

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cadwallader Elementary School	43-69435-6047120	5/7/2021	6/10/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan is closely aligned with LCAP. Goals 1-4 focus on academics. Goals 5 and 6 are focused on parent involvement and Social and Emotional Learning.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	14
Resource Inequities	14
School and Student Performance Data	15
Student Enrollment.....	15
CAASPP Results.....	17
ELPAC Results	21
Student Population.....	24
Overall Performance	25
Academic Performance	26
Academic Engagement.....	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	45
Goal 3.....	50
Goal 4.....	56
Goal 5.....	59
Goal 6.....	63
Budget Summary	69
Budget Summary	69
Other Federal, State, and Local Funds	69
Budgeted Funds and Expenditures in this Plan	70
Funds Budgeted to the School by Funding Source.....	70
Expenditures by Funding Source	70
Expenditures by Budget Reference	70
Expenditures by Budget Reference and Funding Source	70
Expenditures by Goal.....	71
School Site Council Membership	72

Recommendations and Assurances73

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

School Safety Surveys were conducted in December of 2020. Main concerns were about holes in our fields, as students trip, stumble or roll an ankle due to those holes. There are still concerns about bullying and what to do when it is witnessed. For those students and families who are not new to Cadwallader, similar safety concerns were stated, as well as concerns with COVID safety protocols and the possible return to school.

Youth Truth Surveys were conducted in the January of 2020. Compared to other participating elementary schools, Cadwallader's highest rated themes were Instructional Methods and Culture. The lowest rated themes were Engagement and Academic Rigor.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- Every other year or every third year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of state and local assessments are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. The assessment matrix includes the CAASPP, CA Physical Fitness Test, and classroom performance and standards based assessments of reading, writing and math. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child; and, they give regular classroom assessments for all content areas. The thoughtful use of district and classroom assessment data to improve instruction has had a positive effect for students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Cadwallader has a monitoring system which includes curriculum-embedded assessments and rich tasks available as part of the math and language arts adopted programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a world-class educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with Elementary and Secondary Education Act (ESEA), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. ESEA Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each ESEA core academic subject they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Cadwallader Elementary School certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report.

Time is spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; the use of variety of assessments including embedded formative assessments and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully transition into the Common Core Standards and understand and use research based practices to plan and deliver instruction to meet varying student needs.

An example of activities are:

- use of data teams to analyze and use data to inform classroom and school-wide practices;
- participation in grade level/team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan, deliver and adjust instruction;
- participation in ELL professional development to highlight instructional practices to support ELs in learning academic content standards;
- use of technology tools provided to enhance curriculum knowledge and the transition into the Common Core Standards;
- training for teachers to use common, ongoing, standard-aligned, formative assessments to collaborate about the progress of students and adjust instruction to support struggling learners;

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Cadwallader's staff understands the importance of professional development and collegial support as the primary means to expand and improve their skills as educators. As a result of their commitment to be knowledgeable and well trained, all Cadwallader's teachers participate in professional development, both on site and through various workshops. Staff development is focused on the implementation of a standards-based, assessment-driven instructional program in the designated content areas.

Staff development practices at Cadwallader are developed and implemented based on the Common Core standards.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:

- Make sure the content, approach, and efficacy of the training will help the school reach its vision
- Having a shared vision of expectations and implementation
- Plan and schedule training in advance
- Follow-through/accountability with implementation
- Incentives for staff that commit to on-going, long-term professional development
- Make sure all staff are involved in appropriate professional development

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. SEAL Strategies (K-3), Step Up to Writing, and Writer's Workshop are integrated with the core adoption and to increase our students' ability to write and express their thoughts. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or district professional development. 2012-2013 was the second year of our district's plan to implement Common Core Standards. The 2013-2014 school year involved a series of five staff development meetings looking at Common Core Standards in depth of each content area. Full implementation of the Common Core Standards took place in the 2014-2015 school year. The adoption of new math curriculum was supported by district professional development throughout the 2015-2016 school year. New language arts materials were adopted and professional development provided for the 2016-2017 school year. Our kindergarten and first grade teachers completed the second year of SEAL (Sobator Early Academic Language) training during the 2017-2018 school year. Our 2nd and 3rd grade teachers completed their second year of training in the 2019-2020 school year. Continued SEAL training took place during the 2020-2021 school year in support of teachers missing the prior year training due to the COVID 19 shut down and shift to Distance Learning. In addition, two new staff members needed their second year of training and one new staff member started the training during 2020-2021 school year. Teachers in grades 4-6 utilize Close Reading strategies called Notice and Note Sign Posts for both fiction and nonfiction reading. All grade levels use Accountable Talk as an oral communication tool across grade levels.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Cadwallader, grade level collaboration occurs at least once a month. At regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and grade level assessment data. During their work together teachers use data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the grade level collaboration teams established at Cadwallader. Because of the instilled belief that we work together, teachers at Cadwallader are committed and dedicated to the continuous improvement process for student learning and achievement. Professional Learning Communities for the 2019-2020 school year focused on EL students. Designing lessons for designated and integrated EL supports with the use of language functions and sentence frames were used within the genre of writing. Work during the 2020-2021 school year focused on building skills to teach remotely via Zoom. This involved learning new technology as well as the use of Google Classroom. By April, teachers were teaching their classes with a combination of student live in the classroom and those students still learning remotely off campus via Zoom.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students receive grade level textbooks directly aligned with the State Standards that are approved by the State Board of Education for Language Arts, Math, Social Studies, and Science. These materials are adopted by the Evergreen School District Board of Education after a rigorous selection process that includes field-testing and teacher, students, and parent input.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement. Comprehensive analysis of data in the form of grades, common grade level assessments, and student work are analyzed and discussed by all teachers. Renaissance (Accelerated Reader) is being promoted in all classrooms. AR books are available in the library and classrooms. Technology use and access is an important part of the instructional improvement. All teachers are equipped with document cameras and laptop computers to assist with their effective, efficient presentation of curriculum to meet the varied needs of all students. Teachers check out class sets of student Chrome books and iPads for classroom use to enhance quality instruction. In addition, classes regularly use the Chrome book computers in our computer lab.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Below are the normal recommended instructional minutes, defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

During the 2020-2021 school year of Distance Learning, instructional schedules were revised for the year.

The guidelines for reading language arts are 450 minutes for kindergarten, 650 minutes for grades 1 through 3, and 750 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have flexibility with the pacing of standards to meet the needs of their students. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Intervention funds are used to support students with intervention courses both inside and outside the regular school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

California Education Code 35186 addresses local school districts' responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. All students receive grade-level textbooks for Language Arts, Math, Social Studies, and Science. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School district are compliant.

Additional support materials in each subject area are available to assist teachers in teaching to grade level standards. Students who have limited English backgrounds are provided with additional support from the Language Arts core adoption as well as from an English Language Development specialist who helps further assist in their acquisition of language. Students with identified learning needs receive resource support outside of the classroom. Our resource specialist assists in helping students understand state approved curriculum in greater depth.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-8 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-5: Macmillan/McGraw-Hill 2016; 6-8: Springboard 2016), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6-8: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6-8: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007; 7-8: McDougal Littell 2006), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, Media Clerk, Occupational Therapist, an Adaptive Physical Education teacher, and on-site social worker one day a week. Cadwallader is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, health screening, and psychological services.

Cadwallader teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including IXL, Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Cadwallader staff believes that it is our job as educators to help bring out the academic potential of every student.

Evidence-based educational practices to raise student achievement

Cadwallader Elementary School is dedicated to having high expectations for every student. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and small group instruction in our classrooms. Marzano's third School Factor is "parent and community involvement." Our school provides Family Art Night, Family Literacy Night, and Family Science Night. Our parents volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures, spirit activities, and leadership activities, we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been utilized to collaborate and are guided by a clear and compelling vision of what the school must become to help all students learn. An Instructional Coach supports our primary teachers in the development and implementation of SEAL (Sobrato Early Academic Language).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet state student achievement academic standards and do well in local curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school offers extended day learning academics within the school year with set standards based curriculum. The district and school sites have designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. District and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- School psychologists, Social Workers, and Marriage and Family Therapist Interns are available to all middle schools and elementary schools to work directly with students and families most at risk of not achieving academic proficiency.
- Migrant resources are available through a community liaison assists with issues and services/outside the classroom that interferes with student achievement.
- Cadwallader posts weekly information on the school's website, sends weekly voicemail announcements, and sends emails every Sunday afternoon to inform parents of current events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), and five members from the school staff including the principal. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is embedded within the School Site Council. The percent of parents on the committee should be reflective of the percent of English Learners at the school. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Through differentiated instruction, teachers routinely meet the needs of all students in their classrooms including those that are challenged by state standards. Funds assist teachers in receiving the specialized training and support materials needed.

Based on need, students receive supplementary instruction in a variety of special education services offered through our pupil services department (Resource, Speech and Language). In meeting the needs of each, we ensure success for all.

In addition, supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials to support regular education students as well as English Language Learners (ELL), socio-economically disadvantaged students, and foster youth. Additional instructional time is sometimes provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

Fiscal support (EPC)

The school's funding is coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Each school uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council/English Language Advisory Committee met on March 16, 2021 to review the current school plan for revision. School staff met on March 24, 2021 to review the current school plan, provide input, and suggest revisions for the current school plan. Our School Site Council/English Language Advisory Committee met on April 27, 2021 to review the suggested revisions from school staff for the revised plan. Voting for the complete plan took place over email the week of May 3, 2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.29%	0.29%	0.6%	1	1	2
African American	1.74%	1.17%	0.9%	6	4	3
Asian	42.32%	46.63%	50%	146	159	167
Filipino	9.57%	9.68%	8.98%	33	33	30
Hispanic/Latino	32.17%	29.62%	26.35%	111	101	88
Pacific Islander	0.58%	0.29%	0.3%	2	1	1
White	5.22%	6.45%	5.39%	18	22	18
Multiple/No Response	1.16%	0.29%	7.19%	4	1	1
Total Enrollment				345	341	334

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	48	47	49
Grade 1	50	46	50
Grade 2	49	50	42
Grade3	50	49	49
Grade 4	53	48	45
Grade 5	46	48	50
Grade 6	49	53	49
Total Enrollment	345	341	334

Conclusions based on this data:

1. Our largest subgroup of students is Asian(159), followed by Hispanic/Latino(101), Filipino (33), and White (22). All other subgroups have less than 10 students representing our population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	101	92	92	29.3%	27.0%	27.5%
Fluent English Proficient (FEP)	56	89	99	16.2%	26.1%	29.6%
Reclassified Fluent English Proficient (RFEP)		23	19	0	22.8%	20.7%

Conclusions based on this data:

1. 27% of our students are English Language Learners.
2. A large number of our EL students were reclassified as fluent last year.
3. In 2017-2018, the number of enrolled RFEP students is reflective of CBEDS data taken on October 4, 2017. Reclassified student data was updated in CALPADS in December of 2017.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	50	46	54	50	45	54	50	45	98.2	100	97.8
Grade 4	49	52	48	49	52	48	49	52	48	100	100	100
Grade 5	51	50	50	50	50	49	50	50	49	98	100	98
Grade 6	45	51	54	44	49	54	44	49	54	97.8	96.1	100
All	200	203	198	197	201	196	197	201	196	98.5	99	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2455.	2452.	2470.	37.04	38.00	48.89	29.63	16.00	24.44	16.67	24.00	15.56	16.67	22.00	11.11
Grade 4	2473.	2488.	2497.	28.57	38.46	35.42	30.61	17.31	25.00	16.33	19.23	14.58	24.49	25.00	25.00
Grade 5	2515.	2537.	2524.	18.00	38.00	36.73	44.00	34.00	22.45	26.00	10.00	22.45	12.00	18.00	18.37
Grade 6	2554.	2535.	2558.	18.18	16.33	35.19	43.18	44.90	29.63	25.00	20.41	16.67	13.64	18.37	18.52
All Grades	N/A	N/A	N/A	25.89	32.84	38.78	36.55	27.86	25.51	20.81	18.41	17.35	16.75	20.90	18.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.93	38.00	40.00	48.15	40.00	46.67	25.93	22.00	13.33
Grade 4	32.65	26.92	35.42	46.94	55.77	39.58	20.41	17.31	25.00
Grade 5	32.00	40.00	40.82	54.00	38.00	32.65	14.00	22.00	26.53
Grade 6	20.45	16.33	37.04	63.64	57.14	42.59	15.91	26.53	20.37
All Grades	27.92	30.35	38.27	52.79	47.76	40.31	19.29	21.89	21.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.59	36.00	33.33	42.59	38.00	55.56	14.81	26.00	11.11
Grade 4	26.53	42.31	33.33	46.94	34.62	37.50	26.53	23.08	29.17
Grade 5	34.00	46.00	34.69	50.00	36.00	46.94	16.00	18.00	18.37
Grade 6	40.91	38.78	44.44	40.91	44.90	40.74	18.18	16.33	14.81
All Grades	36.04	40.80	36.73	45.18	38.31	44.90	18.78	20.90	18.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.78	24.00	46.67	68.52	62.00	46.67	3.70	14.00	6.67
Grade 4	14.29	25.00	29.17	65.31	59.62	58.33	20.41	15.38	12.50
Grade 5	14.00	34.00	26.53	76.00	48.00	59.18	10.00	18.00	14.29
Grade 6	31.82	12.24	22.22	50.00	73.47	64.81	18.18	14.29	12.96
All Grades	21.83	23.88	30.61	65.48	60.70	57.65	12.69	15.42	11.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.89	34.00	35.56	46.30	46.00	48.89	14.81	20.00	15.56
Grade 4	30.61	32.69	39.58	55.10	46.15	37.50	14.29	21.15	22.92
Grade 5	26.00	40.00	38.78	62.00	40.00	38.78	12.00	20.00	22.45
Grade 6	25.00	28.57	38.89	56.82	53.06	46.30	18.18	18.37	14.81
All Grades	30.46	33.83	38.27	54.82	46.27	42.86	14.72	19.90	18.88

Conclusions based on this data:

1. Cadwallader student performance increased overall by 3% on the CAASPP, with our EL students increasing by 10%, SED by 7%, and SWD by 17%.
2. Our Hispanic/Latino students decreased by 7%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	50	46	54	50	46	54	50	46	98.2	100	100
Grade 4	49	52	48	49	52	48	49	52	48	100	100	100
Grade 5	51	50	50	51	50	50	51	50	50	100	100	100
Grade 6	45	51	54	44	49	54	44	49	54	97.8	96.1	100
All	200	203	198	198	201	198	198	201	198	99	99	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2467.	2483.	2478.	27.78	46.00	41.30	42.59	20.00	30.43	18.52	18.00	17.39	11.11	16.00	10.87
Grade 4	2490.	2499.	2527.	26.53	32.69	43.75	32.65	25.00	25.00	22.45	26.92	14.58	18.37	15.38	16.67
Grade 5	2536.	2530.	2547.	25.49	42.00	42.00	39.22	20.00	20.00	27.45	20.00	24.00	7.84	18.00	14.00
Grade 6	2548.	2542.	2536.	34.09	24.49	25.93	13.64	26.53	27.78	27.27	28.57	18.52	25.00	20.41	27.78
All Grades	N/A	N/A	N/A	28.28	36.32	37.88	32.83	22.89	25.76	23.74	23.38	18.69	15.15	17.41	17.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.15	54.00	63.04	40.74	24.00	21.74	11.11	22.00	15.22
Grade 4	38.78	40.38	54.17	36.73	34.62	27.08	24.49	25.00	18.75
Grade 5	47.06	48.00	48.00	31.37	30.00	34.00	21.57	22.00	18.00
Grade 6	36.36	30.61	35.19	31.82	40.82	33.33	31.82	28.57	31.48
All Grades	42.93	43.28	49.49	35.35	32.34	29.29	21.72	24.38	21.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.89	50.00	54.35	48.15	28.00	36.96	12.96	22.00	8.70
Grade 4	32.65	30.77	50.00	42.86	44.23	31.25	24.49	25.00	18.75
Grade 5	21.57	32.00	34.00	60.78	44.00	48.00	17.65	24.00	18.00
Grade 6	31.82	26.53	31.48	43.18	53.06	38.89	25.00	20.41	29.63
All Grades	31.31	34.83	41.92	48.99	42.29	38.89	19.70	22.89	19.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.74	54.00	47.83	51.85	32.00	39.13	7.41	14.00	13.04
Grade 4	42.86	36.54	50.00	28.57	46.15	31.25	28.57	17.31	18.75
Grade 5	19.61	40.00	38.00	64.71	38.00	38.00	15.69	22.00	24.00
Grade 6	31.82	30.61	29.63	38.64	44.90	38.89	29.55	24.49	31.48
All Grades	33.84	40.30	40.91	46.46	40.30	36.87	19.70	19.40	22.22

Conclusions based on this data:

1. Overall our Cadwallader student scores improved in Math by 5%.
2. Our EL students increased by 16%, SED by 5%, and SWD by 11%.
3. Our Hispanic/Latino students made no increase with a base score of 36% meeting or exceeding the standards for Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1474.9	1421.7	1473.9	1429.4	1477.0	1403.8	20	20
Grade 1	1514.2	1473.0	1514.3	1450.3	1513.4	1495.3	20	13
Grade 2	1508.4	1490.6	1498.2	1487.8	1518.3	1493.2	12	13
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	9
Grade 6	*	*	*	*	*	*	*	*
All Grades							75	74

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00	5.00	*	65.00	*	25.00		5.00	20	20
1	75.00	23.08	*	30.77	*	30.77	*	15.38	20	13
2	*	15.38	*	53.85	*	15.38		15.38	12	13
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*
All Grades	54.67	16.22	18.67	44.59	17.33	24.32	*	14.86	75	74

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.00	10.00	*	60.00	*	25.00	*	5.00	20	20
1	85.00	23.08	*	30.77		38.46	*	7.69	20	13
2	*	30.77	*	53.85		0.00		15.38	12	13
3	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	65.33	21.62	18.67	44.59	*	21.62	*	12.16	75	74

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00	5.00	*	50.00	*	40.00	*	5.00	20	20
1	65.00	23.08	*	30.77	*	7.69	*	38.46	20	13
2	*	7.69	*	53.85		23.08	*	15.38	12	13
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
6		*	*	*		*	*	*	*	*
All Grades	46.67	13.51	20.00	35.14	14.67	33.78	18.67	17.57	75	74

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00	15.00	*	80.00	*	5.00	20	20
1	70.00	38.46	*	53.85	*	7.69	20	13
2	*	30.77	*	53.85		15.38	12	13
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	57.33	25.68	32.00	63.51	*	10.81	75	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	85.00	10.00	*	85.00		5.00	20	20
1	90.00	0.00	*	76.92	*	23.08	20	13
2	*	38.46	*	46.15		15.38	12	13
3	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	73.33	24.32	21.33	60.81	*	14.86	75	74

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	95.00	*	5.00	20	20
1	65.00	38.46	*	23.08	*	38.46	20	13
2	*	23.08	*	61.54	*	15.38	12	13
3	*	*	*	*	*	*	*	*
All Grades	42.67	17.57	32.00	59.46	25.33	22.97	75	74

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00	60.00	*	30.00	*	10.00	20	20
1	60.00	23.08	*	46.15	*	30.77	20	13
2	91.67	0.00	*	84.62		15.38	12	13
3	*	*	*	*	*	*	*	*
All Grades	56.00	28.38	34.67	56.76	*	14.86	75	74

Conclusions based on this data:

1. It is difficult to note specific growth without being able to track the same students over time. Some EL students move or move to 7th grade and new students arrive each year at various grade levels. The data includes all of those students so it is not an accurate account of growth or lack of growth. One year we may have 1 or two new students and another year we have 8 new students who are NEP and span various grade levels.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
341	40.2	27.0	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	27.0
Foster Youth	1	0.3
Socioeconomically Disadvantaged	137	40.2
Students with Disabilities	40	11.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.2
American Indian	1	0.3
Asian	159	46.6
Filipino	33	9.7
Hispanic	101	29.6
Two or More Races	19	5.6
Pacific Islander	1	0.3
White	22	6.5

Conclusions based on this data:

- 40% if our students are SED, 11% are SWD, and 27% are English Language Learners.
- Culturally our Asian students make up 47% of our population, followed by Hispanic students at 30%, and Filipino students at 10%. All other ethnicities are under 10% for representation of our student body.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Our Cadwallader students are doing well in the green range for ELA and Math as well as chronic absenteeism.

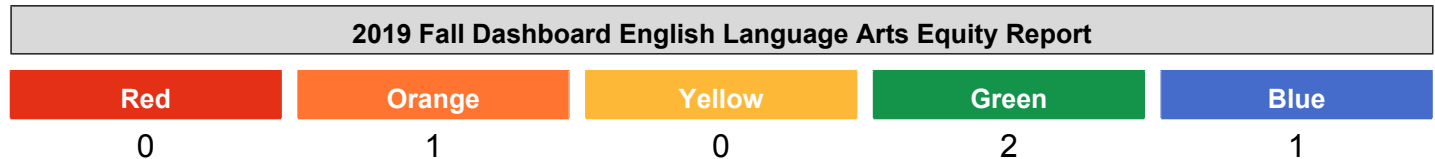
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 29.3 points above standard Increased ++3.5 points 193	English Learners  Green 38.5 points above standard Increased ++8.4 points 85	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 0.9 points below standard Increased ++4 points 76	Students with Disabilities  No Performance Color 65.2 points below standard Increased Significantly ++17.4 points 30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 68.4 points above standard Maintained -1.4 points 89	Filipino  No Performance Color 32.5 points above standard Declined Significantly -16.6 points 19
Hispanic  Orange 31.1 points below standard Declined -7.8 points 56	Two or More Races  No Performance Color 2 points above standard Increased ++9.3 points 11	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 65.2 points above standard Increased Significantly ++16.6 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 49.4 points below standard Increased Significantly ++28.6 points 25	Reclassified English Learners 74.9 points above standard Increased ++8.8 points 60	English Only 7.6 points above standard Declined -3.3 points 87
--	--	--

Conclusions based on this data:

1. We made gains from the previous year, overall 3%.
2. The dashboard data does not match the data we pulled for ELA for our SED students. Our scores reflect a 7% increase in scores for ELA while this dashboard states they "maintained."

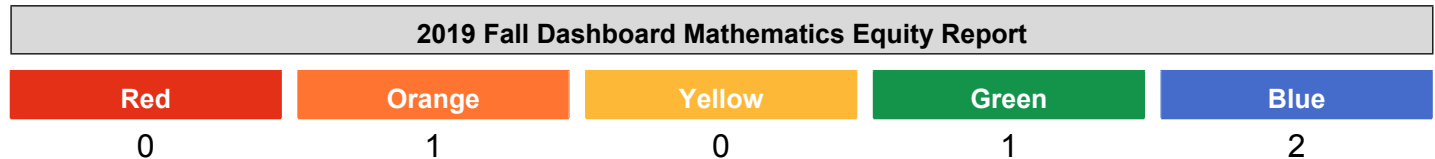
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 22.8 points above standard Increased ++3.1 points 193	English Learners  Blue 48.8 points above standard Increased Significantly ++16.7 points 85	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged  Green 3.6 points below standard Increased ++5 points 76	Students with Disabilities  No Performance Color 65.1 points below standard Increased ++9.6 points 30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 73 points above standard Maintained ++0.9 points 89	Filipino  No Performance Color 24.5 points above standard Declined -3.9 points 19
Hispanic  Orange 51.5 points below standard Declined -12.4 points 56	Two or More Races  No Performance Color 22.7 points below standard Declined Significantly -28.2 points 11	Pacific Islander	White  No Performance Color 44.8 points above standard Increased ++12 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 13.9 points below standard Increased Significantly ++30.3 points 25	Reclassified English Learners 74.9 points above standard Increased Significantly ++17.4 points 60	English Only 11.8 points below standard Declined -7.6 points 87
--	--	---

Conclusions based on this data:

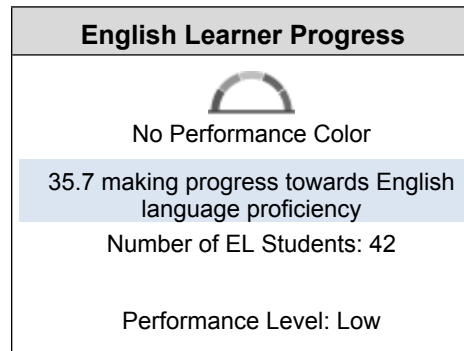
- Our EL students made a 16% gain, our SED made a 5% gain, and our SWD made a 10% gain.
- These scores show our Hispanic/Latino students declining by 12%, while our district/site data shows them making no gains.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.1	38.0	9.5	26.1

Conclusions based on this data:

1. This data doesn't separate out new students testing from the year prior, nor the loss of students testing from the year prior. The data isn't looking at the same group of students. If one year has a significant increase in NEP students it will affect the data.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

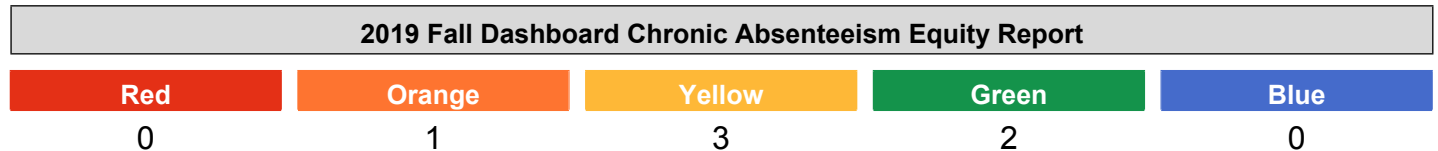
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 4.6 Declined -0.6 350	English Learners  Yellow 5.3 Maintained +0.4 95	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  Green 6.3 Declined -1.2 142	Students with Disabilities  Orange 13 Increased +4.2 46

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Yellow 3.7 Increased +1.7 163	Filipino  Yellow 6.1 Maintained +0.2 33
Hispanic  Green 6.6 Declined -2.5 106	Two or More Races  No Performance Color 0 Maintained 0 20	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 4.5 Declined -5 22

Conclusions based on this data:

1. In general our chronic absenteeism rate is not a concern, except for students with disabilities.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

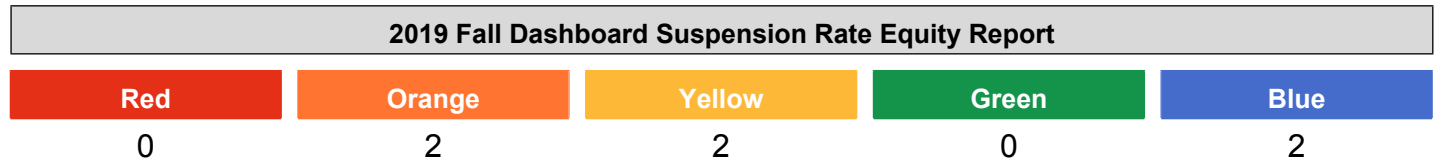
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.6 Increased +0.6 354	English Learners  Blue 0 Maintained 0 95	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless	Socioeconomically Disadvantaged  Orange 1.4 Increased +1.4 144	Students with Disabilities  Orange 2.2 Increased +2.2 46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 4	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Yellow 0.6 Increased +0.6 163	Filipino  Blue 0 Maintained 0 33
Hispanic  Yellow 0.9 Increased +0.9 108	Two or More Races  No Performance Color 0 Maintained 0 21	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  No Performance Color 0 Maintained 0 23

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.6

Conclusions based on this data:

- Overall, Cadwallader has an extremely low suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 1

There will be an increase in the number of Cadwallader students in grades 3-6 who achieve at the proficient or advanced levels on the CAASPP in 2022, including the following subgroups: English Language Learners, Socioeconomically Disadvantaged, Hispanic students.

