



Sartorette LCAP Presentation

Cambrian School District Board
October 3, 2024

DEMOGRAPHICS

306 STUDENTS - 258 FAMILIES

Hispanic 38%

Asian Indian 9%

Cambodian 0.7%

Chinese 5%

Filipino 3%

Japanese 0.7%

Korean 2%

Laotian 0.3%

Other Asian 2%

Other Pacific Islander 0.3%

Samoan 0.7%

Vietnamese 3%

White 23%

Multiple Race 10%

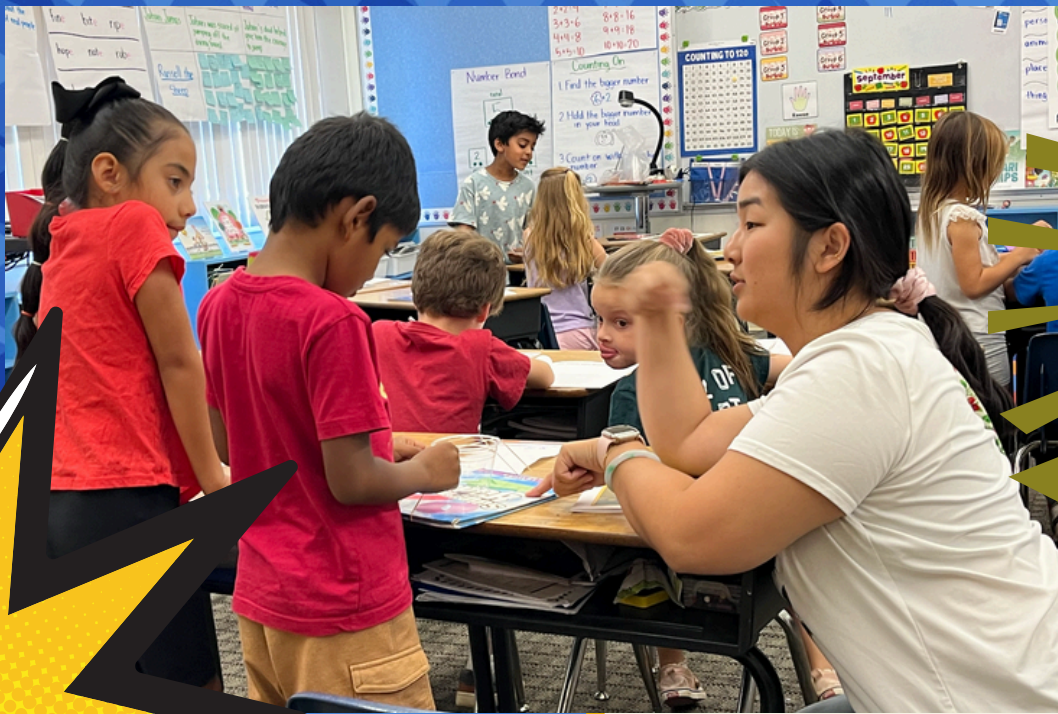
Black/African American 0.7%

English Learners 15%

W/ Disability 15%

SED 14%

SDC 11%



LCAP GOAL 1

HIGH ACADEMIC ACHIEVEMENT

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

ELA CAASPP

- In one year, increased students at/above grade level from 52% to 55% -- **6% increase**
- Increased Hispanic students at/above grade level from 22% to 41% -- **88% increase**
- Narrowed Hispanic achievement gap from 42% to 25%, -- **40% decrease**
 - From '22-'23, Santa Clara County narrowed disparity from 27% to 27% -- **0% change**
 - From '22-'23 state of CA disparity narrowed from 10.7% - 10.6% -- **0.75% decrease**

Math CAASPP

remained the same;

0% change.

Disparity between Hispanics and other groups remained the same from the prior year at **28%**.



