			and valued when visiting the school, a 5% increase over 2021-2022 results.
Parent participation in school events, such as Parent Conferences, Principal's Coffees, Parent Workshops, etc.	Principal Coffees & Latino Nights were held	As Covid guidelines loosened, school events increased with an increase in parent participation as well.			Create a system for identifying and tracking parent involvement for the purpose of measuring parent participation and engagement.
Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club Meetings, etc.	Covid guidelines and online learned prevented traditional parent participation on campus, however, parent participation on specific school committees continued.	As Covid guidelines loosened, school events and committees increased with an increase in parent participation. However, few new parents stepped forward to assume leadership roles.			Increase parent involvement representative of our diverse

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Classroom Volunteers	Encourage parents to volunteer in classrooms to help teachers and provide supports for students.	\$0.00	No
4.2	Home & School Club (HSC)	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. Renew programs and activities that occurred prior to the pandemic and create new ones that support the academic, social emotional needs and cultural understanding of students and families throughout the school. Create fundraising events to support the cost of these programs.	\$0.00	No
4.3	Parent Groups	Create opportunities for parents to meet regularly toward accomplishing common goals of interest that serve the school community.	\$0.00	No
4.4	School Committees	Increase parent representation on school committees so the groups reflect the demographic populations of students enrolled at the school.	\$0.00	No
4.5	Parent Education Events	Organize events that educate parents about areas that interest them related to academic and social emotional well being of students and families.	\$1,000.00	No
4.6	Translation Services	Use translation services to communicate with parents who do not speak English so they're informed and encouraged to participate in school programs and activities to support their child.	\$2,000.00	Yes
4.7	Professional Learning Community	Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	School Website	The website keeps the school community updated with important information that impacts students, families, and staff. (see goal #3, action #5)	\$2,000.00	No
4.9	Weekly News Videos	The news show utilized an online platform to keep students, staff, and families updated about school events and student recognitions. (see goal #3, action #6)	\$3,000.00	No

## Goal Analysis [2021-22]

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

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

All actions and services were fully implemented.

4.1 Parent classroom volunteers. Encourage parents to volunteer in classrooms to help teachers and provide support for students. This was implemented with limited due to constraints of Covid guidelines. Noon duty staff filled in to provide additional support in classrooms.

4.2 Fill in all open HSC executive board positions. Increase the number of parent volunteers parents/guardians in HSC, especially those who represent the student populations within the school. Parent involvement in HSC decreased this year. Renew programs and activities that occurred prior to the pandemic and create new ones that support the academic, social-emotional needs and cultural understanding of students and families throughout the school. Create fundraising events to support the cost of these programs.

4.3 Parent groups. Create opportunities for parents to meet regularly toward accomplishing common goals of interest that serve the school community. This was not implemented due to constraints of Covid guidelines.

4.4 School committees. Increase parent representation on school committees so the groups reflect the demographic populations of students enrolled at the school. This was not implemented due to a significant decrease in school committees due to constraints of Covid guidelines.

4.5 Parent Education events. Organize events that educate parents about areas that interest them related to the academic and social-emotional well-being of students and families. One Parent Education Night (about executive functioning) was held due to constraints of Covid guidelines.

4.6 Translation services. Use translation services to communicate with parents who do not speak English so they're informed and encouraged to participate in school programs and activities to support their children. A bi-lingual staff member helped provide translation services in addition to Language Line.

4.7 Professional Learning Community. Form a Professional Learning Community of staff whose focus will be to lead staff in developing and monitoring strategies toward this goal.

4.8 School website. The website keeps the school community updated with important information that impacts students, families, and staff. (see goal #3, action #5) However, this year we were not able to maintain the same level of updated content as the prior year.

4.9 Weekly news video. The news show utilized an online platform to keep students, staff, and families updated about school events and student recognitions. (see goal #3, action #6) Since we were able to return to on-campus instruction all year long and hold weekly school-side spirit assemblies, weekly news videos were discontinued.

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

We had to limit some programs due to adherence to Covid 19 guidelines and reduced parent availability and involvement, therefore lessening expenditures.

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

Since we were able to compensate noon duty supervisors to provide support in classrooms, in most cases, teachers had more consistent support in the classroom than in years past. Although there was a decrease in HSC parent involvement, we are in the process of revitalizing HSC board positions and parent involvement in HSC for next year and have already experienced many successes. Although there were fewer HSC events, Parent Education Nights, field trips, etc., due to following Covid guidelines, we held several throughout the end of the school year as soon as we were given permission to hold such events again (special assemblies, Super-Starry Night & Grand Re-Opening, Earth Day campus beautification, Open House, Carnival, Talent Show, field trips, etc.). We were able to utilize a staff member who speaks Spanish to attend certain events which allowed for better home-school connections beyond our Language Line phone/online translation service. Professional Learning Communities were vital to our ability to engage parents with student academic, social emotional, and behavioral outcomes.

