School Year: **2026-27**

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	5/6/2026	6/18/2026

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.

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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 March 4, 2026 to review the current school plan for revision. School staff met on March 25, 2026 to review the current school plan, provide input, and suggest revisions for the current school plan. Our School Site Council/English Language Advisory Committee met on April 1, 2026 to review the suggested revisions from school staff for the revised plan. Voting for the complete plan took place at our School Site Council/English Language Advisory Committe on May 6, 2026.

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 Suspension is in the orange zone. In collaboration with our Director of Child Welfare and Attendance, Cadwallader plans to follow procedures in the District Behavior Matrix to improved the suspension rate, specifically focusing on Other Means of Correction. In addition, professional development will focus on Tier 2 & 3 interventions for PBIS and restorative / trauma informed practices.

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 subgroup that is two performance levels below green is our Hispanic students. All student performance data for Math is in the green zone. Our subgroup

that is two performance levels below green is our Hispanic students. Professional development, grade level Professional Learning Community collaboration time, Tier II and Tier III intervention will focus on this subgroup for ELA & 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.

We have seen an increase in student performance on our i-Ready diagnostic from Diagnostic 1 (Trimester 1) to Diagnostic 3 (Trimester 3). There was a significant positive shift toward grade level competency at all levels schoolwide.

Trimester 1 (Diagnostic 1) Data:

Reading:
31% Mid or Above grade level
17% Early on grade level
35% One grade level below
9% Two grade levels below
9% Three or more grade levels below

Math:
18% Mid or Above grade level
22% Early on grade level
44% One grade level below
11% Two grade levels below
5% Three or more grade levels below

Trimester 3 (Diagnostic 3) Data:

Reading:
45% Mid or Above grade level
22% Early on grade level
22% One grade level below
6% Two grade levels below
5% Three or more grade levels below

Math:
40% Mid or Above grade level
21% Early on grade level
31% One grade level below
4% Two grade levels below
4% Three or more grade levels below

These results reflect a notable increase in the percentage of students performing at or above grade level in both Reading (48% to 67%) and Math (40% to 61%), along with a reduction in the number of students performing two or more grade levels below in Reading (18% to 11%) and Math (16% to 8%). While this demonstrates strong schoolwide growth, a continued focus is needed to support students who remain below grade level, particularly those in the one grade level below category.

Professional development, grade level Professional Learning Community collaboration time, and Tier II and Tier III interventions will continue to focus on these students to support growth in English Language Arts and Mathematics.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.28%	0.27%	0.27%	1	1	1
African American	0.28%	0.80%	0.81%	1	3	3
Asian	44.92%	45.72%	48.79%	159	171	181
Filipino	7.06%	8.02%	7.55%	25	30	28
Hispanic/Latino	35.03%	33.69%	29.92%	124	126	111
Pacific Islander	%	0.27%	0.27%		1	1
White	5.08%	4.55%	5.66%	18	17	21
Multiple/No Response	7.34%	6.68%	6.47%	26	25	24
			Total Enrollment	354	374	371

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		32	28
Kindergarten	42	44	50
Grade 1	40	43	48
Grade 2	50	39	43
Grade3	42	56	38
Grade 4	62	49	55
Grade 5	54	58	46
Grade 6	52	53	63
Total Enrollment	354	374	371

Conclusions based on this data:

1. Enrollment has steadily increased over the past three years, rising from 340 students (2022-23) to 354 (2023-24) and to 374 students in 2024-25, indicating continued growth in overall student population.

2. Asian students remain the largest subgroup (45.7%), followed by Hispanic/Latino students (33.7%), Filipino (8%), Two or More Races (6.7%), and White (4.5%). The overall ethnic composition remains stable, with only minor proportional shifts among subgroups.

3. Enrollment growth is reflected across multiple grade levels, with particularly strong enrollment in Grades 3 and 5, suggesting stable cohort sizes moving through the upper elementary grades.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	85	80	87	26.5%	24.0%	23.5%
Fluent English Proficient (FEP)	82	80	70	19.7%	23.2%	18.9%
Reclassified Fluent English Proficient (RFEP)	44	36	29	7.9%	12.4%	7.82%

Conclusions based on this data:

1. English Learner enrollment increased from 80 to 87 students in 2025-26, reversing the previous declining trend, while the percentage of EL students remained relatively stable at 23.5% of total enrollment.
2. The percentage of students identified as Fluent English Proficient (FEP) decreased to 18.9% in 2025-26 from 23.2% in 2024-25, while the percentage of Reclassified Fluent English Proficient (RFEP) students decreased to 7.8%. This shift suggests changes in the composition of the school's multilingual learner population and underscores the importance of monitoring students' progress toward English proficiency.
3. English Learner progress improved, with 47.3% of EL students making progress toward English proficiency in 2025, demonstrating continued growth in language acquisition.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	50	57	58	45	57	58	45	57	100.0	90	100
Grade 4	49	66	50	48	64	47	48	64	47	98.0	97	94
Grade 5	44	58	60	44	56	59	44	56	59	100.0	96.6	98.3
Grade 6	64	55	55	64	53	55	64	53	55	100.0	96.4	100
All Grades	215	229	222	214	218	218	214	218	218	99.5	95.2	98.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2446.	2438.	2449.	34.48	33.33	36.84	22.41	22.22	21.05	20.69	13.33	21.05	22.41	31.11	21.05
Grade 4	2515.	2475.	2472.	56.25	34.38	34.04	12.50	20.31	19.15	16.67	20.31	17.02	14.58	25.00	29.79
Grade 5	2547.	2550.	2558.	31.82	42.86	49.15	40.91	28.57	22.03	18.18	10.71	16.95	9.09	17.86	11.86
Grade 6	2555.	2535.	2566.	35.94	20.75	36.36	31.25	41.51	30.91	10.94	18.87	12.73	21.88	18.87	20.00
All Grades	N/A	N/A	N/A	39.25	33.03	39.45	26.64	27.98	23.39	16.36	16.06	16.97	17.76	22.94	20.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.48	28.89	19.30	50.00	51.11	64.91	15.52	20.00	15.79
Grade 4	35.42	25.00	21.28	54.17	59.38	59.57	10.42	15.63	19.15
Grade 5	29.55	30.36	44.07	63.64	55.36	45.76	6.82	14.29	10.17
Grade 6	26.56	20.75	30.91	51.56	58.49	45.45	21.88	20.75	23.64
All Grades	31.31	26.15	29.36	54.21	56.42	53.67	14.49	17.43	16.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.86	26.67	28.07	51.72	51.11	47.37	22.41	22.22	24.56
Grade 4	29.17	12.50	17.02	58.33	56.25	55.32	12.50	31.25	27.66
Grade 5	27.27	35.71	20.34	68.18	48.21	69.49	4.55	16.07	10.17
Grade 6	31.25	16.98	34.55	42.19	52.83	49.09	26.56	30.19	16.36
All Grades	28.50	22.48	25.23	53.74	52.29	55.50	17.76	25.23	19.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.79	17.78	12.28	81.03	62.22	80.70	5.17	20.00	7.02
Grade 4	29.17	15.63	17.02	64.58	70.31	65.96	6.25	14.06	17.02
Grade 5	22.73	19.64	32.20	68.18	69.64	62.71	9.09	10.71	5.08
Grade 6	21.88	13.21	20.00	73.44	73.58	61.82	4.69	13.21	18.18
All Grades	21.50	16.51	20.64	72.43	69.27	67.89	6.07	14.22	11.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.14	22.22	14.04	50.00	62.22	64.91	25.86	15.56	21.05
Grade 4	25.00	17.19	25.53	62.50	67.19	57.45	12.50	15.63	17.02
Grade 5	22.73	35.71	35.59	72.73	50.00	57.63	4.55	14.29	6.78
Grade 6	20.31	30.19	34.55	67.19	58.49	47.27	12.50	11.32	18.18
All Grades	22.90	26.15	27.52	62.62	59.63	56.88	14.49	14.22	15.60

Conclusions based on this data:

1. ELA proficiency increased in 2024-25, with 62.84% of students meeting or exceeding standards, up from 61.01% in 2023-24 and returning to near 2022-23 levels. Additionally, the percentage of students not meeting standards decreased, indicating overall academic recovery and growth.

2. Participation rates rebounded to 98.2%, reflecting strong assessment engagement across grade levels and a return to near pre-decline participation levels.

3. Performance across areas shows improvement, particularly in Writing, Listening, and Research/Inquiry, with increased percentages of students performing at or above standard. Reading performance remained stable overall, while several grade levels demonstrated measurable gains in the “Above Standard” category.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	50	57	58	48	57	58	48	57	100.0	96	100
Grade 4	49	66	50	48	66	49	48	66	49	98.0	100	98
Grade 5	44	58	60	44	58	60	44	58	60	100.0	100	100
Grade 6	64	55	55	64	54	55	64	54	55	100.0	98.2	100
All Grades	215	229	222	214	226	221	214	226	221	99.5	98.7	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2468.	2443.	2449.	44.83	39.58	33.33	22.41	16.67	24.56	12.07	18.75	19.30	20.69	25.00	22.81
Grade 4	2520.	2513.	2482.	43.75	39.39	24.49	27.08	24.24	30.61	20.83	18.18	22.45	8.33	18.18	22.45
Grade 5	2544.	2559.	2553.	29.55	50.00	45.00	40.91	13.79	20.00	18.18	20.69	21.67	11.36	15.52	13.33
Grade 6	2565.	2566.	2549.	43.75	25.93	30.91	21.88	38.89	21.82	14.06	20.37	25.45	20.31	14.81	21.82
Grade 11															
All Grades	N/A	N/A	N/A	41.12	38.94	33.94	27.10	23.45	23.98	15.89	19.47	22.17	15.89	18.14	19.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.55	39.58	31.58	37.93	39.58	43.86	15.52	20.83	24.56
Grade 4	37.50	43.94	28.57	50.00	42.42	48.98	12.50	13.64	22.45
Grade 5	25.00	44.83	40.00	65.91	37.93	43.33	9.09	17.24	16.67
Grade 6	40.63	37.04	29.09	40.63	44.44	43.64	18.75	18.52	27.27
Grade 11									
All Grades	38.32	41.59	32.58	47.20	41.15	44.80	14.49	17.26	22.62

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.21	43.75	29.82	43.10	29.17	43.86	20.69	27.08	26.32
Grade 4	35.42	42.42	24.49	54.17	36.36	44.90	10.42	21.21	30.61
Grade 5	20.45	36.21	31.67	63.64	46.55	55.00	15.91	17.24	13.33
Grade 6	28.13	16.67	20.00	51.56	66.67	60.00	20.31	16.67	20.00
All Grades	30.37	34.96	26.70	52.34	44.69	51.13	17.29	20.35	22.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.93	27.08	31.58	44.83	50.00	54.39	17.24	22.92	14.04
Grade 4	45.83	36.36	28.57	43.75	51.52	53.06	10.42	12.12	18.37
Grade 5	29.55	37.93	40.00	61.36	53.45	48.33	9.09	8.62	11.67
Grade 6	26.56	25.93	25.45	57.81	62.96	67.27	15.63	11.11	7.27
All Grades	34.58	32.30	31.67	51.87	54.42	55.66	13.55	13.27	12.67

Conclusions based on this data:

1. In 2024-25, 57.92% of students met or exceeded standards in Mathematics, reflecting a decline from prior years. Additionally, the percentage of students not meeting standards increased, indicating a need for targeted instructional support in math.
2. Participation remained strong at 99.5%, demonstrating consistent assessment engagement across grade levels.
3. Performance across claim areas shows relative strength in Communicating Reasoning, while Concepts & Procedures and Problem Solving/Modeling & Data Analysis experienced declines in students performing at or above standard, suggesting a need to strengthen foundational skills and application of mathematical concepts.

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) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1420.2	1370.6	1433.2	1426.2	1376.7	1439.4	1406.6	1356.5	1418.4	13	23	16
1	*	1428.8	*	*	1447.6	*	*	1409.5	*	7	11	10
2	*	*	1488.9	*	*	1470.8	*	*	1506.7	7	10	11
3	1506.2	1451.6	1470.5	1511.1	1451.5	1466.3	1501.0	1451.4	1474.3	12	15	12
4	*	1502.9	*	*	1500.5	*	*	1504.6	*	7	14	10
5	*	*	*	*	*	*	*	*	*	8	8	10
6	1581.0	1487.9	*	1602.5	1471.1	*	1558.8	1504.0	*	11	11	6
All Grades										65	92	75

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	13.04	12.50	53.85	26.09	56.25	23.08	26.09	25.00	15.38	34.78	6.25	13	23	16
1	*	0.00	*	*	54.55	*	*	18.18	*	*	27.27	*	*	11	*
2	*	*	27.27	*	*	54.55	*	*	9.09	*	*	9.09	*	*	11
3	25.00	0.00	0.00	33.33	33.33	16.67	25.00	26.67	66.67	16.67	40.00	16.67	12	15	12
4	*	21.43	*	*	50.00	*	*	7.14	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	54.55	18.18	*	27.27	18.18	*	18.18	27.27	*	0.00	36.36	*	11	11	*
All Grades	32.31	9.78	21.33	41.54	36.96	34.67	16.92	22.83	29.33	9.23	30.43	14.67	65	92	75

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	17.39	25.00	46.15	21.74	37.50	23.08	21.74	31.25	15.38	39.13	6.25	13	23	16
1	*	18.18	*	*	45.45	*	*	0.00	*	*	36.36	*	*	11	*
2	*	*	18.18	*	*	63.64	*	*	9.09	*	*	9.09	*	*	11
3	25.00	26.67	8.33	33.33	40.00	66.67	33.33	0.00	8.33	8.33	33.33	16.67	12	15	12
4	*	57.14	*	*	21.43	*	*	0.00	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	72.73	36.36	*	18.18	9.09	*	9.09	18.18	*	0.00	36.36	*	11	11	*
All Grades	38.46	29.35	25.33	36.92	29.35	48.00	20.00	10.87	13.33	4.62	30.43	13.33	65	92	75

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		8.70	6.25		13.04	37.50		43.48	43.75		34.78	12.50		23	16
1		0.00	*		18.18	*		63.64	*		18.18	*		11	*
2		*	27.27		*	54.55		*	0.00		*	18.18		*	11
3		0.00	0.00		0.00	8.33		46.67	75.00		53.33	16.67		15	12
4		7.14	*		35.71	*		28.57	*		28.57	*		14	*
5		*	*		*	*		*	*		*	*		*	*
6	27.27	18.18	*	27.27	9.09	*	36.36	18.18	*	9.09	54.55	*	11	11	*
All Grades	20.00	5.43	12.00	29.23	17.39	29.33	36.92	41.30	40.00	13.85	35.87	18.67	65	92	75

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	13.04	37.50	53.85	56.52	56.25	23.08	30.43	6.25	13	23	16
1	*	36.36	*	*	27.27	*	*	36.36	*	*	11	*
2	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
3	25.00	6.67	0.00	75.00	66.67	66.67	0.00	26.67	33.33	12	15	12
4	*	50.00	*	*	28.57	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	36.36	0.00	*	54.55	63.64	*	9.09	36.36	*	11	11	*
All Grades	32.31	20.65	30.67	61.54	52.17	57.33	6.15	27.17	12.00	65	92	75

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	34.78	12.50	61.54	21.74	68.75	15.38	43.48	18.75	13	23	16
1	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
2	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
3	25.00	33.33	33.33	66.67	33.33	41.67	8.33	33.33	25.00	12	15	12
4	*	50.00	*	*	28.57	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	81.82	45.45	*	18.18	18.18	*	0.00	36.36	*	11	11	*
All Grades	47.69	35.87	32.00	47.69	35.87	49.33	4.62	28.26	18.67	65	92	75

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	4.35	12.50	76.92	60.87	68.75	15.38	34.78	18.75	13	23	16
1	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
2	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
3	8.33	0.00	0.00	66.67	26.67	41.67	25.00	73.33	58.33	12	15	12
4	*	7.14	*	*	64.29	*	*	28.57	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	45.45	18.18	*	18.18	9.09	*	36.36	72.73	*	11	11	*
All Grades	24.62	4.35	18.67	50.77	48.91	45.33	24.62	46.74	36.00	65	92	75

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.77	21.74	62.50	53.85	43.48	25.00	15.38	34.78	12.50	13	23	16
1	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
2	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11
3	33.33	0.00	8.33	50.00	60.00	83.33	16.67	40.00	8.33	12	15	12
4	*	14.29	*	*	71.43	*	*	14.29	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	36.36	18.18	*	63.64	54.55	*	0.00	27.27	*	11	11	*
All Grades	33.85	13.04	29.33	55.38	57.61	57.33	10.77	29.35	13.33	65	92	75

Conclusions based on this data:

1. Cadwallader Elementary serves 374 students, with 43.6% identified as Socioeconomically Disadvantaged, 21.4% as English Learners, and 14.4% as Students with Disabilities, indicating a significant population requiring targeted academic and support services.
2. The school continues to reflect a culturally diverse student population, with Asian students (45.7%) and Hispanic students (33.7%) comprising nearly 80% of total enrollment, while all other racial/ethnic groups each represent less than 8% of the student body.
3. The combined percentage of English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities underscores the importance of maintaining strong academic interventions, language development programs, and equitable access to resources to support student achievement across all groups.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
374	**43.6%**	**21.4%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	21.4%
Foster Youth	0	0.0%
Homeless	2	0.5%
Socioeconomically Disadvantaged	163	43.6%
Students with Disabilities	54	14.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.8%
American Indian	1	0.3%
Asian	171	45.7%
Filipino	30	8%
Hispanic	126	33.7%
Two or More Races	25	6.7%
Pacific Islander	1	0.3%
White	17	4.5%

Conclusions based on this data:

1. Cadwallader Elementary's total enrollment is 374 students, with 43.6% identified as Socioeconomically Disadvantaged, 21.4% as English Learners, and 14.4% as Students with Disabilities, reflecting a substantial portion of students who may require additional academic and social-emotional supports.
2. The school maintains a highly diverse population, with Asian students (45.7%) and Hispanic students (33.7%) comprising the majority of enrollment, while all other racial/ethnic groups each represent less than 8% of the student body.

School and Student Performance Data

Overall Performance

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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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our Cadwallader students are performing in the green zone in the areas for ELA and Math, as well as English Learner Progress (and improvement from the red zone).
2. We improved Chronic Absenteeism and are in the green zone.
3. Our suspension rate is in the orange zone.

School and Student Performance Data

Academic Performance
English Language Arts

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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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
32.7 points above standard	10.5 points above standard	Fewer than 11 students - No Data for Privacy
Increased 10.1 points	Maintained -0.3 points	1 Student
210 Students	69 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	5.6 points below standard
	1 Student	Increased 13.3 points
		99 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
88.2 points below standard	0 Students	Fewer than 11 students - No Data for Privacy
Declined 26.9 points		1 Student
24 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
68 points above standard	54.6 points above standard	25.5 points below standard
Increased 15.1 points	19 Students	Maintained -0.6 points
94 Students		72 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
59.7 points above standard	0 Students	Fewer than 11 students - No Data for Privacy
Increased 57.9 points		9 Students
15 Students		

Conclusions based on this data:

1. Overall, our ELA scores remain above standard in the Green performance level at 32.7 points above standard, reflecting a strong 10.1 point increase from the prior year.
2. Students with Disabilities are performing significantly below standard at 88.2 points below standard, representing a substantial 26.9 point decline, and remain an area of urgent need.
3. Asian students demonstrated strong performance at 68.0 points above standard with a 15.1 point increase, while English Learners remained above standard at 10.5 points above standard. However, Hispanic students continue to perform below standard at 25.5 points below standard, and Socioeconomically Disadvantaged students, although improving, remain slightly below standard at 5.6 points below standard. Focal student groups will be Students with Disabilities and Hispanic students, with continued monitoring of SED performance.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
13.5 points above standard	1.2 points below standard	Fewer than 11 students - No Data for Privacy
Declined 17.3 points	Declined 29.1 points	1 Student
211 Students	70 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	20.1 points below standard
	1 Student	Declined 11.9 points
		99 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
102.5 points below standard	0 Students	Fewer than 11 students - No Data for Privacy
Declined 78.7 points		1 Student
24 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
55.2 points above standard	19.2 points above standard	45.8 points below standard
Declined 14.9 points	Maintained -2.5 points	Declined 26 points
95 Students	19 Students	72 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
35.2 points above standard	0 Students	Fewer than 11 students - No Data for Privacy
Increased 39.9 points		9 Students
15 Students		

Conclusions based on this data:

1. Overall, our Mathematics scores remain above standard in the Green performance level at 13.5 points above standard; however, this reflects a significant 17.3 point decline from the prior year.
2. Students with Disabilities are performing 102.5 points below standard, representing a substantial 78.7 point decline, indicating a critical area of concern in Mathematics achievement.
3. Asian students remain above standard at 55.2 points above standard despite a 14.9 point decline, while English Learners are now 1.2 points below standard after declining 29.1 points. Hispanic students declined 26.0 points and are 45.8 points below standard, and Socioeconomically Disadvantaged students declined 11.9 points to 20.1 points below standard. Focal student groups will be Students with Disabilities, Hispanic students, and English Learners.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
67.1 science points	62.1 science points	0 Students
Maintained 1.9 points	Declined 6.9 points	
58 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	64.7 science points
		Increased 6.5 points
		29 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color 72.9 science points Declined 2.5 points 27 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 50.4 science points Declined 8.8 points 17 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Overall, our Science scores are in the Blue performance level at 67.1 points above standard, maintaining a 1.9 point increase and reflecting strong overall achievement.
2. Asian students continue to perform well at 72.9 points above standard, despite a slight 2.5 point decline, while Socioeconomically Disadvantaged students are 64.7 points above standard, showing a 6.5 point increase.
3. Hispanic students remain above standard at 50.4 points above standard, although this reflects an 8.8 point decline, and English Learners are also above standard at 62.1 points above standard despite a 6.9 point decline. While overall performance remains strong, continued monitoring of subgroup declines will be important to ensure sustained achievement across student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	No Performance Color
47.3 making progress.	making progress.
Number Students: 55 Students	Number Students: 1 Student

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.

2025 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**
27.3%	25.5%	3.6%	43.6%

Conclusions based on this data:

1. Overall, our English Learner Progress Indicator is in the Green performance level at 47.3% making progress, reflecting a 5.8% increase from the prior year.
2. While progress increased overall, 27.3% of English Learners decreased at least one ELPI level, and 25.5% maintained levels 1–3, indicating that a significant portion of students are not yet progressing toward proficiency.
3. Although 43.6% of English Learners progressed at least one ELPI level, continued focus will be needed to increase the percentage of students advancing levels and reduce the percentage of students declining. Focal attention will remain on accelerating language acquisition for students not yet demonstrating growth.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
7.8% Chronically Absent	6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.5	Declined 14.2	1 Student
387 Students	83 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	13.1% Chronically Absent
	2 Students	Declined 7.1
		175 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
21.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 6.9	3 Students	1 Student
64 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
2.3% Chronically Absent	0% Chronically Absent	14.3% Chronically Absent
Declined 2.7	Declined 3.8	Declined 6.3
176 Students	30 Students	126 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
20% Chronically Absent	Fewer than 11 students - No Data for Privacy	5% Chronically Absent
Increased 9.3	1 Student	Maintained -0.3
30 Students		20 Students

Conclusions based on this data:

1. Overall, our Chronic Absenteeism rate is in the Green performance level at 7.8% chronically absent, reflecting a 3.5 point decline, indicating improved student attendance schoolwide.
2. English Learners improved significantly to 6.0% chronically absent, declining 14.2 points and moving into the Green performance level; however, Hispanic students remain at 14.3% chronically absent (Yellow) and Socioeconomically Disadvantaged students are at 13.1% (Yellow) despite notable declines.
3. Students with Disabilities are at 21.9% chronically absent (Red), representing a 6.9 point increase, and remain the highest area of concern. Focal student groups for attendance will be Students with Disabilities, with continued monitoring of Hispanic and Socioeconomically Disadvantaged students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
2% suspended at least one day	2.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.3%	Increased 0.6%	1 Student
395 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	3.4% suspended at least one day
	2 Students	Increased 3.4%
		178 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
4.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 1.6%	3 Students	1 Student
64 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	0% suspended at least one day	3.1% suspended at least one day
Declined 0.6%	Maintained 0%	Increased 1.8%
181 Students	30 Students	128 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
6.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.5% suspended at least one day
Increased 6.7%	1 Student	Increased 9.5%
30 Students		21 Students

Conclusions based on this data:

1. Overall, our Suspension Rate is in the Orange performance level at 2.0% suspended at least one day, reflecting a 1.3 point increase from the prior year.
2. Socioeconomically Disadvantaged students are at 3.4% suspended (Red), representing a 3.4 point increase, while Students with Disabilities are at 4.7% suspended (Orange) with a 1.6 point increase, indicating disproportionate impact among these student groups.
3. Hispanic students are at 3.1% suspended (Orange) with a 1.8 point increase, and English Learners are at 2.4% suspended (Orange) with a 0.6 point increase. Focal student groups for discipline will be Socioeconomically Disadvantaged students and Students with Disabilities, with continued monitoring of Hispanic students and English Learners.

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.

CONDITIONS AND CLIMATE
Overall Student Suspension Rate: The increase from 0.8% to 2.0% indicates a need to re-evaluate the strategies aimed at maintaining or decreasing overall student suspensions. Although the school remains below the state average, the upward trend places the school in Orange and warrants focused attention.
Socioeconomically Disadvantaged Student Suspension Rate: The current rate of 3.4% (Red) signifies a critical need to address the factors contributing to the disproportionality in suspensions for Socioeconomically Disadvantaged students. Targeted interventions and restorative practices may be required.
Hispanic Student Suspension Rate: The increase to 3.1% (Orange) indicates a need to refine current behavioral supports and implement culturally responsive strategies to reduce suspensions among Hispanic students.
English Learner and Students with Disabilities Suspension Rates: The current rates of 2.4% (English Learners) and 4.7% (Students with Disabilities), both in Orange, provide a clear indication that additional monitoring and strengthened proactive supports are necessary, particularly for Students with Disabilities, who demonstrate the highest rate.

CAASPP ELA
English Learners: Although English Learners are 10.5 points above standard overall, current English Learners remain significantly below standard when disaggregated. This highlights a need for continued refinement and strengthening of designated and integrated ELD strategies to ensure consistent academic growth in ELA.
Hispanic Students: Hispanic students are 25.5 points below standard (Orange), indicating a continued need to refine instructional approaches and targeted supports to reduce the proficiency gap.
Socioeconomically Disadvantaged Students: Socioeconomically Disadvantaged students are 5.6 points below standard (Yellow). While progress has been made, the gap persists and requires sustained intervention efforts.
Students with Disabilities: Students with Disabilities are 88.2 points below standard and declined significantly, underscoring a critical need to re-examine and strengthen interventions, accommodations, and inclusive instructional practices in ELA.

CAASPP MATHEMATICS
English Learners: English Learners are 1.2 points below standard (Yellow), reflecting a need to strengthen language development supports embedded within mathematics instruction and ensure access to rigorous grade-level content.
Hispanic Students: Hispanic students are 45.8 points below standard (Orange), indicating a significant proficiency gap and a need to intensify targeted math interventions to ensure progress toward closing the gap.
Socioeconomically Disadvantaged Students: Socioeconomically Disadvantaged students are 20.1 points below standard (Yellow), suggesting a continued need to refine and monitor math supports and intervention systems.
Students with Disabilities: Students with Disabilities are 102.5 points below standard, demonstrating a substantial gap that requires enhanced math intervention, scaffolding, and differentiated instruction.
CAST
Hispanic Students: Hispanic students perform below the overall average in science, indicating a need to investigate and implement more effective, language-rich instructional strategies to support achievement and reduce the proficiency gap.

ENGLISH LEARNER PROGRESS
English Learner Progress Indicator: While 47.3% of ELs are making progress toward English proficiency, representing an increase from the prior year, 27.3% of ELs decreased at least one ELPI level. This variability indicates a need for continued monitoring and a comprehensive review of EL support systems and instructional practices to ensure consistent language growth across all proficiency levels.

iReady T3 Diagnostic - Reading
Hispanic Students: With 51% proficiency, Hispanic students remain significantly below overall performance (70%), indicating a continued and persistent achievement gap. This suggests a need to strengthen targeted reading interventions and ensure consistent implementation of Tier 2 supports to accelerate progress.
English Learners: With only 35% proficiency, English Learners demonstrate a substantial gap compared to overall student performance, highlighting a critical need to intensify designated and integrated ELD supports, particularly in vocabulary development and comprehension strategies.
Students with Disabilities (Special Education): With 26% proficiency, students with disabilities show the largest performance gap, underscoring a critical need to evaluate the effectiveness of current interventions, ensure fidelity of IEP supports, and increase access to explicit, scaffolded reading instruction.

iReady T3 Diagnostic - Math
Students with Disabilities (Special Education): With 26% proficiency, students with disabilities demonstrate the most significant gap compared to overall performance (56.9%), indicating a critical need to strengthen targeted math interventions, increase scaffolded instruction, and ensure alignment with IEP supports.
English Learners: With 35% proficiency, English Learners show a substantial performance gap, highlighting a need to strengthen language development within math instruction, including explicit vocabulary instruction, structured discourse, and access to grade-level content.