Identified Need

Overall, a growth of 3% took place from 2018-2019. Subgroups made growth, except for our Hispanic/Latino subgroup. There is still a need for growth, especially with our Hispanic/Latino students. Updated scores for CAASPP were not conducted in Spring of 2020 due to COVID shutdown. iReady scores were available, but not considered an accurate measure of student achievement during Distance Learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent proficient on ELA CAASPP	64% of students meeting or exceeding standards	67% of students meeting or exceeding standards
Percent of Hispanic/Latino students on ELA CAASPP	38% of students meeting or exceeding standards	41% of students meeting or exceeding standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for professional development including, but not limited to, in-services, conferences, workshops, and consultant services to increase the effectiveness of ELA instruction aligned to CCSS. Provide resources for materials for teacher professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures object code #s: 1910
500	Supplemental Fund 4000-4999: Books And Supplies 4310
	Supplemental Fund 1000-1999: Certificated Personnel Salaries
	Supplemental Fund 4000-4999: Books And Supplies
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-3 Students

Strategy/Activity

To purchase supplemental materials and resources in order to sustain K-3 units for the SEAL program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Supplemental Fund 4000-4999: Books And Supplies object code #s: 4210, 4310
	None Specified None Specified
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide release time for teacher collaboration focused on PLC groups using the cycle of inquiry to plan, teach, evaluate student work and revise to meet the needs of students in Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Supplemental Fund
1000-1999: Certificated Personnel Salaries
object code#:
1150

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To offer intervention, push in support or enrichment instruction as a support to specific students in ELA based on CCSS and district proficiency assessments before, after, or during school. Also, Homework Club for targeted grade levels may be available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4500

Source(s)

Supplemental Fund
1000-1999: Certificated Personnel Salaries
Object Code#:
1150, 1120, 1910, 1950

500

Supplemental Fund
3000-3999: Employee Benefits
3000

None Specified
None Specified

	None Specified None Specified
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

	None Specified None Specified
--	----------------------------------

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified
	None Specified
	None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the aforementioned strategies and activities were effective as an overall growth of 3% took place from 2018-2019.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intervention was limited this year due to Distance Learning. We began Zoom breakout rooms for intervention after the first of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing with this goal as intended since we have seen growth and we have found the strategies and activities to be effective.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Learners

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 2

All Cadwallader, EL students will improve their annual scores by 3% on the ELA portion of the CAASPP test.

Identified Need

Our EL learners made 10% growth from 2018-2019, with 27% meeting or exceeding ELA standards. Our long term EL learners made 3% growth from 2019-2019, with 66% meeting or exceeding ELA standards. Scores vary based on the number of students who are NEP for testing. Updated scores for CAASPP and ELPAC were not conducted in Spring of 2020 due to COVID shutdown. iReady scores were available, but not considered an accurate measure of student achievement during Distance Learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent Proficient in ELA on CAASPP	27% for ELL	30%
Percent Proficient in ELA on CAASPP	66% for Long Term EL Learners	69%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Learners in need of support

Strategy/Activity

Targeted intervention will be provided for students in need of additional support. May also include push in support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6502	Title III 1000-1999: Certificated Personnel Salaries object code #s: 1120,1150
1000	Supplemental Fund 1000-1999: Certificated Personnel Salaries 1120, 1150
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Learners

Strategy/Activity

Provide release time for planning integrated and designated EL strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Supplemental Fund 2000-2999: Classified Personnel Salaries object code #s: 2110
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified
	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The investment in collaboration time for the PLC work of planning lessons for designated and integrated EL Learners made a difference. English Language Learners made growth of 10% from 2018-2019, with 27% meeting or exceeding ELA standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to Distance Learning, release time and PLC work did not take place.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing with this goal as intended since prior growth was seen.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics: Grades K-6

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 3

There will be a 3% increase in the number of Cadwallader students in grades 3-6 who achieve at the proficient or advanced levels on the CAASPP in 2019, including the following subgroups: English Language Learners, Socioeconomically Disadvantaged, and Hispanic students.

Identified Need

While overall students increased by 5% on CAASPP scores with a total of 64% meeting or exceeding the standards, our subgroups are not scoring at 64%. All subgroups made growth, except for our Hispanic/Latino students whose scores remained the same at 36%. Updated scores for CAASPP were not conducted in Spring of 2020 due to COVID shutdown. iReady scores were available, but not considered an accurate measure of student achievement during Distance Learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent proficient on Math CAASPP	64% meeting or exceeding standards	67%
Percent proficient on Math CAASPP	36% of Hispanic/Latino students meeting or exceeding standards	39%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To provide opportunities for professional development, including but not limited to in-services, release/planning time, conferences, and workshops, to increase the effectiveness of mathematics instruction aligned to CCSS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Supplemental Fund 1000-1999: Certificated Personnel Salaries object code #s: 1150
100	Supplemental Fund 4000-4999: Books And Supplies 4310
	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To offer intervention instruction and/or push in support for students in need of support for Math, based on CAASPP, classroom assessments, and iReady assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Supplemental Fund 1000-1999: Certificated Personnel Salaries object code #: 1120
400	Supplemental Fund 3000-3999: Employee Benefits 3000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified
	None Specified
	None Specified

--	--

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified
	None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the aforementioned strategies were limited due to distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to utilize all funds for push in support for students due distance learning for the year. We began intervention support in Zoom breakout rooms after the first of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing with this goal as intended since we have seen growth and we have found the strategies and activities to be effective.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science: Grades K-6

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 4

100% of Cadwallader students will have an increased understanding of Science. A majority of 5th grade students will perform at the proficient or advanced levels on the Science portion of CAASPP test. Updated scores for CAASPP were not conducted in Spring of 2020 due to COVID shutdown.

Identified Need

New Science curriculum was approved by the school board in April of 2021 for teaching NGSS in the 2021-2022 school year. With new curriculum, support will be provided for professional development at the site and district level. There will be a need to support students with attendance for Science Camp, whether those are virtual, day camps, or the possibility of overnight camp.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST scores for 2018-2019	42% met or exceeded the standards	45% will meet or exceed the standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Transportation support for 5th and possibly 6th Grade Students

Strategy/Activity

To provide support for outdoor Science School for 5th and possibly 6th graders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Supplemental Fund

5800: Professional/Consulting Services And
Operating Expenditures
object code #s:5841

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified
None Specified

None Specified
None Specified

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers continued to receive support for NGSS with supplemental materials, including software, as no NGSS curriculum had been provided.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are eliminating the need for curriculum resources as our district approved a NGSS curriculum for use in fall of 2021.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 5

During the 2021-22 school year, Cadwallader, often in conjunction with the PTA, and following COVID safety protocols, will host family nights for students in grades K-6.

Identified Need

Parent involvement and family activities strengthen a school community and generally improve student success at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Begin tracking sign in sheets for family events to note how many families participate in family nights or other school day activities such as classroom or grade level performances and gallery walks (SEAL).	Need specific baseline data for a year.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

As safety protocols permit, invite parents to come to family events and parent meetings that have different focuses throughout the year, such as Curriculum Night, Family Literacy Night, Family Science Night, Family Fitness Night, Bingo Night, Family Math Night, Family Art Night, PTA events,

ELL Forums, Cadwallader's Science Fair Challenge, Multicultural Night, Talent Show, SSC/ELAC meetings, Principal's Coffee, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Supplemental Fund 1000-1999: Certificated Personnel Salaries object code #s: 1910
250	Supplemental Fund 2000-2999: Classified Personnel Salaries 2210, 2450
100	Supplemental Fund 3000-3999: Employee Benefits 3000
2000	Supplemental Fund 4000-4999: Books And Supplies 4310, 4351

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation did not take place due to distance learning and COVID safety protocols.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A Virtual Family Tech Night for coding and two virtual assemblies related to joy, coping with stress, and growth mindset were held.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing with this goal as intended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social-Emotional Learning

LEA/LCAP Goal

Provide for a safe, respectful and welcoming school environment.

Goal 6

Provide lessons, activities, and support services to enhance the social-emotional well-being of our students and staff. Goal may include site wellness, bullying prevention, physical activity, coping skills, social skills, and stress management. Improve the success of our implementation of PBIS that includes classroom lessons for the school wide expectations of our Three Be's (Be Safe, Be Respectful, Be Responsible) and on positive incentive program with the use of PAWSitive Notes.

Identified Need

Improve the success of our implementation of PBIS that includes classroom lessons for the school wide expectations of our Three Be's (Be Safe, Be Respectful, Be Responsible) and on positive incentive program with the use of PAWSitive Notes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	35% culture score in executive measure	38% culture score

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS team will work with staff to continue lessons for school rules and expectations and the positive incentive program involving PAWSitive Notes. Release time/classified overtime may be needed for planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1090	Supplemental Fund 4000-4999: Books And Supplies Object Code #'s: 4351
500	Supplemental Fund 1000-1999: Certificated Personnel Salaries 1120
200	Supplemental Fund 2000-2999: Classified Personnel Salaries 2110
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Assemblies or Classroom Presentations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General expenditures for overall school support including instructional supplies, staffing, and custodial supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34886	General Fund None Specified
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

	None Specified None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
--	----------------------------------

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As our first year of PBIS implementation, we made great strides, including the incentive program that began in January of 2020. Due to the COVID shutdown, we limited our incentive program for the 2020-2021 school year and will implement again in the fall of 2021.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to distance learning, we were not able to reach our year end goals of our incentive program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing with this goal as intended and starting with implementation again in the fall of 2021.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,528.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$6,502.00

Subtotal of additional federal funds included for this school: \$6,502.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$34,886.00
Supplemental Fund	\$28,140.00

Subtotal of state or local funds included for this school: \$63,026.00

Total of federal, state, and/or local funds for this school: \$69,528.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Fund	28,140.00	0.00
Title I	0	0.00
Title III	6502.00	0.00
General Fund	34,886.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	34,886.00
Supplemental Fund	28,140.00
Title III	6,502.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,502.00
2000-2999: Classified Personnel Salaries	2,450.00
3000-3999: Employee Benefits	1,000.00
4000-4999: Books And Supplies	6,690.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	34,886.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	General Fund	34,886.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	14,000.00

2000-2999: Classified Personnel Salaries	Supplemental Fund	2,450.00
3000-3999: Employee Benefits	Supplemental Fund	1,000.00
4000-4999: Books And Supplies	Supplemental Fund	6,690.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	4,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,502.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,500.00
Goal 2	9,502.00
Goal 3	4,000.00
Goal 4	1,000.00
Goal 5	2,850.00
Goal 6	38,676.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jerome Fischer	Parent or Community Member
Igor Cananea	Parent or Community Member
Olivera Vulevic	Parent or Community Member
Kevin Callahan	Classroom Teacher
Dilly Bhoot	Other School Staff
Maureen McClintock	Principal
Dawn Cordobes	Classroom Teacher
Susan Seran	Classroom Teacher
Miriam Acuna	Other School Staff
Melanie Skeen	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA 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 SPSA 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 SPSA was adopted by the SSC at a public meeting on 4/27/2021.

Attested:

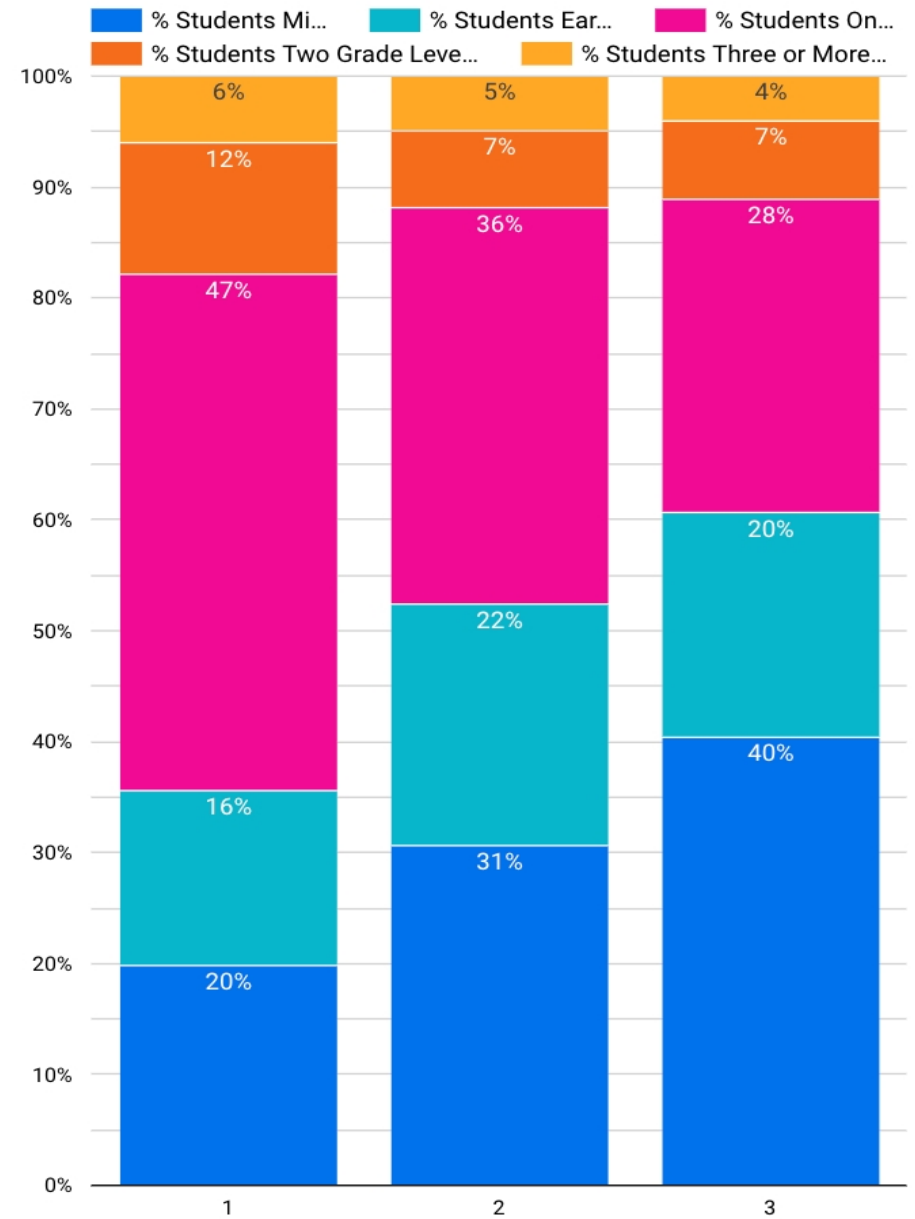
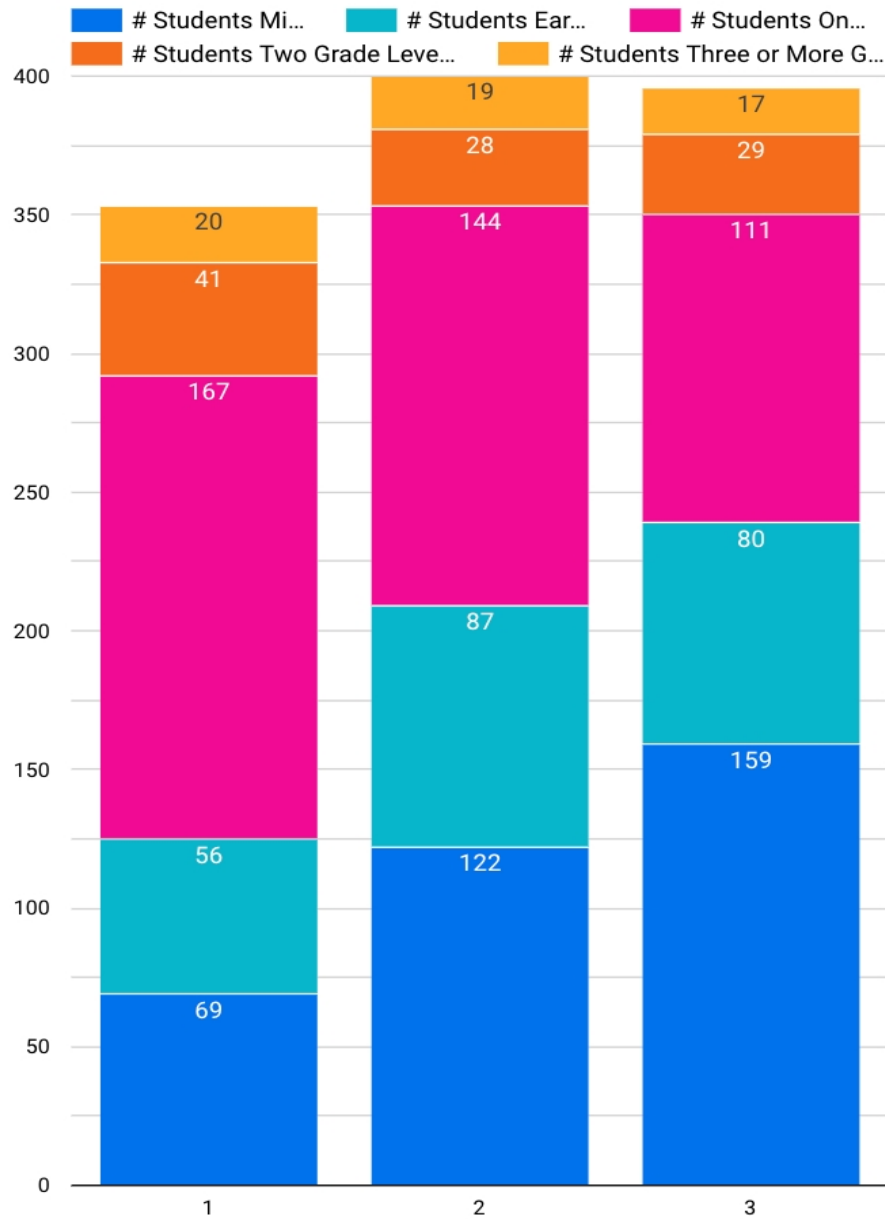
Principal, Maureen McClintock on 4/27/2021

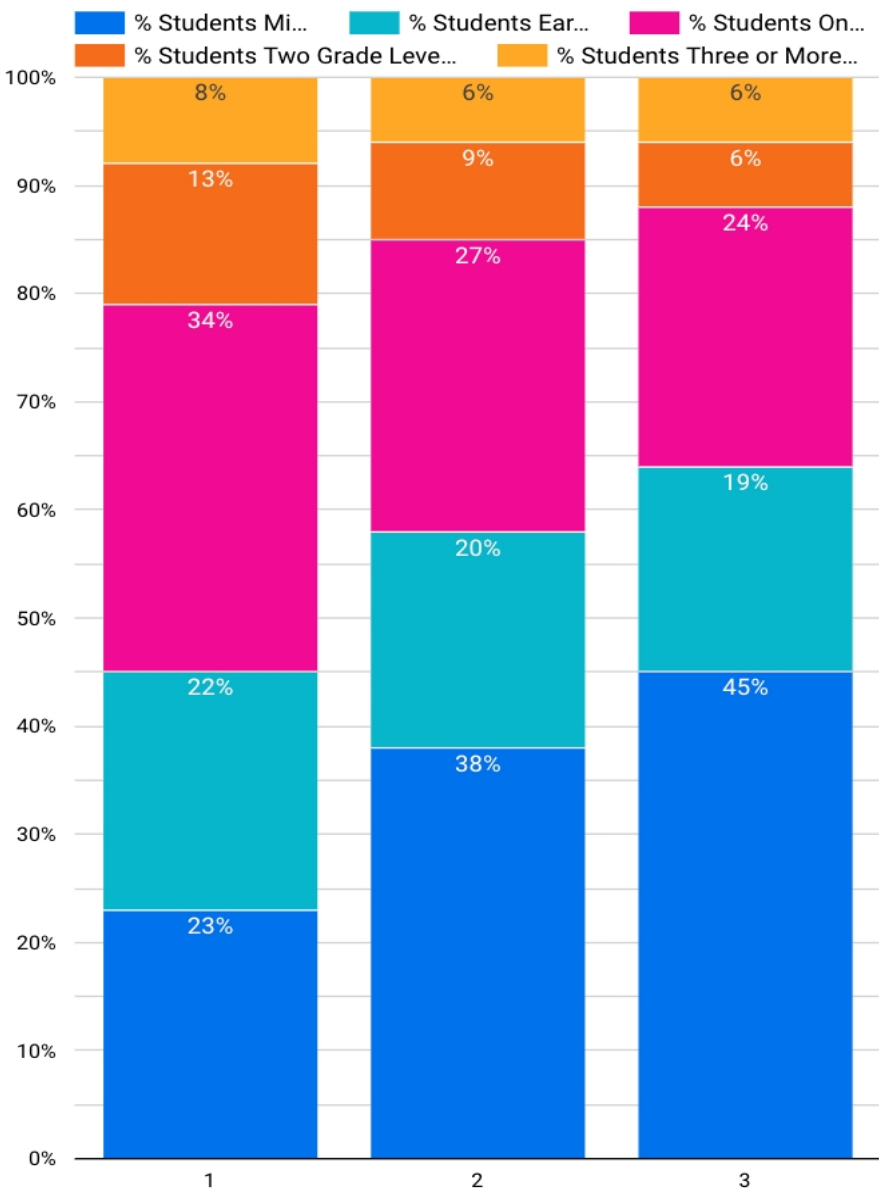
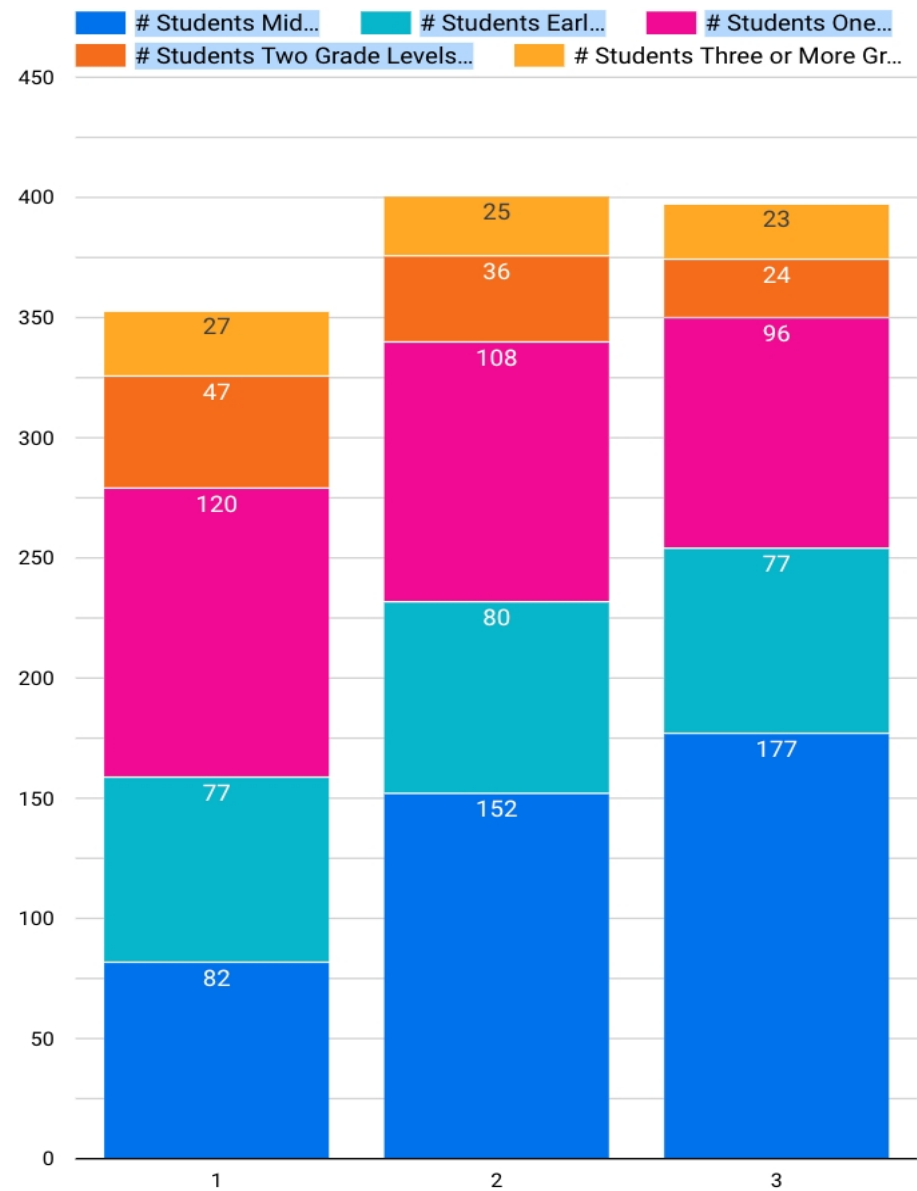
SSC Chairperson, Dilly Bhoot, Vice Chairperson on 4/27/2021

SCHOOL: CADWALLADER - 2021-2022				
PRINCIPAL: - MAUREEN MCCLINTOCK				
	GENERAL	SUPPLEMENTAL	TITLE 1	TITLE 111
CLASSROOM	AMOUNT	AMOUNT	AMOUNT	AMOUNT
Hourly Teacher	\$ 5,000.00	\$ 8,786.00		\$ 6,502.00
Substitute Teachers	\$ 1,000.00	\$ 1,500.00		
Consultant/District Employees (Non-Instruc.)				
Project Specialist				
Instructional Aides	\$ 500.00	\$ 1,000.00		
Reg. Maintenance Operations				
Regular Clerical				
Office Aides	\$ 500.00			
Benefits	\$ 300.00	\$ 300.00		
Instructional Supplies	\$ 9,000.00	\$ 8,000.00		
Computer Software	\$ 8,000.00	\$ 5,000.00		
General Supplies	\$ 8,586.00	\$ 3,054.00		
Periodicals & Publications				
Parts/Supplies M.O.T.				
Instructional Equipment (Valued at \$500 -\$4,999)				
Computer Equipment (Valued at \$500-\$4,999)				
Travel/Conference				
Conference Registration Fees				
Mileage Reimbursement				
Contracted Maintenance Repair				
Contracted Computer Repairs	\$ 1,000.00			
Copier Maintenance	\$ 1,000.00			
Field Trips (District Buses)		\$ 500.00		
Consultant/Contractors				
Other Services (Field Trips/Entrance Fees)				
Field Trips (Outside Buses)				
TOTAL SITE BUDGET	\$ 34,886.00	\$ 28,140.00	\$ -	\$ 6,502.00

Cadwallader: Math

iReady Testing September, November,
March 2020-2021





Cadwallader Elementary School
Parent Involvement Policies
2021-2022

The School-wide program at Cadwallader Elementary shall involve parents, community, and staff in collaborative activities that assist parents in acquiring a clear understanding of Cadwallader's academic and behavioral expectations, provide opportunities for parents to increase their skills in assisting their child to achieve social and academic success, and involve parents in decisions related to their child's educational growth.

1. By October of each school year, a Parent Curriculum Night will be held to explain the grade level standards and expectations.
2. Information regarding Evergreen's academic program, student expectations, and parent training opportunities will be communicated to parents through the school's web page, weekly voicemail and emails.
3. Parents attend parent-teacher conferences held at the end of the first trimester each November and identify the specific activities that will support student learning throughout the school year. Families will have the opportunity to participate in various Family Nights throughout the year.
4. Parents will receive assessment information by reviewing report cards, progress reports, rubrics and data results from state and district formal assessments.
5. Parents will be a major part of the decision-making process during Student Success Team meetings. Parents will be invited to attend and provide input regarding their child's progress and will participate in planning strategies and activities to assure their child's success in school.
6. The Cadwallader School Site Council will be ongoing and will continue to involve parents with planning and evaluation opportunities. New members will be recruited and trained regularly to help in the decision making process. This council will meet a minimum of three times a year. This School Site Council will meet and collaborate in conjunction with our English Language Learner Committee.
7. Parents of English Language Learners will participate on the English Learners Advisory Committee. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the EL students. This team will meet and collaborate in conjunction with our School Site Council. Parents will be invited to volunteer in classrooms, school and PTA sponsored events, and on field trips.


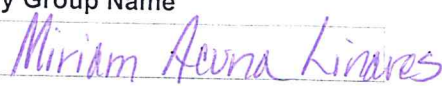
Recommendations and Assurances

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 (SPSA) requiring board approval.

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 

The SSC reviewed the content requirements for school plans of programs included in this SPSA 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 SPSA 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.

