

The Single Plan for Student Achievement

School: Cadwallader Elementary School
CDS Code: 43-69435-6047120
District: Evergreen Elementary School District
Principal: Maureen McClintock
Revision Date: 12/8/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Cadwallader Elementary School's Vision and Mission Statements

Principal's Message

Cadwallader Elementary School is located in the center of the Evergreen School District in Southeast San Jose. Our school is a cohesive partnership of students, parents, educators, support staff, and community members. Our school community takes pride in providing a quality education in a caring, supportive, and challenging environment. We have rigorous academic expectations combined with a climate that promotes student creativity and respect for cultural diversity. Students are challenged to enthusiastically and willingly develop to their full potential.

With the ever present themes of life long learning and school pride, Cadwallader Elementary School provides all students with a motivating environment in which to learn. This is reflected in the prevalent atmosphere that says extraordinary learning happens here! Teachers are on the forefront of research-based practices that best respond to students' learning needs. All teachers communicate on a regular basis with parents and the support staff. They are open, caring, and dedicated individuals. Our group of highly qualified, effective educators demonstrate a positive attitude toward their profession, the Evergreen School District, and the Evergreen community they serve.

We were deemed a California Distinguished School and a Title 1 Academic Achieving School for the 2009-10 school year. For the 2010-11 school year, we were awarded the distinct honor of being a Title 1 Academic Achieving School for a second year in a row. Our API score for the 2012-13 school year was 895 and for the 2013-14 school year, we were awarded the Title 1 Academic Achieving School award for the third time! We are extremely proud of these accomplishments since it validates our efforts in ensuring that all students receive a well rounded education.

Cadwallader Vision

At Cadwallader we inspire, excite, and empower all students to become lifelong learners with the knowledge and critical thinking skills to reach their personal goals and have a positive impact in our world.

Cadwallader Mission

Our Cadwallader staff is committed to:

- modeling for students how to think critically, collaborate, and challenge themselves to have a growth mindset.
- inspiring students to achieve academic excellence in our ever changing world by developing lifelong learners using research based practices.
- ensuring students have a safe environment in which they feel valued, nourished, and empowered to develop a strong sense of self-worth to

fulfill their hopes and dreams and be part of the community.

- celebrating and appreciating diversity within our community while establishing integrity, perseverance, respect and empathy.

School Profile

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Cadwallader Elementary School is centrally located within the district's borders. In the 2014-15 school year, the school served about 400 students in grades SDC Pre-KI and kindergarten through sixth grade on a traditional calendar schedule.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers,

staff, and administrators continue to act on the principle that students come first.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Mental health surveys were conducted by the district in the spring of 2014.

Youth Truth Surveys were conducted in the spring of 2015.

Title I staff, student, and parent surveys were conducted in the spring of 2015.

Classroom Observations

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

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

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

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

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

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

An example of activities are:

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

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

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

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

New teachers receive additional training through the Beginning Teacher Support and Assessment (BTSA) program and are paired with a Support Provider (teaching coach). The teacher and Support Provider meet a minimum of one hour weekly for discussions, lesson planning, model lessons, and peer observations and feedback.

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

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

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

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students.

Teachers participate in school and district wide staff development programs. Step Up to Writing Strategies are being integrated with the core adoption and Writer's Workshop to increase our students' ability to write and express their thoughts. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development. 2012-2013 was the second year of our district's plan to implement Common Core Standards. The 2013-2014 school year involved a series of five staff development meetings looking at Common Core Standards in depth of each content area. Full implementation of the Common Core Standards took place in the 2014-2015 school year. The adoption of new math curriculum is being supported by district professional development throughout the 2015-2016 school year. Piloting of new language arts materials is taking place for adoption in 2016.

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

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Cadwallader, grade level collaboration occurs at least once a month. At regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and grade level assessment data. During their work together teachers use data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the grade level collaboration teams established at Cadwallader. In addition to our site based teamwork together at each grade level, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter, and an opportunity to discuss best successful research based practices as well as identify challenges and potential solutions to grade level issues that arise. Because of the instilled belief that we work together, teachers at Cadwallader are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

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

All students receive grade level textbooks directly aligned with the State Standards that are approved by the State Board of Education for Language Arts, Math, Social Studies, and Science. These materials are adopted by the Evergreen School District Board of Education after a rigorous selection process that includes field-testing and teacher, students, and parent input. All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement. Comprehensive analysis of data in the form of grades, common grade level assessments, and student work are analyzed and discussed by all teachers. Renaissance (Accelerated Reader) is being promoted in all classrooms. AR books are available in the library and classrooms. Technology use and access is an important part of the instructional improvement. All teachers are equipped with document cameras and laptop computers to assist with their effective, efficient presentation of curriculum to meet the varied needs of all students. Teachers check out class sets of student Chromebooks and iPads for classroom use to enhance quality instruction. In addition, classes regularly use the desktop computers in our computer lab.

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

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

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

The recommended daily instructional minutes for areas of focus include:

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

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

Adherence to the recommended guidelines are:

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

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

Teachers have flexibility with the pacing of standards to meet the needs of their students. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Additionally, the school offers Leveled Literacy classes, Reading Eggs/Reading Express classes, and Language intervention classes for students who are at-risk for retention or are struggling with grade level expectations.

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

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

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

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

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

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

Opportunity and Equal Educational Access

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

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

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

14. Research-based educational practices to raise student achievement

The mission of Cadwallader Elementary School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. Cadwallader Elementary School is dedicated to having high expectations for every student. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our school provides Family Art Night, Family Literacy Night, and Family Science Night. Our parents volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures, spirit activities, and leadership activities, we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been utilized to collaborate and are guided by a clear and compelling vision of what the school must become to help all students learn. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise.

Parental Involvement

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

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

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- School psychologists and Marriage and Family Therapist Interns are available to all middle schools and elementary schools to work directly with students and families most at risk of not achieving academic proficiency.
- Migrant resources are available through a community liaison assists with issues and services/outside the classroom that interferes with student achievement.
- Cadwallader posts weekly newsletters on the school's website and sends paper newsletters home every Friday to inform parents of current events.
- Our district provides Parent University classes district-wide for all parents to receive support with their students.

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

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

The English Learner Advisory Committee (ELAC) is comprised of school staff including the ELD Specialist and members of the parent community. The percent of parents on the committee should be reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. Our ELD specialist, along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

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

Through differentiated instruction, teachers routinely meet the needs of all students in their classrooms including those that are challenged by state standards. Funds assist teachers in receiving the specialized training and support materials needed. Based on need, students receive supplementary instruction in a variety of special education services offered through our pupil services department (Resource, Speech and Language, English Language Development). In meeting the needs of each, we ensure success for all.

