



Sartorette LCAP Presentation

Cambrian School Board
December 8, 2022

Building Collective Efficacy

When a group of people believe they can meet a goal by working together and drawing off each other's strengths, they have...

Collective Efficacy.

- *Collective efficacy is one of the top influences on student achievement.*
- *Educators who have collective efficacy work collaboratively to mutually improve their practices.*
- *Collective efficacy starts, continues, and ends with ongoing intentional and positive collaboration. Collaboration allows the team to cooperatively set attainable goals, identify challenges and interventions, and support successes. (University of Minnesota, 2021)*



Commitment to Five Initiatives

LCAP Goal 1:
High Academic
Achievement

LCAP Goal 2:
Effective
Leadership,
Teaching, &
Learning

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

LCAP Goal 4:
Strong Parent
& Community
Engagement

5 Initiatives	Actions Across LCAP Goals
Social Emotional Learning (SEL) LCAP Goal 1, 3 & 4	<ul style="list-style-type: none"> • Academic Enrichment Programs • Positive Behavior & Recognition Programs • Student Choice & Voice
Guided Language Acquisition Instruction (GLAD) LCAP Goal 1, 2 & 3	Specific strategies support English Learners & benefit all students <ul style="list-style-type: none"> • Engagement • Comprehension • Retention
Fastbridge Assessments LCAP Goals 1 & 2	<ul style="list-style-type: none"> • 2nd Year Fast for Success Training • Collaborative PLCs: 3 teacher leaders plan and present information to colleagues • Focus on high risk students benefits all students
Multi-Tiered System of Supports LCAP Goals 1, 2, 3 & 4	Support for students at all tiers of intervention intensity <ul style="list-style-type: none"> • Academic • SEL • Behavior
Equity & Inclusion (E & I) Through Cultural Competence LCAP Goal 1,2, 3 & 4	Sartorette began strategically focusing on E & I during the 2020-2021 school year By prioritizing E & I in all we do, we positively affect all students, not just minority populations. <ul style="list-style-type: none"> • Academically • Behaviorally • Social emotionally

Sartorette Student Population 2022-2023



- Sartorette is a "Targeted Assistance" Title I School Program.
- Title I funds are used to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.

African American = 0%
American Indian = 0%
Asian = 24%
Filipino = 2%
Hispanic = 36%
Pacific Islander = 1%
White = 22%
Multiple Race = 13%
Undeclared = 1%
Economically
Disadvantaged = 24%
English Learners = 20%

In the News: Reality Check

‘Massive decline’ in learning during COVID. Here’s how Bay Area students performed

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PUBLISHED: October 25, 2022 at 5:55 a.m. | UPDATED: October 25, 2022 at 2:56 p.m. [Excerpt]

In a powerful indication of how students suffered academically during the COVID pandemic, **test scores plummeted across the nation in math and fell significantly in reading** in 2022, and **California students also performed dramatically worse this year** on the state’s standardized test, according to two sets of results released Monday that amplify the debate over the impact of remote learning.

“We have not seen anything like that ever,” said Heather J. Hough, executive director of policy analysis for PACE, or Policy Analysis for California Education, an independent, non-partisan research center led by faculty directors at Stanford University, the University of Southern California and the University of California. **“This is an unprecedented challenge that we have to face. This should really provide a call to action and cause of alarm.”**

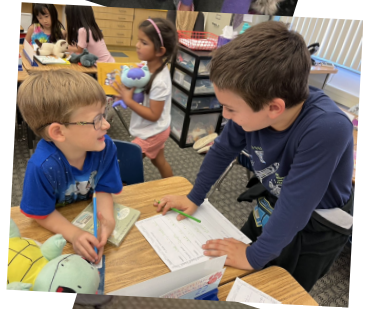
This year’s results showed the pandemic’s alarming effects were widespread, with **scores falling roughly the same 5 to 7 percentage points among most racial and ethnic groups**, wiping out six years of slow, steady progress since Smarter Balanced was introduced in 2014-15. **The disparities plaguing ethnic groups remained large**, with 69.4% of Asian students scoring at or above standard in 2022, more than triple the rate for Latino and Black students.