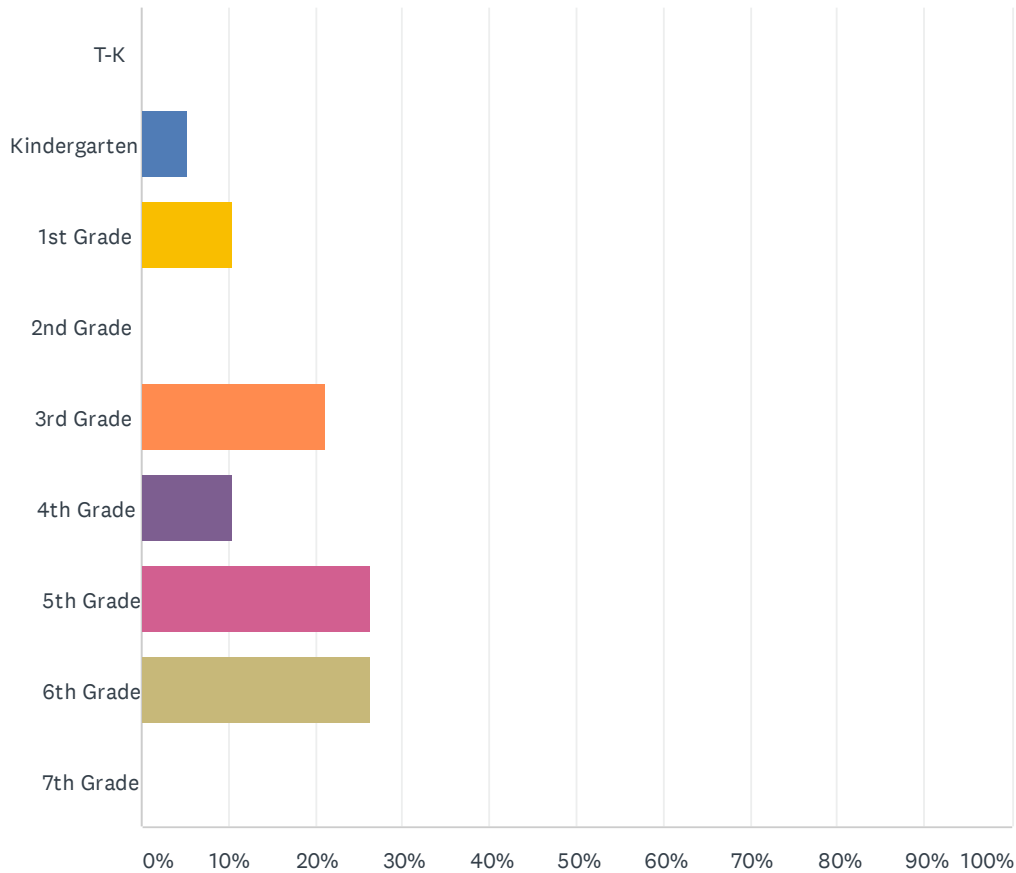
This SPSA was adopted by the SSC at a public meeting on 4/27/2021.

Attested:

Principal, Maureen McClintock on 4/27/2021	
SSC Chairperson, Dilly Bhoot, Vice Chairperson on 4/27/2021	

Q1 What grade is your child in?

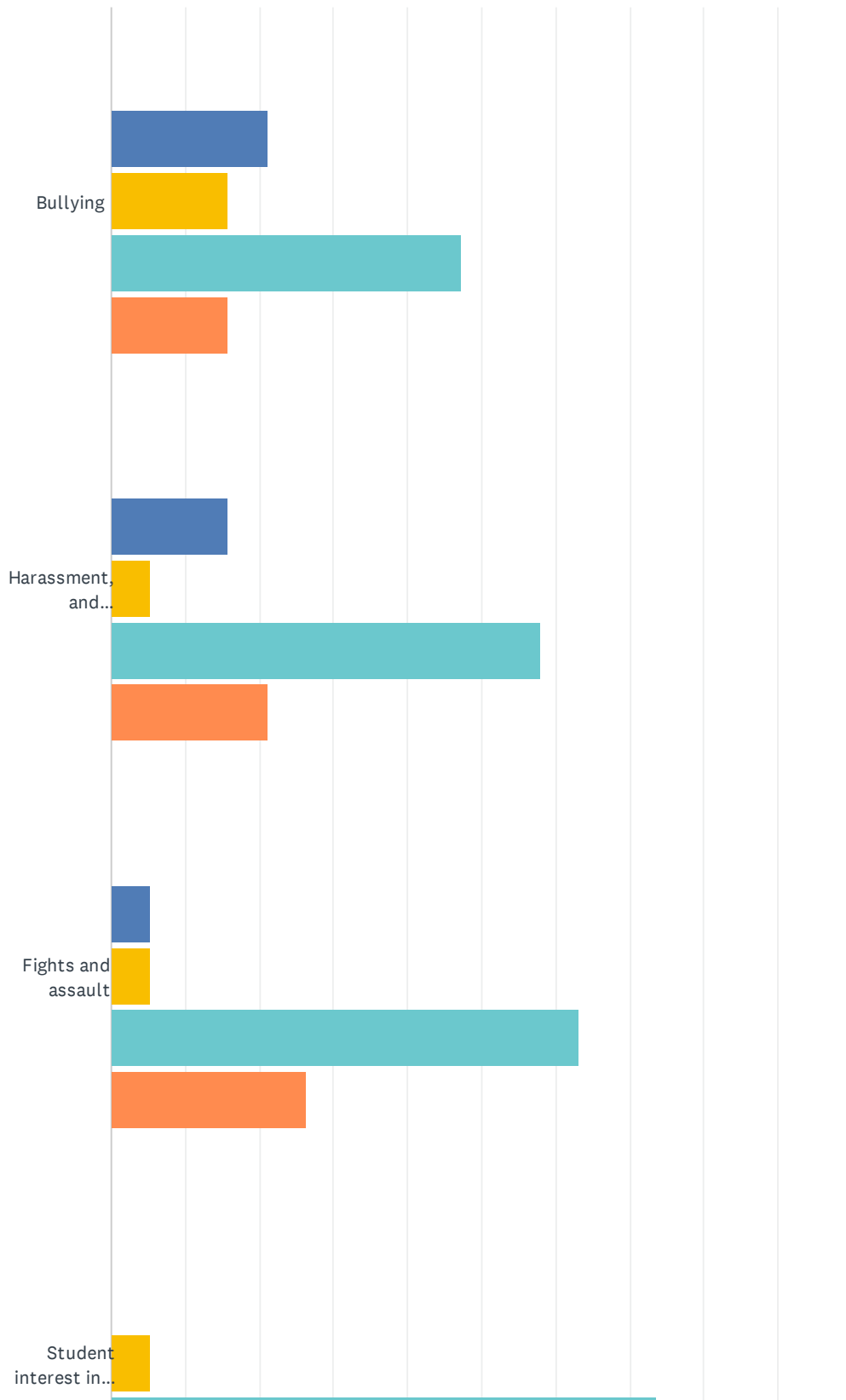
Answered: 19 Skipped: 0



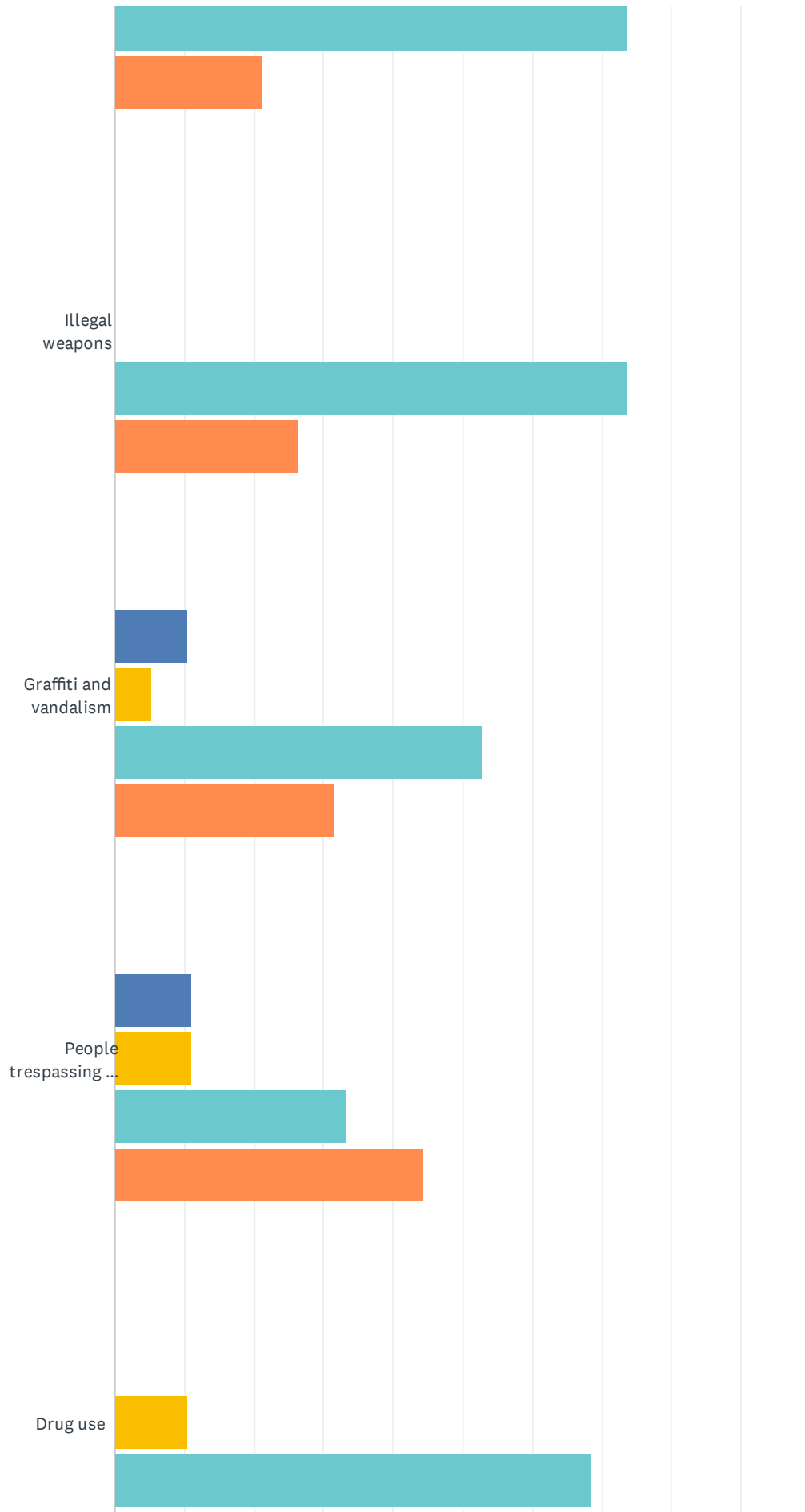
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	5.26%	1
1st Grade	10.53%	2
2nd Grade	0.00%	0
3rd Grade	21.05%	4
4th Grade	10.53%	2
5th Grade	26.32%	5
6th Grade	26.32%	5
7th Grade	0.00%	0
TOTAL		19

Q2 How much do you find the following to be a problem at your child's school?

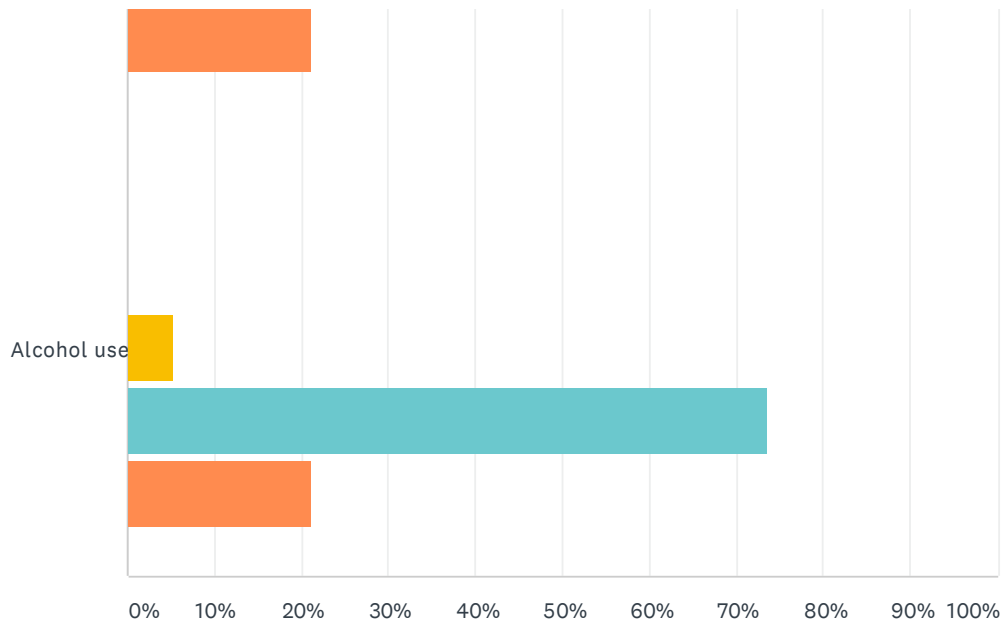
Answered: 19 Skipped: 0



Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.



Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.



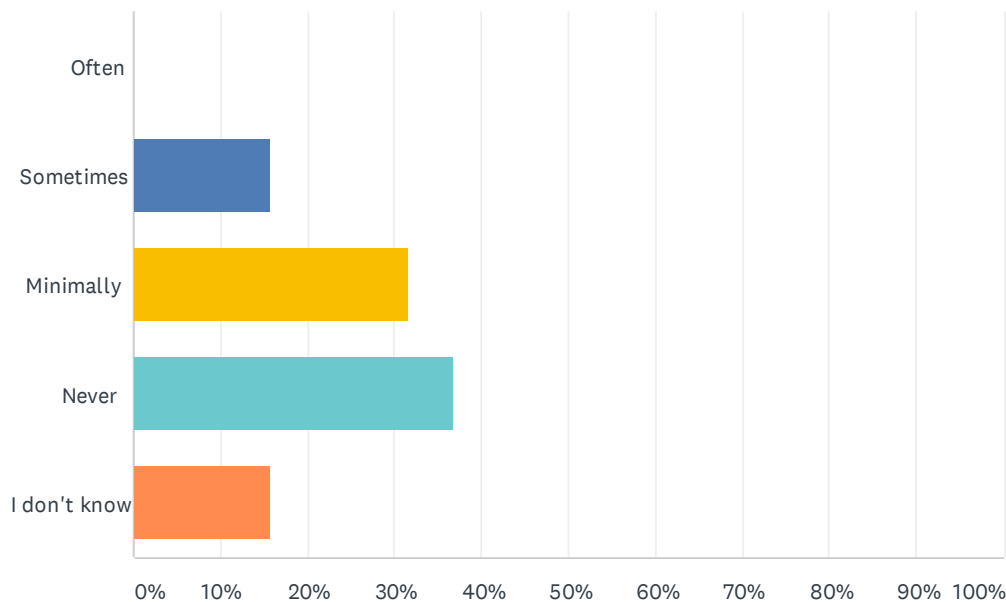
- I see this happening a lot at my school.
- I see this happening sometimes at my school.
- I hear other students talk about this happening at my school.
- I never hear or see this happening at my school.
- I don't know

	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	21.05% 4	15.79% 3	47.37% 9	15.79% 3	19	3.58
Harassment, and intimidation	0.00% 0	15.79% 3	5.26% 1	57.89% 11	21.05% 4	19	3.84
Fights and assault	0.00% 0	5.26% 1	5.26% 1	63.16% 12	26.32% 5	19	4.11
Student interest in gangs	0.00% 0	0.00% 0	5.26% 1	73.68% 14	21.05% 4	19	4.16
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	73.68% 14	26.32% 5	19	4.26
Graffiti and vandalism	0.00% 0	10.53% 2	5.26% 1	52.63% 10	31.58% 6	19	4.05
People trespassing on campus	0.00% 0	11.11% 2	11.11% 2	33.33% 6	44.44% 8	18	4.11
Drug use	0.00% 0	0.00% 0	10.53% 2	68.42% 13	21.05% 4	19	4.11
Alcohol use	0.00% 0	0.00% 0	5.26% 1	73.68% 14	21.05% 4	19	4.16

Q3 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

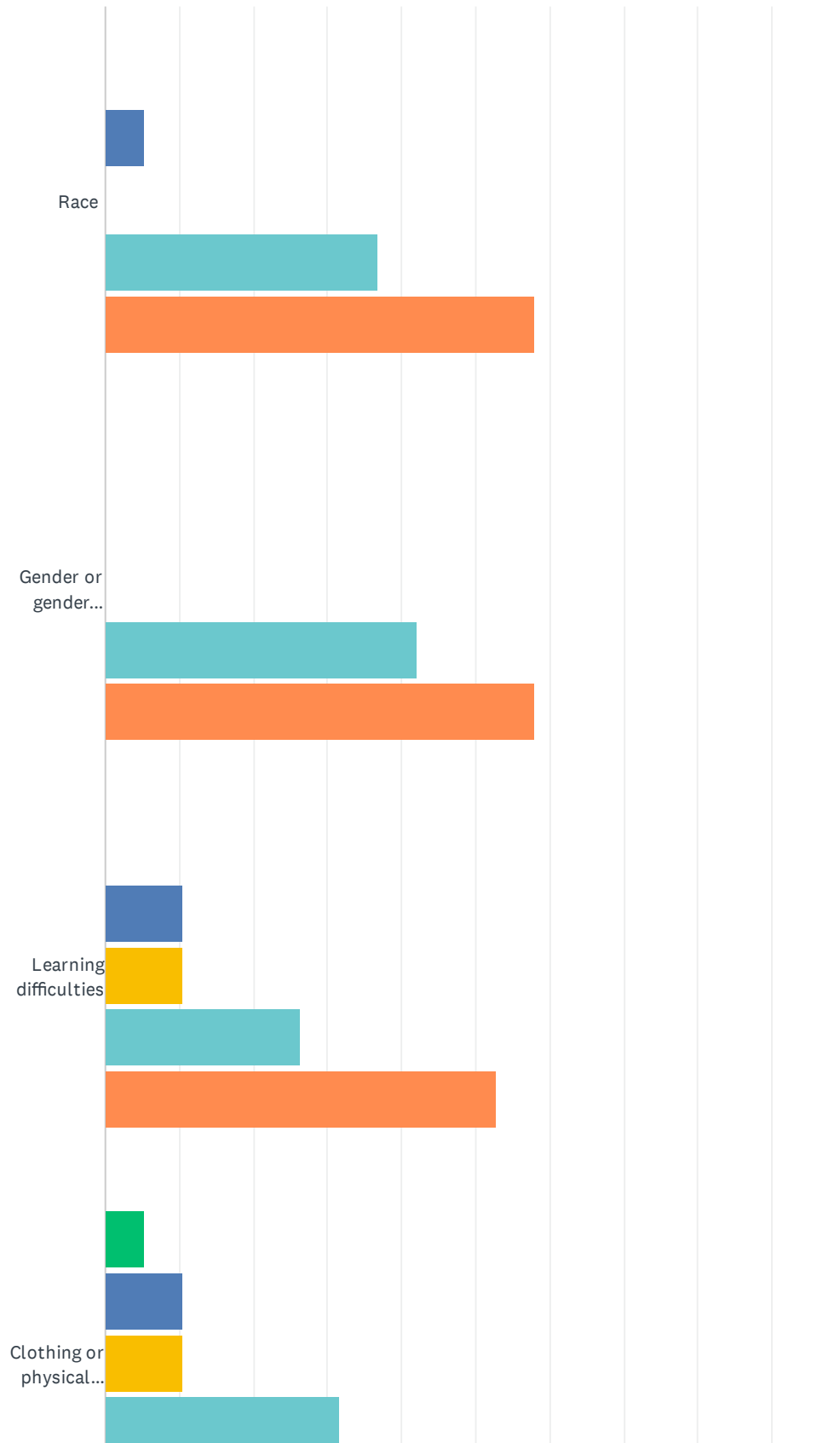
Answered: 19 Skipped: 0



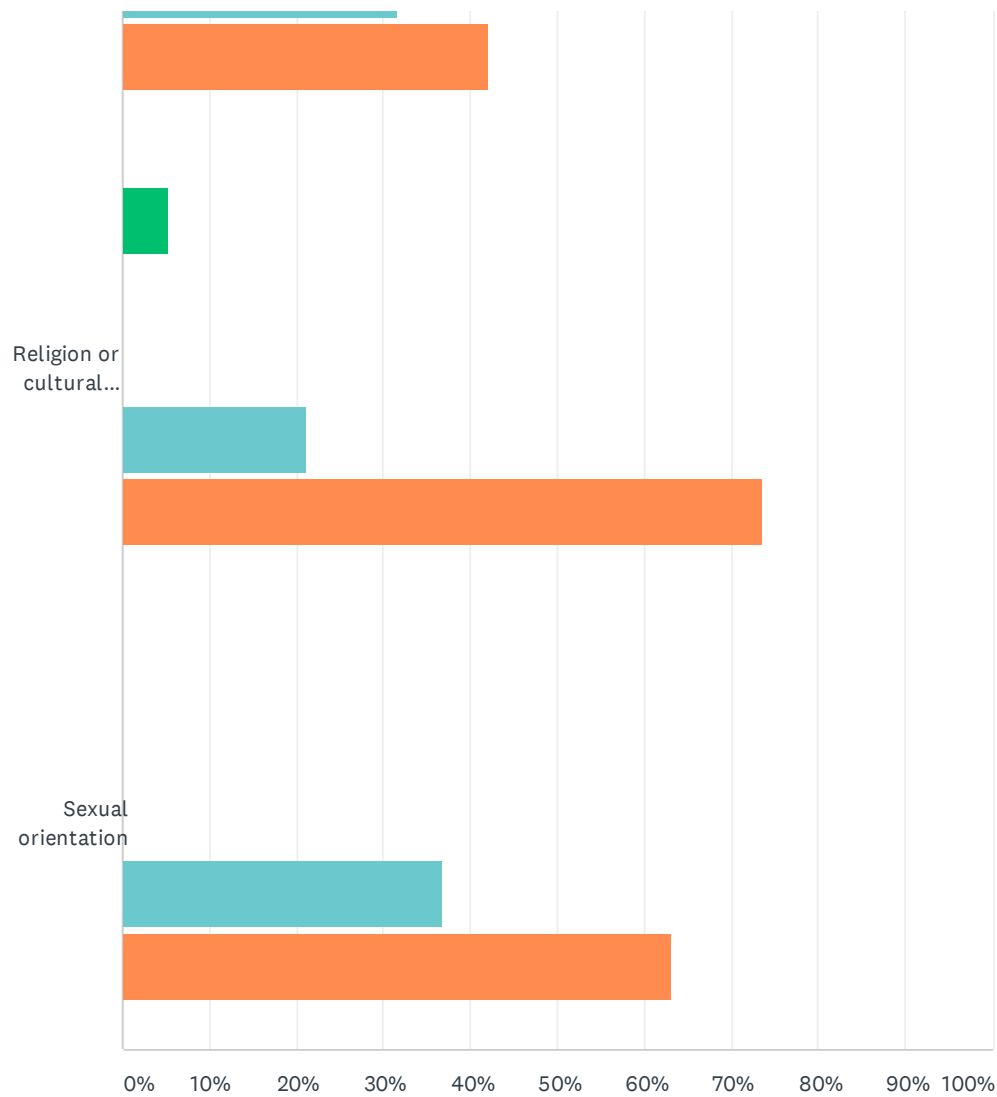
ANSWER CHOICES	RESPONSES	
Often	0.00%	0
Sometimes	15.79%	3
Minimally	31.58%	6
Never	36.84%	7
I don't know	15.79%	3
TOTAL		19

Q4 Students at my child's school get put down because of their...

Answered: 19 Skipped: 0



Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

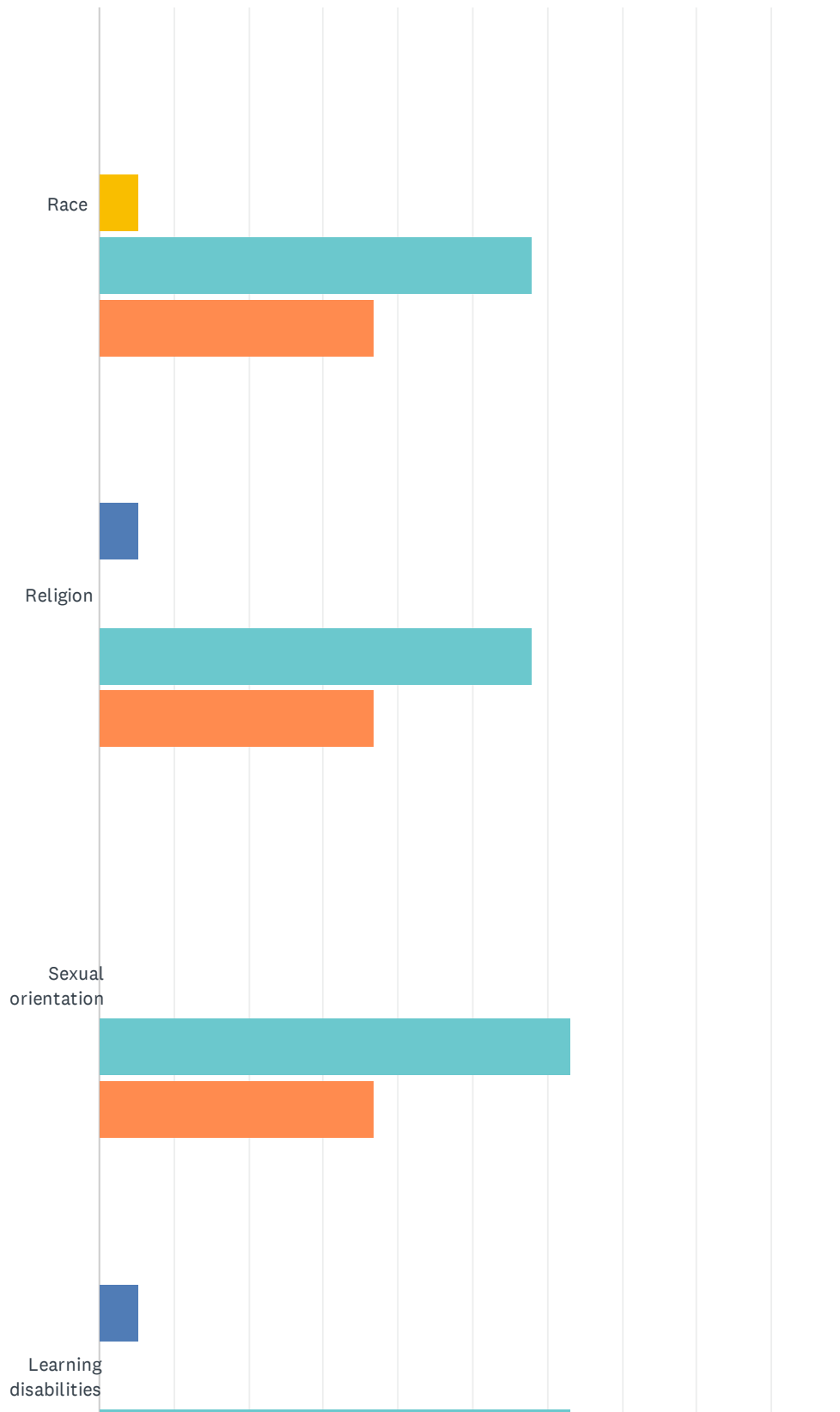


Often Sometimes Minimally Never I don't know

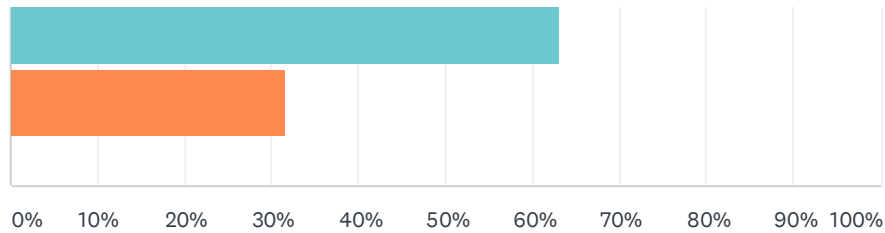
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	5.26% 1	0.00% 0	36.84% 7	57.89% 11	19	4.47
Gender or gender identification	0.00% 0	0.00% 0	0.00% 0	42.11% 8	57.89% 11	19	4.58
Learning difficulties	0.00% 0	10.53% 2	10.53% 2	26.32% 5	52.63% 10	19	4.21
Clothing or physical appearance	5.26% 1	10.53% 2	10.53% 2	31.58% 6	42.11% 8	19	3.95
Religion or cultural practices	5.26% 1	0.00% 0	0.00% 0	21.05% 4	73.68% 14	19	4.58
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	36.84% 7	63.16% 12	19	4.63

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 19 Skipped: 0



Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

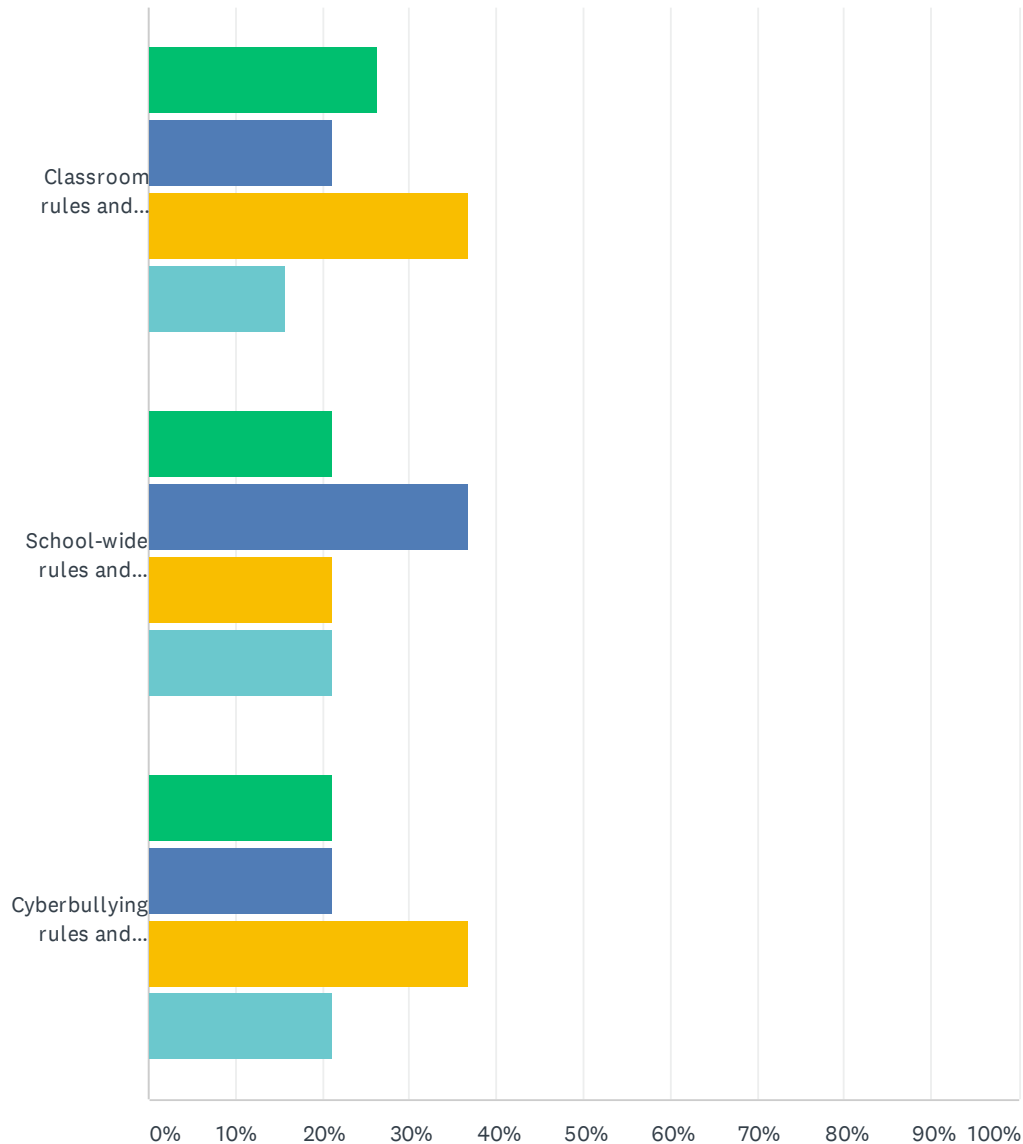


Often Sometimes Minimally Never I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	5.26% 1	57.89% 11	36.84% 7	19	4.32
Religion	0.00% 0	5.26% 1	0.00% 0	57.89% 11	36.84% 7	19	4.26
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	63.16% 12	36.84% 7	19	4.37
Learning disabilities	0.00% 0	5.26% 1	0.00% 0	63.16% 12	31.58% 6	19	4.21

Q6 How familiar are you with the following at your child's school?

