

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **CADMAN ELEMENTARY SCHOOL**

**2020-21**

37-68338-6039309  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Trousdale, Linda

**Contact Person:** Trousdale, Linda

**Position:** Principal

**Telephone Number:** 619/725-7342;

**Address:** 4370 Kamloop Ave, Cadman Elementary, San Diego, CA, 92117-4543,

**E-mail Address:** ltrousdale1@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Cadman Elementary

**DUE: October 5, 2020**

SITE CONTACT PERSON: Linda Trousdale

PHONE: (858) 397-6500 FAX: (858) 397-6540 E-MAIL ADDRESS: ltrousdale1@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP)     CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC) combined w/ SSC    Date of presentation: 10/9/2020
- Community Advisory Committee for Special Education Programs (CAC)    Date of presentation:
- Gifted and Talented Education Program Advisory Committee (GATE)    Date of presentation:
- Site Governance Team (SGT)    Date of presentation: 10/9/2020
- Other (list): Staff    Date of presentation: 10/11/2020

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 10/9/2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Linda Trousdale  
Type/Print Name of School Principal

/Linda Trousdale 10/9/2020/  
Signature of School Principal / Date

Yvonne Robles  
Type/Print Name of SSC Chairperson

/Yvonne Robles 10/9/2020/  
Signature of SSC Chairperson / Date

combined w/ SSC -  
Type/Print Name of ELAC Chairperson

we don't have 21 EL's  
Signature of ELAC Chairperson / Date

Lamont Jackson  
Type/Print Name of Area Superintendent

[Signature] 10/14/20  
Signature of Area Superintendent / Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Budget Summary
  - B. Parent & Family Engagement Policy
  - C. School Parent Compact
  - D. Data Reports
  - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the Schoolwide Title I requirements of San Diego Unified's LEA Goals (12 Quality Indicators for Success) that are articulated through the SPSA. Each of the Goals contained in the SPSA have Title I budgets allocated to supports identified in the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, and extended and extensive learning opportunities, as they are described in the Proposed Expenditures areas of the SPSA. In addition, LCFF/DISSUP funds that have been allocated to the school for their Unduplicated Students are allocated for the primary benefit of those students in various activities including professional development, classroom support, and interventions.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to a broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching, and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families, and communities.

At Cadman, we have continued to make academic progress in English Language Arts and mathematics. Our student numbers fluctuate quite a bit each year in the grade levels. This provides a unique opportunity to look closely at individual scholars rather than only being able to work with larger groups of scholars. Two or three scholars can make a significant change each year in the scores that we receive. It is essential for us to focus on these cycles of data collection in order to best meet the needs of the scholars attending Cadman. We also have small numbers of English learners and students with disabilities through the grade levels. Our reclassification rate continues to be strong. A continued focus needs to be on both Integrated and Designated English Language Development Instruction for our language learners. Additional collaboration needs to take place for scholars who are dually identified as English learners and students with disabilities to make sure proper supports are being provided to maximize their learning potential. We will continue to focus our budget spending on time for teachers to collaborate and plan during their grade level Professional Learning Communities, cycles of Literacy Intervention, and the purchase of supplemental literacy and math materials for all grade levels. We will continue to seek ways for parents to be involved at the school through Family Fridays and consider other ways to bring learning opportunities to the families alongside their scholars.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

All stakeholders, including staff, parents, the combined School Site Council (SSC) and English Learner Advisory Committee (ELAC) have analyzed data related to the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program

failing to meet the identified growth targets. In order to achieve the goals and implement the major strategies and actions set forth in the plan, the following related actions and expenditures have been adopted in an effort to raise the academic performance of student groups not meeting state standards. Advisory groups had multiple opportunities to discuss and provide input on the 2020-2021 SPSA process as documented on the Recommendations and Assurances page.