LCAP Goal 1: High Academic Achievement



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



CAASPP At/Above Grade Level			
Met or Exceeded 3rd, 4th, 5th Gr	Spring 2019	Spring 2022	+/- %
ELA	49%	57%	+8%
Math	54%	62%	+8%
Science (5th)	45%	40%	-5%

CAASPP Below Grade Level/At Risk			
	Spring 2019	Spring 2022	+/- %
ELA	51%	42%	-9%
Math	46%	39%	-7%
Science (5th)	55%	60%	+5%

LCAP Goal 1: High Academic Achievement



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

CAASPP by Student Population									
CAASPP Met or Exceeded Grade Level	% Pop. Who Took CAASPP 2022	ELA Spring 2019	ELA Spring 2022	+/- %	Math Spring 2019	Math Spring 2022	+/- %	Science Spring 2019 5th Gr	Science Spring 2022 5th Gr
Asian	27%	63%	74%	+11%	69%	83%	+14%	50%	64%
Hispanic	29%	33%	51%	+18%	30%	41%	+11%	25%	30%
White	21%	49%	64%	+15%	56%	72%	+16%	56%	27%
2 or more races	17%	68%	58%	-10%	79%	65%	-14%	*	*
EL	13%	10%	22%	+12%	23%	30%	+7%	*	*
Econ Dis		30%	36%	+6%	29%	28%	-1%	41%	*

*African American, American Indian, Filipino, Pacific Islander, Undeclared
 *In order to protect student privacy, data is suppressed because 10 or fewer students tested.

Source: [CAASPP & ELPAC website](#)

EL to English Proficient Students	Spring 2020	Spring 2021	Spring 2022	Fall 2022
	6	4	13	6



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

Prioritize opportunities for students to take leadership roles to benefit the student body and increase opportunities for positive student recognition. This will result in an increase of at least 5% when students respond that they always or often like school, feel like I do well in school, and that good behavior is noticed at school in the School Climate Survey taken by 3rd through 5th graders in '21-'22.

Why is this your favorite activity?

Lunchtime Activities are my favorite because we get to play a lot of different games and we do it with friends.

Weekly Spirit Assemblies are my favorite because all of the classes come together, become one, communicate and just enjoy time together and celebrate each one of us.

Therapy animals get me calm.

I like Theater Class most because I like being overly dramatic and I like storytelling.

I like MakerSpace because you can be yourself.

Theater really gets me alive and I feel included in these types of activities.

MakerSpace is a place to let loose my almost infinite creativity.

I like Science Lab because it has all these awesome experiments, from studying acid rain to making fossils.

I need animals in my life or I would not be me.

My Favorite Enrichment Activity!

47% MakerSpace
 23% Love on a Leash therapy animals
 12% Starting Arts Theater Class
 10% Lunchtime Activities (Valley Sports, Dance Parties, Bean Bag Toss, Contests)
 4% Weekly Student-Led Spirit Assemblies
 5% Science Lab (of 4th & 5th graders)

What would make school even better?

Shorter school days.

Longer recess & lunch.

Better cafeteria food.

If people flushed the toilets.

What would you like help or support with?

Math is too easy.

Math is too hard.

Helping teachers and adults.