Answered: 19 Skipped: 0

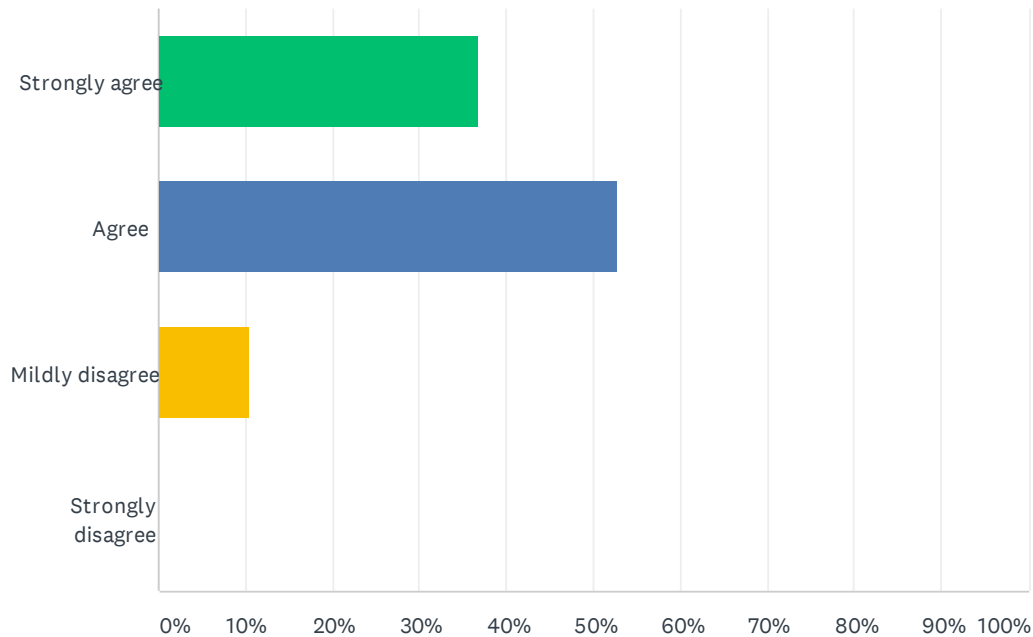


Very familiar Familiar Somewhat familiar Not familiar at all

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	26.32% 5	21.05% 4	36.84% 7	15.79% 3	19	2.42
School-wide rules and consequences when those rules are broken.	21.05% 4	36.84% 7	21.05% 4	21.05% 4	19	2.42
Cyberbullying rules and consequences when those rules are broken.	21.05% 4	21.05% 4	36.84% 7	21.05% 4	19	2.58

Q7 The rules and expectations of the school are clear and well known to me.

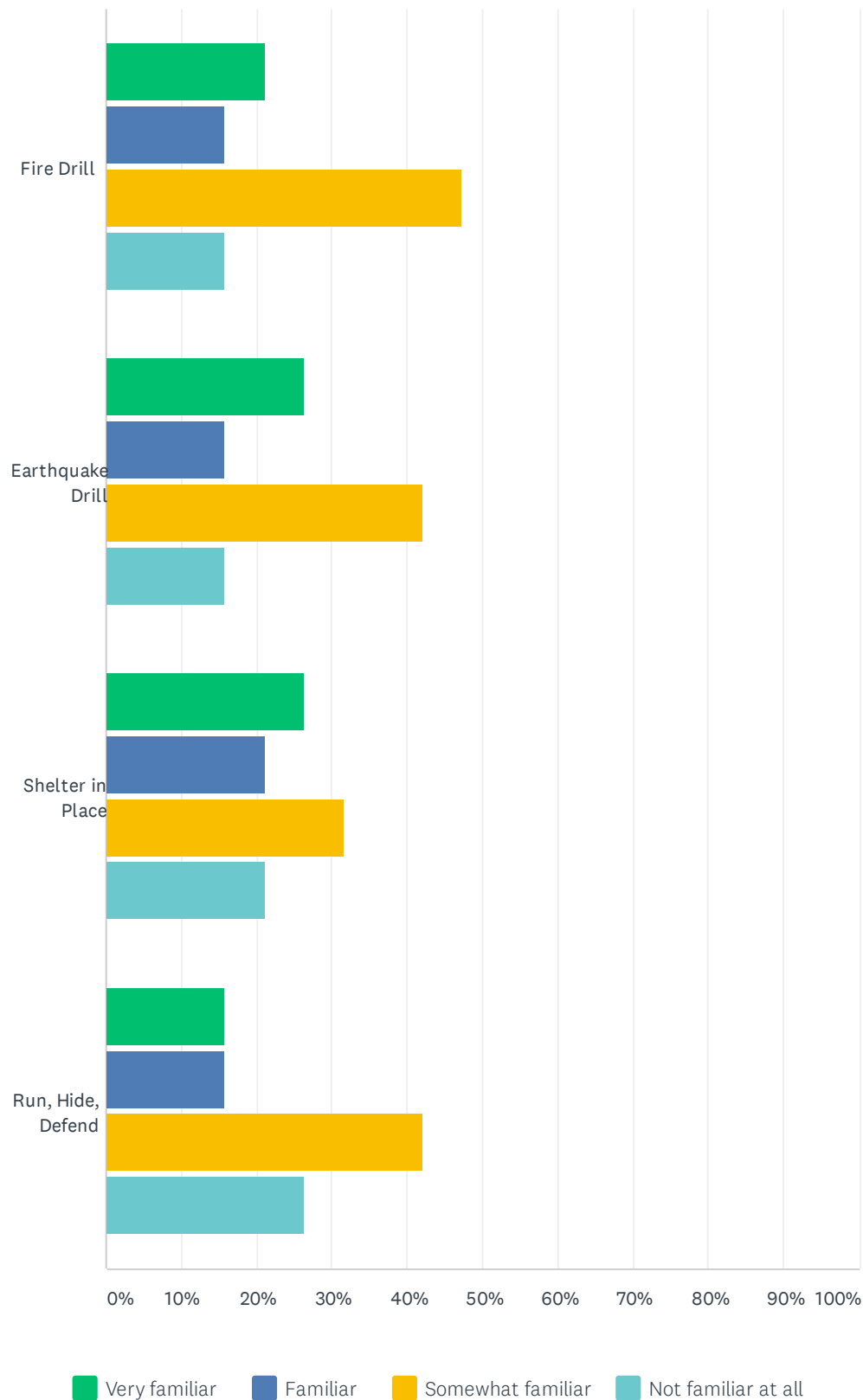
Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	36.84%	7
Agree	52.63%	10
Mildly disagree	10.53%	2
Strongly disagree	0.00%	0
TOTAL		19

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 19 Skipped: 0

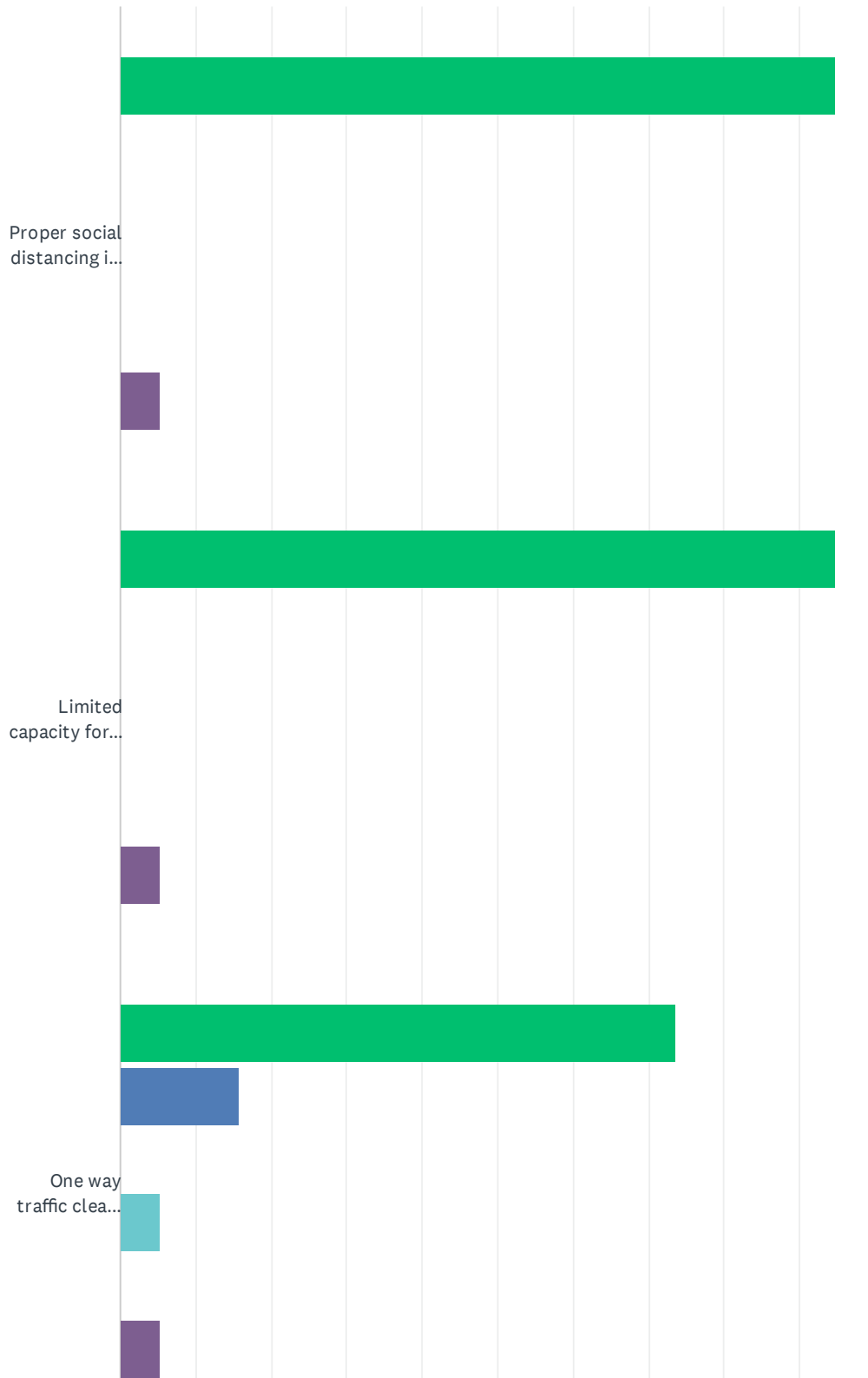


Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

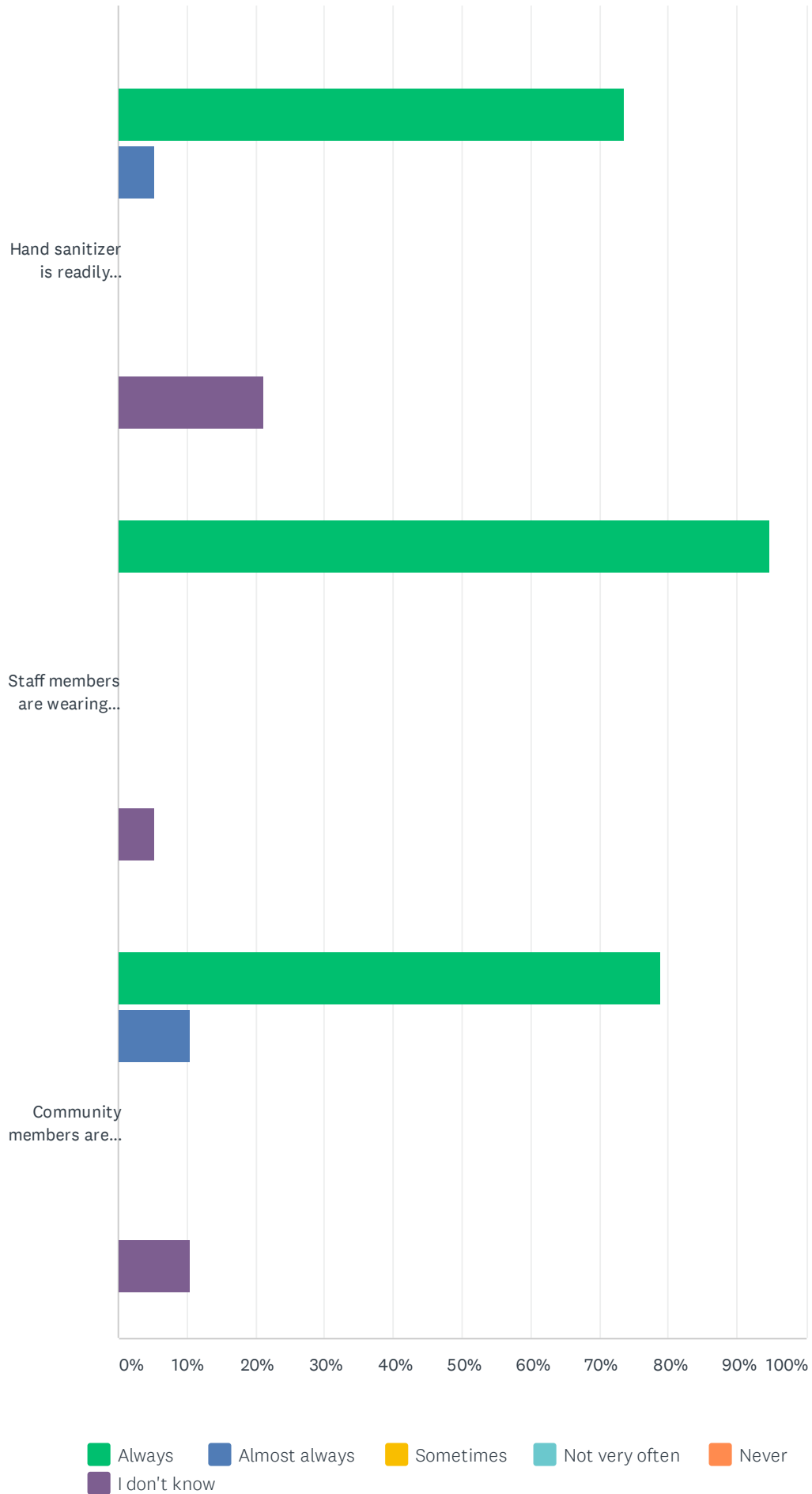
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	21.05% 4	15.79% 3	47.37% 9	15.79% 3	19
Earthquake Drill	26.32% 5	15.79% 3	42.11% 8	15.79% 3	19
Shelter in Place	26.32% 5	21.05% 4	31.58% 6	21.05% 4	19
Run, Hide, Defend	15.79% 3	15.79% 3	42.11% 8	26.32% 5	19

Q9 When I visit the campus (for example on material distribution days, or Grab and Go days) to what degree are the following COVID 19 safety guidelines followed by my school?

Answered: 19 Skipped: 0



Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

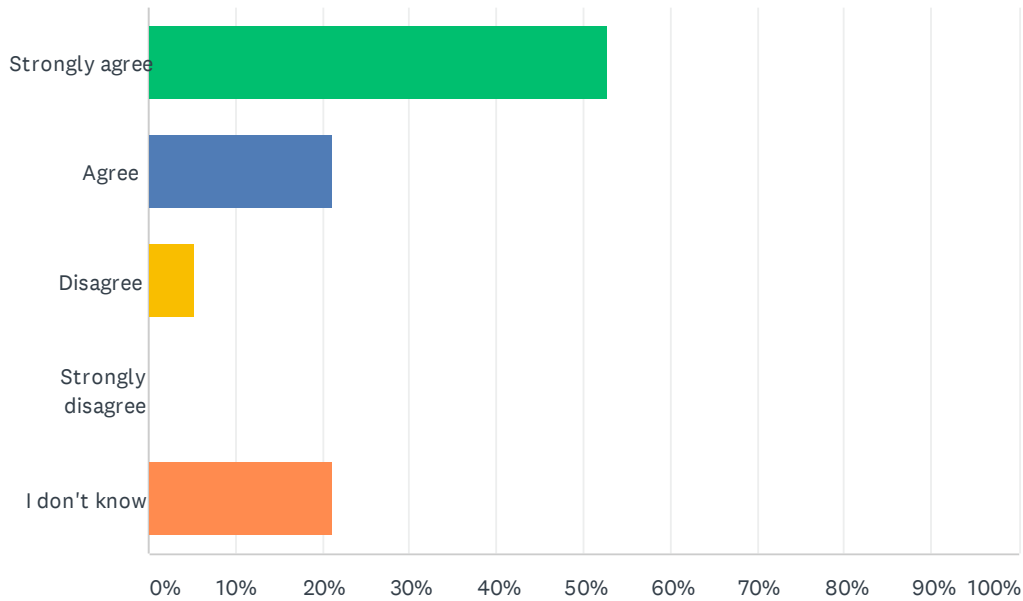


Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	I DON'T KNOW	TOTAL
Proper social distancing is maintained	94.74% 18	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5.26% 1	19
Limited capacity for entering buildings	94.74% 18	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5.26% 1	19
One way traffic clearly marked	73.68% 14	15.79% 3	0.00% 0	5.26% 1	0.00% 0	5.26% 1	19
Hand sanitizer is readily available	73.68% 14	5.26% 1	0.00% 0	0.00% 0	0.00% 0	21.05% 4	19
Staff members are wearing protective masks	94.74% 18	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5.26% 1	19
Community members are wearing protective masks	78.95% 15	10.53% 2	0.00% 0	0.00% 0	0.00% 0	10.53% 2	19

Q10 The facilities and grounds are well maintained at my child's school.

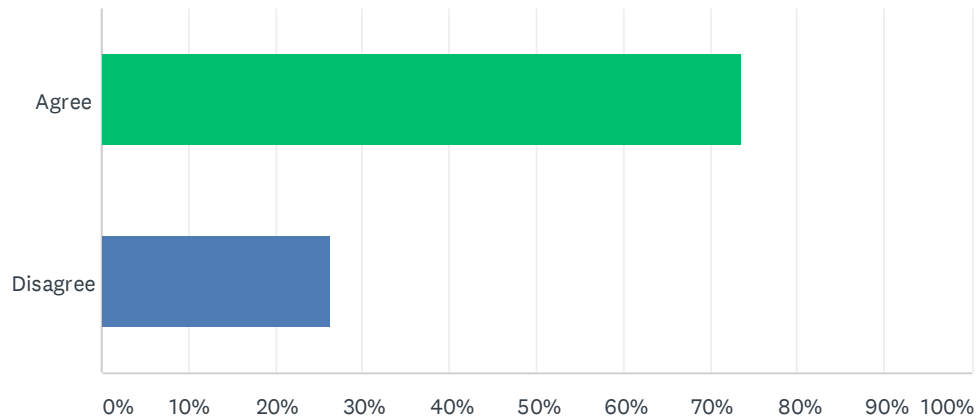
Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	52.63%	10
Agree	21.05%	4
Disagree	5.26%	1
Strongly disagree	0.00%	0
I don't know	21.05%	4
TOTAL		19

Q11 I am aware of the district's Wellness Connections webpage with resources for students and families.

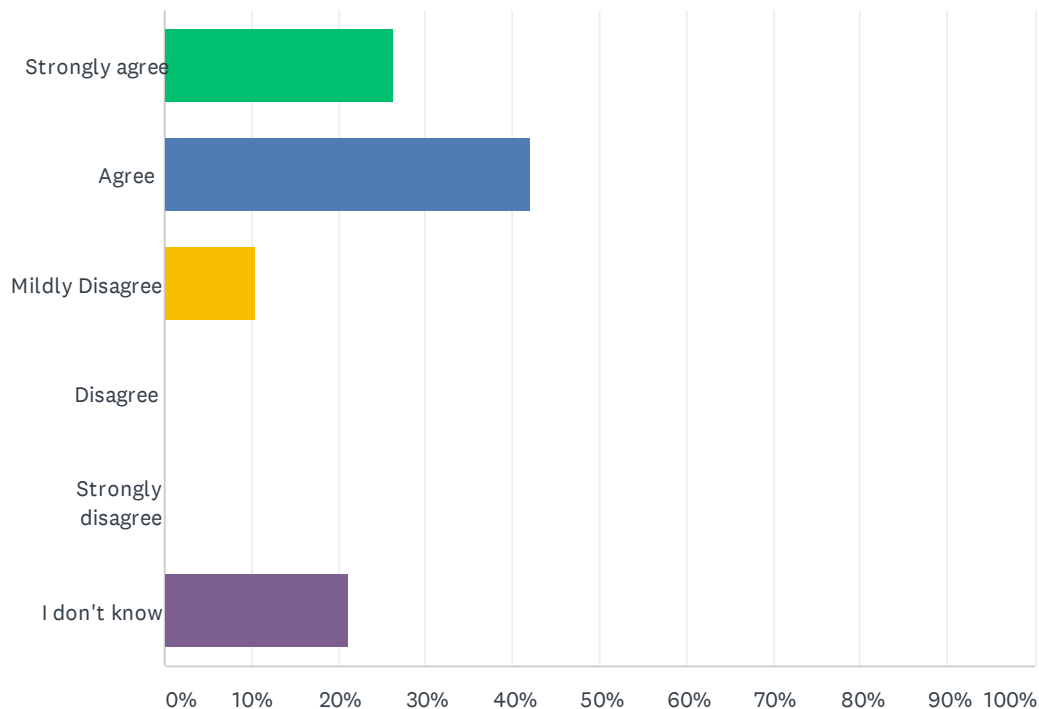
Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	73.68%	14
Disagree	26.32%	5
TOTAL		19

Q12 My child's school has adequate resources to help students in an emergency or crisis, even during distance learning.

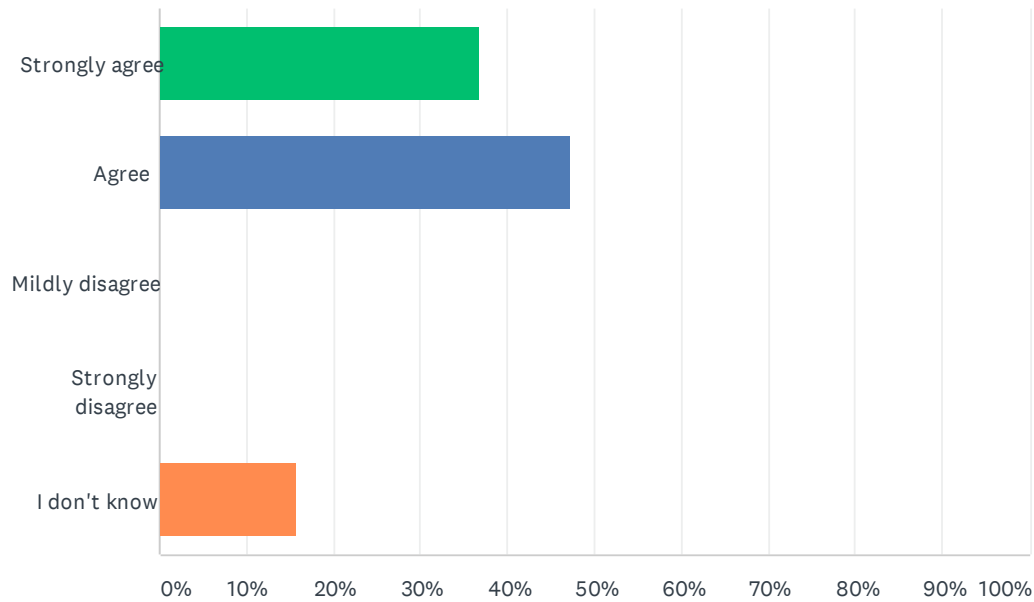
Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	26.32%	5
Agree	42.11%	8
Mildly Disagree	10.53%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
I don't know	21.05%	4
TOTAL		19

Q13 My child's school has a way to recognize positive behavior among students.

Answered: 19 Skipped: 0



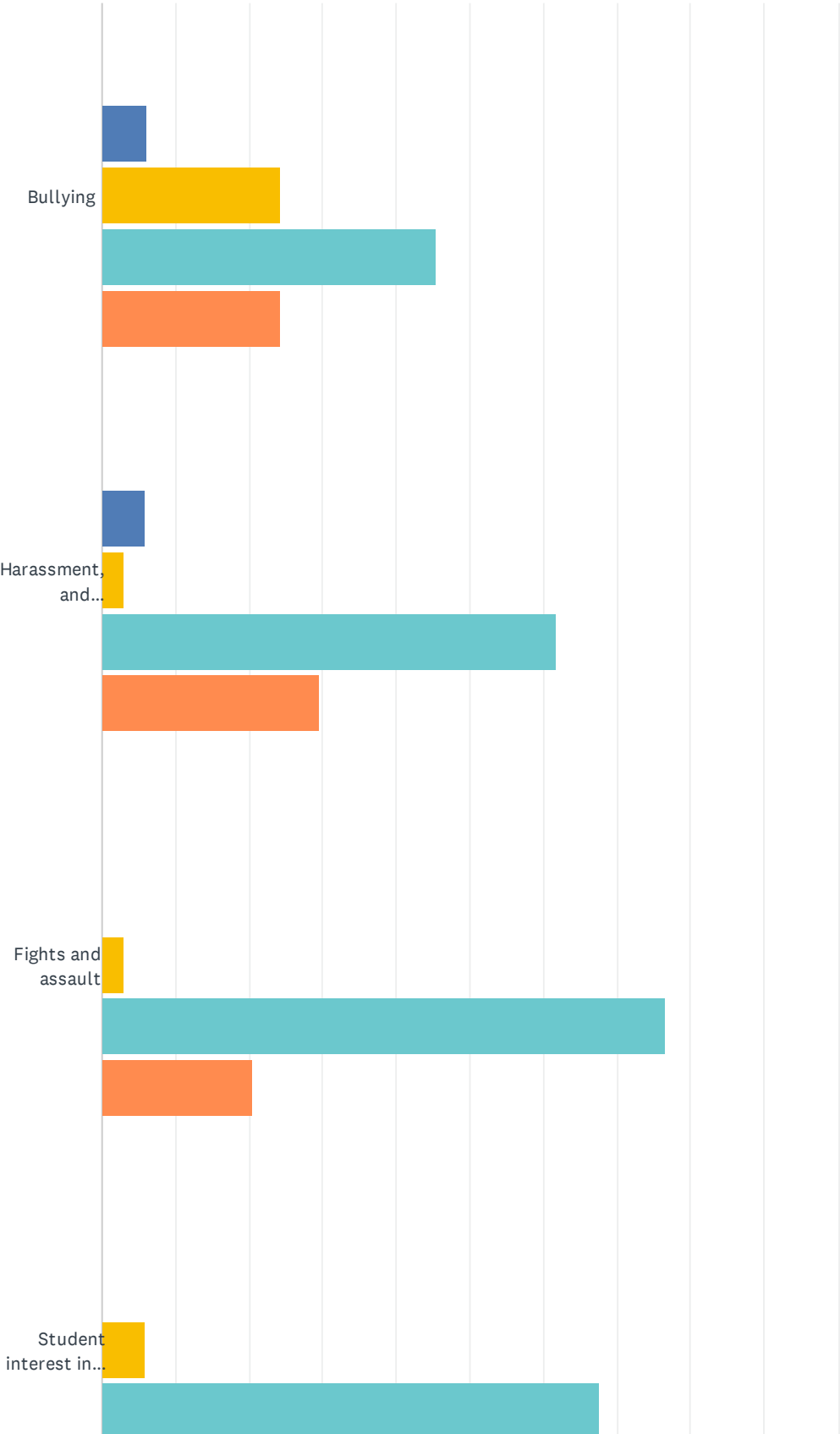
ANSWER CHOICES	RESPONSES	
Strongly agree	36.84%	7
Agree	47.37%	9
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
I don't know	15.79%	3
TOTAL		19

Q14 What is something you would like to see improved regarding safety at your school?