Hispanic Students: With 51% proficiency, Hispanic students perform slightly below overall student performance, indicating a need to continue refining Tier 1 instruction and targeted supports to close the remaining gap.

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	The overall student suspension rate increased to 2.0% (Orange), an increase of 1.3% from the prior year. Subgroup data shows elevated suspension rates for: Socioeconomically Disadvantaged students (3.4%, Red) Students with Disabilities (4.7%, Orange) Hispanic students (3.1%, Orange) English Learners (2.4%, Orange)	The overall suspension rate will decrease by at least 0.5% and return to Green. Suspension rates for the following student groups will decrease and improve by at least one color band level: Socioeconomically Disadvantaged students (currently Red) Students with Disabilities (currently Orange) Hispanic students (currently Orange) English Learners (currently Orange)
CAASPP ELA	All students are 32.7 points above standard (Green), reflecting an increase of 10.1 points from the prior year. However, significant subgroup gaps persist: Hispanic students (25.5 points below standard, Orange) Socioeconomically Disadvantaged students (5.6 points below standard, Yellow) Students with Disabilities (88.2 points below standard, declined significantly) English Learners (10.5 points above standard, Green, with current ELs still below standard)	All students will increase distance from standard by at least 3 points. The following student groups will improve by at least one color band level: Hispanic students (currently Orange) Socioeconomically Disadvantaged students (currently Yellow) Students with Disabilities (currently Red) English Learners (currently Green) will maintain Green performance and increase distance from standard by at least 3 points, with continued improvement among current English Learners.
CAASPP Math	All students are 13.5 points above standard (Green), reflecting a decline of 17.3 points from the prior year. Subgroup gaps remain significant: Hispanic students (45.8 points below standard, Orange) English Learners (1.2 points below standard, Yellow) Socioeconomically Disadvantaged students (20.1 points below standard, Yellow) Students with Disabilities (102.5 points below standard)	All students will increase distance from standard by at least 5 points, reversing the prior decline. The following student groups will improve by at least one color band level: Hispanic students (currently Orange) English Learners (currently Yellow) Socioeconomically Disadvantaged students (currently Yellow) Students with Disabilities (currently Red)
CAST	All students are 67.1 points above standard (Blue), maintaining strong performance.	All students will maintain Blue performance and increase distance from standard by at least 2 points, demonstrating continued growth in science achievement.
CA Dashboard English Learner Progress	47.3% of English Learners are making progress, reflecting an increase of 5.8% from the prior year.	At least 50% of English Learners will make progress. Decrease percentage of ELs declining levels to 20% or less.

	27.3% of English Learners decreased at least one proficiency level.	
iReady Reading T3 Diagnostic	67% of all students achieved proficiency. Students in the following subgroups achieved proficiency at the following percentages: Hispanic: 44% Asian: 73% White: 80% English Learners: 37% Students with Disabilities: 29%	The proficiency gap of all Hispanic students, English Learners, and students with disabilities will decrease by 3%.
iReady Math T3 Diagnostic	57% of all students achieved proficiency. Students in the following subgroups achieved proficiency at the following percentages: Hispanic: 32% Asian: 72% White: 75% English Learners: 35% Students with Disabilities: 17%	The proficiency gap of all Hispanic students, English Learners, and students with disabilities 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	Strategy 1.1 Professional Development 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: essential standards, strategies for English Learners, SEAL (Sobrato Early Academic Language) funding for instruction, materials and release time for Unit Design Days or additional Professional Development, Reading and phonics instruction, Math Standards and Practice, Leadership, and Social-emotional learning.	All students EL students	4455 Supplemental Fund 1000-1999: Certificated Personnel Salaries i.e., Substitutes for teacher release or overtime to attend SEAL Unit Development Days 1005 Supplemental Fund 1000-1999: Certificated Personnel Salaries i.e., OT pay for teachers for Leadership Team 219 Supplemental Fund 3000-3999: Employee Benefits i.e., OT pay for teachers for Leadership Team 1350 Title III 1000-1999: Certificated Personnel Salaries I.e., Substitutes to attend SEAL PD 1900 Title III 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			I.e., SEAL training
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL students Hispanic Students Socio-economically Disadvantaged Students	6800 Supplemental Fund 4000-4999: Books And Supplies I.e., SEAL instructional support; culturally sustaining pedagogy resources 1500 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures I.e., Sightword Busters
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, SEL, and Science.	All Students	5750 Supplemental Fund 5000-5999: Services And Other Operating Expenditures i.e., Accelerated Reader, IXL 700 General Fund 5000-5999: Services And Other Operating Expenditures i.e., computer repair
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	1000 General Fund 4000-4999: Books And Supplies i.e., custodial supplies, furniture, building maintenance costs, etc.

Annual Review

SPSA Year Reviewed: 2025-26

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.

Based on a comprehensive review of the California Dashboard, CAASPP results, and 2025–26 iReady T3 diagnostic data in relation to the Annual Measurable Outcomes, the implementation of actions under Goal 1 demonstrated mixed effectiveness, with notable successes in overall performance alongside persistent subgroup gaps.

In the area of Conditions and Climate, the overall suspension rate increased to 2.0% (Orange), indicating that the goal of maintaining or decreasing suspension rates was not met. Disproportionate outcomes remain a concern, particularly for Socioeconomically Disadvantaged students (3.4%, Red), Hispanic students (3.1%, Orange), English Learners (2.4%, Orange), and Students with Disabilities (4.7%, Orange), demonstrating that targeted behavioral supports and restorative practices have not yet resulted in the expected reduction in subgroup disparities.

Regarding CAASPP ELA, overall performance increased to 32.7 points above standard (Green), exceeding the expected growth target. However, subgroup outcomes did not meet expectations for gap reduction. Hispanic students (-25.5 points, Orange) and Students with Disabilities (-88.2 points) continue to demonstrate significant gaps, while

Socioeconomically Disadvantaged students (-5.6 points, Yellow) showed improvement but still remain below standard. English Learners performed above standard overall (+10.5), but current EL performance remains significantly below peers, indicating that while overall outcomes are strong, equity goals were only partially met.

In CAASPP Mathematics, overall performance remained in the Green (13.5 points above standard) but declined significantly by 17.3 points, indicating that the expected increase was not achieved. Subgroup performance reflects continued gaps, particularly for Hispanic students (-45.8 points, Orange), English Learners (-1.2 points, Yellow), Socioeconomically Disadvantaged students (-20.1 points, Yellow), and Students with Disabilities (-102.5 points). While some groups showed growth relative to prior years, the goal of moving student groups up at least one performance band was not consistently met.

For CAST (Science), overall performance remained strong (Blue), but the goal of reducing the proficiency gap for Hispanic students was not met, as Hispanic students continue to perform below the overall average, indicating a need for stronger language-rich science instruction and targeted supports.

The English Learner Progress Indicator showed improvement, with 47.3% of ELs making progress (Green), exceeding the expected outcome of 45%. However, inconsistency remains a concern, as 27.3% of ELs decreased at least one proficiency level, indicating that while overall targets were met, the system of support is not yet ensuring consistent growth across all English Learners.

In iReady Reading T3 (2025–26), overall proficiency (approximately 67% at/above grade level based on placement data) remains slightly below the prior 70% benchmark, indicating that the expected growth was not fully achieved. Significant subgroup gaps persist: Hispanic students (51%), English Learners (35%), and Students with Disabilities (26%) continue to perform well below overall averages, demonstrating that the goal of reducing proficiency gaps by 3% was not met.

In iReady Mathematics T3 (2025–26), overall performance shows that approximately 61% of students are at or above grade level (mid/above + early on grade level), reflecting improvement from the 56.9% baseline and indicating progress toward the overall outcome. However, subgroup gaps remain consistent with prior trends: English Learners (35%) and Students with Disabilities (26%) continue to demonstrate significant gaps, while Hispanic students (51%) remain slightly below overall performance. This indicates partial progress toward gap reduction goals, but not at the level of the targeted 3% decrease.

Overall, the implementation of strategies under Goal 1 resulted in strong overall academic performance and growth in several key indicators, including ELA achievement and English Learner Progress. However, the primary goal of reducing achievement gaps across student groups was not consistently met, particularly for English Learners, Hispanic students, and Students with Disabilities across both CAASPP and iReady measures. These results indicate a need to strengthen Tier 1 instruction, intensify targeted interventions, and ensure greater coherence and fidelity in supports for identified student groups.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Successful Implementation:
Strategy 1.1 Professional Development - Teachers engaged in professional development for the following content/activities: SEAL Unit Development Days, SEAL Training, Academic Language for English Learners, trauma-informed practices, grade level PLCs to analyze data and inform instruction, reading and phonics instruction, and the site Leadership Team.
Strategy 1.3 Digital Content - Students had access to district provided iReady for language arts and math. Students in grades 3-6 had access to IXL for language arts and science.
Strategy 1.2 Facility Maintenance - Facilities were maintained at the site level.

Modified Implementation:
Strategy 1.2 Intervention and Instructional Support: Students in grades 4-6 were provided access to after-school tutoring through KnowledgeQuest, an external vendor.

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.

Based on the analysis of student performance data and outcomes, no major changes were made to the overall goal or strategies; however, refinements were made to the focus, implementation, and annual measurable outcomes to better address identified needs.

The Annual Measurable Outcomes were revised to include more targeted and measurable growth expectations, including increases in distance from standard for CAASPP ELA and Math, as well as specific performance targets for English Learner Progress and iReady diagnostics. These updates reflect a stronger emphasis on closing persistent achievement gaps for English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. In addition, greater emphasis will be placed on strengthening Tier 1 instruction and ensuring consistent implementation of Tier 2 interventions, particularly in reading and mathematics, to address areas where expected outcomes were not met.

No new strategies were added; however, existing strategies (1.1 Professional Development and 1.2 Intervention and Instructional Support) will be implemented with increased focus on data-driven instruction, academic language development, and targeted intervention for identified student groups.

These changes are reflected in revised Annual Measurable Outcomes (Goal 1 section) and continued prioritization of Strategies 1.1 and 1.2 with targeted implementation focus.

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.

CHRONIC ABSENTEEISM
The decrease in chronic absenteeism to 7.8% (Green) indicates improvement in overall attendance. However, continued attention is needed to maintain and further reduce absenteeism to ensure consistent student engagement and access to instruction. The chronic absenteeism rate for Students with Disabilities is 21.9% (Red), representing a significant area of concern. This indicates a critical need to implement targeted attendance interventions and supports to address barriers to consistent school attendance for this subgroup.The chronic absenteeism rate for Socioeconomically Disadvantaged students is 13.1% (Yellow), suggesting a continued need to strengthen family outreach, communication, and support systems to improve attendance. Hispanic students have a chronic absenteeism rate of 14.3% (Yellow), indicating a need to refine attendance supports and engagement strategies to reduce absenteeism and improve consistent participation in school.

SUSPENSION / SCHOOL CLIMATE
The increase in suspension rate to 2.0% (Orange) indicates a need to re-evaluate behavior systems and strengthen proactive supports to maintain a positive and safe school climate. The suspension rate for Socioeconomically Disadvantaged students is 3.4% (Red), highlighting a critical need to address disproportionality and implement targeted behavioral supports. Students with Disabilities (4.7%), Hispanic students (3.1%), and English Learners (2.4%) are all in Orange, indicating a need to strengthen PBIS implementation, social-emotional supports, and restorative practices to reduce suspension rates and improve student engagement.

DISPROPORTIONALITY IN DISCIPLINE
Disproportionality analysis across years indicates a continuation and intensification of prior trends. In the previous year, White students (1.63 index) and students identifying as Two or More Races (2.85 index) were overrepresented in discipline, while Asian (0.19 index) and Filipino (0.59 index) students were underrepresented, and Hispanic/Latino students were proportionally represented (0.95 index). Current year analysis, using 2025–26 enrollment comparisons, shows that disproportionality persists and has increased for some groups: White students (5.66% enrollment vs. 20.8% of incidents) and students identifying as Two or More Races (6.47% vs. 16.7%) remain significantly overrepresented, along with African American students (0.81% vs. 4.2%). Asian students remain underrepresented overall (48.79% enrollment vs. ~29.2% of incidents), as do Hispanic/Latino (29.92% vs. 25%) and Filipino students (7.55% vs. 4.2%). In terms of disciplinary response, the prior year reflected strong use of Other Means of Correction (91% of referrals), and this trend has strengthened in the current year, with 95% of incidents (42 of 44) addressed through Other Means of Correction and minimal use of suspension. While restorative practices remain consistently implemented, disproportionality across student groups continues to warrant targeted attention.

FAMILY AND COMMUNITY ENGAGEMENT (SAFETY SURVEY)
Safety Survey results show that staff familiarity with schoolwide rules and expectations increased to 92.3%, though it remains below the 96% target. Student familiarity rose to 87.8%, surpassing the 84% target, and community familiarity increased to 72.2%, slightly exceeding the 72% target.

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 green with 7.8% chronically absent, a decline of 3.5%, putting them in the green. English Learners were 6.0% chronically absent, a decline of 14.2%, putting them in the green. Hispanics were 14.3% chronically absent, a decline of 6.3%, putting them in the yellow. Socioeconomically disadvantaged students were 13.1% chronically absent, a decline of 7.1%, putting them in the yellow. Students with Disabilities were 21.9% chronically absent, an increase of 6.9%, putting them in the red. Asians were 2.3% chronically absent, a decline of 2.7%, putting them in the blue.	The overall chronic absenteeism rate will maintain green or decrease to 7% or below. Student groups in the yellow will increase one color band level.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 2.0% suspended at least one day, an increase of 1.3%. English Learners are 2.4% (orange), Hispanic students are 3.1% (orange), Socioeconomically Disadvantaged students are 3.4% (red), Students with Disabilities are 4.7% (orange), and Asian students are 0.0% (blue).	The overall suspension rate will decrease to 1.5% or lower. Student groups in orange/red will decrease one color band level, with priority on SED, Hispanic, EL, and SWD students.
PowerSchool Incident Management	95% of all office referrals resulted in Other Means of Correction (OMC) from August 2025 to May 2026 in PowerSchool. White students are overrepresented in discipline incidents. They make up approximately 5% of the enrollment but account for about 20.8% of the incidents, indicating continued disproportionality. Students identifying as Two or More Races are significantly overrepresented in discipline incidents. They make up approximately 7% of the enrollment but account for about 16.7% of the incidents, indicating continued disproportionality.	At least 95% or more of discipline incidents will be resolved using Other Means of Correction. The disproportionality index will decrease by at least 10% for White students and students identifying as Two or More Races, who are overrepresented in discipline incidents.
EESD Safety Survey	IIn fall 2025, 92.3% of staff are familiar or very familiar with the schoolwide rules. 87.8% of students are familiar or very familiar with the schoolwide rules. 72.2% of community are familiar or very familiar with the schoolwide rules.	In fall 2026, 94% of staff will be familiar or very familiar with the schoolwide rules. 90% of students will be familiar or very familiar with the schoolwide rules. 74% of community will be familiar or very familiar with the schoolwide 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 Supplemental Fund 4000-4999: Books And Supplies i.e., PBIS Incentives 559 Supplemental Fund 1000-1999: Certificated Personnel Salaries i.e., Teacher salary to run PBIS incentive program 122 Supplemental Fund 3000-3999: Employee Benefits i.e., Teacher benefits to run PBIS incentive program 894 General Fund 1000-1999: Certificated Personnel Salaries i.e., teacher salary to support PBIS 193 General Fund 3000-3999: Employee Benefits i.e., teacher benefits to support PBIS 1995 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures i.e., PBIS assembly
2.2	Strategy 2.2 Family Engagement 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.	All Students	894 General Fund 1000-1999: Certificated Personnel Salaries i.e., OT for teachers organizing events for family engagement and/or working with PTA 196 General Fund 3000-3999: Employee Benefits i.e., OT for teachers organizing events for family engagement and/or working with PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1820 Supplemental Fund 4000-4999: Books And Supplies i.e., supplies for family engagement 600 Title III 2000-2999: Classified Personnel Salaries i.e., OT for staff to provide child care & translate for EL parent ed 212 Title III 3000-3999: Employee Benefits i.e., OT for staff to provide child care & translate for EL parent ed 576 Title III 4000-4999: Books And Supplies i.e., supplies for EL parent ed 2690 Title I 2000-2999: Classified Personnel Salaries I.e., community liaison 954 Title I 3000-3999: Employee Benefits I.e., community liaison
2.3	Strategy 2.3 Family Communication 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.	All Students	1500 General Fund 4000-4999: Books And Supplies i.e., PBIS Handbooks, Parent/Student Handbooks, Homework Folders, Friday Folders
2.4	Strategy 2.4 Enrichment Opportunities 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. Students will have the opportunity to participate in a variety of enrichment activities outside of school	All Students	4749 General Fund 1000-1999: Certificated Personnel Salaries i.e., Paying teachers for working with student council or other leadership clubs outside of school hours 1038

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	hours. Activities may include, but are not limited to: teacher led clubs		General Fund 3000-3999: Employee Benefits i.e., Paying teachers for working with student council or other leadership clubs outside of school hours 1000 Supplemental Fund 5700-5799: Transfers Of Direct Costs i.e., field trips

Annual Review

SPSA Year Reviewed: 2025-26

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.

Based on our analysis of metrics and outcomes, the implementation of actions showed strong improvement in some areas and continued areas of need in others in achieving Goal 2, as demonstrated by both qualitative and quantitative indicators.

Regarding Chronic Absenteeism, the overall student chronic absenteeism rate decreased significantly to 7.8%, a 3.5% decline, exceeding the previous year's outcome and meeting the expectation of improvement, placing the overall rate in the green category. English Learners (6.0%) showed a substantial decrease and are now in the green category, indicating that targeted supports were effective for this group. Hispanics (14.3%) and Socioeconomically Disadvantaged students (13.1%) also demonstrated notable declines, moving from the red to the yellow category, though they did not yet meet the goal of reaching green. In contrast, Students with Disabilities (21.9%) experienced a significant increase in chronic absenteeism, moving into the red category, indicating a critical area of need. Asian students continued to maintain a low rate at 2.3% (blue category). Overall, strategies to improve attendance were effective for most student groups, though additional targeted supports are needed for Students with Disabilities.

In the area of Suspension, the overall student suspension rate increased to 2.0%, placing the school in the orange category, and did not meet the expectation of maintaining or decreasing rates. Suspension rates for Hispanic students (3.1%), English Learners (2.4%), and Students with Disabilities (4.7%) remained in the orange category, while Socioeconomically Disadvantaged students (3.4%) are in the red category, indicating ongoing disproportionality and an area requiring focused intervention. Asian students maintained a low suspension rate (0.0%, blue category). These results indicate that while Tier 1 PBIS structures are in place, additional Tier 2 and Tier 3 supports, along with consistent implementation, are needed to reduce suspension rates and address subgroup disparities.

Our analysis of Disproportionality in Discipline indicates that White students and students identifying as Two or More Races continue to be overrepresented in discipline incidents, consistent with prior trends. White students comprise approximately 5% of the enrollment but account for about 20.8% of incidents, while students identifying as Two or More Races comprise approximately 7% of enrollment but account for about 16.7% of incidents. These patterns demonstrate ongoing disproportionality despite a high rate of incidents being addressed through Other Means of Correction (95%). While the use of Other Means of Correction reflects strong implementation of PBIS practices, disproportionality remains a concern and indicates a need for continued focus on equitable discipline practices, including staff calibration, culturally responsive strategies, and targeted supports for identified groups.

Finally, regarding the EESD Safety Survey, there were notable improvements across all groups. Staff familiarity with schoolwide rules increased significantly to 92.3%, exceeding prior outcomes and demonstrating strong implementation of PBIS expectations and communication systems. Student familiarity also increased to 87.8%, surpassing the prior

year's results and approaching the expected target. Community familiarity increased to 72.2%, showing steady progress, though still slightly below the desired level. These results indicate that efforts to communicate schoolwide expectations through PBIS systems, family engagement, and consistent messaging were effective, though continued focus on community outreach is needed to further strengthen home-school connections.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Successful Implementation:
Strategy 2.1 PBIS - The MTSS Leadership Team was convened and met each month to strengthen PBIS Tier 2 interventions and continue to support Tier 1 interventions that were established in 2024-25. All teachers implemented the district-adopted SEL curriculum, 2nd Step.
Strategy 2.3 Family Communication - Weekly principal communication is sent to all families via ParentSquare. All families received a Parent/Student Handbook (including PBIS expectations) and Homework Folders.
Strategy 2.4 Enrichment Opportunities: We have had a successful student council this year. Social skills lessons have been taught by all teachers and small groups have worked with our social worker. Several after school enrichment opportunities were offered throughout the year including theater arts, cooking class, Speech & Debate, as well as a variety of sports. A student-led anti-bullying team was established this year, providing peer support to resolve conflict on the playground.

Modified Implementation:
Strategy 2.2 Family Engagement - This year, we had extremely successful engagement with families through Back to School Night, Open House, School Beautification, Spirit Days, and attendance workshops. We also added a robust speaker series for parents in the evenings, supported by our Student Council who provided activities for students while parents attended the parent workshop. In addition, our PTA was successful in providing ample opportunities for community involvement throughout the year. Due to the district climate, we were unsuccessful in conducting home visits.

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.

Based on the analysis of engagement and climate data, no major changes were made to the goal or core strategies; however, refinements were made to the annual measurable outcomes and areas of emphasis to address identified needs.

The Annual Measurable Outcomes were updated to reflect current Dashboard data and more realistic, measurable targets, including maintaining Green status in chronic absenteeism, reducing suspension rates, and decreasing disproportionality in discipline for overrepresented student groups. A key shift in focus includes targeted support for Students with Disabilities in chronic absenteeism and Socioeconomically Disadvantaged students in suspension, as well as a more explicit focus on reducing disproportionality for White students and students identifying as Two or More Races. While no new strategies were added, existing strategies will be implemented with greater emphasis on Tier 2 and Tier 3 behavioral supports, culturally responsive practices, and equitable discipline systems within PBIS (Strategy 2.1). In addition, family engagement efforts (Strategy 2.2) will prioritize improving community familiarity with schoolwide expectations and increasing consistent attendance.

These changes are reflected in updated Annual Measurable Outcomes for chronic absenteeism, suspension, and disproportionality and refined implementation focus within Strategies 2.1 (PBIS) and 2.2 (Family Engagement).

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.

Based on a review of Dashboard, CAASPP, and iReady T3 data, the following areas of need have been identified:

CAASPP ELA actual proficiency (62.84%) is below the expected (66%) rate, indicating a need to continue strengthening Tier 1 instruction and targeted supports to increase overall student proficiency.

CAASPP Math actual proficiency (57.92%) is below the expected (62%) rate, reflecting a need to strengthen core math instruction and improve student outcomes.

CAST results show a positive trend, with actual proficiency (67.1%) exceeding the expected (60%) rate, indicating continued strong performance in science.

iReady Reading T3 proficiency (70%) is below the expected (73%), indicating a need to strengthen reading instruction through targeted intervention and academic language development.
iReady Math T3 proficiency (56.9%) is below the expected (62%), indicating a need to strengthen foundational math skills, problem-solving strategies, and targeted intervention supports.

We will closely monitor progress through ongoing formative assessments and adjust strategies as needed.

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	62.84% of all students are proficient.	66% of all students will be proficient.
CAASPP Math Results	57.92% of all students are proficient.	62% of all students will be proficient.
CAST Results	67.1% of all students are proficient.	70% of all students will be proficient.
iReady Reading T3 Diagnostic	70% of all students are proficient.	73% of all students will be proficient.
iReady Math T3 Diagnostic	56.9% of all students are proficient.	62% 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	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.	All students	447 General Fund 1000-1999: Certificated Personnel Salaries I.e., OT to complete projects 98 General Fund 3000-3999: Employee Benefits i.e., OT to complete projects 17891 General Fund 4000-4999: Books And Supplies i.e., classroom books, library books, CKLA, office supplies, etc. 2000 General Fund 5800: Professional/Consulting Services And Operating Expenditures i.e., Machine maintenance 2928 Supplemental Fund 2000-2999: Classified Personnel Salaries i.e., noon duty 1036 Supplemental Fund 3000-3999: Employee Benefits i.e., noon duty 5565 Supplemental Fund 4000-4999: Books And Supplies i.e., ADA classroom supplies 500 General Fund 2000-2999: Classified Personnel Salaries i.e., Custodial overtime 177 General Fund 3000-3999: Employee Benefits i.e., Custodial overtime

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	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.	All Students	3240 Supplemental Fund 1000-1999: Certificated Personnel Salaries i.e., substitutes for PLCs, 504s, SST, etc.

Annual Review

SPSA Year Reviewed: 2025-26

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.

Based on analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative and qualitative indicators.

In English Language Arts, CAASPP results indicate that 62.84% of students met or exceeded standard, demonstrating improvement from prior performance but still falling short of the expected 66% target. Similarly, iReady Reading T3 data showed that 70% of students met proficiency, which was slightly below the expected 71% target, indicating minimal growth and a continued need to strengthen reading instruction.

In Mathematics, CAASPP results indicate that 57.92% of students met or exceeded standard, which is below the expected 62% target. iReady Math T3 data also reflects an area of concern, with 56.9% of students meeting proficiency, falling below the expected 62% and indicating a need to strengthen foundational skills and problem-solving strategies.

Conversely, CAST results demonstrate strong performance, with 67.1% of students meeting or exceeding standard, exceeding the expected outcome and maintaining high levels of achievement in science.

Overall, while progress was observed in English Language Arts and strong performance was maintained in science, Mathematics continues to be an area of need. These results indicate a need to strengthen Tier 1 instruction, targeted intervention, and ongoing progress monitoring to support student achievement across content areas.

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

Our school experienced alignment between planned expenditures and actual spending throughout the year.

Successful Implementation:
Strategy 3.1 Effective Learning Environments - We have successfully funded classroom supplies, copier maintenance and supplies, as well as overtime for staff to complete projects outside their working hours.
Strategy 3.2 Academic Progress Monitoring - This year, the Cadwallader engaged in 3 PLC release days with grade level teams and monthly PLC monitoring sessions in order to analyze data and inform next steps to ensure achievement of students.

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.

Based on the analysis of academic performance data, no changes were made to the overall goal or strategies; however, adjustments were made to the annual measurable outcomes to better reflect current performance levels and set achievable growth targets.

The Annual Measurable Outcomes were updated to include incremental increases in proficiency targets across CAASPP ELA, CAASPP Math, CAST, and iReady diagnostics, reflecting a focus on steady improvement while maintaining strong performance in science. A key area of focus will be strengthening Tier 1 instruction and targeted intervention in mathematics and reading, where expected outcomes were not met. Additionally, there will be an increased emphasis on

consistent progress monitoring and data analysis through Professional Learning Communities (Strategy 3.2) to ensure instructional adjustments are responsive to student needs. No new strategies were added; however, existing strategies will be implemented with increased intentionality, particularly in monitoring student progress and ensuring alignment between instruction and assessment outcomes.

These changes are reflected in revised Annual Measurable Outcomes with adjusted proficiency targets and continued implementation of Strategy 3.2 (Academic Progress Monitoring) with strengthened focus on data use and instructional response.