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

Next year we are revamping efforts for greater parent participation in our HSC and as volunteers on campus. Language-specific parent groups will be formed to respect the diversity of cultures within our school population. Multi-cultural events will be added next year to respect the diversity of our school population as well as Hispanic Parent/Guardian engagement opportunities. We will increase measures of parent involvement and the number of parent education events, Home & School Club (HSC) family events, and Garden community service opportunities. Since parents are being saturated with emails in general and have been less likely to open communication via email, we will improve targeted communications to reach parents. We will also better maintain timely website updates to complement targeted communications.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For the 2022-23 school year, the Cambrian School District has calculated that it will receive \$1,109,362 plus a carryover estimate of \$202,375 for a total of \$1,311,737 for the 2022-23 Supplemental fund under the Local Control Funding Formula (LCFF). The amount of supplemental funds used for district-wide services is \$775,000. The remaining supplemental funds' balance of \$536,737 is allocated to school sites for site-level services for high-needs pupils. School site level services include additional and extended learning time, supplemental instructional materials, professional development on ELD, and differentiated instruction for high-needs students.

The LCFF Supplemental, Title I, Title II, Title III, and Title IV funds will be combined to provide supplemental programs, services, and resources for target and high needs students, in addition, and above the core programs for all students. In addition to site-level services, the districtwide level services, programs, and resources will include 2.5 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socio-economically Disadvantaged students, and Homeless & Foster Youths at all 6 school sites TK-8. The services will also include additional counseling for all sites, supplemental materials, instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for high-needs students. Because there is not a large concentration of high needs students at any one school, the district directly provides instructional coaching and support, Tier II facilitation and coordination, training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of targeted and high needs students at all sites in order to provide additional learning support as needed.



The primary benefit of the expenditures is for the target students, but all high needs student groups will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves equity and access for targeted, at-risk, and high-needs pupils while providing all students with an excellent program. Improving the overall educational program is augmented with targeted support as described.

Information in the Multi-Tiered Systems of Support, English Language Arts/English Language Development, and Universal Design for Learning frameworks describes the benefits 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 supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Staff professional development focused on differentiated instructional strategies for at-risk students;
- Additional social-emotional learning & mental health services;
- Teachers on Special Assignment - coordination and facilitation of services; instructional support/coaching for staff; professional development; community engagement;
- Purchase supplemental instructional materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy & Imagine Math;
- Supplemental reading and math intervention programs & services implementation; and
- Extended learning programs and services beyond the school day and school year

The professional development training provided for staff working with English Learners, Socio-Economically Disadvantaged students, and Foster and Homeless Youth is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students and high achieving students. CSD believes that these strategies are effective teaching strategies that will benefit all students. The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples. Targeted, differentiated instruction and learning for all students and selected targeted students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services sections of the Cambrian School District 2021-24 LCAP for 2022-23. The contributing action titles are:

#### LCAP Goal 1: High Academic Achievement

- 1.1. Supplemental Instruction, Intervention, and Support
- 1.2. Summer Programs (1.2)
- 1.3. Supplemental Test, Instructional Materials, and Resources
- 1.5. Targeted Services for Unduplicated Students
- 1.6. Expanded Learning Opportunities/Extended Care Programs
- 1.7. Tier II/ELD Teachers on Special Assignment