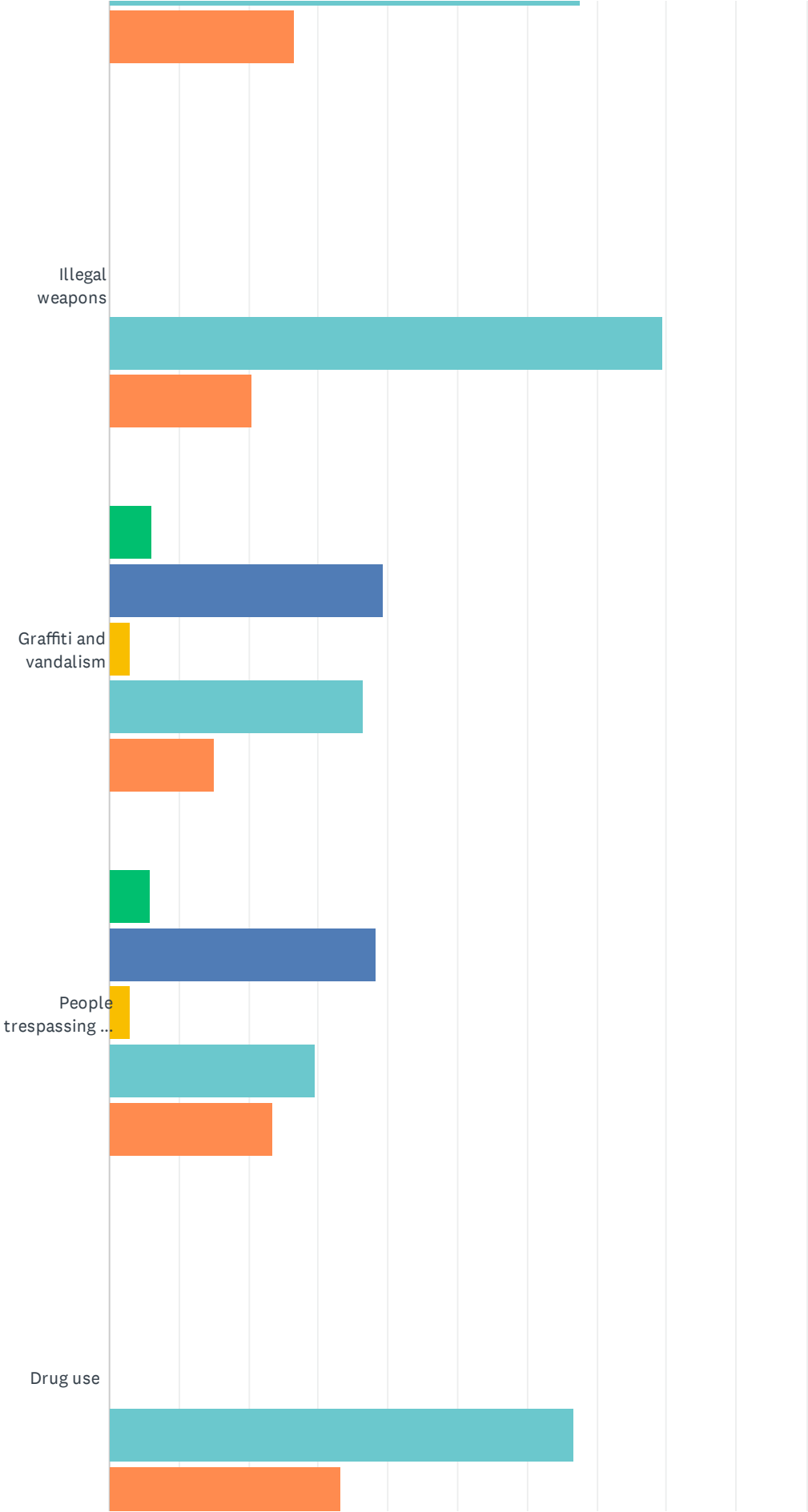
Answered: 11 Skipped: 8

Q1 How much do you find the following to be a problem at your school?

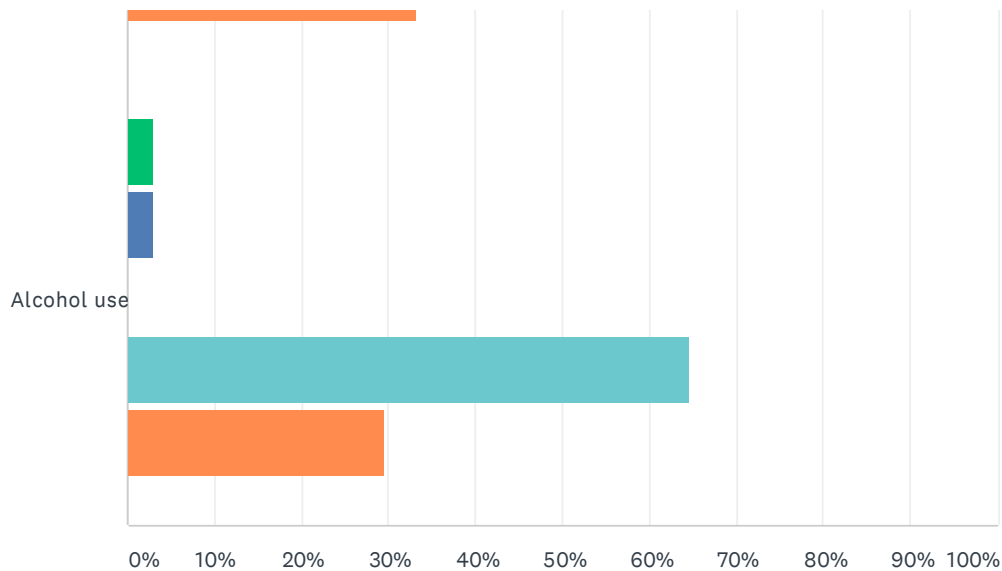
Answered: 34 Skipped: 0



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.



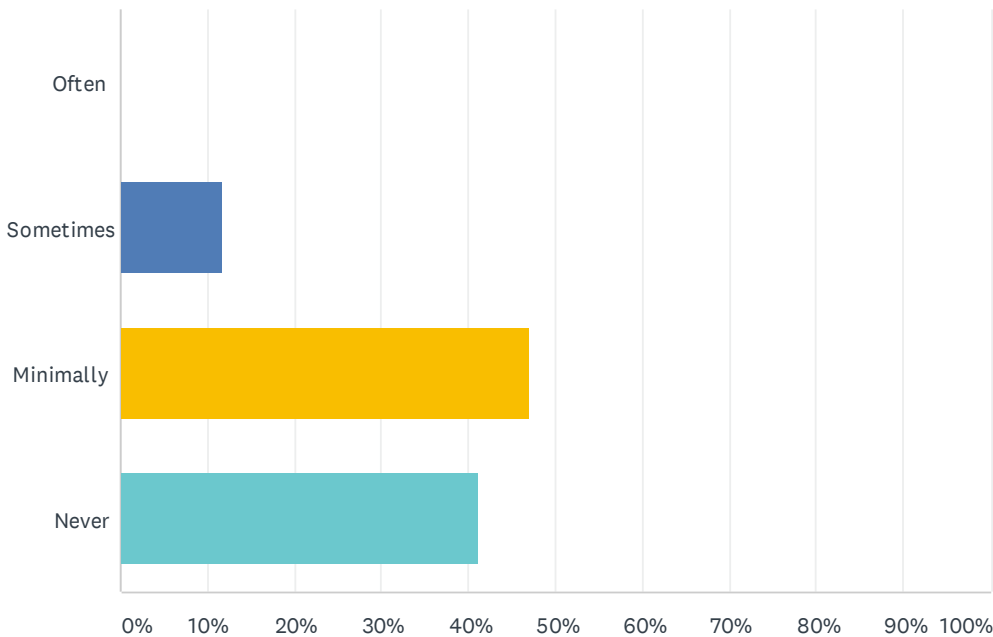
- I see this happening a lot at my school.
- I see this happening sometimes at my school.
- I hear students talk about this happening at my school.
- I never hear or see this happening at my school.
- I don't know.

	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	6.06% 2	24.24% 8	45.45% 15	24.24% 8	33	3.88
Harassment, and intimidation	0.00% 0	5.88% 2	2.94% 1	61.76% 21	29.41% 10	34	4.15
Fights and assault	0.00% 0	0.00% 0	2.94% 1	76.47% 26	20.59% 7	34	4.18
Student interest in gangs	0.00% 0	0.00% 0	5.88% 2	67.65% 23	26.47% 9	34	4.21
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	79.41% 27	20.59% 7	34	4.21
Graffiti and vandalism	6.06% 2	39.39% 13	3.03% 1	36.36% 12	15.15% 5	33	3.15
People trespassing on campus	5.88% 2	38.24% 13	2.94% 1	29.41% 10	23.53% 8	34	3.26
Drug use	0.00% 0	0.00% 0	0.00% 0	66.67% 22	33.33% 11	33	4.33
Alcohol use	2.94% 1	2.94% 1	0.00% 0	64.71% 22	29.41% 10	34	4.15

Q2 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

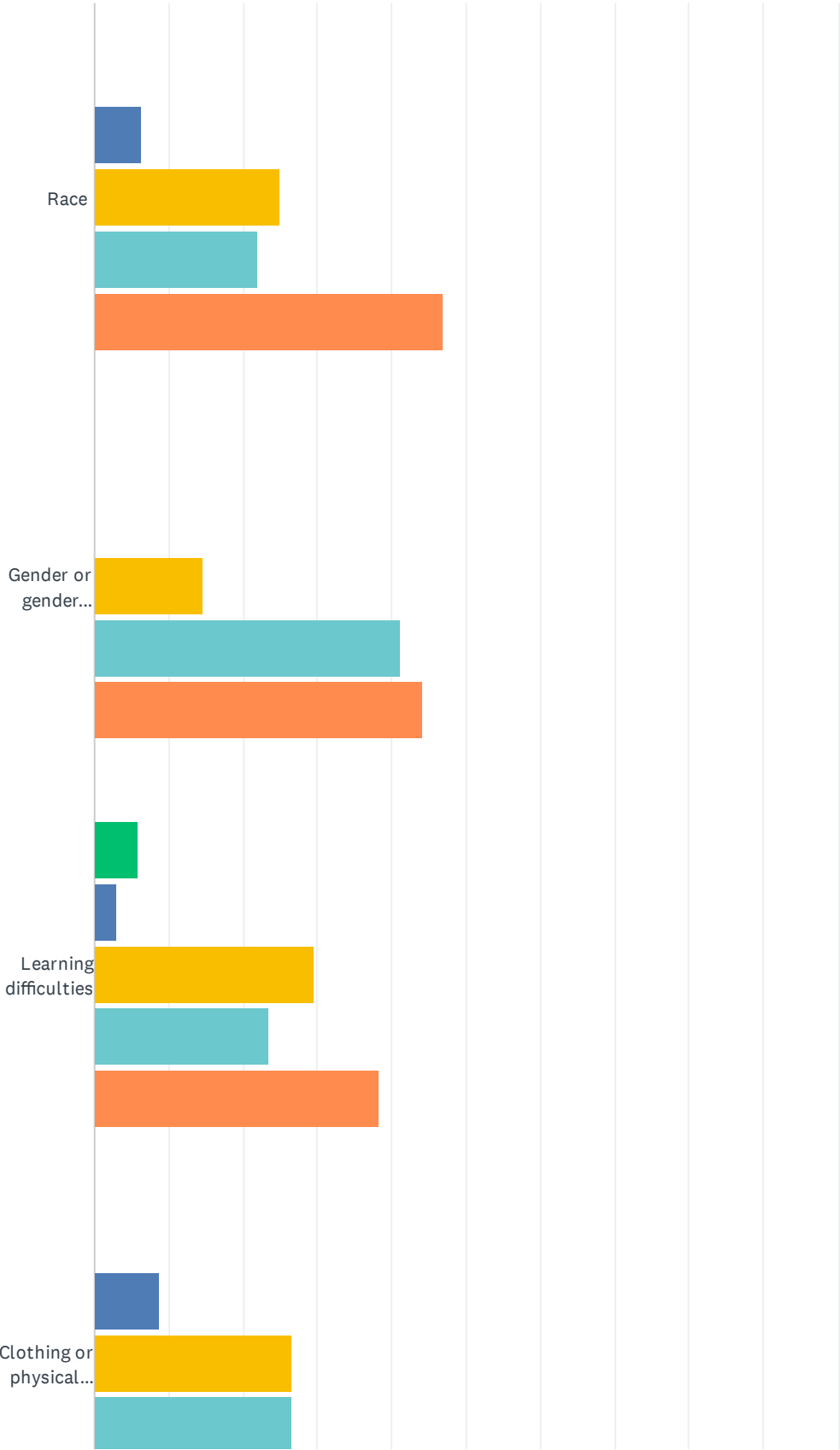
Answered: 34 Skipped: 0



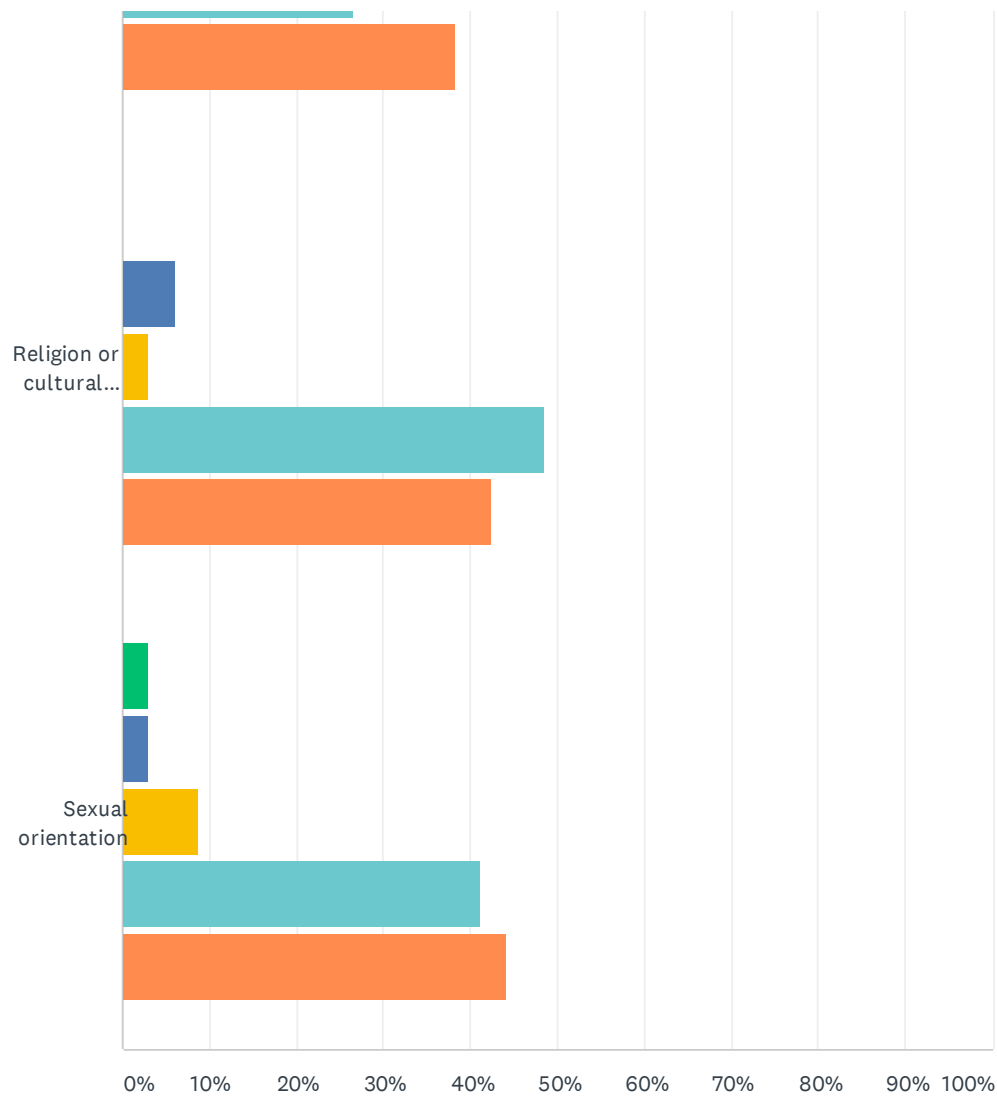
ANSWER CHOICES	RESPONSES	
Often	0.00%	0
Sometimes	11.76%	4
Minimally	47.06%	16
Never	41.18%	14
TOTAL		34

Q3 Students at this school get put down because of their...

Answered: 34 Skipped: 0



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.

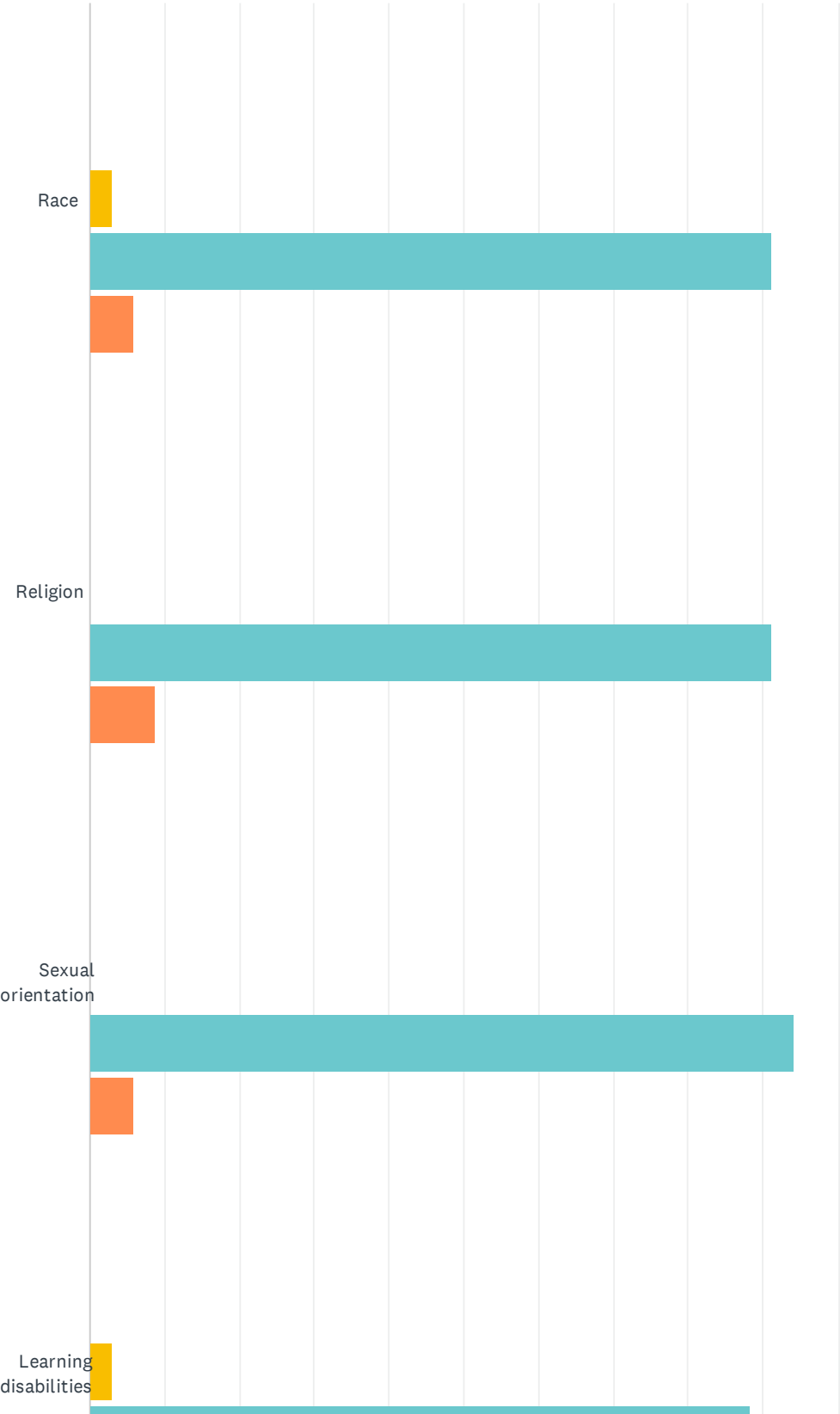


Often Sometimes Minimally Never I don't know.

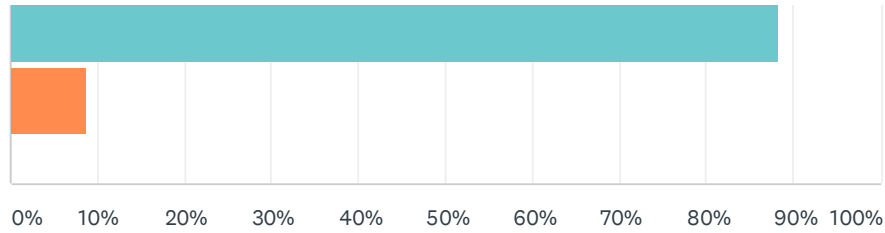
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	6.25% 2	25.00% 8	21.88% 7	46.88% 15	32	4.09
Gender or gender identification	0.00% 0	0.00% 0	14.71% 5	41.18% 14	44.12% 15	34	4.29
Learning difficulties	5.88% 2	2.94% 1	29.41% 10	23.53% 8	38.24% 13	34	3.85
Clothing or physical appearance	0.00% 0	8.82% 3	26.47% 9	26.47% 9	38.24% 13	34	3.94
Religion or cultural practices	0.00% 0	6.06% 2	3.03% 1	48.48% 16	42.42% 14	33	4.27
Sexual orientation	2.94% 1	2.94% 1	8.82% 3	41.18% 14	44.12% 15	34	4.21

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 34 Skipped: 0



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.

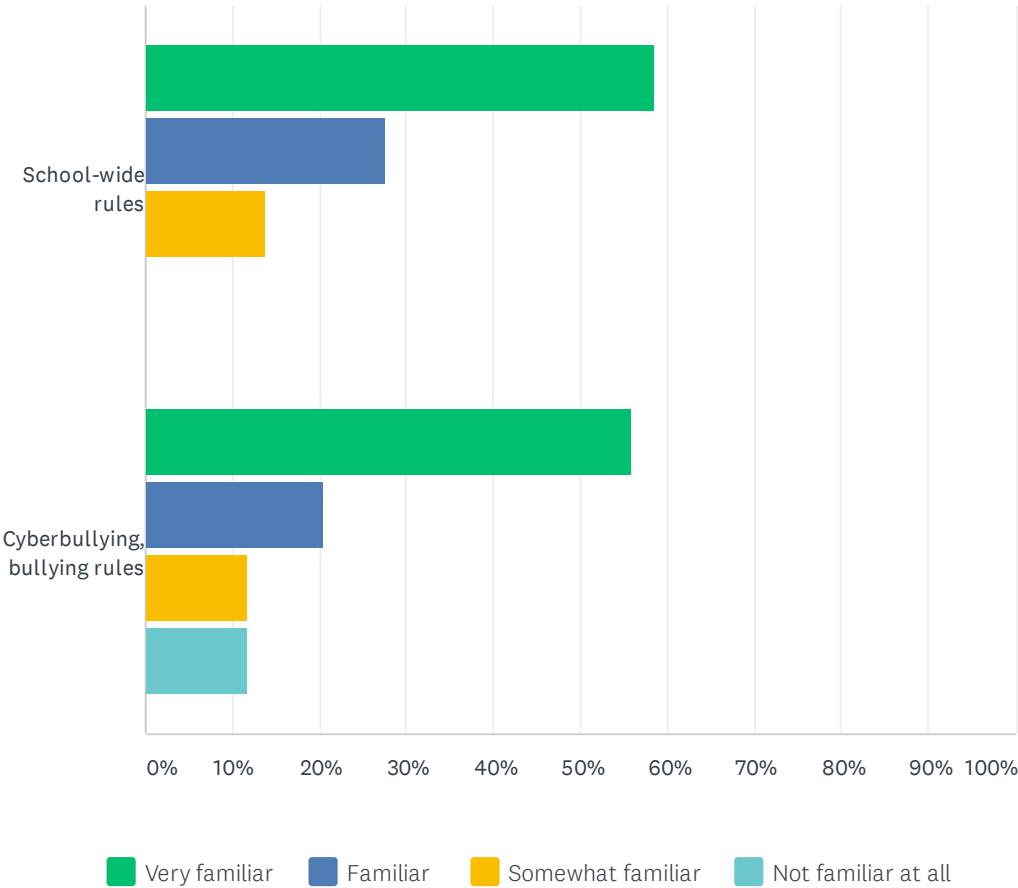


Often Sometimes Minimally Never I don't know.

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	2.94% 1	91.18% 31	5.88% 2	34	4.03
Religion	0.00% 0	0.00% 0	0.00% 0	91.18% 31	8.82% 3	34	4.09
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	94.12% 32	5.88% 2	34	4.06
Learning disabilities	0.00% 0	0.00% 0	2.94% 1	88.24% 30	8.82% 3	34	4.06

Q5 How familiar are you with the following?

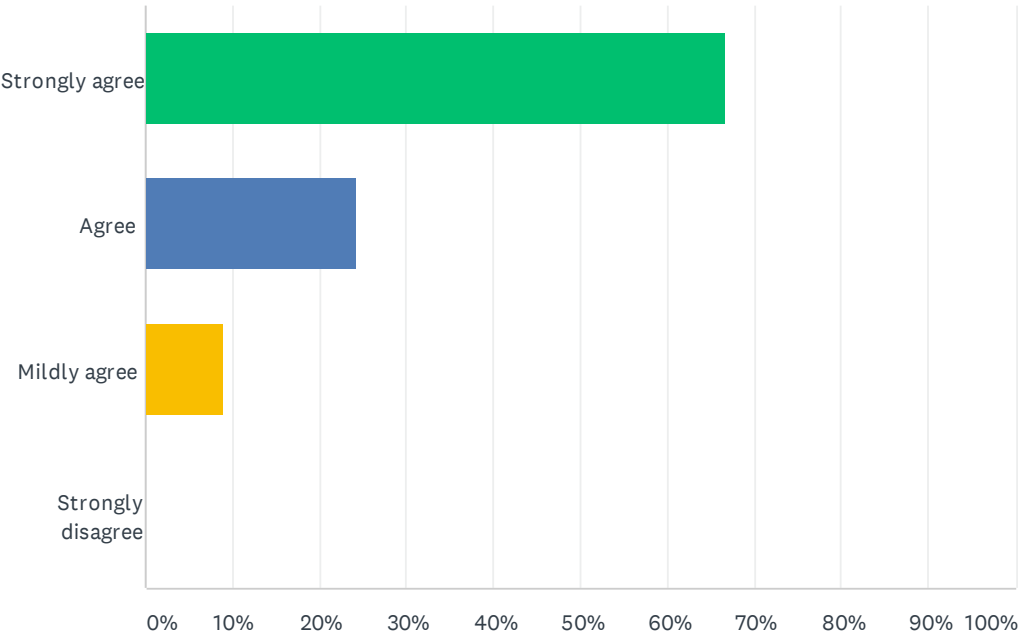
Answered: 34 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	58.62% 17	27.59% 8	13.79% 4	0.00% 0	29	1.55
Cyberbullying, bullying rules	55.88% 19	20.59% 7	11.76% 4	11.76% 4	34	1.79

Q6 Staff enforces school rules fairly and appropriately?