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	$79,553.00
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 I	$3,644.00
Title III	$4,638.00

Subtotal of additional federal funds included for this school: $8,282.00

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

State or Local Programs	Allocation ($)
General Fund	$32,277.00
Supplemental Fund	$38,994.00

Subtotal of state or local funds included for this school: $71,271.00

Total of federal, state, and/or local funds for this school: $79,553.00

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	38994.00	0.00
Title I	3644.00	0.00
Title III	4638.00	0.00
General Fund	32277.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	32,277.00
Supplemental Fund	38,994.00
Title I	3,644.00
Title III	4,638.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,593.00
2000-2999: Classified Personnel Salaries	6,718.00
3000-3999: Employee Benefits	4,245.00
4000-4999: Books And Supplies	36,152.00
5000-5999: Services And Other Operating Expenditures	8,350.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,495.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	6,984.00
2000-2999: Classified Personnel Salaries	General Fund	500.00
3000-3999: Employee Benefits	General Fund	1,702.00

4000-4999: Books And Supplies	General Fund	20,391.00
5000-5999: Services And Other Operating Expenditures	General Fund	700.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	9,259.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	2,928.00
3000-3999: Employee Benefits	Supplemental Fund	1,377.00
4000-4999: Books And Supplies	Supplemental Fund	15,185.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	5,750.00
5700-5799: Transfers Of Direct Costs	Supplemental Fund	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	3,495.00
2000-2999: Classified Personnel Salaries	Title I	2,690.00
3000-3999: Employee Benefits	Title I	954.00
1000-1999: Certificated Personnel Salaries	Title III	1,350.00
2000-2999: Classified Personnel Salaries	Title III	600.00
3000-3999: Employee Benefits	Title III	212.00
4000-4999: Books And Supplies	Title III	576.00
5000-5999: Services And Other Operating Expenditures	Title III	1,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,679.00
Goal 2	20,992.00
Goal 3	33,882.00

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
Erica Bakerink	Parent or Community Member
Carla Ferreira	Parent or Community Member
Santha Pinedo	Parent or Community Member
Christy Williamson	Parent or Community Member
Paula Lipscomb	Classroom Teacher
Jennifer Diehl	Principal
Katherine Bulman	Other School Staff
Divya Mishra	Classroom Teacher
Dillly Bhoot	Classroom Teacher Other School Staff
Arjav Patel	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 5/6/2026.

Attested:

	Principal, Jennifer Diehl on 5/18/2026
	SSC Chairperson, Arjav Patel, Vice Chairperson on 5/18/2026

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL:	CADWALLADER	SITE #	004	ALLOCATION:	$ 32,277.00
			3 digits - 0##		

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	010-1100-0	1120	00-1170	1000	004	
SEAT School Enrichment(required $55.86 x 125 hours)	010-1100-0	1120	00-1170	1000	004	**6,983**
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	004	
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081	
*Other**	010-1100-0		00-1170		004	
21.88% Benefits	010-1100-0	3xx1	00-1170		004	1,527
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	004	
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	004	500
Hourly Clerical	010-1100-0	2460	00-1170	2700	004	
Hourly Health Aide	010-1100-0	2950	00-1170	3140	004	
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	004	
*Other**	010-1100-0		00-1170		004	
35.38% Benefits	010-1100-0	3xx2	00-1170		004	177
Supplies (for POs & reimbursements)						
Books	**010-1100-0**	**4200**	**00-1170**	**1000**	**004**	2,000
Books	**010-1100-0**	**4200**	**00-1170**	**1000**	**004**	1,000
Classroom Supplies	**010-1100-0**	**4310**	**00-1170**	**1000**	**004**	6,391
Office Supplies	**010-1100-0**	**4351**	**00-1170**	**2700**	**004**	8,500
Office Supplies	**010-1100-0**	**4351**	**00-1170**	**2700**	**004**	1,500
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		004	
*Other**	010-1100-0		00-1170		004	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-1100-0	5210	00-1170	1000	004	
Conference Registration Fees	010-1100-0	5220	00-1170	1000	004	
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	004	
Maintenance Repair	010-1100-0	5610	00-1170	8100	004	1,000
Computer Repair	010-1100-0	5611	00-1170	1000	004	700
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**004**	2,000
Consultant/Contractors	**010-1100-0**	**5815**	**00-1170**	**1000**	**004**	
web subscriptions and software	**010-1100-0**	**5826**	**00-1170**	**1000**	**004**	
Field Trip	010-1100-0	5840	00-1170	1000	004	
*Other**	010-1100-0		00-1170		004	
*Other**	010-1100-0		00-1170			

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

TOTAL BUDGET **32,277**

should match Allocation

variance: (0)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X

1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL:	CADWALLADER	SITE #	004		ALLOCATION:	$	4,638.00
			3 digits - 0##				

Certificated Salaries (for timesheets)	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 (*paid by site)*	060-4203-0-	1150	00-1551	1000	004	1,350
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
*Other**	060-4203-0-		00-1551		004	
21.88% Benefits	060-4203-0-	3xx1	00-1551			
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	004	600
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	
*Other**	060-4203-0-		00-1551		004	
35.38% Benefits	060-4203-0-	3xx2	00-1551			212
Supplies (for POs & reimbursements)						
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**	576
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**004**	
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		004	
*Other**	060-4203-0-		00-1551		004	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-4203-0-	5210	00-1551	1000	004	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	004	1,900
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	
*Other**	060-4203-0-		00-1551		004	
*Other**	060-4203-0-		00-1551			

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

TOTAL BUDGET 4,638

should match Allocation

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101

variance: -

26.40%	PERS (Classfied only)	3202						
6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						
			0					

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET
FY 2026-27

SCHOOL:	CADWALLADER	SITE #	004		ALLOCATION:	$	38,994.00
			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	559
Hourly Teacher	010-0159-0	1120	00-1590	1000	004	1,005
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	004	2,160
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	004	180
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	004	4,455
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	004	900
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		004	
21.88% Benefits	010-0159-0	3xx1	00-1590		004	342
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	
	010-0159-0	2410	00-1590	3130	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	2,928
*Other**	010-0159-0		00-1590		004	
35.38% Benefits	010-0159-0	3xx2	00-1590			1,036
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**004**	6,800
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**004**	1,500
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**004**	1,000
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**004**	5,565
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**004**	320
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	
*Other**	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**	1,500
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**004**	1,995

Software, Subscriptions & Licenses			**010-0159-0**	**5826**	**00-1590**	**1000**	**004**	5,750
Field Trip			010-0159-0	5840	00-1590	1000	004	1,000
*Other**			010-0159-0		00-1590		004	
*Other**			010-0159-0		00-1590			
**Fill out with Business Office - we're happy to help*								
					TOTAL BUDGET			**38,994**

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

should match Allocation

variance: (0)

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA
EST. 1860

PROP 28 ART & MUSIC BUDGET
FY 2026-27

SCHOOL:	CADWALLADER	SITE #	004	ALLOCATION:	$	11,912.00

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-6770-0	1120	00-1110	1000	004	
Substitute Teachers (*paid by site)*	060-6770-0	1150	00-1110	1000	004	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-6770-0		00-1110		004	
21.88% Benefits	060-6770-0	3xx1	00-1110		004	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-6770-0	2190	00-1110	1000	004	
*Other**	060-6770-0		00-1110		004	
35.38% Benefits	060-6770-0	3xx2	00-1110		004	-
Supplies (for POs & reimbursements)						
Books	060-6770-0	4200	00-1110	1000	004	
Classroom Supplies	060-6770-0	4310	00-1110	1000	004	
Equipment $500 -4,999 *(function depends on use*)*	060-6770-0	4400	00-1110		004	
*Other**	060-6770-0		00-1110		004	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-6770-0	5210	00-1110	1000	004	
Conference Registration Fees	060-6770-0	5220	00-1110	1000	004	
Mileage Reimbursement	060-6770-0	5299	00-1110	1000	004	
Consultant/Contractors	060-6770-0	5815	00-1110	1000	004	
Field Trip	060-6770-0	5840	00-1110	1000	004	
*Other**	060-6770-0		00-1110		004	
*Other**	060-6770-0		00-1110			

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

		TOTAL BUDGET	-

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

should match Allocation

variance: 11,912

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

DONATION BUDGET
FY 2026-27

SCHOOL:	CADWALLADER	SITE #	004	ALLOCATION:	$ -

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-9101-0	1120	00-1715	1000	004	
Substitute Teachers (*paid by site)*	060-9101-0	1150	00-1715	1000	004	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-9101-0		00-1715		004	
21.88% Benefits	060-9101-0	3xx1	00-1715		004	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-9101-0	2190	00-1715	1000	004	
*Other**	060-9101-0		00-1715		004	
35.38% Benefits	060-9101-0	3xx2	00-1715		004	-
Supplies (for POs & reimbursements)						
Books	060-9101-0	4200	00-1715	1000	004	
Classroom Supplies	060-9101-0	4310	00-1715	1000	004	
Office Supplies	060-9101-0	**4351**	00-1715	**2700**	**004**	
Equipment $500 -4,999 *(function depends on use*)*	060-9101-0	4400	00-1715		004	
*Other**	060-9101-0		00-1715		004	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-9101-0	5210	00-1715	1000	004	
Conference Registration Fees	060-9101-0	5220	00-1715	1000	004	
Mileage Reimbursement	060-9101-0	5299	00-1715	1000	004	
Consultant/Contractors	060-9101-0	5815	00-1715	1000	004	
Field Trip	060-9101-0	5840	00-1715	1000	004	
*Other**	060-9101-0		00-1715		004	
*Other**	060-9101-0		00-1715			

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

		TOTAL BUDGET	-
			should match Allocation
		variance:	-

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Title I Budget

FY 2026-27

SCHOOL:	*CADWALLADER*	**SITE #**	**004**		**ALLOCATION:**	**$**		**3,644.00**
Hourly Classroom Aide / Paraprofessional			060-4203-0-	2190	00-1551	1000	060-4203-0-	2,690
*Other**			060-4203-0-		00-1551		060-4203-0-	
0.00%	*Benefits*		060-4203-0-	3xx2	00-1551			954
	Parent Engagement - required		060-3010-0-	4351	**00-1511**			
	Kinder Boot Camp Supplies		060-3010-0-	1120	**00-1512**	1000	004	-
	Kinder Boot Camp Timesheets		060-3010-0-	1120	**00-1512**	1000	004	
#REF!	*Benefits*		060-3010-0-	3xx1	**00-1512**			
**Fill out with Business Office - we're happy to help*								
						TOTAL BUDGET		**3,644**

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

should match Allocation

variance: -

Family Engagement Plan
2025 - 2026

Cadwallader Elementary School believes family engagement is the participation of parents and family members in authentic, two-way, and meaningful communication involving student learning and related school activities.

Cadwallader Elementary School has jointly developed with parents and family members and mutually agreed upon, this parent and family engagement policy that establishes the school's objectives for meaningful family engagement. Cadwallader Elementary School commits to the following to strengthen student achievement, learning, and success:

- Parents play an integral role in supporting their child's learning.
- Parents are encouraged to be actively involved in their child's education. This involvement can include regularly communicating with classroom teachers, attending conferences and school events, participating in School Site Council (SSC), English Learner AdvisoryCommittee (ELAC), District Advisory Committee (DAC), Parent Teacher Association (PTA), and attending district/school parent workshops.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child.

This policy guides the school's strategies to strengthen school and parent partnerships in all programs. When schools, families, and communities work together to support learning, children do better in school, stay in school longer, and better engage in their learning.

Communication and Collaboration:

- Distribute yearly parent surveys to all parents of students enrolled in our school to involve parents in the development of this plan and provide input on the use of parent and family engagement funds. ·
- Provide parents access to the information in the district's parent and family engagement plan, the district's Local Control Accountability Plan (LCAP), and the School Accountability Report Cards (SARCs), through the school/district website. Copies of these documents are available for parents upon request at the individual school sites.

Engage parents in dialogue about parent engagement during the following meetings:

- District Parent Advisory Committee Meetings
- Open Houses
- SSC (open to the public)
- Parent Workshops
- Coffee Chat with Principal

- Back to School Night
- School Hosted Events
- PTA Events
- SEL program / Partnerships

Cadwallader Elementary School commits to building the schools' staff and parent capacity for cultivating strong family engagement. Through planned collaboration and training, we will ensure there is authentic engagement of parents and family members. This authentic engagement will cultivate the necessary partnerships among the school, families, and their communities needed to improve student engagement and academic achievement.

Cadwallader Elementary School will help parents understand:

- California and District academic standards and metrics connected to student learning and progress.
- Programs for parents to gain knowledge about the challenging State academic standards and local academic assessments, including alternative forms of assessment that might be provided.
- Opportunities to participate in activities and workshops supporting social-emotional learning, mental health, wellness, and other topics related to student success.

Cadwallader Elementary School will provide support to staff in developing and maintaining family engagement in the schools. Information and resources on strengthening family engagement and improving school-family communication strategies will be regularly disseminated to increase:

- Family participation
- Improve school-family connections
- Strengthen ties within the school community

To ensure that information related to district, school, parent programs, and activities are available to all families, our school will regularly communicate through multiple platforms:

- Written notices
- Phone calls
- Emails
- Posted information on digital platforms in a comprehensible language and easy-to-read format.

Each year, Cadwallader Elementary will include an evaluation of the content and effectiveness of the parent and family engagement plan and family engagement activities to improve the academic quality through parent surveys. This survey link is distributed to parents through the schools' digital platforms and posted on the schools website for parents to complete.

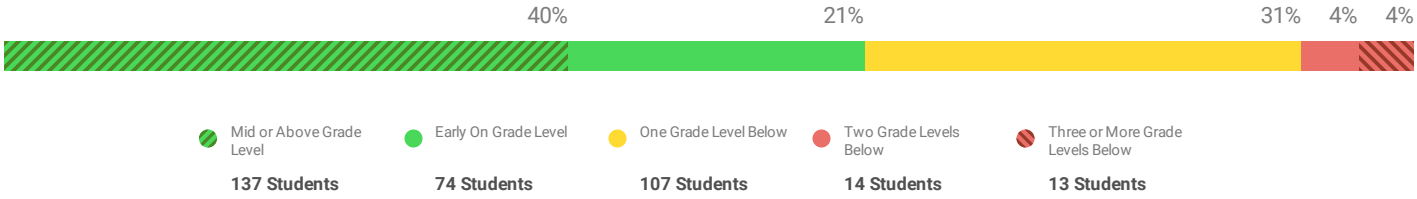
Diagnostic Results

School	CADWALLADER ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Diagnostic 3
Prior Diagnostic	None

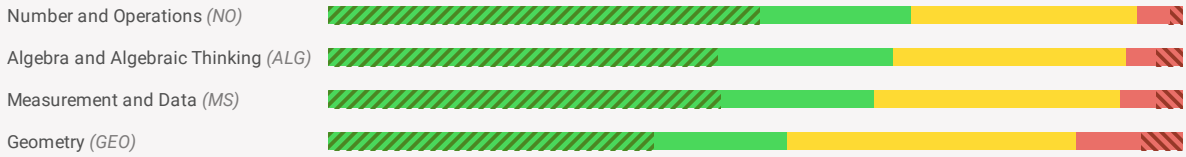
Criterion Referenced

Overall Placement

Students Assessed/Total: **345/353**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		42%	24%	34%	0%	0%	50/50
Grade 1		33%	6%	57%	4%	0%	51/51
Grade 2		22%	22%	51%	5%	0%	41/44
Grade 3		39%	37%	18%	5%	0%	38/39
Grade 4		33%	27%	29%	5%	5%	55/57
Grade 5		54%	15%	20%	2%	9%	46/48

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Diagnostic Results

School	CADWALLADER ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		50%	22%	13%	6%	9%	64/64

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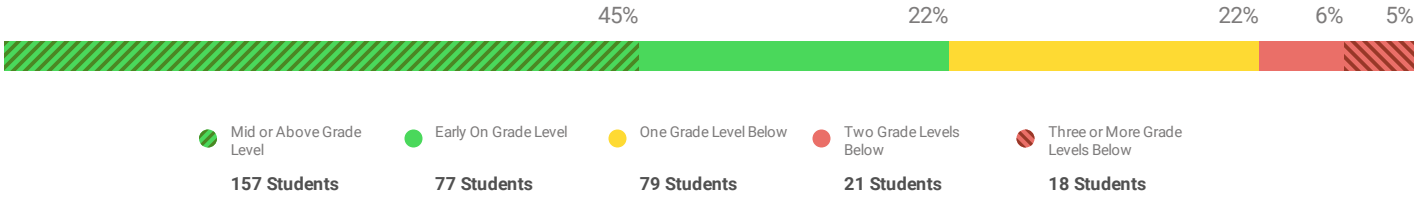
Diagnostic Results

School	CADWALLADER ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

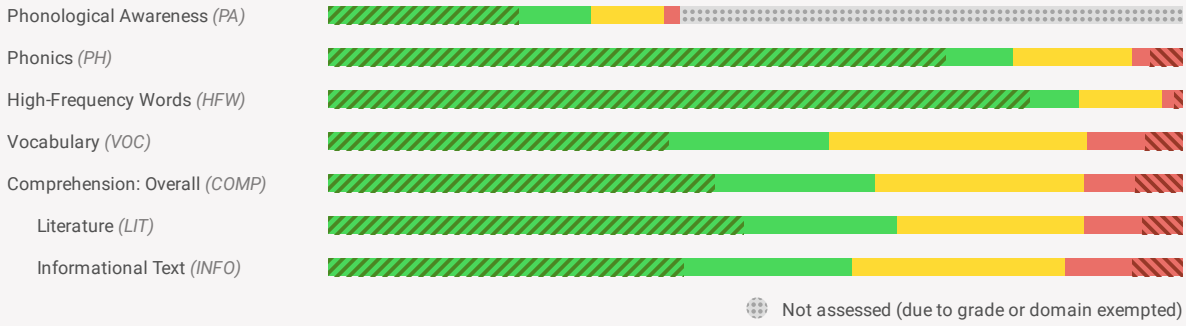
Criterion Referenced

Overall Placement

Students Assessed/Total: **352/353**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		40%	36%	24%	0%	0%	50/50
Grade 1		49%	14%	33%	4%	0%	51/51
Grade 2		36%	27%	25%	11%	0%	44/44
Grade 3		59%	21%	10%	8%	3%	39/39

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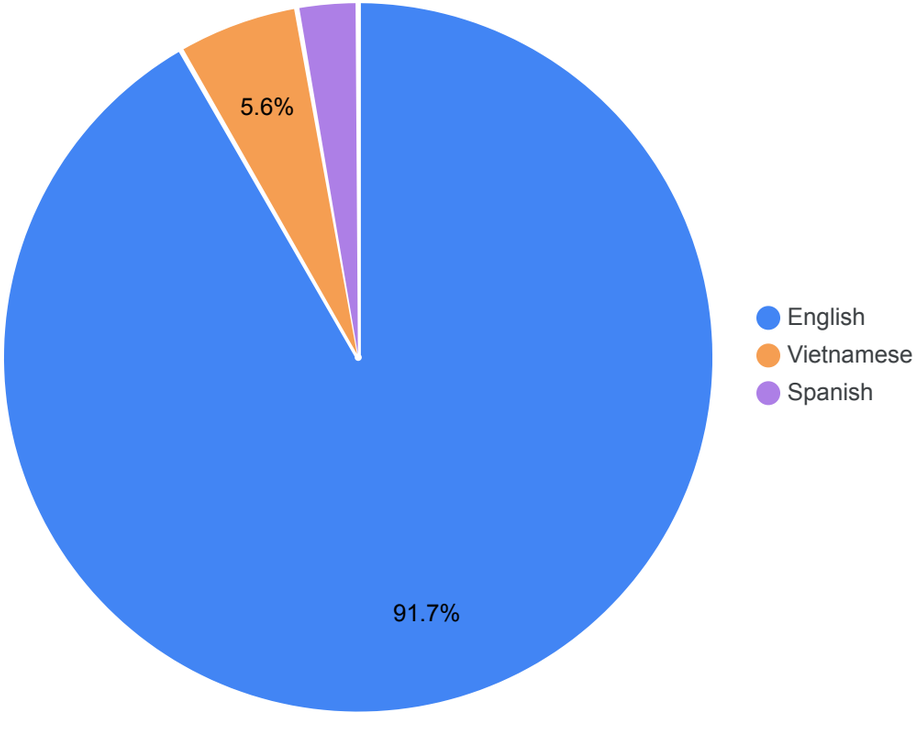
Diagnostic Results

School	CADWALLADER ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		44%	21%	25%	4%	7%	57/57
Grade 5		38%	17%	23%	11%	11%	47/48
Grade 6		47%	19%	16%	6%	13%	64/64

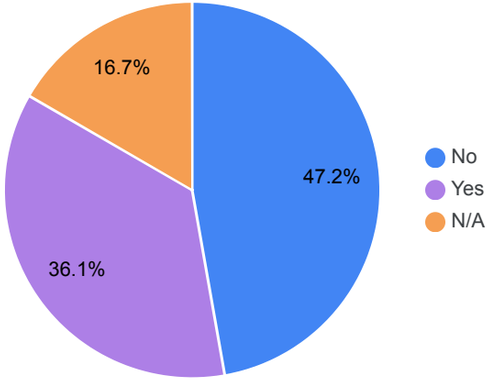
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Cadwallader Elementary: Language

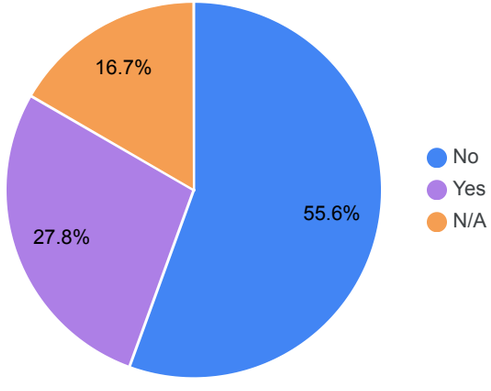


Cadwallader Elementary: Are you the Parent/Guardian of:

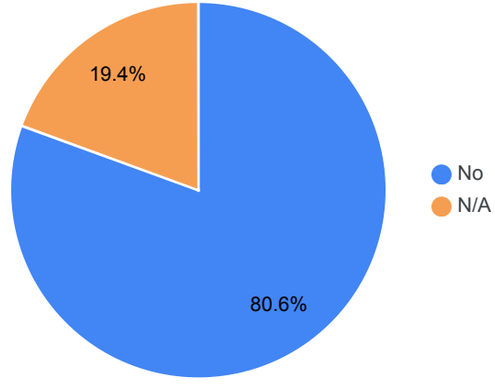
English Learner



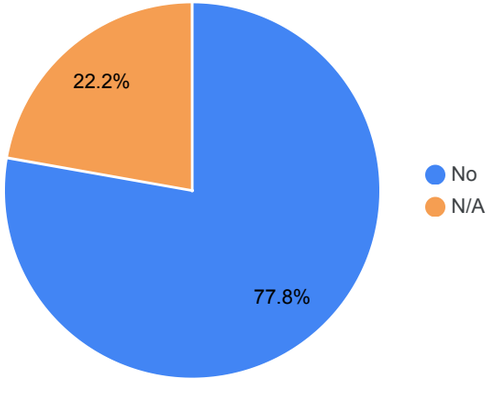
Receiving special education services



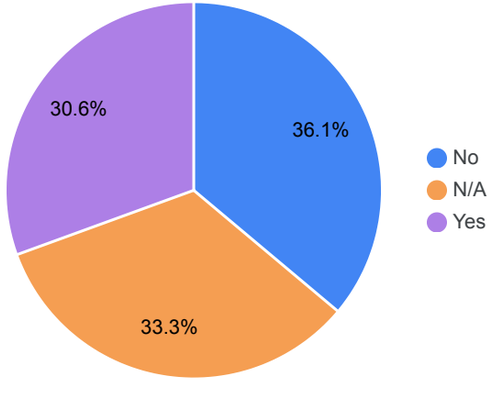
Foster youth



Migrant education program

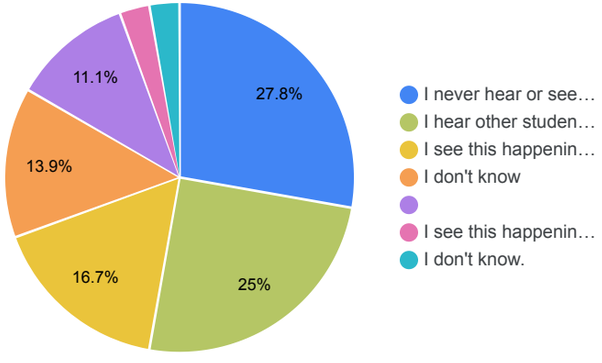


Free or reduced lunch

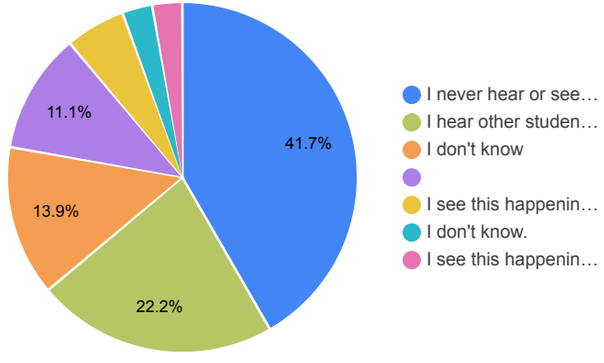


Cadwallader Elementary: How much do you find the following to be a problem at your child's school?

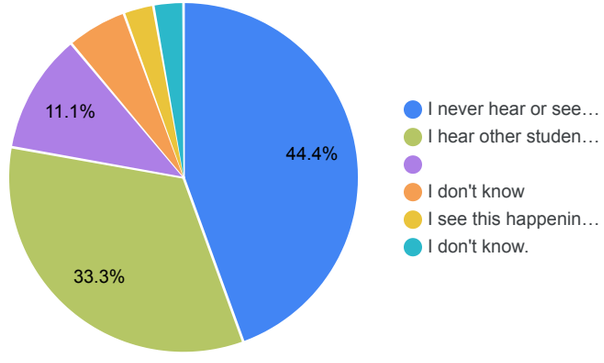
Bullying



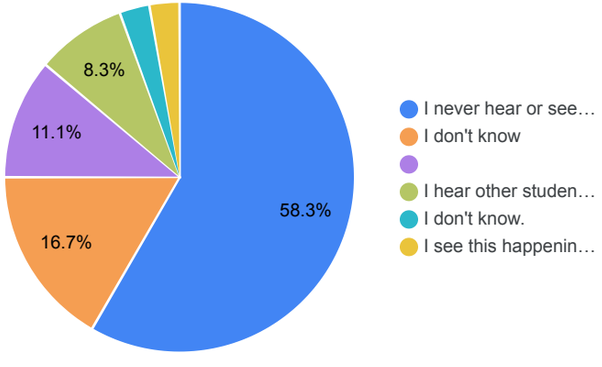
Harassment, and intimidation



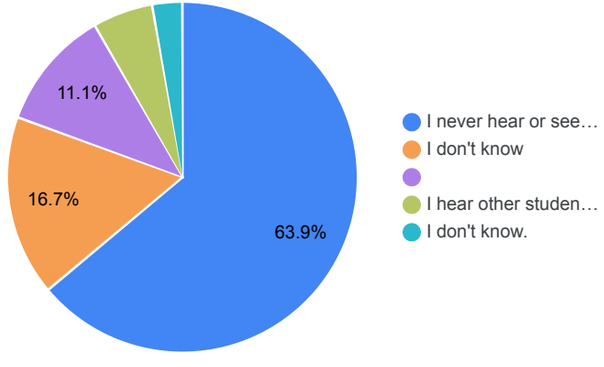
Fights and Assault



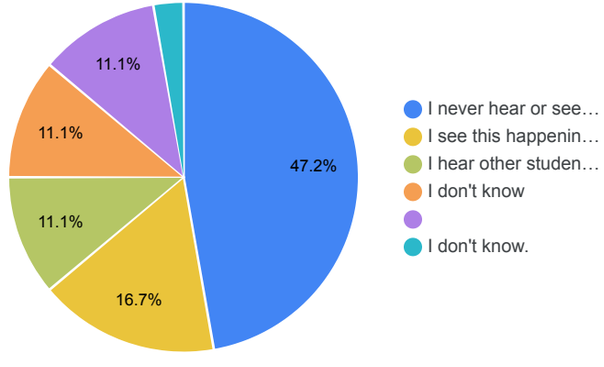
Student interest in gangs



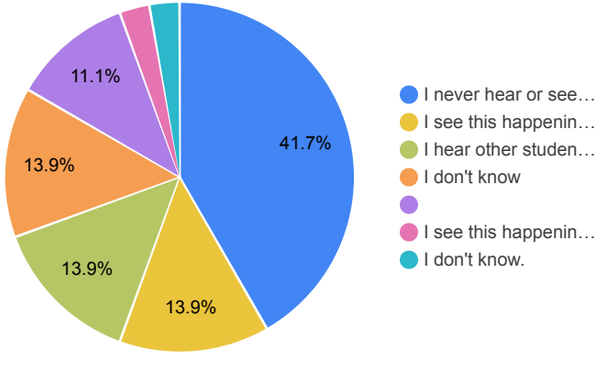
Illegal weapons



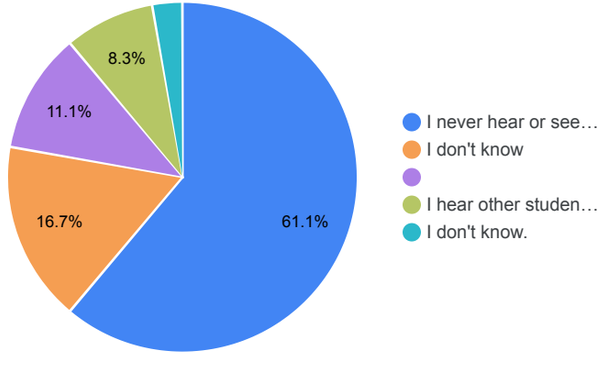
Graffiti and vandalism



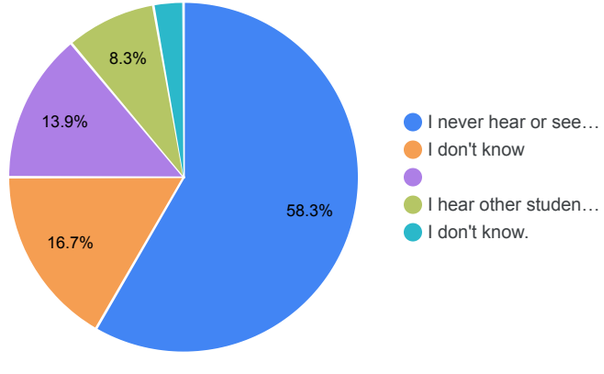
People trespassing on campus



Drug use

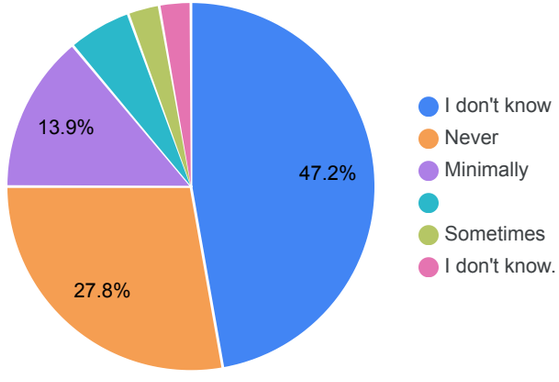


Alcohol use

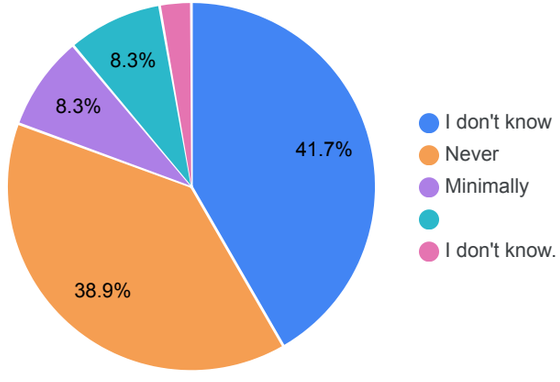


Cadwallader Elementary: Students at my child's school get put down because of their___.

