



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cadwallader Elementary School	43-69435-6047120	5/30/2024	6/20/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cadwallader Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 4
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 13
 - California School Dashboard 17
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1..... 32
 - Goal 2..... 39
 - Goal 3..... 43
 - Goal 4..... 47
 - Goal 5..... 49
- Budget Summary 51
 - Budget Summary 51
 - Other Federal, State, and Local Funds 51
- Budgeted Funds and Expenditures in this Plan 52
 - Funds Budgeted to the School by Funding Source..... 52
 - Expenditures by Funding Source 52
 - Expenditures by Budget Reference 52
 - Expenditures by Budget Reference and Funding Source 52
 - Expenditures by Goal 53
- School Site Council Membership 54
- Recommendations and Assurances 55
- Instructions..... 56
- Appendix A: Plan Requirements 63
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 66
- Appendix C: Select State and Federal Programs 69

Plan Description

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

This plan is being used by Cadwallader Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is aligned with the three LCAP goals of Conditions for Learning, Engagement, and Student Outcomes.

Educational Partner Involvement

How, when, and with whom did Cadwallader Elementary 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

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process.

Our School Site Council/English Language Advisory Committee met on February 5, 2024 to review the current school plan for revision. School staff met on February 7, 2024 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 May 29, 2024 to review the suggested revisions from school staff for the revised plan. Voting for the complete plan took place via email, the week of May 27th, 2024.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Cadwallader's overall performance for the School and Student Performance Data noted on the California School Dashboard indicates chronic absenteeism is in the orange zone. In collaboration with our Child Welfare and Attendance director, Cadwallader plans to follow procedures in the attendance re-engagement plan to communicate with families and improve student attendance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All student performance data for English Language Arts is in the green zone. Our subgroups that are two performance levels below green are our Socioeconomically Disadvantaged students (SED), our students with disabilities (SWD) and our Hispanic students. All student performance data for Math is in the green zone. Our subgroups that are two performance levels below green are our students with disabilities (SWD) and our Hispanic students. Professional

development, grade level Professional Learning Community collaboration time, Tier II and Tier III intervention will focus on these subgroups for ELA and Math.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iReady T3 Diagnostic Reading scores from March of 2024 show the following subgroups achieving proficiency at lower rates than all students:

*35% of EL Learners, a gap of 33%

*49% of Hispanic, a gap of 19%

*36% of special education students, a gap of 32%

iReady T3 Diagnostic Math scores from March of 2024 show the following subgroups achieving proficiency at lower rates than all students:

*24% of EL Learners, a gap of 38%

*36% of Hispanic, a gap of 26%

*33% of special education students, a gap of 29%

Professional development, grade level Professional Learning Community collaboration time, Tier II and Tier III intervention will focus on these subgroups for ELA and Math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cadwallader Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.28%	0.29%	0.28%	1	1	1
African American	1.12%	0.88%	0.28%	4	3	1
Asian	46.50%	44.71%	44.92%	166	152	159
Filipino	8.12%	6.76%	7.06%	29	23	25
Hispanic/Latino	31.93%	35.88%	35.03%	114	122	124
Pacific Islander	0.28%	0.29%	%	1	1	
White	5.60%	5%	5.08%	20	17	18
Multiple/No Response	5.88%	6.18%	7.34%	21	21	26
Total Enrollment				357	340	354

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	41	42
Grade 1	42	49	40
Grade 2	55	41	50
Grade3	55	57	42
Grade 4	51	49	62
Grade 5	58	44	54
Grade 6	49	59	52
Total Enrollment	357	340	354

Conclusions based on this data:

1. In 2023, our largest subgroup of students is Asian(45%), followed by Hispanic/Latino (36%), Filipino (7%), Multiple/No Response (6%), and White (5%). All other subgroups have less than 1% of students representing our population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	103	90	85	28.50%	28.9%	24.0%
Fluent English Proficient (FEP)	78	67	82	25.50%	21.8%	23.2%
Reclassified Fluent English Proficient (RFEP)	8	31	9	0.9%	7.8%	

Conclusions based on this data:

1. 24% of our students are English Language Learners.
2. 23.2% of our EL students are Fluent English Proficient.
3. The number of English Learners has declined over three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	54	58	0	53	58	0	53	58	0.0	98.1	100.0
Grade 4	57	50	49	0	48	48	0	48	48	0.0	96.0	98.0
Grade 5	54	59	44	0	57	44	0	57	44	0.0	96.6	100.0
Grade 6	61	50	64	0	48	64	0	48	64	0.0	96.0	100.0
All Grades	227	213	215	0	206	214	0	206	214	0.0	96.7	99.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2484.	2446.		50.94	34.48		26.42	22.41		9.43	20.69		13.21	22.41
Grade 4		2477.	2515.		25.00	56.25		33.33	12.50		18.75	16.67		22.92	14.58
Grade 5		2540.	2547.		42.11	31.82		29.82	40.91		8.77	18.18		19.30	9.09
Grade 6		2576.	2555.		39.58	35.94		27.08	31.25		25.00	10.94		8.33	21.88
All Grades	N/A	N/A	N/A		39.81	39.25		29.13	26.64		15.05	16.36		16.02	17.76

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.96	34.48		54.72	50.00		11.32	15.52
Grade 4		10.42	35.42		77.08	54.17		12.50	10.42
Grade 5		33.33	29.55		52.63	63.64		14.04	6.82
Grade 6		41.67	26.56		47.92	51.56		10.42	21.88
All Grades		30.10	31.31		57.77	54.21		12.14	14.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		49.06	25.86		39.62	51.72		11.32	22.41
Grade 4		22.92	29.17		60.42	58.33		16.67	12.50
Grade 5		35.09	27.27		49.12	68.18		15.79	4.55
Grade 6		33.33	31.25		52.08	42.19		14.58	26.56
All Grades		35.44	28.50		50.00	53.74		14.56	17.76

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.21	13.79		79.25	81.03		7.55	5.17
Grade 4		12.50	29.17		77.08	64.58		10.42	6.25
Grade 5		12.28	22.73		80.70	68.18		7.02	9.09
Grade 6		25.00	21.88		68.75	73.44		6.25	4.69
All Grades		15.53	21.50		76.70	72.43		7.77	6.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.64	24.14		62.26	50.00		15.09	25.86
Grade 4		20.83	25.00		66.67	62.50		12.50	12.50
Grade 5		33.33	22.73		54.39	72.73		12.28	4.55
Grade 6		22.92	20.31		62.50	67.19		14.58	12.50
All Grades		25.24	22.90		61.17	62.62		13.59	14.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall scores note 66% of our students meeting or exceeding the standards for ELA. This is a 3% decrease from 21-22.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	54	58	0	53	58	0	53	58	0.0	98.1	100.0
Grade 4	57	50	49	0	49	48	0	49	48	0.0	98.0	98.0
Grade 5	54	59	44	0	57	44	0	57	44	0.0	96.6	100.0
Grade 6	61	50	64	0	49	64	0	49	64	0.0	98.0	100.0
All Grades	227	213	215	0	208	214	0	208	214	0.0	97.7	99.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2467.	2468.		37.74	44.83		33.96	22.41		15.09	12.07		13.21	20.69
Grade 4		2500.	2520.		28.57	43.75		32.65	27.08		24.49	20.83		14.29	8.33
Grade 5		2528.	2544.		38.60	29.55		24.56	40.91		14.04	18.18		22.81	11.36
Grade 6		2581.	2565.		44.90	43.75		18.37	21.88		18.37	14.06		18.37	20.31
All Grades	N/A	N/A	N/A		37.50	41.12		27.40	27.10		17.79	15.89		17.31	15.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.28	46.55		39.62	37.93		15.09	15.52
Grade 4		40.82	37.50		42.86	50.00		16.33	12.50
Grade 5		35.09	25.00		42.11	65.91		22.81	9.09
Grade 6		42.86	40.63		42.86	40.63		14.29	18.75
All Grades		40.87	38.32		41.83	47.20		17.31	14.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.28	36.21		39.62	43.10		15.09	20.69
Grade 4		20.41	35.42		63.27	54.17		16.33	10.42
Grade 5		22.81	20.45		59.65	63.64		17.54	15.91
Grade 6		32.65	28.13		44.90	51.56		22.45	20.31
All Grades		30.29	30.37		51.92	52.34		17.79	17.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.96	37.93		58.49	44.83		7.55	17.24
Grade 4		34.69	45.83		46.94	43.75		18.37	10.42
Grade 5		26.32	29.55		56.14	61.36		17.54	9.09
Grade 6		36.73	26.56		51.02	57.81		12.24	15.63
All Grades		32.69	34.58		53.37	51.87		13.94	13.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall scores note 68% of our students meeting or exceeding the standards for Math. This is a 3% increase from 21-22.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1465.7	*	1420.2	1448.9	*	1426.2	1504.6	*	1406.6	15	9	13
1	1494.2	1500.1	*	1498.3	1488.7	*	1489.8	1511.1	*	12	15	7
2	1528.8	1504.9	*	1496.4	1507.3	*	1560.6	1502.2	*	15	16	7
3	1489.4	1537.1	1506.2	1485.5	1533.3	1511.1	1492.8	1540.4	1501.0	18	16	12
4	1530.1	1506.5	*	1534.1	1508.4	*	1525.6	1504.3	*	16	14	7
5	*	1564.0	*	*	1562.1	*	*	1565.3	*	5	12	8
6	1537.5	*	1581.0	1546.1	*	1602.5	1528.7	*	1558.8	15	7	11
All Grades										96	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	*	7.69	26.67	*	53.85	26.67	*	23.08	6.67	*	15.38	15	*	13
1	25.00	46.67	*	58.33	33.33	*	0.00	13.33	*	16.67	6.67	*	12	15	*
2	53.33	37.50	*	40.00	31.25	*	6.67	18.75	*	0.00	12.50	*	15	16	*
3	17.65	50.00	25.00	35.29	31.25	33.33	23.53	18.75	25.00	23.53	0.00	16.67	17	16	12
4	31.25	35.71	*	37.50	35.71	*	18.75	21.43	*	12.50	7.14	*	16	14	*
5	*	41.67	*	*	33.33	*	*	16.67	*	*	8.33	*	*	12	*
6	40.00	*	54.55	33.33	*	27.27	6.67	*	18.18	20.00	*	0.00	15	*	11
All Grades	35.79	38.20	32.31	36.84	29.21	41.54	14.74	22.47	16.92	12.63	10.11	9.23	95	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.67	*	15.38	33.33	*	46.15	33.33	*	23.08	6.67	*	15.38	15	*	13
1	50.00	46.67	*	25.00	40.00	*	8.33	13.33	*	16.67	0.00	*	12	15	*
2	33.33	50.00	*	60.00	12.50	*	6.67	25.00	*	0.00	12.50	*	15	16	*
3	35.29	62.50	25.00	29.41	18.75	33.33	5.88	18.75	33.33	29.41	0.00	8.33	17	16	12
4	62.50	64.29	*	25.00	14.29	*	0.00	14.29	*	12.50	7.14	*	16	14	*
5	*	50.00	*	*	41.67	*	*	0.00	*	*	8.33	*	*	12	*
6	60.00	*	72.73	13.33	*	18.18	0.00	*	9.09	26.67	*	0.00	15	*	11
All Grades	45.26	48.31	38.46	31.58	24.72	36.92	8.42	17.98	20.00	14.74	8.99	4.62	95	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	*	7.69	6.67	*	15.38	46.67	*	69.23	0.00	*	7.69	15	*	13
1	16.67	46.67	*	41.67	40.00	*	25.00	0.00	*	16.67	13.33	*	12	15	*
2	53.33	31.25	*	40.00	31.25	*	6.67	12.50	*	0.00	25.00	*	15	16	*
3	5.88	37.50	8.33	29.41	31.25	33.33	35.29	31.25	41.67	29.41	0.00	16.67	17	16	12
4	12.50	7.14	*	18.75	50.00	*	50.00	21.43	*	18.75	21.43	*	16	14	*
5	*	25.00	*	*	16.67	*	*	50.00	*	*	8.33	*	*	12	*
6	33.33	*	27.27	13.33	*	27.27	33.33	*	36.36	20.00	*	9.09	15	*	11
All Grades	27.37	28.09	20.00	24.21	29.21	29.23	34.74	26.97	36.92	13.68	15.73	13.85	95	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	*	23.08	46.67	*	53.85	13.33	*	23.08	15	*	13
1	75.00	66.67	*	16.67	33.33	*	8.33	0.00	*	12	15	*
2	40.00	50.00	*	60.00	50.00	*	0.00	0.00	*	15	16	*
3	35.29	75.00	25.00	41.18	18.75	75.00	23.53	6.25	0.00	17	16	12
4	43.75	71.43	*	50.00	21.43	*	6.25	7.14	*	16	14	*
5	*	33.33	*	*	66.67	*	*	0.00	*	*	12	*
6	13.33	*	36.36	66.67	*	54.55	20.00	*	9.09	15	*	11
All Grades	41.05	50.56	32.31	47.37	42.70	61.54	11.58	6.74	6.15	95	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	*	23.08	60.00	*	61.54	20.00	*	15.38	15	*	13
1	33.33	26.67	*	41.67	73.33	*	25.00	0.00	*	12	15	*
2	33.33	56.25	*	60.00	25.00	*	6.67	18.75	*	15	16	*
3	46.15	68.75	25.00	46.15	31.25	66.67	7.69	0.00	8.33	13	16	12
4	93.33	50.00	*	0.00	42.86	*	6.67	7.14	*	15	14	*
5	*	75.00	*	*	16.67	*	*	8.33	*	*	12	*
6	75.00	*	81.82	0.00	*	18.18	25.00	*	0.00	12	*	11
All Grades	51.72	51.69	47.69	34.48	38.20	47.69	13.79	10.11	4.62	87	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*	7.69	66.67	*	76.92	0.00	*	15.38	15	*	13
1	50.00	46.67	*	33.33	40.00	*	16.67	13.33	*	12	15	*
2	80.00	37.50	*	20.00	37.50	*	0.00	25.00	*	15	16	*
3	18.75	37.50	8.33	50.00	50.00	66.67	31.25	12.50	25.00	16	16	12
4	25.00	0.00	*	56.25	71.43	*	18.75	28.57	*	16	14	*
5	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
6	35.71	*	45.45	28.57	*	18.18	35.71	*	36.36	14	*	11
All Grades	38.71	29.21	24.62	45.16	49.44	50.77	16.13	21.35	24.62	93	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	60.00	*	30.77	33.33	*	53.85	6.67	*	15.38	15	*	13
1	25.00	33.33	*	50.00	60.00	*	25.00	6.67	*	12	15	*
2	50.00	25.00	*	42.86	56.25	*	7.14	18.75	*	14	16	*
3	11.76	50.00	33.33	58.82	50.00	50.00	29.41	0.00	16.67	17	16	12
4	12.50	35.71	*	75.00	42.86	*	12.50	21.43	*	16	14	*
5	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
6	26.67	*	36.36	60.00	*	63.64	13.33	*	0.00	15	*	11
All Grades	29.79	32.58	33.85	55.32	52.81	55.38	14.89	14.61	10.77	94	89	65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 one or two new students and another year we may have 8 new students who are Non English Proficient (NEP) and span various grade levels. For the 23-24 school year we gained 12 NEP students between January and March.
2. 34% of our EL Learners in 22-23 were well developed in writing as compared to reading at 25% in 22-23. Curious if our new writing strategies from The Writing Revolution made an impact as we started using it in 22-23.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
340	40.9	26.5	
Total Number of Students enrolled in Cadwallader Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	26.5
Foster Youth		
Homeless	2	0.6
Socioeconomically Disadvantaged	139	40.9
Students with Disabilities	47	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9
American Indian	1	0.3
Asian	152	44.7
Filipino	23	6.8
Hispanic	122	35.9
Two or More Races	21	6.2
Pacific Islander	1	0.3
White	17	5

Conclusions based on this data:

1. 40.9% of our students were SED, 13.8% were SWD, and 26.5% were English Language Learners.
2. Culturally our Asian students make up 45% of our population, followed by Hispanic students at 36%. All other ethnicities are under 10% for representation of our student body.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Blue		

Conclusions based on this data:

1. Our Cadwallader students are above standard in the green zone in the areas for ELA and Math. Our English Language Learner progress is in the highest performance zone of blue.
2. The below average range of orange is a concern for chronic absenteeism.
3. Our low suspension rate is in the highest performance zone of blue.

School and Student Performance Data

Academic Performance English Language Arts

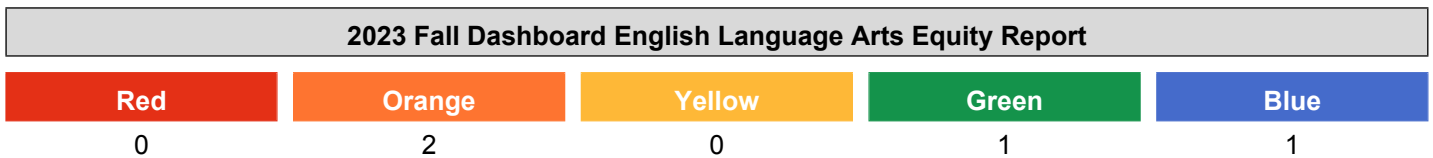
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 30.6 points above standard Decreased -6.2 points 207 Students	English Learners  Green 18 points above standard Decreased -8.3 points 65 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 7.7 points below standard Decreased -11.9 points 88 Students	Students with Disabilities 72.6 points below standard Decreased Significantly -20.1 points 33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 Blue 61.3 points above standard Increased +3.1 points 91 Students	53.7 points above standard Decreased -3.8 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12 points below standard Decreased -10.3 points 73 Students	60.2 points above standard Maintained -1.1 points 15 Students	Less than 11 Students 1 Student	31.8 points above standard Increased +11.4 points 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.3 points below standard Decreased Significantly -46 points 35 Students	97.7 points above standard Increased Significantly +20.1 points 30 Students	23.4 points above standard Decreased -4.4 points 99 Students

Conclusions based on this data:

1. While our general scores are above standard in the green zone and 3% gains were made, our subgroups of EL students, Hispanic students, and SED students all had decreased in scores.

School and Student Performance Data

Academic Performance Mathematics

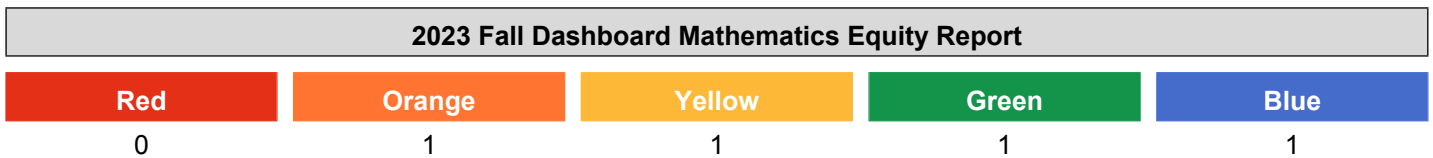
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.










Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">25.7 points above standard</td> </tr> <tr> <td>Increased +4.7 points</td> </tr> <tr> <td>207 Students</td> </tr> </tbody> </table>	All Students	 Green	25.7 points above standard	Increased +4.7 points	207 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">29.5 points above standard</td> </tr> <tr> <td>Increased +11.6 points</td> </tr> <tr> <td>65 Students</td> </tr> </tbody> </table>	English Learners	 Green	29.5 points above standard	Increased +11.6 points	65 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	0 Students
All Students															
 Green															
25.7 points above standard															
Increased +4.7 points															
207 Students															
English Learners															
 Green															
29.5 points above standard															
Increased +11.6 points															
65 Students															
Foster Youth															
Less than 11 Students															
0 Students															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>4 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	4 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.6 points below standard</td> </tr> <tr> <td>Decreased -3.2 points</td> </tr> <tr> <td>88 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	13.6 points below standard	Decreased -3.2 points	88 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">53.4 points below standard</td> </tr> <tr> <td>Decreased -3.7 points</td> </tr> <tr> <td>33 Students</td> </tr> </tbody> </table>	Students with Disabilities	53.4 points below standard	Decreased -3.7 points	33 Students	
Homeless															
Less than 11 Students															
4 Students															
Socioeconomically Disadvantaged															
 Yellow															
13.6 points below standard															
Decreased -3.2 points															
88 Students															
Students with Disabilities															
53.4 points below standard															
Decreased -3.7 points															
33 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 Blue 62.3 points above standard Increased +5.7 points 91 Students	46.3 points above standard Increased Significantly +25 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.1 points below standard Maintained +1.9 points 73 Students	48.3 points above standard Increased Significantly +22.4 points 15 Students	Less than 11 Students 1 Student	39.5 points above standard Increased Significantly +42.8 points 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
22.9 points below standard Decreased Significantly -23 points 35 Students	90.5 points above standard Increased Significantly +42.9 points 30 Students	12 points above standard Increased +8.4 points 99 Students

Conclusions based on this data:

1. While our overall scores and ELL scores are above standard, our SED and Hispanic subgroups are scoring below standard.
2. All of our English Language Learners are in the green zone, scoring above the standard, and made growth from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

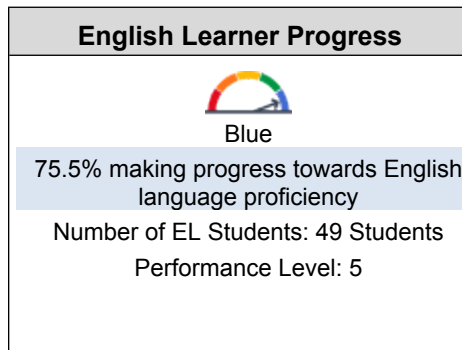
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 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.

2023 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
5	7	2	35

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.
2. EL Learner's who progressed at least one level increased from 46.7% to 71.4%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

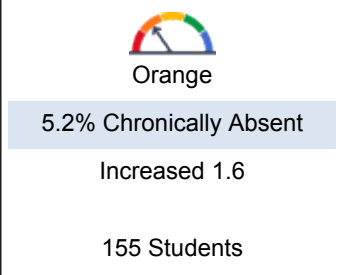
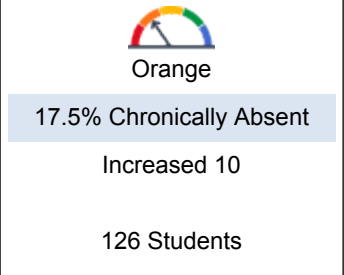


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Orange</p> <p>9.2% Chronically Absent</p> <p>Increased Significantly 3.7</p> <p>349 Students</p>	<p>Orange</p> <p>7.1% Chronically Absent</p> <p>Increased 2.3</p> <p>98 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>5 Students</p>	<p>Orange</p> <p>13.8% Chronically Absent</p> <p>Increased 6.4</p> <p>145 Students</p>	<p>Orange</p> <p>16.4% Chronically Absent</p> <p>Increased 12.6</p> <p>55 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 <p align="center">Orange</p> <p align="center">5.2% Chronically Absent</p> <p align="center">Increased 1.6</p> <p align="center">155 Students</p>	<p align="center">0% Chronically Absent</p> <p align="center">Declined -3.2</p> <p align="center">24 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Orange</p> <p align="center">17.5% Chronically Absent</p> <p align="center">Increased 10</p> <p align="center">126 Students</p>	<p align="center">4.5% Chronically Absent</p> <p align="center">Maintained 0</p> <p align="center">22 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">5.9% Chronically Absent</p> <p align="center">Declined -9.1</p> <p align="center">17 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is an issue for all of our students, including our subgroups.

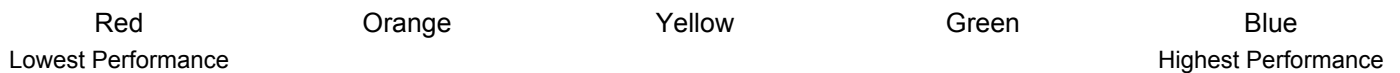
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

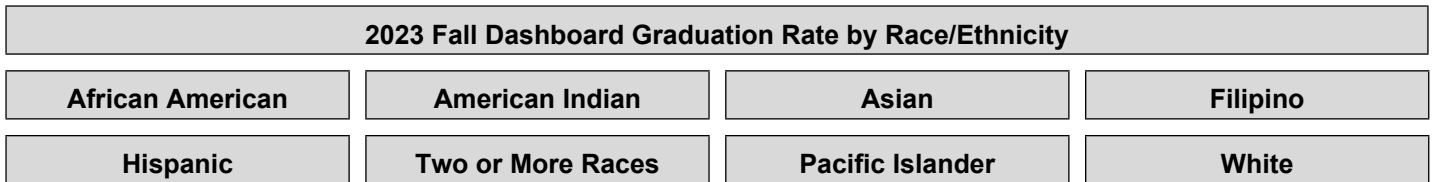
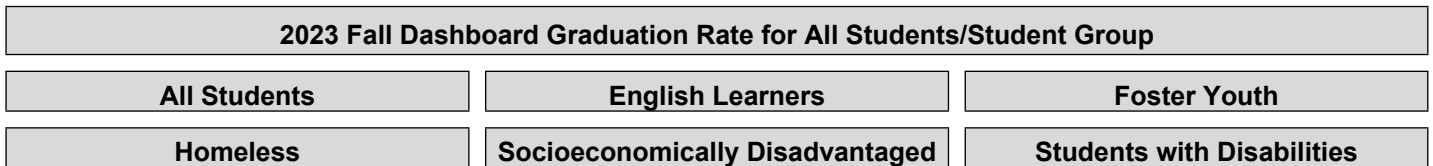
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

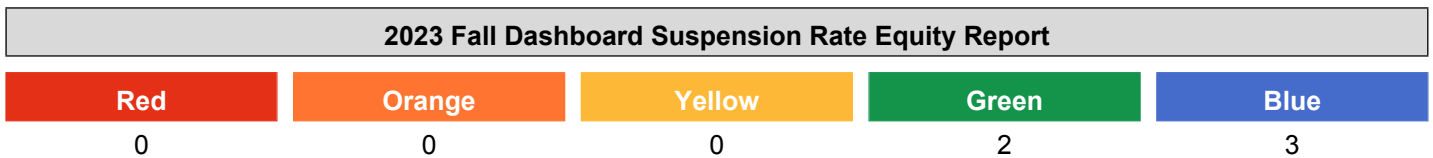
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0.6% suspended at least one day Declined Significantly -1 354 Students	 Blue 0% suspended at least one day Declined -1 100 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Green 0.7% suspended at least one day Declined -1.9 146 Students	 Blue 0% suspended at least one day Declined -5.7 56 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.6 158 Students</p>	<p>4.2% suspended at least one day</p> <p>Increased 4.2 24 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>0.8% suspended at least one day</p> <p>Declined -0.8 128 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 22 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p>Declined -14.3 17 Students</p>

Conclusions based on this data:

1. Our suspension rate is below 1%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning

Cadwallader Elementary will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignments and effective implementation of academic standards.

Identified Need

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

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Cadwallader is rated in the blue for highest performance with an overall suspension rate of 0.6% for at least one day.

Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Cadwallader, all students scored 68% proficient in Math, and 66% proficient in Language Arts. Proficiency gaps existed for Hispanic students and socioeconomically disadvantaged students in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. Cadwallader is 75.5 points above standard making progress towards English language proficiency, putting Cadwallader in blue for the highest performance level.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Cadwallader, all students scored 30% proficient. Proficiency gaps existed for socioeconomically disadvantaged students and Hispanic students.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 64% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for English Language Learners and Hispanic students. In March of 2024, 60% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for supports for English Language Learners, socioeconomically disadvantaged students and Hispanic students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	<p>Overall Student Suspension Rate is blue with 0.6% suspended at least one day.</p> <p>0.7% of Students with SED were suspended, putting them in green.</p> <p>4.2% of Filipino students were suspended at least one day.</p> <p>0.8% of Hispanic students were suspended, putting them in green.</p>	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
CAASPP ELA	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>32% of English Learners, a gap of 34%</p> <p>47% of Hispanic, a gap of 19%</p> <p>32% of students with disabilities, a gap of 34%</p> <p>48% of socioeconomically disadvantaged students, a gap of 18%</p>	The proficiency gap of all subgroups will decrease by 3%.
CAASPP Math	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>47% of EL Learners, a gap of 21%</p> <p>43% of Hispanic, a gap of 25%</p> <p>35% of students with disabilities, a gap of 33%</p> <p>53% of socioeconomically disadvantaged students, a gap of 15%</p>	The proficiency gap of all subgroups will decrease by 3%.
CAST	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>2% of EL Learners, a gap of 28%</p> <p>19% of Hispanic, a gap of 11%</p>	The proficiency gap of all subgroups will decrease by 3%.

	<p>9% of students with disabilities, a gap of 21%</p> <p>19% of socioeconomically disadvantaged students, a gap of 11%</p>	
CA Dashboard English Learner Progress	71% of English Learners making progress towards English language proficiency.	74% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>35% of EL Learners, a gap of 33%</p> <p>49% of Hispanic, a gap of 19%</p> <p>36% of special education students, a gap of 32%</p>	The proficiency gap of all subgroups will decrease by 3%.
iReady Math T3 Diagnostic	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>24% of EL Learners, a gap of 38%</p> <p>36% of Hispanic, a gap of 26%</p> <p>33% of special education students, a gap of 29%</p>	The proficiency gap of all subgroups will decrease by 3%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy 1.1 Professional Development</p> <p>Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, Professional Learning Community collaboration release time, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, SEAL (Sobrato Early Academic Language) funding for instruction, materials and release time for Unit Design Days or additional Professional</p>	All students	<p>4000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitutes for teacher release or overtime to attend SST, IEP, and PLC meetings. 869 Supplemental Fund 3000-3999: Employee Benefits</p>

	Development, Reading and phonics instruction, Math Standards and Practice, Leadership, and Social-emotional learning.		<p>Substitutes for teacher release or overtime to attend SST, IEP, and PLC meetings.</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>0</p> <p>None Specified Describe use of funds</p>
1.2	<p>Strategy 1.2 Intervention and Instructional Support</p> <p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.</p>	<p>EL students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning.</p>	<p>800 Supplemental Fund 2000-2999: Classified Personnel Salaries Aides for intervention 287 Supplemental Fund 3000-3999: Employee Benefits</p> <p>None Specified None Specified</p> <p>3877 Title III 1000-1999: Certificated Personnel Salaries Intervention Staffing 842 Title III 3000-3999: Employee Benefits</p> <p>None Specified None Specified</p> <p>None Specified None Specified Intervention materials</p>
1.3	<p>Strategy 1.3 Digital Content</p> <p>Students will have access to digital content that supports learning in Language Arts, Math, and Science.</p>	All Students	<p>800 General Fund 4000-4999: Books And Supplies Digital content to support all students</p> <p>2000 General Fund 4000-4999: Books And Supplies ACCELERATED READER</p>

			None Specified None Specified
1.4	<p>Strategy 1.4 Facility Maintenance</p> <p>Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.</p>	All Students	<p>5449 General Fund 4000-4999: Books And Supplies Custodial Supplies</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
1.5			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified</p>
1.6			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
1.7			<p>None Specified None Specified</p> <p>None Specified None Specified</p>

			None Specified None Specified
			None Specified None Specified
1.8			None Specified None Specified
			None Specified
1.9			None Specified None Specified
			None Specified None Specified
			None Specified None Specified
			None Specified None Specified
1.10			None Specified None Specified
			None Specified None Specified
			None Specified
			None Specified
			None Specified
1.11			None Specified None Specified
1.12			None Specified None Specified

			None Specified None Specified
			None Specified None Specified
			None Specified None Specified
1.13			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Cadwallader will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

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

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Cadwallader is rated in the orange with 9.2% of students chronically absent. The dashboard indicates a need to focus on all students.

Suspension rate indicates the amount of engagement that students have at school. Cadwallader is rated blue on the California School Dashboard. Suspensions at Cadwallader are very low, including our subgroups rated in the green zone.

According to the PowerSchool Chronic Absenteeism report 10% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students that are Hispanic with a 7% rate of chronic absenteeism.

According to the PowerSchool Incident Management Report, there were 17 referrals to the office. Other means of correction (OMC) were used as a consequence in 82% of those incidents. The report indicated a need to focus on students that are multiracial.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 93% of staff, 81% of students, and 69% of the community are familiar or very familiar with school wide rules.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is orange with 9.2% chronically absent. All subgroups were chronically absent, putting them in orange.	The overall rate of students that are chronically absent will decrease by 3%, including all subgroups.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is blue with 0.6% suspended at least one day. 0.8% of Hispanic students were suspended, putting them in green. 0.7% of SED students were suspended, putting them in green.	The overall suspension rate will maintain or decrease.