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

While the first results of the Smarter Balanced testing were published last year, they are still not completely valid. While some trends were noticed, it is still not clear whether the test accurately reflects a student's content knowledge or the student's lack of technology skills needed to navigate the test.

Funding/Technology-As demands for increased technology tools increase, our school must work to utilize our funds to purchase and replace technology tools and applications. Technology should not be the focus of learning, but a tool used to collaborate, communicate, create, and think critically. Professional development and support for teachers to learn updated technology skills and programs to use with their students is needed. Our 50% instructional coach is a resource we could utilize full time.

A district plan for technology skills from TK-8th grade is needed. What skills does a kindergartener need to know before entering 1st grade and what are the progression of those skills through the grades?

Common Assessments- With the implementation of Common Core there is a need for common assessments as a grade level, as a school site, and across the district in order to have conversations around student work and note progress towards the standards.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	47	47	100.0	47	2466.1	34	38	19	9
Grade 4	46	45	97.8	45	2491.2	31	33	11	24
Grade 5	50	50	100.0	50	2531.6	26	42	14	18
Grade 6	63	63	100.0	63	2561.6	30	33	27	10
All Grades	206	205	99.5	205		30	37	19	15

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	32	55	13	43	43	15	23	72	4	36	57	6
Grade 4	31	47	22	36	42	22	24	60	16	31	56	13
Grade 5	36	46	18	36	44	20	24	70	6	44	44	12
Grade 6	24	52	24	46	48	6	19	65	16	37	52	11
All Grades	30	50	20	40	44	15	22	67	11	37	52	11

Conclusions based on this data:

1. Cadwallader students performed better than the district average in Language Arts.
2. Improvement is still needed, including students gaining the technology skills needed to navigate the online testing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	47	47	100.0	47	2467.7	23	51	19	6
Grade 4	46	46	100.0	46	2487.3	26	28	26	20
Grade 5	50	50	100.0	50	2491.1	10	32	24	34
Grade 6	63	63	100.0	62	2560.2	29	21	29	21
All Grades	206	206	100.0	205		22	32	25	20

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	43	45	13	40	47	13	43	47	11
Grade 4	33	41	26	39	37	24	28	41	30
Grade 5	10	38	52	30	34	36	14	56	30
Grade 6	40	26	34	26	44	31	34	50	16
All Grades	32	37	32	33	40	26	30	49	21

Conclusions based on this data:

1. Cadwallader students in 3rd grade performed better than the district average in Mathematics.
2. Cadwallader students in grades 4 through 6 performed worse than the district average in Mathematics.
3. Improvement is still needed, including students gaining the technology skills needed to navigate the online testing.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			***** *	***	***** *	***					*****
1	1	6	8	44	7	39	2	11			18
2			11	55	6	30	2	10	1	5	20
3			5	38	8	62					13
4	***** *	***	***** *	***	***** *	***					*****
5	1	13	5	63	2	25					8
6	2	22	4	44	3	33					9
Total	5	7	35	48	28	38	4	5	1	1	73

Conclusions based on this data:

1. Cadwallader tested 73 English Language Learners. 93% of the students were identified as Intermediate or Advanced ELL students.
2. We still have ELL students in the upper grades who have not made a year's worth of growth on the CELDT test.
3. We need to provide more support for our Long Term English Language Learners so they can be reclassified from the ELD program.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			3	9	11	33	10	30	9	27	33
1	1	5	8	42	8	42	2	11			19
2			11	52	6	29	2	10	2	10	21
3			6	43	8	57					14
4	1	25	1	25	1	25			1	25	4
5	1	13	5	63	2	25					8
6	2	22	4	44	3	33					9
Total	5	5	38	35	39	36	14	13	12	11	108

Conclusions based on this data:

1. Cadwallader tested 108 English Language Learners. 76% of the students were identified as Intermediate or Advanced ELL students.
2. We need to continue to provide quality instruction to meet the needs of all of our ELLs so that they can be reclassified from the ELD program.
3. We need to provide more support for our Long Term English Language Learners so they can be reclassified from the ELD program.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	82	68	73
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	82	68	73
Number Met	51	47	50
Percent Met	62.2%	69.1%	68.5%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	89	20	80	17	85	18
Number Met	21	--	20	--	27	--
Percent Met	23.6%	--	25.0%	--	31.8%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. Cadwallader ELL's met AMAO #1 for the 2012-13, 2013-14, and 2014-15 school years. In 2014-15 our target was 60.5% and we far surpassed that with 68.5%.
2. During 2012-13, 2013-14, and 2014-15, Cadwallader ELLs met AMAO #2 consecutively for students who have been EL Learners for 5 years or less. For students who have been EL Learners for more than 5 years, enough growth is not being made.
3. We need to target those students who are on the borderline between two proficiency levels to help them move up.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. As a district, our ELLs met AMAO #1 target for 2011-12, 2012-13, and 2013-14.
2. As a district, our ELLs met AMAO #2 target for 2011-12, 2012-13, and 2013-14 for those students who had less than 5 years of EL instruction.
3. As a district, our ELLs are not meeting the AMAO #3 target. In 2011-12, one of the AMAO #3 targets was met when the ELA proficiency target was met. Since then, we have not met our AMAO #3 target in neither ELA or Math. Therefore, we need to target intervention for students who are not meeting the AMAO #3 target year after year.