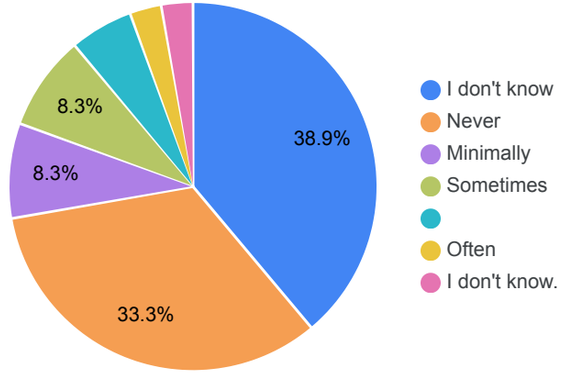
Race



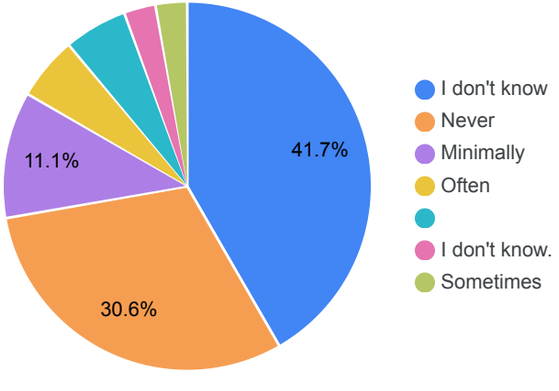
Gender or gender identification



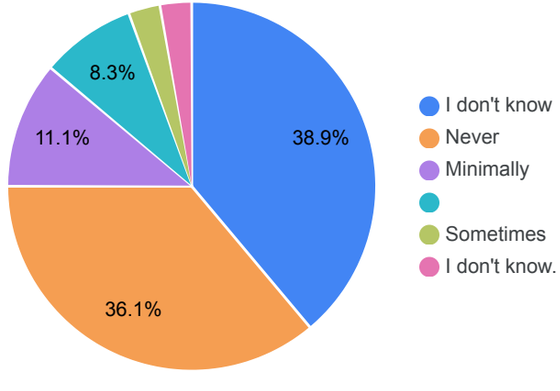
Learning difficulties



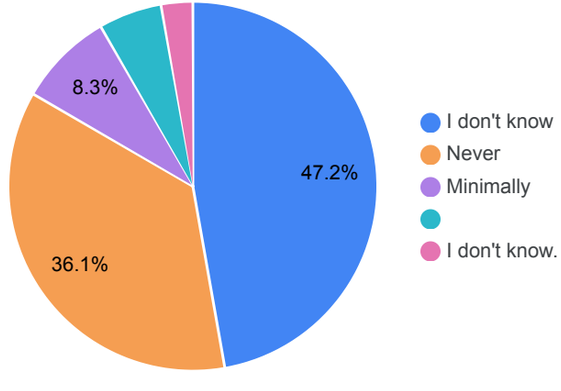
Clothing or physical appearance



Religion or cultural practices

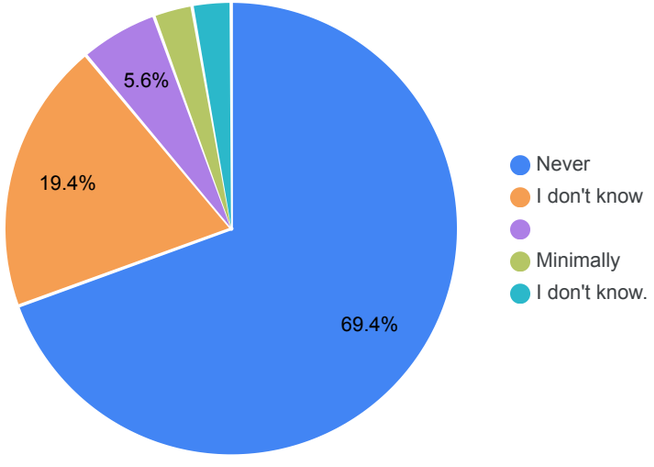


Sexual orientation

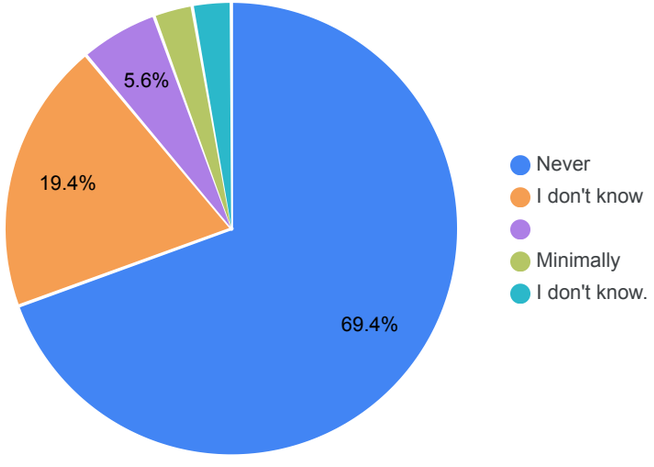


Cadwallader Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?

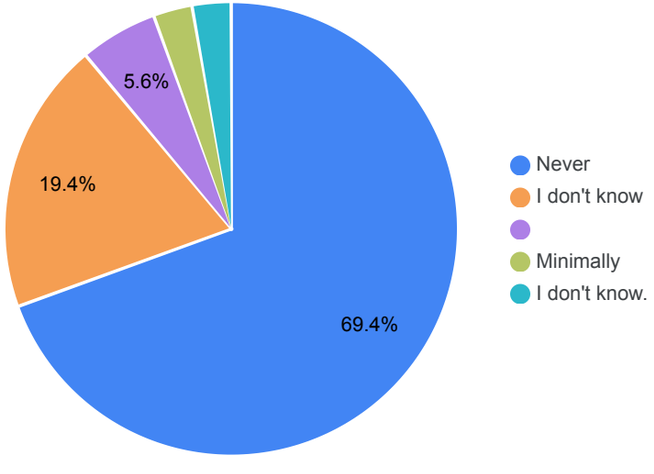
Race



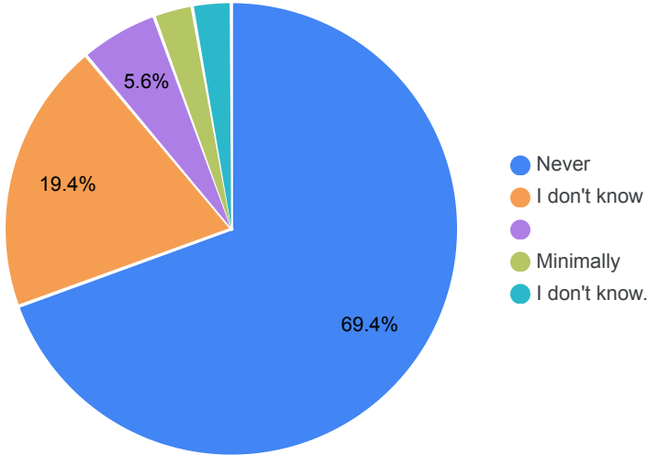
Learning difficulties



Religion or Cultural Practices

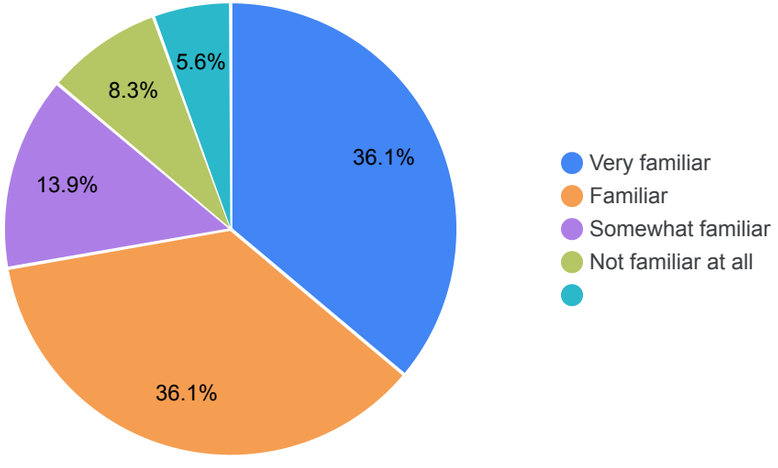


Sexual orientation

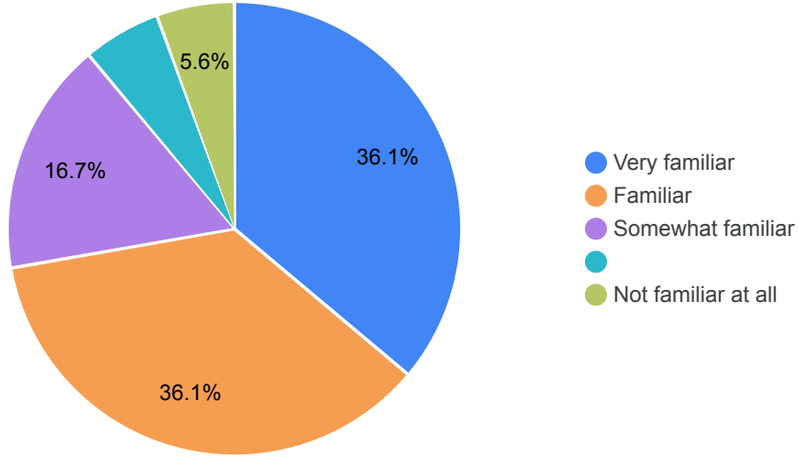


Cadwallader Elementary: How familiar are you with the following at your child's school?

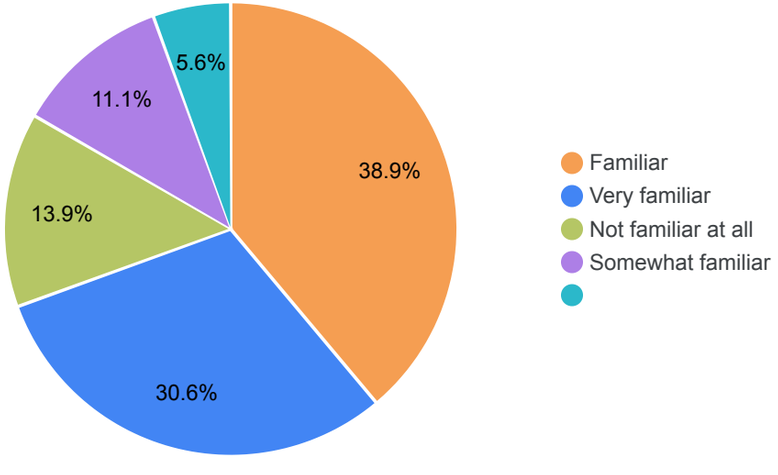
Classroom rules and consequences



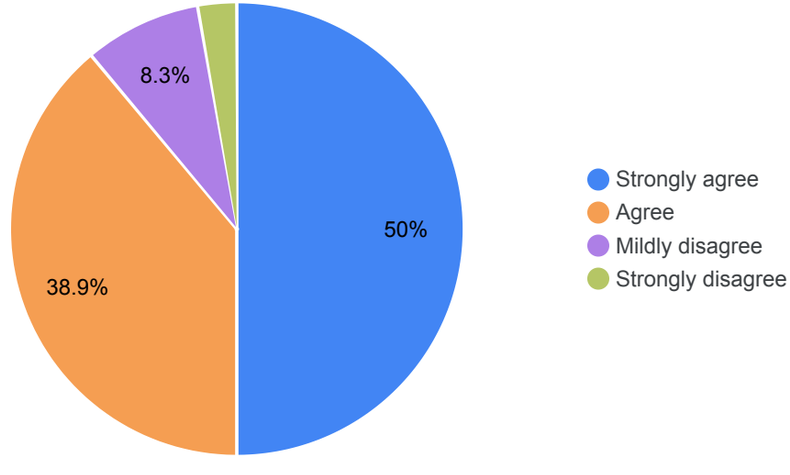
School-wide rules and consequences



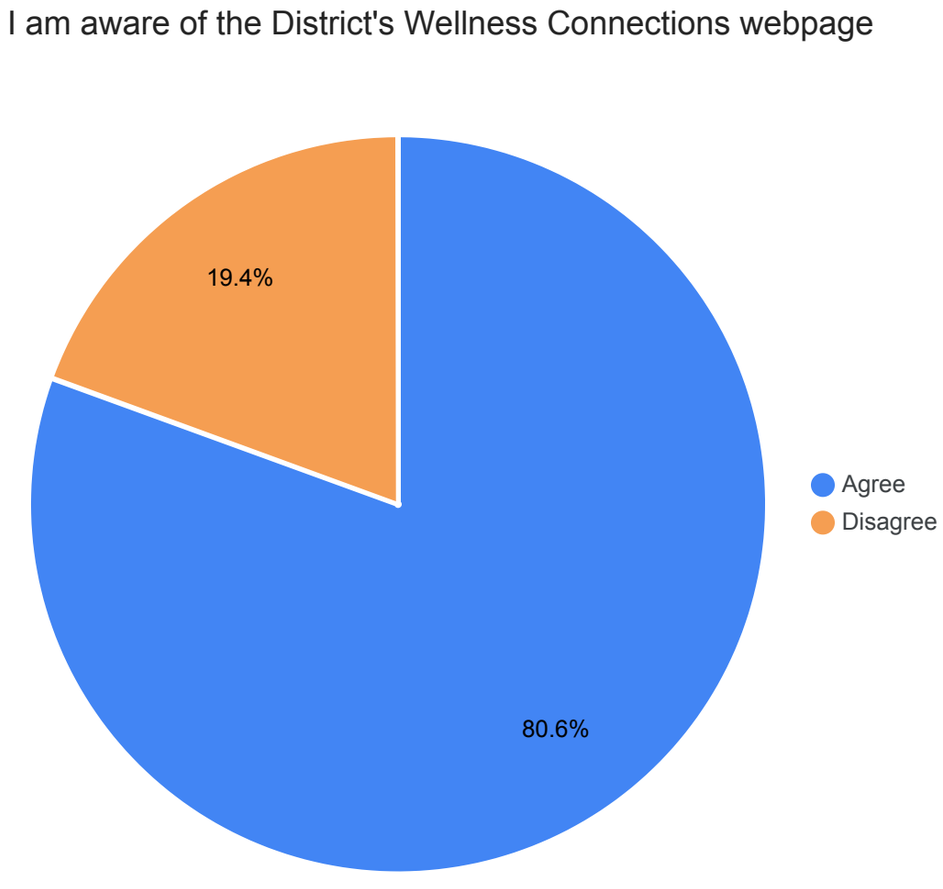
Cyberbullying rules and consequences



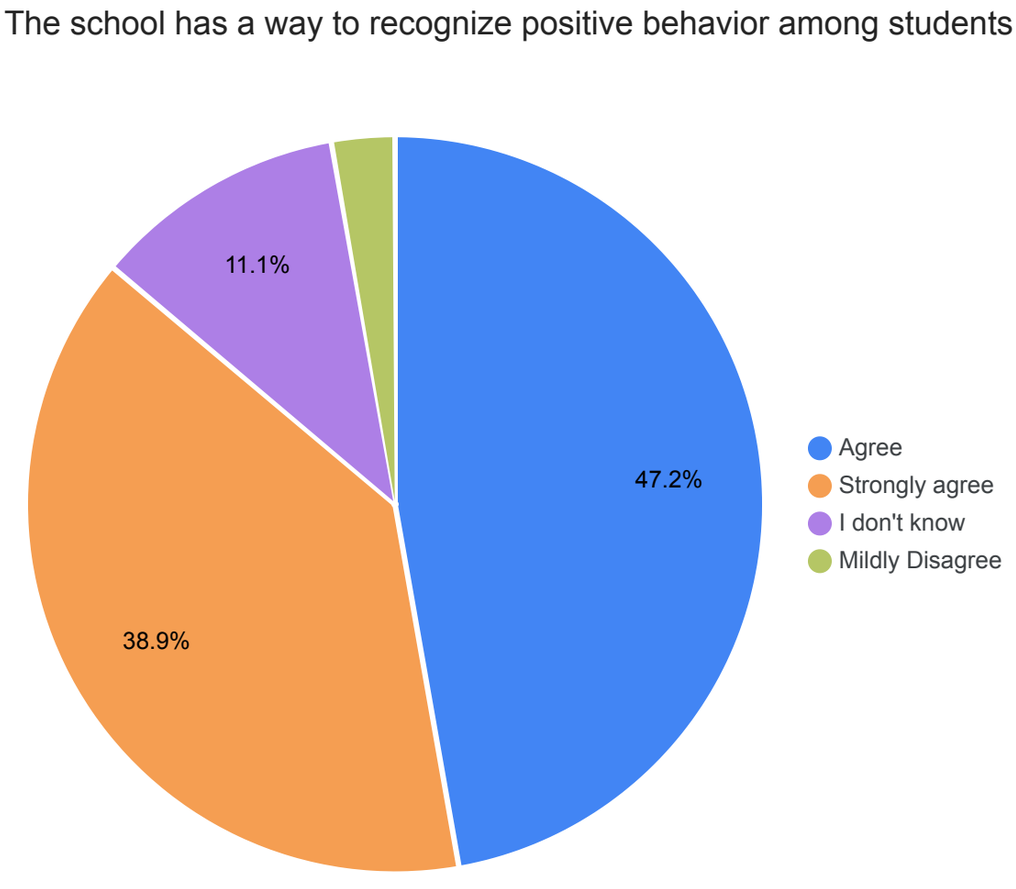
Rules and expectations of the school are clear and well known to me



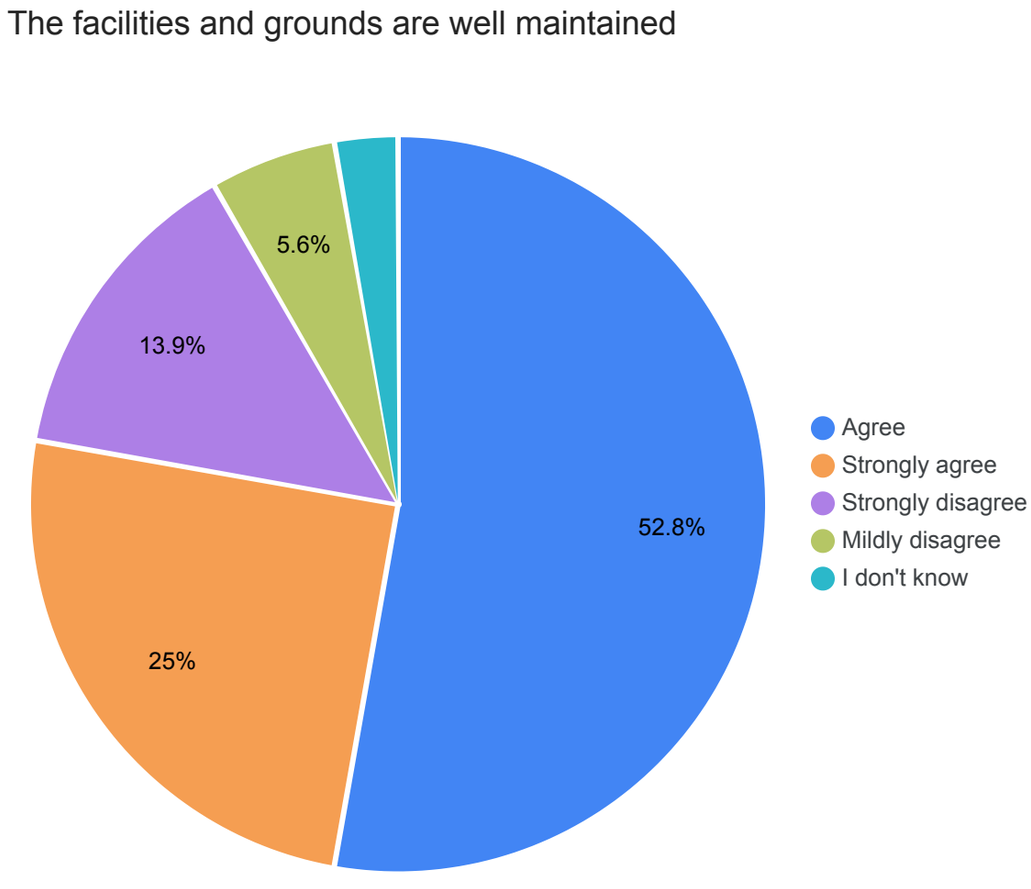
Cadwallader Elementary



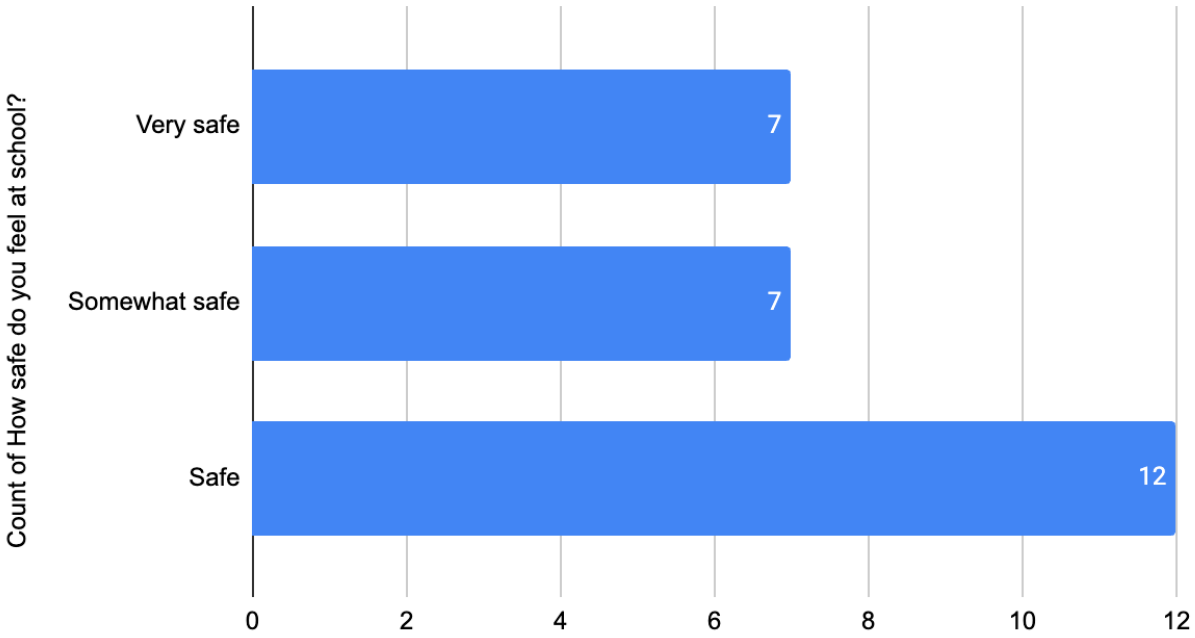
Cadwallader Elementary



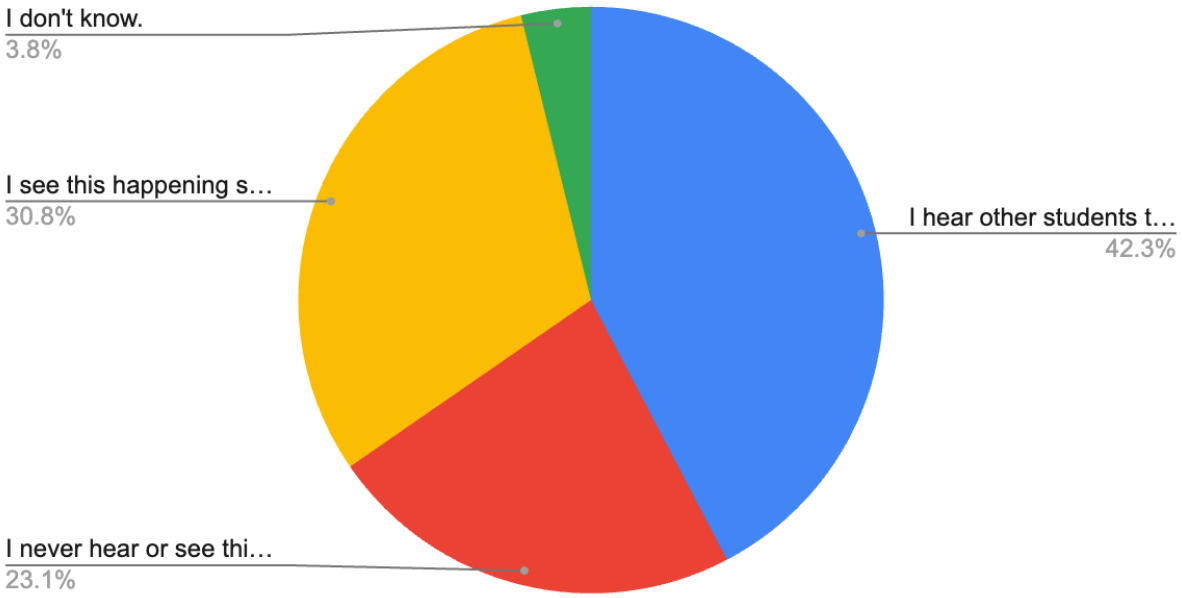
Cadwallader Elementary



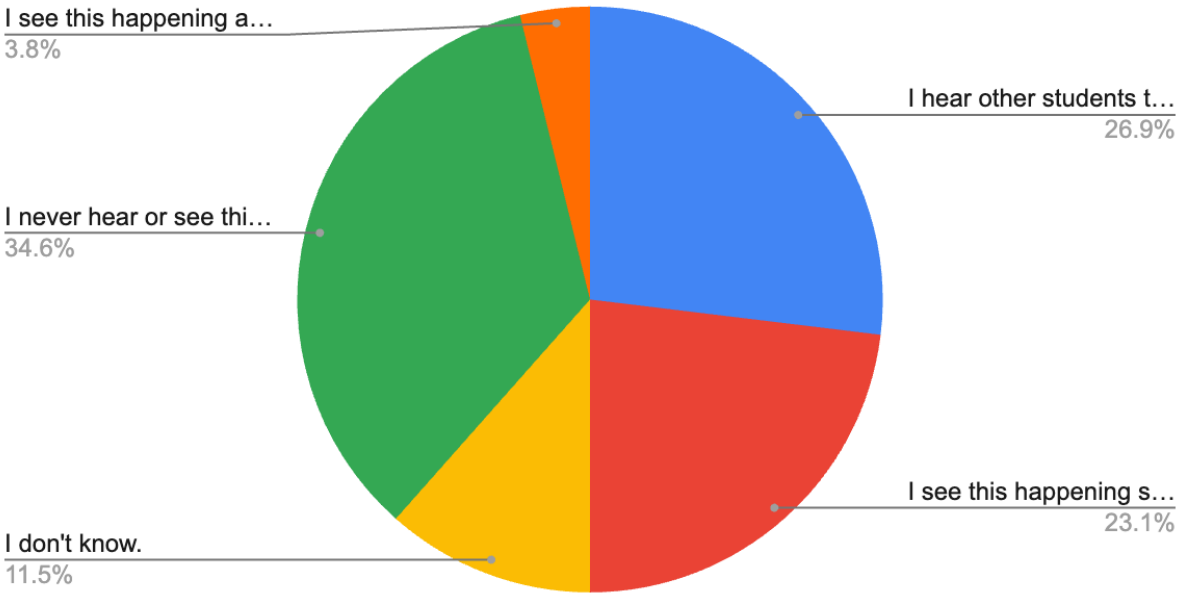
Count of How safe do you feel at school?