PowerSchool Chronic Absenteeism Report	10% of all students were identified as Chronically absent from August 2023 to April 2024 in PowerSchool. Student groups of Concern 7% of Hispanic students	4% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups of concern will be chronically absent at the levels as follows: 4% of Hispanic students
PowerSchool Incident Management	82% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool. Student groups that were referred disproportionately included: 45.7% of multiracial students	85% of all office referrals will result in OMC from August 2024 to April 2025 in PowerSchool. Student groups that were referred disproportionately will decrease in office referrals as follows: 42% of multiracial students
EESD Safety Survey	In fall 2023, 93% of staff are familiar or very familiar with the school wide rules. 81% of students are familiar or very familiar with the school wide rules. 69% of community are familiar or very familiar with the school wide rules.	In fall 2024, 96% of staff will be familiar or very familiar with the school wide rules. 84% of students will be familiar or very familiar with the school wide rules. 72% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.	All Students	1000 General Fund 4000-4999: Books And Supplies Incentives 1000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies 300 General Fund 2000-2999: Classified Personnel Salaries Funding lunch supervisors to support students with behavioral and academic needs, outside of lunch hours. 109 General Fund 3000-3999: Employee Benefits

<p>2.2</p>	<p>Strategy 2.2 Family Engagement</p> <p>In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights sometimes in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p>	<p>All Students</p>	<p>1000 General Fund 1000-1999: Certificated Personnel Salaries</p> <p>OT for teachers organizing events for family engagement and/or working with PTA</p> <p>222 General Fund 3000-3999: Employee Benefits</p>
<p>2.3</p>	<p>Strategy 2.3 Family Communication</p> <p>Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Parent/Student Handbooks, Homework Folders, Friday Folders, ParentSquare messaging, email lists, translation services.</p>	<p>All Students</p>	<p>1500 General Fund 4000-4999: Books And Supplies PBIS Handbooks, Parent/Student Handbooks, Homework Folders, Friday Folders</p> <p>300 General Fund 2000-2999: Classified Personnel Salaries</p> <p>109 General Fund 3000-3999: Employee Benefits</p>
<p>2.4</p>	<p>Strategy 2.4 Enrichment Opportunities</p> <p>The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: teacher led clubs</p>	<p>All Students</p>	<p>3000 General Fund 1000-1999: Certificated Personnel Salaries Paying teachers for working with student council or other leadership clubs outside of school hours</p> <p>651 General Fund 3000-3999: Employee Benefits</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>

2.5			None Specified None Specified
2.6			None Specified None Specified None Specified
2.7			None Specified None Specified
2.8			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning

Students at Cadwallader will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

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

The California School Dashboard utilizes students scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

Cadwallader scored green in Math because students are 25.7 points above the standard. Cadwallader scored green in Language Arts because students are 30.6 points above the standard.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Cadwallader, all students scored 30% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 64% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for English Language Learners and Hispanic students. In March of 2024, 60% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	66% of all students are proficient.	69% of all students will be proficient.
CAASPP Math Results	68% of all students are proficient.	71% of all students will be proficient.
CAST Results	30% of all students are proficient.	33% of all students will be proficient.
iReady Reading T3 Diagnostic	68% of all students are proficient.	71% of all students will be proficient.
iReady Math T3 Diagnostic	62% of all students are proficient.	65% of all students will be proficient.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Strategy 3.1 Effective Learning Environments In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p>	All students	<p>9151 General Fund 4000-4999: Books And Supplies Materials for classroom budgets, office supplies. 2000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Machine maintenance 500 General Fund 2000-2999: Classified Personnel Salaries Custodial overtime 181 General Fund 3000-3999: Employee Benefits Custodial overtime 13184 Supplemental Fund 4000-4999: Books And Supplies Reading Instruction CKLA 3-5 2800 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Math Festival 3900 General Fund 4000-4999: Books And Supplies 95Percent Group Foundational Skills K-2</p>
3.2	<p>Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for PLC collaboration.</p>	All Students	<p>4000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Salaries Substitutes for release time, funding for teacher overtime 869 Supplemental Fund 3000-3999: Employee Benefits Salaries Substitutes for release time, funding for teacher overtime 4000</p>

			<p>Supplemental Fund 1000-1999: Certificated Personnel Salaries Salaries Substitutes for release time, funding for teacher overtime 869</p> <p>Supplemental Fund 3000-3999: Employee Benefits Salaries Substitutes for release time, funding for teacher overtime</p>
3.3			<p>None Specified None Specified</p> <p>None Specified None Specified</p>
3.4			<p>None Specified None Specified</p> <p>None Specified None Specified</p>
3.5			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
3.6			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
3.7			<p>None Specified None Specified</p> <p>None Specified None Specified</p>

			None Specified
			None Specified
3.8			None Specified None Specified
			None Specified
			None Specified
3.9			None Specified None Specified
			None Specified
			None Specified
			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1			None Specified None Specified
4.2			None Specified None Specified None Specified None Specified
4.3			None Specified None Specified None Specified None Specified

			None Specified None Specified
4.4			None Specified None Specified
4.5			None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1			None Specified None Specified None Specified None Specified None Specified None Specified
5.2			None Specified None Specified

			None Specified None Specified
5.3			None Specified None Specified None Specified None Specified
5.4			None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,569.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$4,719.00

Subtotal of additional federal funds included for this school: \$4,719.00

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 (\$)
	\$0.00
General Fund	\$33,172.00
Supplemental Fund	\$31,678.00

Subtotal of state or local funds included for this school: \$64,850.00

Total of federal, state, and/or local funds for this school: \$69,569.00

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	31678.	0.00
Title I	0	0.00
Title III	4719.	0.00
General Fund	33172.	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	33,172.00
Supplemental Fund	31,678.00
Title III	4,719.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,877.00
2000-2999: Classified Personnel Salaries	1,900.00
3000-3999: Employee Benefits	5,008.00
4000-4999: Books And Supplies	36,984.00
5800: Professional/Consulting Services And Operating Expenditures	5,800.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	General Fund	4,000.00
2000-2999: Classified Personnel Salaries	General Fund	1,100.00
3000-3999: Employee Benefits	General Fund	1,272.00

4000-4999: Books And Supplies	General Fund	23,800.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	12,000.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	800.00
3000-3999: Employee Benefits	Supplemental Fund	2,894.00
4000-4999: Books And Supplies	Supplemental Fund	13,184.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	2,800.00
1000-1999: Certificated Personnel Salaries	Title III	3,877.00
3000-3999: Employee Benefits	Title III	842.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,924.00
Goal 2	9,191.00
Goal 3	41,454.00

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
Paul Nguyen	Parent or Community Member
Tejashree Savant	Parent or Community Member
Eunice Fernandez	Parent or Community Member
Dilly Bhoot	Other School Staff
Maureen McClintock	Principal
Katherine Bulman	Other School Staff
Kevin Callahan	Classroom Teacher
Kris Tamashiro-Leon	Classroom Teacher
Craig Krstolic	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 5/30/2024.

Attested:

Principal, Maureen McClintock on 5/31/2024

SSC Chairperson, Craig Krstolic, Vice Chairperson on 5/31/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



2024-25

SCHOOL: **CADWALLADER SCHOOL** SITE # **004** ALLOCATION: \$ **33,172.21**

<i>Certificated Salaries (for timesheets)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	004	
SEAT School Enrichment (required \$53 x 100 hours)	010-0000-0	1120	00-1170	1000	004	5,300
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	004	
<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081	
<i>Other*</i>	010-0000-0		00-1170		004	
21.71% Benefits	010-0000-0	3xx1	00-1170		004	1,151

<i>Classified Salaries (for timesheets)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	004	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	004	
Hourly Clerical	010-0000-0	2460	00-1170	2700	004	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	004	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	004	
<i>Other*</i>	010-0000-0		00-1170		004	
36.61% Benefits	010-0000-0	3xx2	00-1170		004	-

<i>Supplies (for POs & reimbursements)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Books	010-0000-0	4200	00-1170	1000	004	
Classroom Supplies	010-0000-0	4310	00-1170	1000	004	
Office Supplies	010-0000-0	4351	00-1170	2700	004	
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170	8100	004	
Equipment \$500 -4,999 (function depends on use*)	010-0000-0	4400	00-1170		004	
<i>Other*</i>	010-0000-0		00-1170		004	

<i>Other Services & Operating Costs (for POs & reimbursements)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Travel/Conference	010-0000-0	5210	00-1170	1000	004	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	004	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	004	
Maintenance Repair	010-0000-0	5610	00-1170	8100	004	
Computer Repair	010-0000-0	5611	00-1170	1000	004	
Copier Maintenance (required = Purchasing PO)	010-0000-0	5615	00-1170	1000	004	
Consultant/Contractors	010-0000-0	5815	00-1170	1000	004	
Software, Subscriptions & Licenses	010-0000-0	5826	00-1170	1000	004	
Field Trip	010-0000-0	5840	00-1170	1000	004	
<i>Other*</i>	010-0000-0		00-1170		004	

<i>Other*</i>	010-0000-0		00-1170			
---------------	------------	--	---------	--	--	--

*Fill out with Business Office - we're happy to help

TOTAL BUDGET **6,451**

should match Allocation

variance: #REF!

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X



EVERGREEN
SCHOOL DISTRICT
Business Services

Supplemental Site Budget

2024-25

SCHOOL: **CADWALLADER SCHOOL** SITE # **004** ALLOCATION: \$ **31,678.80**
3 digits - 0##

Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	004	
Hourly Teacher	010-0159-0	1120	00-1590	1000	004	
Substitute Teachers (paid by site)	010-0159-0	1150	00-1590	1000	004	
<i>Subs for absences are charged to the District:</i>	010-0159-0	1150	00-1298	1000	081	
<i>Other*</i>	010-0159-0		00-1590		004	
21.71% Benefits	010-0159-0	3xx1	00-1590		004	-

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	004	
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	004	
Hourly Clerical	010-0159-0	2460	00-1590	2700	004	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	004	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	004	
<i>Other*</i>	010-0159-0		00-1590		004	
36.61% Benefits	010-0159-0	3xx2	00-1590			-

Supplies (for POs & reimbursements)

Books	010-0159-0	4200	00-1590	1000	004	
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	004	
Office Supplies	010-0159-0	4351	00-1590	2700	004	
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	004	
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		004	
<i>Other*</i>	010-0159-0		00-1590		004	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0159-0	5210	00-1590	1000	004	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	004	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	004	
Maintenance Repair	010-0159-0	5610	00-1590	8100	004	
Computer Repair	010-0159-0	5611	00-1590	1000	004	
Copier Maintenance	010-0159-0	5615	00-1590	1000	004	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	004	
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	004	
Field Trip	010-0159-0	5840	00-1590	1000	004	
<i>Other*</i>	010-0159-0		00-1590		004	

*Other** 010-0159-0 00-1590

*Fill out with Business Office - we're happy to help

TOTAL BUDGET -
should match Allocation
 variance: 31,679

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

(1,688) took out the benefit numbers



**EVERGREEN
SCHOOL DISTRICT**

Business Services

Title III Budget

2024-25

SCHOOL: **CADWALLADER SCHOOL** SITE # **004** ALLOCATION: \$ **4,719.09**
3 digits - 0##

<i>Certificated Salaries (for timesheets)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	004	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	004	
Substitute Teachers (<i>paid by site</i>)	060-4203-0-	1150	00-1551	1000	004	
<i>Subs for absences are charged to the District:</i>	060-4203-0-	1150	00-1298	1000	081	
<i>Other*</i>	060-4203-0-		00-1551		004	
21.71% <i>Benefits</i>	060-4203-0-	3xx1	00-1551			-

<i>Classified Salaries (for timesheets)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	004	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	004	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	004	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	004	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	004	
<i>Other*</i>	060-4203-0-		00-1551		004	
36.61% <i>Benefits</i>	060-4203-0-	3xx2	00-1551			-

<i>Supplies (for POs & reimbursements)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Books	060-4203-0-	4200	00-1551	1000	004	
Classroom Supplies	060-4203-0-	4310	00-1551	1000	004	
Office Supplies	060-4203-0-	4351	00-1551	2700	004	
Parts/Supplies M.O.T.	060-4203-0-	4365	00-1551	8100	004	
Equipment \$500 -4,999 (<i>function depends on use*</i>)	060-4203-0-	4400	00-1551		004	
<i>Other*</i>	060-4203-0-		00-1551		004	

<i>Other Services & Operating Costs (for POs & reimbursements)</i>	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Travel/Conference	060-4203-0-	5210	00-1551	1000	004	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	004	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	004	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	004	
Computer Repair	060-4203-0-	5611	00-1551	1000	004	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	004	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	004	
Software, Subscriptions & Licenses	060-4203-0-	5826	00-1551	1000	004	
Field Trip	060-4203-0-	5840	00-1551	1000	004	
<i>Other*</i>	060-4203-0-		00-1551		004	

<i>Other*</i>	060-4203-0-		00-1551			
---------------	-------------	--	---------	--	--	--

*Fill out with Business Office - we're happy to help

TOTAL BUDGET -

should match Allocation
 variance: 4,719

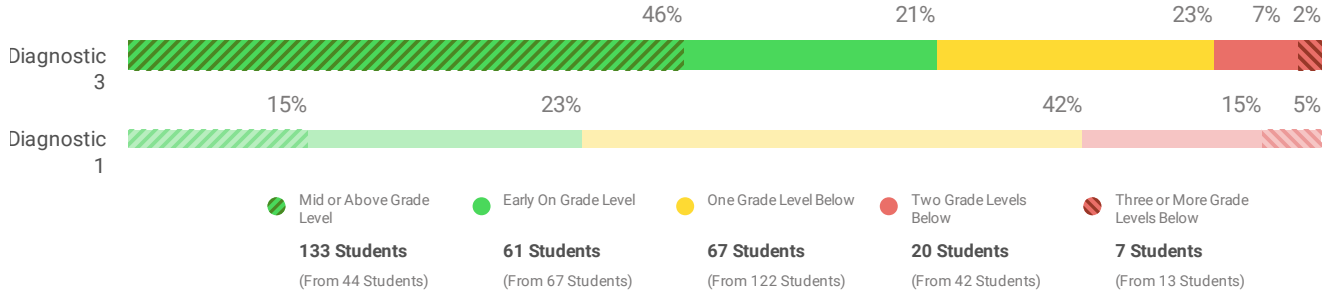
Statutory Benefits	Calculation		
19.10%	STRS (Certificated only)	3101	859
27.80%	PERS (Classified only)	3202	
6.20%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	65
0.05%	State Unemployment (CE & CL)	350X	3
1.11%	Workers Comp (CE & CL)	360X	54

School: CADWALLADER ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2023 - 2024
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 288/369



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	0/55
	Diagnostic 1	–	–	–	–	–	
Grade 1	Diagnostic 3		47%	19%	31%	3%	36/37
	Diagnostic 1		8%	8%	69%	14%	

Diagnostic Results

School CADWALLADER ELEMENTARY SCHOOL
Subject Math
Academic Year 2023 - 2024
Diagnostic Diagnostic 3
Prior Diagnostic Diagnostic 1

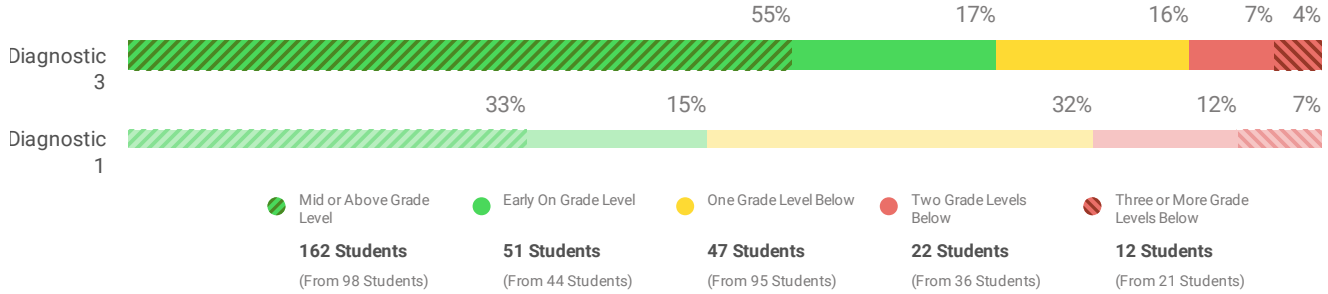
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Diagnostic 3	39%	18%	37%	6%	0%	49/50
	Diagnostic 1	8%	14%	57%	20%	0%	
Grade 3	Diagnostic 3	43%	14%	24%	14%	5%	42/49
	Diagnostic 1	12%	26%	38%	19%	5%	
Grade 4	Diagnostic 3	49%	20%	18%	11%	2%	61/66
	Diagnostic 1	16%	25%	36%	18%	5%	
Grade 5	Diagnostic 3	52%	18%	24%	2%	4%	50/58
	Diagnostic 1	28%	30%	28%	6%	8%	
Grade 6	Diagnostic 3	46%	36%	10%	4%	4%	50/54
	Diagnostic 1	16%	32%	34%	10%	8%	

School: CADWALLADER ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 294/369



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Diagnostic 3	-	-	-	-	-	0/55
	Diagnostic 1	-	-	-	-	-	

Diagnostic Results

School CADWALLADER ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic Diagnostic 3
Prior Diagnostic Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Diagnostic 3	61%	28%	6%	6%	0%	36/37
	Diagnostic 1	17%	8%	67%	8%	0%	
Grade 2	Diagnostic 3	67%	14%	8%	10%	0%	49/50
	Diagnostic 1	41%	16%	24%	18%	0%	
Grade 3	Diagnostic 3	52%	12%	17%	12%	7%	42/49
	Diagnostic 1	38%	19%	10%	24%	10%	
Grade 4	Diagnostic 3	46%	16%	28%	5%	5%	61/66
	Diagnostic 1	34%	13%	38%	5%	10%	
Grade 5	Diagnostic 3	57%	17%	15%	9%	2%	54/58
	Diagnostic 1	31%	28%	26%	9%	6%	
Grade 6	Diagnostic 3	50%	19%	17%	4%	10%	52/54
	Diagnostic 1	35%	4%	35%	12%	15%	

Cadwallader Elementary School
Parent Involvement Policies
2024-2025

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 Parent Square, 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, 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 our EL students. This team will meet and collaborate in conjunction with our School Site Council.
8. 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

Savant

English Learner Advisory Committee

Tejashree Savant

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 5/30/2024.

Attested:

M. McClintock

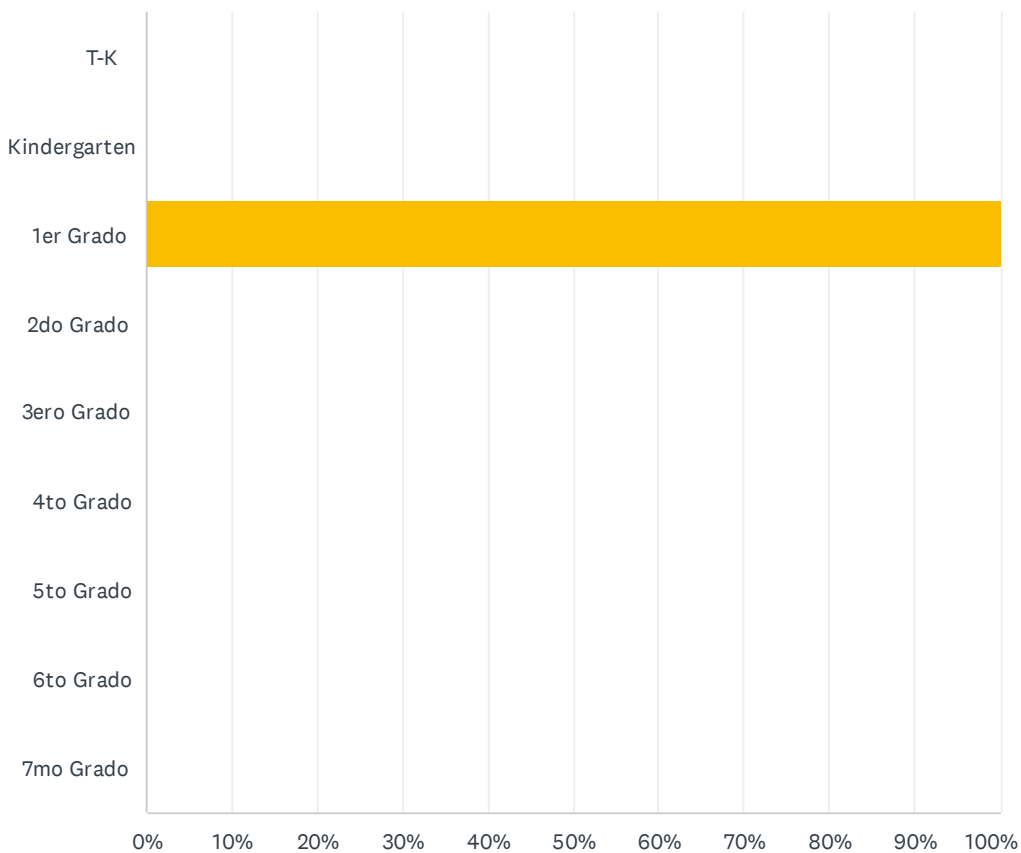
Principal, Maureen McClintock on 5/31/2024

Craig Krstolic

SSC Chairperson, Craig Krstolic, Vice Chairperson on 5/31/2024

Q1 1. ¿Cuál es su curso actual?

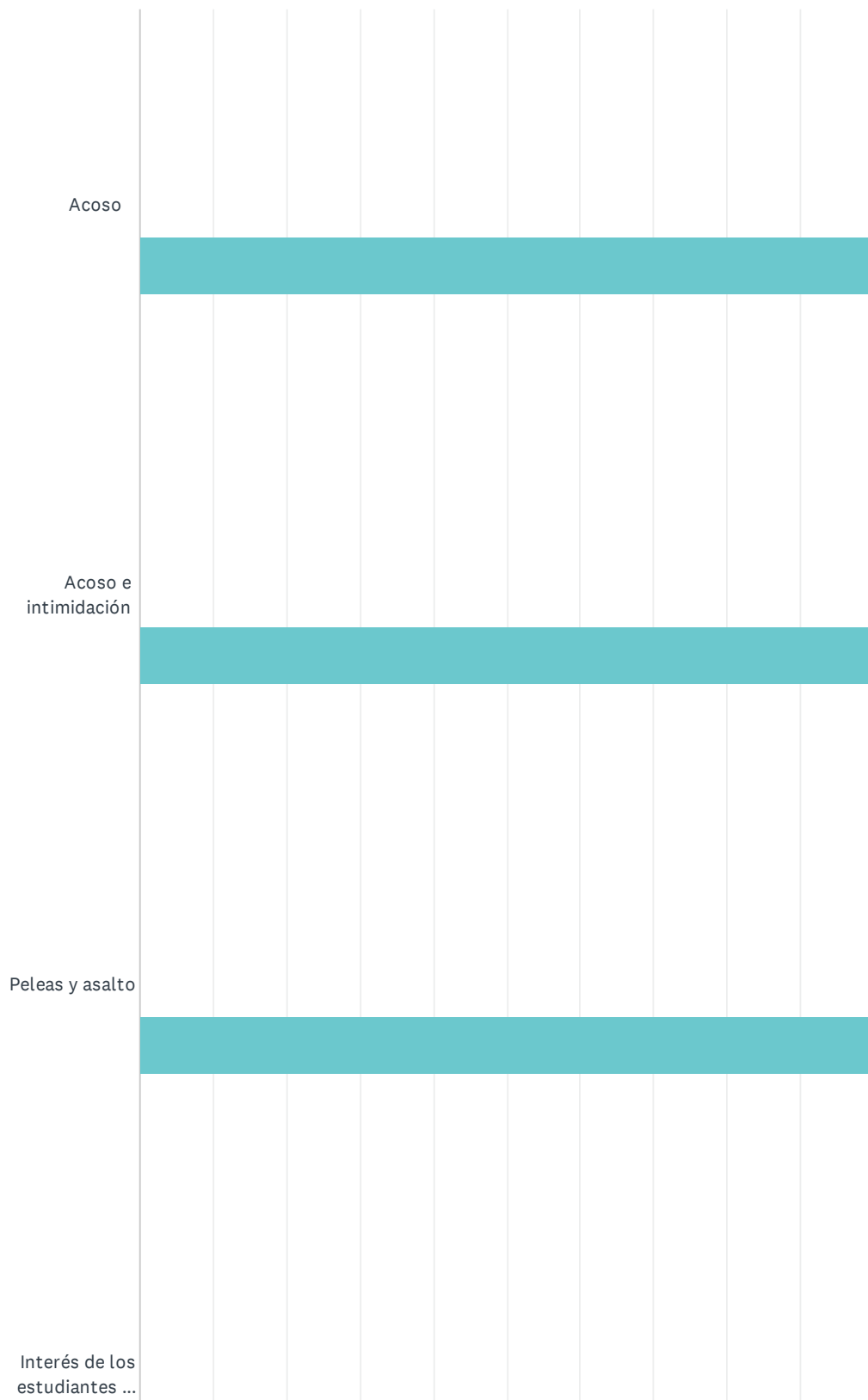
Answered: 1 Skipped: 0

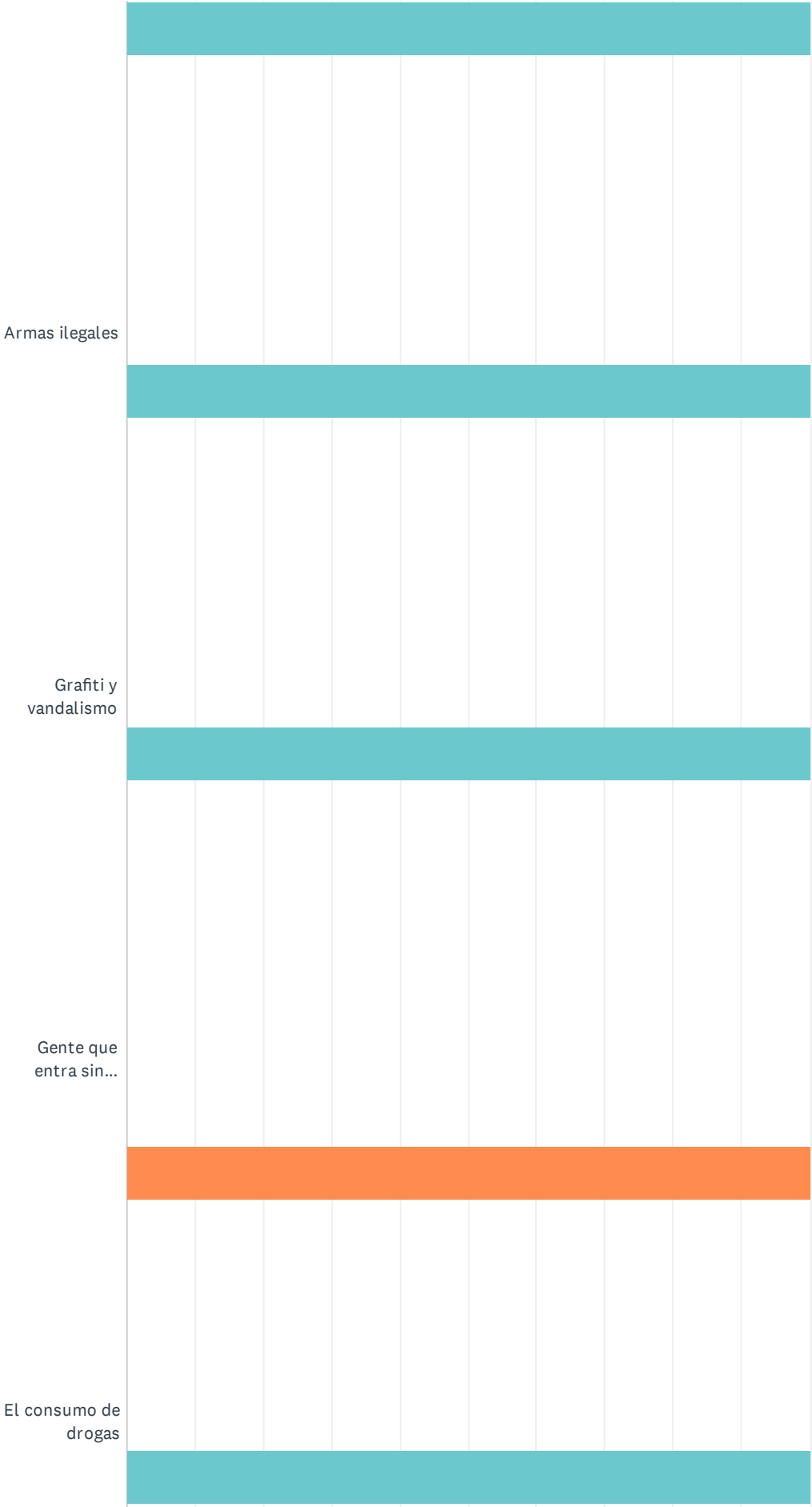


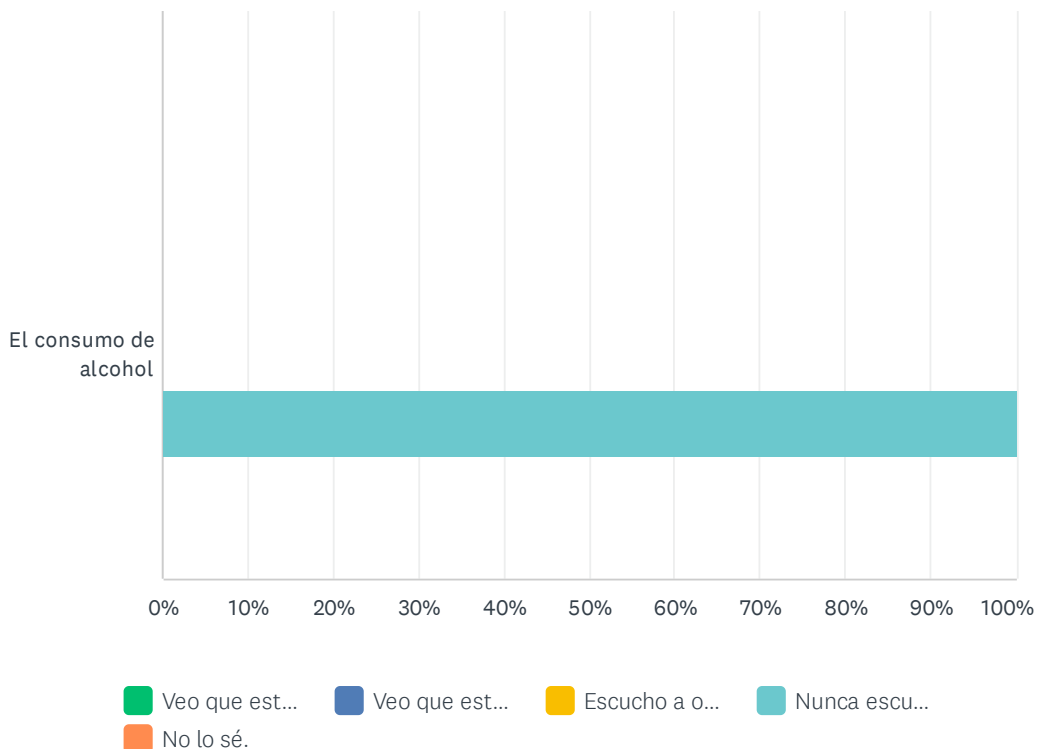
ANSWER CHOICES	RESPONSES
T-K	0.00% 0
Kindergarten	0.00% 0
1er Grado	100.00% 1
2do Grado	0.00% 0
3ero Grado	0.00% 0
4to Grado	0.00% 0
5to Grado	0.00% 0
6to Grado	0.00% 0
7mo Grado	0.00% 0
TOTAL	1

Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 1 Skipped: 0



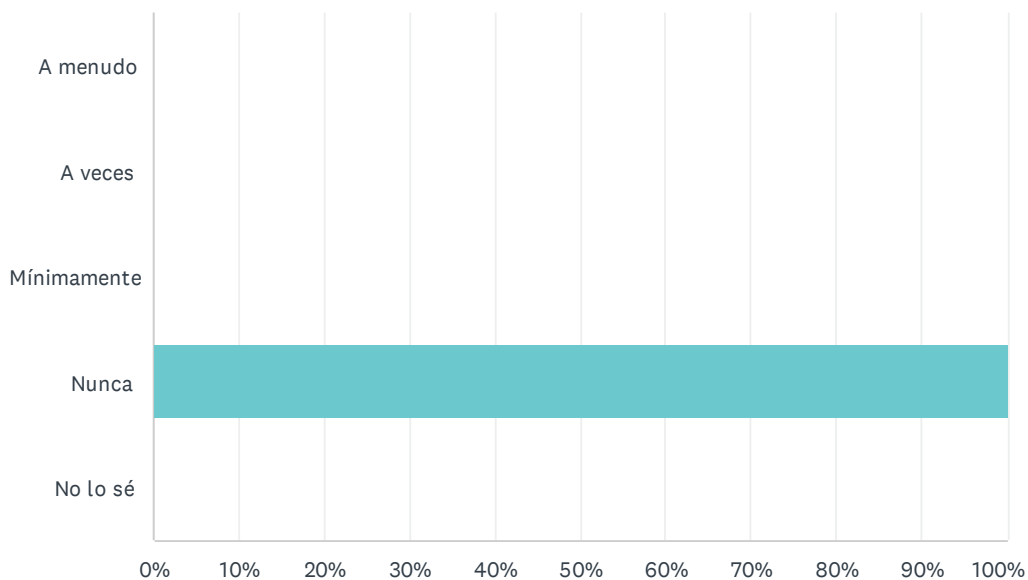




	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Acoso e intimidación	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Peleas y asalto	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Gente que entra sin derecho al campus	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

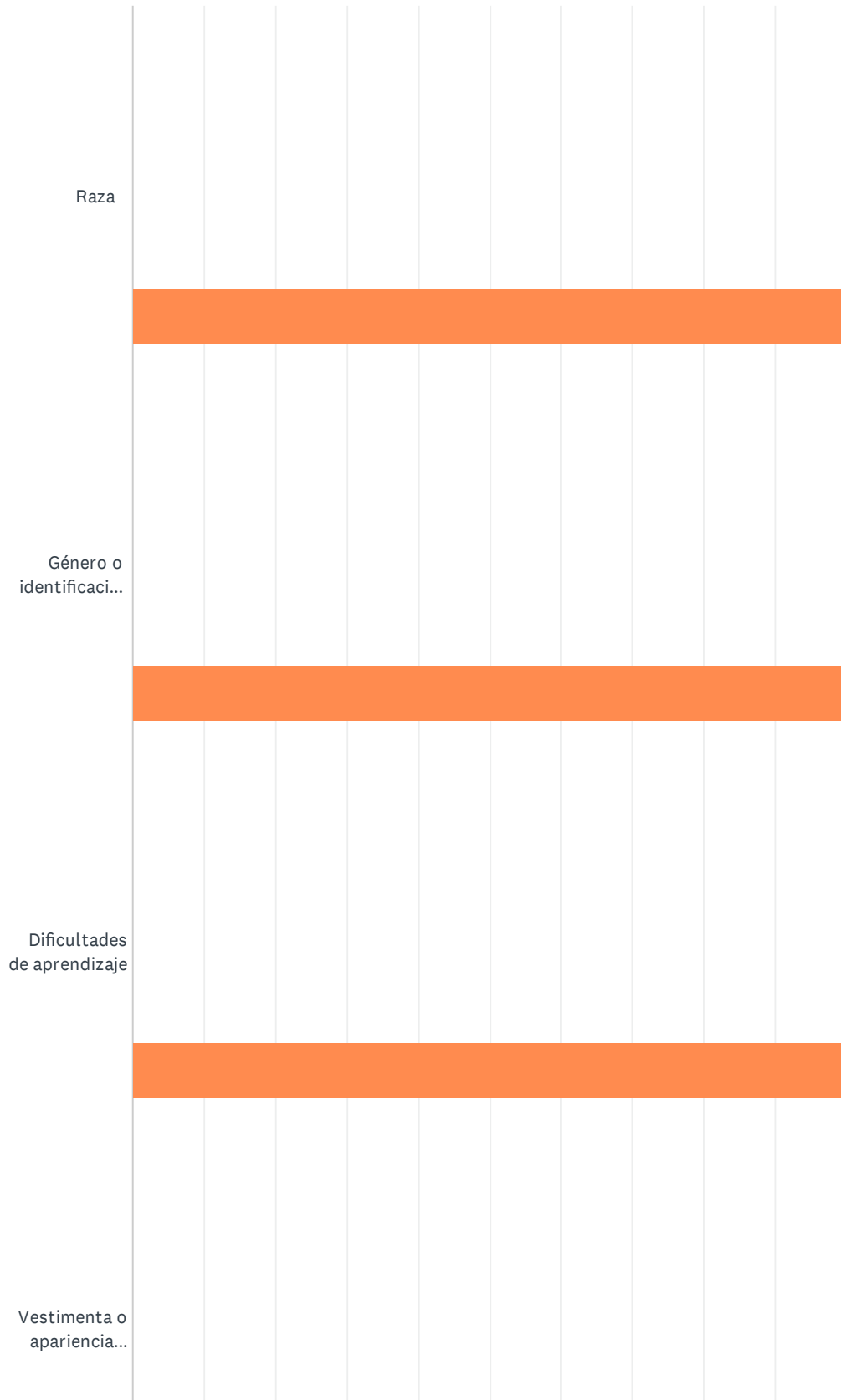
Answered: 1 Skipped: 0

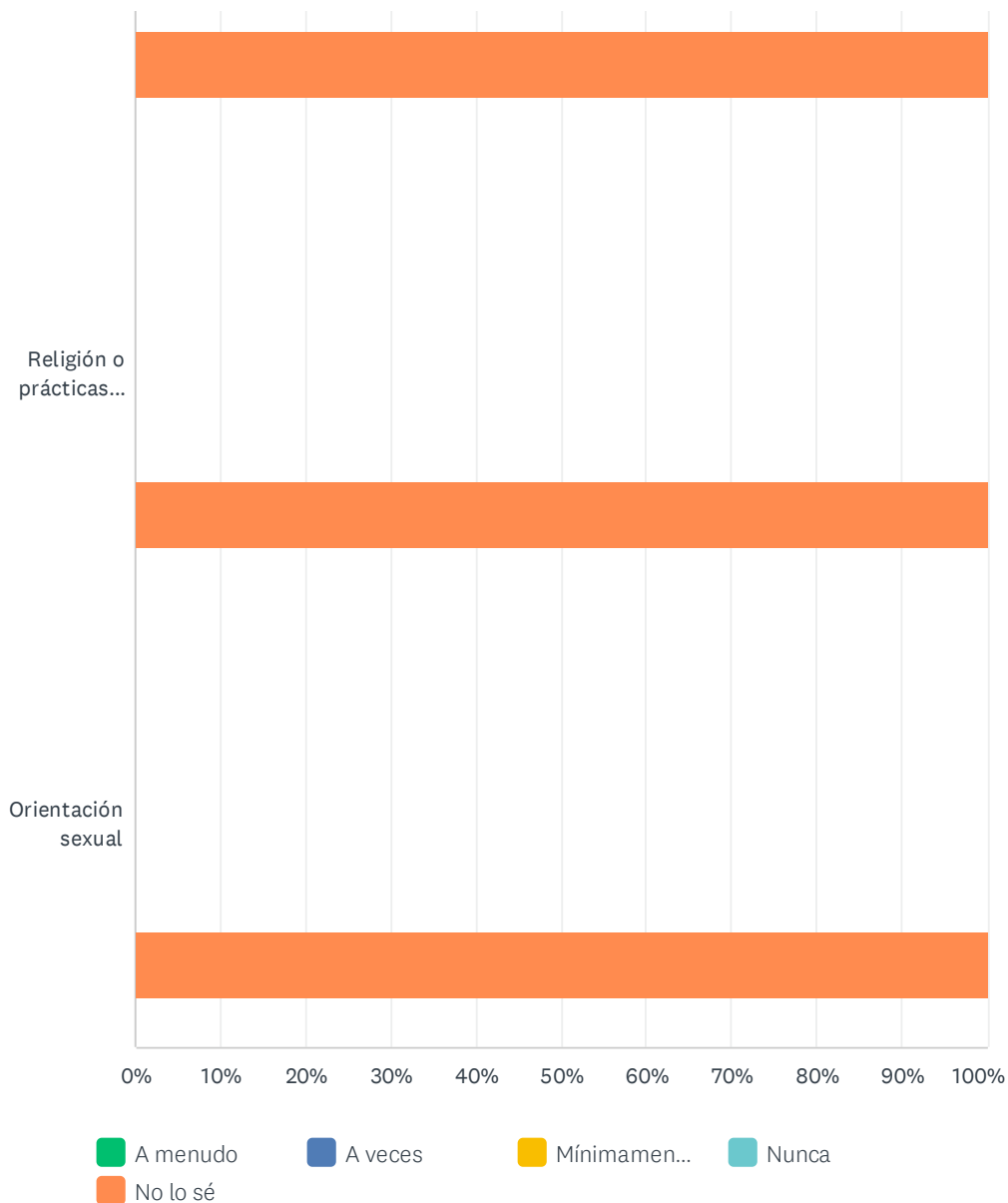


ANSWER CHOICES	RESPONSES
A menudo	0.00% 0
A veces	0.00% 0
Mínimamente	0.00% 0
Nunca	100.00% 1
No lo sé	0.00% 0
TOTAL	1