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7	15.5	20.7

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.5	22.1	7.4

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.3	28.1	12.3

Planned Improvements in Student Performance

English Language Arts, School Goal #1, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Cadwallader's LCAP goal is a five year goal beginning in 2014 and continuing through 2019 in which all students including Hispanic, EL, SED, and SWD will perform at or above district proficiency levels on the ELA portion of the upcoming spring assessments. There will be at least a 5% increase in the number of Cadwallader students in grades 3-6 who achieve at the proficient or advanced levels on the spring assessment in 2016. By 2019, all Cadwallader students will perform at the basic, proficient or advanced levels in ELA. EL students will increase their proficiency rate by 3% each year as measured by incoming Spring assessments. Significant subgroups will increase their proficiency rate by 5% each year as measure by incoming Spring assessments.
Data Used to Form this Goal:
Accelerated Reader, BPST, district fluency assessments, CELDT, Report Cards, formative and summative school level assessments, initial scores of the Smarter Balanced assessments for 2015
Findings from the Analysis of this Data:
This year's first scores for the Smarter Balanced test have been reported. In addition to those scores, the above measures were used to identify students needing intervention and differentiated instruction to move students to proficient levels.
How the School will Evaluate the Progress of this Goal:
We will follow a cyclical process of instructing, progress monitoring, reflecting, setting goals, monitoring, and evaluating data. All staff, grade levels, teachers, coaches, and the administrator will analyze available district assessments and formative and summative classroom assessments. (ie. report cards, AR, district unit assessments, chapter tests, BPST, CELDT, intervention data, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide opportunities for professional development, but not limited to inservices, conferences, workshops, and consultant services to increase the effectiveness of ELA instruction aligned to CCSS.	7/1/2015 - 6/30/2016	Principal, certificated and classified staff	object code #s: 1150, 4310, 5210, 5299,	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures None Specified None Specified	Supplemental Fund Supplemental Fund Supplemental Fund	500 100 400
To continue to establish common schoolwide ELA assessments such as RESULTS. This includes examining student work and assessment data in order to ensure that students are mastering grade level standards in ELA in accordance with district and CCSS. Also, teachers will be given release time to collect their data and analyze and collaborate with others about their data.	7/1/2015 - 6/30/2016	Principal, instructional coach, teachers, Title 1 aide, students, SSC	object code #s: 1150	1000-1999: Certificated Personnel Salaries None Specified None Specified	Supplemental Fund Supplemental Fund	400
To use an instructional aide, under the direct supervision of highly qualified teachers, to provide additional support and assistance in ELA to targeted students in grades K-6.	7/1/2015-6/30/2016	Principal, teachers, Title I instructional aide, students	object code #s: 2110, 3000	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	11,451 2,523
To give teacher training through grade level coaching and demonstration lessons. Also, to provide teachers with the materials they need in order to implement Step Up to Writing or Writer's Workshop strategies across all grade levels (K-6) for alignment with CCSS.	7/1/2015-6/30/2016	Principal, instructional coach, teachers, Title 1 aide	object code #s: 1150, 4310, 4351	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies None Specified	Supplemental Fund Supplemental Fund	300 200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To purchase supplemental materials and resources in order to enhance the existing ELA program to align instruction with CCSS.	7/1/2015-6/30/2016	Principal, instructional coach, teachers, Title 1 aide	object code #s: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	1,250
To purchase a library copy of each class book created during the year with blank books.	7/1/2015-6/30/2016	Principal, teachers, students	object code #s: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	100
To maintain and upgrade our current technology hardware/software to help boost student achievement in ELA. This includes using technology for Accelerated Reader, project based learning experiences, communication experiences, and research opportunities. Cyber squad teachers will be trained with the use of hardware and software.	7/1/2015-6/30/2016	Principal, instructional coach, Cybersquad member, staff	object code #s: 1910, 4310, 4312, 4351, 4401	4000-4999: Books And Supplies None Specified	Supplemental Fund	3,205
To offer intervention instruction as a support to specific students in ELA based on CCSS and district proficiency assessments before, after, or during school. This includes but is not limited to Leveled Literacy, and Reading Eggs/Reading Express computer based intervention programs. Also, Homework Club for targeted grade levels may be available.	7/1/2015-6/30/2016	Principal, teachers, consultants, Title 1 instructional aide, students	object code #s: 4310, 4351, 5815	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures None Specified	Supplemental Fund Supplemental Fund	500 6515

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To invite parents to school to show them how they can help their children with ELA using research based strategies at Family Nights such as Family Art Night, Dr. Seuss Night, Family Science Night, Kindergarten Letter and Sound Workshop, and Family Authorship.	7/1/2015-6/30/2016	Principal, teachers, Title 1 instructional aide, translators, parents, students	object code #s: 1910, 2450, 2910, 4310, 4351, 5720, 3000	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5700-5799: Transfers Of Direct Costs 3000-3999: Employee Benefits	Title I	700
To use Accelerated Reader to provide motivation for independent reading at appropriate reading levels. This includes but is not limited to purchasing incentives for AR Milestones and purchasing books that have AR tests that will expand the library collection to support student learning and participation.	7/1/2015-6/30/2016	Principal, teachers, Title 1 aide, media clerk, students	object code #s: 4310, 4351	4000-4999: Books And Supplies	Title I	725
Summer School will be provided to all incoming K students.	7/1/2015-6/30/2016	Principal, teachers, Title 1 aide, secretary, students	object code #s: 1120, 2110, 3000, 4310, 4351	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Title I Title I Title I Title I	1100 200 100 100
				None Specified	None Specified	

Planned Improvements in Student Performance

English Language Learners, School Goal #2 District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All Cadwallader, EL students will make a year's growth annually on the CELDT in order to perform at the proficient or advanced levels on the ELA portion of the spring assessment.
Data Used to Form this Goal:
CAASPP (California Assessment of Student Performance and Progress), CELDT and AMAO 1, and AMAO 2 data
Findings from the Analysis of this Data:
Analysis of the data revealed that ELL students are making gains. However, there are still students making limited progress and not making a year's growth on the CELDT test that measures their English Language skills.
How the School will Evaluate the Progress of this Goal:
Every Fall, students will be given the CELDT to determine their EL proficiency level. The principal, ELD TOSA, ELD instructional assistant and classroom teacher will analyze the students' test results. Every Spring, all students will be given the CAASPP (California Assessment of Student Performance and Progress). Scores from these assessments will also be analyzed by the principal and classroom teachers the following Fall as they look at the performance of all of their ELLs in their classrooms and across their grade level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To give the EL specialist, para-professionals, classroom teachers, and administrators the opportunity to expand their knowledge base of ELLs and research based ELL strategies by attending professional development events.	7/1/2015-6/30/2016	ELD Specialist, PLAs, principal, teachers	object code #s: 1150,5210, 5220	1000-1999: Certificated Personnel Salaries	Supplemental Fund	200
				5000-5999: Services And Other Operating Expenditures	Supplemental Fund	300
				None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To supplement existing ELL materials with books, curriculum, and other learning tools to help English be more accessible to ELLs. Targeted intervention will be provided for students in need of additional support.	7/1/2015-6/30/2016	Principal, teachers, ELD TOSA, ELD Instructional Assistant	object code #s: 4310, 4351 Contracted Consultant	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund Title III	2,500 7,500
To give teachers release time to meet with their grade level and across grade levels in order to plan so that they can use the most effective ELL strategies aligned with CCSS with their students.	7/1/2014-6/30/2015	Principal, instructional coach, Title 1 aide, ELD Specialist, teachers	object code #s: 1150,	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Supplemental Fund	200
To monitor student achievement, technology software and hardware will be purchased and/or leased and our cyber squad teachers will be trained with the use of the hardware and software.	7/1/2015-6/30/2016	Principal, Leadership Team, Cybersquad teacher	object code #s: 1910, 4312, 4401, 5611	4000-4999: Books And Supplies None Specified	Supplemental Fund	2705
District resources are provided by the Evergreen School District in the form of direct services to students. EL support and oversight will be provided to all EL students by a credentialed EL Specialist. Instructional support will be provided to EL students by highly qualified instructional aides working under the supervision of the EL Specialist.	7/1/2015-6/30/2016	Denise Williams, Eliza Diaz, principal, teachers				
To provide translators at school meetings for ELL parents and students so they can have equal access to the information being presented.	7/1/2015-6/30/2016	Translators, parents, students	object code #s: 2920,3000	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Supplemental Fund	200
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	