SCIENCE LAB

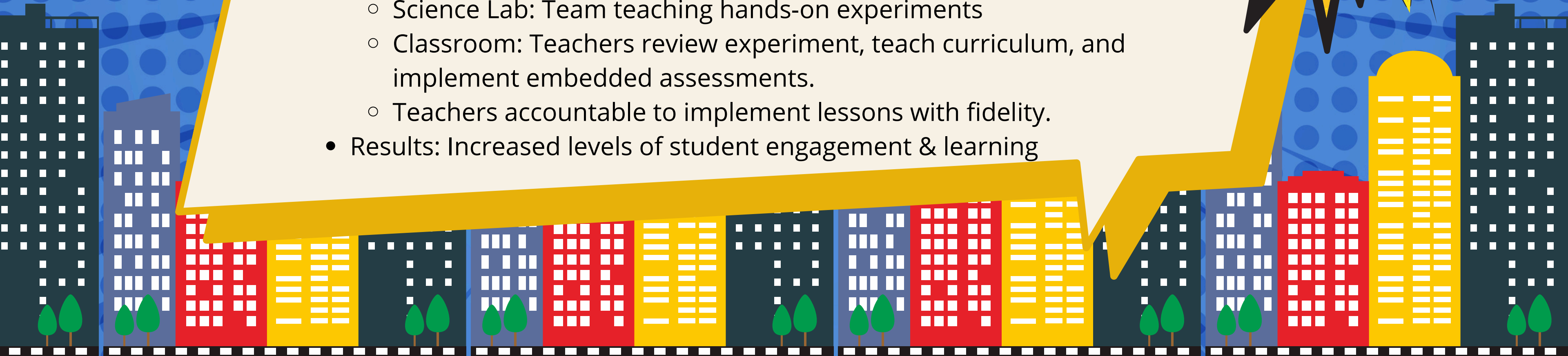
3RD - 5TH GRADES

In one year, students at/above grade level on CAST decreased from 47% to 44% -- **3% decrease**. *We know why.*

Changes made:

- All teachers trained and only using new FOSS curriculum.
- 3rd-5th grade teachers are aligned with Scope & Sequence for Science Lab & classroom learning
 - Science Lab: Team teaching hands-on experiments
 - Classroom: Teachers review experiment, teach curriculum, and implement embedded assessments.
 - Teachers accountable to implement lessons with fidelity.
- Results: Increased levels of student engagement & learning

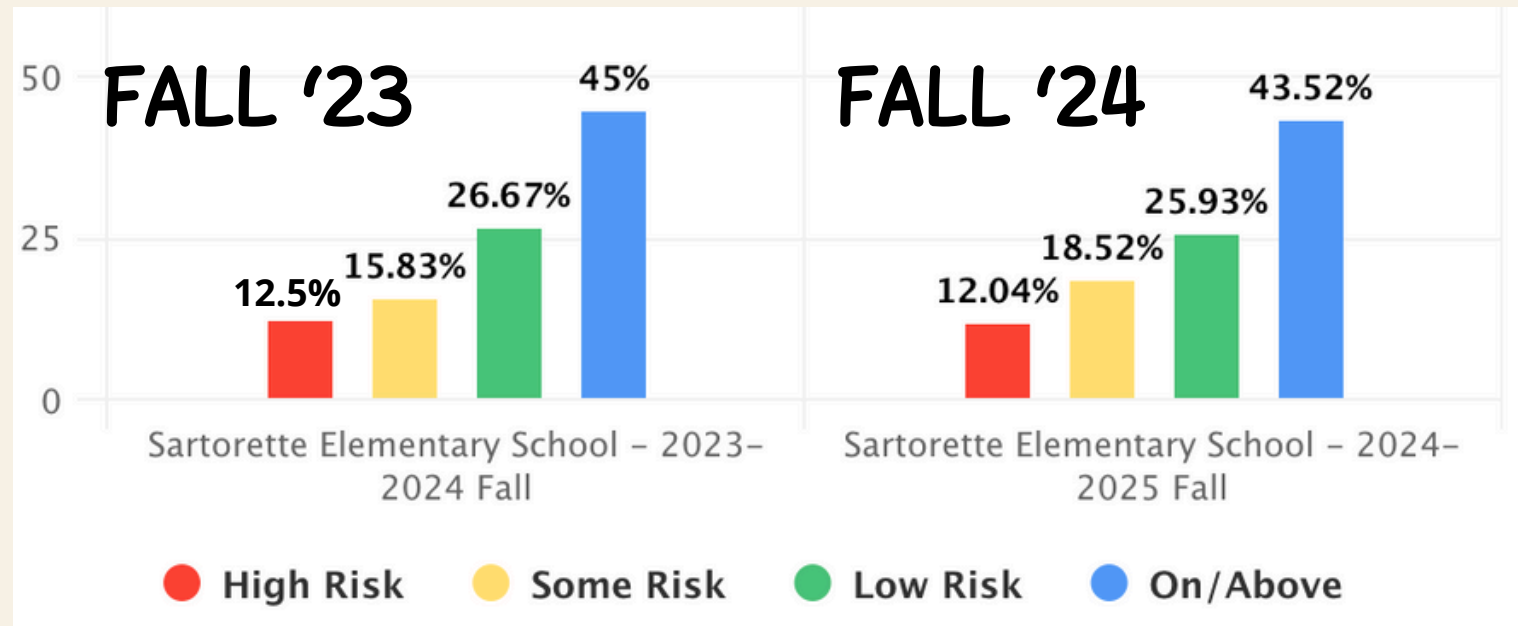
My 3rd grader
is loving
science class!