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 1 Skipped: 0

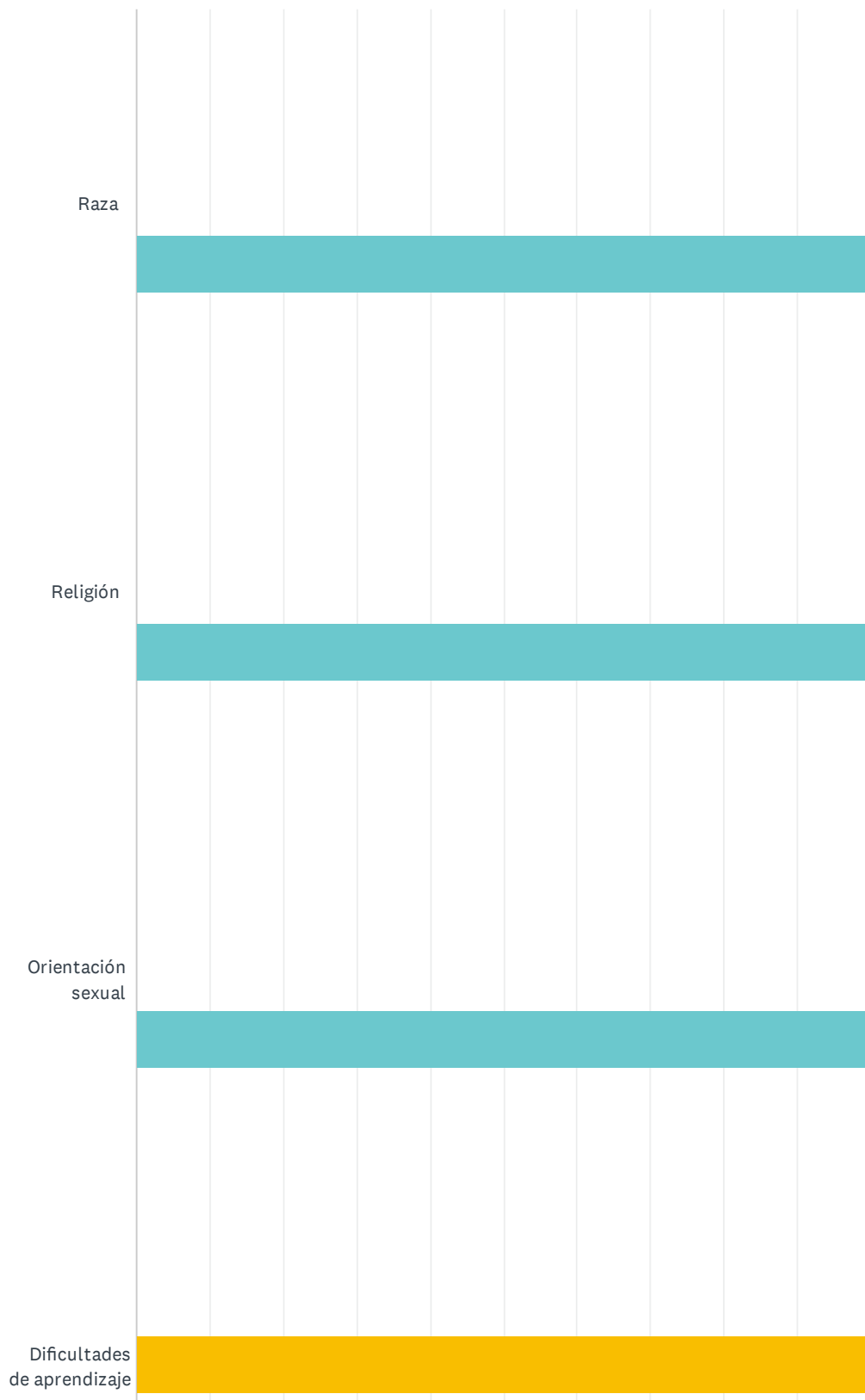




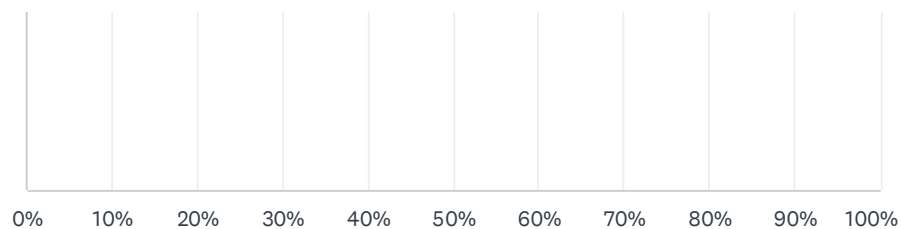
	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Género o identificación de género	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Vestimenta o apariencia física	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Religión o prácticas culturales	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 1 Skipped: 0



Cadwallader Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

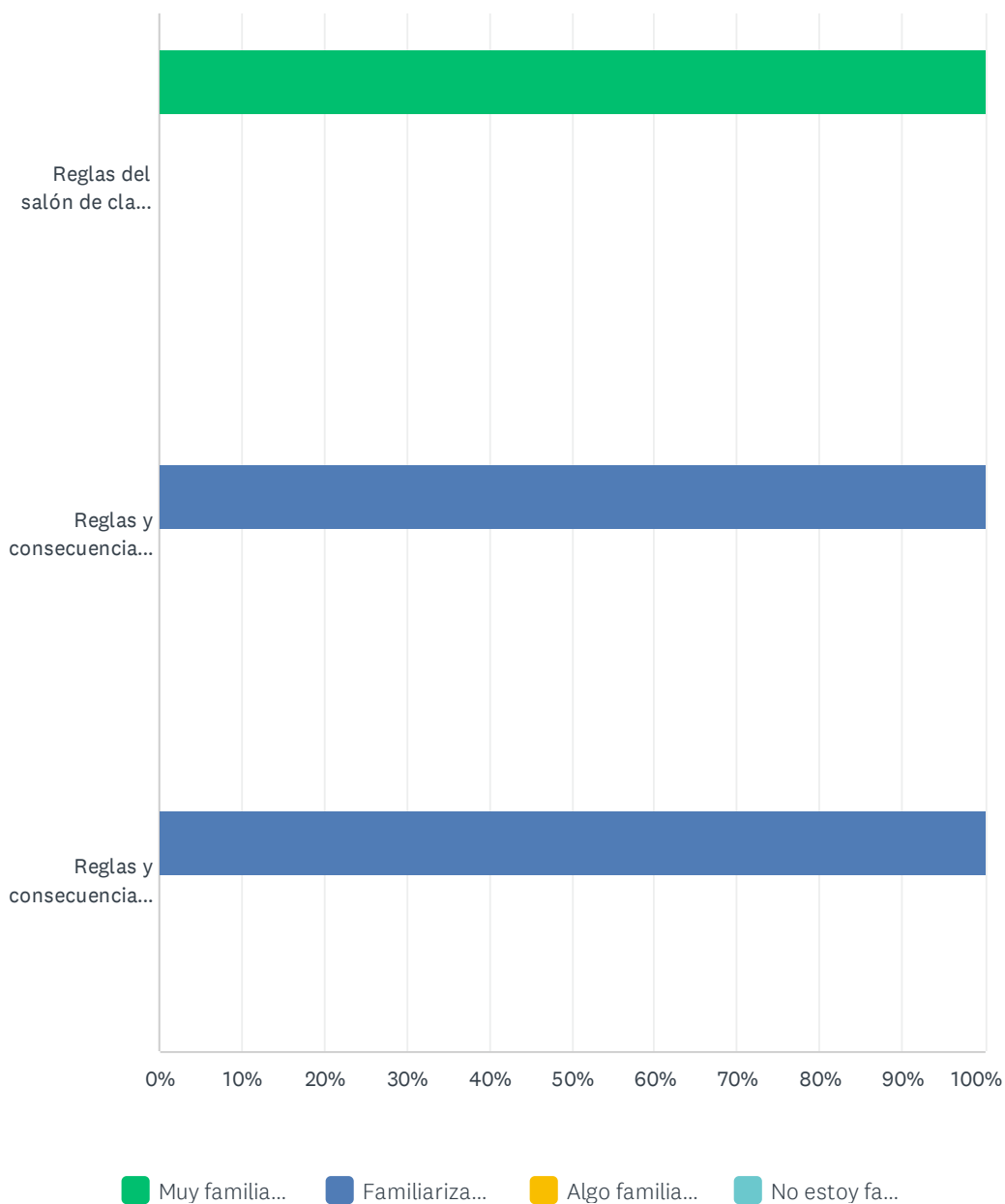


■ A menudo
 ■ A veces
 ■ Mínimamen...
 ■ Nunca
■ No lo sé

	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Religión	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Dificultades de aprendizaje	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	3.00

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

Answered: 1 Skipped: 0

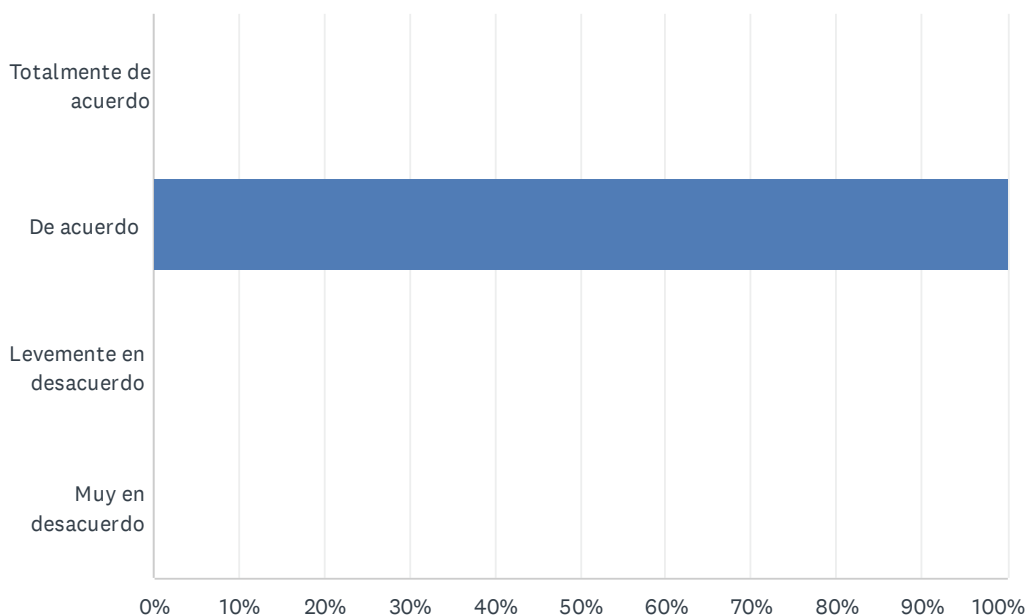


Cadwallader Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1	1.00
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	2.00
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	2.00

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

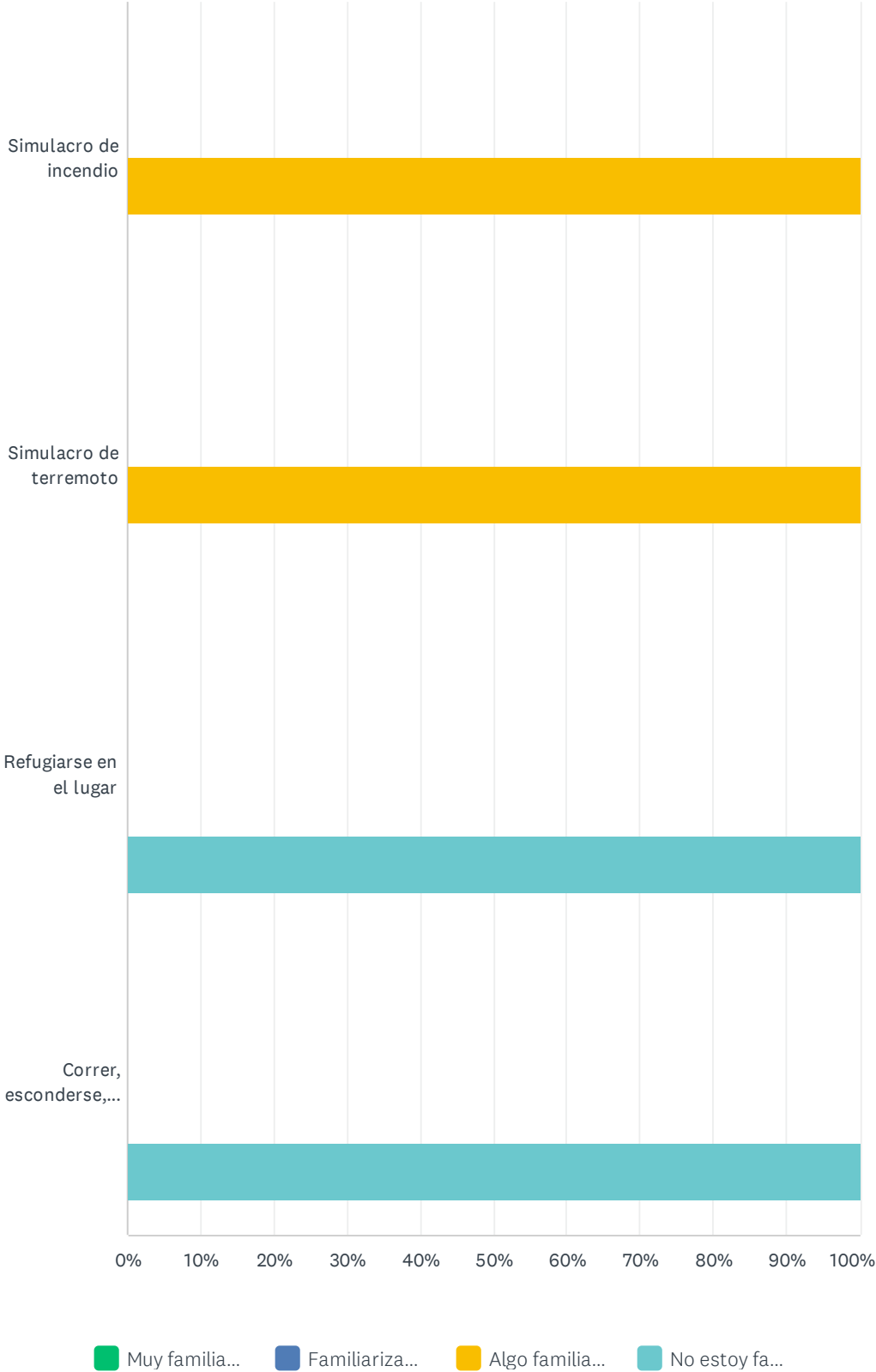
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		1

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

Answered: 1 Skipped: 0

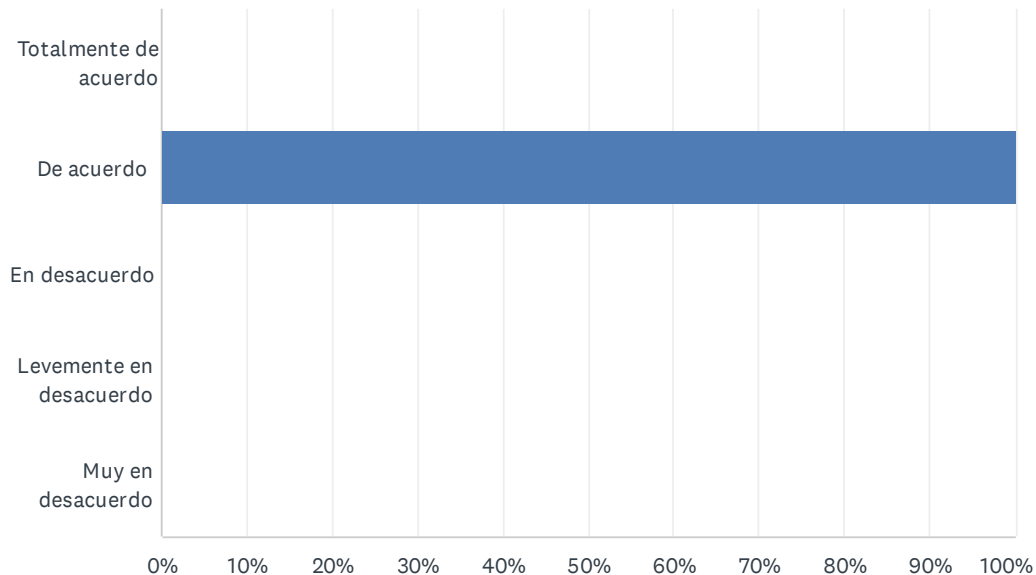


Cadwallader Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Simulacro de terremoto	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Refugiarse en el lugar	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1
Correr, esconderse, defenderse	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

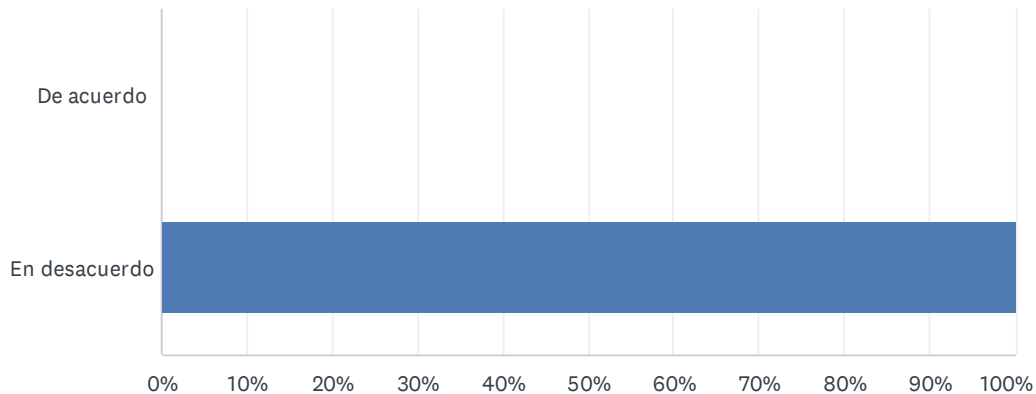
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
En desacuerdo	0.00%	0
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		1

Q10 Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

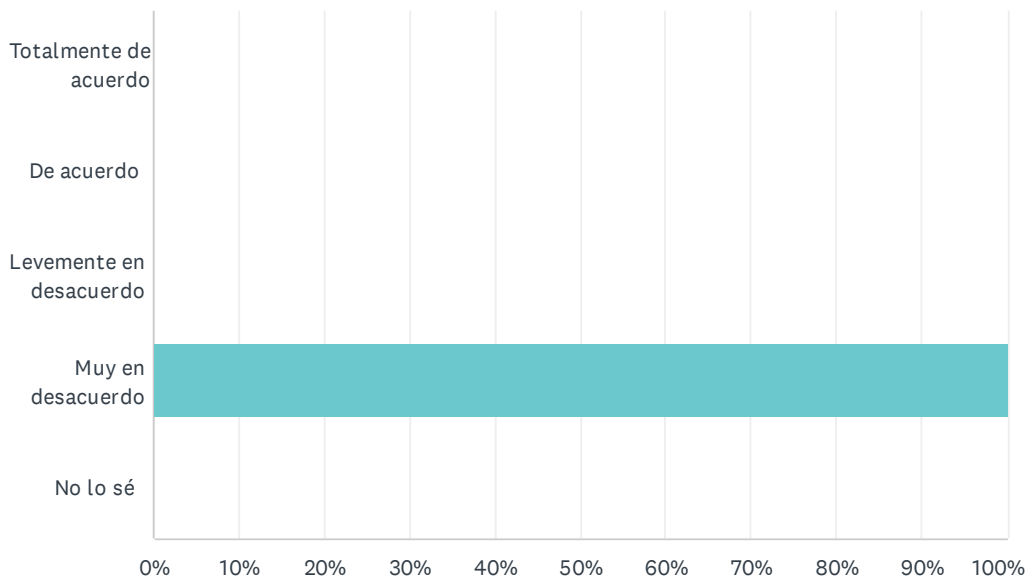
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
De acuerdo	0.00%	0
En desacuerdo	100.00%	1
TOTAL		1

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 1 Skipped: 0



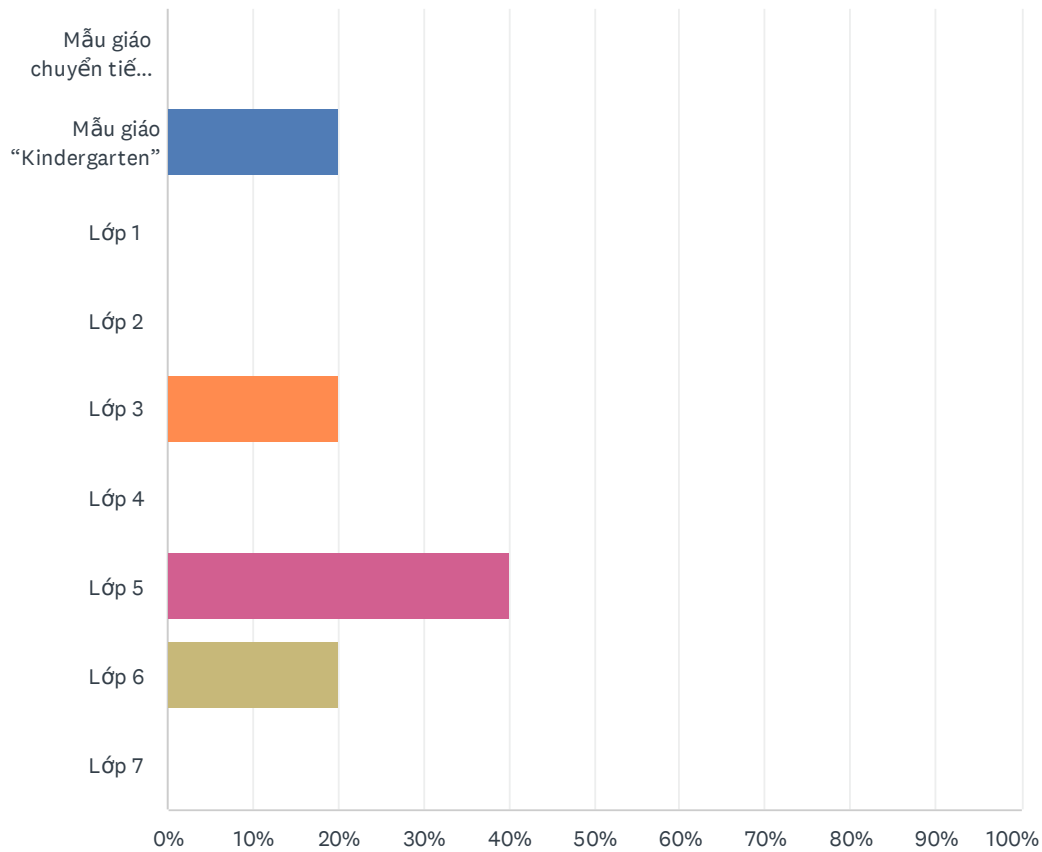
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	0.00%	0
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	100.00%	1
No lo sé	0.00%	0
TOTAL		1

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered: 0 Skipped: 1

Q1 1. Con quý vị hiện đang học lớp mấy?

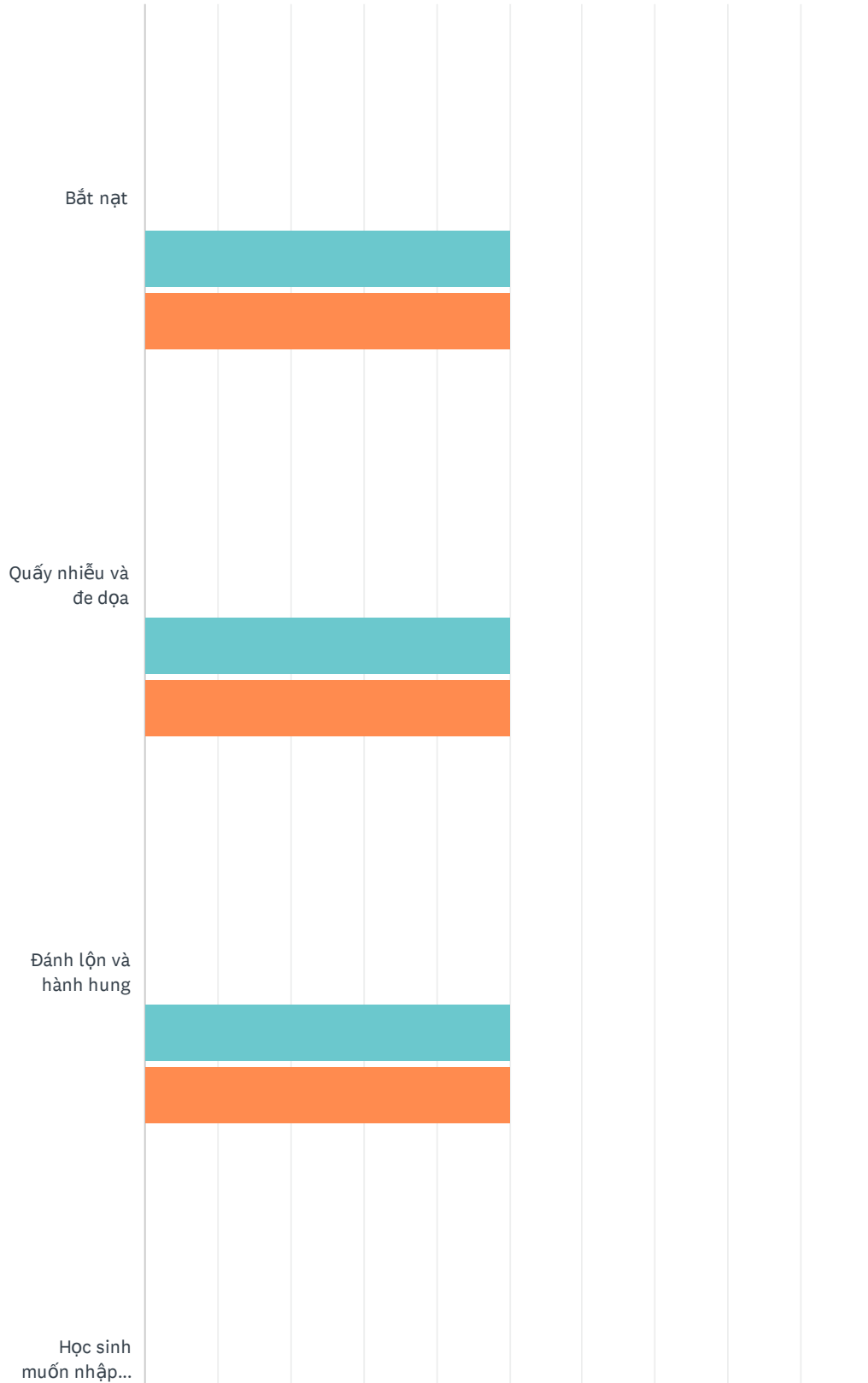
Answered: 5 Skipped: 0

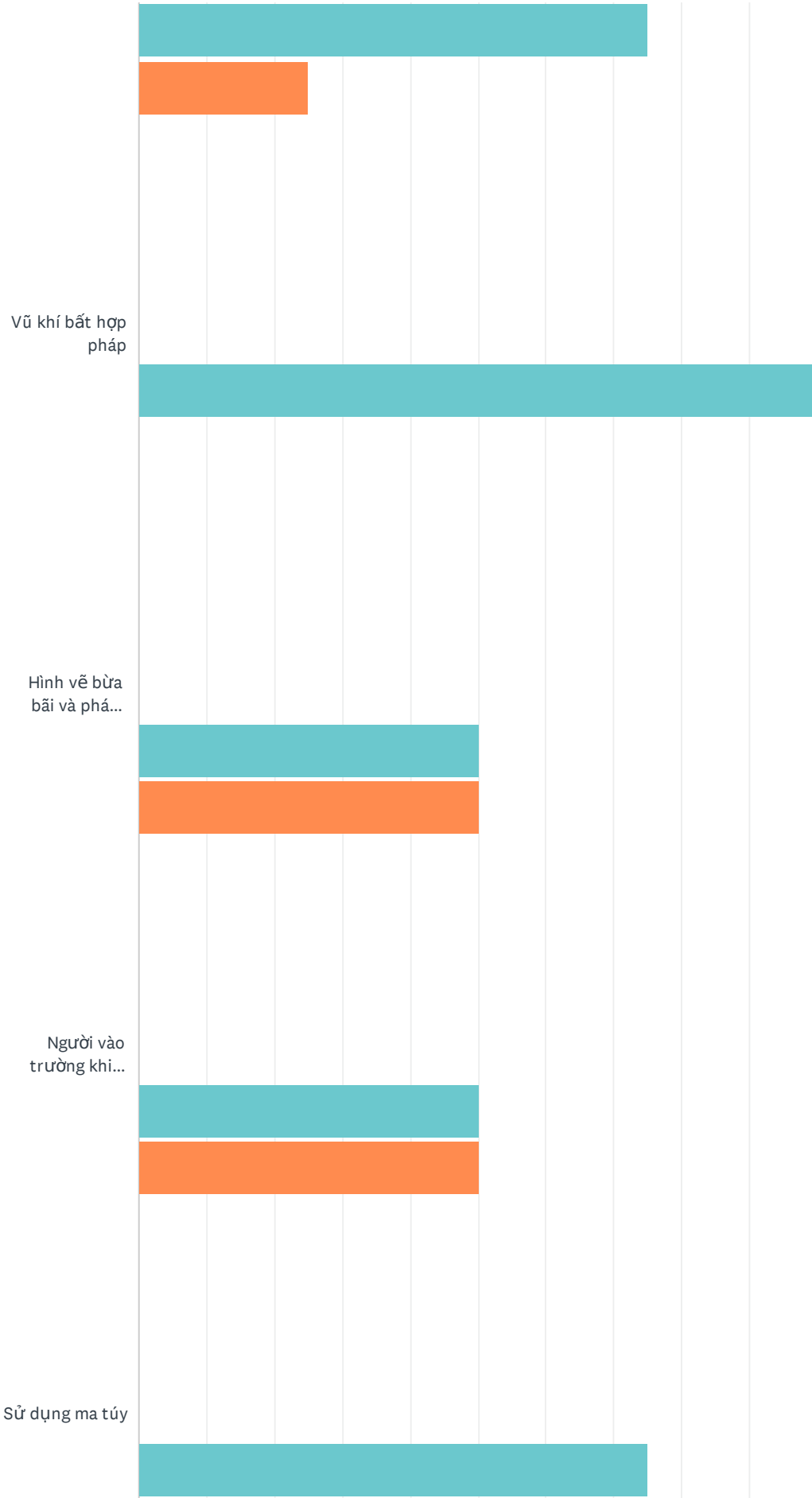


ANSWER CHOICES	RESPONSES
Mẫu giáo chuyển tiếp "TK"	0.00% 0
Mẫu giáo "Kindergarten"	20.00% 1
Lớp 1	0.00% 0
Lớp 2	0.00% 0
Lớp 3	20.00% 1
Lớp 4	0.00% 0
Lớp 5	40.00% 2
Lớp 6	20.00% 1
Lớp 7	0.00% 0
TOTAL	5

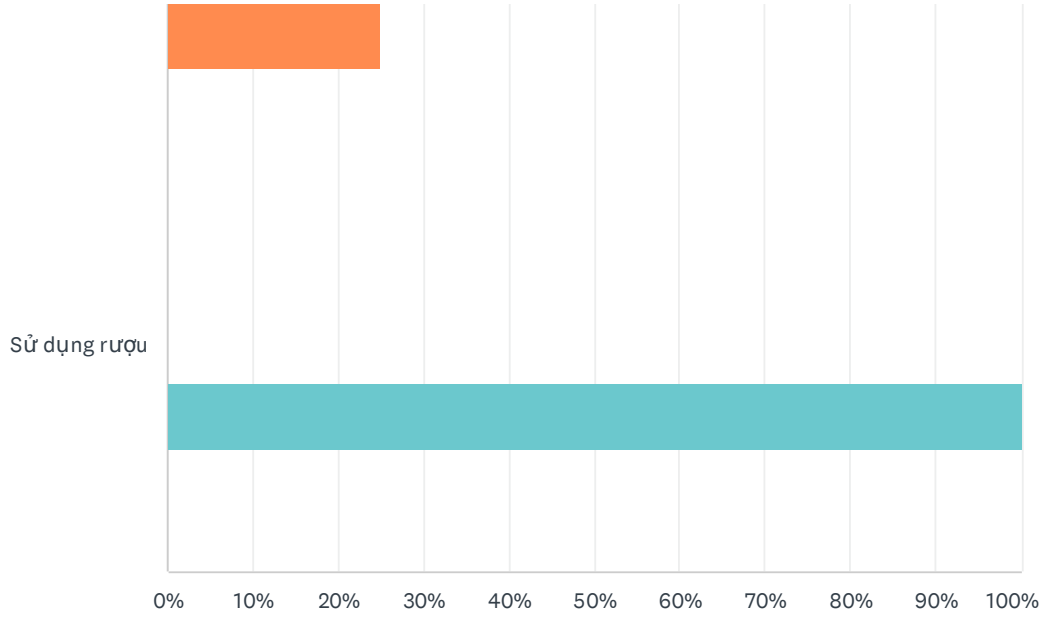
Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Answered: 4 Skipped: 1





Cadwallader Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



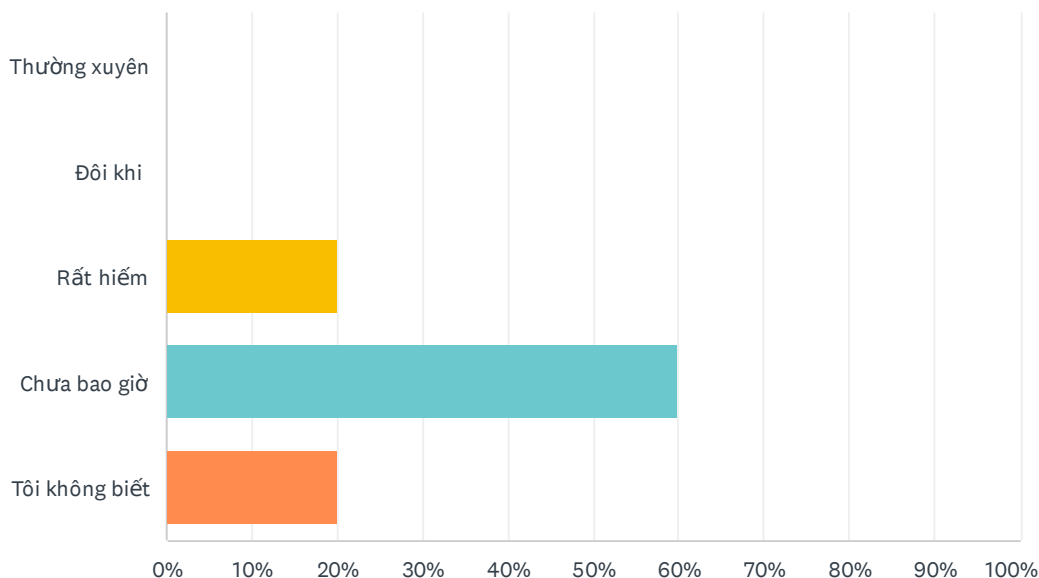
- Tôi thấy vấn đề...
- Tôi thấy vấn đề...
- Tôi nghe cá nhân...
- Tôi chưa bao giờ...
- Tôi không biết...