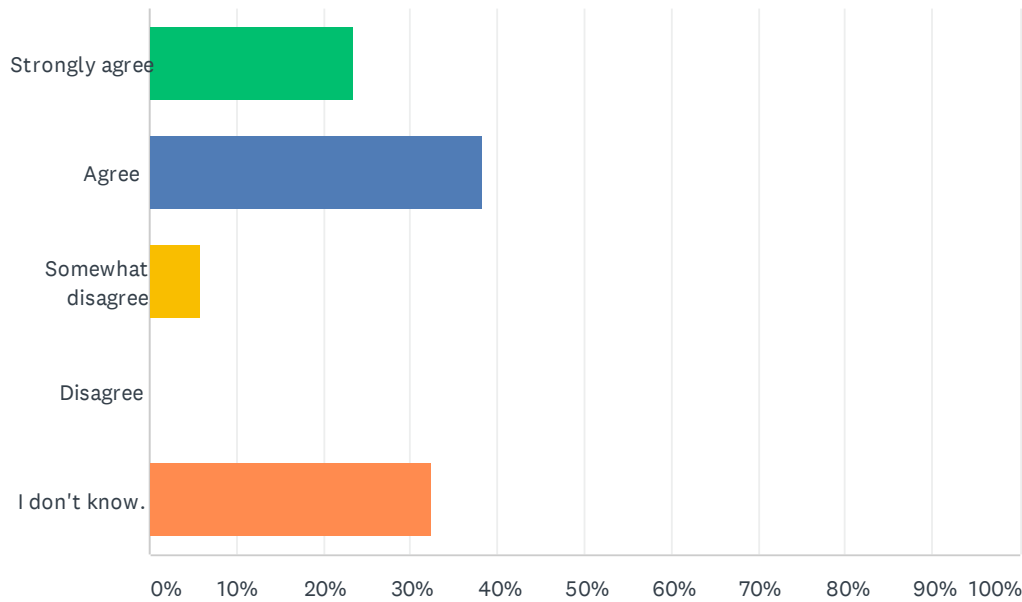
Answered: 33 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	66.67%	22
Agree	24.24%	8
Mildly agree	9.09%	3
Strongly disagree	0.00%	0
TOTAL		33

Q7 I think that suspensions and expulsions are assigned to students when necessary.

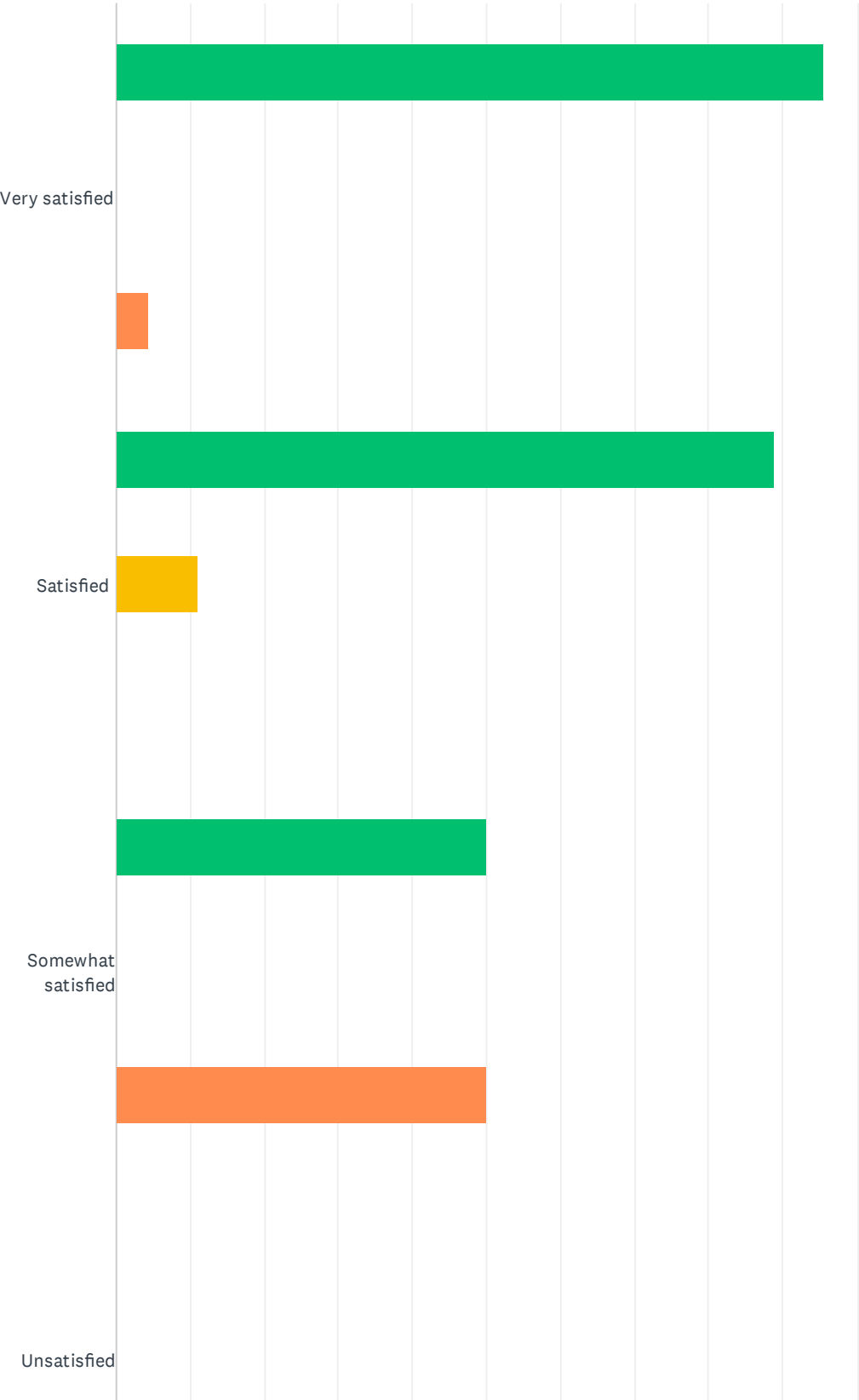
Answered: 34 Skipped: 0



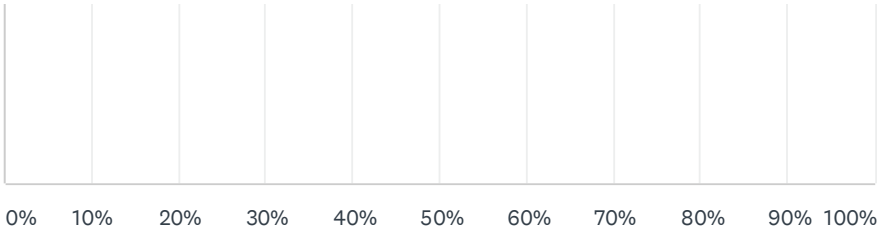
ANSWER CHOICES	RESPONSES	
Strongly agree	23.53%	8
Agree	38.24%	13
Somewhat disagree	5.88%	2
Disagree	0.00%	0
I don't know.	32.35%	11
TOTAL		34

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 34 Skipped: 0



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.

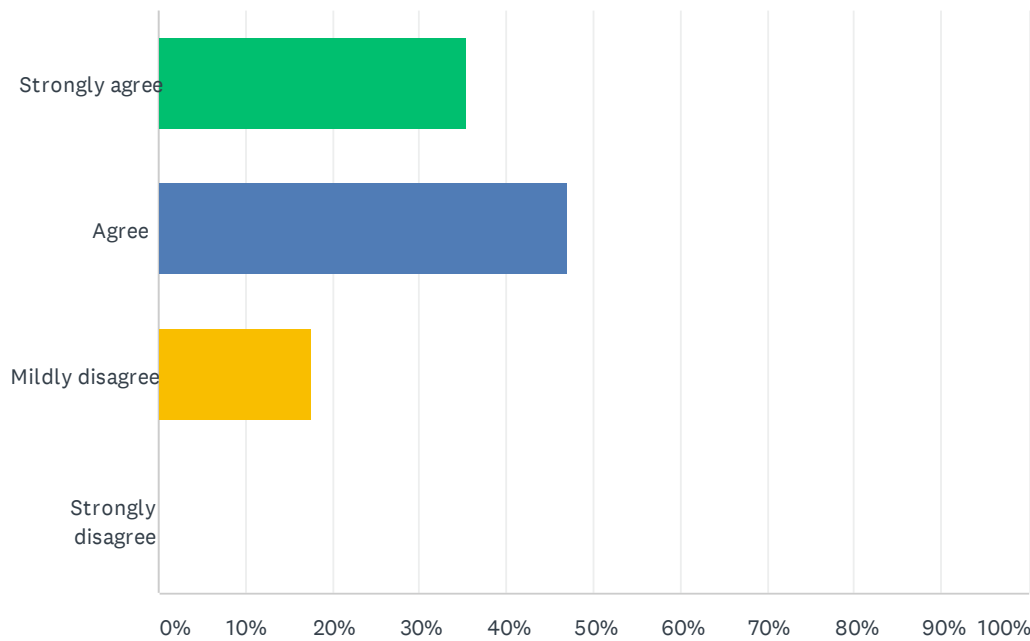


(no label) (no label) (no label) (no label) (no label)

	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
Very satisfied	95.65% 22	0.00% 0	0.00% 0	0.00% 0	4.35% 1	23	0.96
Satisfied	88.89% 8	0.00% 0	11.11% 1	0.00% 0	0.00% 0	9	0.89
Somewhat satisfied	50.00% 1	0.00% 0	0.00% 0	0.00% 0	50.00% 1	2	0.50
Unsatisfied	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00

Q9 The school provides adequate training for staff on school policies and procedures?

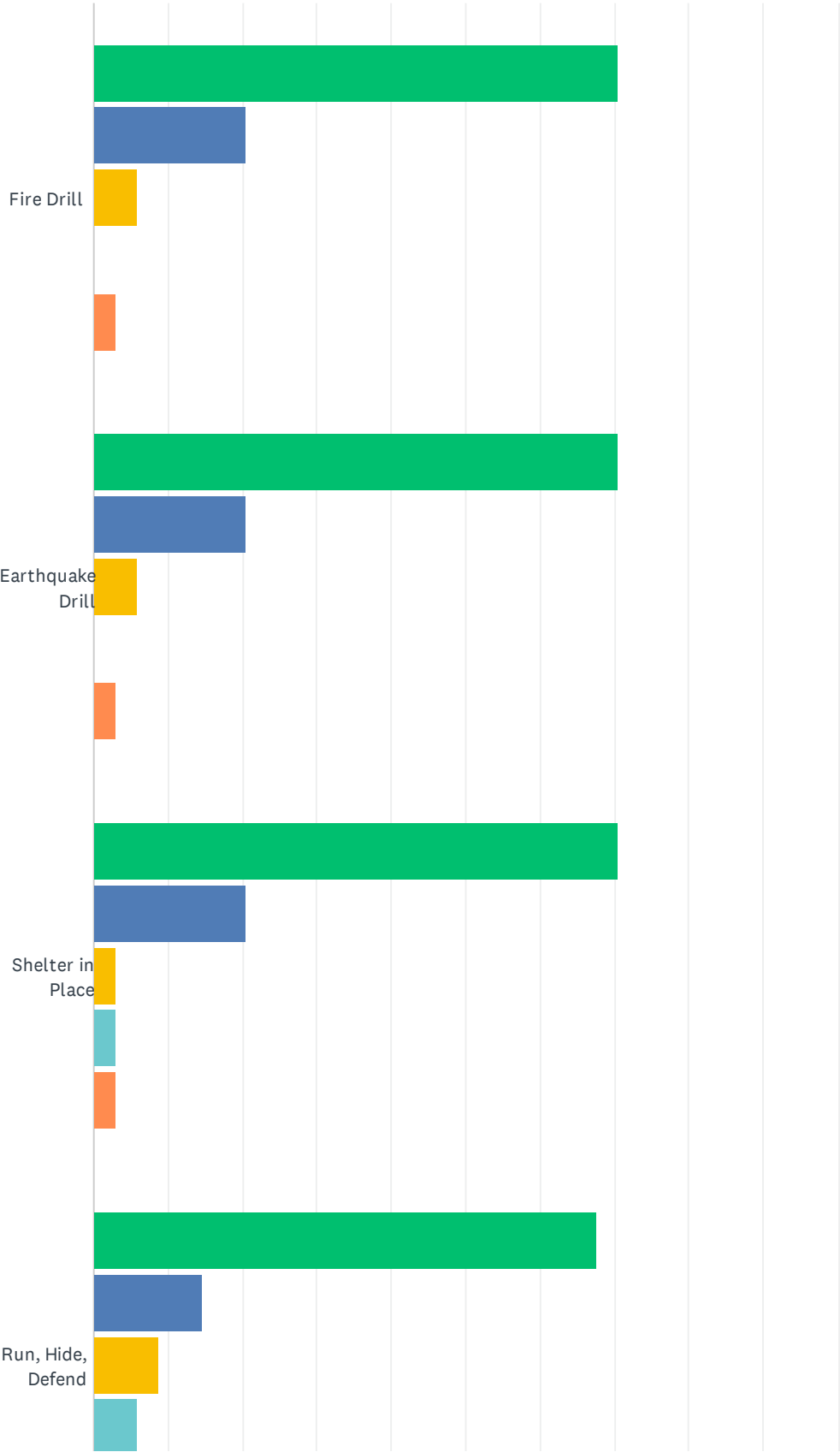
Answered: 34 Skipped: 0



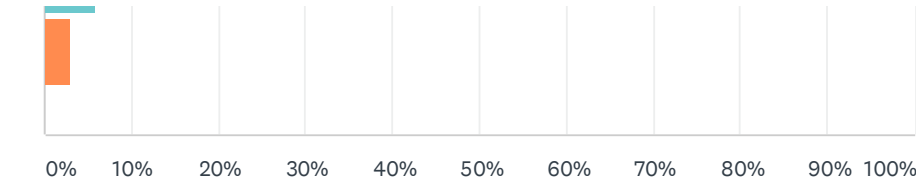
ANSWER CHOICES	RESPONSES	
Strongly agree	35.29%	12
Agree	47.06%	16
Mildly disagree	17.65%	6
Strongly disagree	0.00%	0
TOTAL		34

Q10 How well do you understand your schools Emergency procedures?

Answered: 34 Skipped: 0



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.

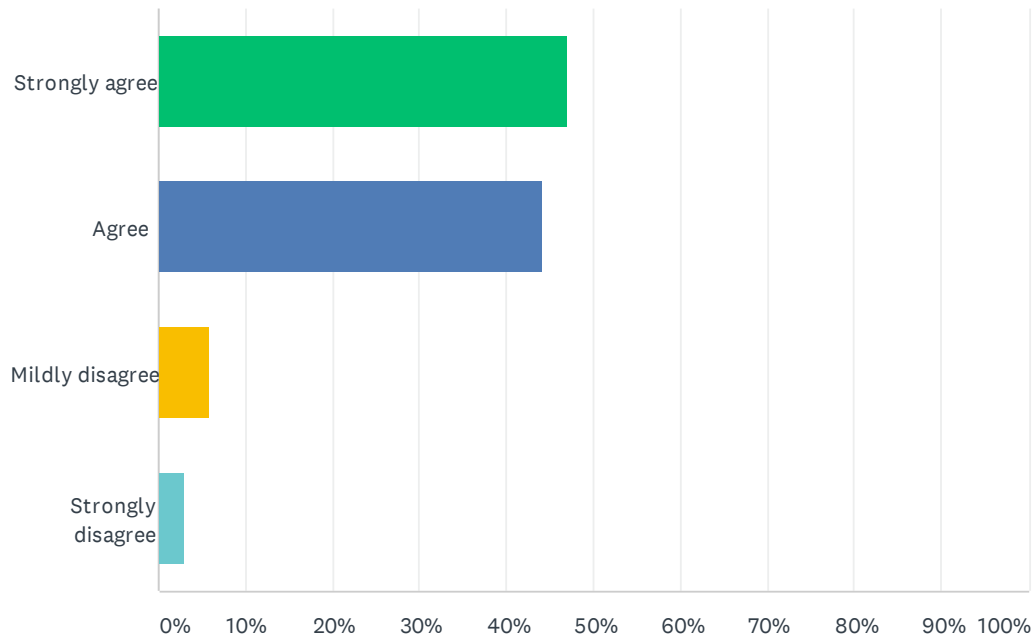


Very familiar Familiar Somewhat familiar Not familiar at all I don't know.

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	70.59% 24	20.59% 7	5.88% 2	0.00% 0	2.94% 1	34
Earthquake Drill	70.59% 24	20.59% 7	5.88% 2	0.00% 0	2.94% 1	34
Shelter in Place	70.59% 24	20.59% 7	2.94% 1	2.94% 1	2.94% 1	34
Run, Hide, Defend	67.65% 23	14.71% 5	8.82% 3	5.88% 2	2.94% 1	34

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

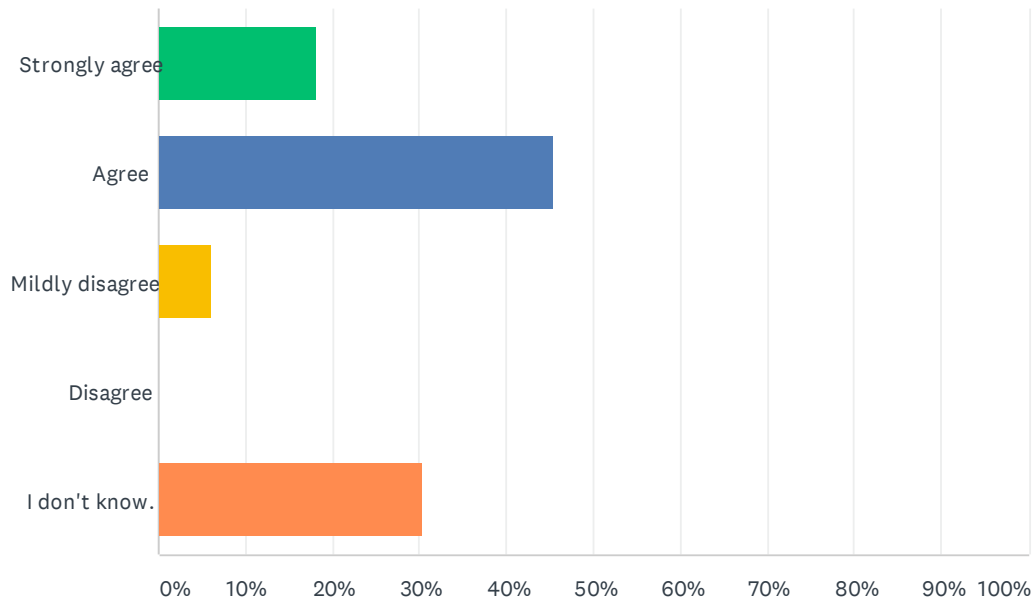
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	47.06%	16
Agree	44.12%	15
Mildly disagree	5.88%	2
Strongly disagree	2.94%	1
TOTAL		34

Q12 The school has adequate resources to help students in an emergency or crisis, even during distance learning.

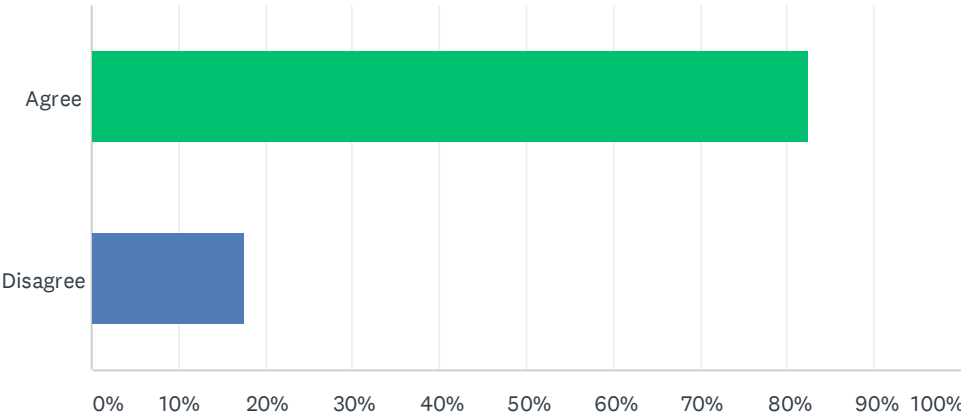
Answered: 33 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	18.18%	6
Agree	45.45%	15
Mildly disagree	6.06%	2
Disagree	0.00%	0
I don't know.	30.30%	10
TOTAL		33

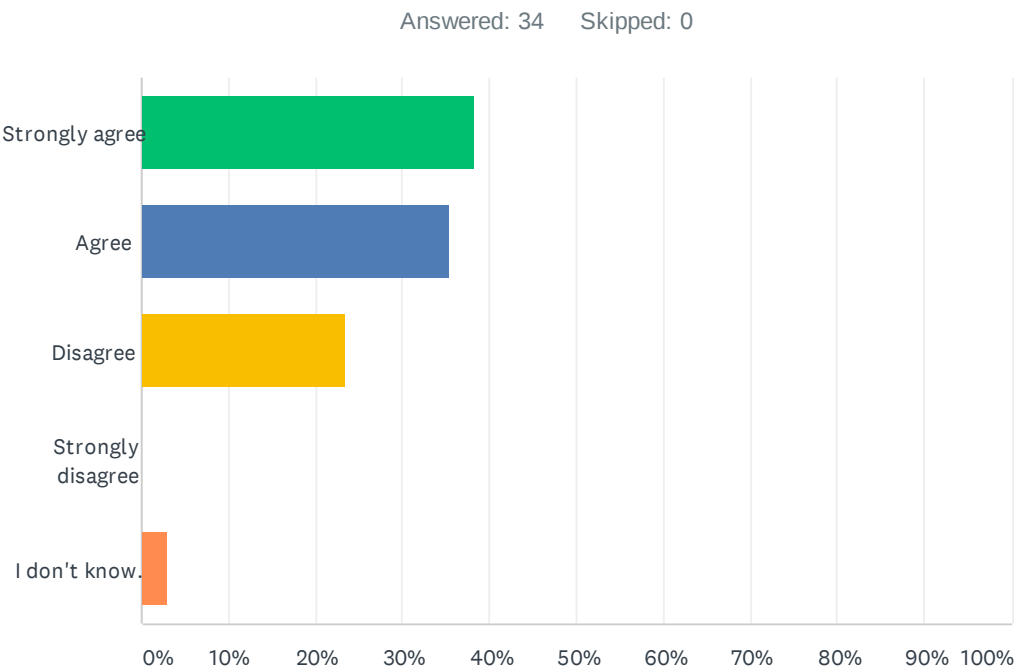
Q13 I am aware of the district's Wellness Connections webpage for staff and students.

Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	82.35%	28
Disagree	17.65%	6
TOTAL		34

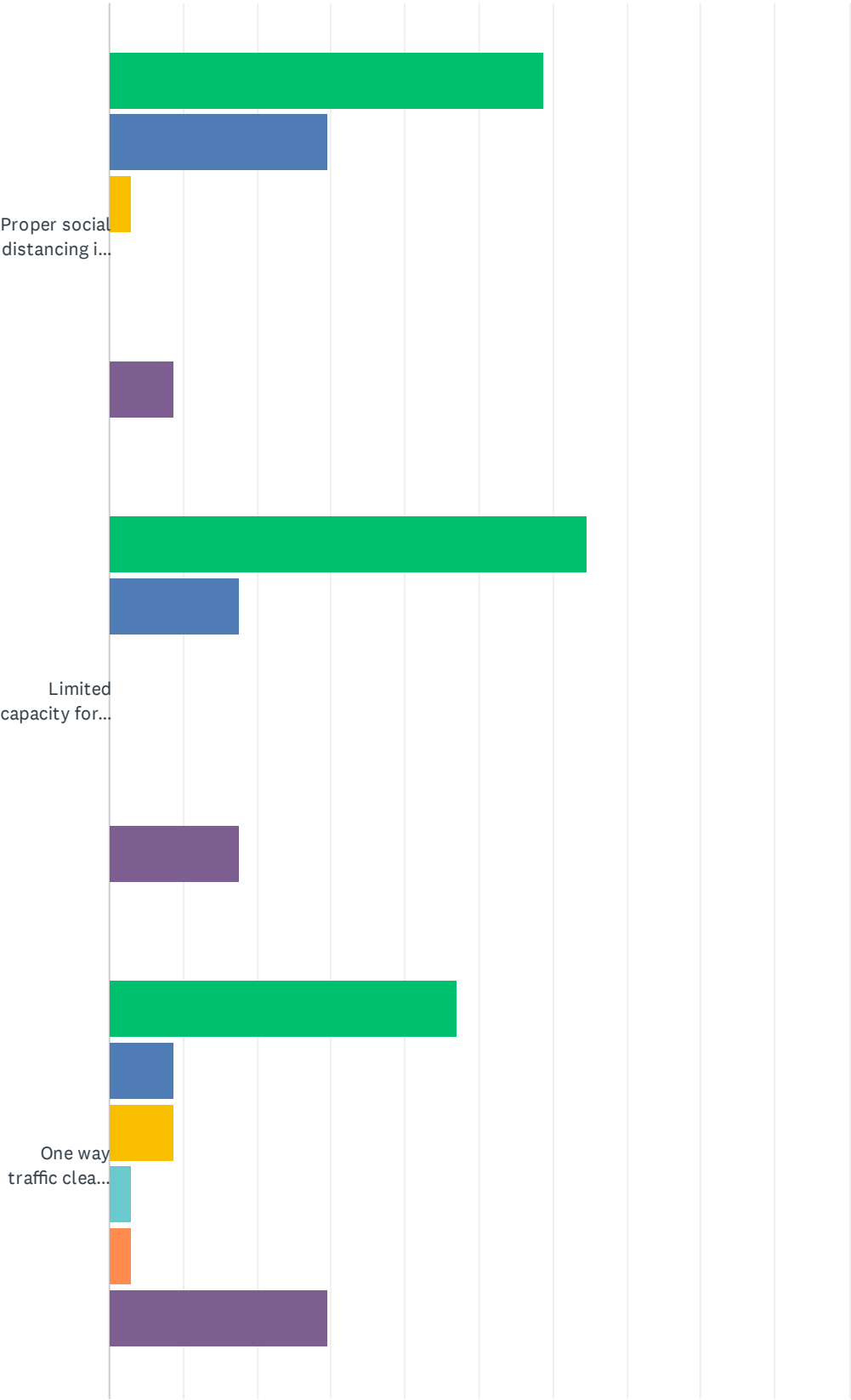
Q14 The facilities and grounds are well maintained at my school.