Student School Climate Survey (3rd-5th) Always or Often	Spring 2022	Fall 2022	+/- %
<i>I like school</i>	69%	74%	+5%
<i>I try my best to do well in school</i>	73% <small>I feel like I do well in school</small>	94%	+21%
<i>Good behavior is noticed at my school</i>	66%	66%	0%
<i>I feel heard when I talk to a teacher or staff member at school</i>	N/A	68%	N/A
<i>I feel included at school</i>	N/A	77%	N/A

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

LCAP Goal 4: Strong Parent & Community Engagement



Parent School Climate Survey

% Always or Often
105 Responses

My child likes school overall	94%
My child feels included at school	90%
I feel welcome coming onto campus	96%
I feel comfortable reaching out in person, over the phone, or electronically to teachers and staff members	94%
Of these options, what does your child value during their school day at Sartorette? (All that apply.) 71% Classroom 84% Enrichment 67% Recess/Lunch	How satisfied were you with parent conferences informing you about your child's areas of strength, challenges, and goals? 96% Satisfied/Very Satisfied
If your child is identified as an English Learner, do you feel your child is being supported in learning English? 99% Yes	
What would make you want to become more active on campus? (Check all that apply.) 45% More advanced notice of volunteer opps 34% More information regarding volunteer opps 46% More flexible hours 29% Off campus volunteer opps 17% Other	Are you reading newsletters from teachers and/or the school? 11% Teacher Newsletters 33% School Newsletters 81% Both

Next Steps: Aligning Five Initiatives to Reach LCAP Goals

		LCAP GOALS				
		1	2	3	4	
Social Emotional Learning (SEL) <ul style="list-style-type: none"> Curriculum & Supplemental Program <ul style="list-style-type: none"> Second Step & Zones of Regulation Academic Enrichment Programs <ul style="list-style-type: none"> MakerSpace, Theater, Art, Student-Led Spirit Assemblies, Therapy Animals, Motor Skills, Garden, Organized Lunch Activities, Spirit Competitions, Special Assemblies, etc. 	<ul style="list-style-type: none"> Positive Recognition Programs (PBIS) <ul style="list-style-type: none"> Superstar Standards, Caught Being Good, Students of the Week, & School Store Student Wellness Center SAEBRS Screener Surveys determine progress & planning 	✓		✓	✓	LCAP Goal 1: High Academic Achievement
Guided Language Acquisition Instruction (GLAD) <ul style="list-style-type: none"> Specific strategies support English Learners & all students Engagement, Comprehension, Retention 	<ul style="list-style-type: none"> Strengthen classroom community 	✓	✓	✓		LCAP Goal 2: Effective Leadership, Teaching, & Learning
Fastbridge Assessments <ul style="list-style-type: none"> 2nd Year Fast for Success Fastbridge Training <ul style="list-style-type: none"> Team Approach to PLCs Focus on high risk students benefits all students 	<ul style="list-style-type: none"> Cycles of Inquiry Math Club (4th/5th) 	✓	✓			LCAP Goal 3: Positive School Climate, Environment, & Culture
Multi-Tiered System of Supports <ul style="list-style-type: none"> Support for students at all tiers of intervention intensity <ul style="list-style-type: none"> Academic, SEL, Behavior Tier 1 instruction consistency across classrooms Tier 2 intervention curriculum <ul style="list-style-type: none"> ELA: Benchmark Phonics, EL, LLI & Science of Reading Math: Eureka Equip 	<ul style="list-style-type: none"> Academic Enrichment Programs (see SEL above) PLC's, staff, & grade level meetings allow for professional development, collaboration, and alignment for tiered supports across classrooms & grade levels 	✓	✓	✓	✓	LCAP Goal 4: Strong Parent & Community Engagement
Equity & Inclusion Through Cultural Competence <ul style="list-style-type: none"> Equity and inclusion (E & I) lens is at the forefront of our decision-making school wide <ul style="list-style-type: none"> MTSS & PBIS Academically, Behaviorally, & SEL 	<ul style="list-style-type: none"> Student, Parent, and Staff Surveys determine progress and planning 	✓	✓	✓	✓	

Summary

- ★ Prioritize Collective Efficacy
- ★ Be Mindful of LCAP Goals
- ★ Focus on 5 Initiatives
 - Expand Competencies
- ★ Monitor & Adjust Intentions for SEL, Academic, & Behavioral Support