Cadwallader Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bất nạt	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50
Đánh lộn và hành hung	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	4.25
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	4.00
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	4.25
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	4.00

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

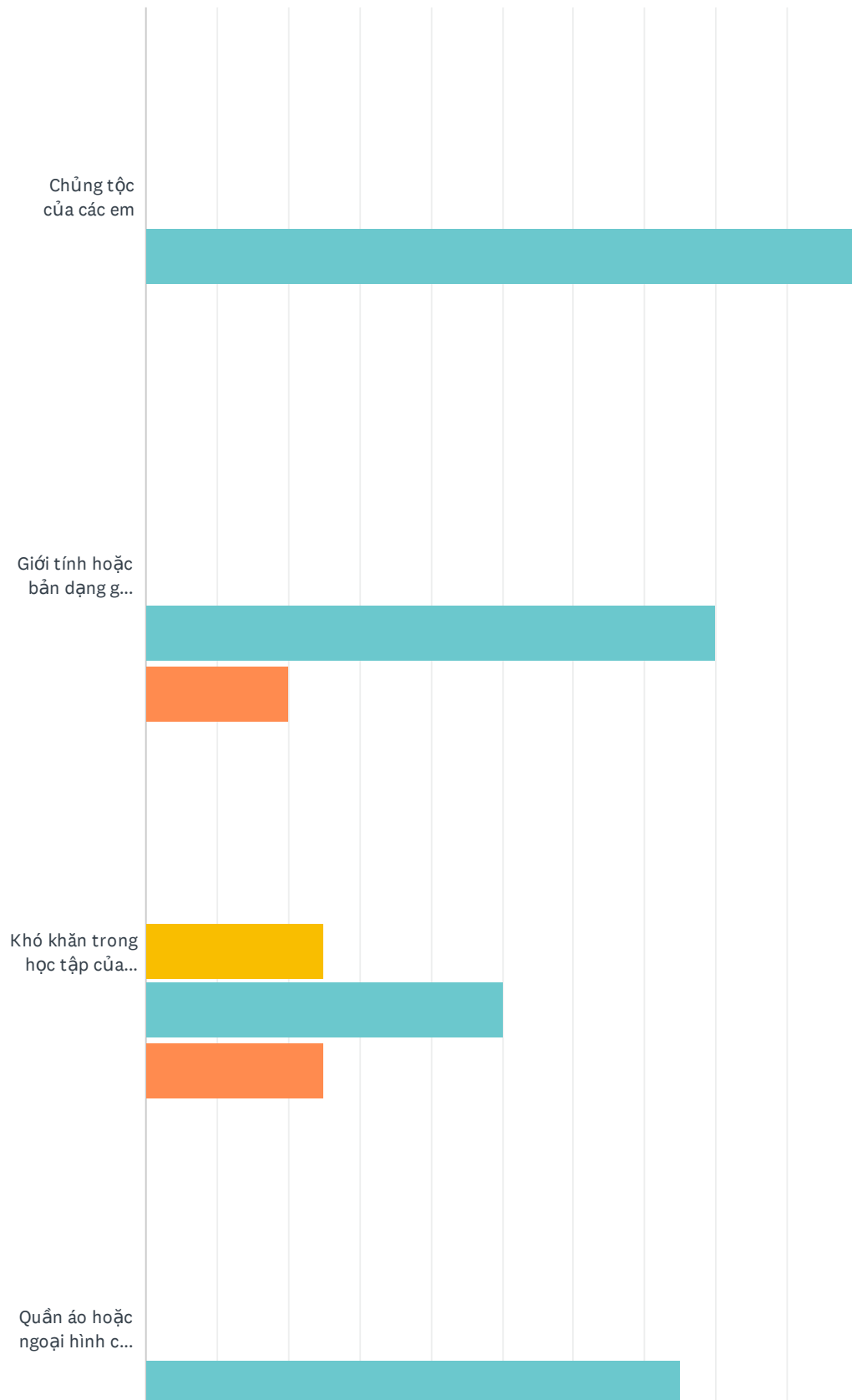
Answered: 5 Skipped: 0



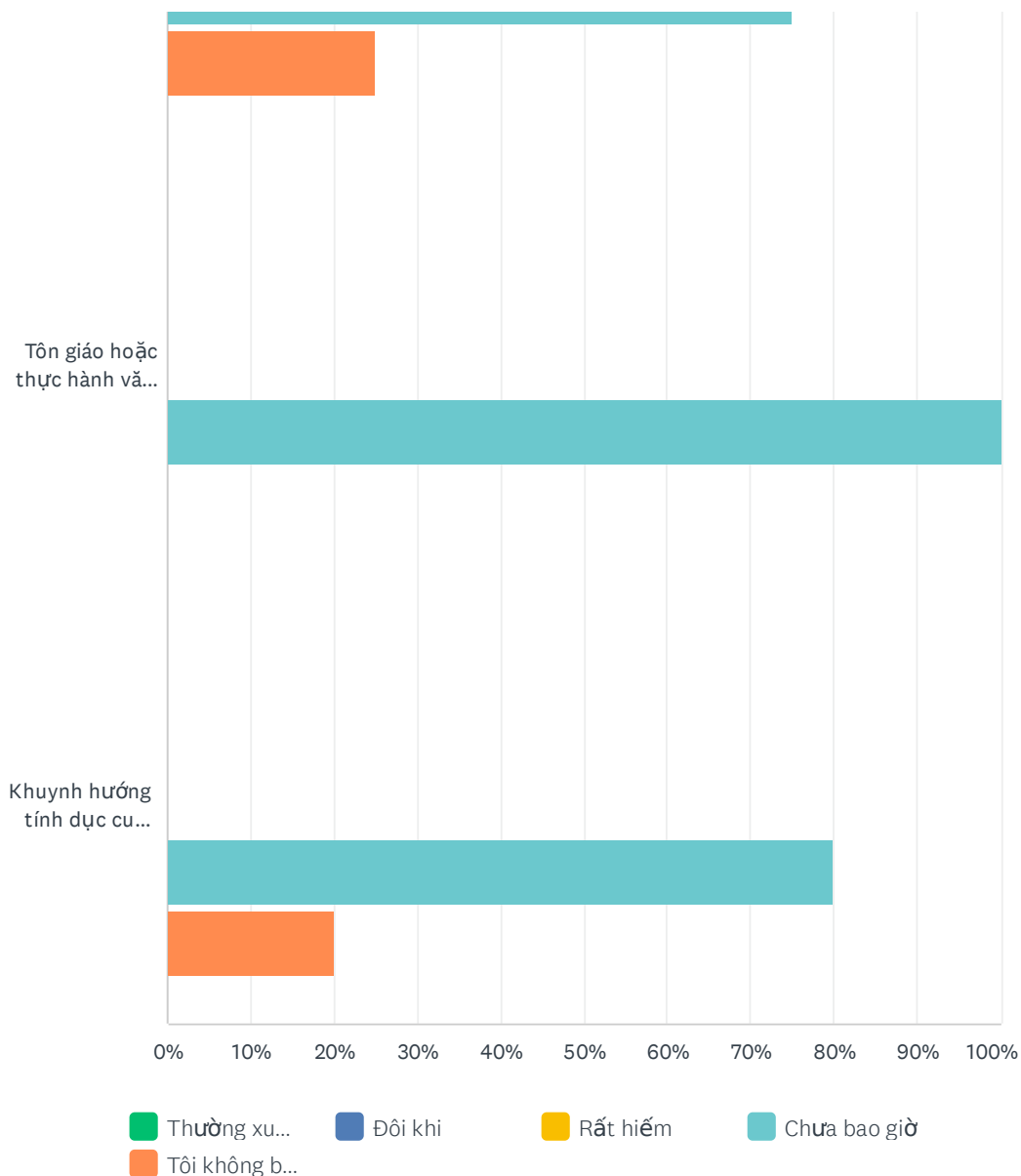
ANSWER CHOICES	RESPONSES
Thường xuyên	0.00% 0
Đôi khi	0.00% 0
Rất hiếm	20.00% 1
Chưa bao giờ	60.00% 3
Tôi không biết	20.00% 1
TOTAL	5

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 5 Skipped: 0



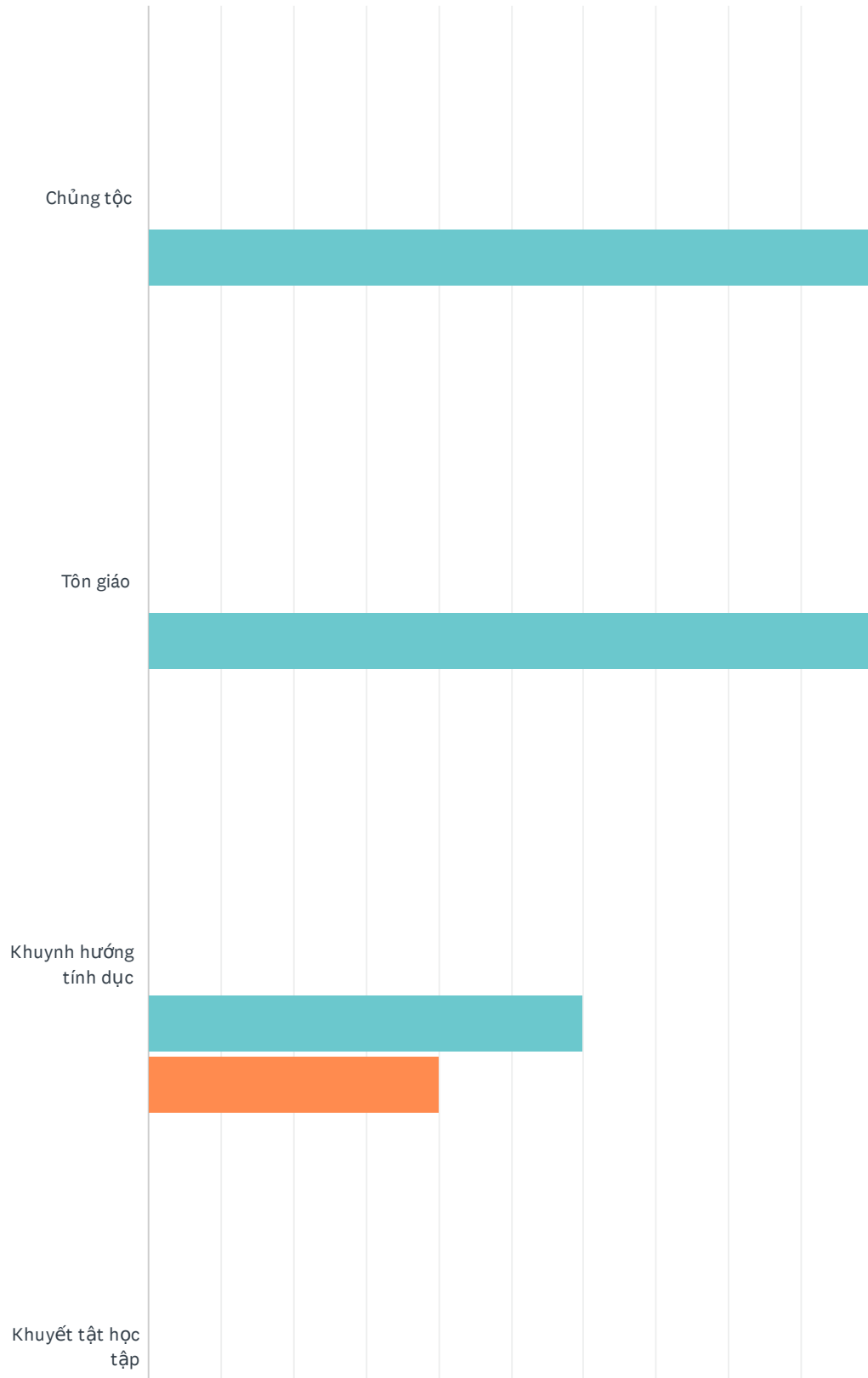
Cadwallader Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



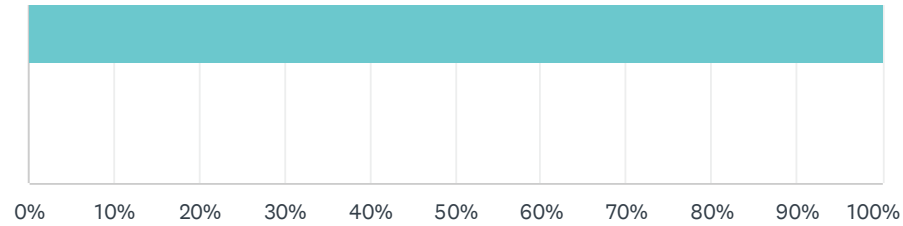
	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	4.20
Khó khăn trong học tập của các em	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4	4.00
Quần áo hoặc ngoại hình của các em	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	4.25
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00
Khuyňh hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	4.20

Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 5 Skipped: 0



Cadwallader Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

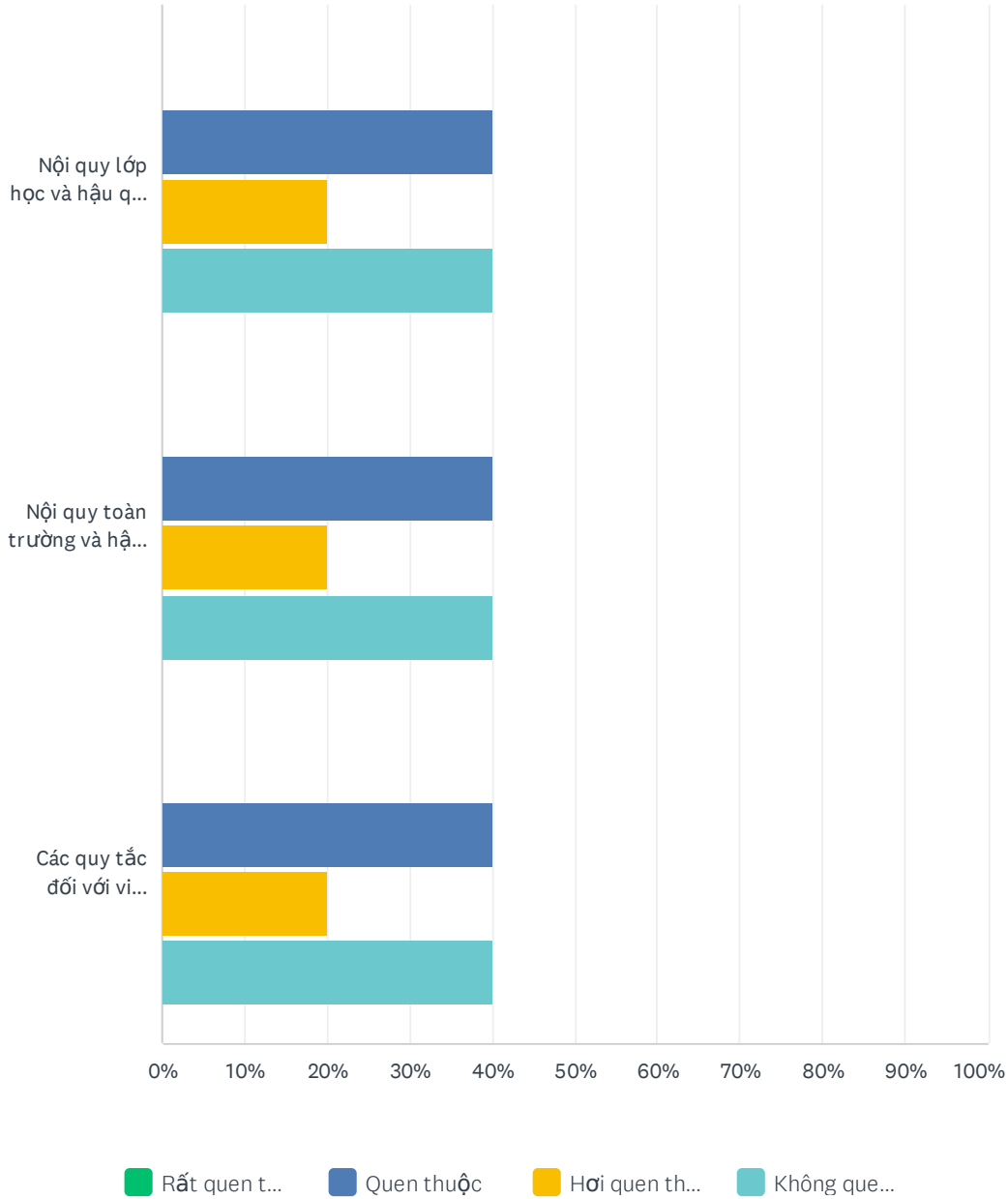


■ Thường xuyên
■ Đôi khi
■ Rất hiếm
■ Chưa bao giờ
■ Tôi không biết

	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	60.00% 3	40.00% 2	5	4.40
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00

Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 5 Skipped: 0

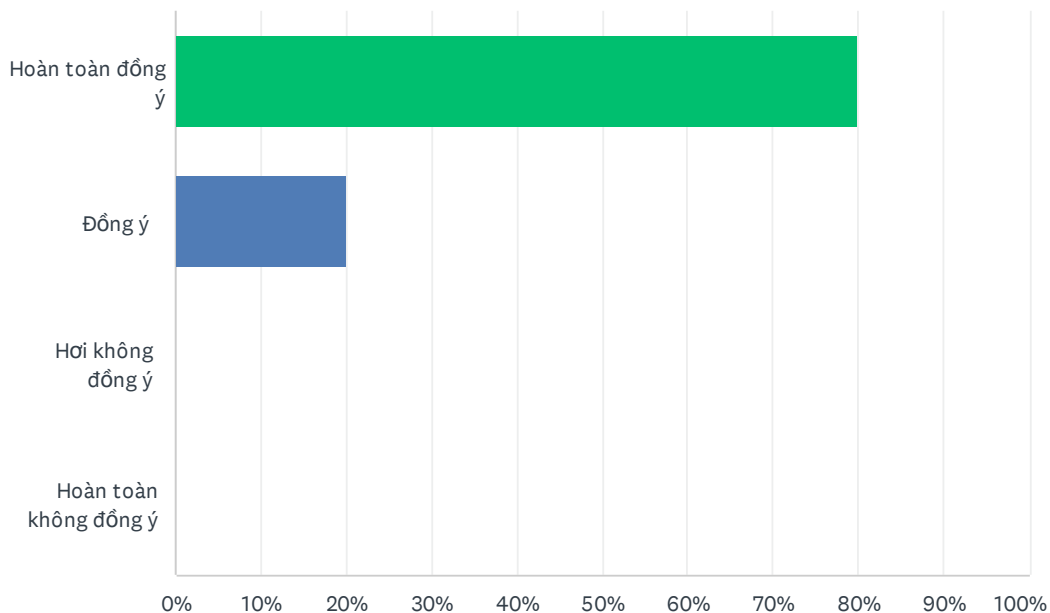


Cadwallader Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00% 0	40.00% 2	20.00% 1	40.00% 2	5	3.00
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	40.00% 2	20.00% 1	40.00% 2	5	3.00
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	40.00% 2	20.00% 1	40.00% 2	5	3.00

Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

Answered: 5 Skipped: 0

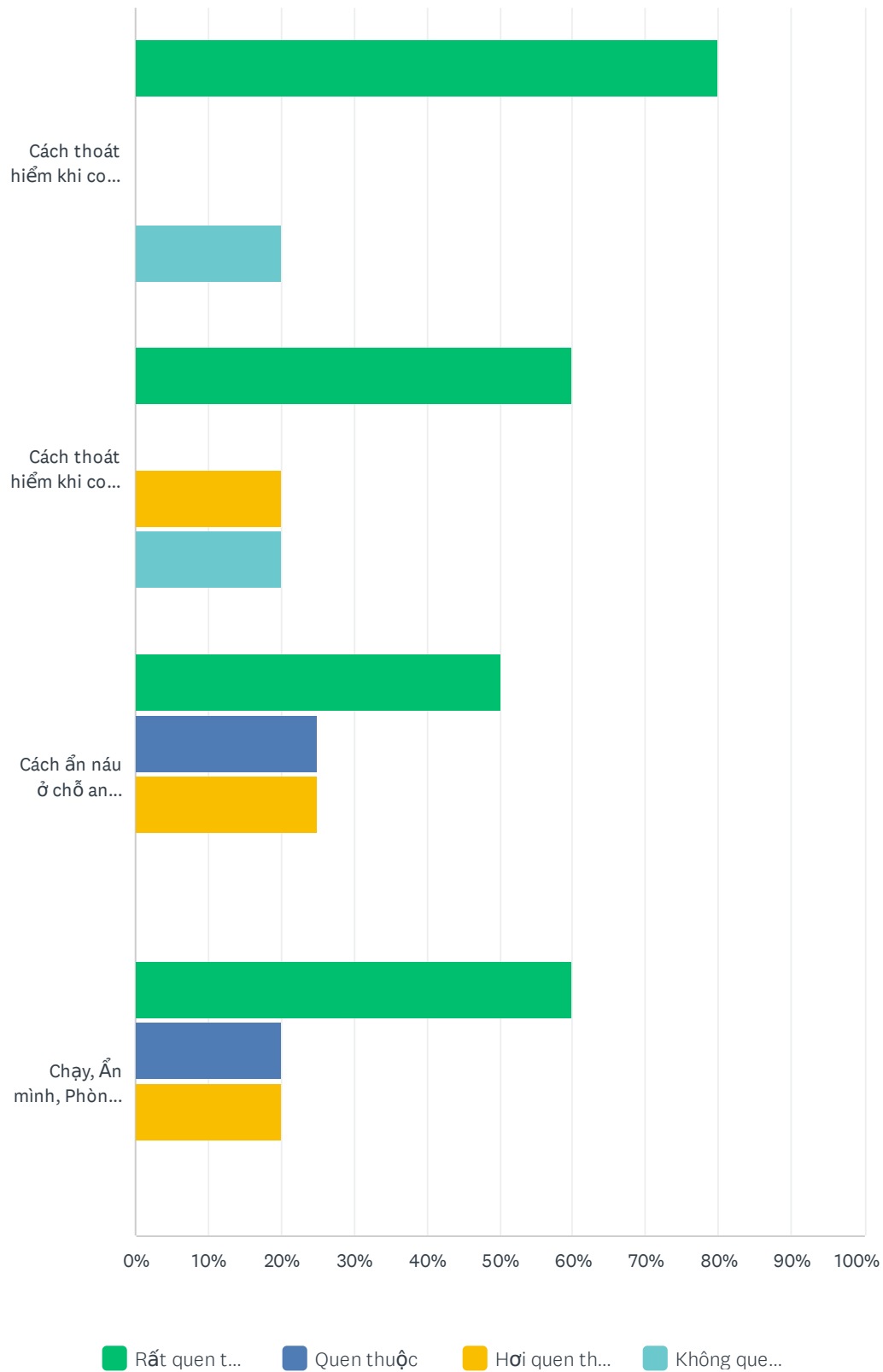


ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	80.00%	4
Đồng ý	20.00%	1
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		5

Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?

Answered: 5 Skipped: 0

Cadwallader Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

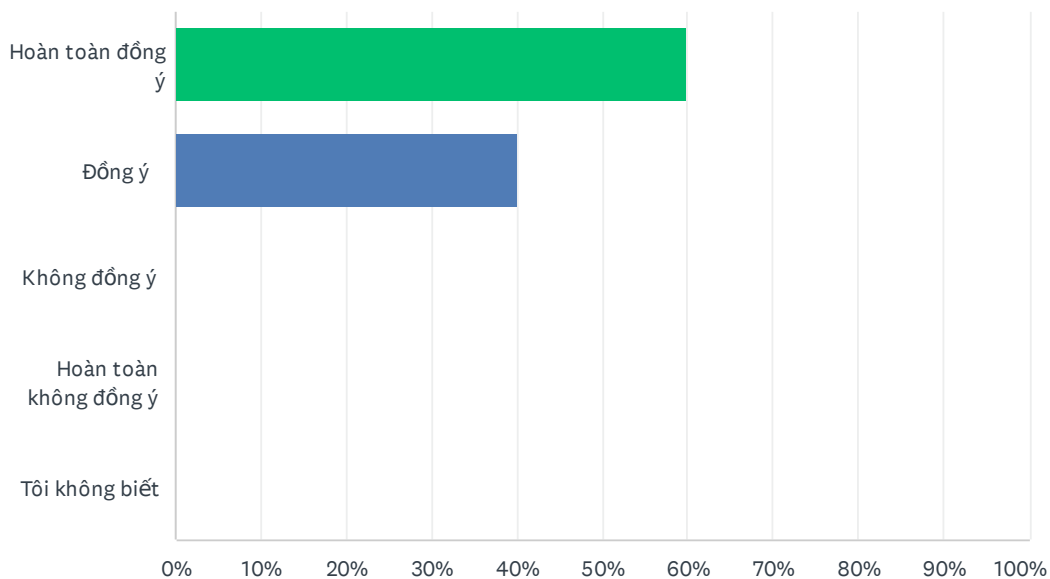


Cadwallader Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	80.00% 4	0.00% 0	0.00% 0	20.00% 1	5
Cách thoát hiểm khi có động đất	60.00% 3	0.00% 0	20.00% 1	20.00% 1	5
Cách ẩn náu ở chỗ an toàn	50.00% 2	25.00% 1	25.00% 1	0.00% 0	4
Chạy, Ẩn mình, Phòng thủ	60.00% 3	20.00% 1	20.00% 1	0.00% 0	5

Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

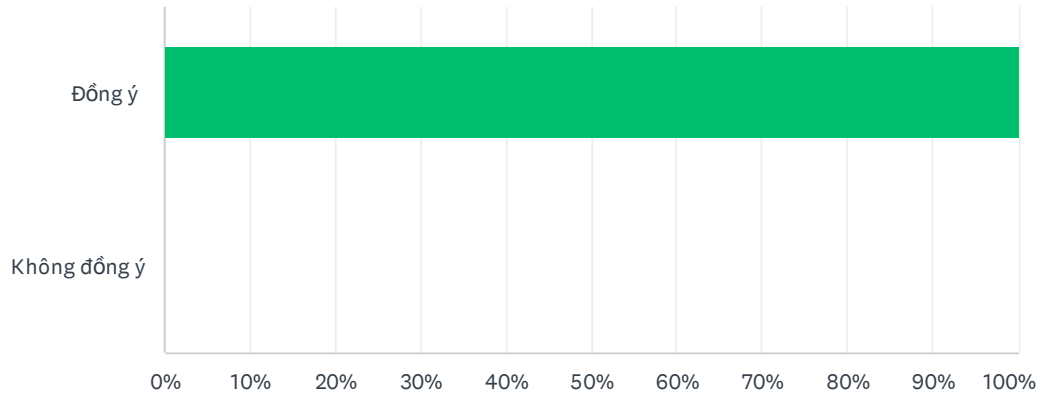
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	60.00%	3
Đồng ý	40.00%	2
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		5

Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

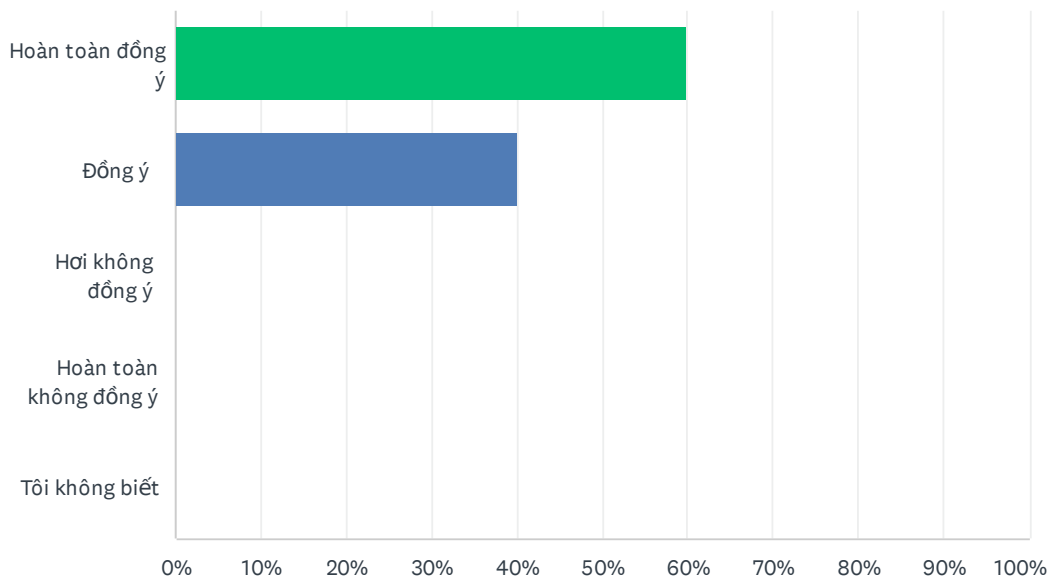
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	5
Không đồng ý	0.00%	0
TOTAL		5

Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 5 Skipped: 0



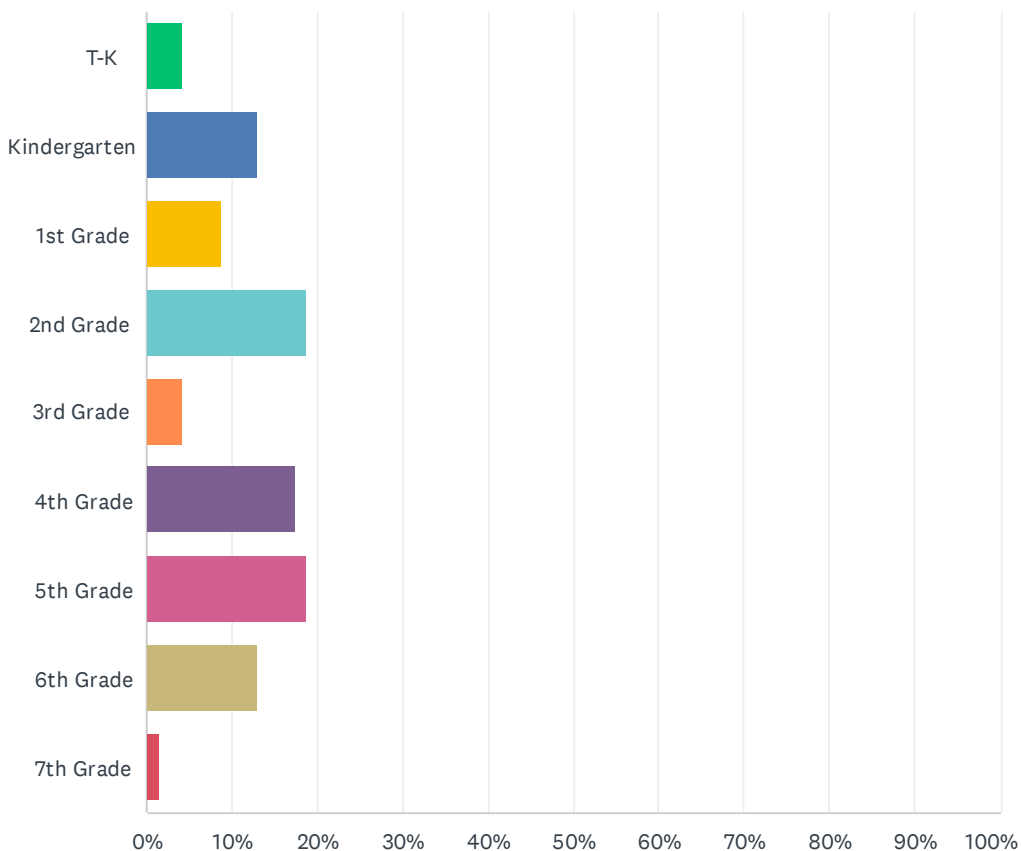
ANSWER CHOICES	RESPONSES
Hoàn toàn đồng ý	60.00% 3
Đồng ý	40.00% 2
Hơi không đồng ý	0.00% 0
Hoàn toàn không đồng ý	0.00% 0
Tôi không biết	0.00% 0
TOTAL	5

Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered: 4 Skipped: 1

Q1 What grade is your child in?