Planned Improvements in Student Performance

Mathematics, School Goal #3, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics: Grades K-6
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Cadwallader's LCAP goal is a five year goal beginning in 2014 and continuing through 2019 in which all students including Hispanic, EL, SED, and SWD will perform at or above district proficiency levels on the Math portion of the upcoming spring assessments. There will be at least a 5% increase in the number of Cadwallader students in grades 3-6 who achieve at the proficient or advanced levels on the spring assessment in 2016. By 2019, all Cadwallader students will perform at the basic, proficient or advanced levels in Math. EL students will increase their proficiency rate by 3% each year as measured by incoming Spring assessments. Significant subgroups will increase their proficiency rate by 5% each year as measured by incoming Spring assessments.
Data Used to Form this Goal:
First year scores for the CAASPP (California Assessment of Student Performance Progress), report cards, mandatory retention lists, formative and summative math assessments
Findings from the Analysis of this Data:
The above measures were used to identify students needing intervention and differentiated instruction to move students to proficient levels.
How the School will Evaluate the Progress of this Goal:
We will follow a cyclical process of instructing, progress monitoring, reflecting, setting goals, monitoring, and evaluating data. All staff, grade levels, teachers, coaches, and the administrator will analyze district assessments and formative and summative classroom assessments. (ie. report cards, district unit assessments, chapter tests, intervention data, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide opportunities for professional development, including but not limited to in-services, conferences, and workshops, to increase the effectiveness of mathematics instruction aligned to CCSS.	7/1/2015-6/30/2016	All certificated and classified staff, principal	object code #s: 1150, 5210, 5299	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures None Specified None Specified None Specified	Supplemental Fund	200 300
To examine student work and assessment data in order to ensure that students are mastering grade level standards in mathematics in accordance with district and CCSS.	7/1/2015-6/30/2016	Principal, Instructional coach, Title 1 aide, students, SSC	obj code: 1150, 3000	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	500
To use an instructional aide, under the direct supervision of highly qualified teachers, to provide additional support and assistance in mathematics to targeted students in K-6th grade.	7/1/2015-6/30/2016	Principal, teachers, Title 1 aide, students	object code #s: 2110, 3000	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	11,451 2,523
To purchase supplemental materials and resources in order to enhance the existing mathematics program and align instruction with CCSS. Include materials for the school Maker Space room.	7/1/2015-6/30/2016	Principal, teachers, Title 1 aide	object code #s: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	300
Potentially host a Family Math Night utilizing games or other activities to teach/reinforce math concepts.	7/1/2015-6/30/2016	Principal, teachers, Title 1 aide, parents, students	object code #s: 1910, 2920, 4310, 4351	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I Title I Title I	100 100 100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To maintain and upgrade our current technology hardware/software help boost student achievement in mathematics. Cyber squad teachers will be trained with the use of hardware and software.	7/1/2015-6/30/2016	Staff, Cybersquad member	object code #: 1910, 4400, 4401	4000-4999: Books And Supplies	Title I	360
				4000-4999: Books And Supplies	Supplemental Fund	2205
To offer intervention instruction as a support to specific students in Math based on spring assessments and district proficiency assessments such as Math IXL.	7/1/2015-6/30/2016	Intervention teachers, Principal, Title 1 aide, students	object code #: 1120, 2110, 3000, 4310, 4351	1000-1999: Certificated Personnel Salaries	Title I	2000
				2000-2999: Classified Personnel Salaries		
				3000-3999: Employee Benefits		
				4000-4999: Books And Supplies		
				None Specified	None Specified	
				None Specified		
				None Specified		
				None Specified	None Specified	
				None Specified		
				None Specified		
				None Specified		

Planned Improvements in Student Performance

Science, School Goal #4, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science: Grades K-6
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
100% of Cadwallader students will have an increased understanding of Science based on exposure to and the use of the recently adopted subject matter text and supplemental materials. All students will perform at the proficient or advanced levels on the Science portion of Smarter Balanced.
Data Used to Form this Goal:
Pretests and post tests, individual and group projects, students' participation rates
Findings from the Analysis of this Data:
Analysis of the data revealed that 78% of Cadwallader students scored Proficient or Advanced on the fifth grade Science test of the CST.
How the School will Evaluate the Progress of this Goal:
Teachers will use the assessment tools from the Science curriculum. Also, long term, hands-on individual and group projects will be measures of students' understanding of the subject matter.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide transportation to the annual outdoor Science School trip for 5th graders.	7/1/2015-6/30/2016	Principal, secretary, 5th grade teachers, Science School counselors, students	object code #s:5720	5700-5799: Transfers Of Direct Costs	Title I	500
To provide books, lab equipment, reference materials, and other materials relevant to the study of science in order to supplement Science instruction.	7/1/2015-6/30/2016	Teachers, students	object code #s: 4310, 4351	4000-4999: Books And Supplies	Title I	700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To invite parents and students to school to show them how they can help their children with Science using science experiments during events such as Family Science Night or planting in the school garden.	7/1/2015-6/30/2016	Principal, teachers, Title 1 aide, parents, students	object code #s:1910, 3000, 4310, 4351	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Title I	500
Field trips and assemblies will be used as a way to make science more meaningful and to utilize community resources in the learning process.	7/1/2015-6/30/2016	Principal, Teachers, outside consultants	object code #s:5815	5000-5999: Services And Other Operating Expenditures	Title I	1000
Technology hardware/software will be updated for use in support of Science instruction. Cyber squad teachers will be trained with the use of hardware and software.	7/1/2015-6/30/2016	Principal, staff, cyber squad teachers	object codes: 1910, 4400, 4401,	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Supplemental Fund	2205