LEAD & LAG INDICATORS

FASTBRIDGE & CASP ELA ALL 3RD-5TH

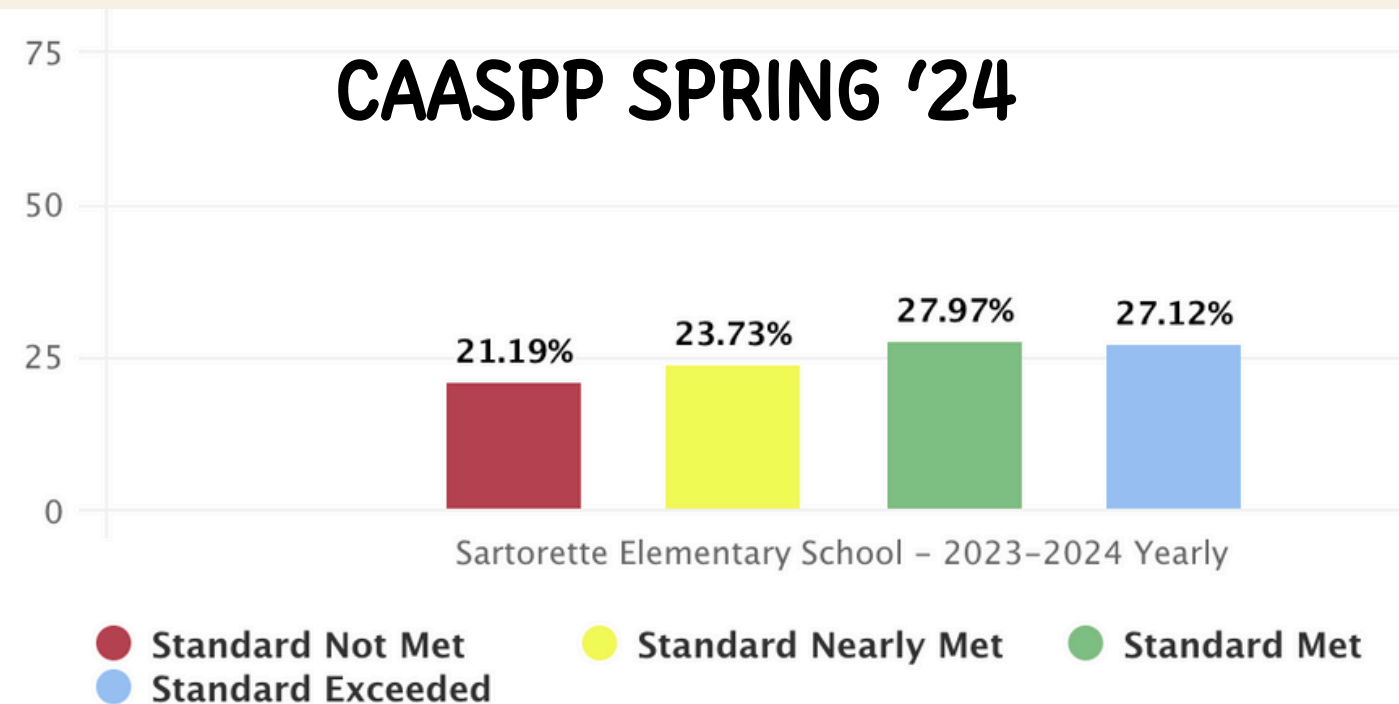
FASTBRIDGE



ACHIEVEMENT PLAN

- Plan instruction based on **formative assessments, progress monitoring, and IAB data.** 
- Use meeting times for examining data, next steps, and Cycles of Inquiry
- Provide at risk students with prescriptive intervention plans
- Teach to standards, use curriculum, practice tiered interventions school-wide
- Use supplemental software and instructional strategies, such as Imagine Learning Literacy & Math, Second Step, Zones of Regulation, GLAD Strategies, etc.
- Inform and engage families
- Support teachers on all of the above.