- SSC / ELAC met on January 8, 2020, January 30, 2020 and February 5, 2020 to review the 2019-20 SPSA and to approve the budget for the 2020-21 school year
- Staff input on October 1, 2020 to discuss data and generate ideas for possible SPSA goals
- SSC / ELAC met on October 2, 2020, to discuss data and generate ideas for possible SPSA goals.
- SSC / ELAC met on October 9, 2020, and voted to approve the SPSA for Cadman.

**RESOURCE INEQUITIES**

At Cadman, we will be continuing the following modifications to the SPSA for the 2020-21 school year based on the partial 2019-20 data analysis and the fact that there were school closures due to COVID-19 starting in March of 2020:

Goal 1 - ELA:

- We need to identify specific Learning Targets for scholars who are not meeting and/or exceeding grade level expectations. This will be an area of focus for the 2020-2021 school year.

Goal 2- Mathematics:

- We need to continue to focus on Math Fluencies at each Grade level and narrow assessment items in order to deeply analyze student learning.

Goal 3- English Learner:

- We needed more intervention cycles of the LLI to have the full impact of the Program. In the 2020-21 school year, we will have three intervention cycles to accelerate academic progress for scholars.

Goal 4- Graduation/Promotion Rate:

- We are including third graders in the intervention cycle(s) for the 2020-21 school year.

Goal 5 - Parent Involvement and Community Engagement:

- We have not found one singular way that is effective for Parent Communication. We have a variety of methods with a varied level of success. We continue to seek input and solutions. The PTA is beginning to get a strong base of parent volunteers and we are using this as a Springboard for communication.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Brooke Benjamin	Classroom Teacher
Anne Bucher	Parent/Community Member
Cindy Davis	Parent/ Community Member
Tiffany Hoskins	Parent/ Community Member
Linda Trousdale	Principal
Yvonne Robles	Classroom Teacher
Heather Mollica	Classroom Teacher
Darla Razzani	Other Staff
Tiffany Hoskins	Parent/Community Member
Vilma Betancourt	Parent/Community Member

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

The strategies we put in place were:

- Utilizing the Attendance/Wellness committee for tracking, monitoring, and communicating progress of student attendance
- Provided attendance incentives and rewards for scholars and classes on a daily, weekly, monthly basis
- Disseminate attendance messaging through our SCOOP newsletter, School Messenger, and Friday assemblies.
- As a site team, we analyzed patterns and trends of attendance data to identify root causes and needs
- We began to work on the development of a public attendance goal tracking system -at the classroom level
- Collaboration with our PTA on attendance incentives
- Participation in the Cohort of the Healthy Schools Program with Alliance for a Healthier Generation

These strategies were making a positive impact on increasing attendance and decreasing chronic absenteeism through February. In March when schools closed due to COVID-19, some of these strategies were harder to implement. Districtwide, attendance-tracking procedures changed due to the pandemic. We went from being able to track attendance daily through March 13, 2020 to a weekly attendance tracking system, which started on April 20, 2020. The attendance tracking that began in April was only a positive attendance count.

Our goals for the 2019-2020 school year were all around our site-based attendance tracking. We gave out individual awards to scholars with Perfect Attendance and daily classroom perfect attendance rewards through March of 2020. After that time we shifted to online participation award to encourage scholars to be present in the daily online instruction. We wanted to increase the monthly attendance for all of our students to 97%, our Hispanic or Latino students to 75%, and our English Learner students to 75% as well. We planned to reach these goals by June 2020. With site closures mid-March, we have complete data through February 2020 that we were able to review. We did notice some changes in student attendance. All scholars were at 73.41% (127 scholars), 16.18% (28) scholars were trending chronic, 3.47% (6 scholars) we trending Nearly Chronic and 6.94%( 12 scholars) were considered

## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

chronically absent. We looked closer at our data for our Hispanic population. Our Hispanic or Latino scholars were at 74.85% (44 scholars) attendance rate. 8.47% (5 scholars) were trending to Chronic. 3.39 % were Nearly Chronic (2 scholars) and 13.56 % (8 scholars) were Chronically Absent. Given our data we were close to meeting our goals. From August to February, our site-based attendance was 96.5% for our monthly average. We started the school year with an attendance rate of 98% and in February, it was 96%. Starting in March, the way we tracked attendance changed and from April to June, our attendance was 99.3%. There was a gap when attendance was not entered from March 17th until April 20th due to school closures.