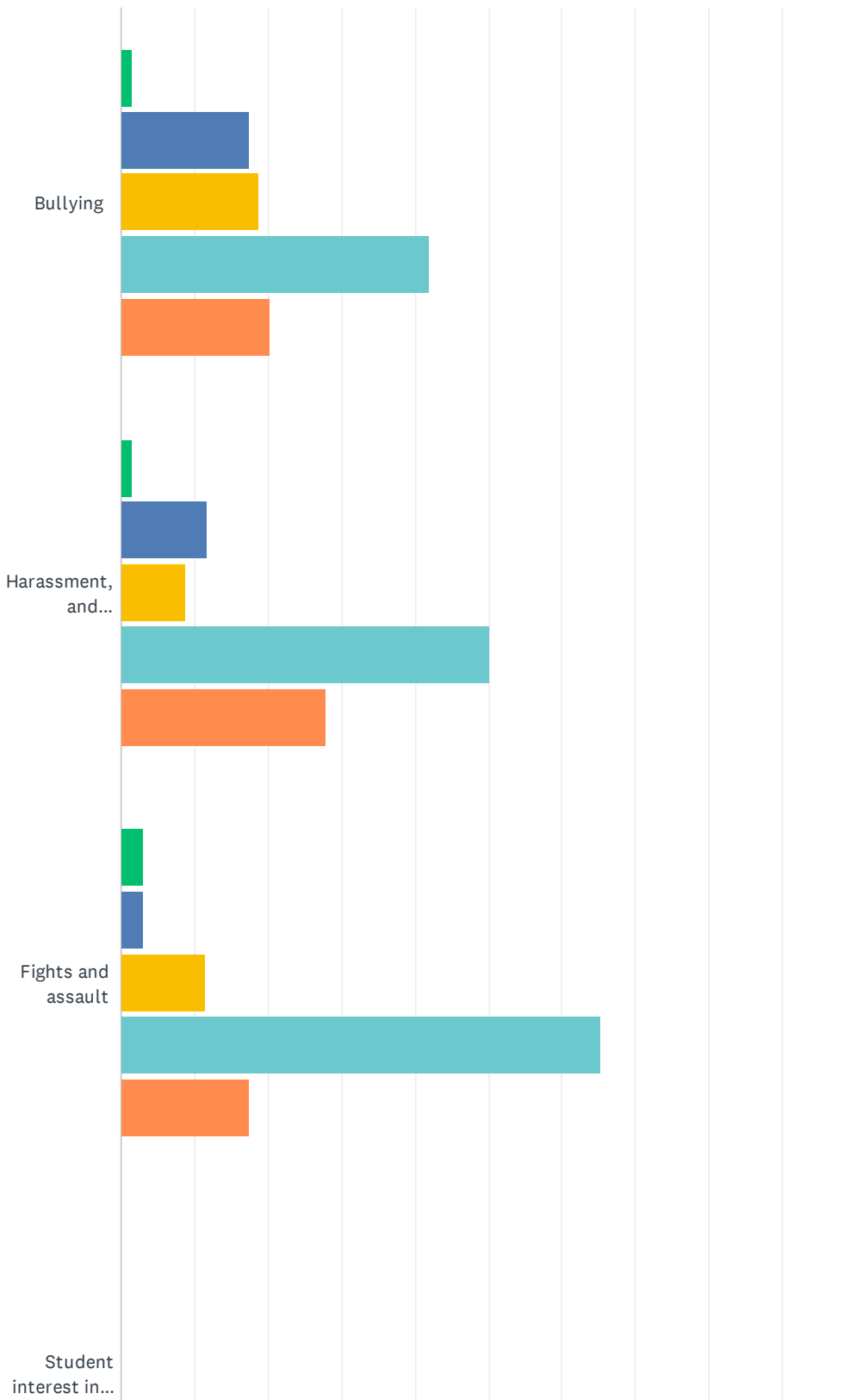
Answered: 69 Skipped: 0



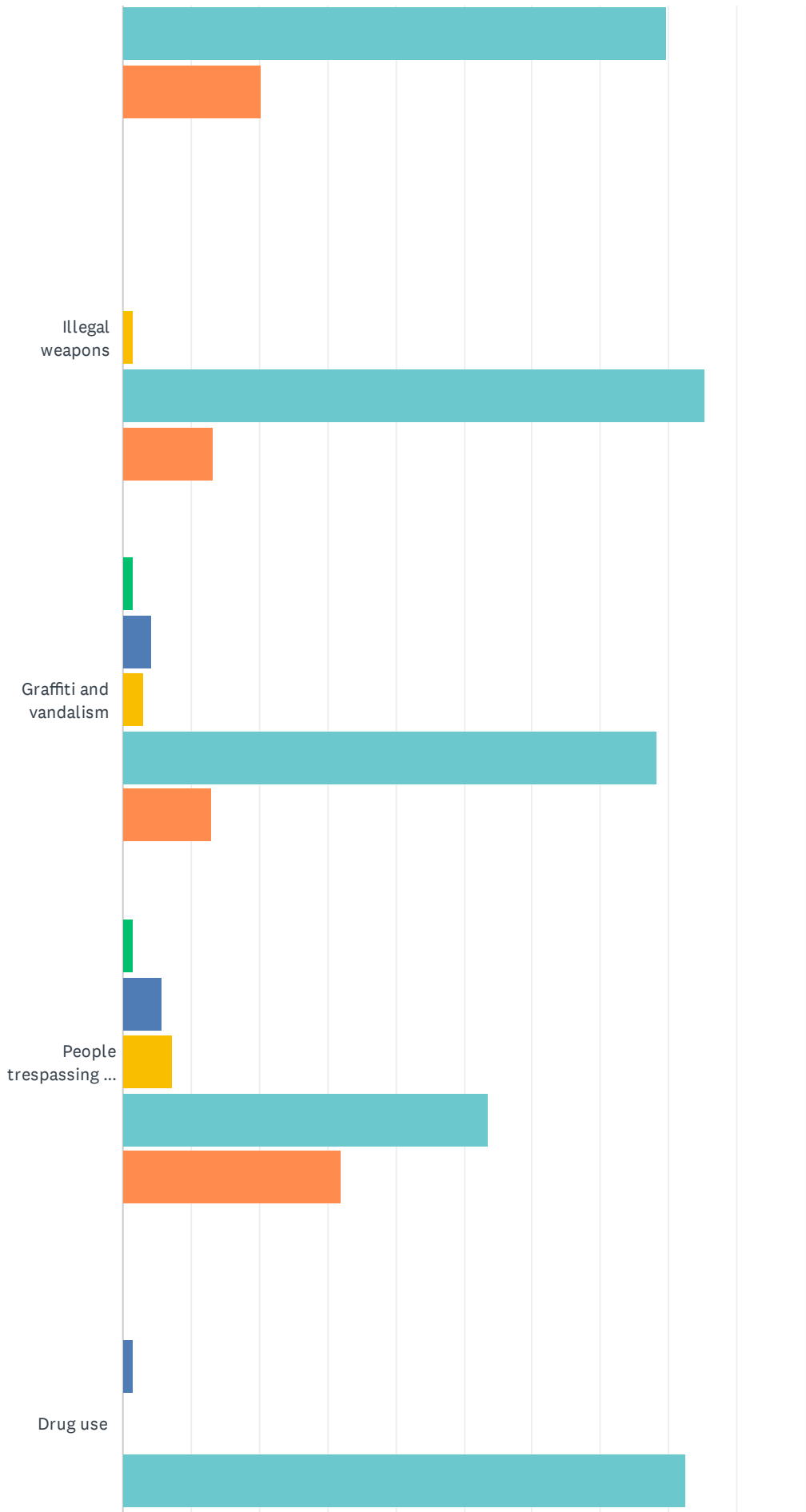
ANSWER CHOICES	RESPONSES	
T-K	4.35%	3
Kindergarten	13.04%	9
1st Grade	8.70%	6
2nd Grade	18.84%	13
3rd Grade	4.35%	3
4th Grade	17.39%	12
5th Grade	18.84%	13
6th Grade	13.04%	9
7th Grade	1.45%	1
TOTAL		69

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

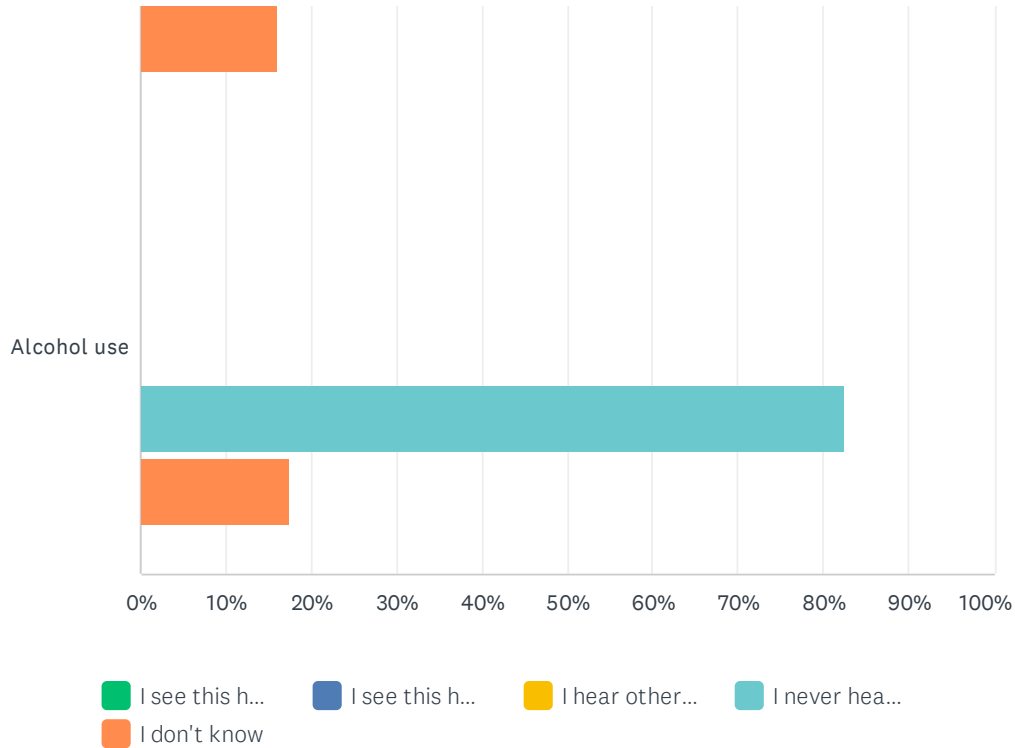
Answered: 69 Skipped: 0



Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



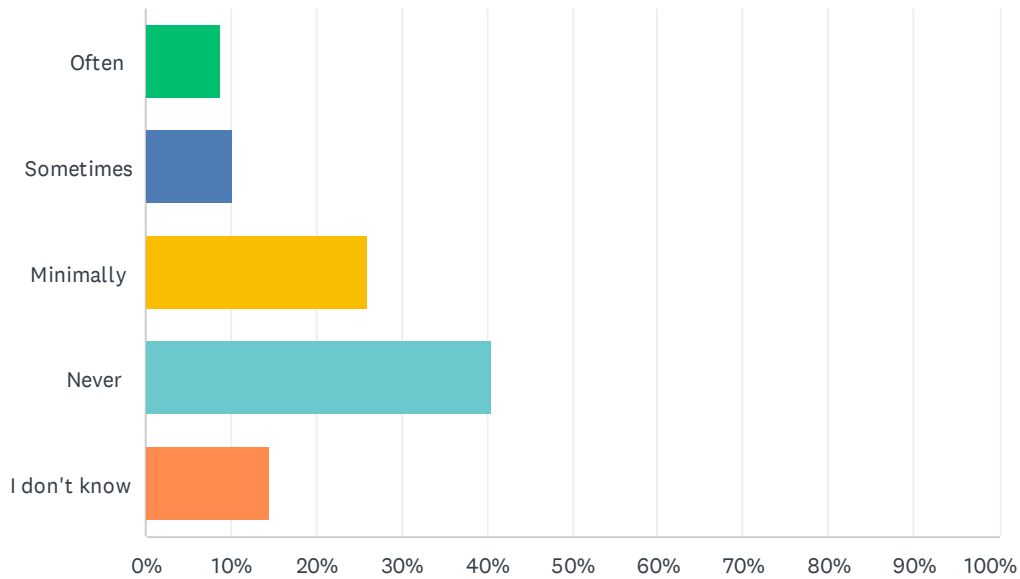
Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	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	1.45% 1	17.39% 12	18.84% 13	42.03% 29	20.29% 14	69	3.62
Harassment, and intimidation	1.47% 1	11.76% 8	8.82% 6	50.00% 34	27.94% 19	68	3.91
Fights and assault	2.90% 2	2.90% 2	11.59% 8	65.22% 45	17.39% 12	69	3.91
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	79.71% 55	20.29% 14	69	4.20
Illegal weapons	0.00% 0	0.00% 0	1.47% 1	85.29% 58	13.24% 9	68	4.12
Graffiti and vandalism	1.45% 1	4.35% 3	2.90% 2	78.26% 54	13.04% 9	69	3.97
People trespassing on campus	1.45% 1	5.80% 4	7.25% 5	53.62% 37	31.88% 22	69	4.09
Drug use	0.00% 0	1.45% 1	0.00% 0	82.61% 57	15.94% 11	69	4.13
Alcohol use	0.00% 0	0.00% 0	0.00% 0	82.61% 57	17.39% 12	69	4.17

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.

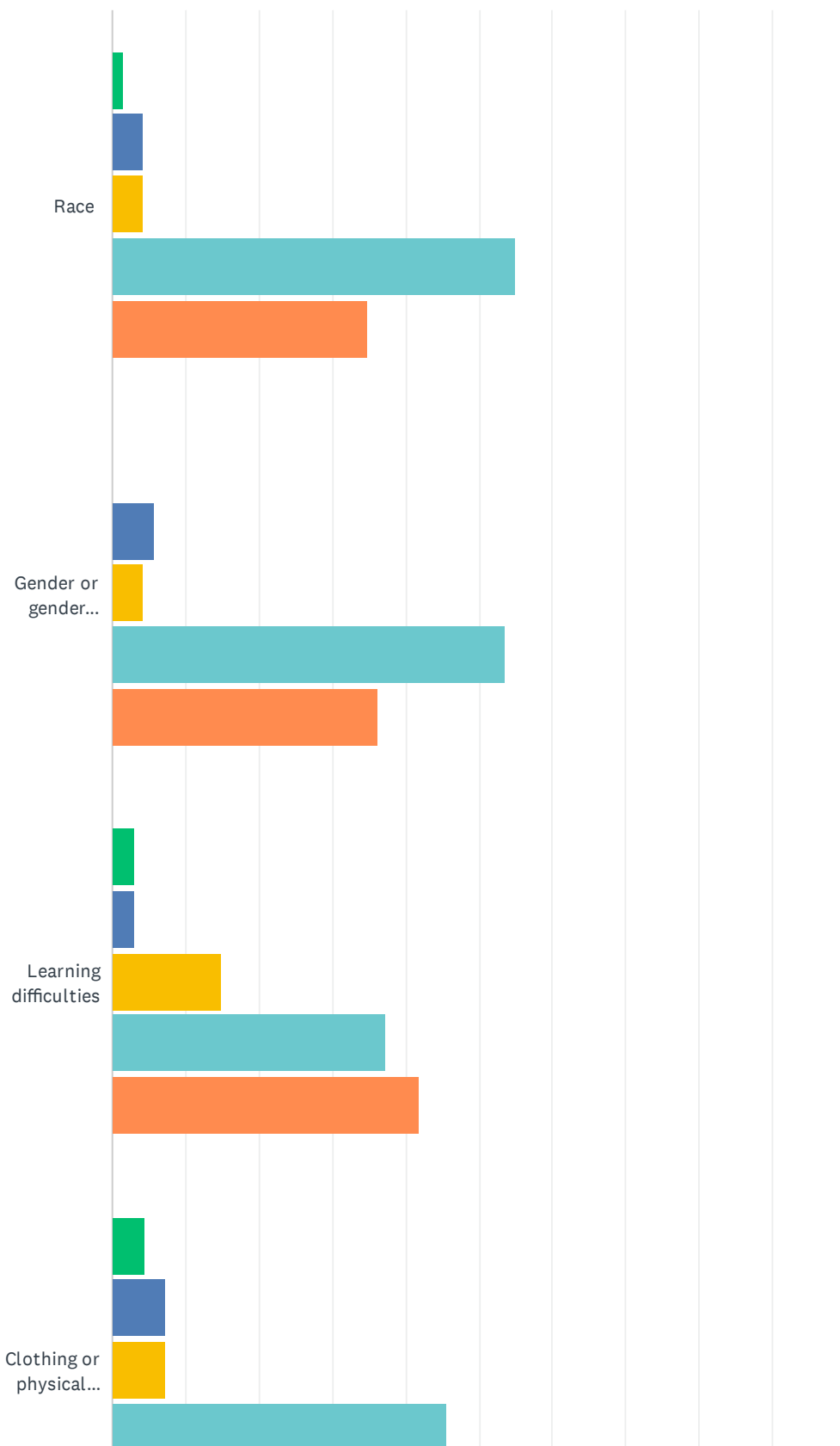
Answered: 69 Skipped: 0



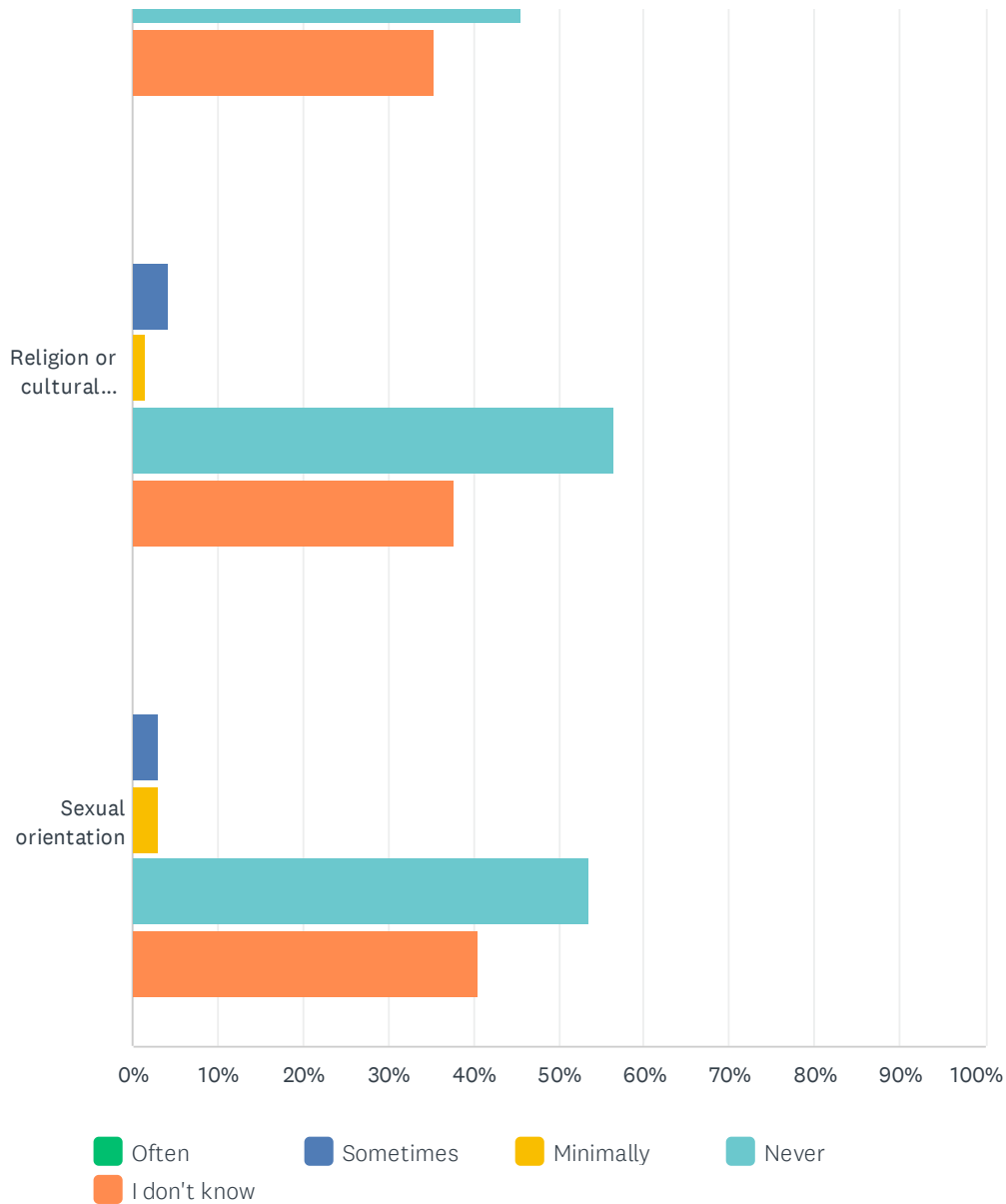
ANSWER CHOICES	RESPONSES	
Often	8.70%	6
Sometimes	10.14%	7
Minimally	26.09%	18
Never	40.58%	28
I don't know	14.49%	10
TOTAL		69

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

Answered: 69 Skipped: 0



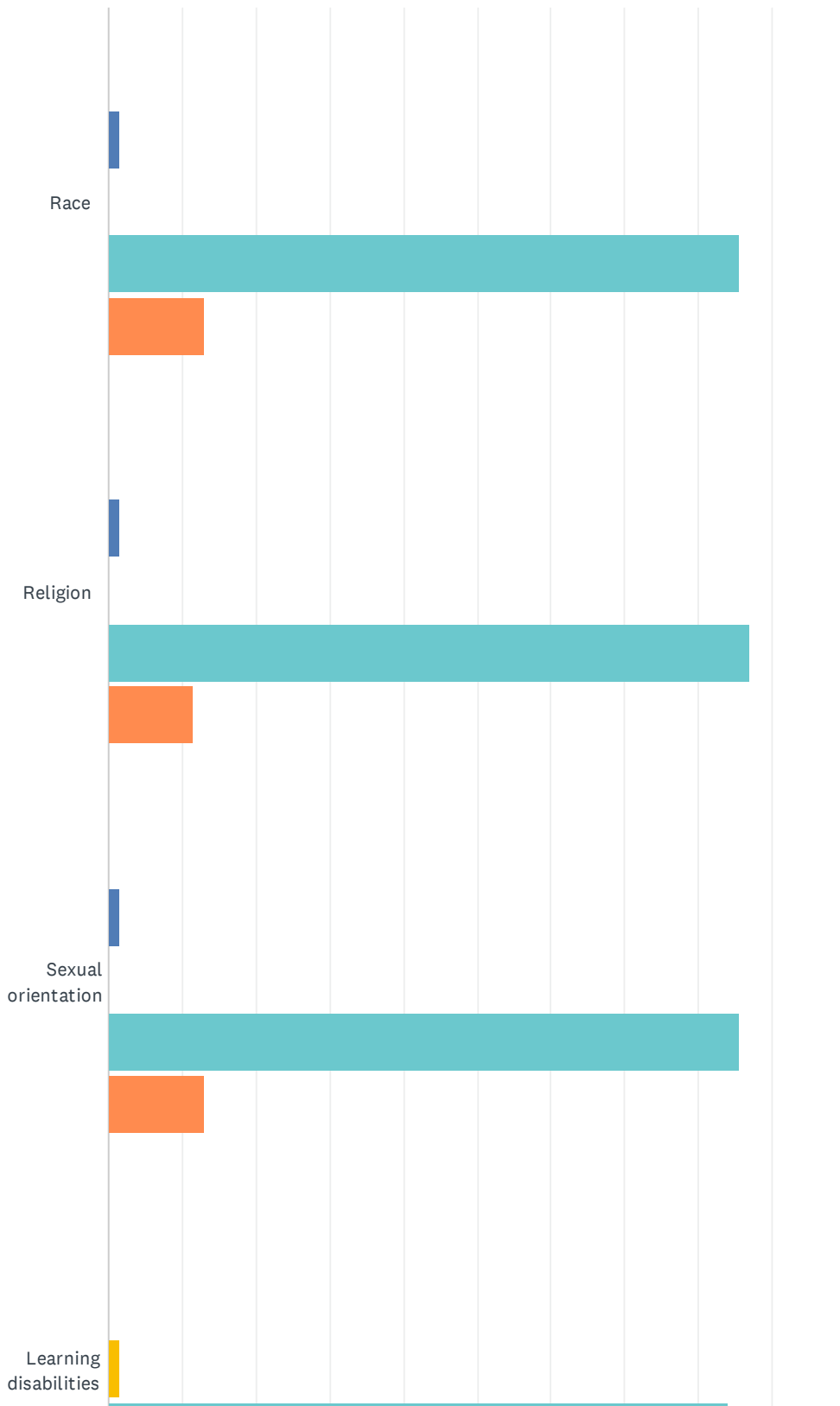
Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



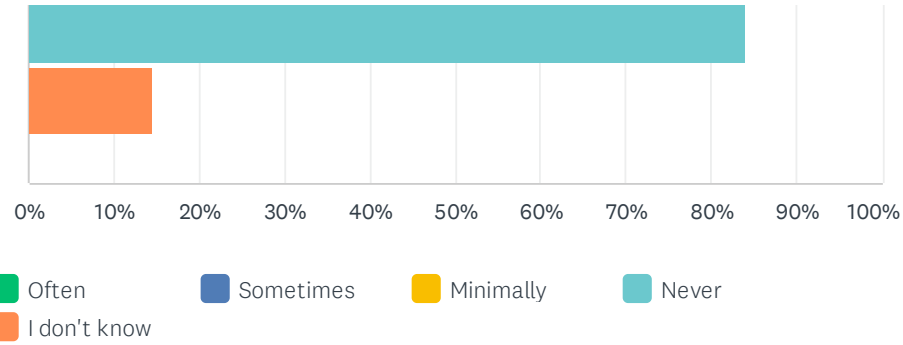
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.45% 1	4.35% 3	4.35% 3	55.07% 38	34.78% 24	69	4.17
Gender or gender identification	0.00% 0	5.80% 4	4.35% 3	53.62% 37	36.23% 25	69	4.20
Learning difficulties	2.99% 2	2.99% 2	14.93% 10	37.31% 25	41.79% 28	67	4.12
Clothing or physical appearance	4.41% 3	7.35% 5	7.35% 5	45.59% 31	35.29% 24	68	4.00
Religion or cultural practices	0.00% 0	4.35% 3	1.45% 1	56.52% 39	37.68% 26	69	4.28
Sexual orientation	0.00% 0	2.90% 2	2.90% 2	53.62% 37	40.58% 28	69	4.32

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

Answered: 69 Skipped: 0



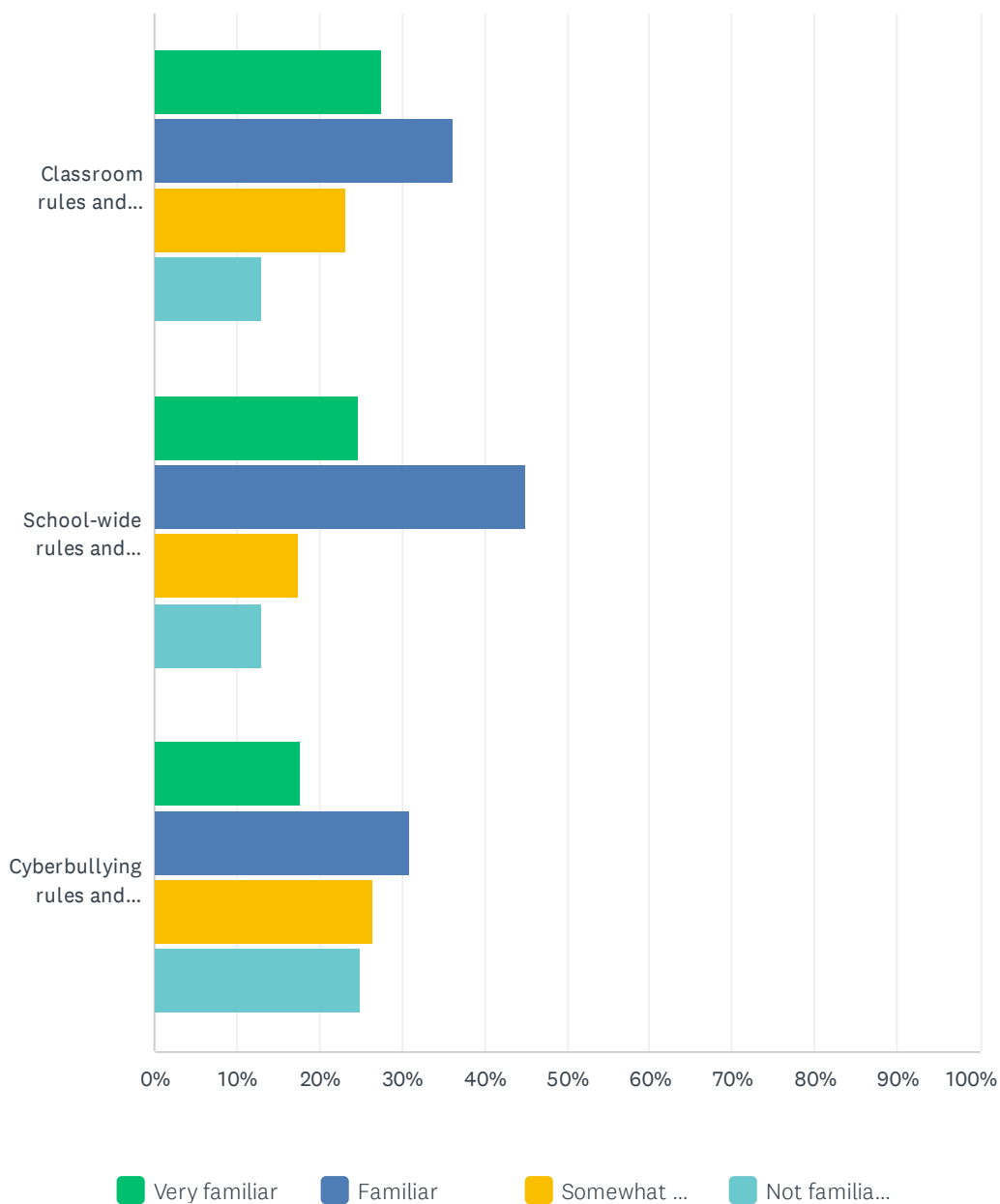
Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	1.45% 1	0.00% 0	85.51% 59	13.04% 9	69	4.10
Religion	0.00% 0	1.45% 1	0.00% 0	86.96% 60	11.59% 8	69	4.09
Sexual orientation	0.00% 0	1.45% 1	0.00% 0	85.51% 59	13.04% 9	69	4.10
Learning disabilities	0.00% 0	0.00% 0	1.45% 1	84.06% 58	14.49% 10	69	4.13

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

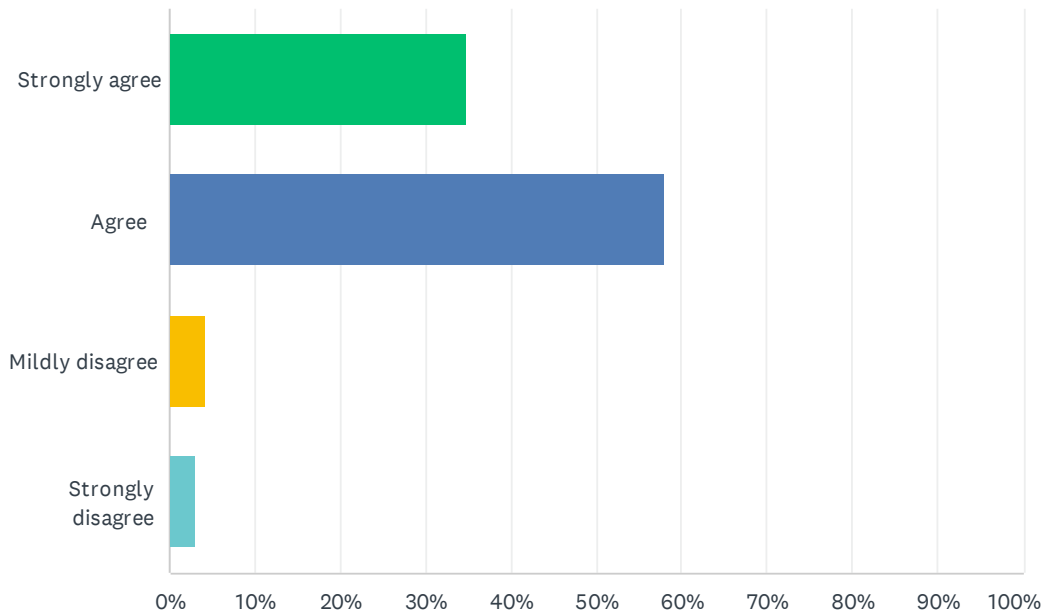
Answered: 69 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	27.54% 19	36.23% 25	23.19% 16	13.04% 9	69	2.22
School-wide rules and consequences when those rules are broken.	24.64% 17	44.93% 31	17.39% 12	13.04% 9	69	2.19
Cyberbullying rules and consequences when those rules are broken.	17.65% 12	30.88% 21	26.47% 18	25.00% 17	68	2.59

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

Answered: 69 Skipped: 0

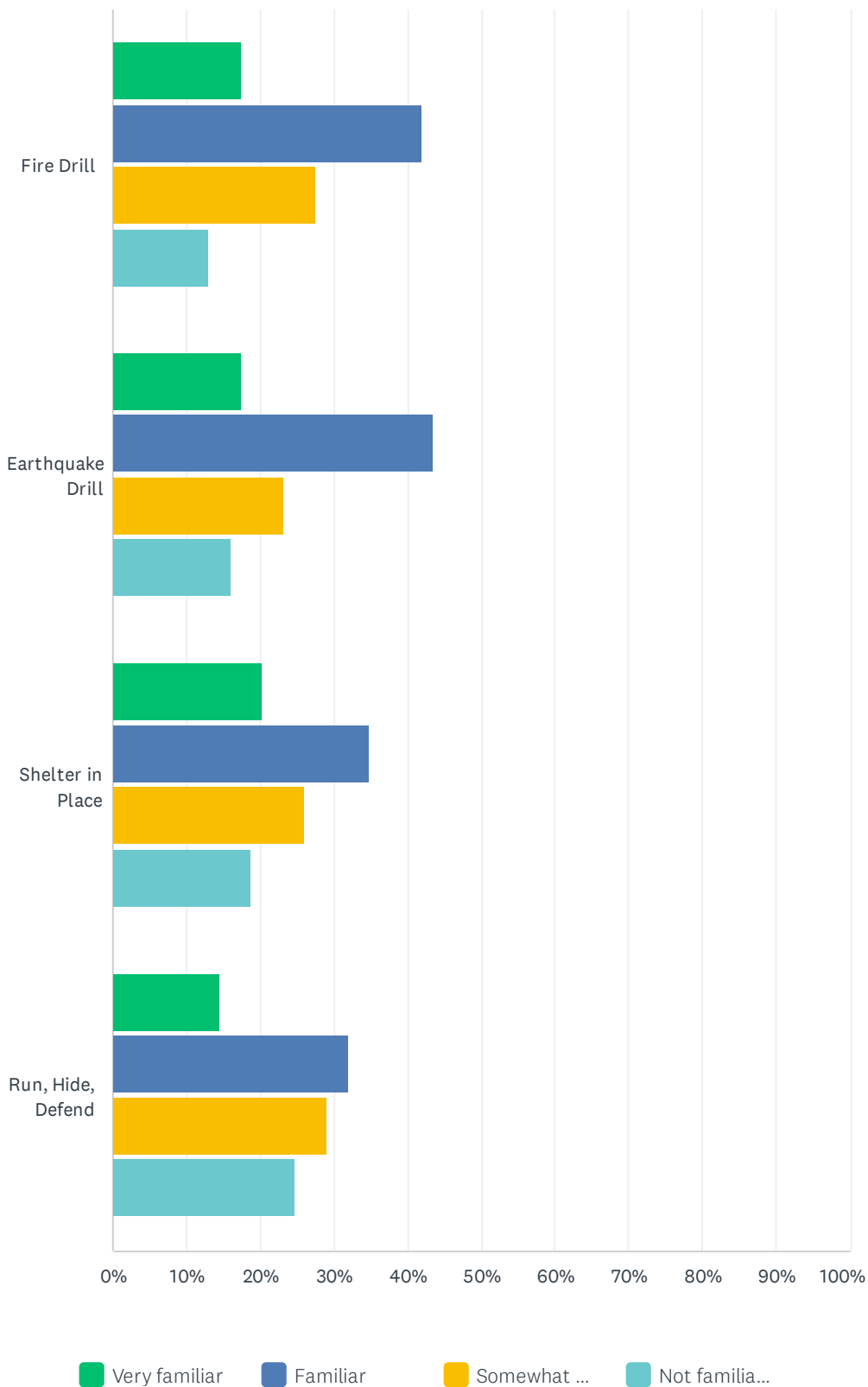


ANSWER CHOICES	RESPONSES	
Strongly agree	34.78%	24
Agree	57.97%	40
Mildly disagree	4.35%	3
Strongly disagree	2.90%	2
TOTAL		69

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

Answered: 69 Skipped: 0

Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

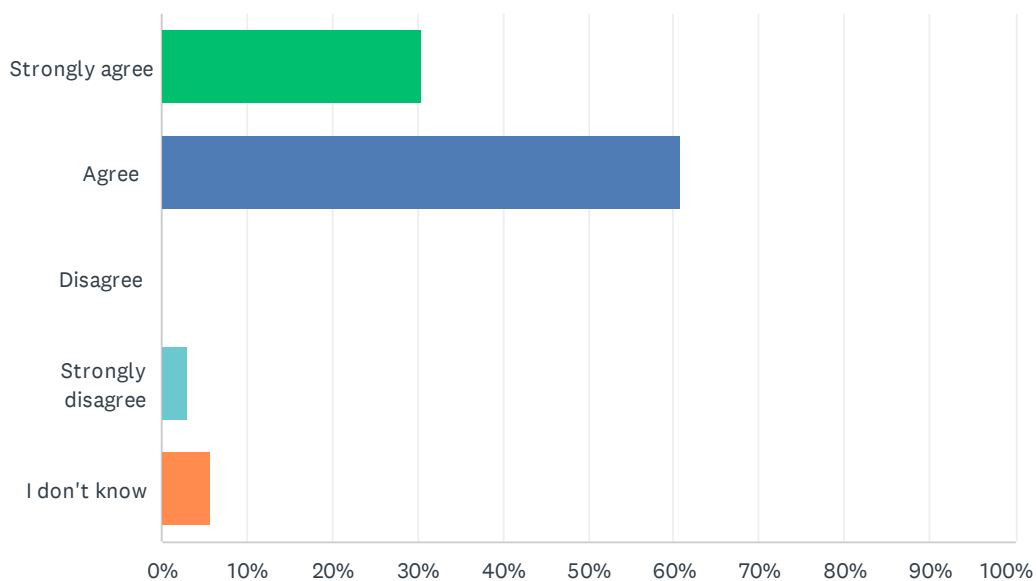


Cadwallader Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	17.39% 12	42.03% 29	27.54% 19	13.04% 9	69
Earthquake Drill	17.39% 12	43.48% 30	23.19% 16	15.94% 11	69
Shelter in Place	20.29% 14	34.78% 24	26.09% 18	18.84% 13	69
Run, Hide, Defend	14.49% 10	31.88% 22	28.99% 20	24.64% 17	69

Q9 The facilities and grounds are well maintained at my child's school.