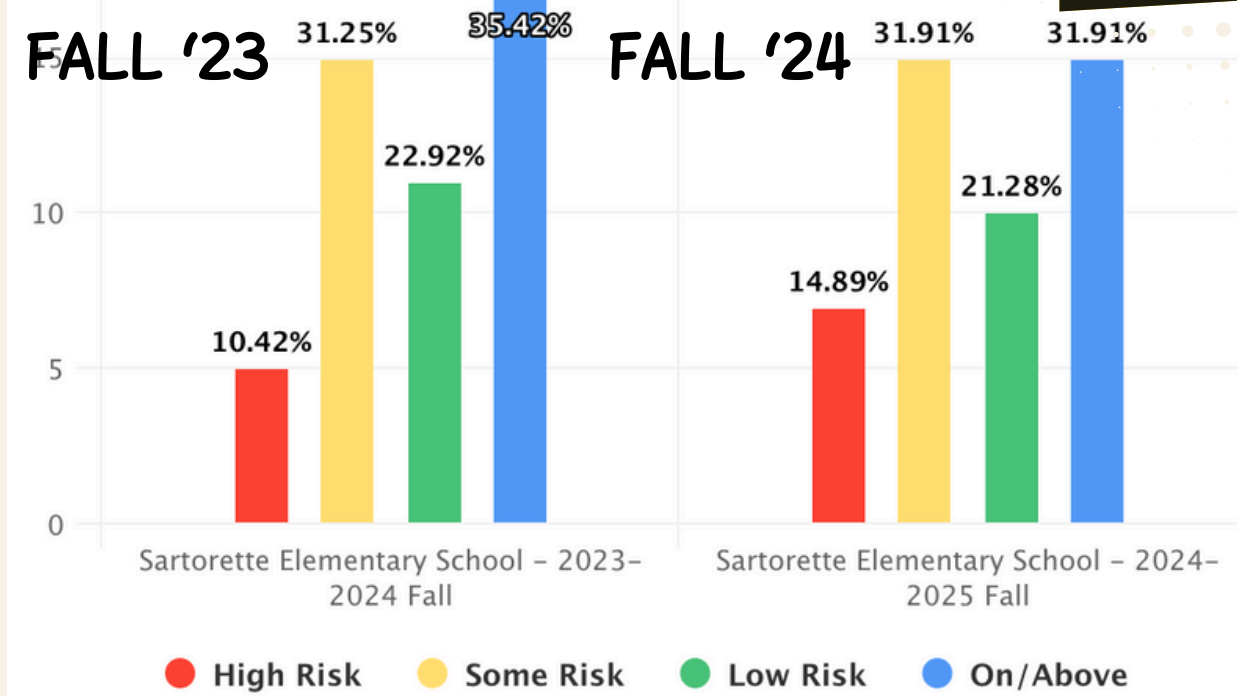
CAASPP SPRING '24



LEAD & LAG INDICATORS

FASTBRIDGE & CAASPP ELA HISPANIC 3RD-5TH

FASTBRIDGE



43.5% of 3rd-5th Graders are Hispanic
30% of the Hispanic population are ELs

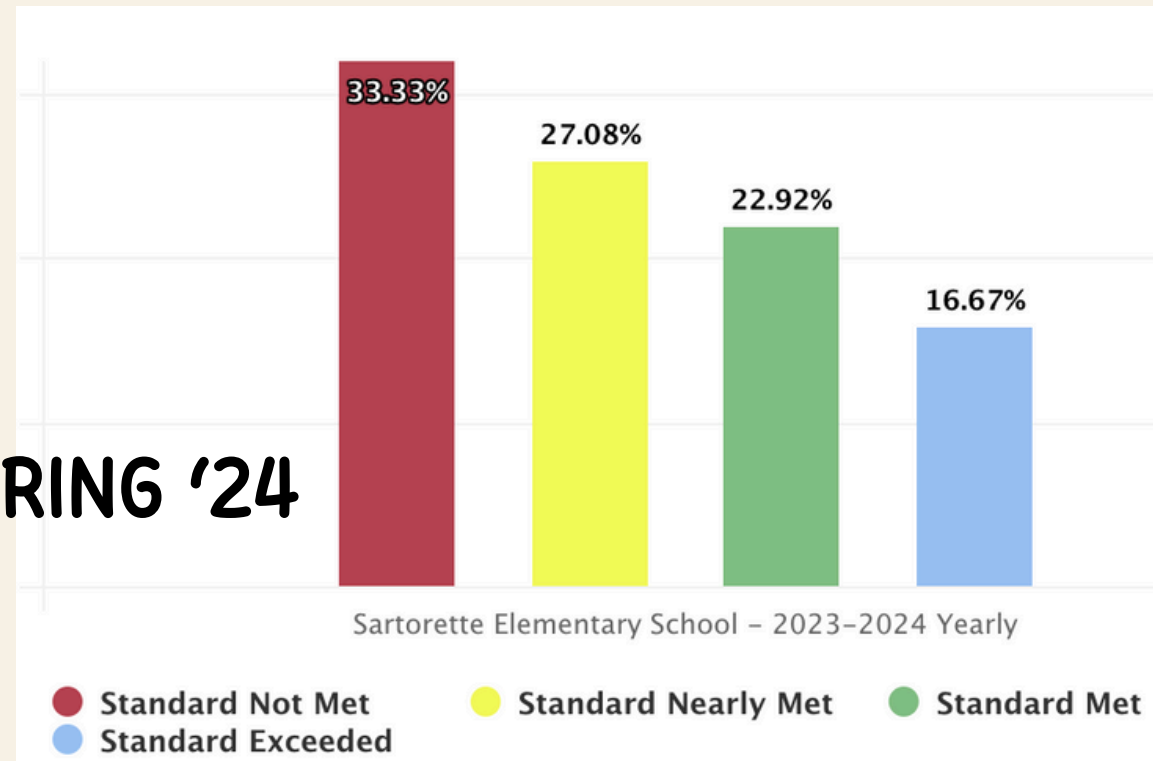


ACHIEVEMENT PLAN

Achievent Plan for all students plus...

- Extended day EL instruction
- Benchmark Express curriculum for designated ELD
- Integrated ELD/Instructional strategies (ex: GLAD)
- Imagine Language & Literacy
- Continues Hispanic family outreach

CAASPP SPRING '24





LCAP GOAL 2

EFFECTIVE TEACHING, LEADERSHIP & LEARNING

Support teachers to optimize instructional time.

- Instructional Time is reserved across campus
 - Whole Child Enrichments do not interfere with academic instruction
- Teachers are trained to maximize instructional efficiency
- Enforce strong classroom management and high student expectations with tier 1 & 2 interventions
- Use instructional strategies: GLAD, designated ELD, language frames, learning intention, math talks, turn and talk, etc.
- Teacher collaboration and PD occurs within and across grade levels at PLC's, grade level meetings, and staff meetings to determine data based next steps
- Instructional Agreements serve as "To Do" checklist for teachers
- Measure teacher instructional implementation with Principal Walkthrough Tool and provide feedback
- Teacher satisfaction of instructional support is measured with regularly scheduled anonymous surveys



LCAP GOAL 3

POSITIVE SCHOOL CLIMATE, ENVIRONMENT & CULTURE

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

- Students are agents for developing and maintaining behavior expectations.
- Teachers and staff model/maintain high standards for student behaviors.
 - Restorative Circles allow all students to listen and to be heard.