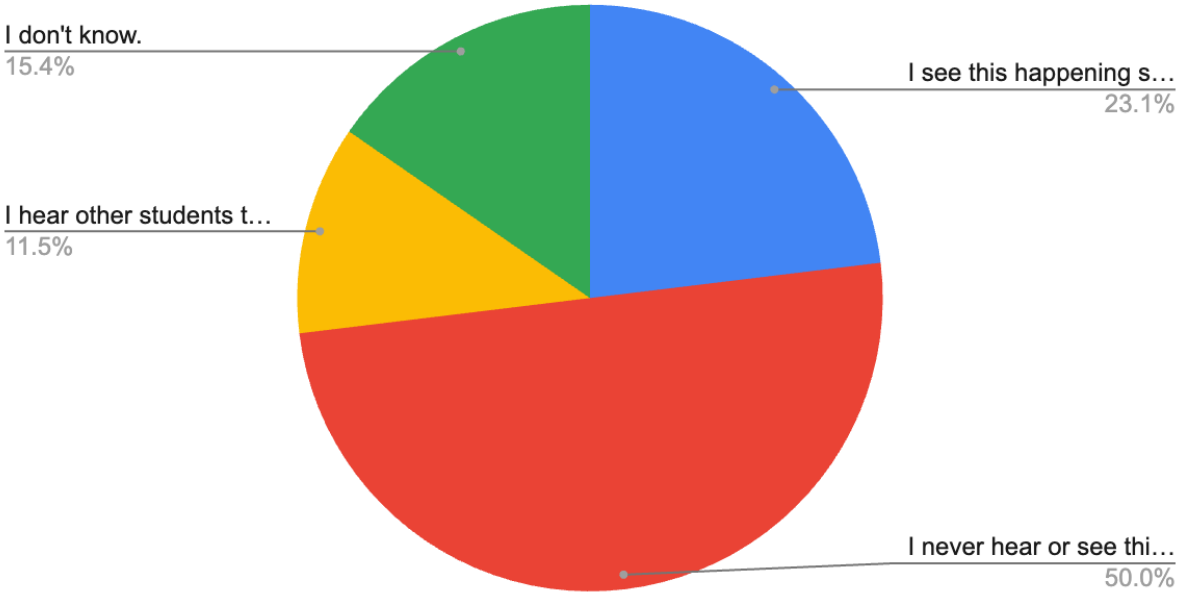
Count of How much do you find the following to be a problem at your school? [Bullying]



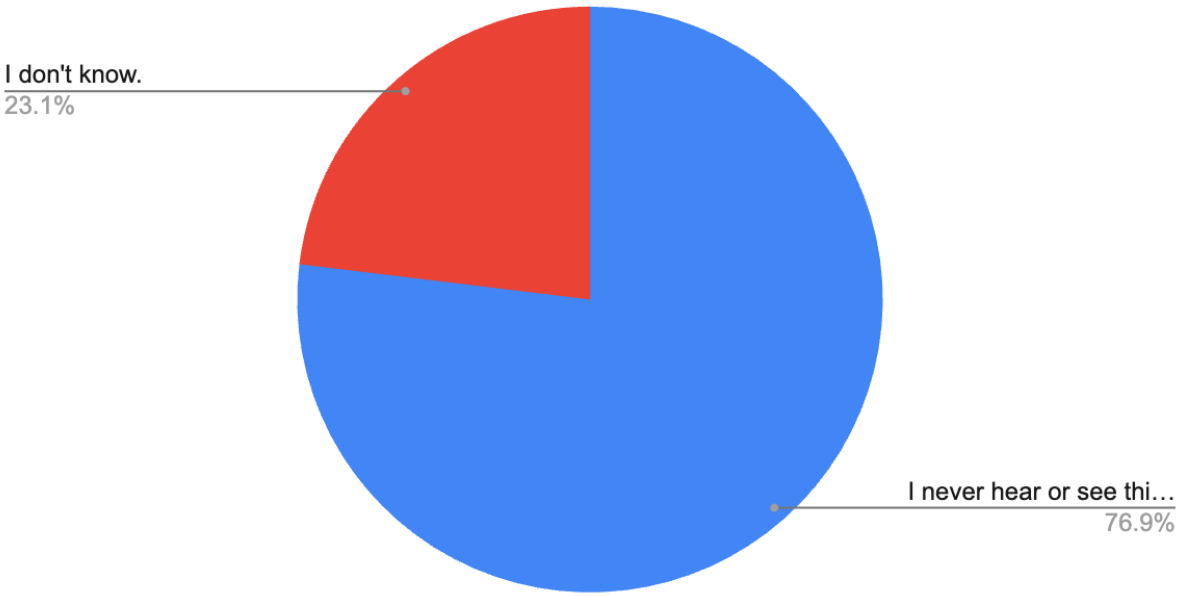
Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]



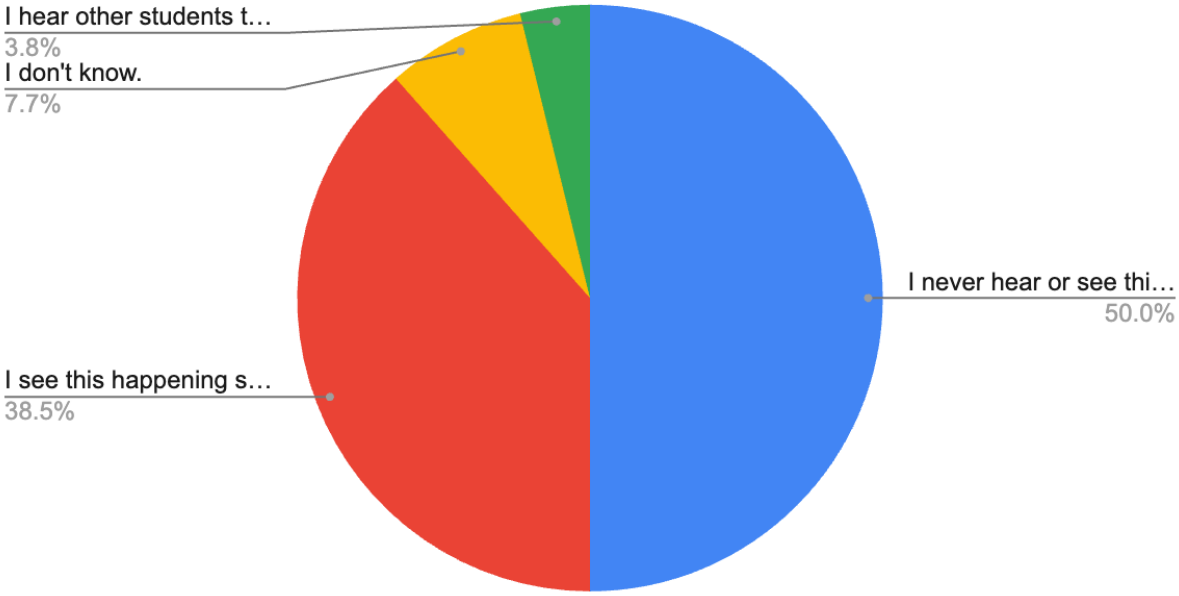
Count of How much do you find the following to be a problem at your school? [Fights and Assault]



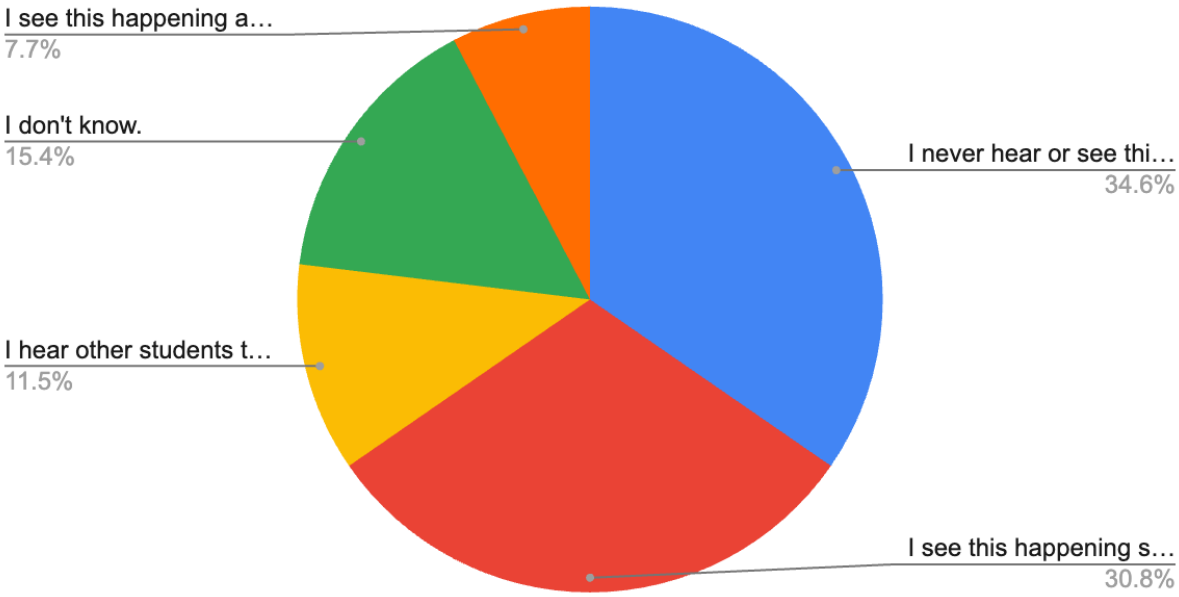
Count of How much do you find the following to be a problem at your school? [Student interest in gangs]



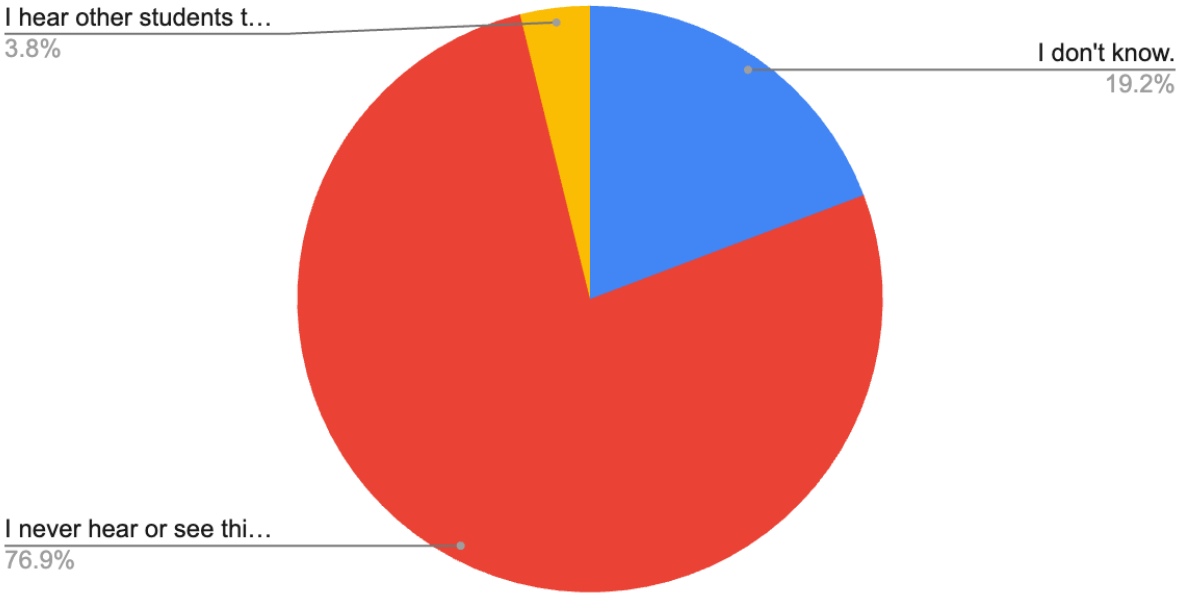
Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]



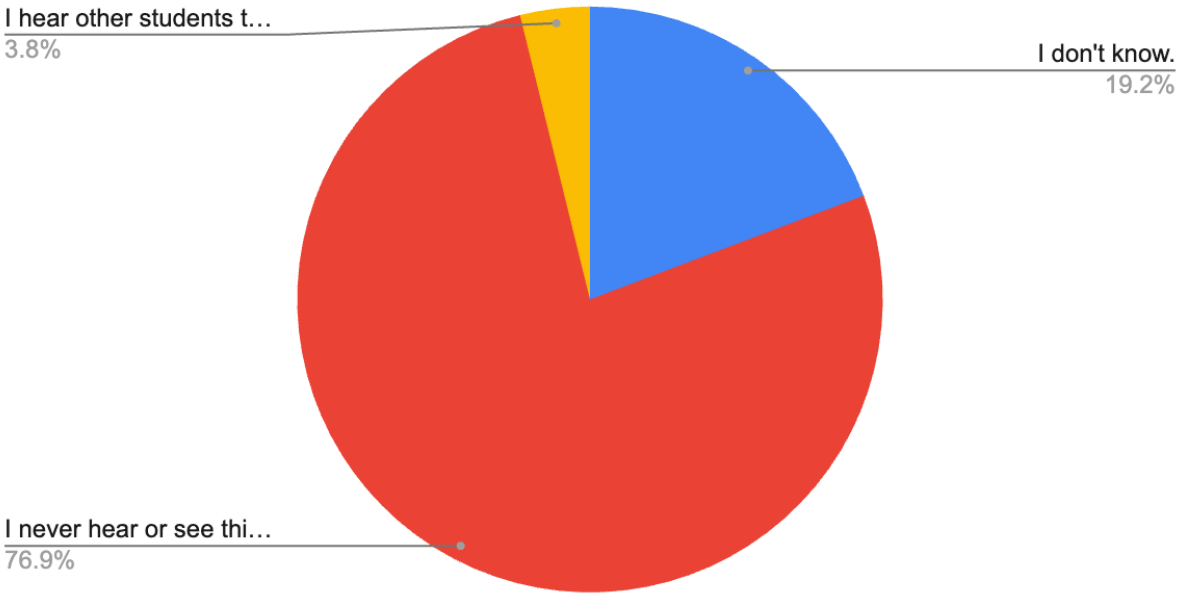
Count of How much do you find the following to be a problem at your school? [People trespassing on campus]



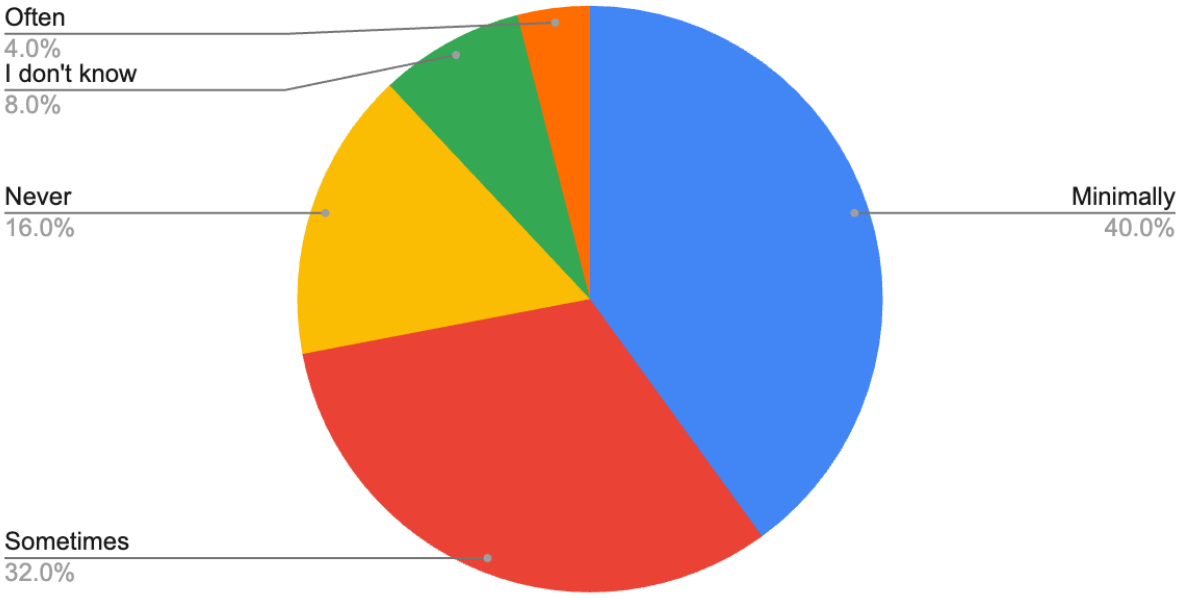
Count of How much do you find the following to be a problem at your school? [Drug use]



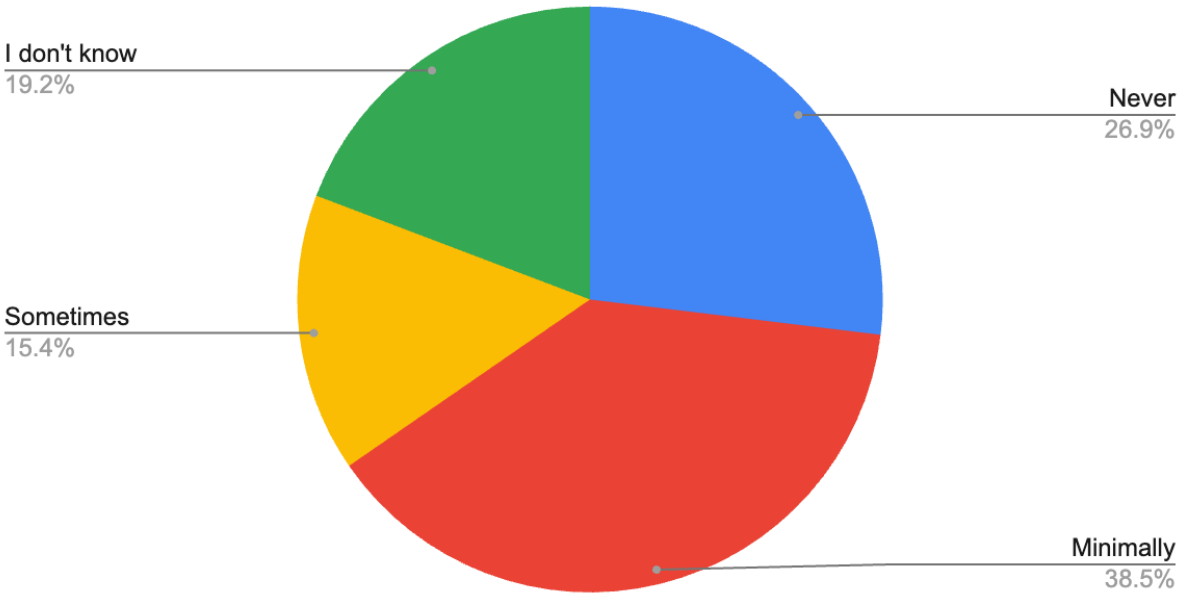
Count of How much do you find the following to be a problem at your school? [Alchohol use]



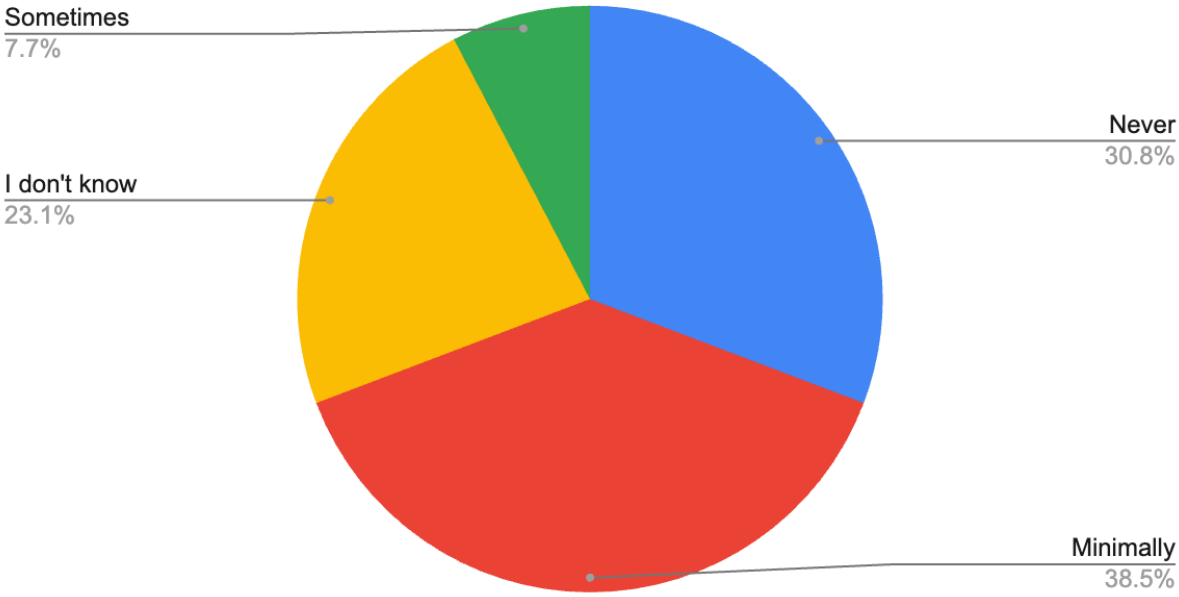
Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being h…



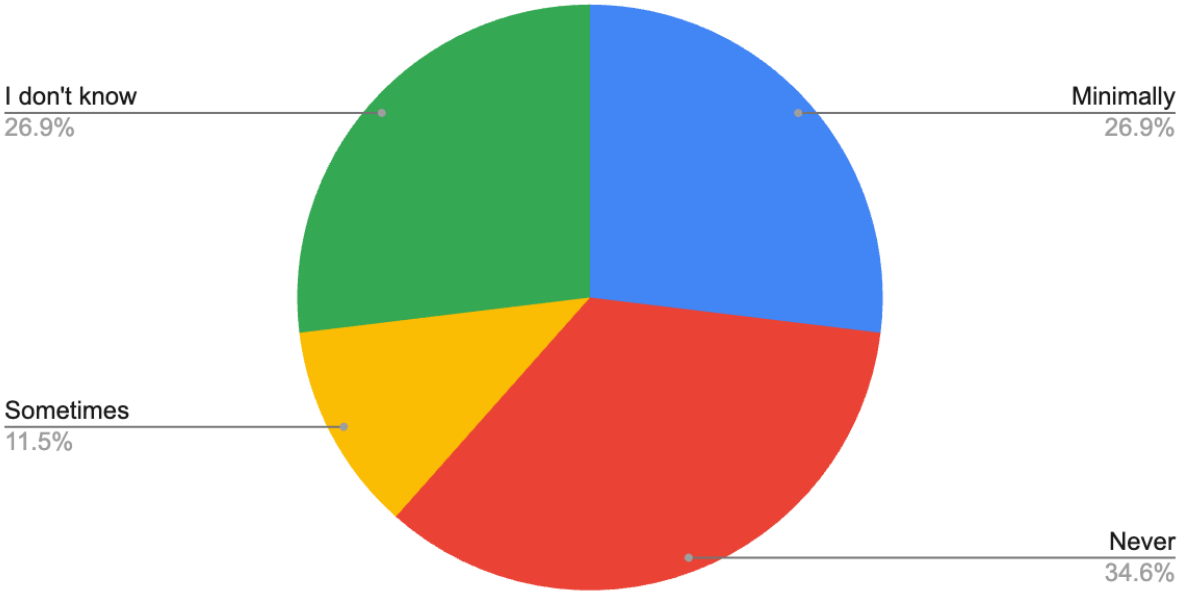
Count of Students at my school get put down because of their ... [Race]



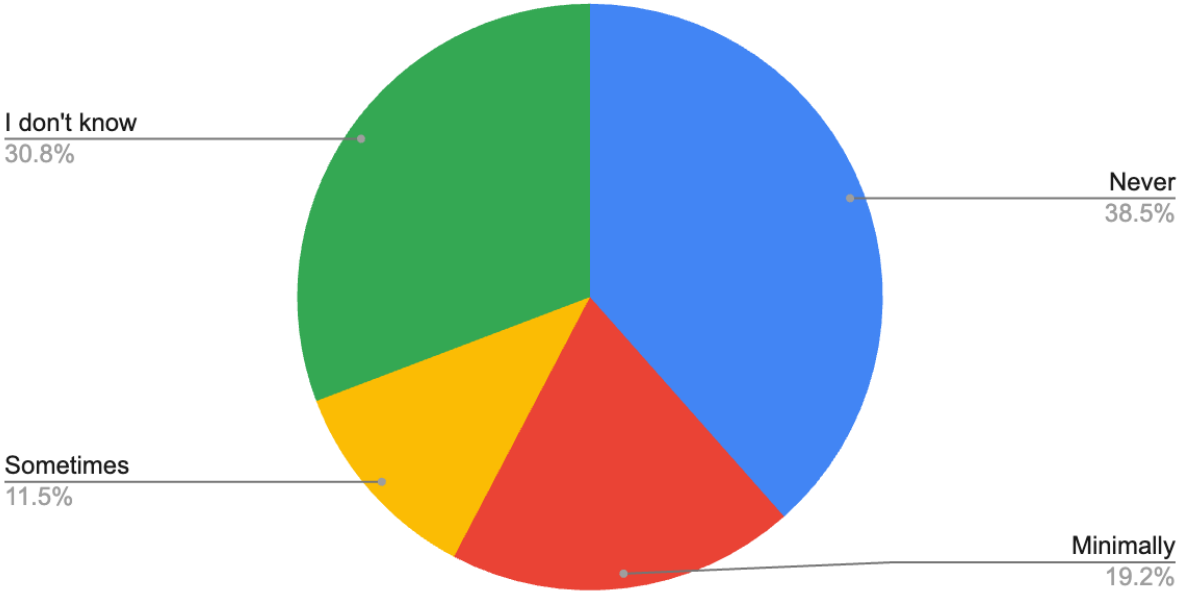
Count of Students at my school get put down because of their ... [Gender or gender identification]