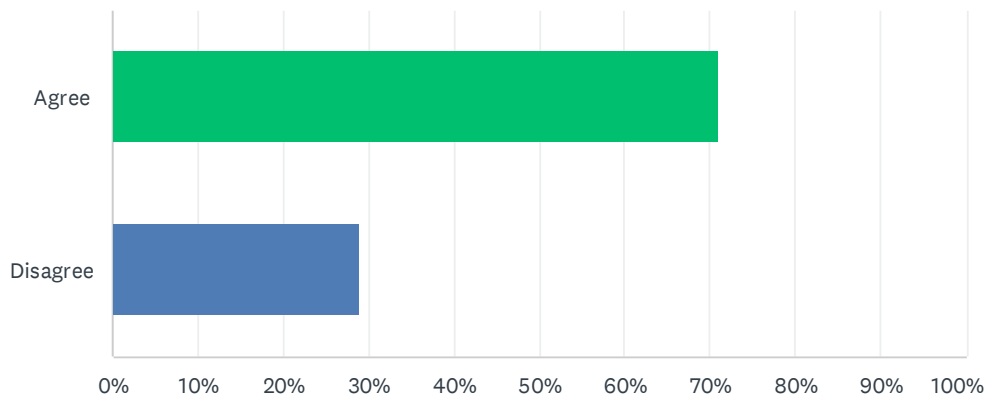
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.43%	21
Agree	60.87%	42
Disagree	0.00%	0
Strongly disagree	2.90%	2
I don't know	5.80%	4
TOTAL		69

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

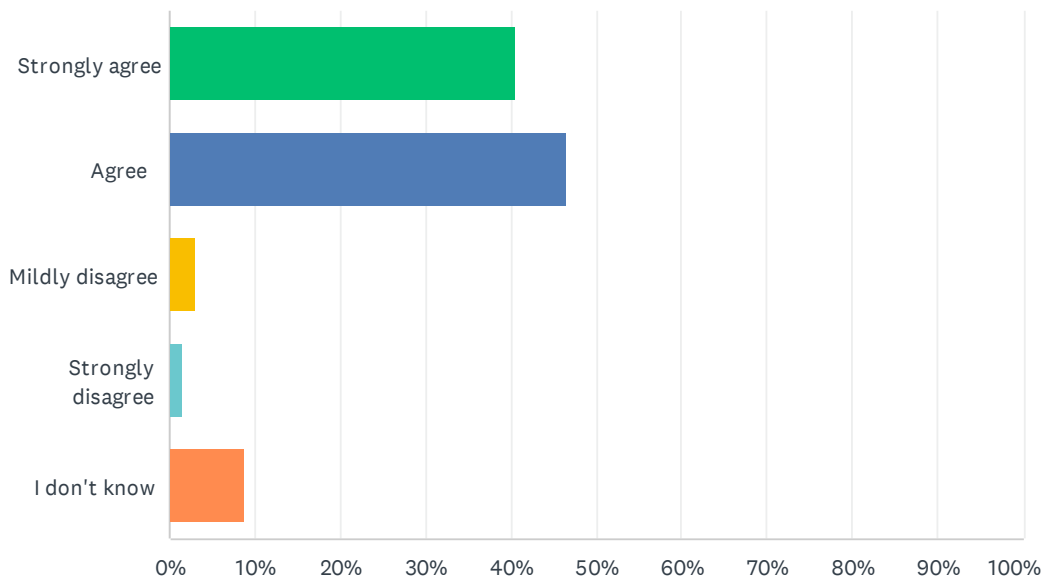
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	71.01%	49
Disagree	28.99%	20
TOTAL		69

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 69 Skipped: 0



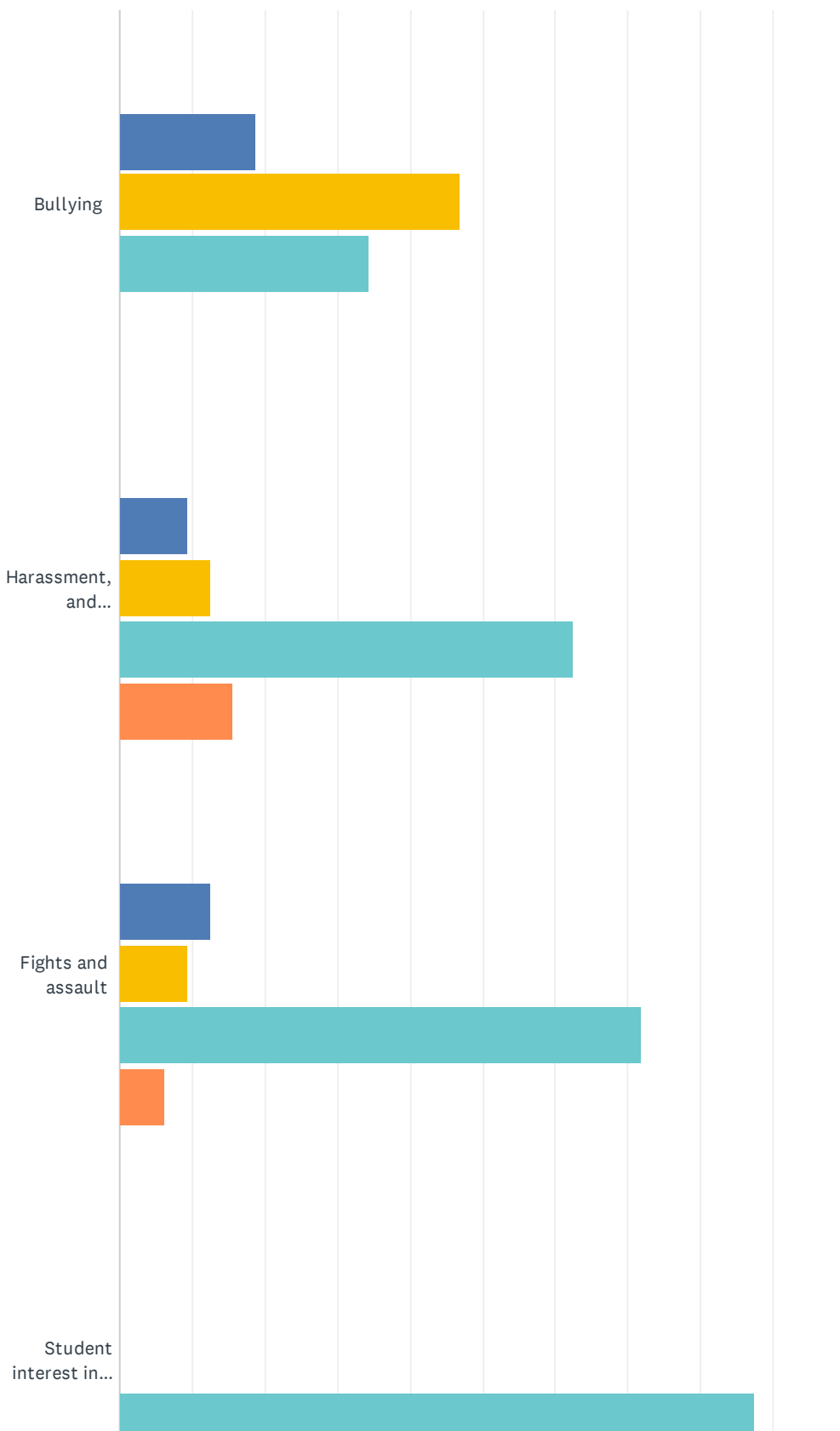
ANSWER CHOICES	RESPONSES	
Strongly agree	40.58%	28
Agree	46.38%	32
Mildly disagree	2.90%	2
Strongly disagree	1.45%	1
I don't know	8.70%	6
TOTAL		69

Q12 What is something you would like to see improved regarding safety at your school?

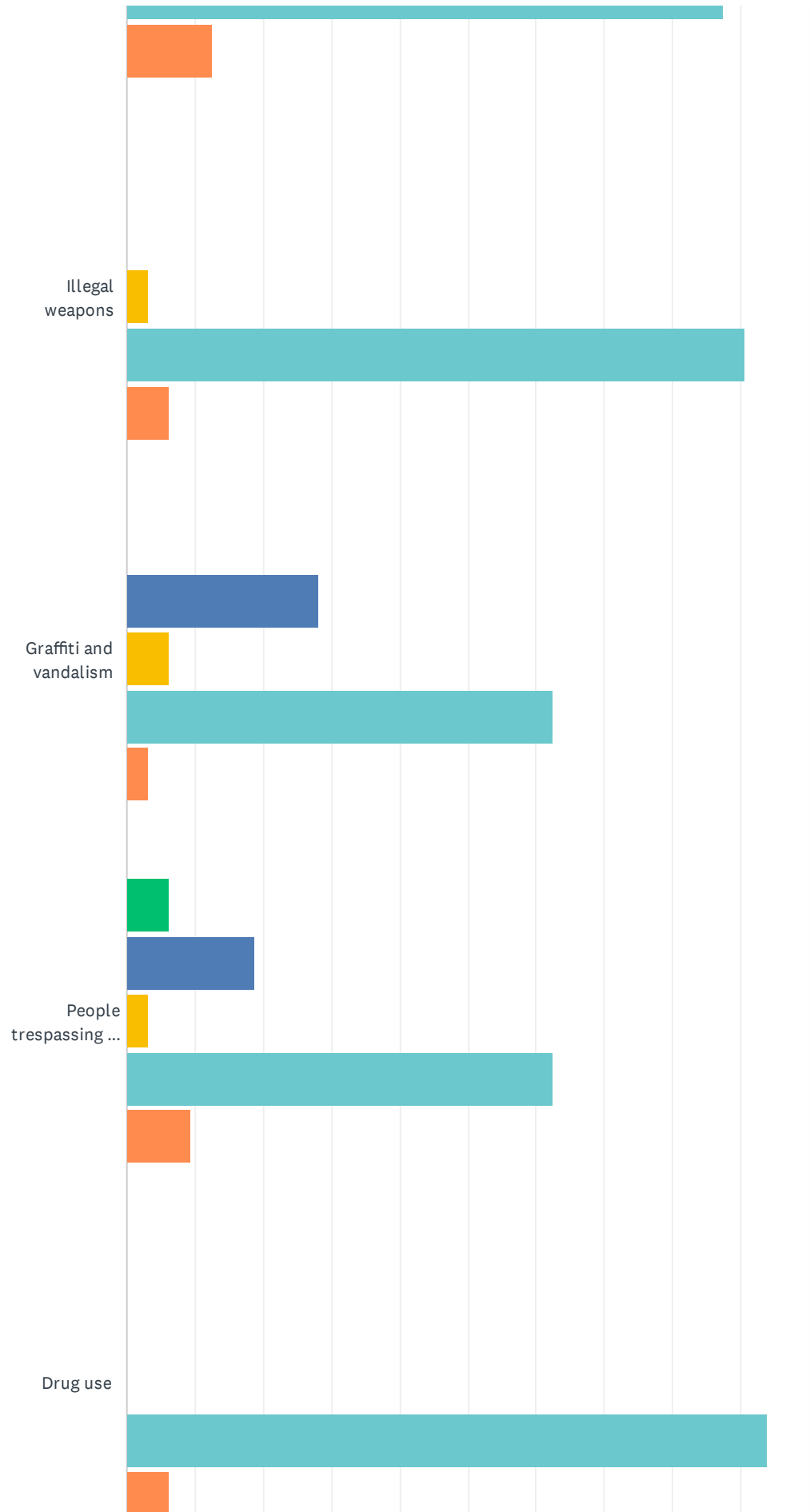
Answered: 41 Skipped: 28

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

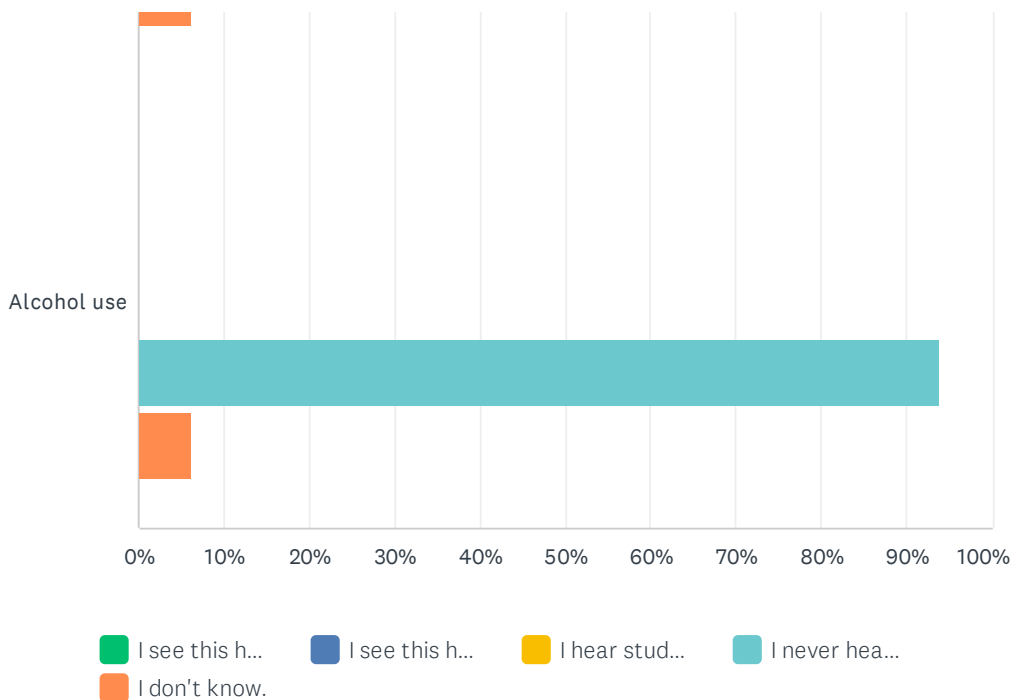
Answered: 32 Skipped: 0



Cadwallader Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



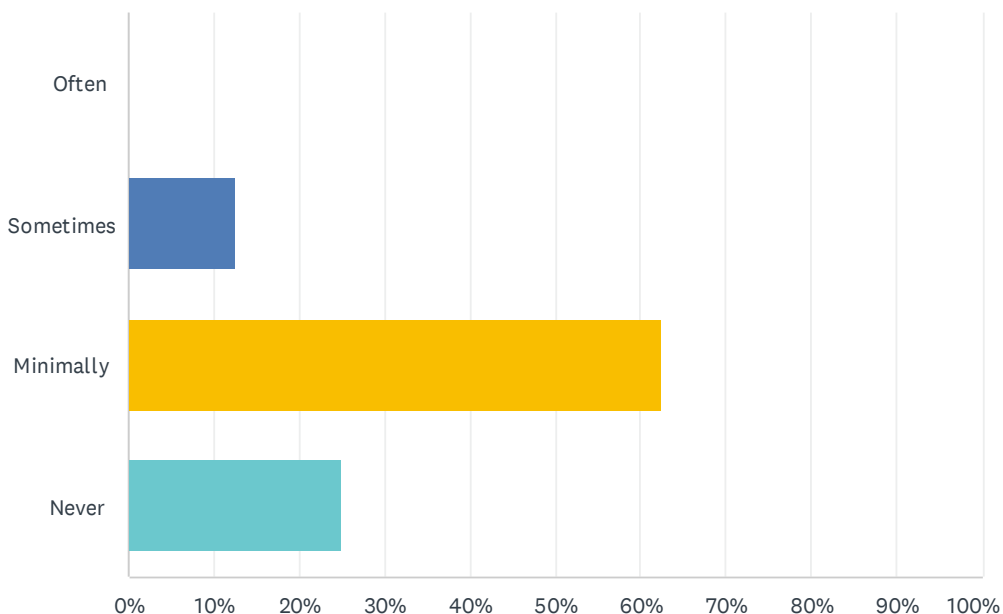
Cadwallader Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	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	18.75% 6	46.88% 15	34.38% 11	0.00% 0	32	3.16
Harassment, and intimidation	0.00% 0	9.38% 3	12.50% 4	62.50% 20	15.63% 5	32	3.84
Fights and assault	0.00% 0	12.50% 4	9.38% 3	71.88% 23	6.25% 2	32	3.72
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	87.50% 28	12.50% 4	32	4.13
Illegal weapons	0.00% 0	0.00% 0	3.13% 1	90.63% 29	6.25% 2	32	4.03
Graffiti and vandalism	0.00% 0	28.13% 9	6.25% 2	62.50% 20	3.13% 1	32	3.41
People trespassing on campus	6.25% 2	18.75% 6	3.13% 1	62.50% 20	9.38% 3	32	3.50
Drug use	0.00% 0	0.00% 0	0.00% 0	93.75% 30	6.25% 2	32	4.06
Alcohol use	0.00% 0	0.00% 0	0.00% 0	93.75% 30	6.25% 2	32	4.06

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.

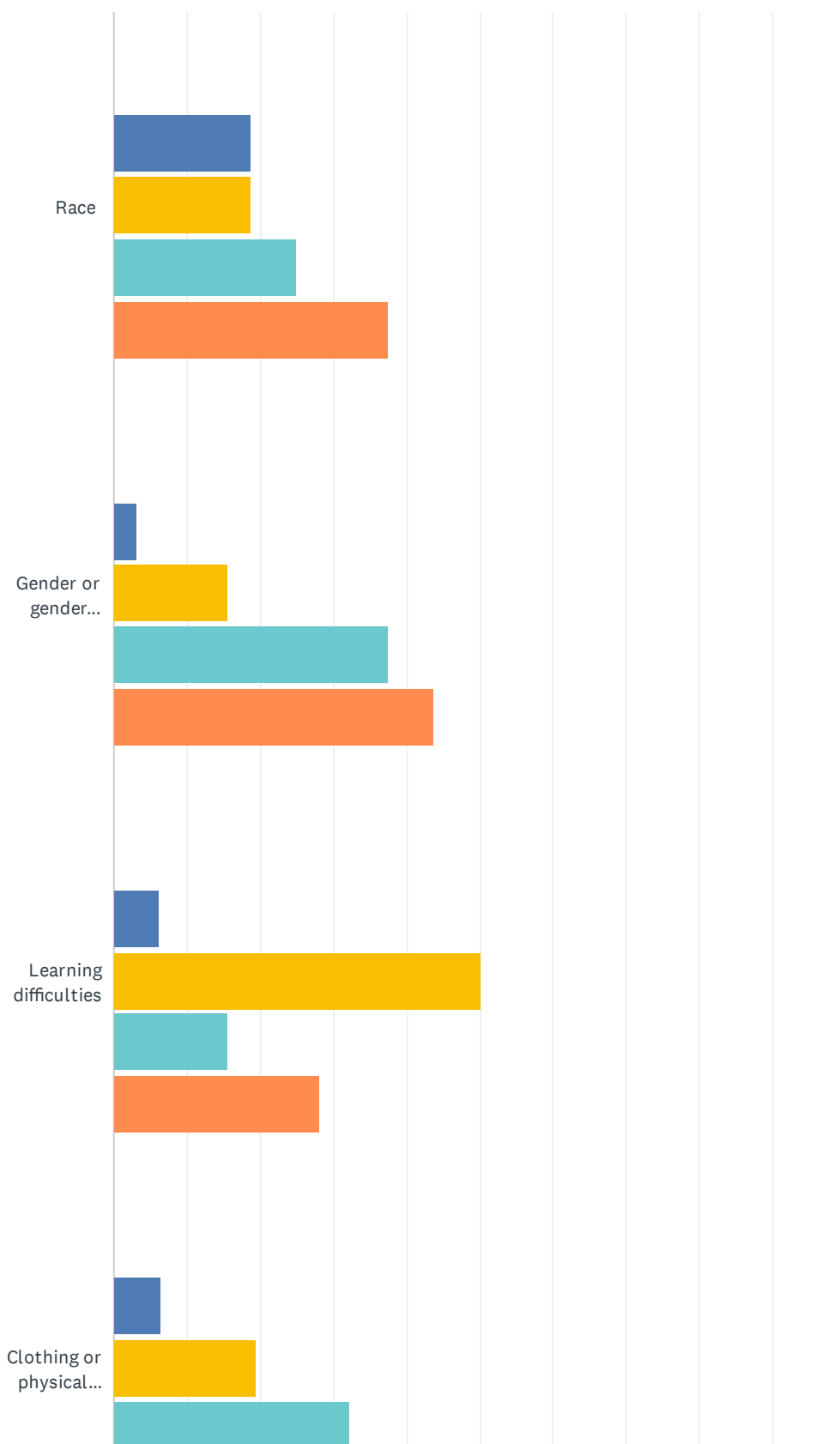
Answered: 32 Skipped: 0



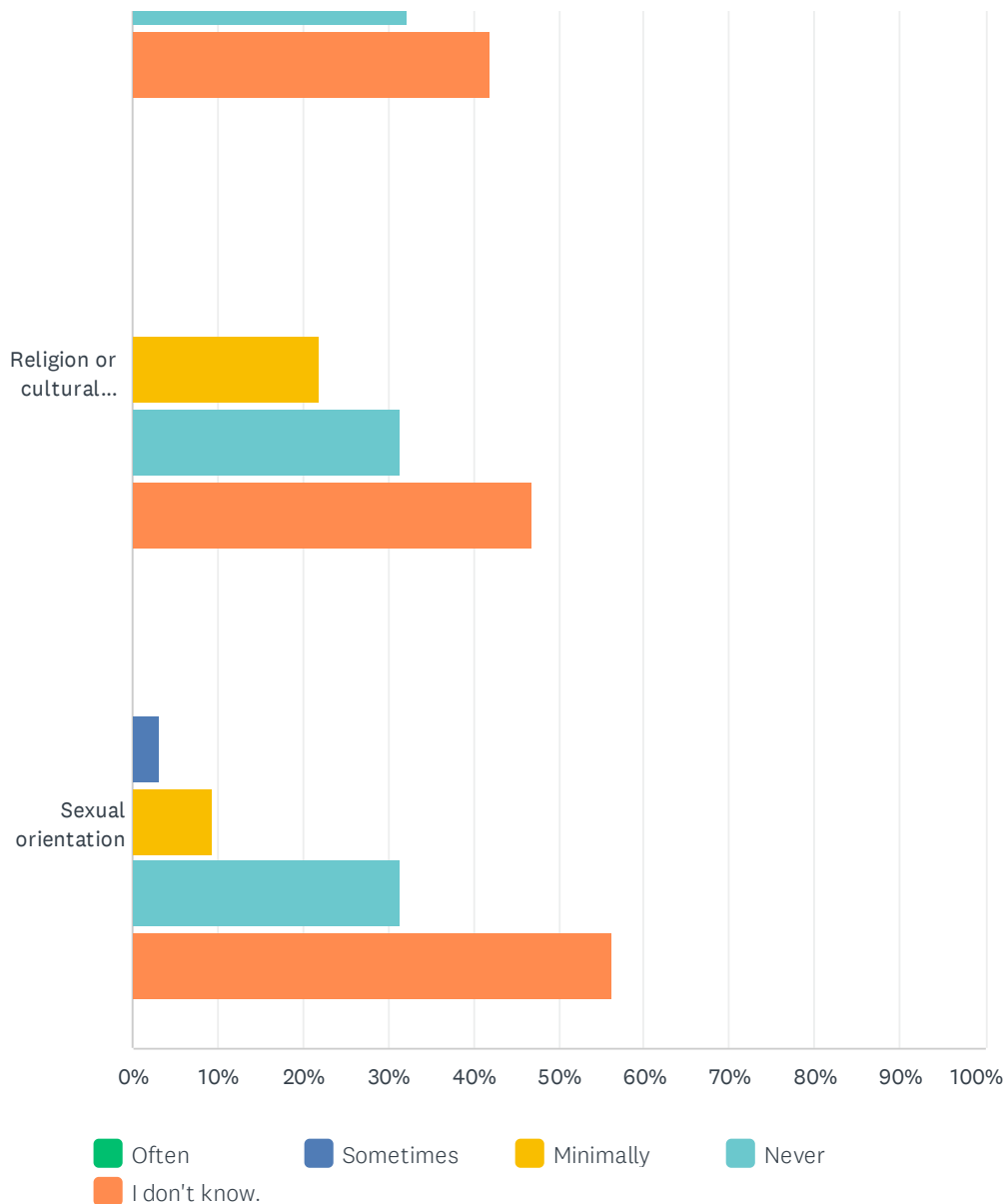
ANSWER CHOICES	RESPONSES	
Often	0.00%	0
Sometimes	12.50%	4
Minimally	62.50%	20
Never	25.00%	8
TOTAL		32

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

Answered: 32 Skipped: 0



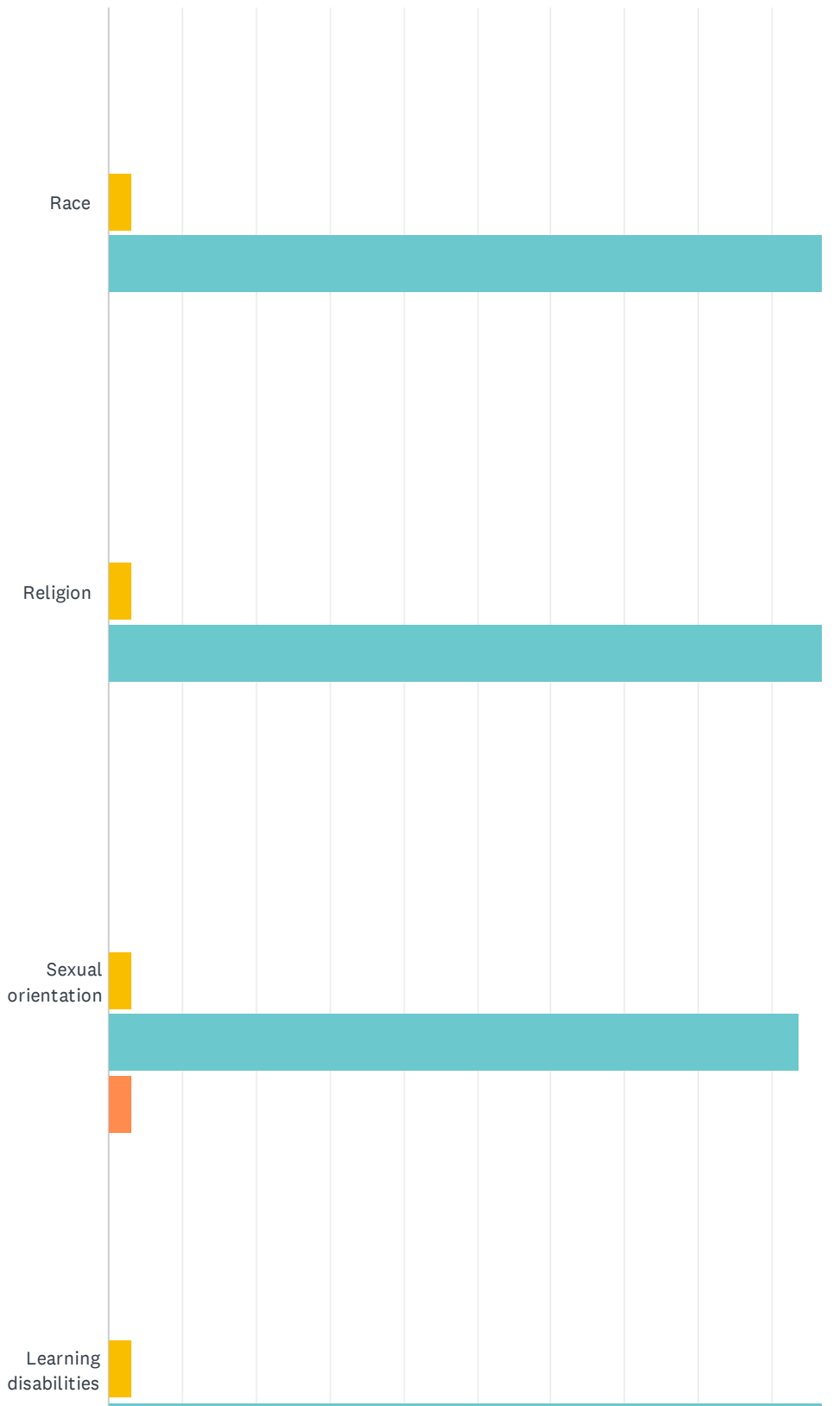
Cadwallader Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



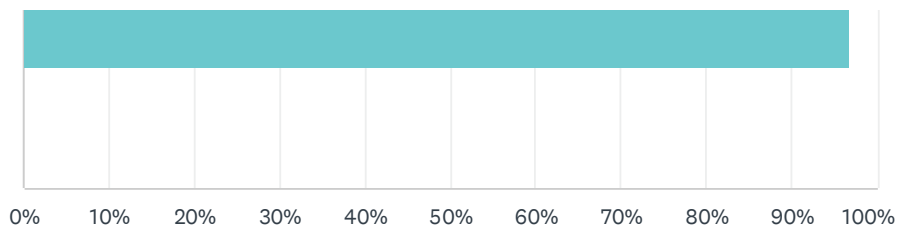
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	18.75% 6	18.75% 6	25.00% 8	37.50% 12	32	3.81
Gender or gender identification	0.00% 0	3.13% 1	15.63% 5	37.50% 12	43.75% 14	32	4.22
Learning difficulties	0.00% 0	6.25% 2	50.00% 16	15.63% 5	28.13% 9	32	3.66
Clothing or physical appearance	0.00% 0	6.45% 2	19.35% 6	32.26% 10	41.94% 13	31	4.10
Religion or cultural practices	0.00% 0	0.00% 0	21.88% 7	31.25% 10	46.88% 15	32	4.25
Sexual orientation	0.00% 0	3.13% 1	9.38% 3	31.25% 10	56.25% 18	32	4.41

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

Answered: 32 Skipped: 0



Cadwallader Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

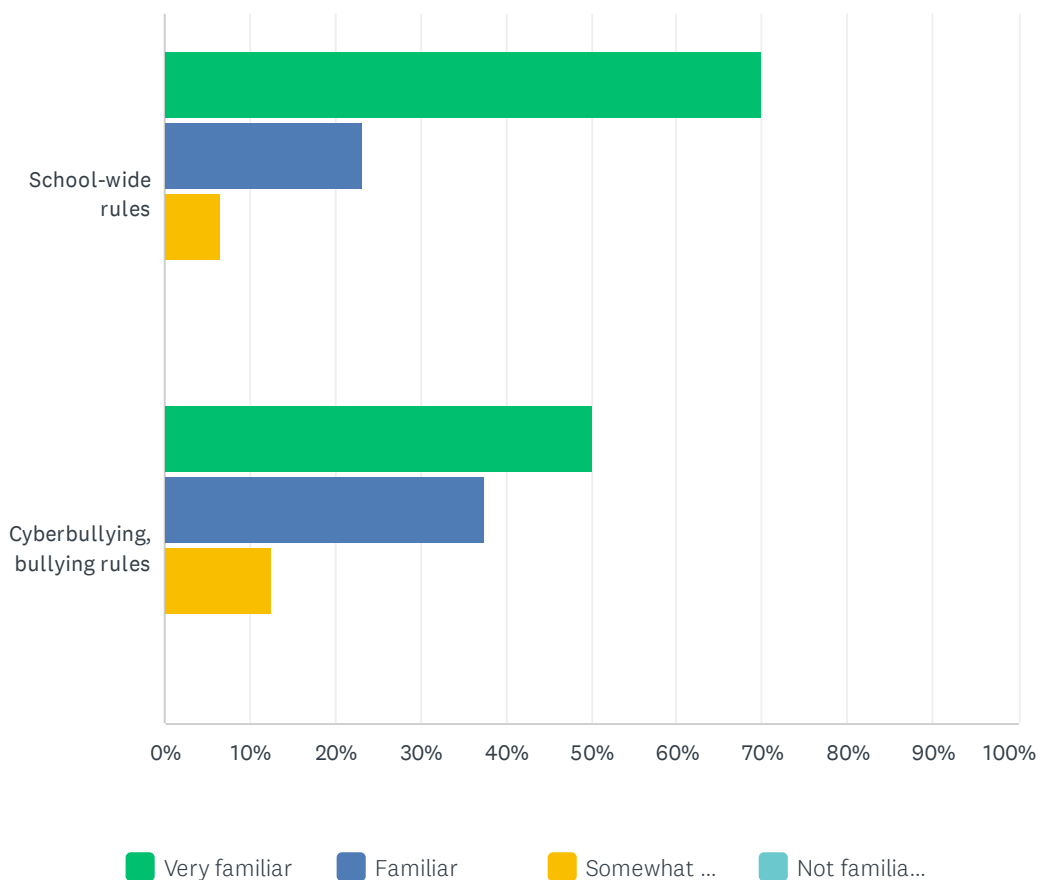


■ Often
 ■ Sometimes
 ■ Minimally
 ■ Never
■ I don't know.