We will be moving our attendance goals forward as we did not have consistent data tracking for the whole school year.

### \*Major Differences

The main difference for the 2019-2020 school year was that we closed schools due to COVID-19 on March 13, 2020. This interruption created gaps in data for analysis purposes.

The 2020-2021 school year has started in an online learning format and data collection and supports are more consistent.

### \*Changes

The goals will be carried forward as there was not sufficient data to provide an analysis. The strategies that were used were showing a positive difference. A goal was added to focus our attention on decreasing suspensions by analyzing the referral and suspension data as a team to see what we could do differently to provide supports and interventions prior to the escalation of behavior.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK- 5	increase their monthly attendance rate	96.65	97	Attendance	monthly
June 2021	TK-5	decrease chronic absenteeism	8.7	5	Chronic Absenteeism	Annual
June 2021	TK-5	decrease suspension rate	1.5	1	Suspension	Annual

### \*Identified Need

Based on the 2019 CA Dashboard, Cadman is in the Yellow Performance Level for All Students for Academic Engagement: Chronic Absenteeism and we have two student groups in the Orange: Socioeconomically Disadvantaged and Hispanic. Our "All Students" data is that we had 8.7% of our students chronically absent and this maintained at 0% change from 2018. Our Hispanic students in 2019 were 11.7% chronically absent which was an increase of 0.8% from 2018. The Socioeconomically Disadvantaged student group was 10.7% chronically absent with an increase of 1.3% from 2018.

For the 2019 CA Dashboard indicator for Conditions & Climate: Suspension Rate, the site is in the Yellow Performance Level for All Students and there is one student group in the Orange: White. Our All Student data is that 1.5% of our students were suspended at least once in the 2018-19 school year, which was maintained by a change of only 0.1% from the 2017-18 school year. For our White student group, 2.3% were suspended at least once in 2019, which was an increase of 1.2% from 2018.



Looking at our site-based data: At Cadman in 2019-2020, 6% of our student population missed 18 school days or more - at least 10% of the school year. This equated to 12 scholars. This was based on data monitoring from the District's Hoonuit system. Over the course of the 2019-2020 school year, overall attendance in September was 98% and this fell to 90% in March 2020 when the schools closed due to COVID-19. When we resumed taking attendance in April 2020 and through June 2020, our attendance rate climbed back to 96 %.

In support of district wide initiatives, we are also including AMOs for English Learners, Students with Disabilities, and Black or African American student groups.

### \*Online Learning Implications

The systems we have in place to monitor and evaluate supports for students in the areas of mental health and social and emotional well-being are:  
 -Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.  
 -Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase positive attendance	75%	90%	Attendance	Monthly
June 2021	TK-5	Students with Disabilities	Increase positive attendance	50%	75%	Attendance	Monthly
June 2021	TK-5	Black or African American	Increase positive attendance	85%	95%	Attendance	Monthly
June 2021	TK-5	Hispanic or Latino	decrease chronic absenteeism	11.7%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	10.7%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	White	decrease suspension rate	2.3%	1%	Suspension	Annually

### Focus: Improved Attendance

#### \*Students to be served by this Strategy/Activity

All students will benefit from this focused analysis and support for positive attendance rates at school. At Cadman, the numbers of students in a subgroup can be very small, so we seek supports that will have a direct impact on individuals and additionally have a wider scale impact on all students.