- Students are given opportunities to learn from mistakes and prevent them from happening again.
- Common social emotional language is used throughout the campus.



LCAP GOAL 4

STRONG PARENT & COMMUNITY ENGAGEMENT

By reaching out with intention to Sartorette's Asian community (as we did with our Hispanic community) we will better understand their needs and cultural views of education. This will result in increasing Asian family engagement in school, which will help increase parent involvement from all families.

Conduct outreach to Asian community members to better understand:

- diversity of cultural norms
- view of education, and
- needs from the school.

Use new understandings to satisfy community needs within the framework of respectful cultural norms.

1ST MONTH OF SCHOOL

COMMUNITY FEEDBACK

I FEEL VERY
LOVED AND
SUPPORTED
HERE!

I AM TRULY BLOWN AWAY
BY HOW KIND, SUPPORTIVE, AND POSITIVE
EVERYONE IS. I'M REALLY TOUCHED BY THE
TEACHERS WHO HAVE COME BY TO ASK
HOW THINGS ARE GOING AND TO OFFER
WISDOM. IT IS CLEAR HOW MUCH
EVERYONE HERE CARES FOR THE SCHOOL,
THE KIDS, AND EACH OTHER.

93% of 2nd-5th students report they are happy to be at Sartorette! (Sept '24)
88% of 2nd-5th students report having an adult at school who cares about
them! (Sept '24)

1

96% of parents are satisfied with their child's overall experience at Sartorette! (135
responses; Sept '24)

2

100% of certificated teachers and specialists are satisfied with the overall support
they receive from the principal, office staff, specialists, teachers, etc. at the school!
(Sept '24)

3

IT'S A
FANTASTIC YEAR
THUS FAR!

HE LOVES HIS
TEACHER AND SHE IS
MAKING ALL THE
DIFFERENCE.
THANK YOU!

GREAT FIRST FEW WEEKS!
EXCELLENT COMMUNICATION
AND COMFORTABLE TRANSITION
TIME. THANK YOU!

I FEEL SO LUCKY TO BE
AT SARTORETTE.
EVERYONE IS SO
SUPPORTIVE AND KIND;
IT'S A JOY TO WORK
HERE.

Thank You