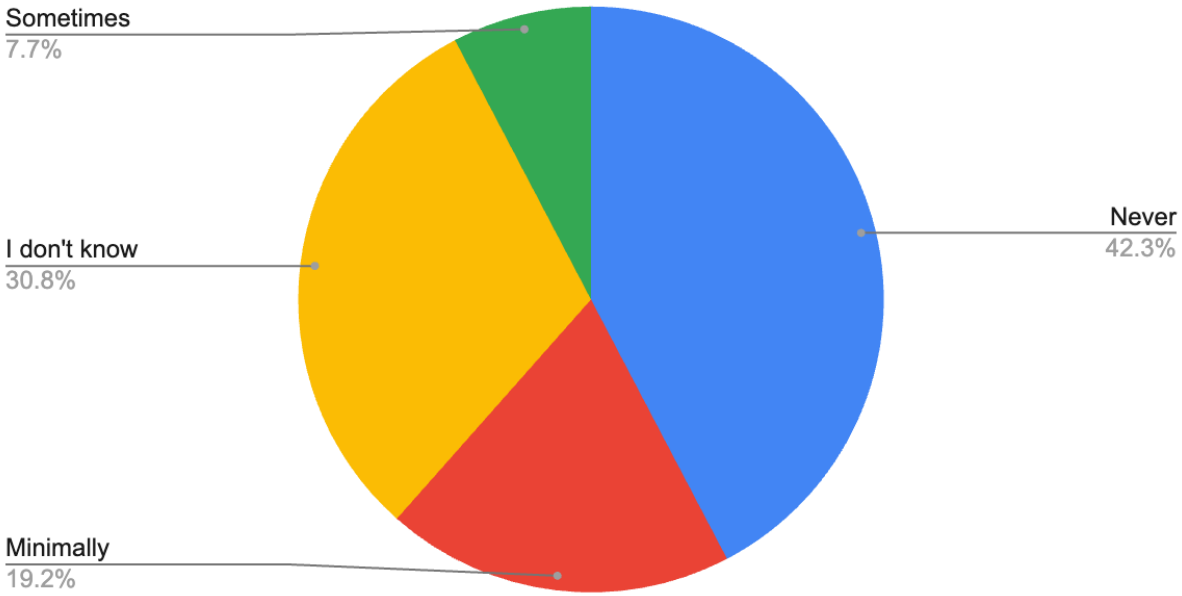
Count of Students at my school get put down because of their ... [Learning difficulties]



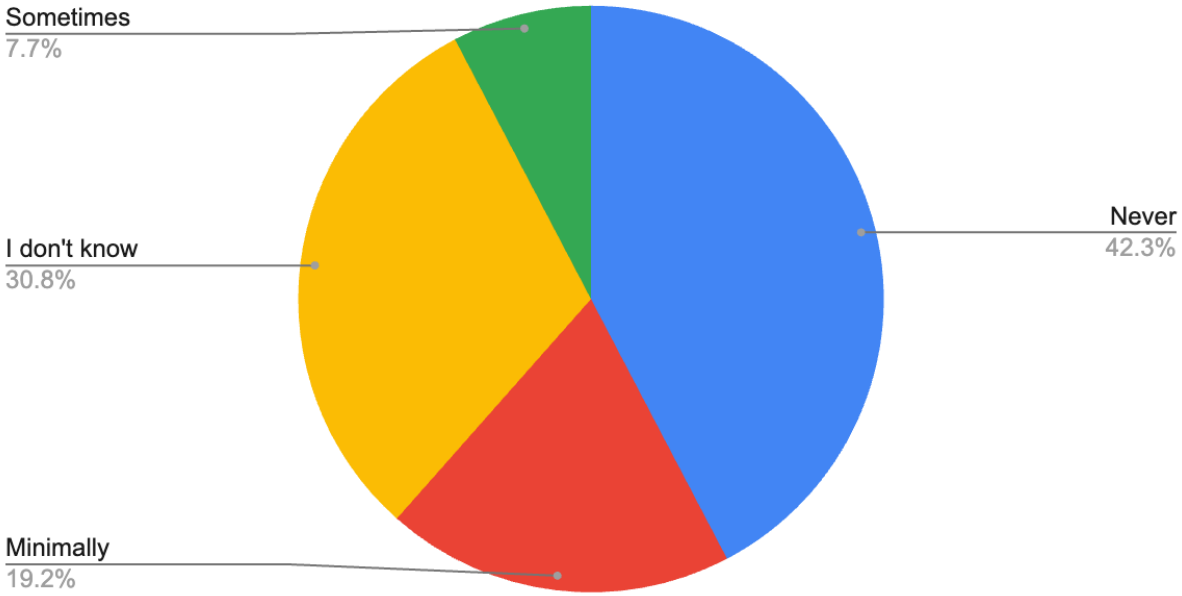
Count of Students at my school get put down because of their ... [Clothing or physical appearance]



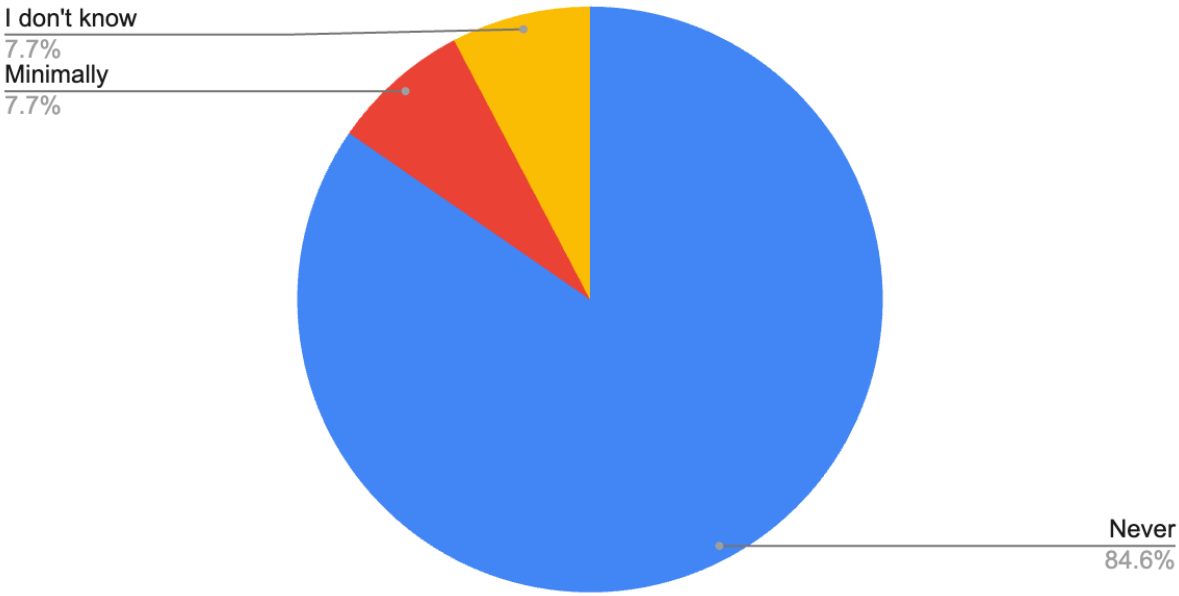
Count of Students at my school get put down because of their ... [Religion or cultural practices]



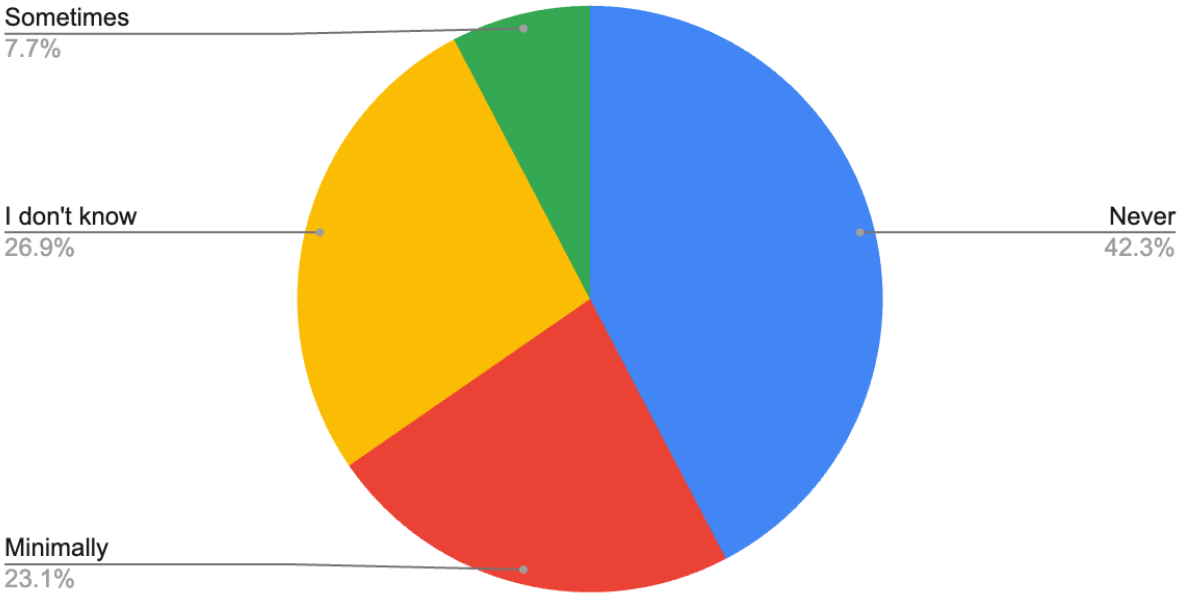
Count of Students at my school get put down because of their ... [Religion or cultural practices]



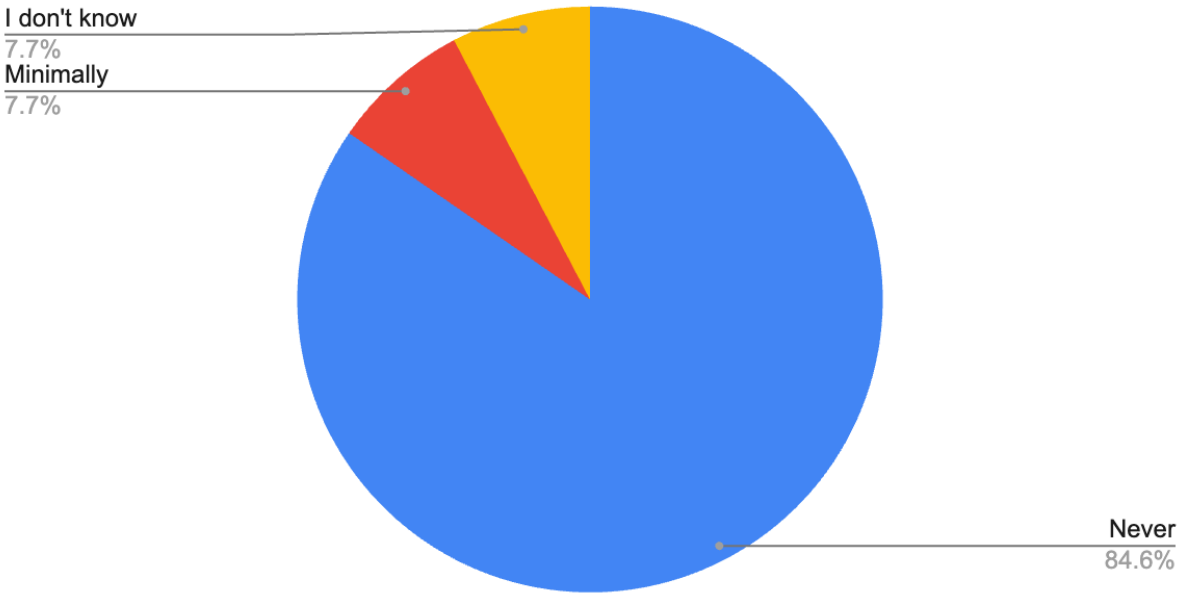
Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]



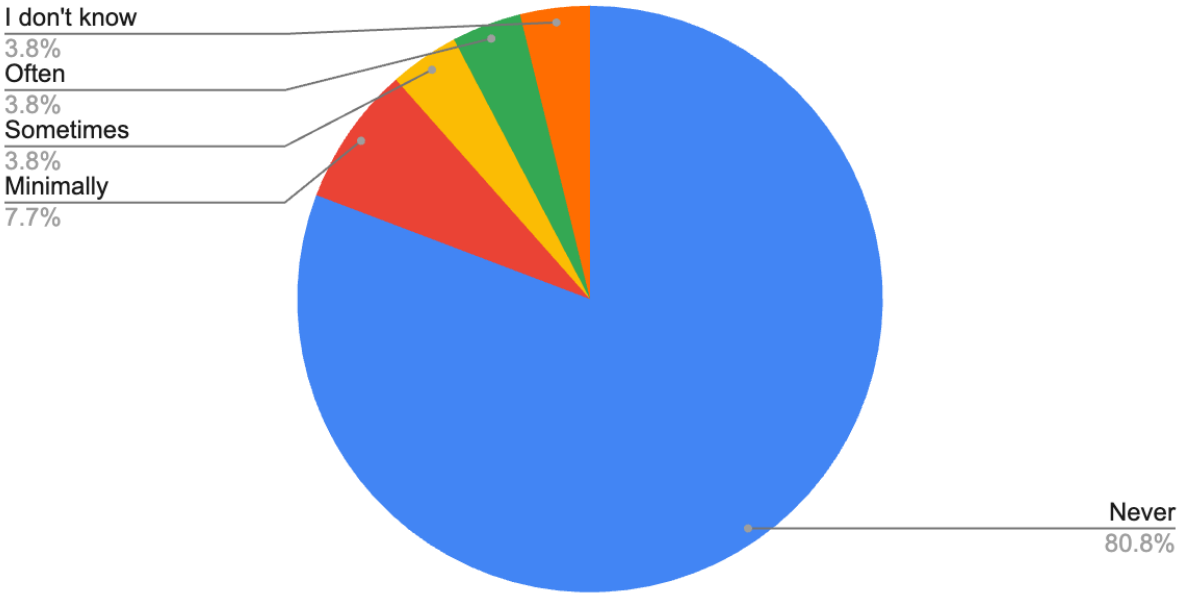
Count of Students at my school get put down because of their ... [Sexual Orientation]



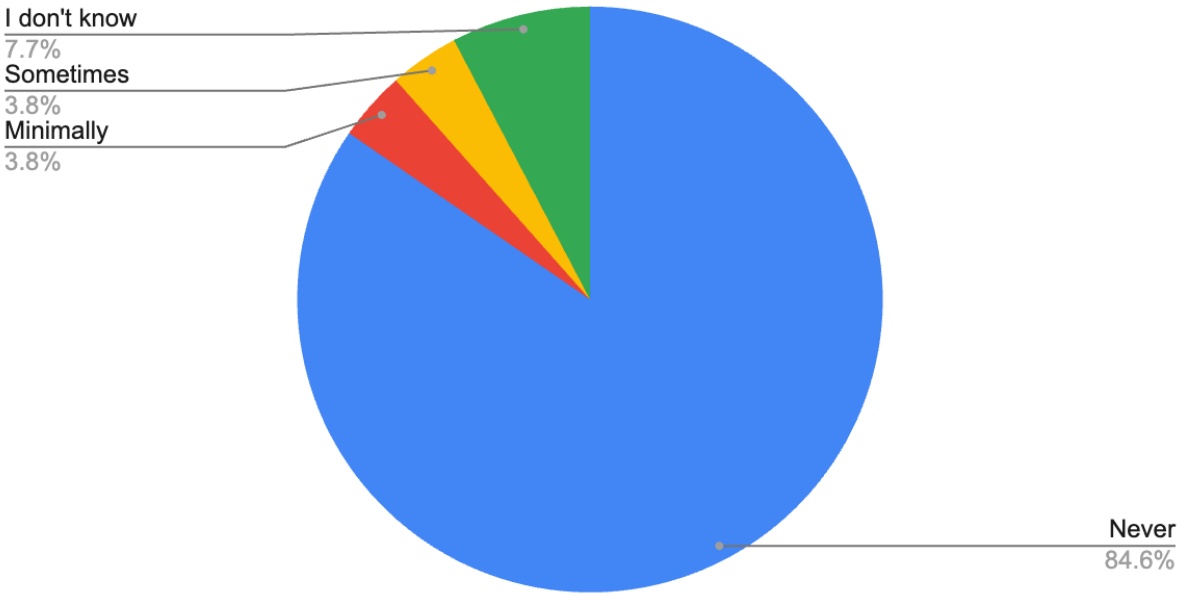
Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]



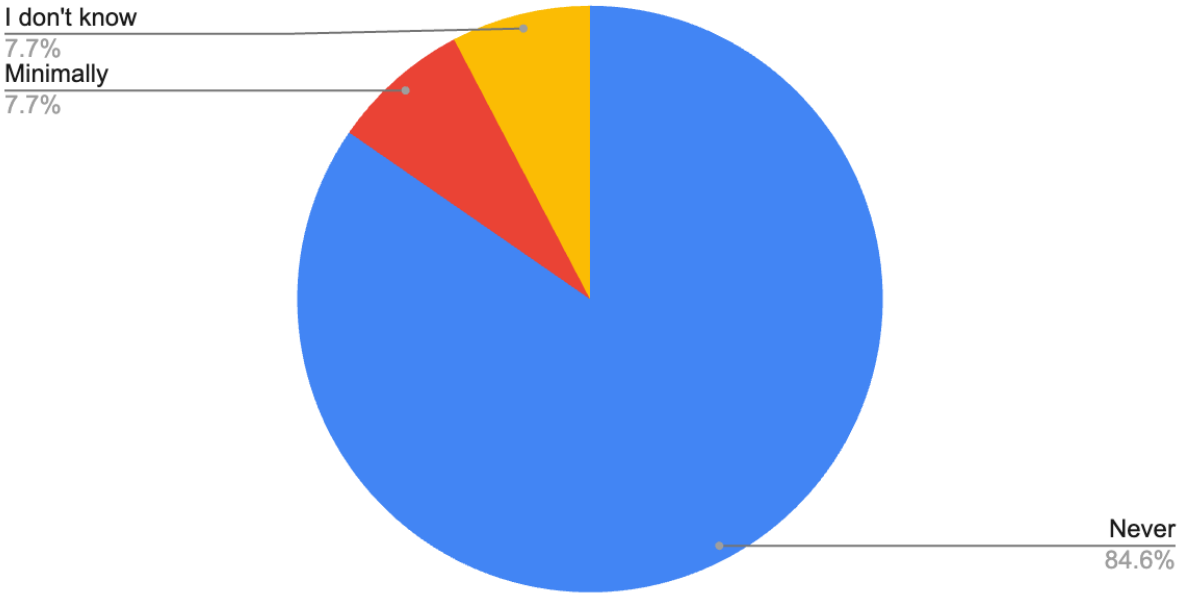
Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]



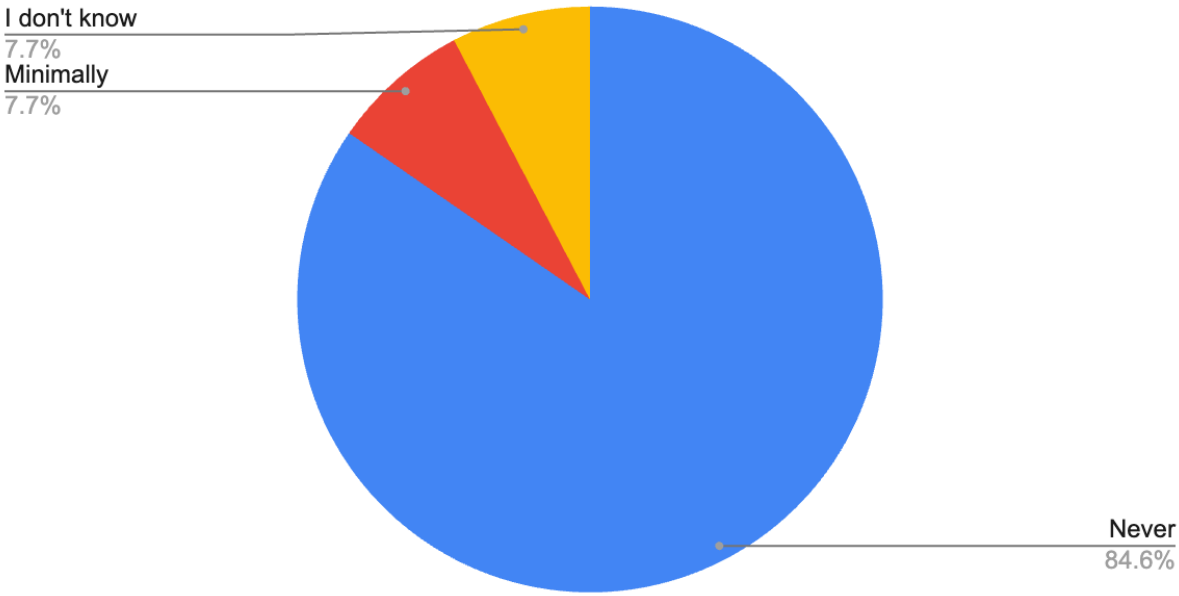
Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]



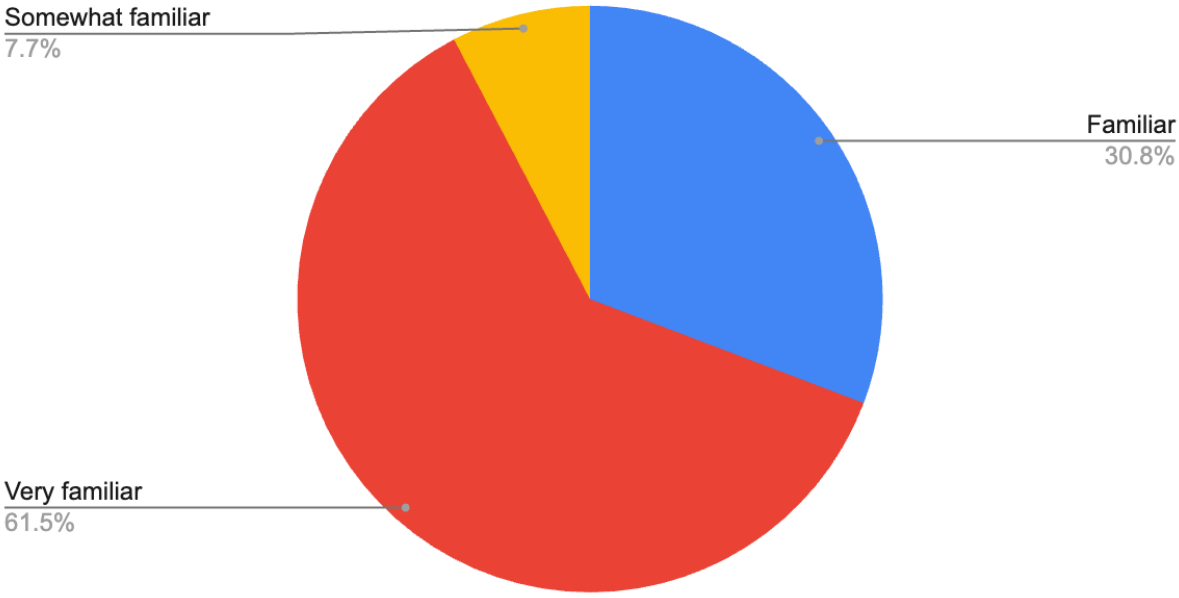
Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]



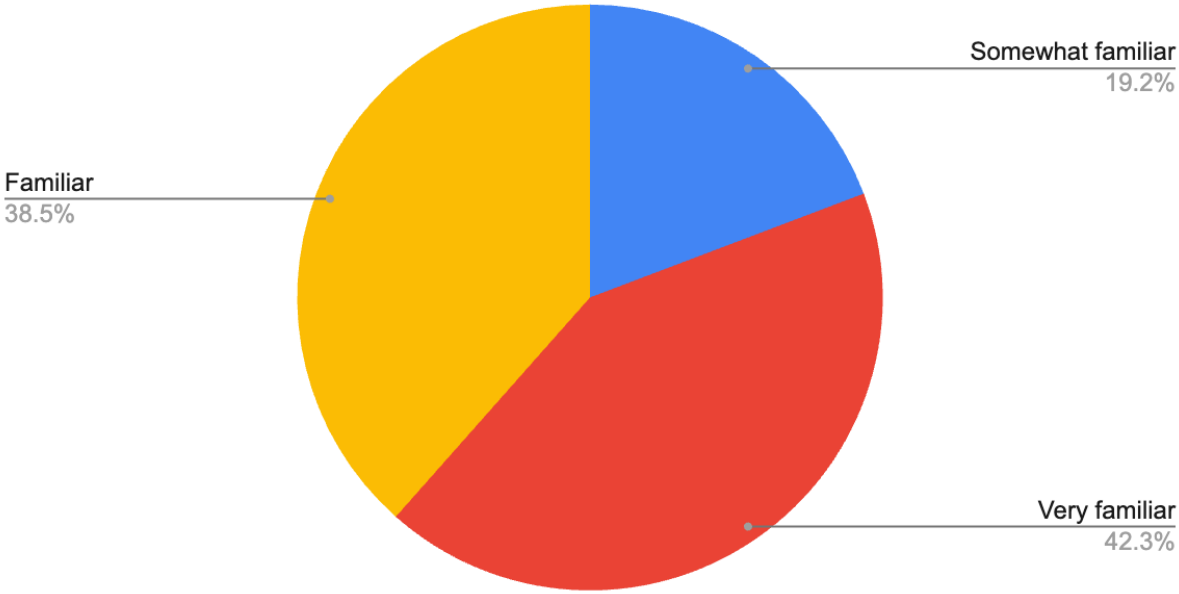
Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]



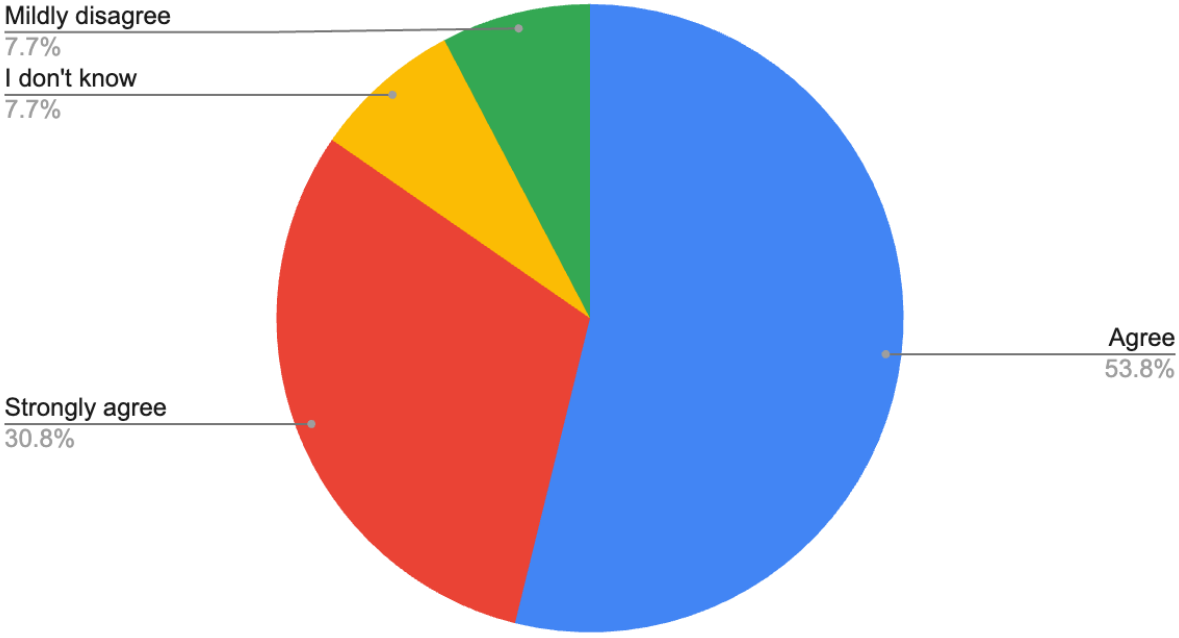
Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



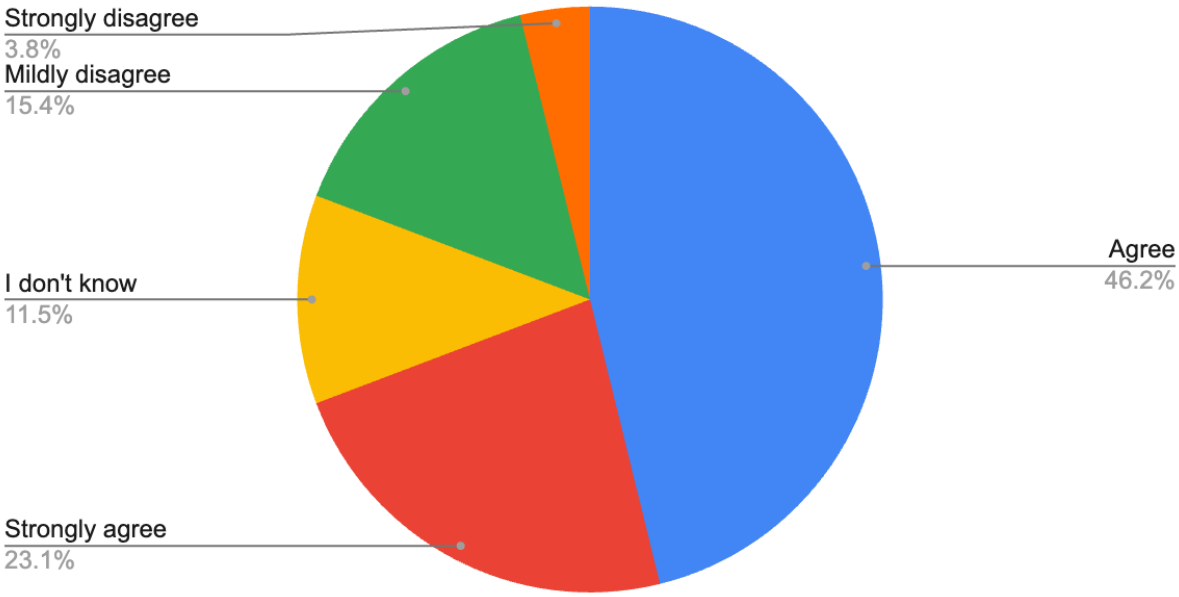
Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are…



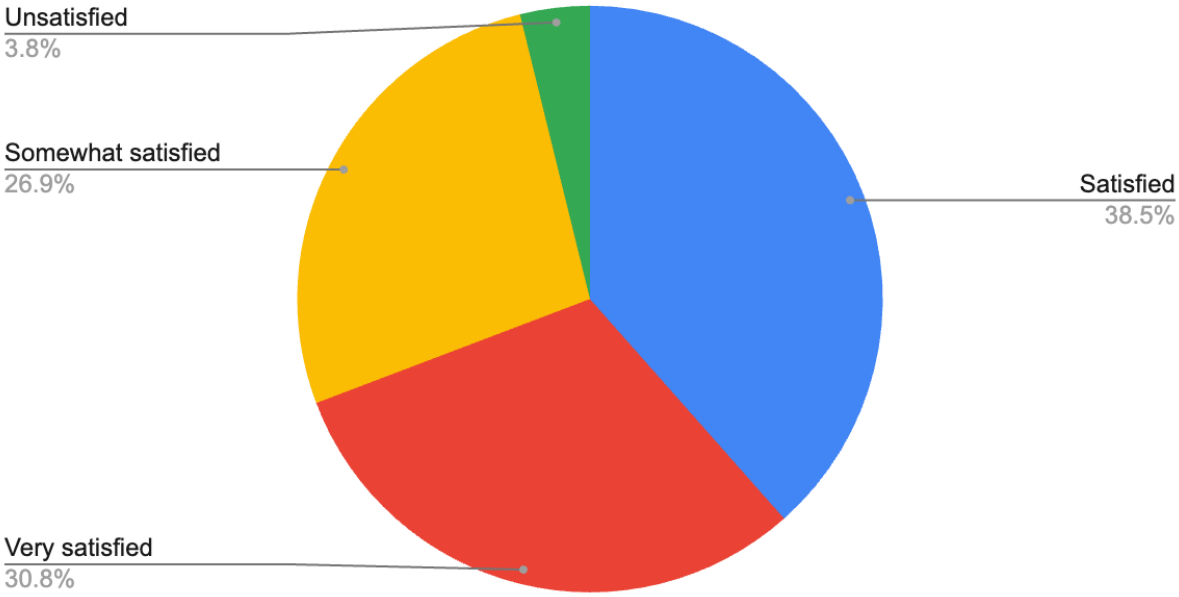
Count of I think Staff enforces rules fairly and appropriately.