Planned Improvements in Student Performance

Social Studies, School Goal #5, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Studies: Grade K-6
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
100% of Cadwallader students will have an increased understanding of history/social studies based on exposure to and use of state adopted subject matter text and supplemental materials aligned to CCSS.
Data Used to Form this Goal:
Pretests and post tests, individual and group projects, student participation rates
Findings from the Analysis of this Data:
Analysis of the data revealed that students in all grade levels need to continue to receive explicit instruction in History/Social Studies in order to learn grade level standards.
How the School will Evaluate the Progress of this Goal:
Teachers will use the assessment tools from the history/social studies curriculum. Also, long term, hands-on individual and group projects will be measures of students' understanding of the subject matter.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To use the state adopted social studies text in conjunction with the CCSS to provide historical perspectives, critical thinking, cultural awareness, and diversity appreciation.	7/1/2015-6/30/2016	Teachers, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Title I	500
To provide non-fiction books and other realia relevant to the study of history/social studies in order to supplement history/social studies instruction.	7/1/2015-6/30/2016	Teachers, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Field Trips and assemblies will be used as a way to make history/social studies more meaningful and to utilize community resources in the learning experience. This may include our annual Multicultural Fashion Show.	7/1/2015-6/30/2016	Teachers, students, parents, outside consultants and vendors	object code #s: 4310, 4351, 5815	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,000
Technology hardware/software will be updated for use in support of history/social studies instruction. Cyber squad teachers will be trained with the use of hardware/software.	7/1/2015-6/30/2016	Principal, staff, cyber squad teachers	object codes: 1910, 4400, 4401	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Supplemental Fund	2205

Planned Improvements in Student Performance

Art, Music, and PE, School Goal #6, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Art, Music and PE
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
100% of Cadwallader students will have an increased understanding of the Visual and Performing Arts and PE based on exposure to and use of schoolwide curriculum.
All students will participate in a PE Program that meets the state educational code PE instructional minutes requirement.
All students will the opportunity to participate in a visual and performing arts activities.
Data Used to Form this Goal:
Individual and group projects, student participation rates
Findings from the Analysis of this Data:
Analysis of the data revealed that students in all grade levels need to continue to receive explicit instruction in VAPA and PE in order to achieve grade level standards.
How the School will Evaluate the Progress of this Goal:
Teachers will look at students participation rates during the school day and during after school programs focused around the Arts and PE. Other means of evaluation will be data from the 5th grade California Physical Fitness Assessment and Healthy Kids survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide opportunities for staff to participate in staff development that is focused on the Visual Arts and Common Core Standards.	7/1/2015-6/30/2016	Principal, instructional coach, certificated staff, students	object code #s:1910, 3000, 5815	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To purchase lesson plan resources, equipment for primary and upper grades, field trips and other materials relevant to the study of Art, Music, or PE that would increase the interest of students. The use of technology would be incorporated whenever possible.	7/1/2015-6/30/2016	Principal, teacher, students	object code #: 4310, 4351, 4401, 5720, 6490	4000-4999: Books And Supplies 5700-5799: Transfers Of Direct Costs 6000-6999: Capital Outlay	Title I Supplemental Fund	1,200 1,000
To have students involved in a pull-out beginning band program for 5th and 6th graders.	7/1/2015-6/30/2016	Music teacher, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Title I	200
To have families participate in VAPA events such as Family Art Night and a Multicultural Fashion Show.	7/1/2015-6/30/2016	Principal, teachers, students, parents	object code #: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	500
Technology hardware/software will be updated for use in support of Art, Music, and/or PE. Cyber squad teachers will be trained with the use of hardware and software.	7/1/2015-6/30/2016	Principal, staff, cyber squad teachers	object codes: 1910, 4400, 4401	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Supplemental Fund	2205

Planned Improvements in Student Performance

Wellness & Safe Schools, School Goal #7, District LCAP #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Wellness & Safe School
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
All students in grades K-6 will be exposed to lessons, activities, and assemblies that promote wellness as it pertains to healthy lifestyles. This includes instruction across the curriculum which will promote health, fitness, and the development of other interests.
At least 90% of the respondents on an end of the year Safe School Survey will report they feel safe, secure, and welcomed on our clean, attractive, hazard free campus.
Data Used to Form this Goal:
2014 Mental Health Survey, Title 1 survey for staff, parents and students, Youth Truth Survey for 3rd-6th grade students and 5th grade Fitness Test results for 2015
Findings from the Analysis of this Data:
Analysis of the data revealed that students in all grade levels need to continue to receive instruction in wellness.
How the School will Evaluate the Progress of this Goal:
5th grade CA Fitness Test data for 2016, school wide Title 1 surveys for staff, students, and parents, student work, suspension data, citations, nurse's log

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To increase the percentage of students who feel safe at school all the time through programs, such as assemblies, team building lessons, school wide programs such as Courteous Cougars, Lunch Bunch, positive morning messages, and Proud Principal Fridays.	7/1/2015-6/30/2016	Principal, Title 1 aide, teachers, students, consultants	object code #: 1150, 2950, 4310, 4351, 4400	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Supplemental Fund	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To maintain Safety, Respect, and Responsibility as school wide expectations for behavior from students.	7/1/2015-6/30/2016	Principal, teachers, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	200
To maintain Speak Up, Ignore, Walk Away, and Tell an Adult, as school wide mantras for helping students cope with difficult situations involving other students.	7/1/2015-6/30/2016	Principal, teachers, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	200
Introduce the concept of Self Control and the use of "I messages" for problem solving skills.	7/1/2015-6/30/2016	Certificated and classified staff	object code #: 4351	4000-4999: Books And Supplies	Supplemental Fund	300
				None Specified	None Specified	
To familiarize students with parliamentary and political procedures by having a student council. To use student leaders to promote a healthy school climate.	7/1/2015-6/30/2016	Student Council advisors, officers, and members	object code #: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	500
To have schoolwide assemblies that emphasize good health and well being.	7/1/2015-6/30/2016	Principal, Title 1 aide, outside consultants	object code #: 5815	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	900
Students will use school planners in grades 3-6 as study tools that also have wellness and character development portions that lend themselves to learning about healthy lifestyles.	7/1/2015-6/30/2016	Principal, teachers, students in grades 3-6	object code #: 4310	4000-4999: Books And Supplies	Title I	1,500
Continuation of the Walk N' Roll program with the City of SJ to enforce safety for students as they come and go to school, especially during before school drop-off times and after school pick up times.	7/1/2015-6/30/2016	City of San Jose representatives, Principal, teachers, parents, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continual reinforcement for all visitors reporting to the office to sign-in and receive a visitors badge. This includes all preschool classes.	7/1/2015-6/30/2016	Principal, office staff, parents, visitors	object code #: 4351	4000-4999: Books And Supplies	Supplemental Fund	400
To maintain Code Red and emergency response procedures and an Emergency Team in the event of an armed intruder, earthquake, fire, etc.	7/1/2015-6/30/2016	Emergency Team, teachers, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	1,000
For fifth grade students to participate in the fitness test in an effort to increase the number of students who fall in the Healthy Fitness Zone.	7/1/2015-6/30/2016	Fifth grade teachers, students	object code #: 4310, 4351, 5720, 5840	4000-4999: Books And Supplies 5700-5799: Transfers Of Direct Costs	Supplemental Fund	300
To have students learn about making healthy choices physically and mentally that will lead them to having lifelong healthy habits.	7/1/2015-6/30/2016	Principal, teachers, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	200
To provide schoolwide programming to heighten students' awareness about tobacco and drug use prevention. Specifically, grades 2 and 4 will use the district and state adopted program "Too Good for Drugs" that will provide students with classroom curriculum about the dangers of drug use. There will also be a Red Ribbon Week where students will celebrate making good choices during the week.	7/1/2015-6/30/2016	Principal, teachers, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Title I	500
				None Specified	None Specified	
To remove and/or cover any graffiti and vandalism immediately.	7/1/2015-6/30/2016	Custodian, maintenance crew				
To administer and analyze data annually on a Title 1 Survey for all parents, students, and staff to gauge how effective school programming is.	7/1/2015-6/30/2016	Principal, staff, parents, students	object code #: 4310, 4351	4000-4999: Books And Supplies	Title I	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Marriage Family Therapist interns utilized for student counseling	7/1/2015-6/30/2016	District Pupil Services Department				