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	3.13% 1	96.88% 31	0.00% 0	32	3.97
Religion	0.00% 0	0.00% 0	3.13% 1	96.88% 31	0.00% 0	32	3.97
Sexual orientation	0.00% 0	0.00% 0	3.23% 1	93.55% 29	3.23% 1	31	4.00
Learning disabilities	0.00% 0	0.00% 0	3.13% 1	96.88% 31	0.00% 0	32	3.97

Q5 How familiar are you with the following?

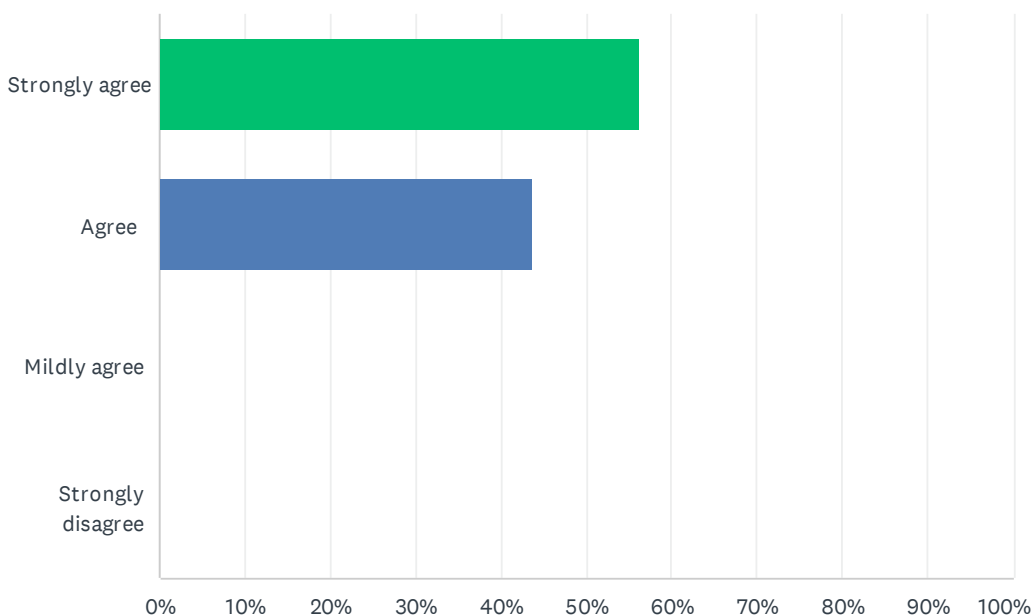
Answered: 32 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	70.00% 21	23.33% 7	6.67% 2	0.00% 0	30	1.37
Cyberbullying, bullying rules	50.00% 16	37.50% 12	12.50% 4	0.00% 0	32	1.63

Q6 Staff enforces school rules fairly and appropriately?

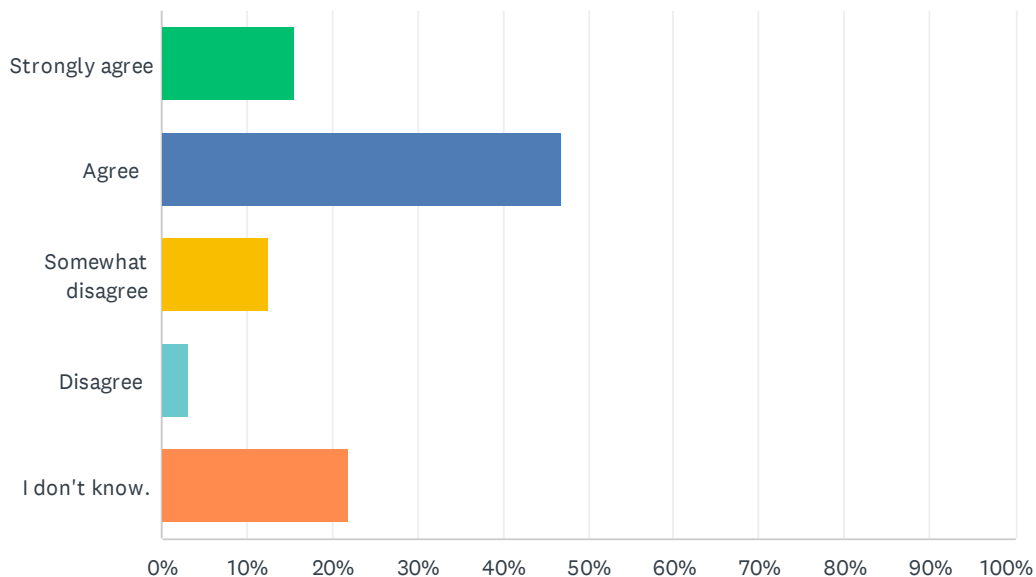
Answered: 32 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	56.25%	18
Agree	43.75%	14
Mildly agree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		32

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

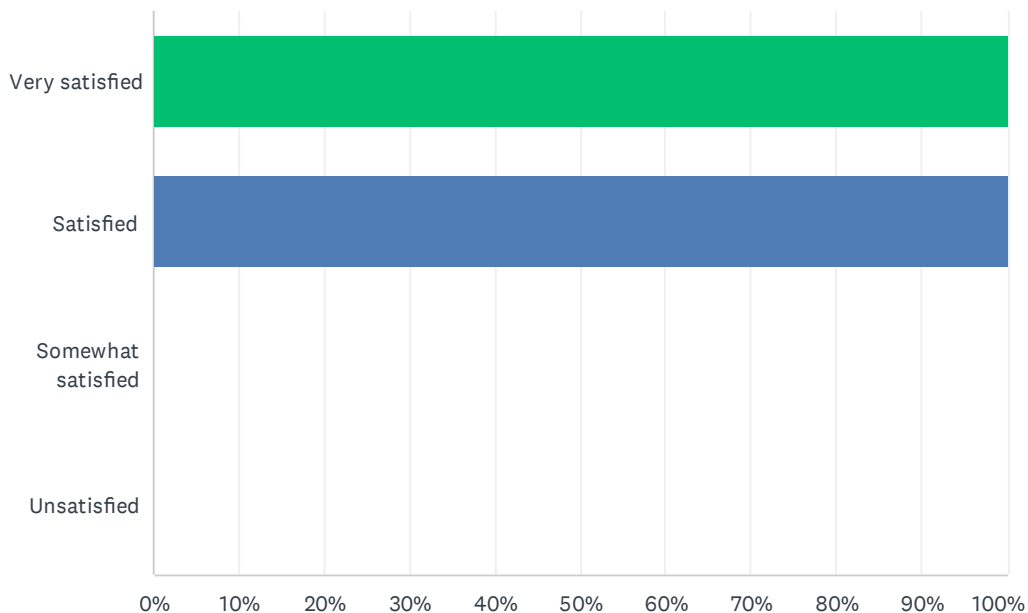
Answered: 32 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	15.63%	5
Agree	46.88%	15
Somewhat disagree	12.50%	4
Disagree	3.13%	1
I don't know.	21.88%	7
TOTAL		32

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

Answered: 32 Skipped: 0

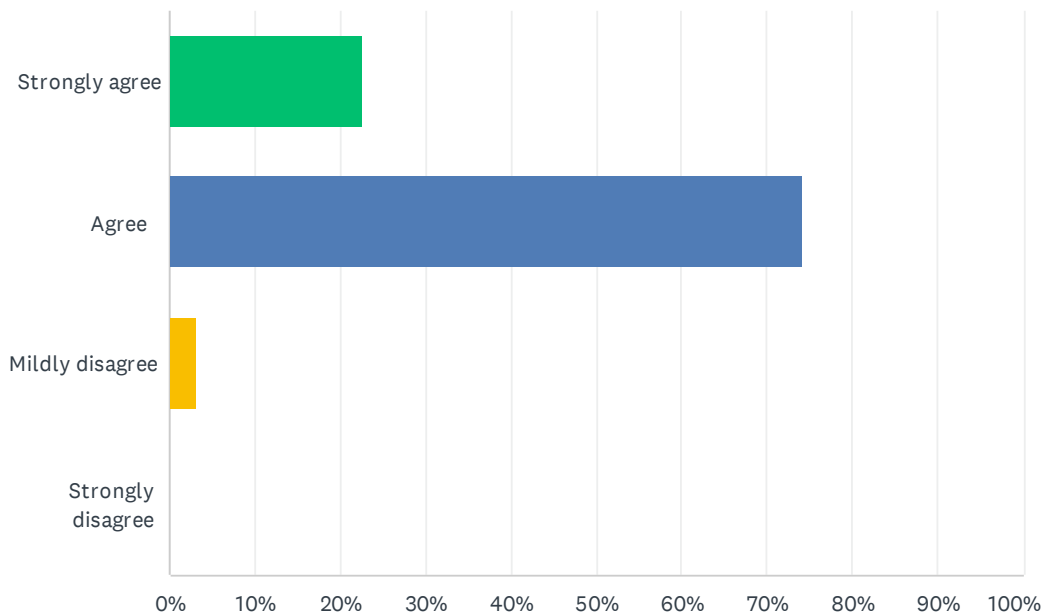


(no label)

	(NO LABEL)	TOTAL
Very satisfied	100.00% 17	17
Satisfied	100.00% 15	15
Somewhat satisfied	0.00% 0	0
Unsatisfied	0.00% 0	0

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

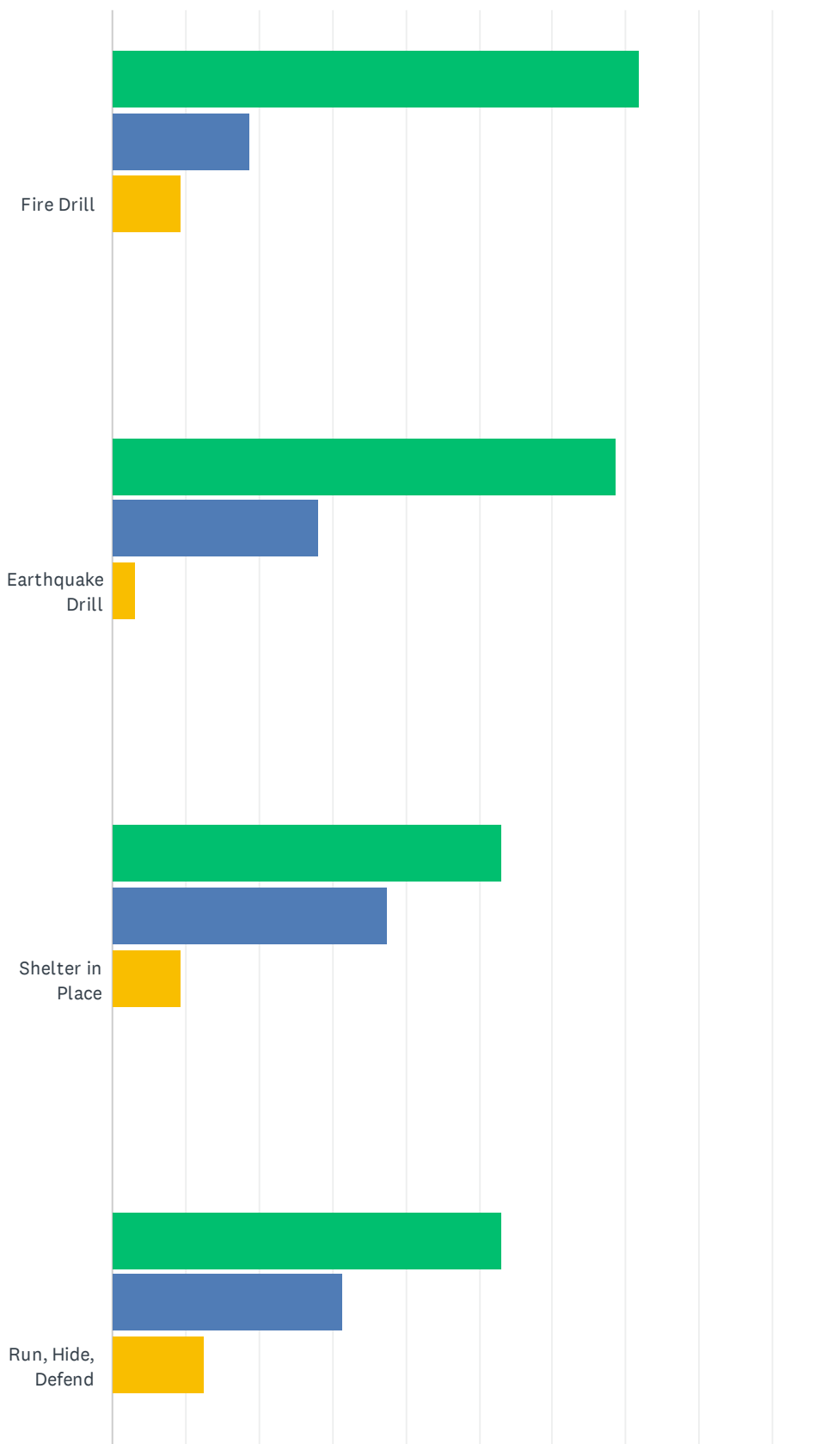
Answered: 31 Skipped: 1



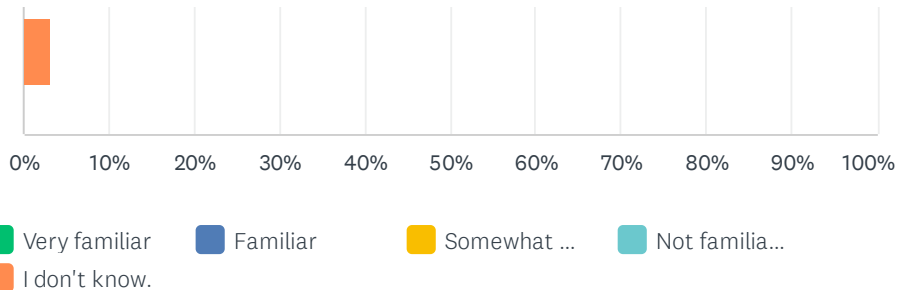
ANSWER CHOICES	RESPONSES	
Strongly agree	22.58%	7
Agree	74.19%	23
Mildly disagree	3.23%	1
Strongly disagree	0.00%	0
TOTAL		31

Q10 How well do you understand your schools Emergency procedures?

Answered: 32 Skipped: 0



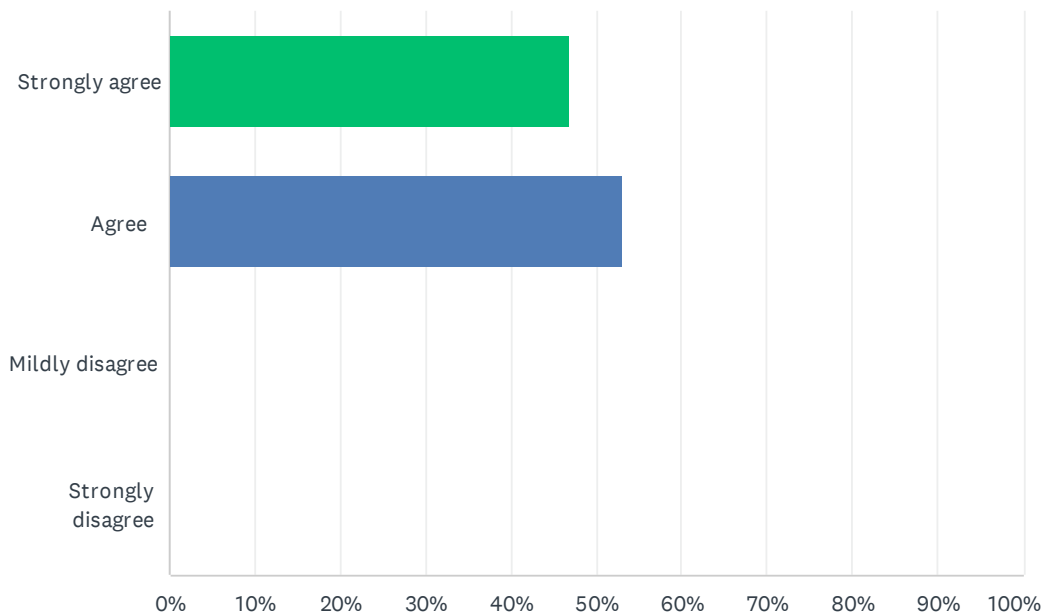
Cadwallader Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	71.88% 23	18.75% 6	9.38% 3	0.00% 0	0.00% 0	32
Earthquake Drill	68.75% 22	28.13% 9	3.13% 1	0.00% 0	0.00% 0	32
Shelter in Place	53.13% 17	37.50% 12	9.38% 3	0.00% 0	0.00% 0	32
Run, Hide, Defend	53.13% 17	31.25% 10	12.50% 4	0.00% 0	3.13% 1	32

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

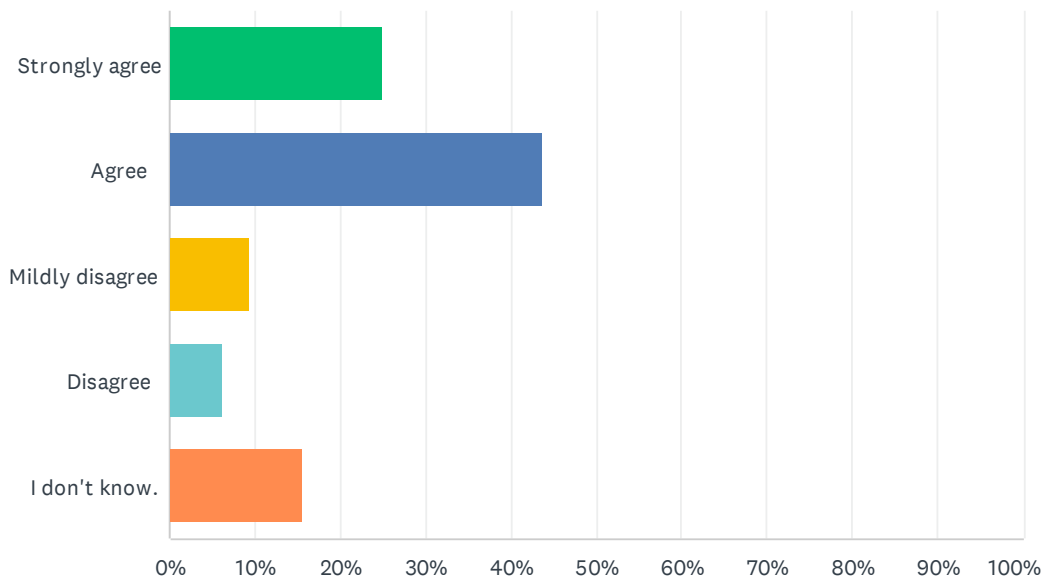
Answered: 32 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	46.88%	15
Agree	53.13%	17
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		32

Q12 The school has adequate resources to help students in an emergency or crisis.

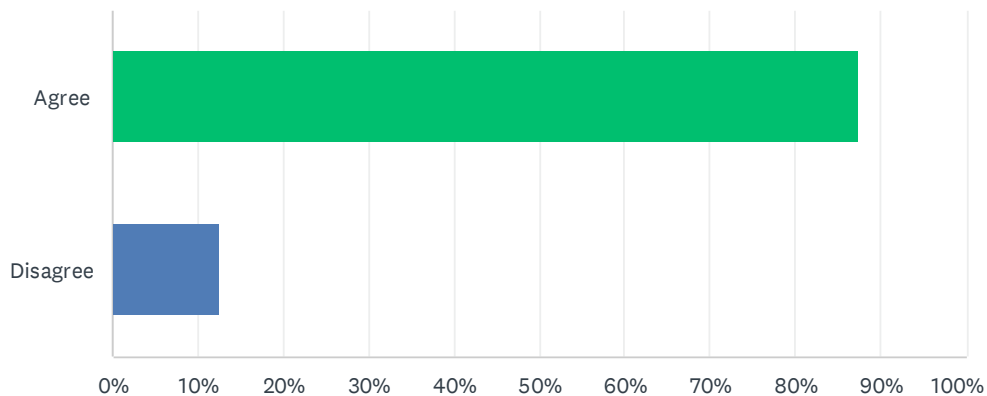
Answered: 32 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	25.00%	8
Agree	43.75%	14
Mildly disagree	9.38%	3
Disagree	6.25%	2
I don't know.	15.63%	5
TOTAL		32

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

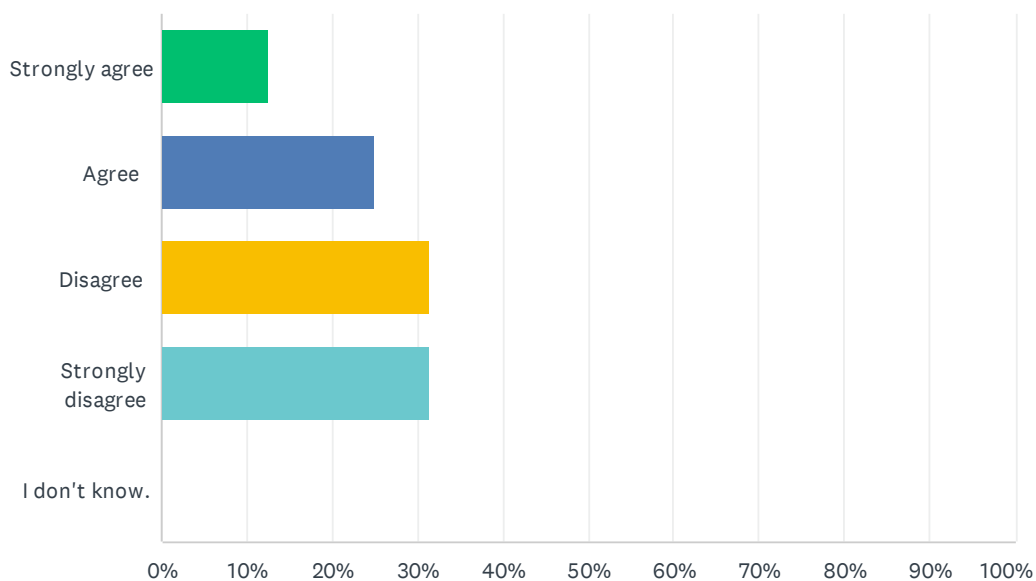
Answered: 32 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	87.50%	28
Disagree	12.50%	4
TOTAL		32

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

Answered: 32 Skipped: 0



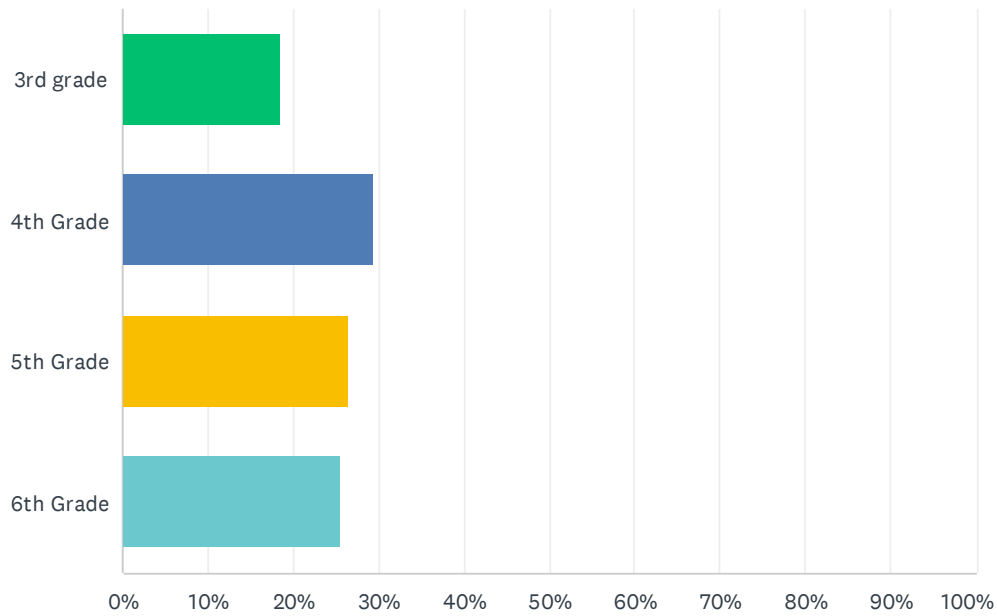
ANSWER CHOICES	RESPONSES	
Strongly agree	12.50%	4
Agree	25.00%	8
Disagree	31.25%	10
Strongly disagree	31.25%	10
I don't know.	0.00%	0
TOTAL		32

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

Answered: 26 Skipped: 6

Q1 What is your current grade?

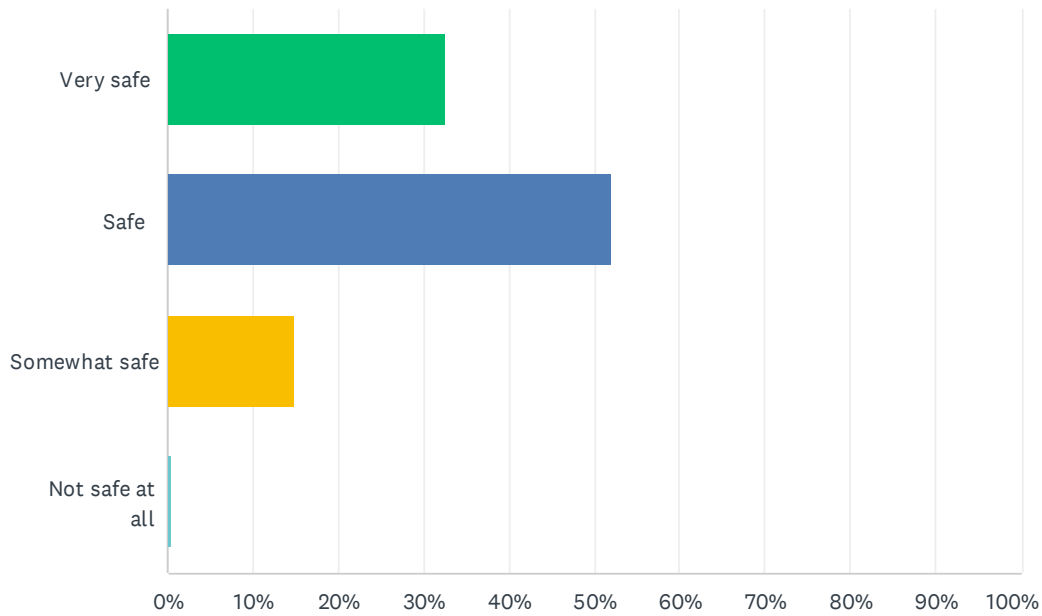
Answered: 204 Skipped: 0



ANSWER CHOICES	RESPONSES	
3rd grade	18.63%	38
4th Grade	29.41%	60
5th Grade	26.47%	54
6th Grade	25.49%	52
TOTAL		204

Q2 How safe do you feel at school?

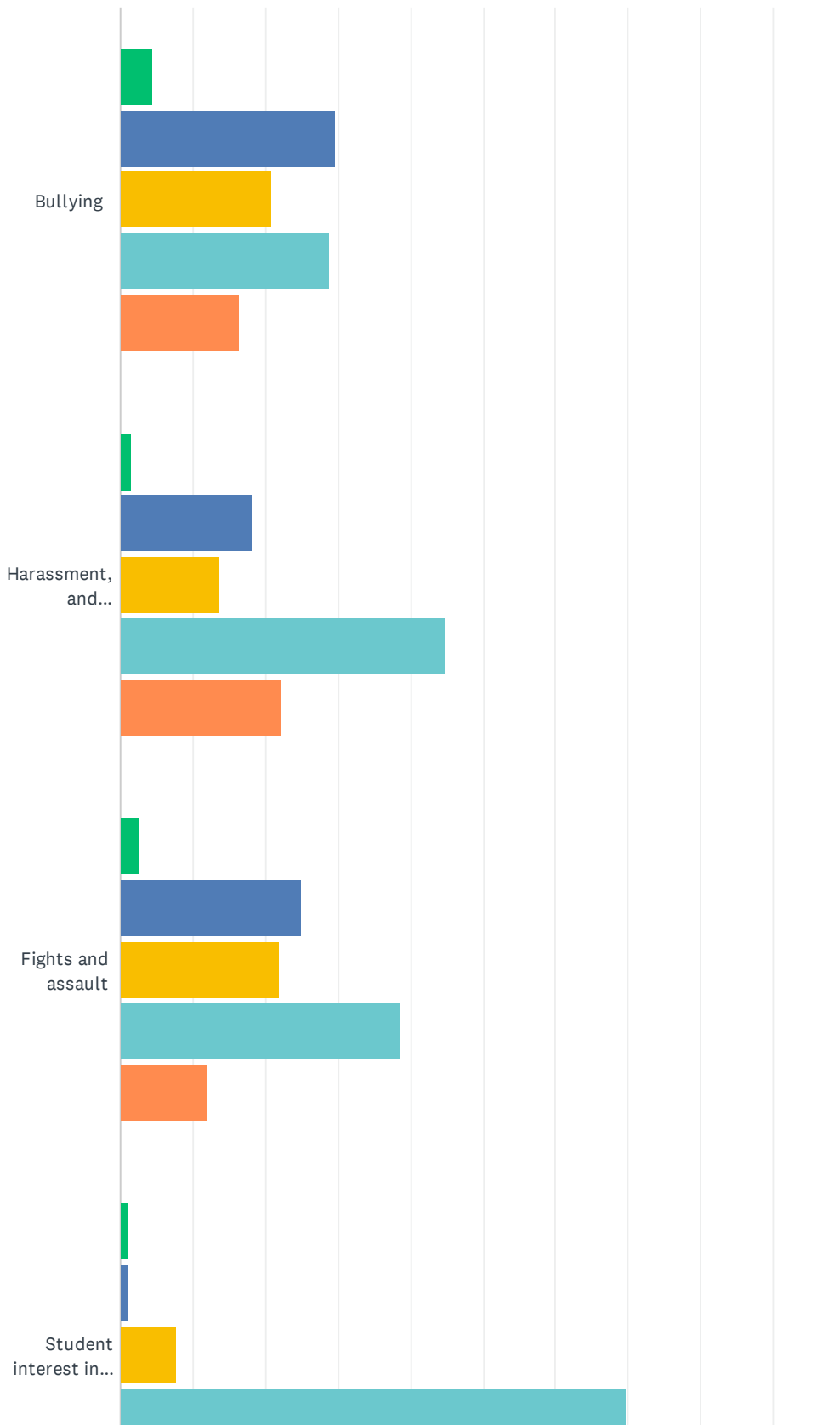
Answered: 202 Skipped: 2



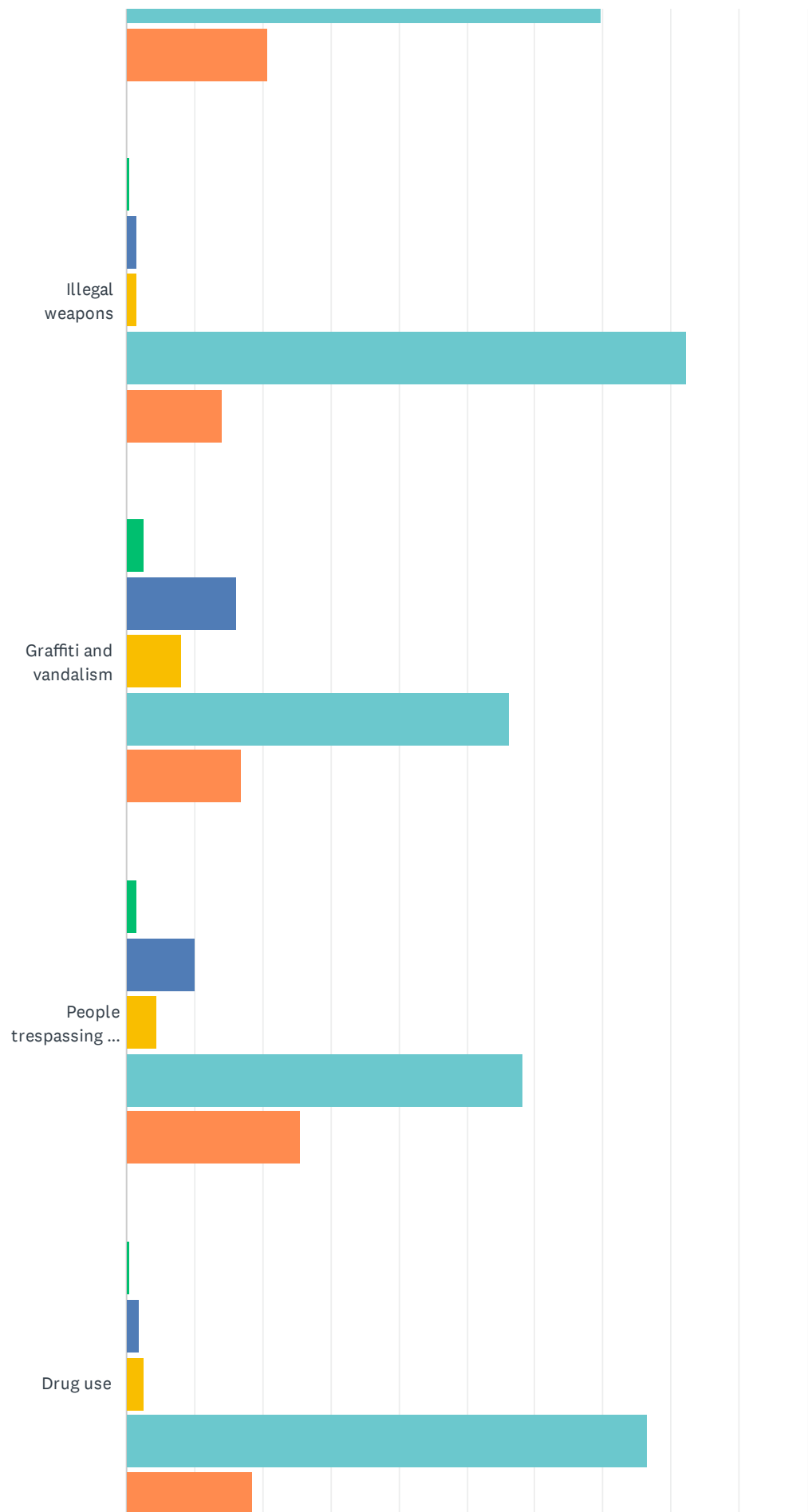
ANSWER CHOICES	RESPONSES	
Very safe	32.67%	66
Safe	51.98%	105
Somewhat safe	14.85%	30
Not safe at all	0.50%	1
TOTAL		202