LCAP Goal 2: Effective Leadership, Teaching, and Learning

2.2. Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support

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

3.1. Coordination of Student Services

3.2. Counseling and Mental Health Services

3.4. Health Services and Supports

3.5. Foster/Homeless Youth Services

Goal 4: Strong Parent and Community Engagement

4.2. Enrollment and Targeted Family Engagement and Support

4.4. English Learners Language Services

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. Our English Learners, Low Income, and Foster/Homeless Youth students have the most opportunity for continued academic growth according to the most current state and local assessments. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Cambrian School District be effective in meeting the district LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our district. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness. Since its inception, these actions and services have resulted in increased academic achievement and enhanced the learning of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our District has calculated that it will receive \$1,109,362 in Supplemental Funds under the Local Control Funding Formula (LCFF) and an estimated \$202,375 carryover from 2021-22. The proportionality percentage to increase or improve services has been calculated at 4.54%. The district has demonstrated that it has met the 5.41% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District and its 4 charter schools did not and does not receive additional concentration grant funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$188,257.00			\$51,033.00	\$239,290.00	\$204,477.00	\$34,813.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA Interventions	English Learners Low Income	\$55,902.00			\$25,000.00	\$80,902.00
1	1.2	Math Interventions	English Learners Low Income	\$2,678.00			\$2,678.00	\$5,356.00
1	1.3	Guided Reading Protocols	All	\$2,500.00			\$2,500.00	\$5,000.00
1	1.4	GLAD Refresher Training	English Learners				\$250.00	\$250.00
1	1.5	Project Based Learning	All Students with Disabilities	\$250.00				\$250.00
1	1.6	MakerSpace	All Students with Disabilities	\$10,000.00				\$10,000.00
1	1.7	Educational Consultant	English Learners Low Income	\$2,500.00			\$2,500.00	\$5,000.00
1	1.8	Professional Learning Community	English Learners Low Income				\$4,500.00	\$4,500.00
1	1.9	Software Licensing	All	\$19,847.00				\$19,847.00
1	1.10	TK Instructional Aide	TK/K English Learners Low Income	\$4,000.00				\$4,000.00
1	1.11	Library	All	\$9,500.00				\$9,500.00
1	1.12	Illuminate	All	\$200.00				\$200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Normal School Operations	All	\$1,982.00				\$1,982.00
2	2.1	Curriculum Resources	English Learners Low Income				\$500.00	\$500.00
2	2.2	English Learner Interventions	English Learners Low Income				\$5,355.00	\$5,355.00
2	2.3	Translate Communications	English Learners Low Income					\$0.00
2	2.4	Hispanic Parent/Guardian Engagement Opportunities	English Learners Low Income				\$500.00	\$500.00
2	2.5	Educational Consultant	All	\$2,500.00			\$2,500.00	\$5,000.00
2	2.6	GLAD Refresher Training	All				\$250.00	\$250.00
2	2.7	Professional Learning Community	English Learners Low Income				\$4,500.00	\$4,500.00
3	3.1	Social Emotional Learning (SEL)	All	\$1,000.00				\$1,000.00
3	3.2	Positive Behavior Interventions and Supports (PBIS)	All	\$500.00				\$500.00
3	3.3	Student Leadership	All					\$0.00
3	3.4	School-wide Events	All	\$250.00				\$250.00
3	3.5	School Website	All	\$2,000.00				\$2,000.00
3	3.6	Weekly News Videos	All	\$3,000.00				\$3,000.00
3	3.7	Organized Sports	All	\$3,964.00				\$3,964.00
3	3.8	Art Vista	All	\$11,700.00				\$11,700.00
3	3.9	MakerSpace	All	\$5,000.00				\$5,000.00
3	3.10	Professional Learning Community	All					
3	3.11	Yard/Noon Duty	All	\$39,400.00				\$39,400.00
3	3.12	SWIS/CICO	All	\$584.00				\$584.00
3	3.13	Project Cornerstone	All	\$1,000.00				\$1,000.00
4	4.1	Parent Classroom Volunteers	All					\$0.00
4	4.2	Home & School Club (HSC)	All					\$0.00
4	4.3	Parent Groups	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	School Committees	All Students with Disabilities					\$0.00
4	4.5	Parent Education Events	All	\$1,000.00				\$1,000.00
4	4.6	Translation Services	English Learners Low Income	\$2,000.00				\$2,000.00
4	4.7	Professional Learning Community	All Students with Disabilities					\$0.00
4	4.8	School Website	All	\$2,000.00				\$2,000.00
4	4.9	Weekly News Videos	All	\$3,000.00				\$3,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$67,080.00	0.00%	0.00 %	<b>Total:</b>	\$67,080.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$67,080.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ELA Interventions	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	\$55,902.00	
1	1.2	Math Interventions	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	\$2,678.00	
1	1.4	GLAD Refresher Training	Yes	Schoolwide	English Learners	Specific Schools: Sartorette		
1	1.6	MakerSpace				Specific Schools: Sartorette	\$10,000.00	
1	1.7	Educational Consultant	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	\$2,500.00	
1	1.8	Professional Learning Community	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		
1	1.10	TK Instructional Aide	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	\$4,000.00	
2	2.1	Curriculum Resources	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		
2	2.2	English Learner Interventions	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		
2	2.3	Translate Communications	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Hispanic Parent/Guardian Engagement Opportunities	Yes	Schoolwide	English Learners Low Income			
2	2.7	Professional Learning Community	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette		
3	3.2	Positive Behavior Interventions and Supports (PBIS)				Specific Schools: Sartorette	\$500.00	
4	4.6	Translation Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sartorette	\$2,000.00	



## Recommendations and Assurances

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

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

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

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

Signature



English Learner Advisory Committee

Committee or Advisory Group Name



Other: District/School Local Control Accountability Plan Advisory Committee

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

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

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

Attested:



Principal, Debbie Stein on 5/23/2022



SSC Chairperson, Anna Basques on 5/23/2022