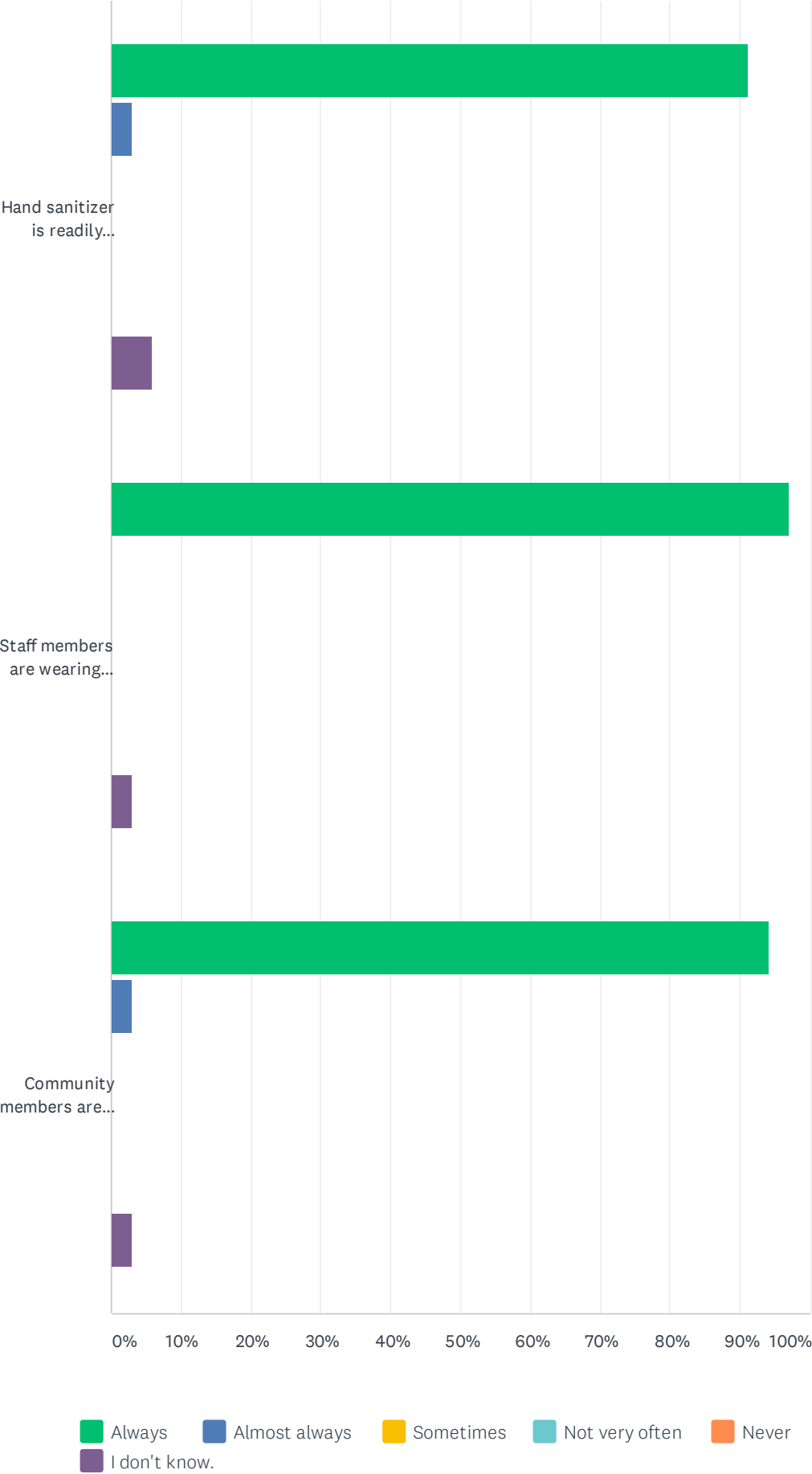
ANSWER CHOICES	RESPONSES	
Strongly agree	38.24%	13
Agree	35.29%	12
Disagree	23.53%	8
Strongly disagree	0.00%	0
I don't know.	2.94%	1
TOTAL		34

Q15 When I visit the campus, to what degree are the following COVID 19 safety guidelines followed by my school?

Answered: 34 Skipped: 0



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.



Cadwallader Staff Safety Survey Please answer these questions to the best of your ability based on your experience at your school.

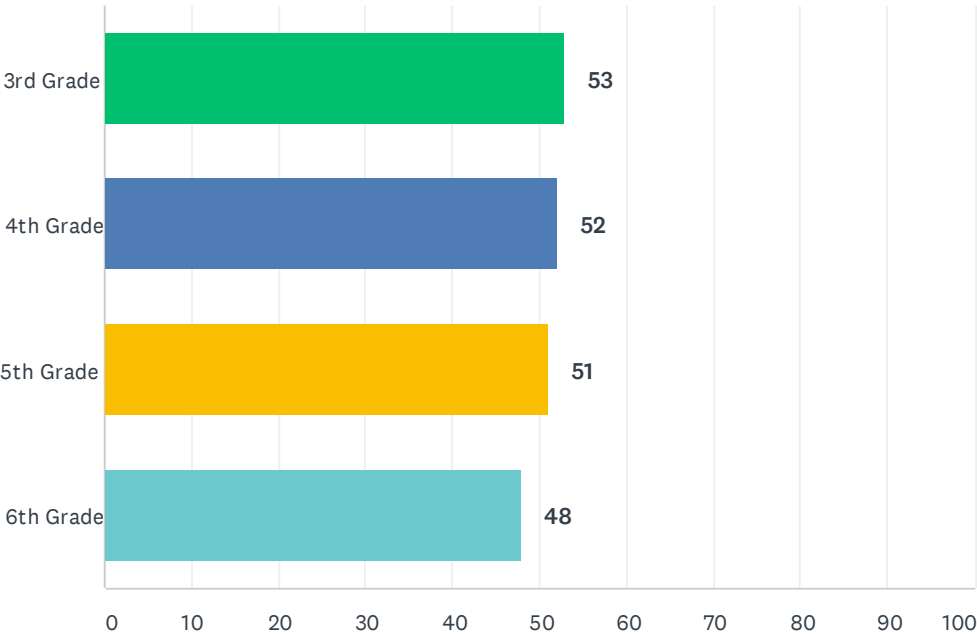
	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	I DON'T KNOW.	TOTAL
Proper social distancing is maintained	58.82% 20	29.41% 10	2.94% 1	0.00% 0	0.00% 0	8.82% 3	34
Limited capacity for entering buildings	64.71% 22	17.65% 6	0.00% 0	0.00% 0	0.00% 0	17.65% 6	34
One way traffic clearly marked	47.06% 16	8.82% 3	8.82% 3	2.94% 1	2.94% 1	29.41% 10	34
Hand sanitizer is readily available	91.18% 31	2.94% 1	0.00% 0	0.00% 0	0.00% 0	5.88% 2	34
Staff members are wearing protective masks	97.06% 33	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.94% 1	34
Community members are wearing protective masks	94.12% 32	2.94% 1	0.00% 0	0.00% 0	0.00% 0	2.94% 1	34

Q16 What is something you would like to see improved regarding safety at your school?

Answered: 16 Skipped: 18

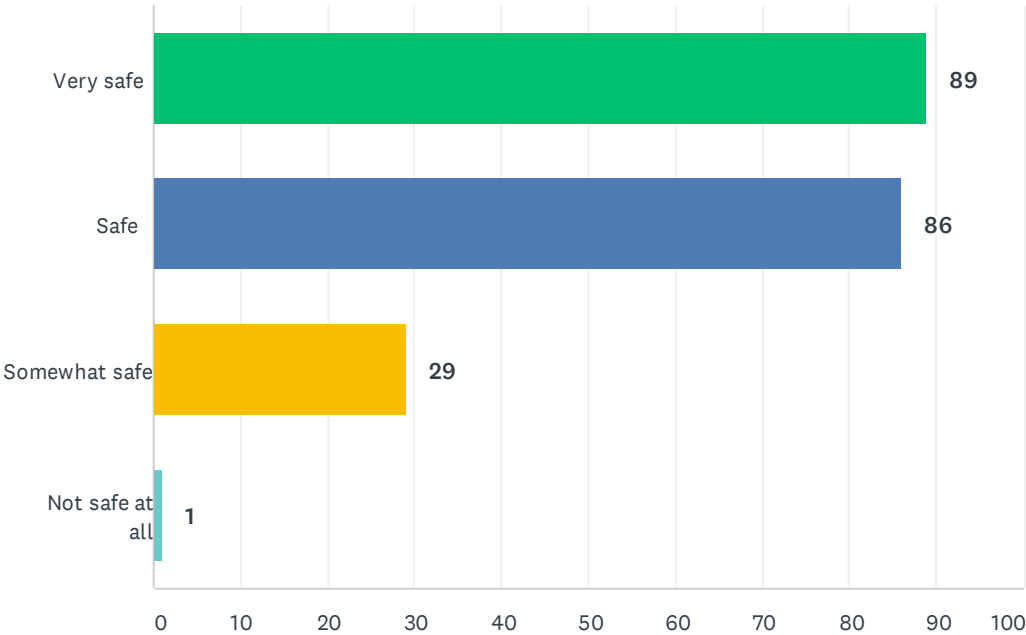
Q1 What is your current grade?

Answered: 204 Skipped: 3



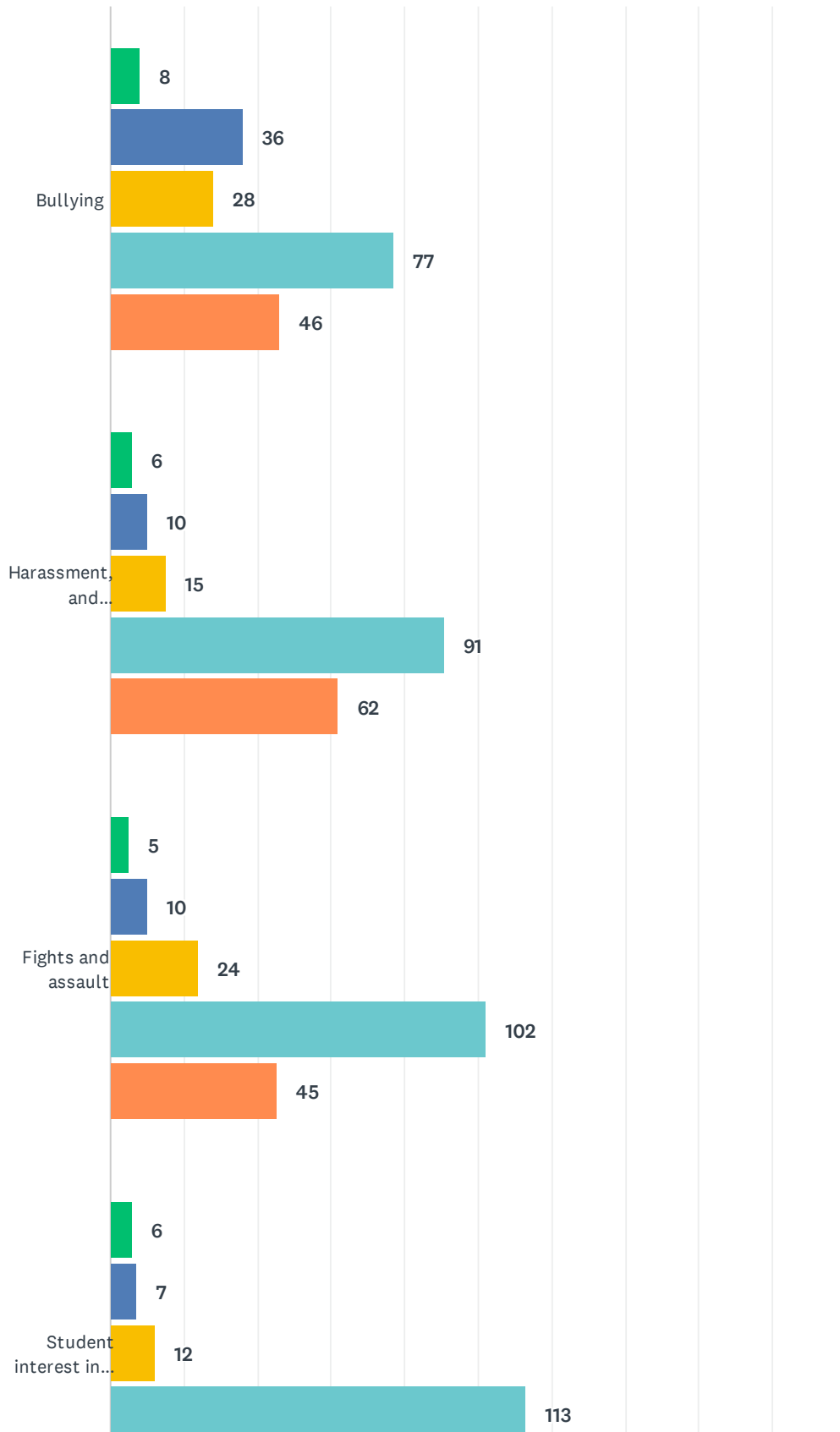
Q2 How safe do you feel at school?

Answered: 205 Skipped: 2

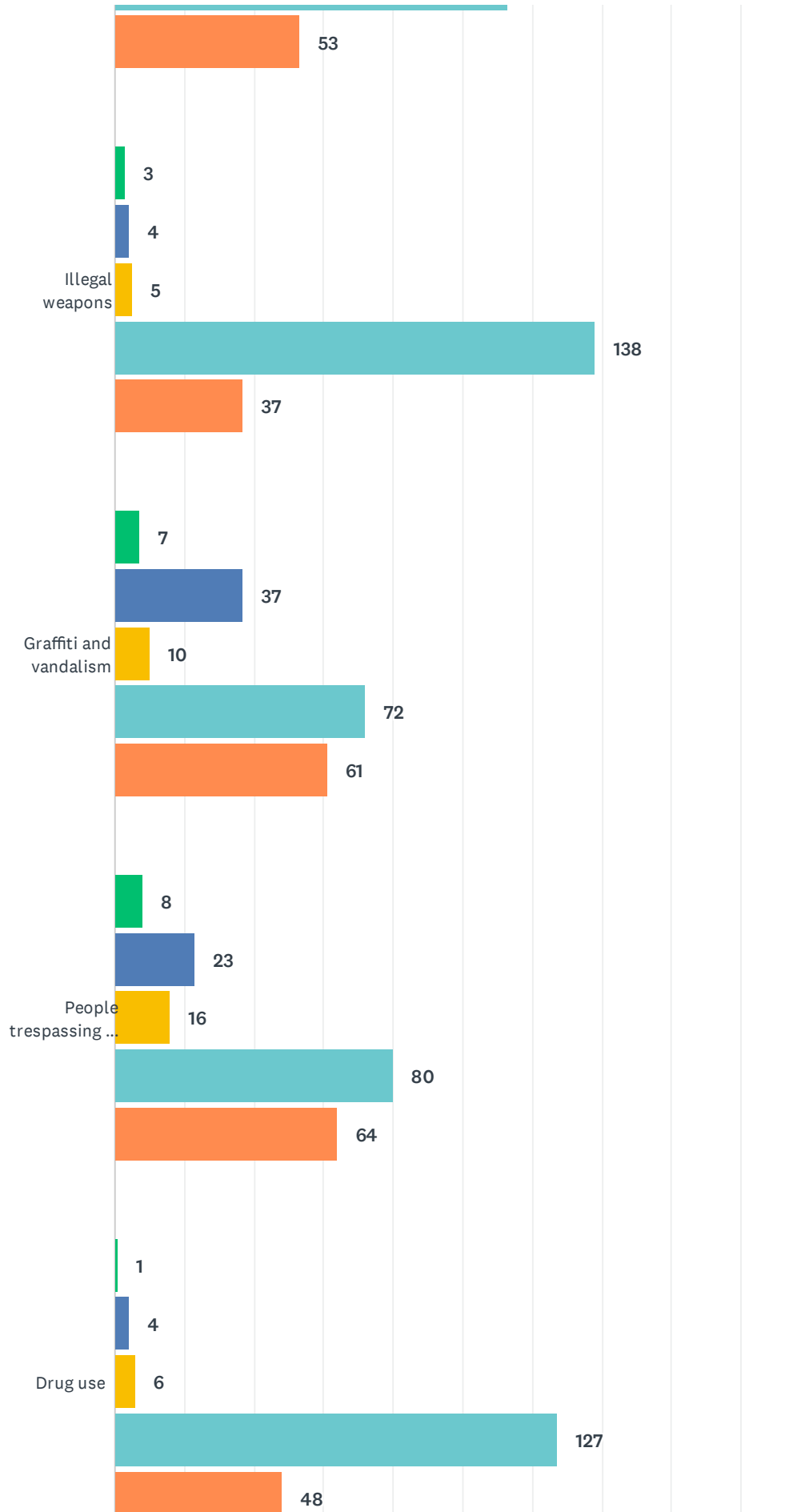


Q3 How much do you find the following to be a problem at your school?

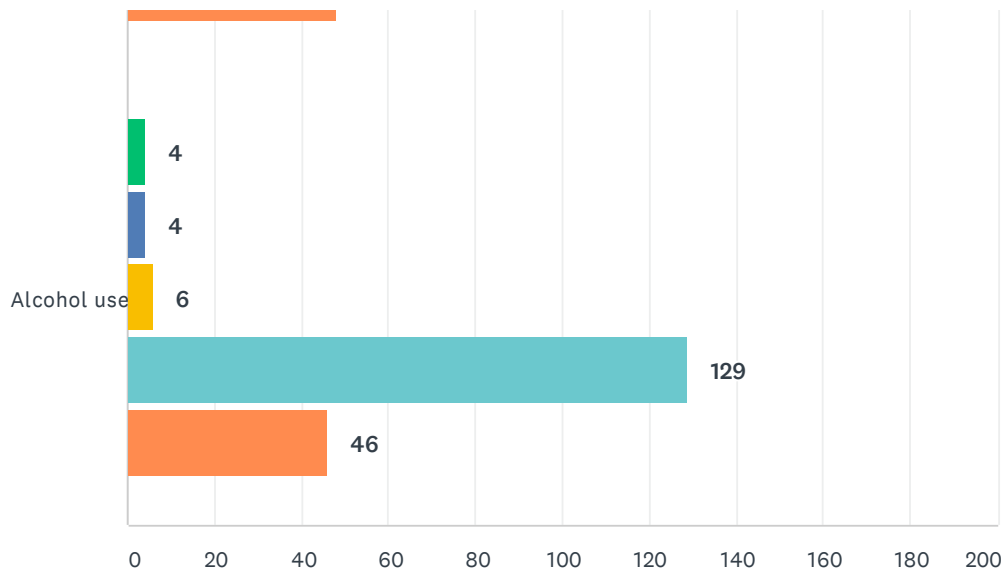
Answered: 204 Skipped: 3



Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.



Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

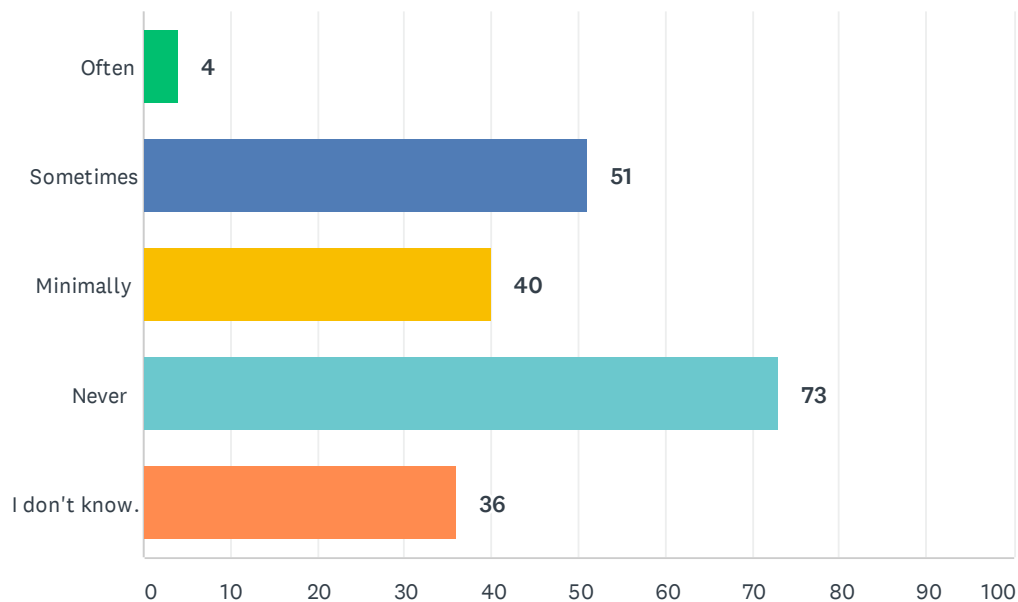


- I see this happening a lot at my school.
- I see this happening sometimes at my school.
- I hear other students talk about this happening at my school.
- I never hear or see this happening at my school.
- I don't know

Q4 How often do you hear or see any act of bullying at your school?

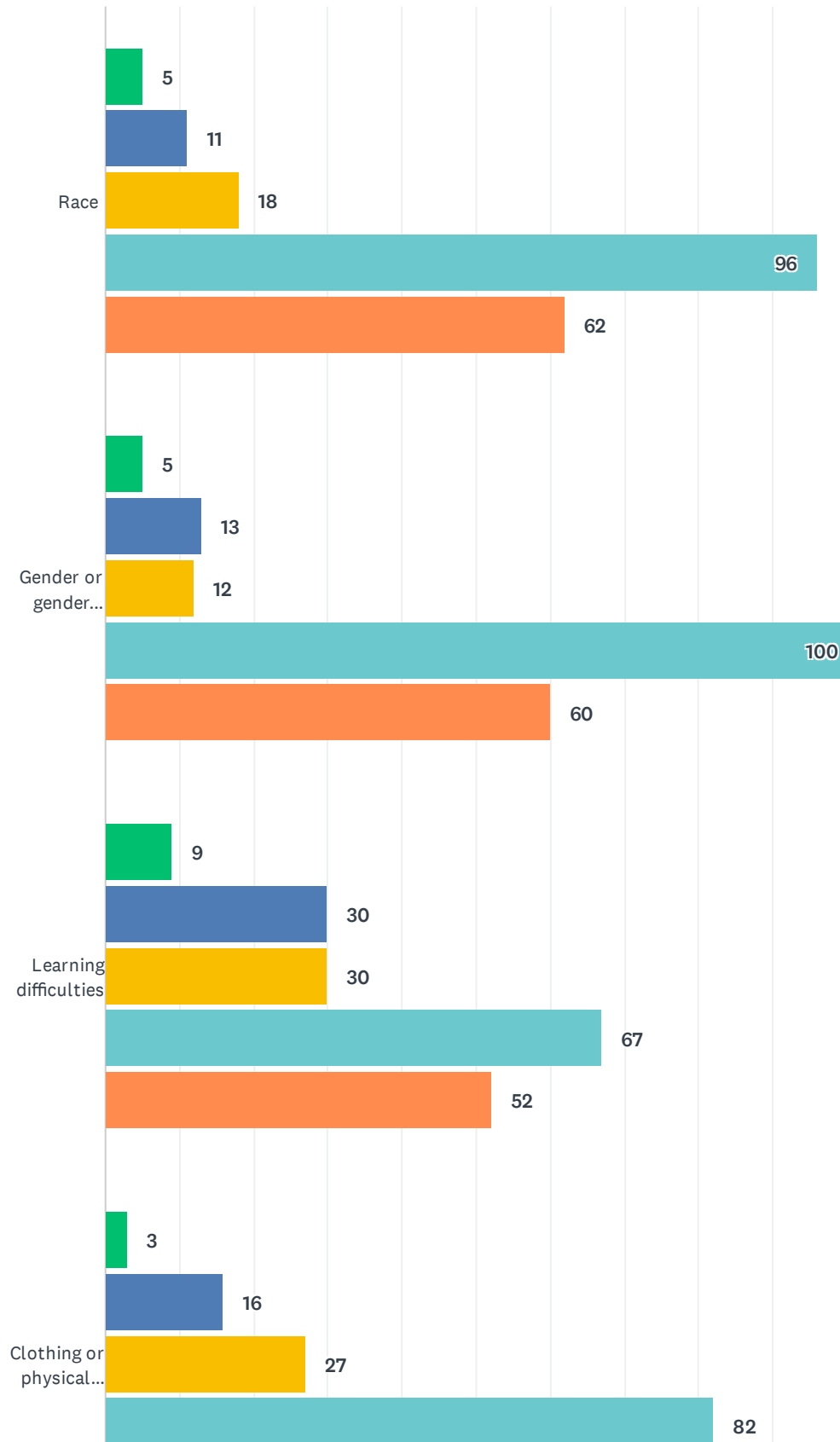
Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 204 Skipped: 3

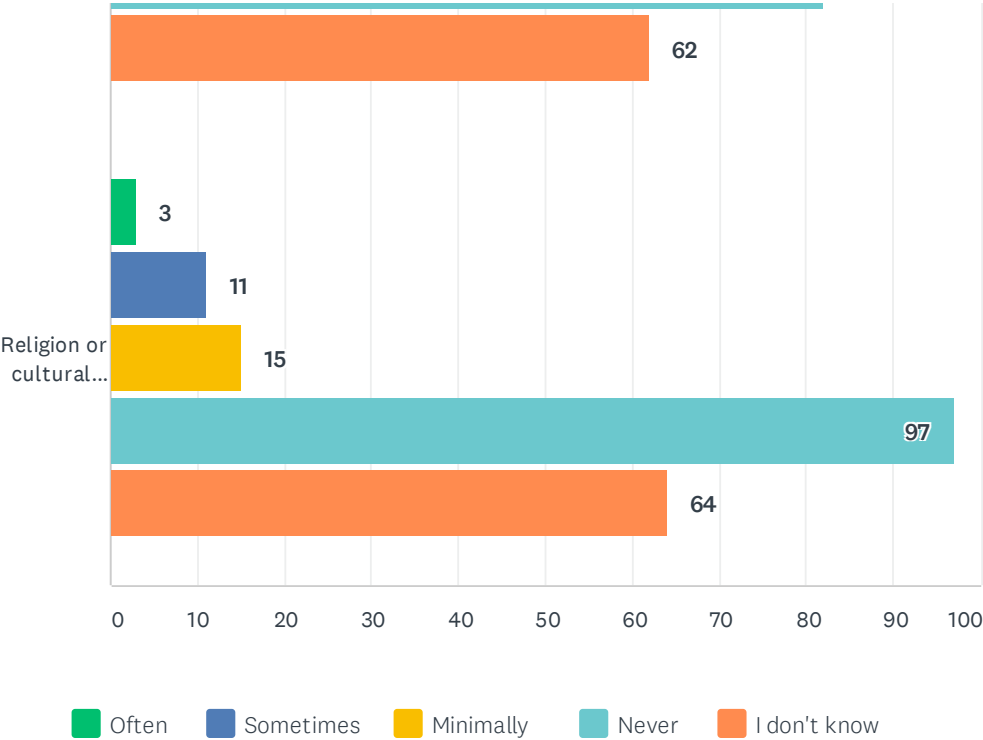


Q5 Students at this school get put down because of their...

Answered: 204 Skipped: 3

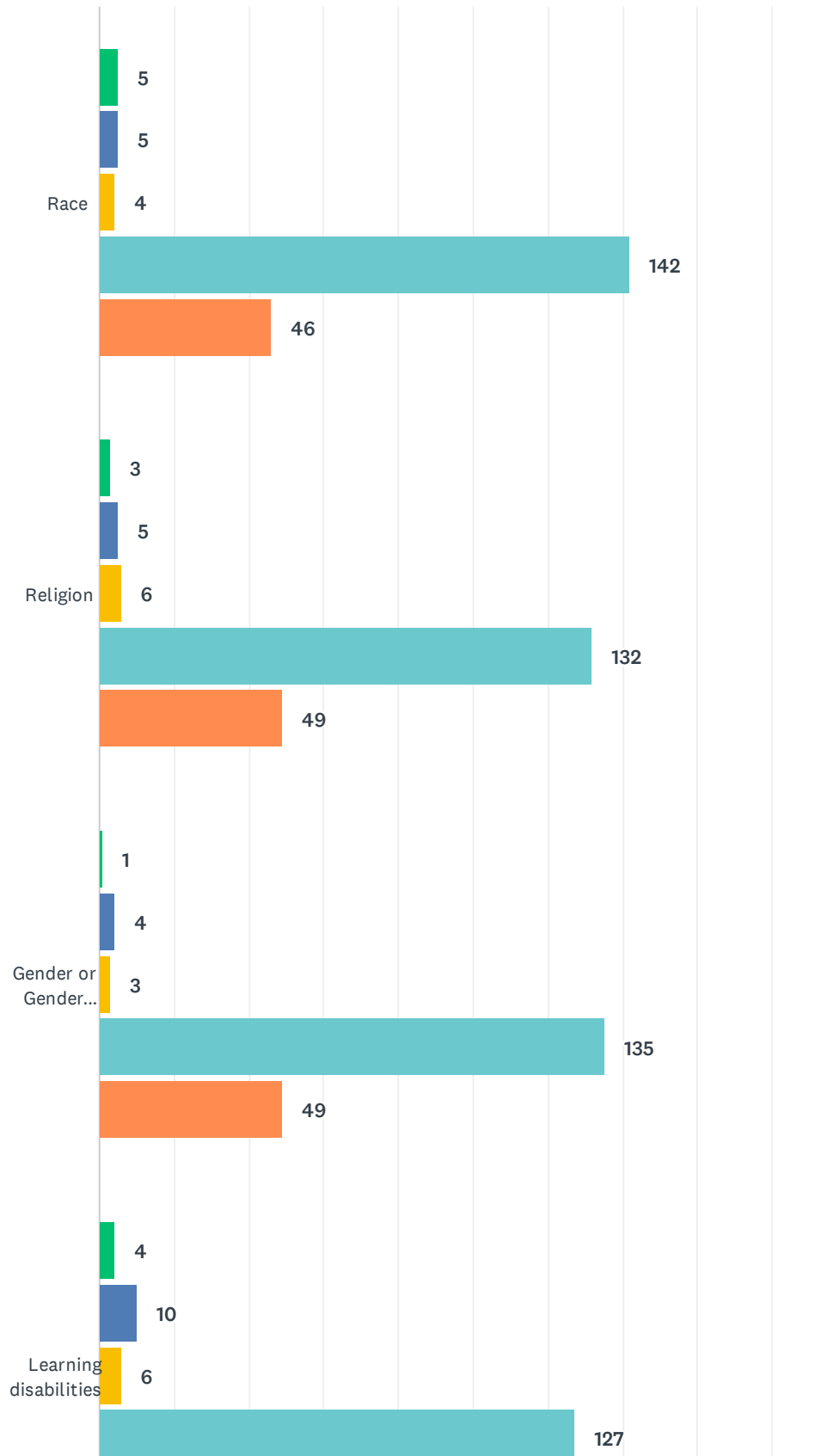


Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

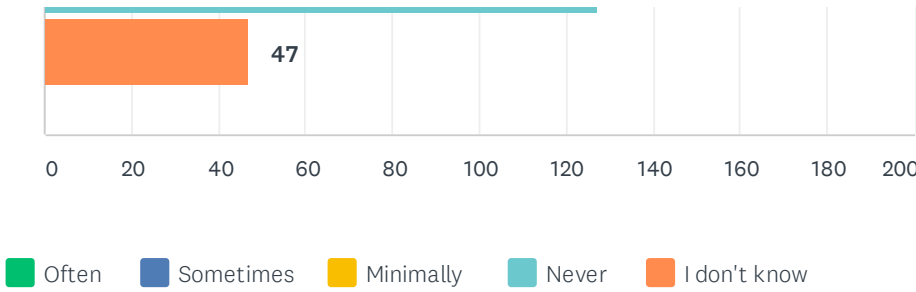


Q6 ADULTS at school make fun of differences such as...