Planned Improvements in Student Performance

Parent Involvement, School Goal #8, District LCAP #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Involvement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
During the 2015-16 school year, at least 90% of Cadwallader families with students in grades K-6, will participate in at least one school wide activity. Parent volunteer time will continue to be a priority.
Data Used to Form this Goal:
Family Night sign-in sheets, office sign in sheets for classroom volunteers, Title I parent, student and teacher surveys
Findings from the Analysis of this Data:
Overall parent participation is good, however, participation by primary grade students' parents was greater than participation by upper grade students' parent participation.
How the School will Evaluate the Progress of this Goal:
Family Night sign-in sheets, Title I parent, student, and staff surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To invite parents to come to family events that have different focuses throughout the year, such as Family Literacy Night, Family Science Night, Family Fitness Night, Family Math Night, Family Art Night, PTA events, ELL Forums, Cadwallader's Science Fair Challenge, Multicultural Fashion Show, Talent Show, SSC/ELAC meetings, Principal's Coffee, etc.	7/1/2015-6/30/2016	Principal, teachers, Title 1 instructional aide, parents, community members, students	object code #s: 1910, 2210, 2450, 3000, 4310, 4351	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Title I	1000
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To offer a variety of events with different content area focuses, that parents would enjoy with their children.	7/1/2015-6/30/2016	Principal, Title 1 aide, teachers, parents, students	object code #: 5815	5700-5799: Transfers Of Direct Costs	Title I	2,000
To have updated technology, programs or equipment, available to parents for use in the Media Center/Computer Lab or the front office.	7/1/2015-6/30/2016	Media Clerk, Title 1 aide, parents	object code #: 4310	4000-4999: Books And Supplies	Title I	200

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. 	<ul style="list-style-type: none"> 8/14-6/17 	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified 3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title III None Specified	143,000 135,000
<ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS 	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund None Specified	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	312,539
<ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I Title III	286,000 135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	45,633	0.00
Supplemental Fund	37,395	0.00
Title III	7,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Supplemental Fund	37,395.00
Title I	45,633.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	16,815.00
2000-2999: Classified Personnel Salaries	23,402.00
3000-3999: Employee Benefits	5,146.00
4000-4999: Books And Supplies	25,050.00
5000-5999: Services And Other Operating Expenditures	8,215.00
5700-5799: Transfers Of Direct Costs	3,500.00
5800: Professional/Consulting Services And Operating	8,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental Fund	9,915.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	200.00
4000-4999: Books And Supplies	Supplemental Fund	18,165.00
5000-5999: Services And Other Operating	Supplemental Fund	7,215.00
5700-5799: Transfers Of Direct Costs	Supplemental Fund	1,000.00
5800: Professional/Consulting Services And	Supplemental Fund	900.00
1000-1999: Certificated Personnel Salaries	Title I	6,900.00
2000-2999: Classified Personnel Salaries	Title I	23,202.00
3000-3999: Employee Benefits	Title I	5,146.00
4000-4999: Books And Supplies	Title I	6,885.00
5000-5999: Services And Other Operating	Title I	1,000.00
5700-5799: Transfers Of Direct Costs	Title I	2,500.00
5800: Professional/Consulting Services And	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,369.00
Goal 2	13,605.00
Goal 3	19,839.00
Goal 4	4,905.00
Goal 5	4,205.00
Goal 6	6,105.00
Goal 7	8,300.00
Goal 8	3,200.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ian Helsley				X	
Jerome Fischer				X	
Santha Pinedo				X	
Karen Allen		X			
Dilly Bhoot			X		
Maureen McClintock	X				
Quynh Nguyen		X			
Diana Stahlnecker		X			
Phu Nguyen				X	
Priscilla Batten-Chow				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 12/10/15.

Attested:

Maureen McClintock

Typed Name of School Principal

Signature of School Principal

Date

Ian Helsley, Vice Chairperson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Cadwallader Elementary School
Parent Involvement Policies
2015-2016

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

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

Safe School Action Plan

2015-2016

Component 1

Personal Characteristics of Students and Staff

The students and staff at Cadwallader Elementary deserve an environment where they feel safe and respected. Our current environment promotes cooperation and caring, and is conducive to student learning and staff development.

Goal: Support students and staff in continuing to develop growth in a caring environment that is conducive to learning.

Areas of pride and desired change: Student and parent surveys indicate that staff and students feel they are respected and supported. A greater effort can be made to include students and staff to a greater degree in activities that support their achievements.

Objectives: By June 2016, 100 percent of students will participate in a variety of activities that promote a healthy learning environment such as classroom curriculum, whole school activities, assemblies, and PTA functions as measured by our log of activities, master calendar, teacher lesson plans, and School Site Council meeting minutes.

Improvement Activities:

- Parent/Teacher committees will be established to organize celebrations that make students and staff feel they are valued and supported.
- Assemblies and consultants will be hired to assist in the recognition and celebration of student achievement.
- Staff members will be supported in their efforts to be life-long learners by being given opportunities to attend conferences, site and district trainings, and hiring consultants to promote their personal growth and development.

Safe School Action Plan

2015-2016

Component 4

School Cultures

Numerous languages and cultures are represented at Cadwallader Elementary School. We have a diverse population with a broad knowledge on how various cultural events have shaped the world we live in today.