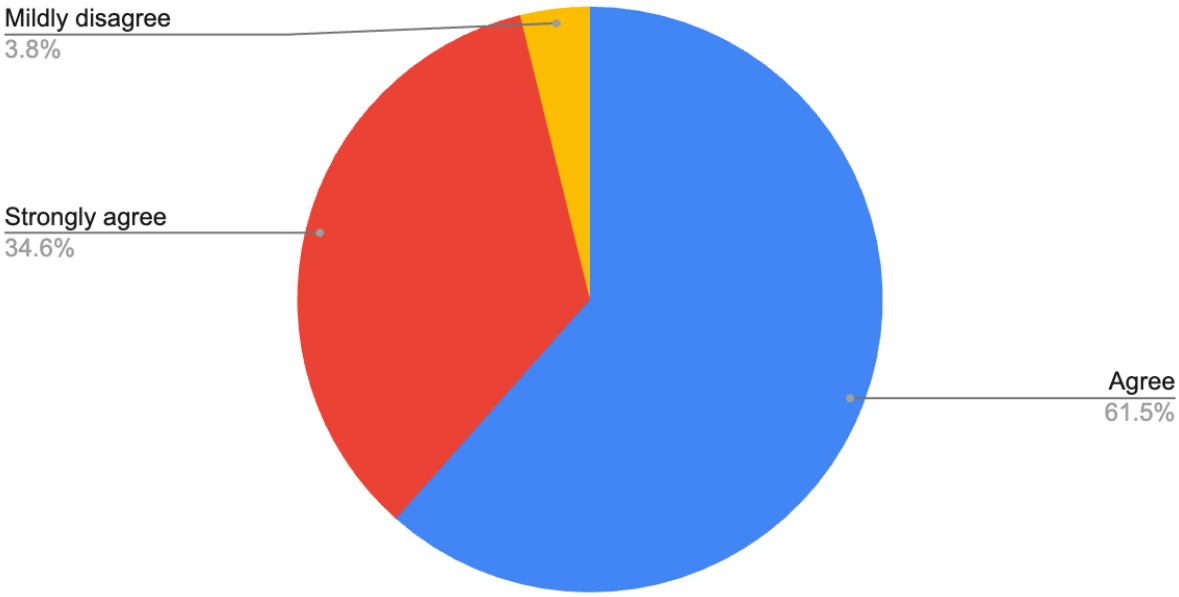
Count of I think that suspensions and expulsions are assigned when necessary.



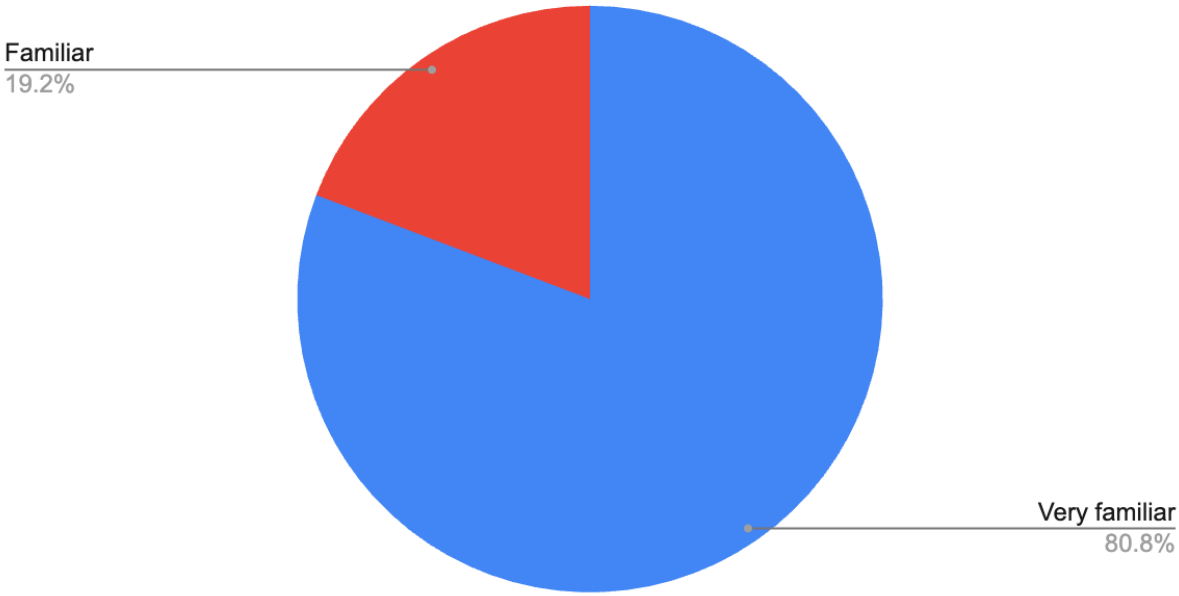
How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?



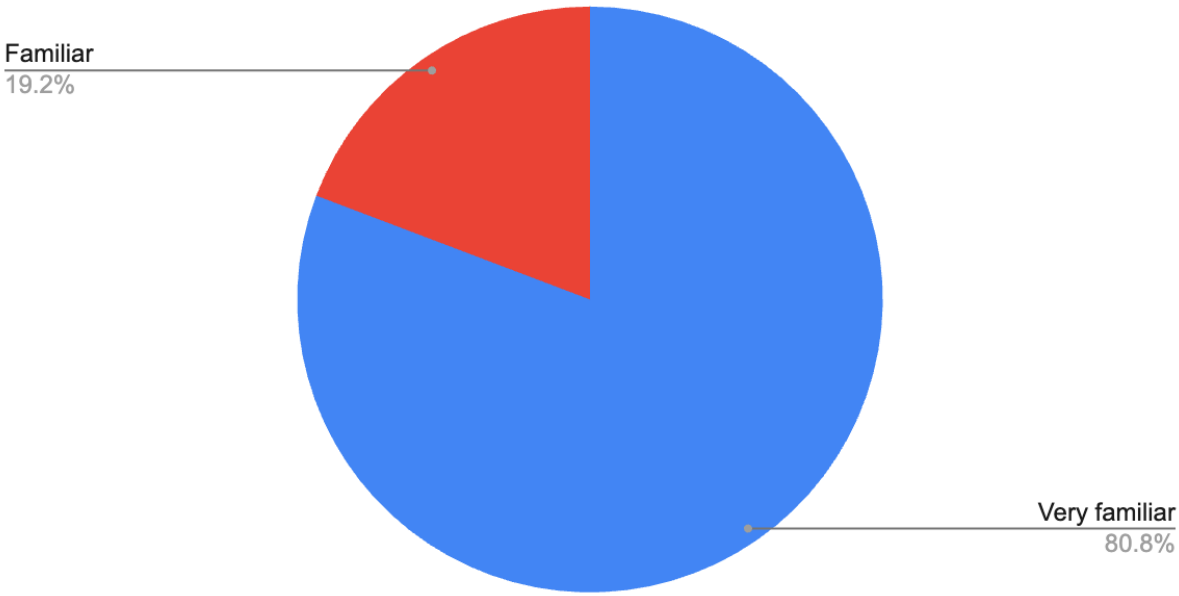
Count of My school provides adequate training for staff on school policies and procedures.



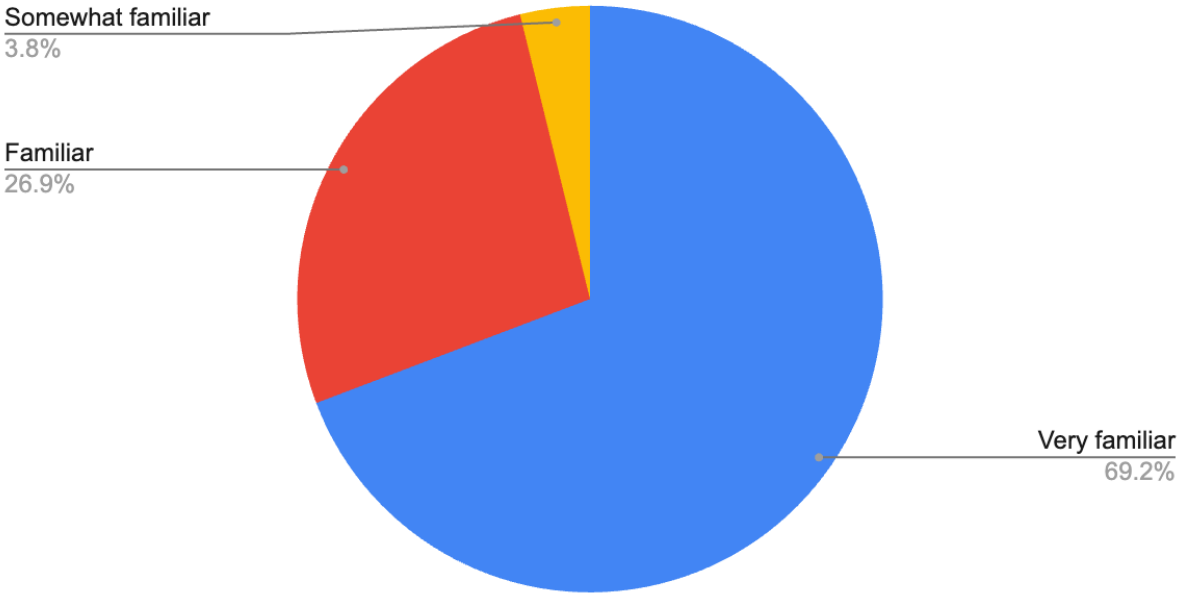
Count of How well do understand your school Emergency procedures? [Fire Drill]



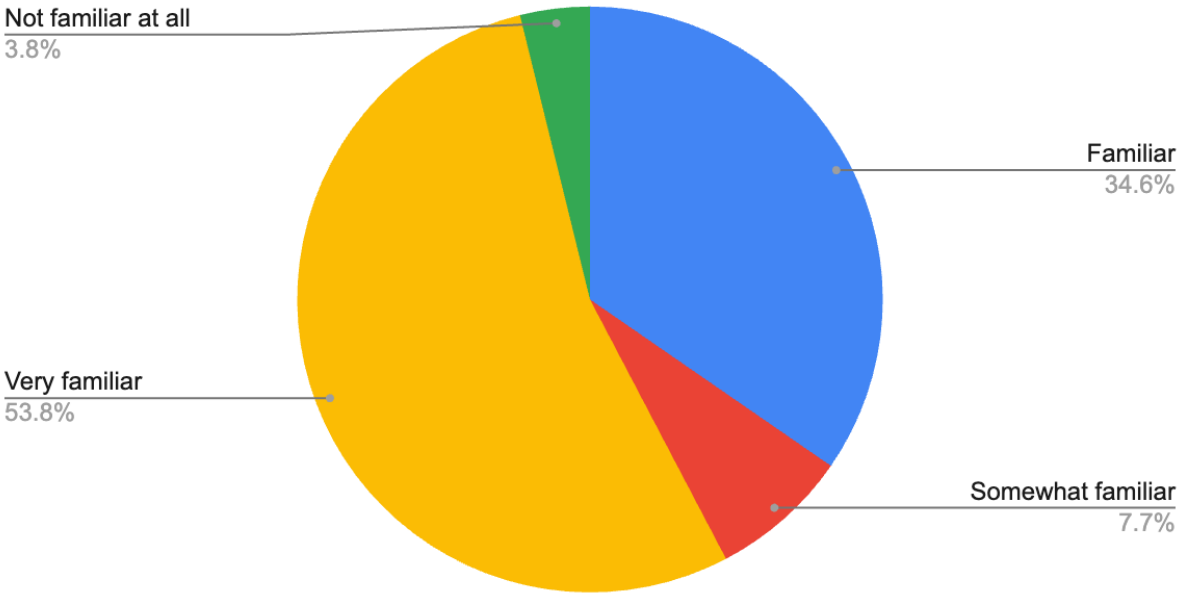
Count of How well do understand your school Emergency procedures? [Earthquake Drill]



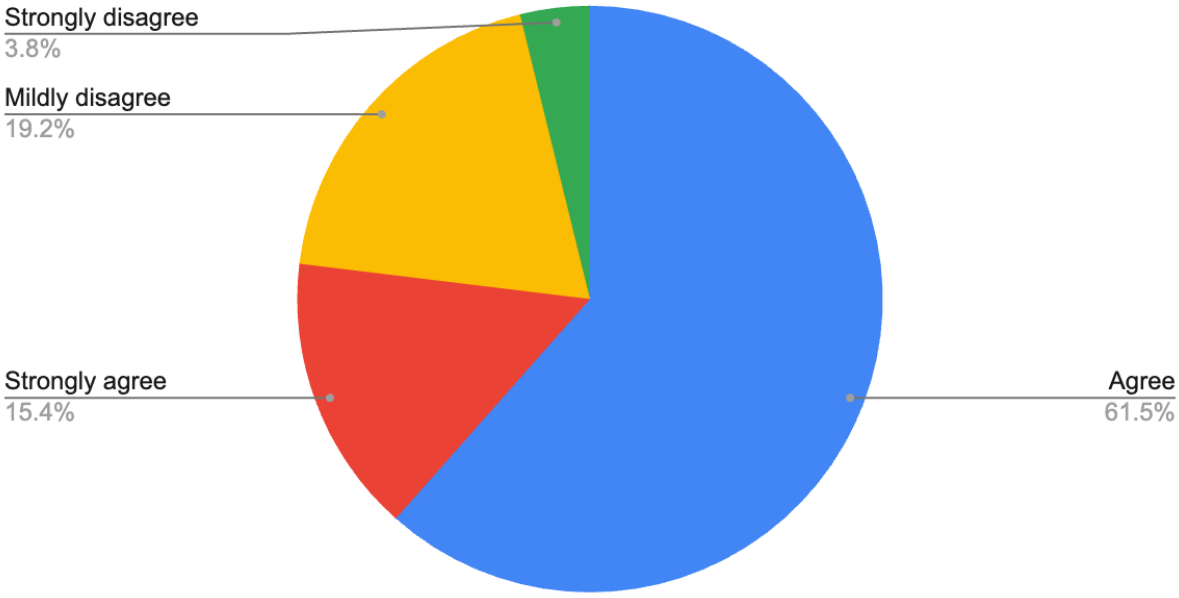
Count of How well do understand your school Emergency procedures? [Shelter in Place]



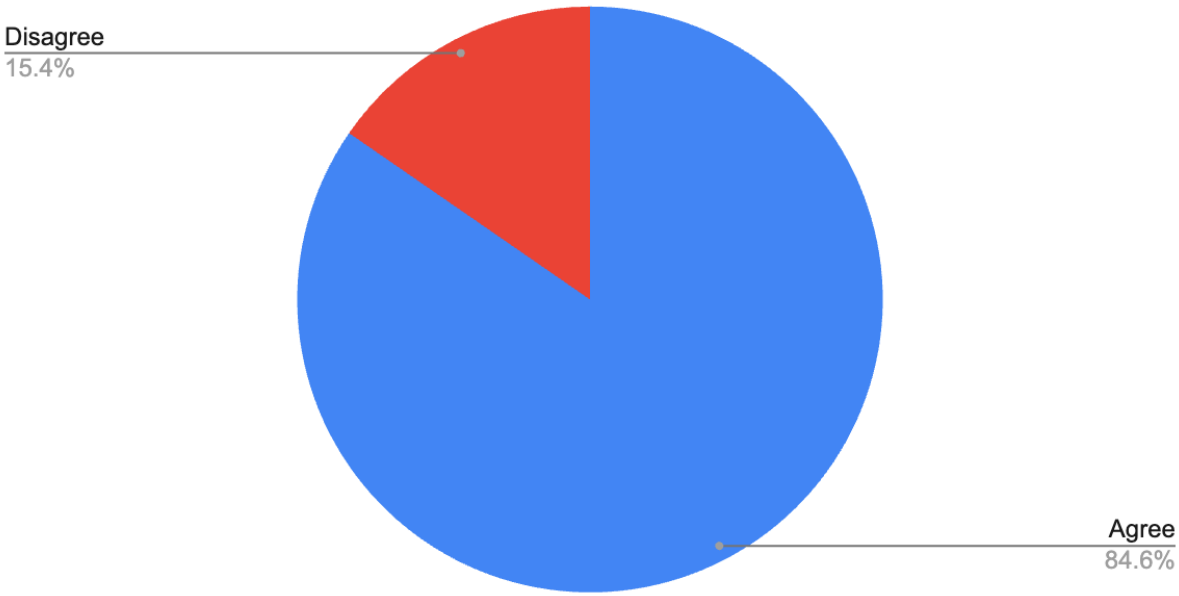
Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]



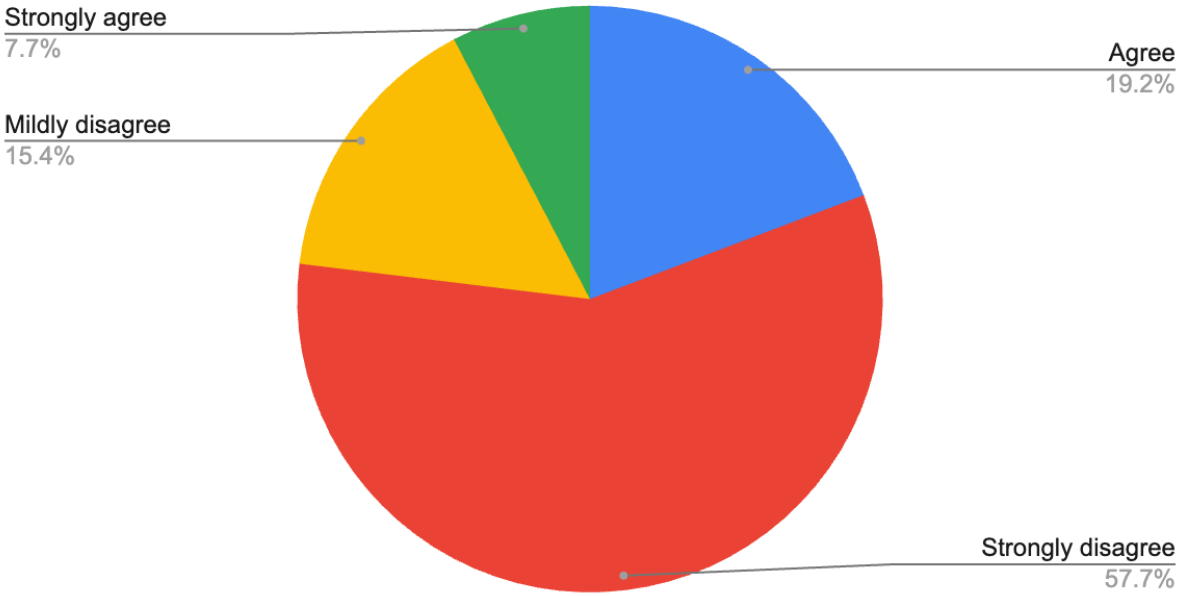
Count of My school has adequate resources to help students in an emergency or crisis.



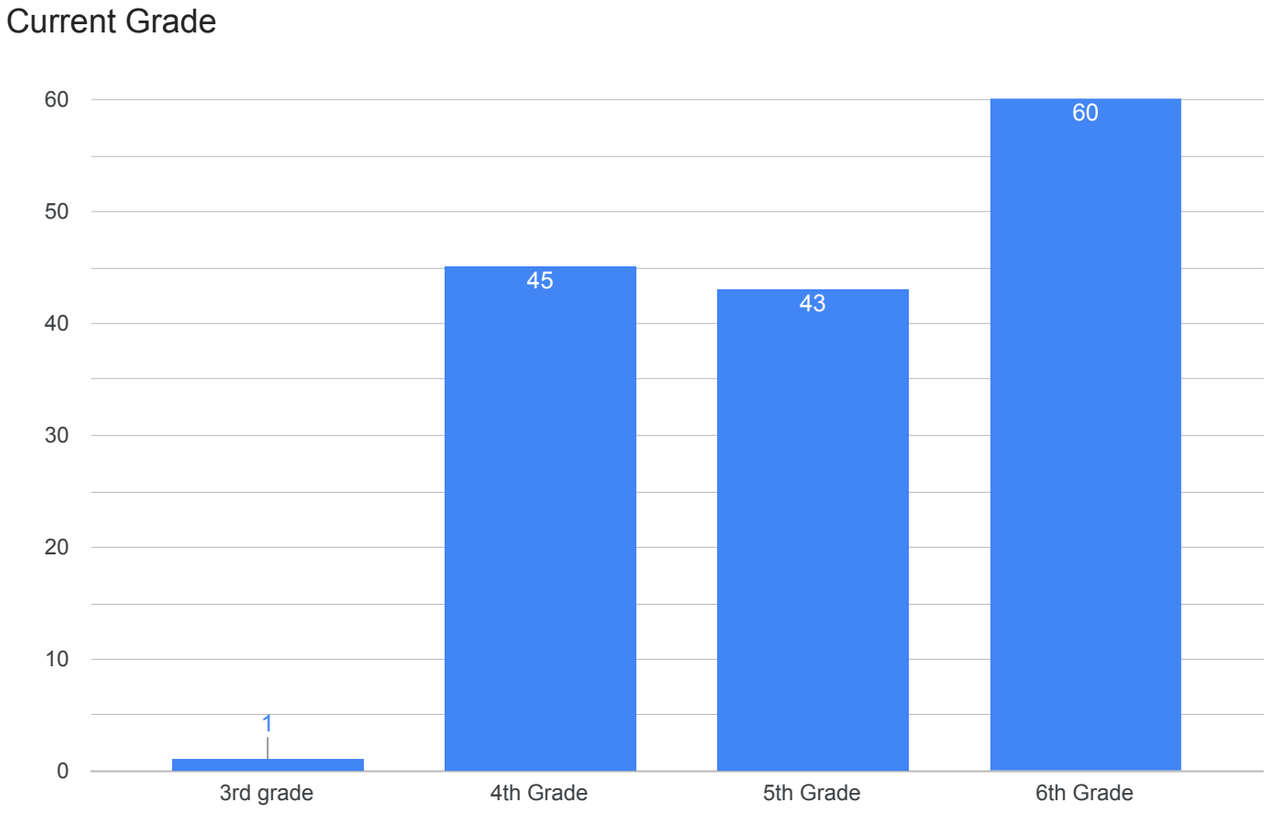
Count of I am aware of the District's Wellness Connections webpage.



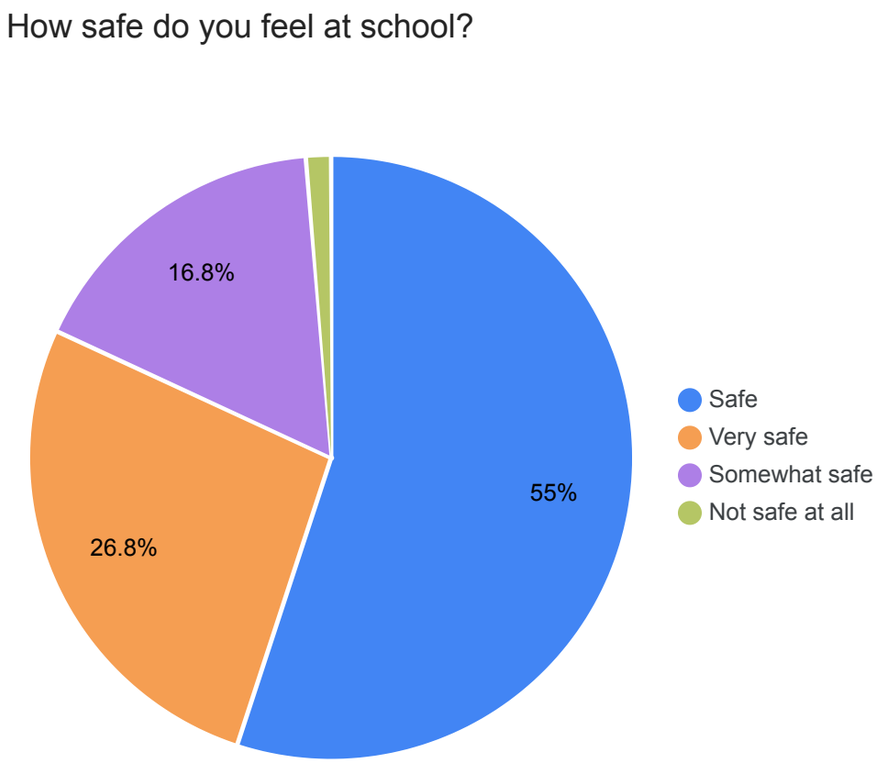
Count of The facilities and grounds are well maintained at my school.