Answered: 205 Skipped: 2

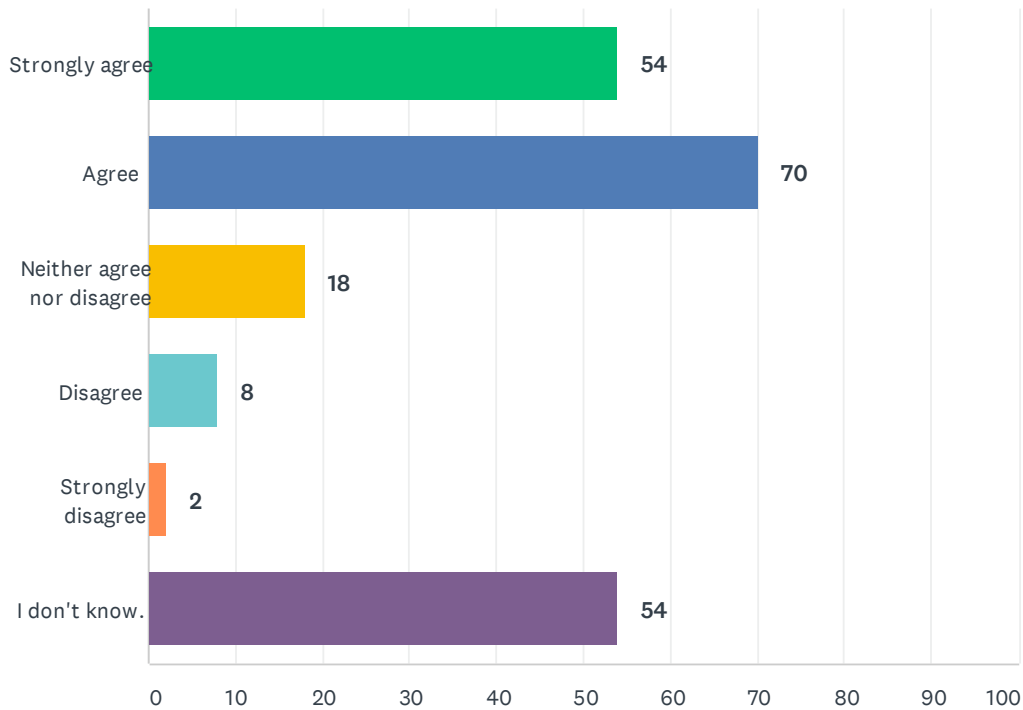


Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.



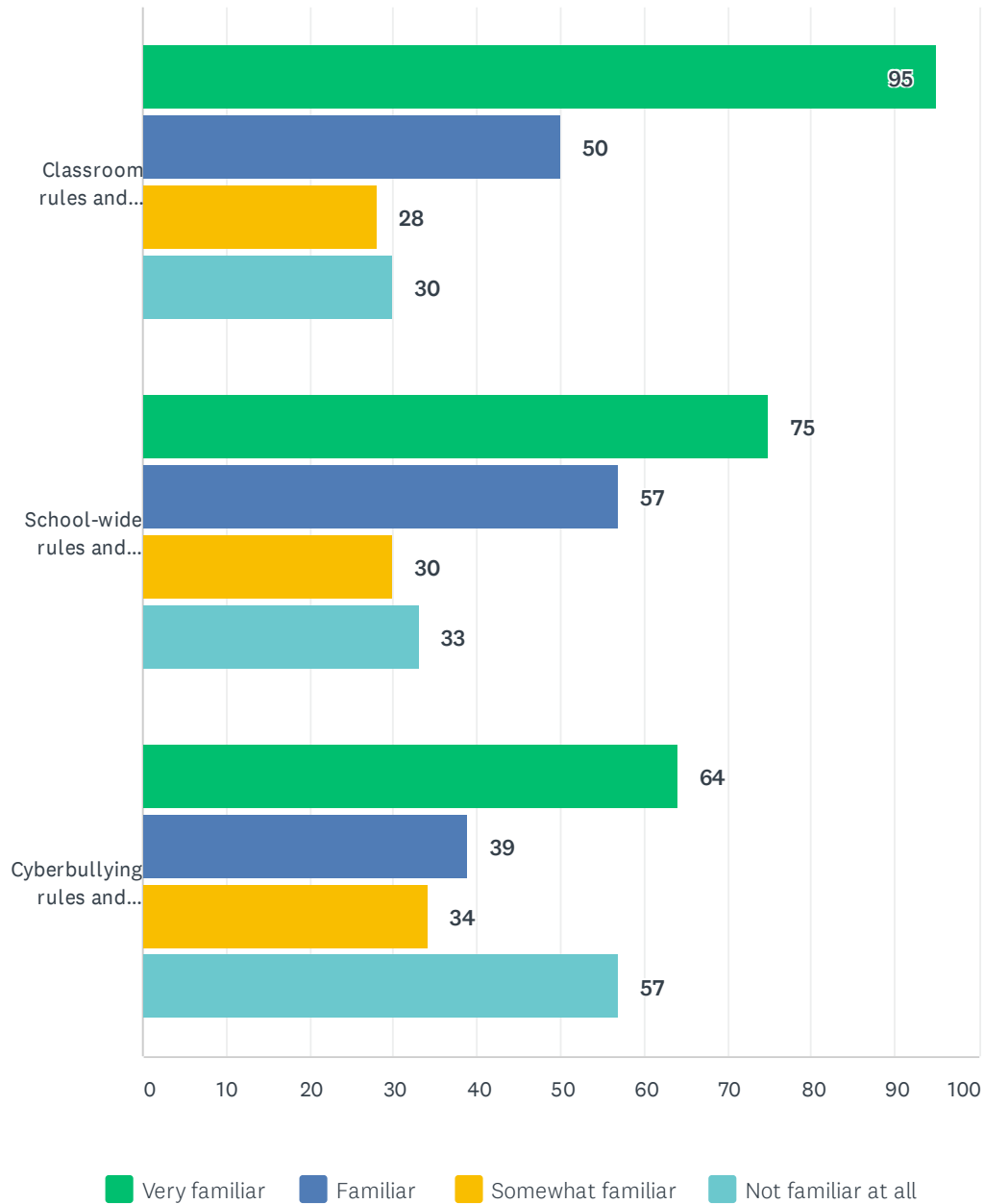
Q7 If you experience a peer issue during distance learning, you know how to report it and get any necessary help.

Answered: 206 Skipped: 1



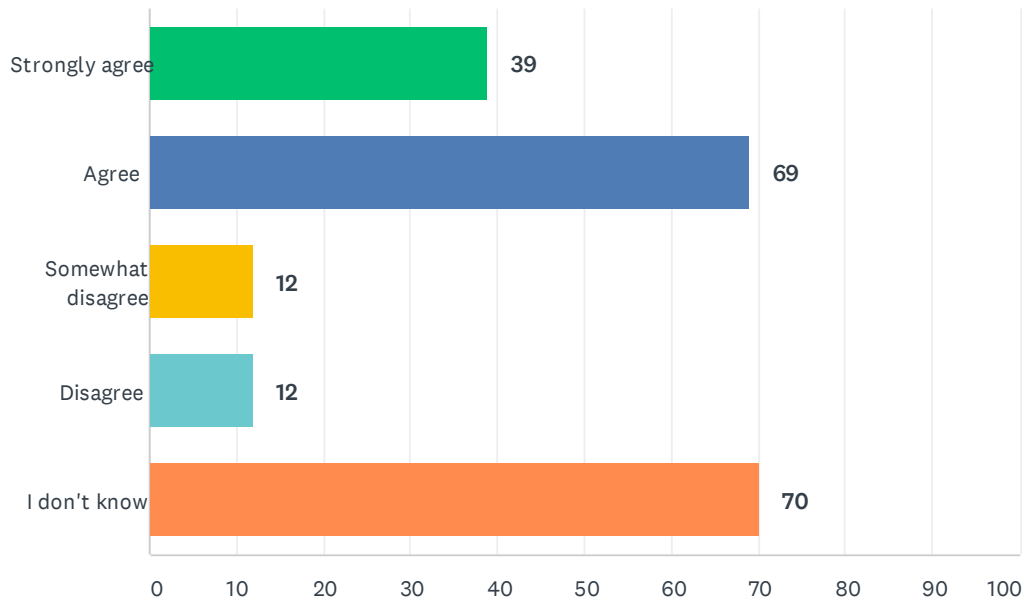
Q8 How familiar are you with the following?

Answered: 205 Skipped: 2

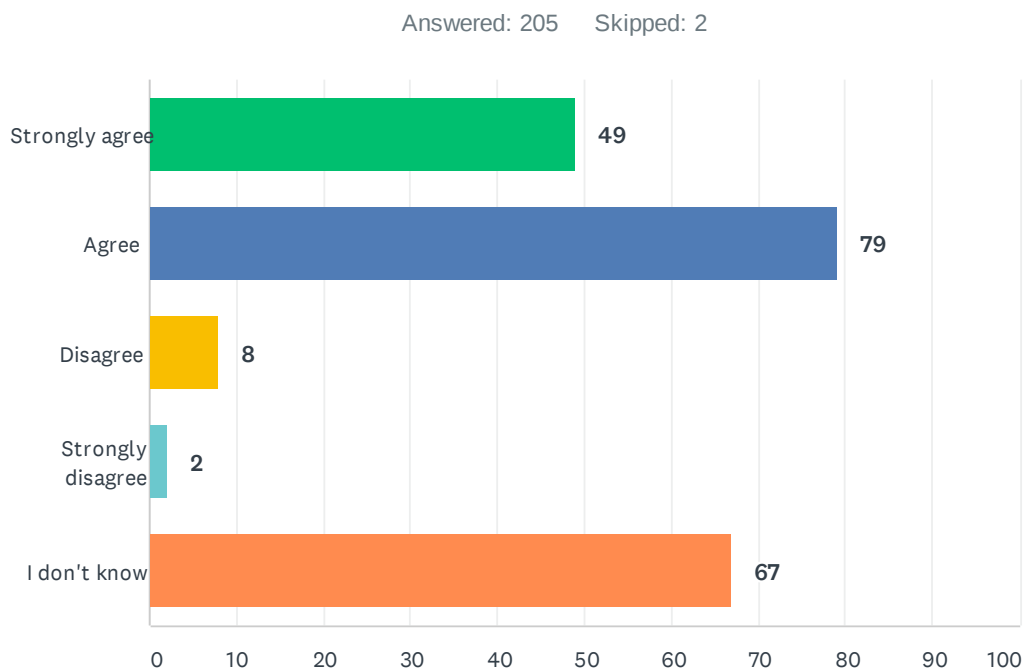


Q9 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 202 Skipped: 5

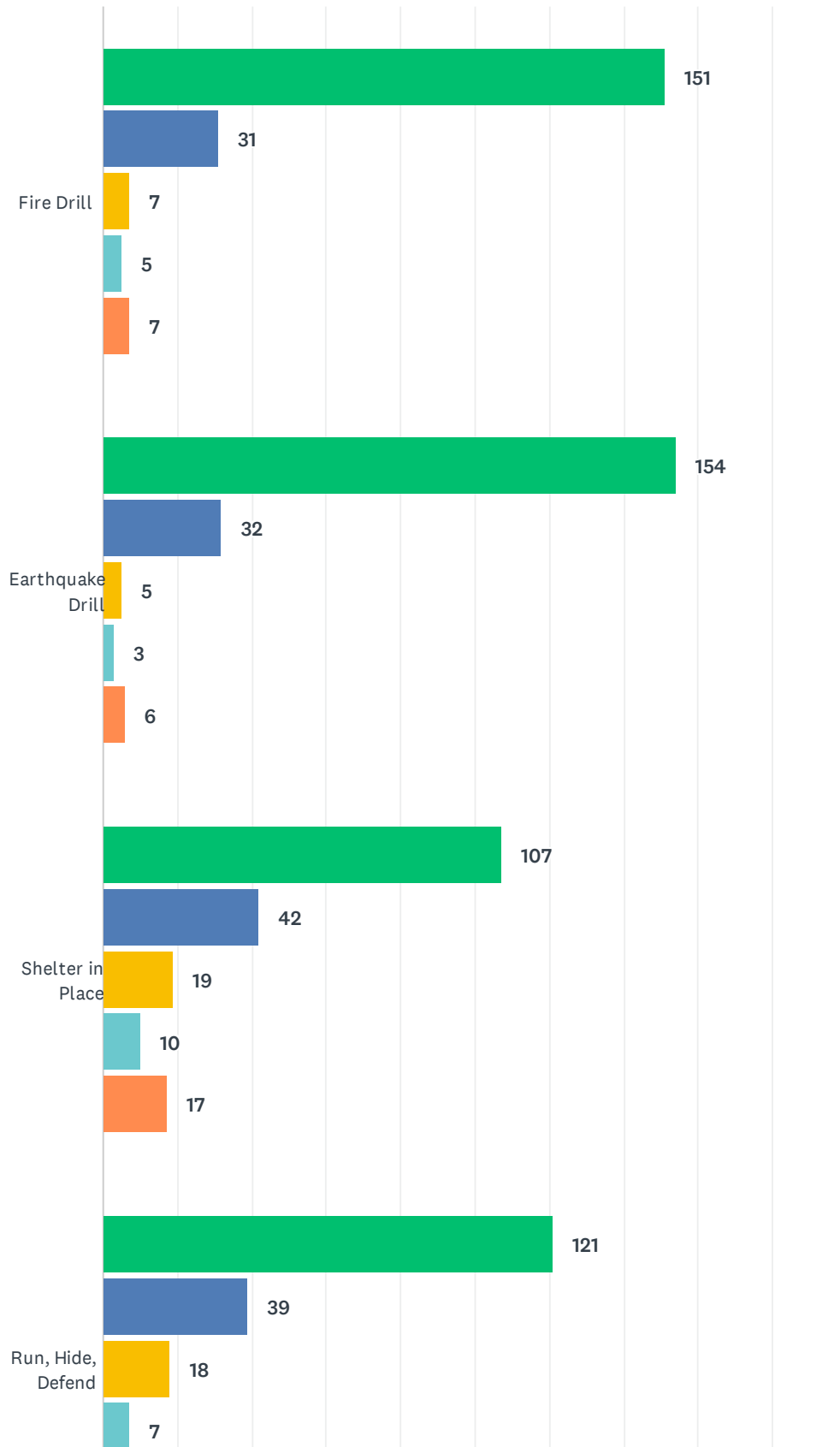


Q10 The facilities and grounds are well maintained at my school.

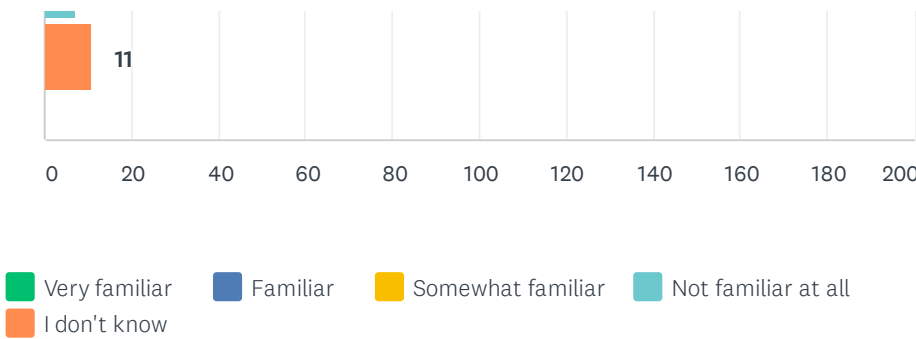


Q11 How well do you understand your schools Emergency procedures?

Answered: 205 Skipped: 2

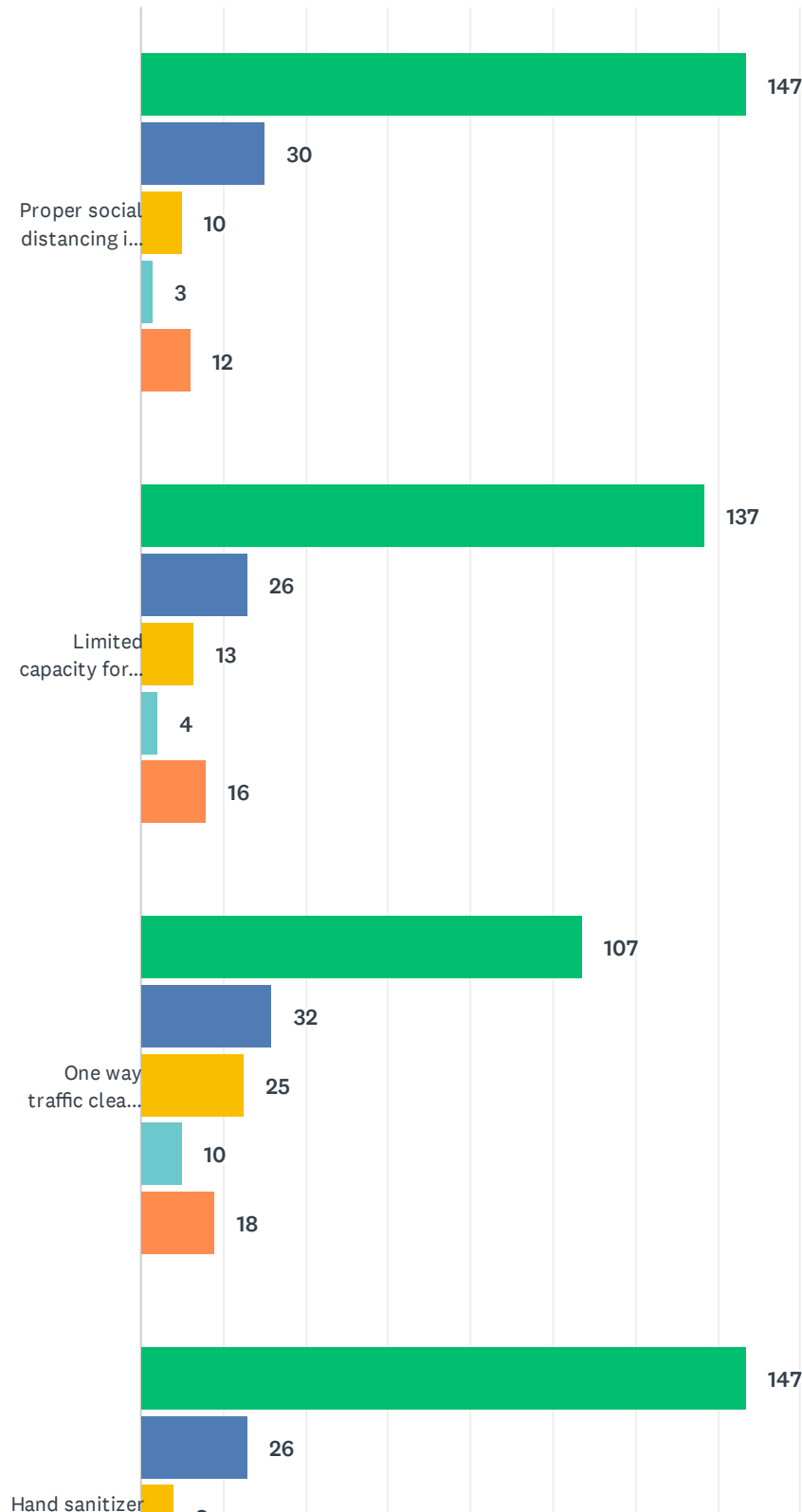


Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

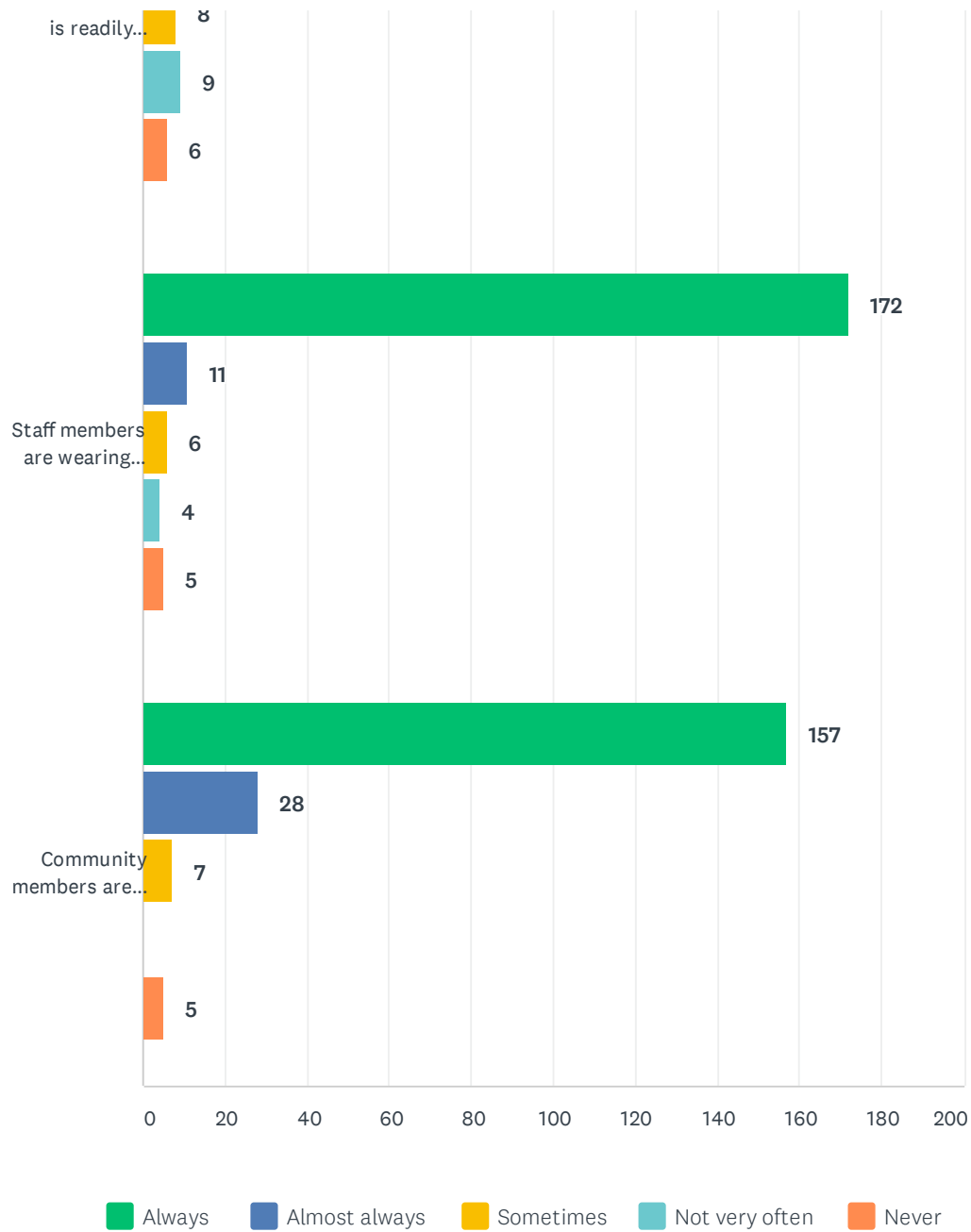


Q12 When I visit the campus (for example on Grab and Go days) to what degree are the following COVID 19 safety guidelines followed by my school?

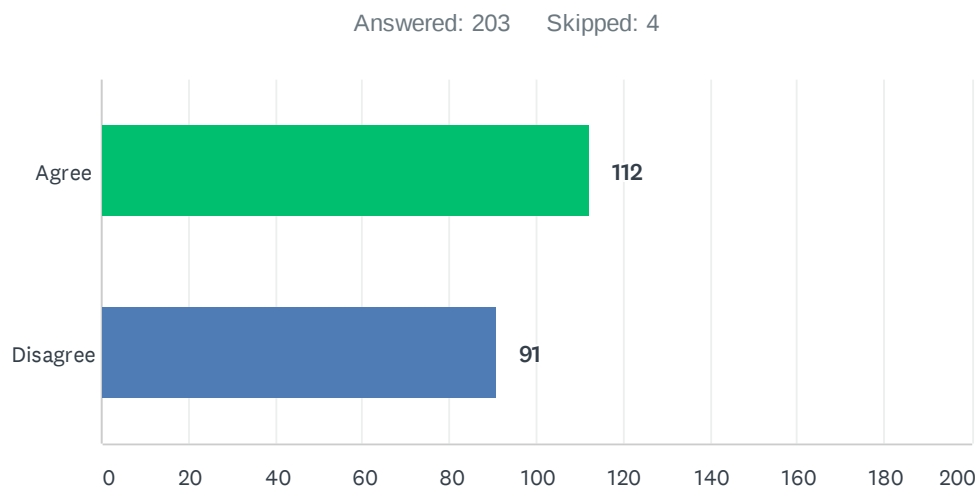
Answered: 205 Skipped: 2



Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school.

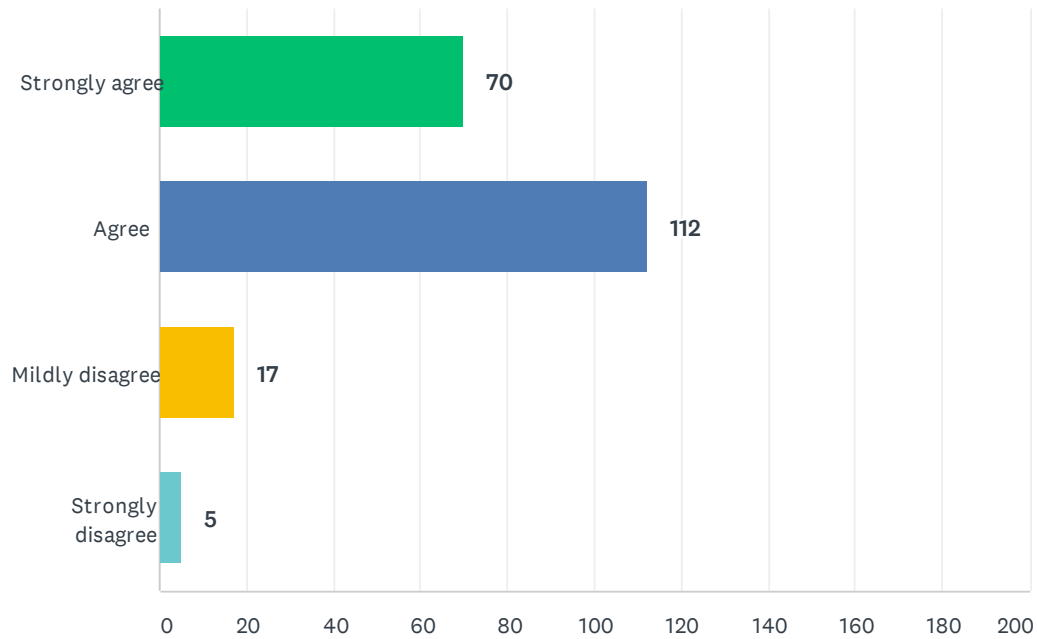


Q13 I am aware of the district's Wellness Connections webpage.



Q14 The school has a way to recognize and reinforce positive behavior among students.

Answered: 204 Skipped: 3



Q15 What is something you would like to see improved regarding safety at your school?

Answered: 188 Skipped: 19