Goal: Based on Cadwallader's multi-cultural demographics, our goal is to celebrate the ethnic and cultural diversity of students and staff.

Areas of pride and desired change: Our student population reflects significant ethnic and cultural diversity. Our school should be the center of our community and act as a hub to bring all ethnic groups together as one community. While most of our school activities and community events address multi-cultural contributions, a greater effort can be made to include those who traditionally have been underrepresented.

Objectives: By June 2016, 100 percent of our students will participate in a variety of multi-cultural activities within each classroom.

Improvement Activities:

- Besides activities, lessons, or celebrations with in classrooms, assemblies, consultants and other school resources, will be used to promote and celebrate cultural diversity.

Safe School Action Plan

2015-2016

Component 3

Social Environment

It is important to foster partnerships with members and businesses in the Cadwallader community, parents, and public safety groups.

Goal: To facilitate partners with parents, community businesses, and public safety groups to support the total program and a healthy school environment.

Areas of pride and desired change: Our PTA and Title I support staff organize school activities and actively seek support of local businesses. Cadwallader parents are recognized each year for their volunteer efforts in the school at large and in the classrooms.

Objectives: By June 2016, our parents who return surveys will respond favorably regarding the school's social environment. By June 2016, students will have participated in at least one school community activity as measured by student and/or teacher surveys.

Improvement Activities:

- We will continue to seek the support of local businesses to participate in school fundraisers and other social activities.
- Continued coordination with the city's Walk and Roll Program, School Safety Committee, and Police and Fire Departments will be used to provide parent, student, and staff safety.
- We will continue to work with the Evergreen Valley Church who supports our students with Kidz Club on our Thursday minimum days.
- We will continue to work with PTA and as a school staff to organize activities that promote positive social relationships with community members and businesses.

Safe School Action Plan

2015-2016

Component 2

Physical Environment

In a society that exposes children to an increasing amount of violence, and seeing an increase in violence in schools, the physical safety of students along with disaster preparedness remains a focus for the 2015-2016 school year.

Goal: Develop a safe and orderly environment that promotes student and staff safety on a daily basis. We will also develop a system of disaster preparedness that plans for natural disasters and also protects students and staff from potentially harmful outsiders intruding campus.

Areas of pride and desired change: Coordinating with the district office, we will continue to implement a comprehensive disaster plan. Student-to-student incidents of bullying or physical altercations will be monitored for improvement. The 2015 Youth Truth Survey results showed three main areas that were a concern for students: graffiti, holes in the field, and the quality of school lunches.

Objectives: By June 2016 students and staff will have participated in drills, assemblies, intervention plans, and coordinated efforts with teachers, parents and students to improve student safety. Administration will work with district maintenance to address graffiti and holes in the field. Student council is taking the lead to meet with CNS to address student concerns regarding school lunches.

Improvement Activities:

- Provide teachers with a comprehensive disaster plan for lockdown, shelter in place, and earthquakes.
- Review and/or practice lockdown and evacuation procedures, along with a district-wide disaster drill.
- Daily morning announcements will be made to promote good decision-making and respect.
- Each classroom will be equipped with disaster backpacks along with designated procedures.
- Cadwallader will participate in fire inspections as determined by the local fire department.
- All staff members will be offered courses in First Aid and CPR through the district or other certified agencies.
- All guests will be required to check in at the school office before entering campus. Visitor badges are available in the school office and are required

to be worn by all visitors. Teachers are empowered to stop and question any person on campus who raises suspicion, whether they are wearing a visitor's badge or not.

- Administration will work with district maintenance to address graffiti and holes in the field.
- Student council is taking the lead to meet with CNS to address student concerns regarding school lunches.

**CCR MANAGEMENT CALENDAR
CADWALLADER ELEMENTARY SCHOOL
2015-2016**

DATE	MEANS	TASKS/ACTIVITY
Ongoing	Sign Posted on campus	Safe/Drug Free/TUPE/WISE: Tobacco Free Policy
Monthly	Staff Meetings	Parent Involvement/Communication: Parent Involvement Policy distributed to teachers. Ideas are discussed at staff meetings. Teachers and principal implement ideas as appropriate.
Monthly	Entire school	Fire/evacuation or Earthquake/evacuation drills
8/26/15	Site In-service	Teacher In-service on the following: <ul style="list-style-type: none"> • District Calendar, maps, directory • Staff roster • School map, intercom extensions • Bell Schedule • Yard duty schedule and responsibilities • Assemblies scheduled to date. Alignment of assemblies with instruction. • Classroom budgets, purchase order procedures, procedures for ordering supplies • Attendance laws and procedures. Strategies for improving attendance • Employee District Policies discussion and handouts: Technology Use Policy, Sexual Harassment, and Uniform Complain. • Observation & Evaluation Process
Ongoing	Staff meeting	Access to Core Curriculum: <ul style="list-style-type: none"> • Common Core Standards and 4 C's driven instruction. • Protected instructional time.
August	Staff Meeting	Safe/Drug Free/TUPE/ WISE activities discussed Student Policies - Staff training <ul style="list-style-type: none"> • Nondiscrimination • Sexual Harassment • Tobacco Free policy • Gender Equity Policy • Uniform Complaint Procedures

		<ul style="list-style-type: none"> • Use of technology
8/17/15	Staff Meeting	Child Abuse: Staff given time to take online training through LawRoom.
8/19/15-6/10/16	Daily – class activities, newsletters	Safety/Drug Free/TUPE/WISE ABC Book Program with activities and readings. Announce Developmental Asset in newsletter and give parents ideas for implementing at home.
August	Friday Folders	Parent Involvement/Communication <ul style="list-style-type: none"> • Send home school and grade level homework policies • Send home school and class student management policies • Send home School Safety Plan, Emergency Procedures
August/September	Homework folders and/or newsletter	Student policies – Public notification. Send home district provided pamphlet that include the following topics: <ul style="list-style-type: none"> • Nondiscrimination • Sexual Harassment • Tobacco Free policy • Gender Equity Policy • Uniform Complaint Procedures • Use of technology
Ongoing	New Enrollee folder	District Policies (Nondiscrimination, Sexual Harassment, Substance Abuse Policy, Gender Equity, and Uniform Complaint) included in New Comer Folder which students and parents receive upon entering Evergreen
8/21/15 – 6/10/16	Friday Folders	Parent Involvement/Communication All significant communication between home and school occurs via the Friday Folders, which are distributed weekly on Fridays. Includes, school and class newsletters; election notices; announcements of parent meetings; parent education opportunities; parent involvement activities, student progress reports, weekly homework and conduct reports, samples of student work, school and district policies, etc.
Ongoing	Staff In-service/ Coaching Meetings	Access to Core Curriculum: <ul style="list-style-type: none"> • Review SST including purposes and composition of SST; procedures for referrals; pre-referral procedures; coaches; effective intervention strategies • Communication between teachers and specialists