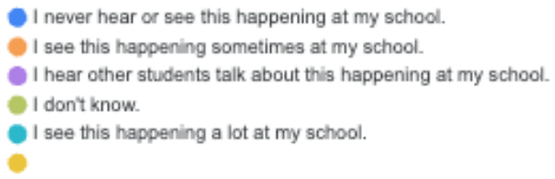
Cadwallader Elementary



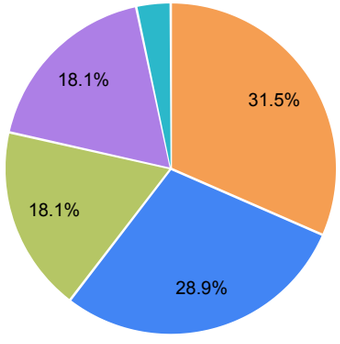
Cadwallader Elementary



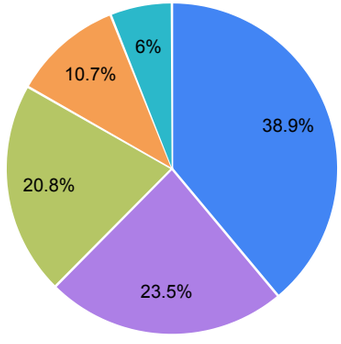
Cadwallader Elementary: How much do you find the following to be a problem at your school?



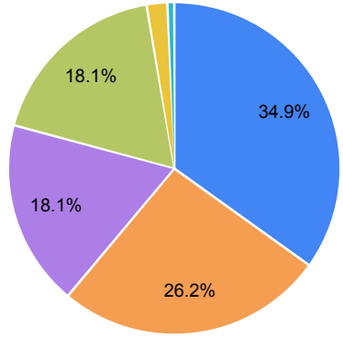
Bullying



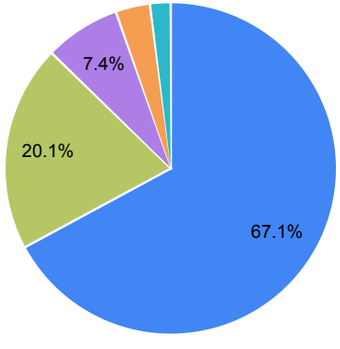
Harassment & Intimidation



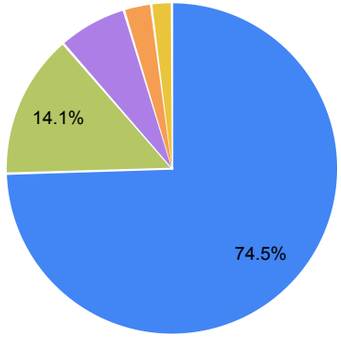
Fights & Assault



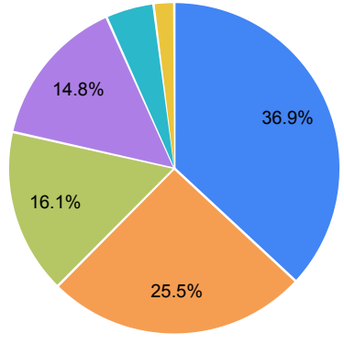
Student interest in Gangs



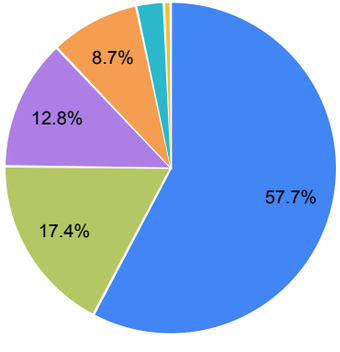
Illegal weapons



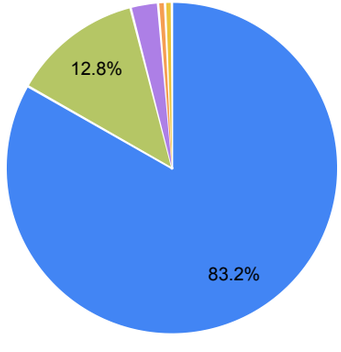
Graffiti & Vandalism



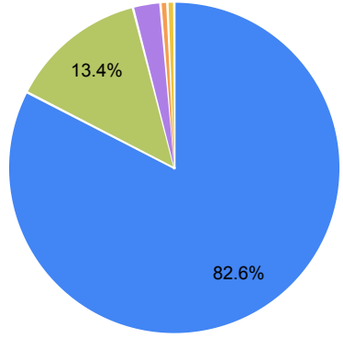
People trespassing on campus



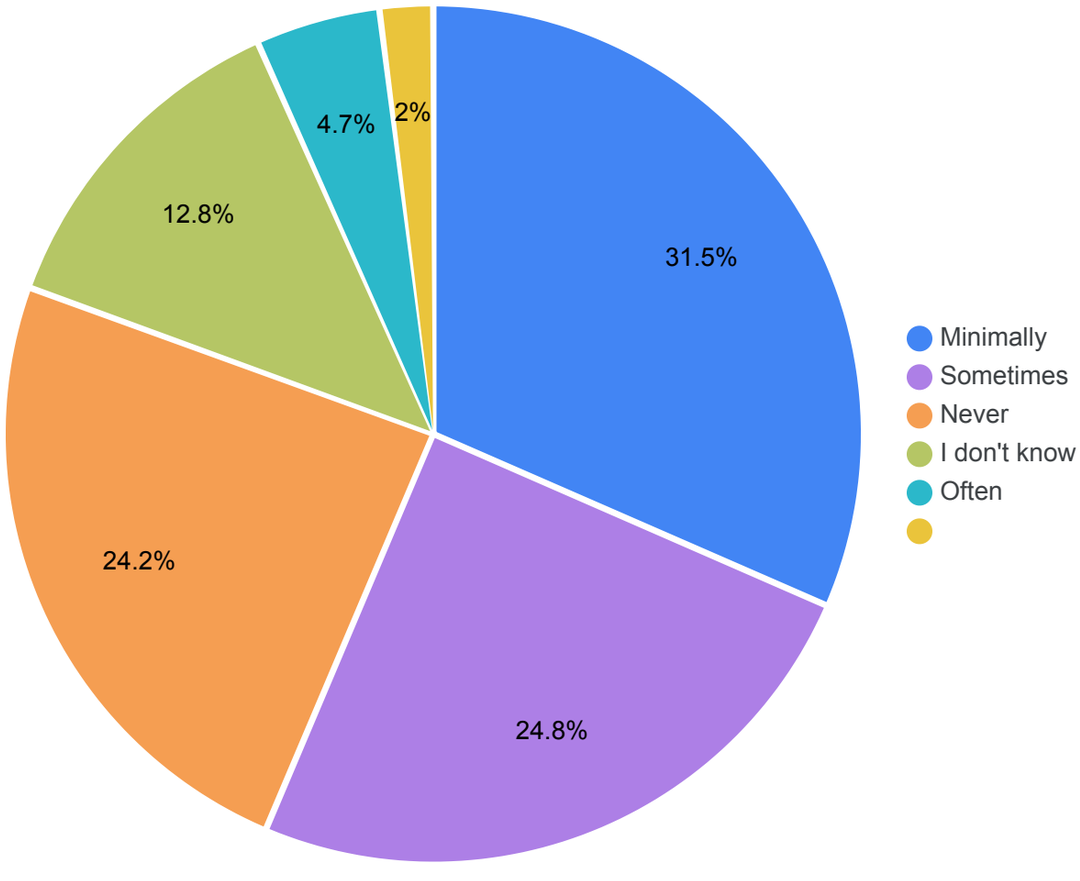
Drug use



Alcohol use



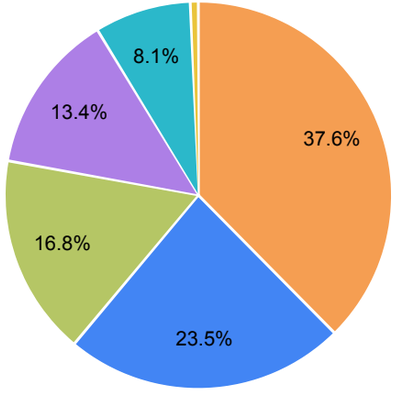
Cadwallader Elementary: How often do you hear or see any act of bullying at your school?



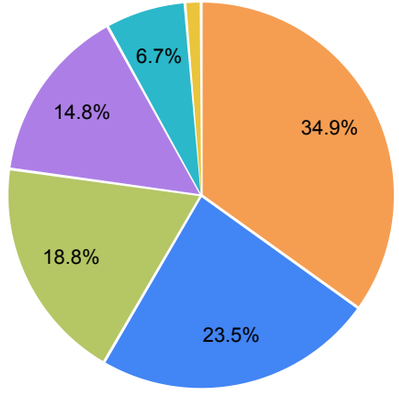
Cadwallader Elementary: Students at my school get put down because of their ___.



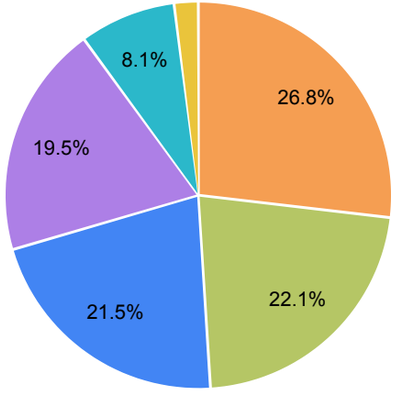
Race



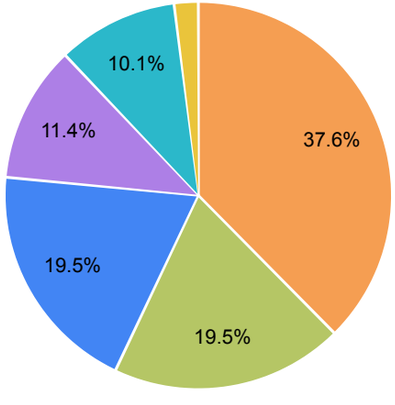
Gender or Gender Identification



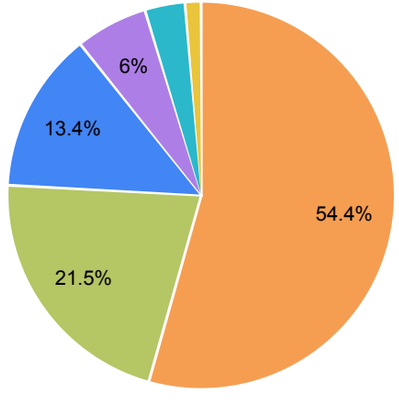
Learning difficulties



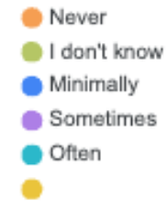
Clothing or physical appearance



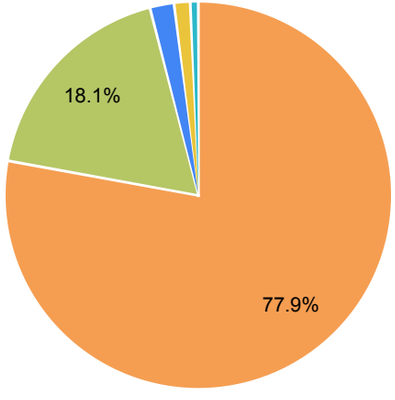
Religion or cultural practices



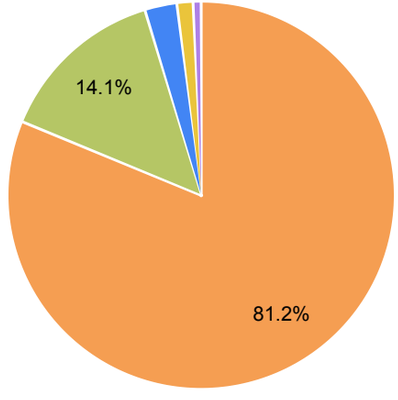
Cadwallader Elementary: How often do you hear ADULTS at your school make fun of differences such as___.



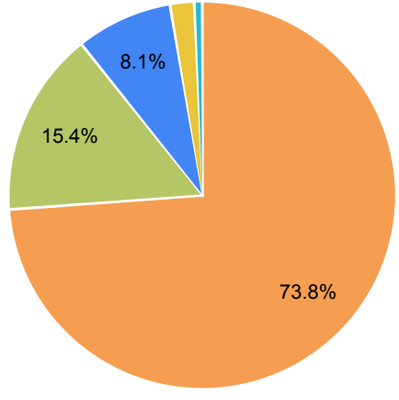
Race



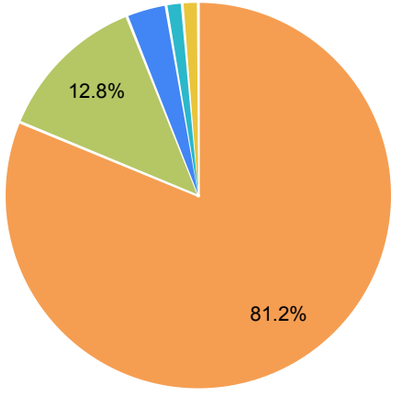
Gender or Gender Identification



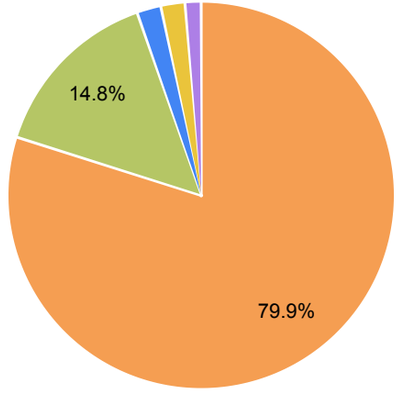
Learning difficulties



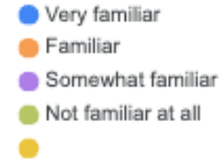
Clothing or physical appearance



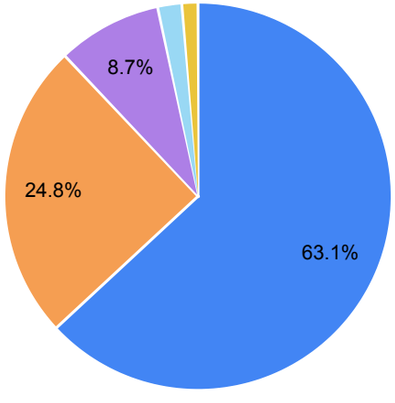
Religion or cultural practices



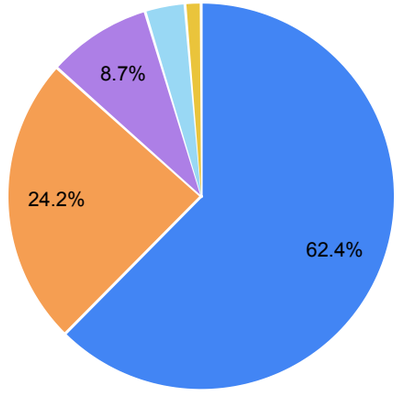
Cadwallader Elementary: How familiar are you with the following?



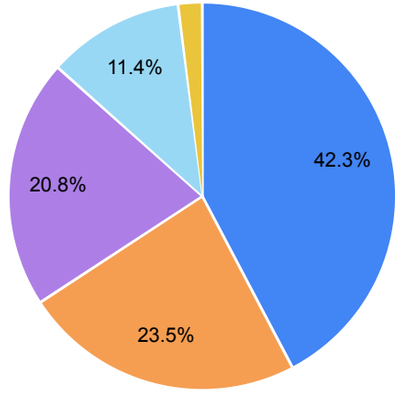
Classroom rules and consequences



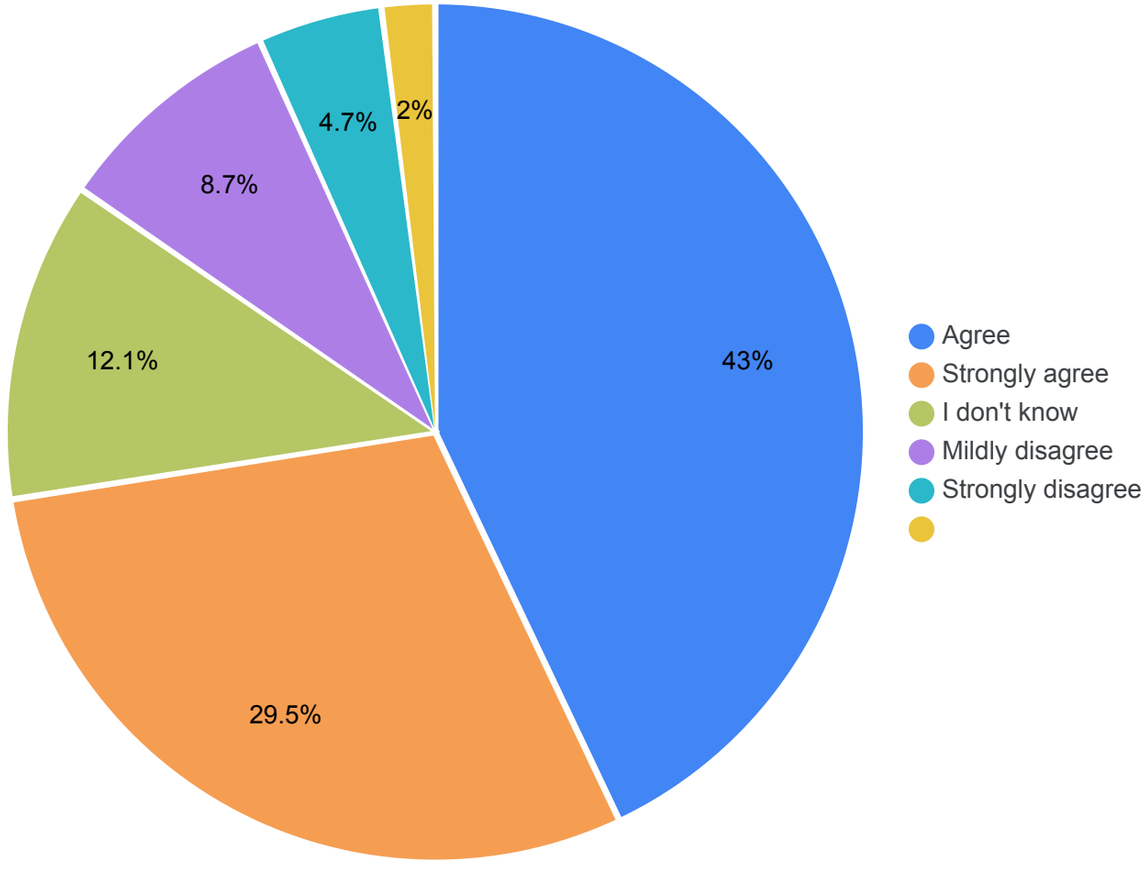
School-wide rules and consequences



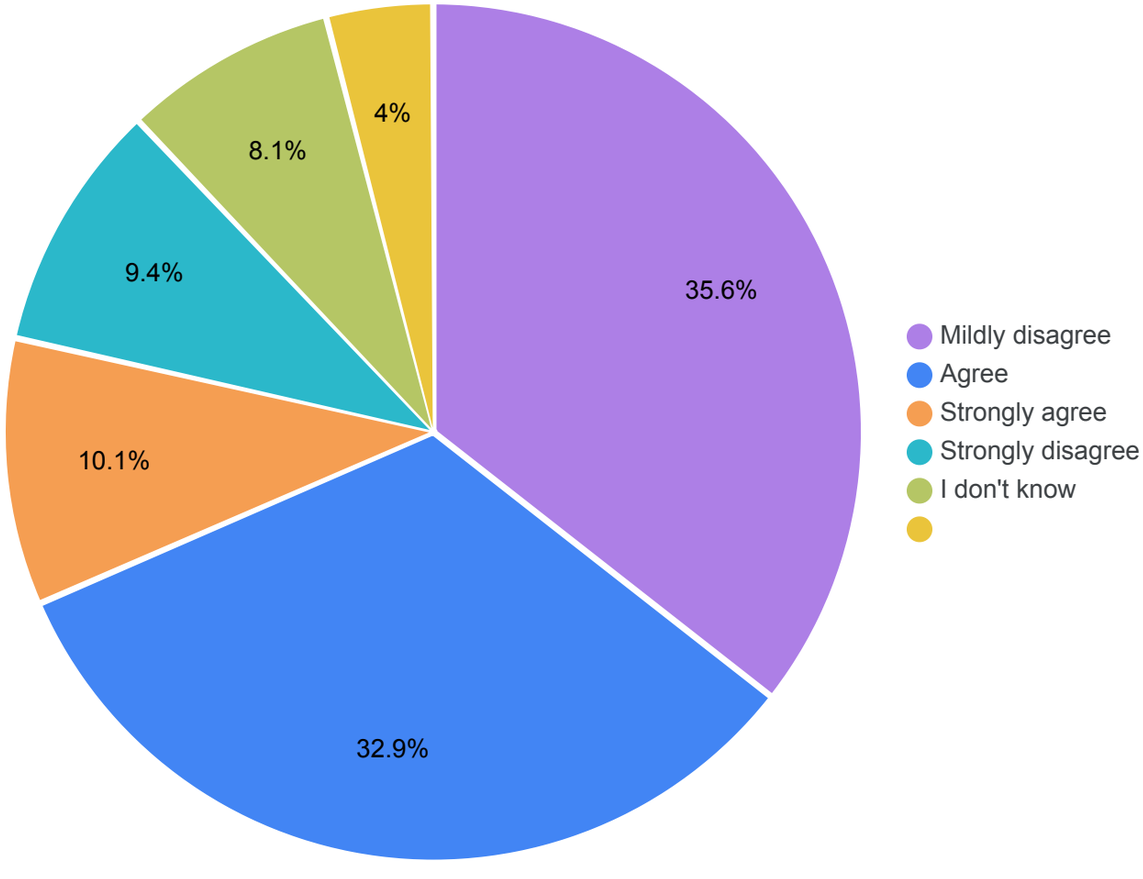
Cyberbullying rules and consequences



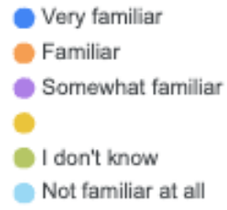
Cadwallader Elementary: I think that suspensions and expulsions are assigned when necessary.



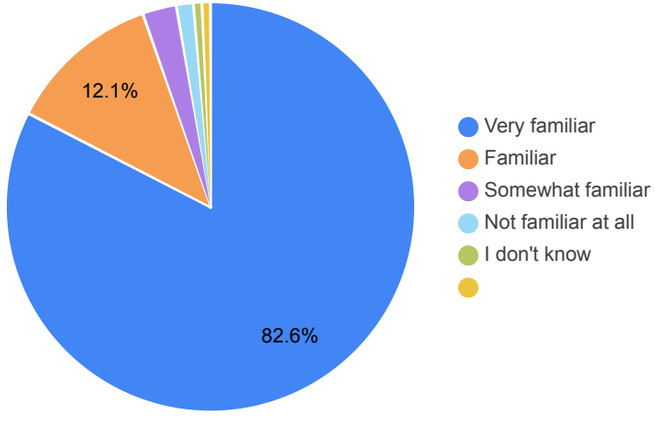
Cadwallader Elementary: The facilities and grounds are well maintained at my school.



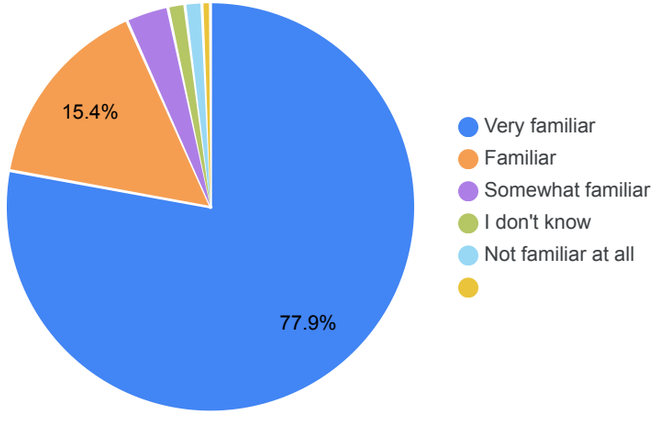
Cadwallader Elementary: How well do understand your school Emergency procedures?



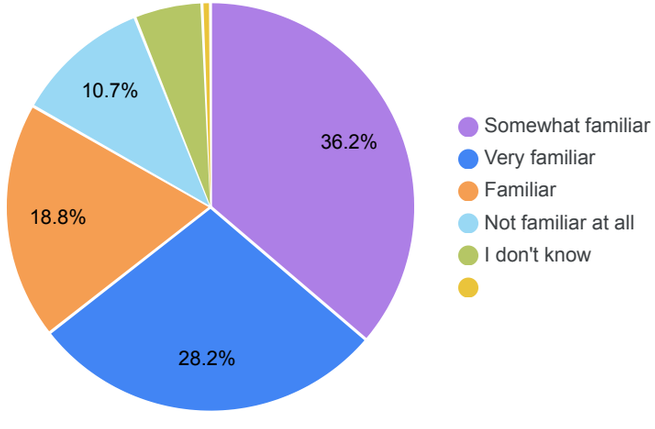
Fire Drill



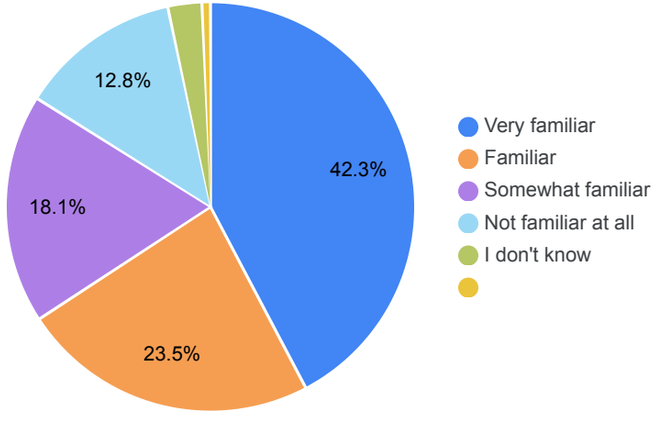
Earthquake Drill



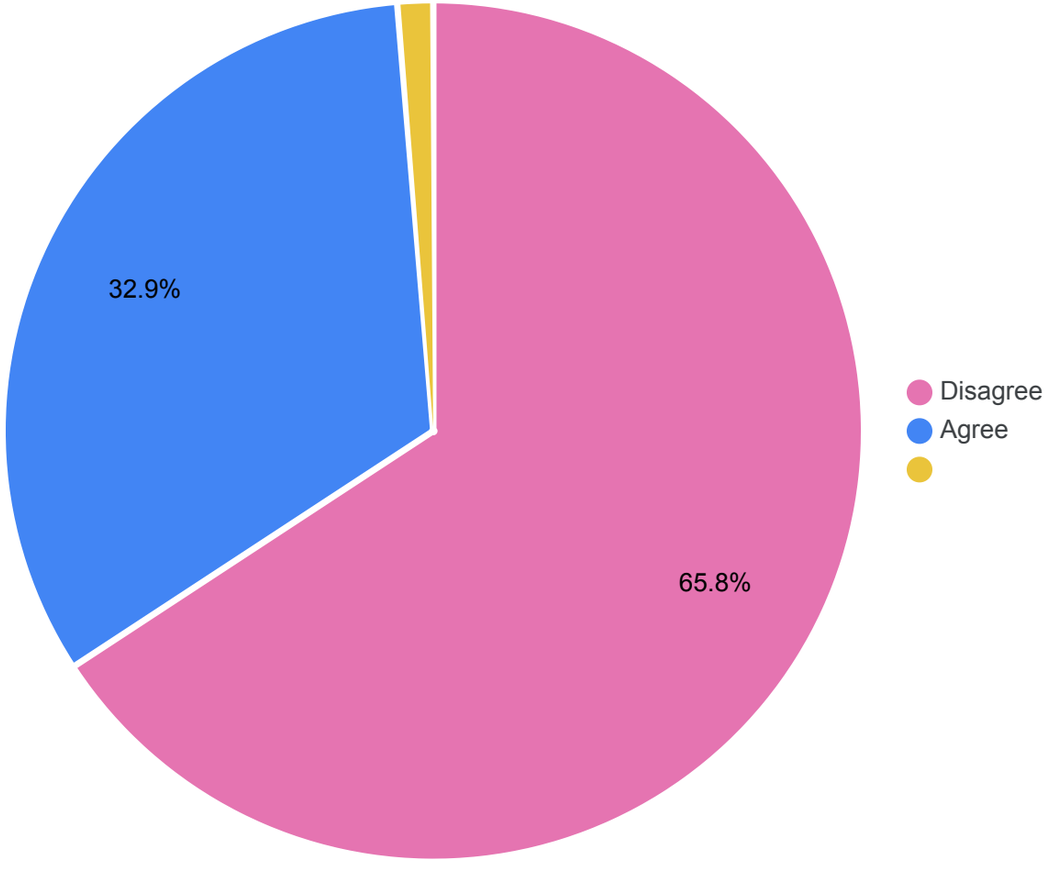
Shelter in Place



Run, Hide, Defend



Cadwallader Elementary: I am aware of the District's Wellness Connections webpage.



Cadwallader Elementary: My school has a way to recognize positive behavior among students.