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

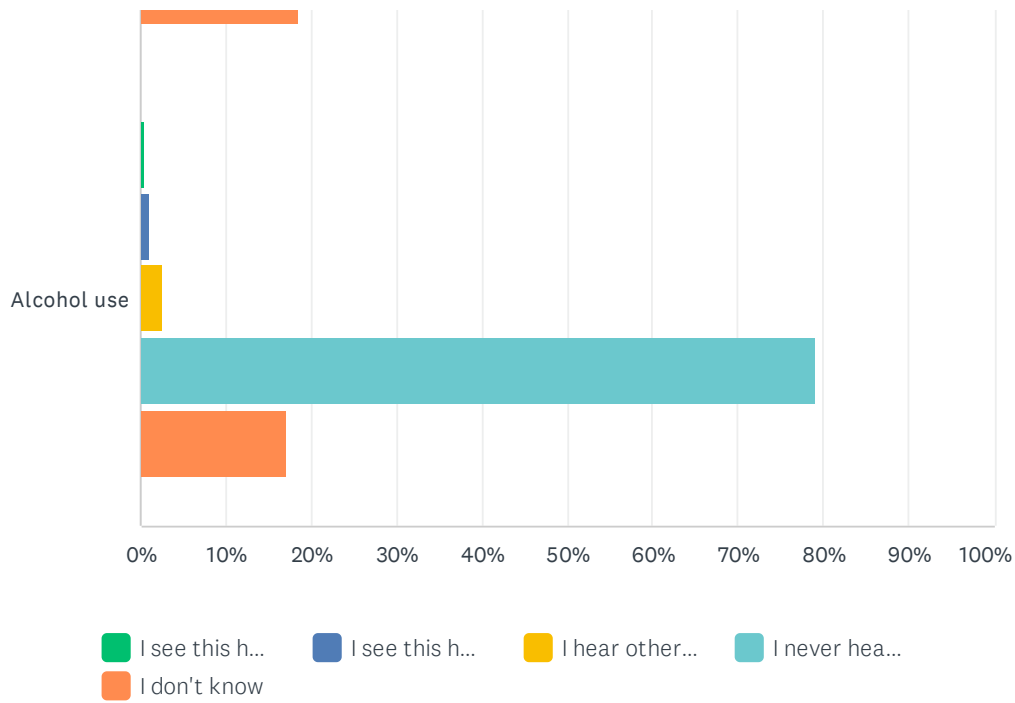
Answered: 202 Skipped: 2



Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

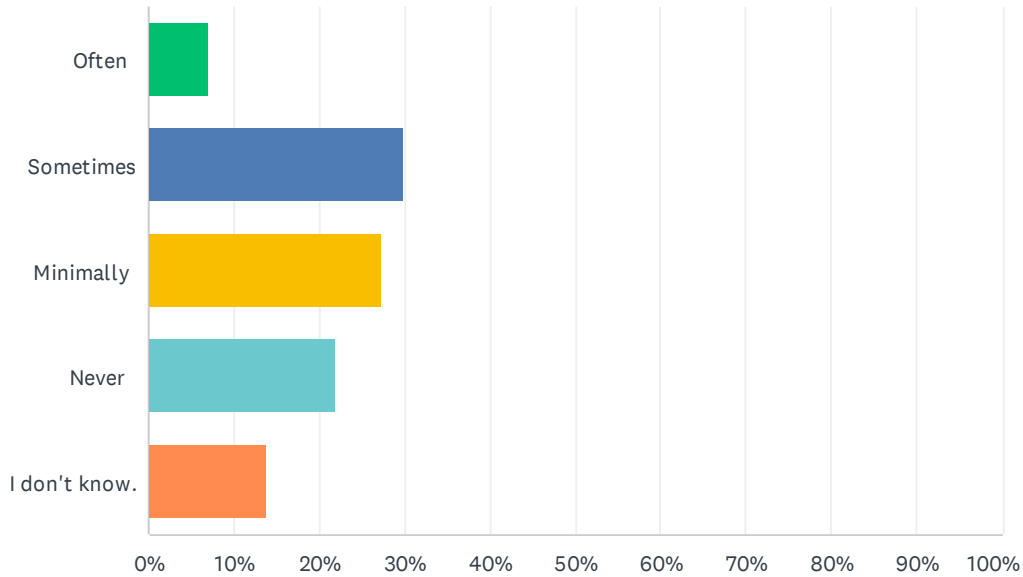


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	4.46% 9	29.70% 60	20.79% 42	28.71% 58	16.34% 33	202
Harassment, and intimidation	1.51% 3	18.09% 36	13.57% 27	44.72% 89	22.11% 44	199
Fights and assault	2.50% 5	25.00% 50	22.00% 44	38.50% 77	12.00% 24	200
Student interest in gangs	1.01% 2	1.01% 2	7.58% 15	69.70% 138	20.71% 41	198
Illegal weapons	0.51% 1	1.52% 3	1.52% 3	82.32% 163	14.14% 28	198
Graffiti and vandalism	2.54% 5	16.24% 32	8.12% 16	56.35% 111	16.75% 33	197
People trespassing on campus	1.51% 3	10.05% 20	4.52% 9	58.29% 116	25.63% 51	199
Drug use	0.50% 1	2.00% 4	2.50% 5	76.50% 153	18.50% 37	200
Alcohol use	0.50% 1	1.00% 2	2.50% 5	79.00% 158	17.00% 34	200

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.

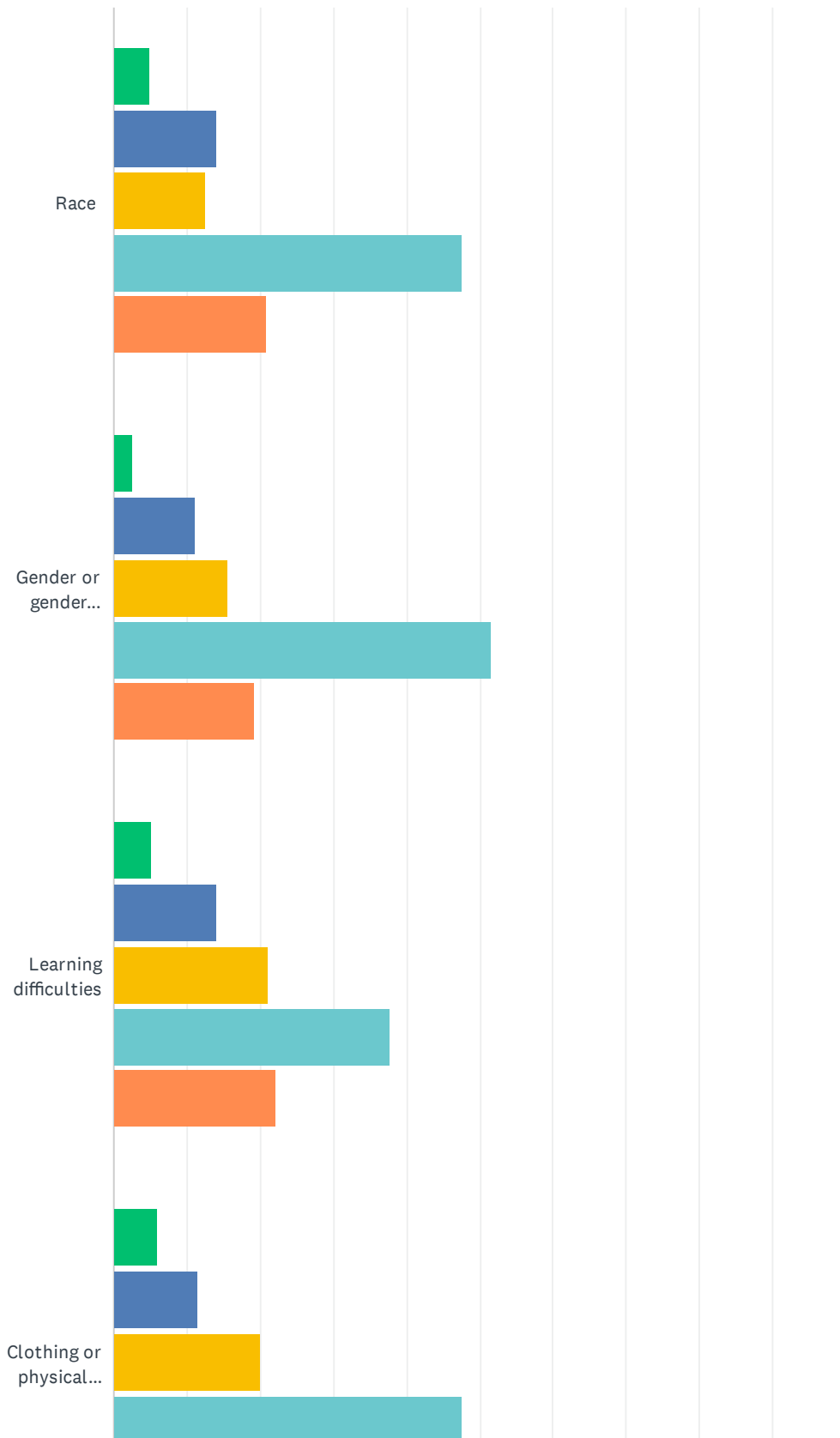
Answered: 201 Skipped: 3



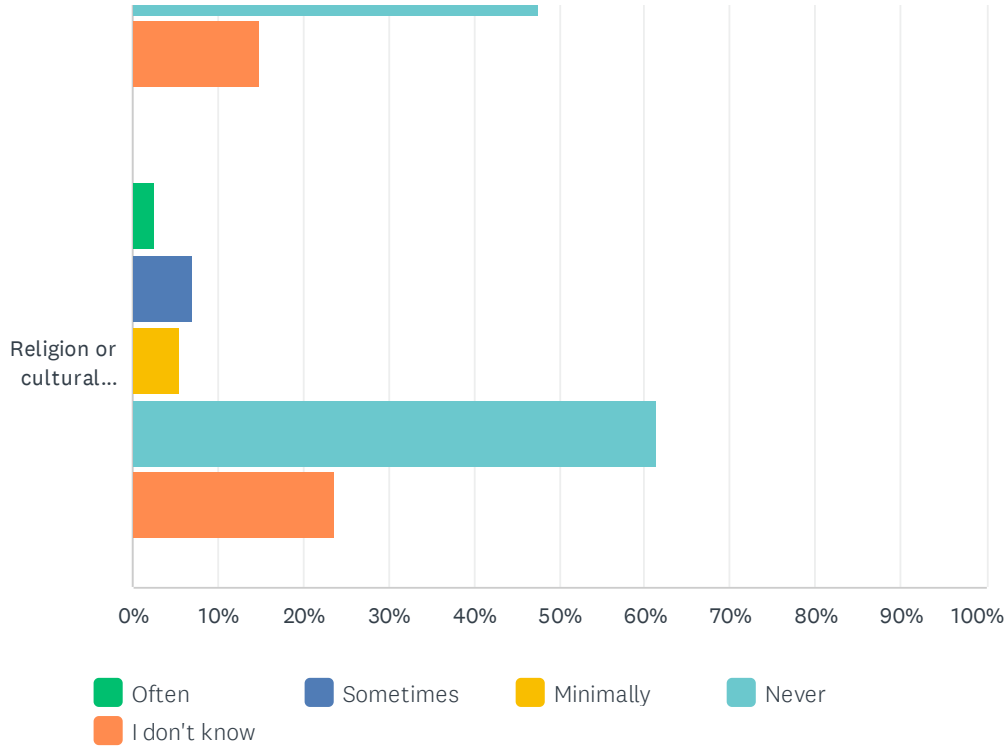
ANSWER CHOICES	RESPONSES	
Often	6.97%	14
Sometimes	29.85%	60
Minimally	27.36%	55
Never	21.89%	44
I don't know.	13.93%	28
TOTAL		201

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

Answered: 201 Skipped: 3



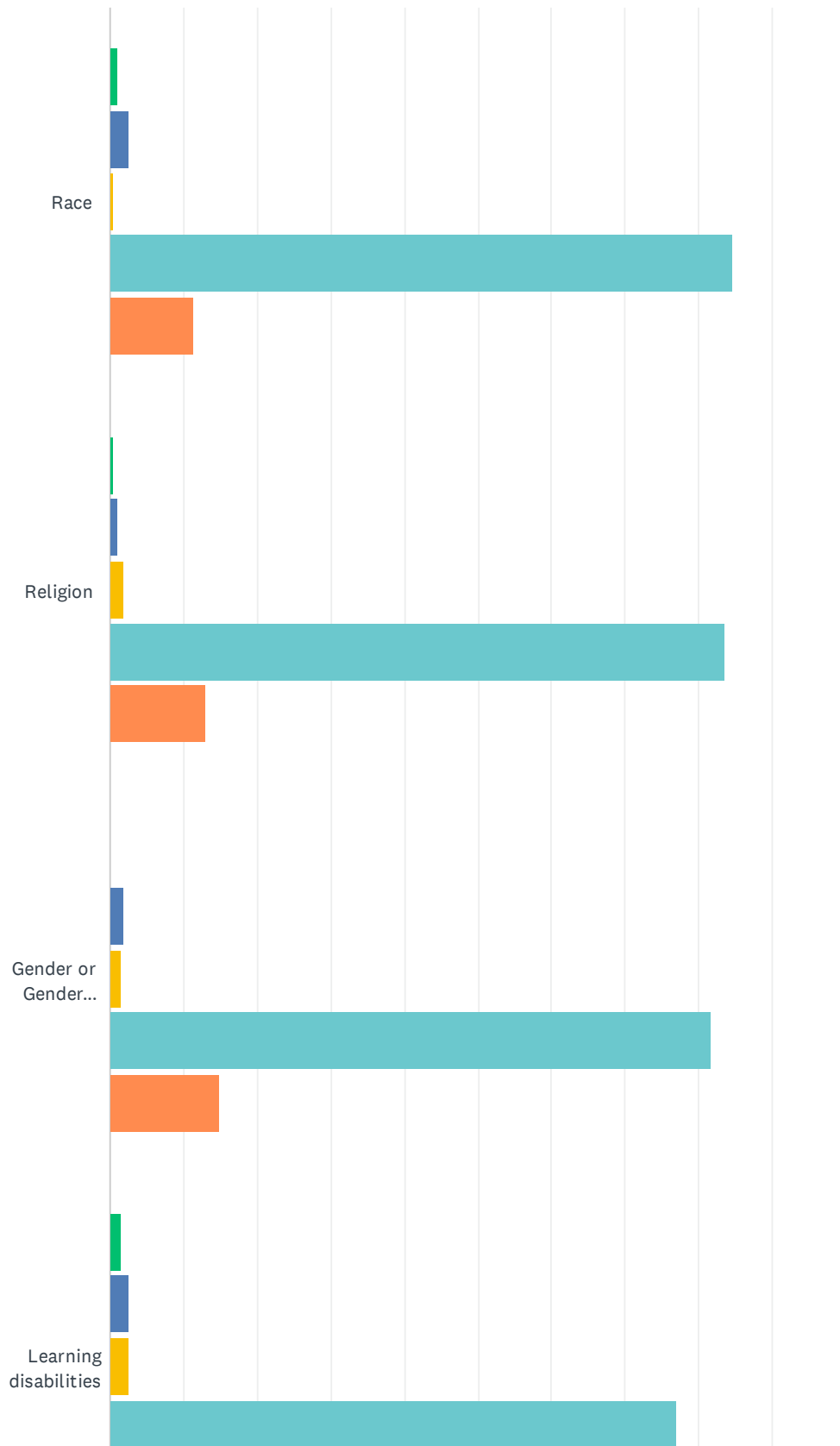
Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



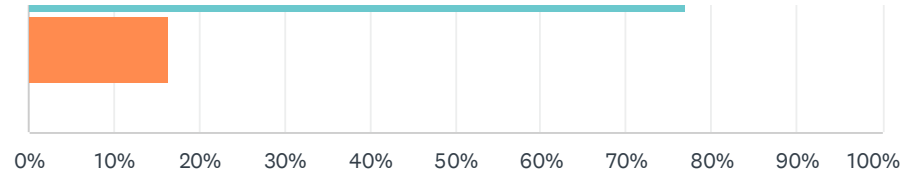
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	5.00% 10	14.00% 28	12.50% 25	47.50% 95	21.00% 42	200	3.65
Gender or gender identification	2.53% 5	11.11% 22	15.66% 31	51.52% 102	19.19% 38	198	3.74
Learning difficulties	5.03% 10	14.07% 28	21.11% 42	37.69% 75	22.11% 44	199	3.58
Clothing or physical appearance	6.00% 12	11.50% 23	20.00% 40	47.50% 95	15.00% 30	200	3.54
Religion or cultural practices	2.51% 5	7.04% 14	5.53% 11	61.31% 122	23.62% 47	199	3.96

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

Answered: 202 Skipped: 2



Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

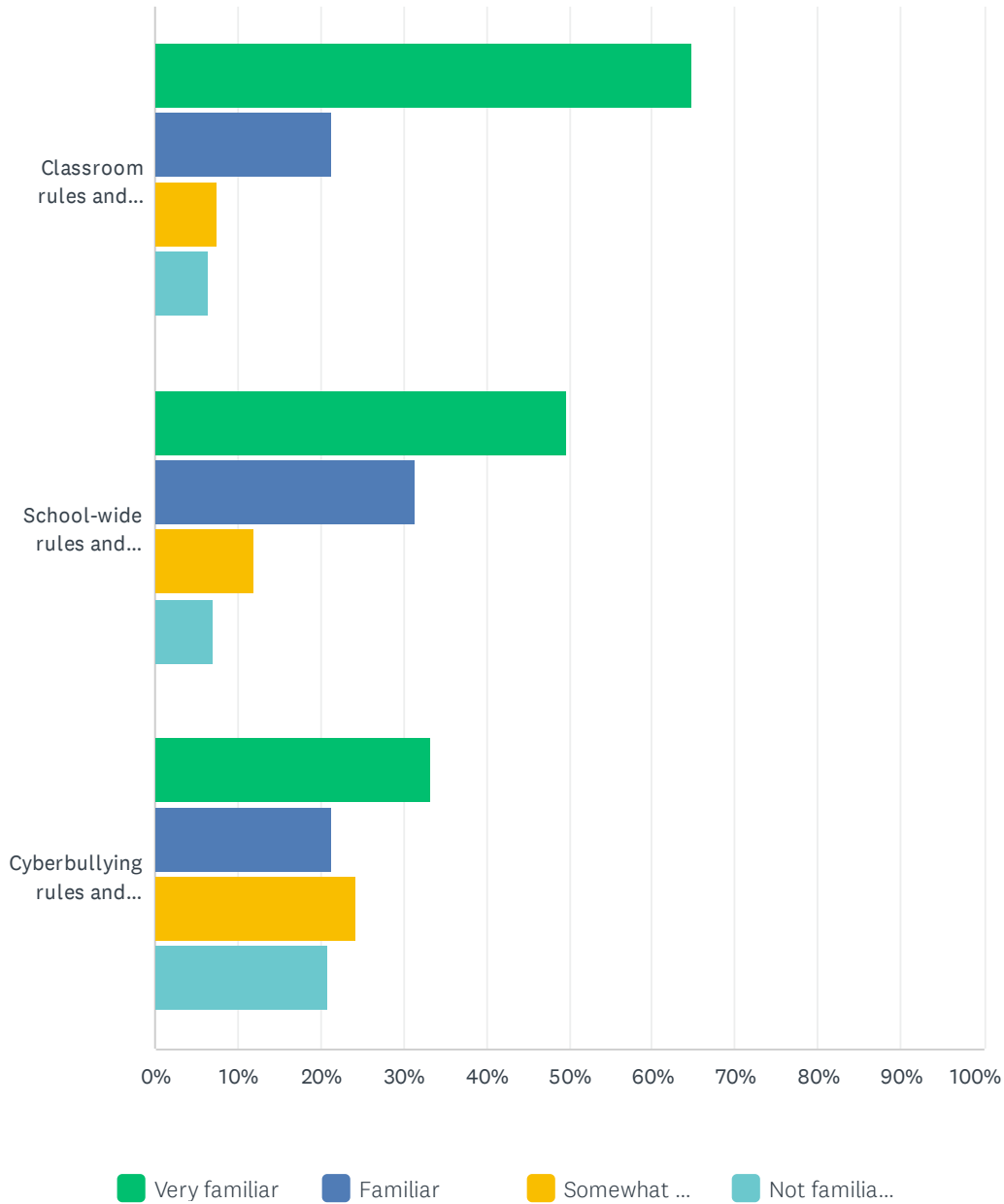


- Often
- Sometimes
- Minimally
- Never
- I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.99% 2	2.48% 5	0.50% 1	84.65% 171	11.39% 23	202	4.03
Religion	0.50% 1	1.00% 2	1.99% 4	83.58% 168	12.94% 26	201	4.07
Gender or Gender Identification	0.00% 0	1.99% 4	1.49% 3	81.59% 164	14.93% 30	201	4.09
Learning disabilities	1.50% 3	2.50% 5	2.50% 5	77.00% 154	16.50% 33	200	4.04

Q7 How familiar are you with the following?

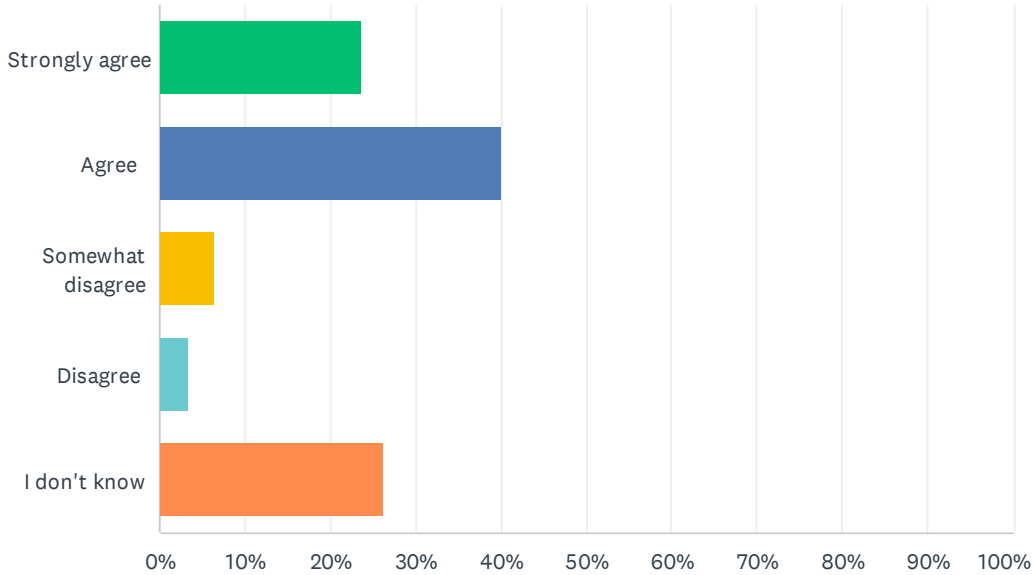
Answered: 202 Skipped: 2



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	64.85% 131	21.29% 43	7.43% 15	6.44% 13	202	1.55
School-wide rules and consequences when those rules are broken.	49.75% 100	31.34% 63	11.94% 24	6.97% 14	201	1.76
Cyberbullying rules and consequences when those rules are broken.	33.33% 67	21.39% 43	24.38% 49	20.90% 42	201	2.33

Q8 I think that suspensions and expulsions are assigned to students when necessary.

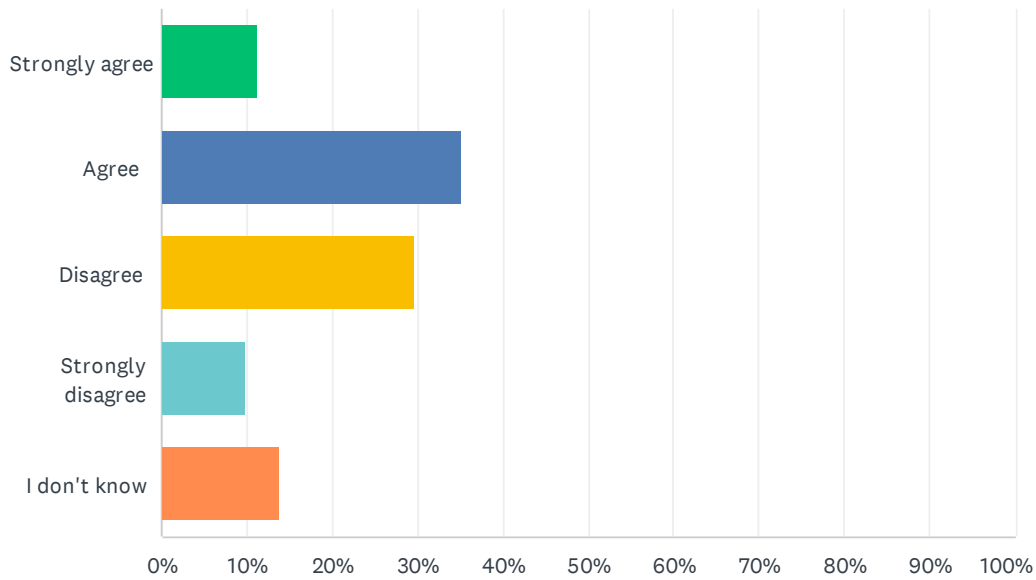
Answered: 202 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	23.76%	48
Agree	40.10%	81
Somewhat disagree	6.44%	13
Disagree	3.47%	7
I don't know	26.24%	53
TOTAL		202

Q9 The facilities and grounds are well maintained at my school.

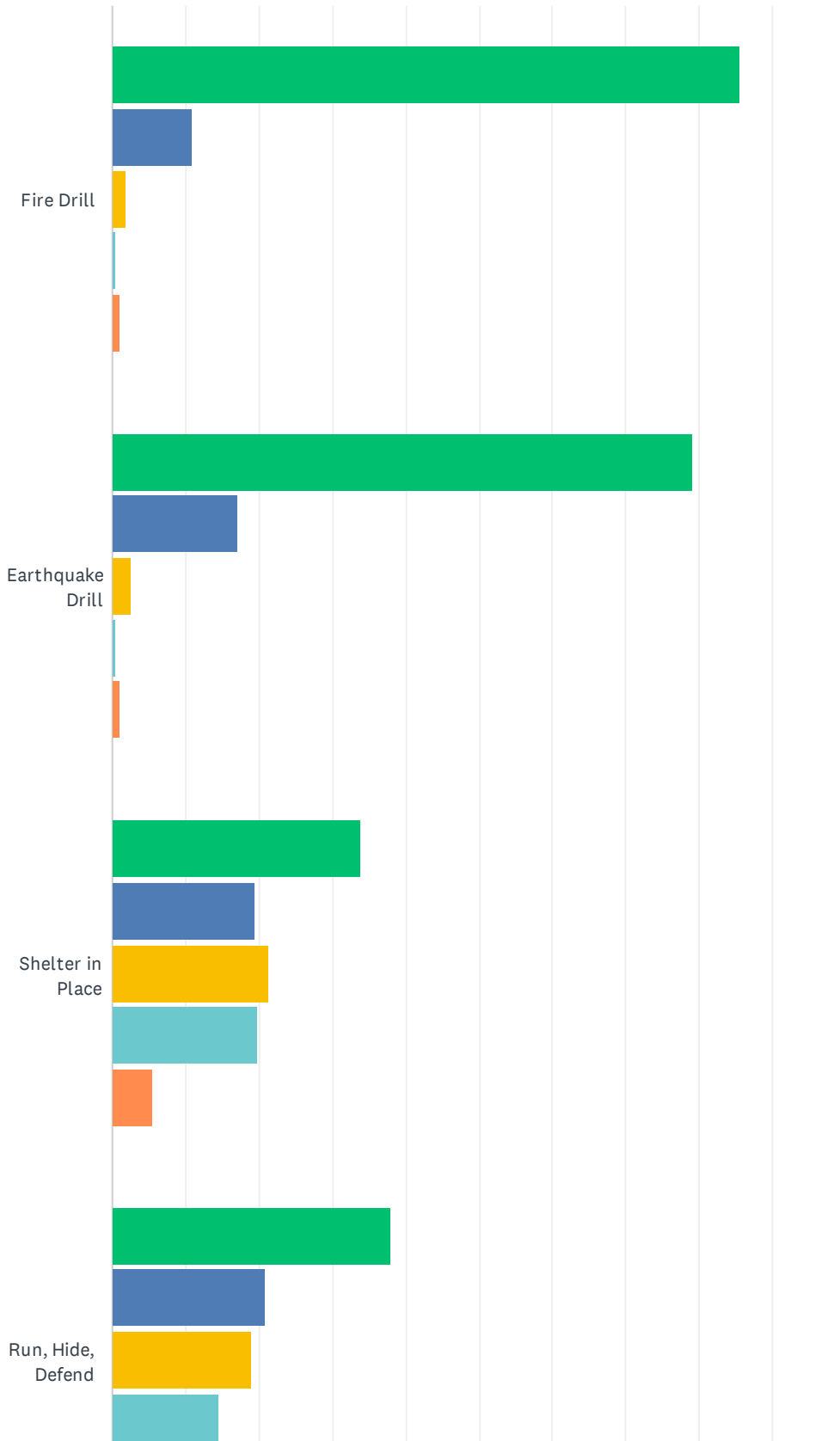
Answered: 202 Skipped: 2



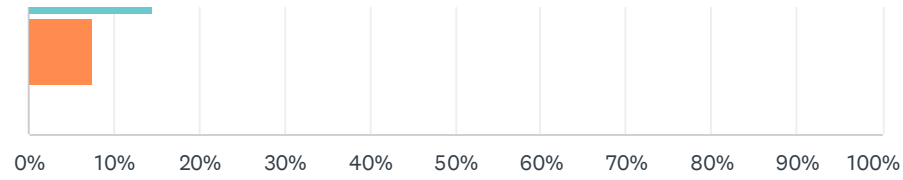
ANSWER CHOICES	RESPONSES	
Strongly agree	11.39%	23
Agree	35.15%	71
Disagree	29.70%	60
Strongly disagree	9.90%	20
I don't know	13.86%	28
TOTAL		202

Q10 How well do you understand your schools Emergency procedures?

Answered: 202 Skipped: 2



Cadwallader Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

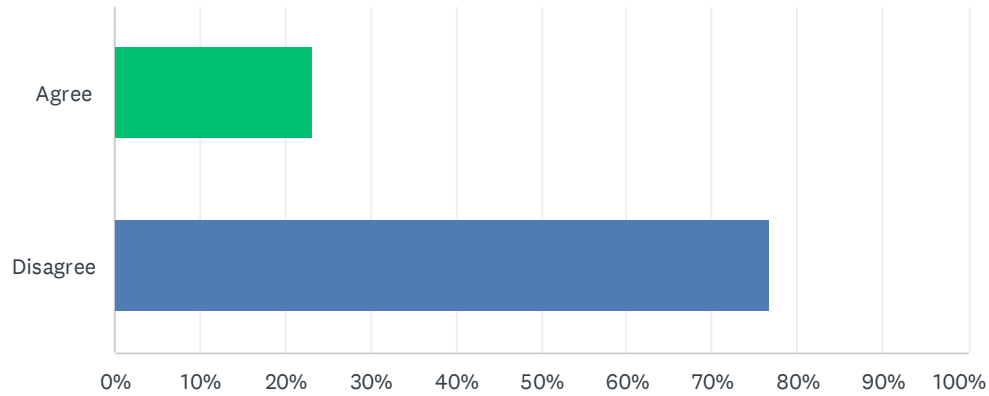


■ Very familiar
 ■ Familiar
 ■ Somewhat ...
 ■ Not familia...
■ I don't know

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	85.57% 172	10.95% 22	1.99% 4	0.50% 1	1.00% 2	201
Earthquake Drill	79.00% 158	17.00% 34	2.50% 5	0.50% 1	1.00% 2	200
Shelter in Place	33.83% 68	19.40% 39	21.39% 43	19.90% 40	5.47% 11	201
Run, Hide, Defend	38.00% 76	21.00% 42	19.00% 38	14.50% 29	7.50% 15	200

Q11 I am aware of the district's Wellness Connections webpage.

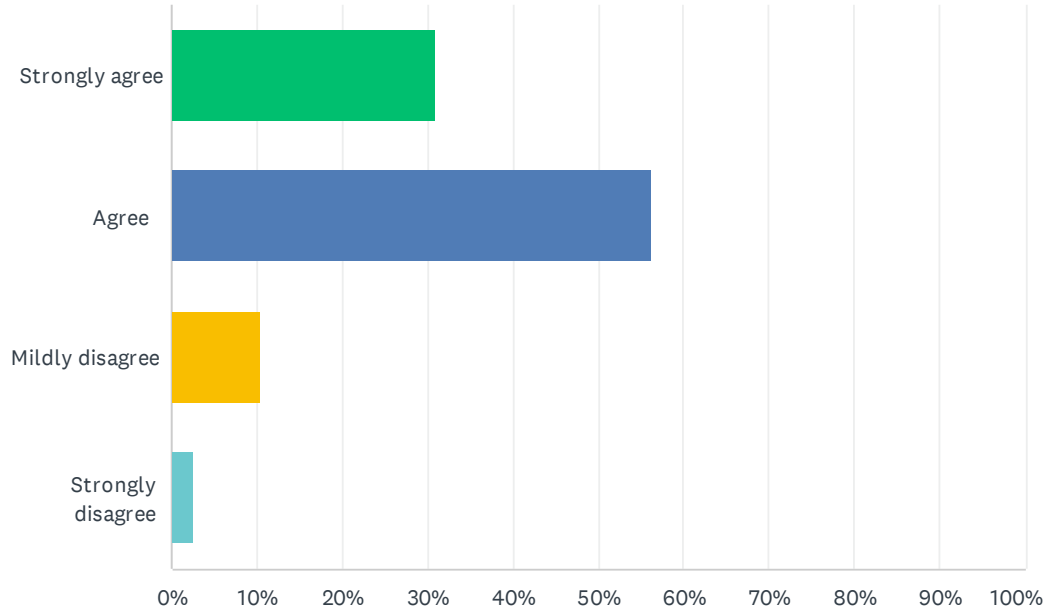
Answered: 202 Skipped: 2



ANSWER CHOICES	RESPONSES	
Agree	23.27%	47
Disagree	76.73%	155
TOTAL		202

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 201 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly agree	30.85%	62
Agree	56.22%	113
Mildly disagree	10.45%	21
Strongly disagree	2.49%	5
TOTAL		201

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 200 Skipped: 4