		<ul style="list-style-type: none"> • Communication among specialists. • Modifications to meet the needs of all students. Differentiated instruction. • “Watch list” of students in danger of not meeting grade level standards.
September	Back to School/Curriculum Night	<p>Parent Involvement/Communication</p> <ul style="list-style-type: none"> • Explain and distribute state standards in all subjects and instructional goals • Explain and distribute school and grade level homework policy and procedures for two-way communication regarding homework, including daily or weekly homework & conduct reports and work samples in Friday Folders. • Explain and distribute samples of progress reports, report cards. • Explain and distribute school and class student management plans. • Explain procedures for two-way communication between teacher and parent.
August and during the 2 nd trimester	Principal visitation in classrooms and assemblies	<p>Student Policies – Rules Assemblies</p> <ul style="list-style-type: none"> • Nondiscrimination • Sexual Harassment • Substance Abuse: Tobacco Free Policy • Gender Equity Policy • Uniform Complaint Procedures • Use of technology
September/October	Interest Flyer for SSC Elections Ballot	<ul style="list-style-type: none"> • School Site Council election of parents
9/24/15	Site In-service	<p>Staff Development Day</p> <ul style="list-style-type: none"> • Review of Youth Truth Survey Results • Development of School Vision and Mission
September/October	SSC	<ul style="list-style-type: none"> • Election of officers • Analysis of school assessment results and adoption of proposed goals.
Ongoing	Parent Advisory in newsletter and on school website	<p>Parent Involvement/Communication: Parents invited to attend district Parent Advisory meetings which are the first Wednesday of each month to learn about a variety of district and school related subjects.</p>
Ongoing	Class Activities	<p>Celebrate Safe and Healthy Choices. Discuss with students the importance of healthy choice and a substance free lifestyle.</p>

October	Entire school	Safe/Drug Free/TUPE/WISE: all school earthquake evacuation drill
October/November	ELAC Meeting	<ul style="list-style-type: none"> • Parent Education: Description of ELD assessment and ELD instructional program. • Election of ELAC-DELAC Committee. • Student needs to achieve • Review of the School Site Plan
Ongoing	Newsletter	<p>Parent Involvement/Communication</p> <ul style="list-style-type: none"> • Parent information about conferencing including education on how to prepare for a conference. • Parent involvement article
Beg. Sept.-Mid-May	SST Meetings	Access to core curriculum: Retention-Intervention meetings for all students not currently meeting grade level standards.
November	Parent/Teacher conference	Access to core curriculum and parent involvement/Communication: discuss each student's progress in achieving grade level standards. Utilize rubrics and work samples as examples. Give each parent a three way compact for his/her child, which specifies expectations and responsibility for learning.
October/November	Staff Meeting	Safe/Drug Free/TUPE/WISE: Review Lock Down Drill procedures with staff.
Ongoing	Newsletter/Assemblies	Multicultural activities
October/November	SSC	Parent Involvement: Continue discussion and analysis of implementation goals, objectives and activities for Single School Plan
Spring 2016	Middle School	Access to core curriculum: Sixth grade students attend orientation at middle schools
May 2016	Parent Involvement	Volunteer parents are recognized at a volunteer celebration in the spring
Ongoing	Friday Folder	Parent Involvement: Grades and assessments sent home to parents, including progress reports and report cards for each trimester.

SCHOOL: CADWALLADER - 2015-2016						
PRINCIPAL: - MAUREEN MCCLINTOCK						
	GENERAL	TECHNOLOGY	SUPPLEMENTAL	TITLE 1	PARENT INVOLVEMENT	TITLE 111
CLASSROOM	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT
Hourly Teacher	\$ 4,000.00		\$ 4,000.00	\$ 8,000.00		
Substitute Teachers						
Consultant/District Employees (Non-Instruc.)		\$ 1,250.00	\$ 4,000.00			\$ 7,500.00
Project Specialist						
Instructional Aides	\$ 1,000.00		\$ 3,000.00	\$ 19,200.00		
Reg. Maintenance Operations			\$ 165.00			
Regular Clerical			\$ 200.00		\$ 1,000.00	
Office Aides	\$ 1,000.00		\$ 200.00			
Benefits	\$ 500.00	\$ 730.00	\$ 1,000.00	\$ 4,000.00	\$ 300.00	
Instructional Supplies	\$ 6,000.00		\$ 5,000.00	\$ 10,633.00		
Computer Software	\$ 2,000.00	\$ 3,750.00	\$ 700.00			
General Supplies					\$ 2,000.00	
Periodicals & Publications						
Parts/Supplies M.O.T.						
Instructional Equipment (Valued at \$500 -\$4,999)	\$ 3,000.00	\$ 6,000.00				
Computer Equipment (Valued at \$500-\$4,999)						
Travel/Conference		\$ 1,000.00	\$ 1,000.00			
Conference Registration Fees		\$ 500.00	\$ 1,000.00			
Mileage Reimbursement						
Contracted Maintenance Repair						
Contracted Computer Repairs			\$ 600.00			
Copier Maintenance						
Field Trips (District Buses)			\$ 300.00	\$ 500.00		
Consultant/Contractors			\$ 3,000.00			
Other Services (Field Trips/Entrance Fees)						
Field Trips (Outside Buses)						
CLASSROOM TOTAL	\$ 17,500.00					
	AUDIO VISUAL (9451)					
General Supplies						
Contracted Maintenance Repair						
AUDIO VISUAL TOTAL	\$ -					
	NON CLASSROOM EXPENSES (9485)					
General Supplies	\$ 2,000.00					
NonInstructional Equipment (Valued at \$500 -\$4,999)	\$ 5,283.00					
Computer Equipment (Valued at \$500-\$4,999)	\$ 1,000.00					
Telephone Lines						
NON CLASSROOM TOTAL	\$ 8,283.00					
	CUSTODIAL (9855)					
Parts and Supplies M.O.T.	\$ 3,000.00					
Contracted Maintenance Repair	\$ 5,000.00					
CUSTODIAL TOTAL	\$ 8,000.00					
	COPIER MAINTENANCE (1175)					
Copier Maintenance						
COPIER MAINTENANCE TOTAL	\$ 4,000.00					
TOTAL GENERAL SITE BUDGET	\$ 37,783.00	\$ 13,230.00	\$ 24,165.00	\$ 42,333.00	\$ 3,300.00	\$ 7,500.00