**\*Strategy/Activity - Description**

At Cadman we will:

- Utilize the Attendance/ Wellness Committee for tracking, monitoring, and communicating of student attendance
- Provide attendance incentives - students/classes (daily, weekly and monthly)
- Disseminate attendance messaging- SCOOP, School Messenger, parents, Friday assembly
- Analyze patterns and trends in attendance data to identify root causes and needs
- Develop a Public Attendance goal tracking system
- Collaborate with PTA on Attendance Initiative
- Participate in the Cohort of the *Healthy Schools Program* with Alliance for a Healthier Generation

The site determined that some Title I money would be needed to support the cost of supplies for parent meetings and to send home communications to parents regarding attendance as well as academic achievement.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N00434E	Supplies	\$529.00	0043-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	Funds for supplies for parent meetings and communications with families.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

The strategies we put in place while we were on campus before the school closures were effective and scholars were making progress toward their literacy goals. The site analyzed literacy data at PLC meetings, created learning targets for scholars, utilized the Designated ELD curriculum from Benchmark and provided two Literacy intervention/ acceleration cycles with a retired teacher to provide additional Guided reading four days per week for six weeks at a time.

Cadman has shown growth in the area of English Language Arts in Grades 3-5 based on the indicators on the California Dashboard and the CAASPP results between 2017 and 2019. As a site, we have focused our PLCs on the area of English Language Arts and the analysis of individual student data to monitor and adjust instruction based on student needs. Given the school closures in March 2020 due to COVID-19, the data below is the most current data we have as all Statewide Assessment Measures were suspended by the State.

- In 2017 the scholars were at the following percentages in ELA:
  - Grade 3- 79%
  - Grade 4- 64%
  - Grade 5 - 50%
  - Overall - 63%
- In 2018 the scholars were at the following percentages in ELA:
  - Grade 3 - 65%
  - Grade 4- 36%

- Grade 5- 66%
- Overall- 57%
- In 2019 the scholars were at the following percentages in ELA:
  - Grade 3- 78% (our 2018-19 SPSA Goal was 75%)
  - Grade 4- 58%
  - Grade 5- 67% (our 2018-19 SPSA Goal was 50%)
  - Overall- 68%

Given there was no new data from a 2020 CAASPP assessment, we will continue using this as our data for growth and analysis for the 2020-2021 school year. We will be moving our goals forward as there was no consistent data to track progress. We will also be including a site-based metric for more frequent data analysis.

**\*Major Differences**

In the 2019-2020 school year, Cadman used site and LCFF funding to support PLCs through visiting teachers and the purchase of instructional materials to support English Language Arts instruction and assessment. Additional guided reading groups and Designated ELD instruction was provided for scholars who were in need of an additional level of support in literacy instruction. In 2019-2020, Cadman was able to use LCFF dollars to financially support a retired teacher to provide two cycles of Reading Intervention to boost reading levels of scholars not yet meeting grade level literacy expectations.

The third cycle that was scheduled was not provided on campus due to the campus closures with COVID-19. The intervention teacher did provide resources and support for scholars in their online virtual learning opportunities. The site also recognized a need to have additional reading materials at higher Guided Reading Levels so another Literacy kit was purchased to support readers in second and third grade as we planned for acceleration.

**\*Changes**

For the 2020-2021 school year, there will be three Intervention Cycles for scholars in grades TK- 3rd who are not yet meeting grade-level reading expectations. This year, we are going to continue to include Grade 3 scholars in the intervention/acceleration cycle. It is our goal to have three cycles this year. This will be determined once schools are able to reopen for in-person and/or appointment-based learning in phases.

We are currently using the Fountas and Pinnell Leveled Literacy Intervention (LLI Green System) which provides us materials such as leveled readers up to Level K. With the growth that students will be making in Grade 3, we purchased additional materials at the end of the 2019-2020 school year (such as Leveled Readers up to Level M) or as needed based on the need of our scholars.

We will continue this goal based on the DRA data we had in March of 2020 that indicates we continue to have a need in this area.

<b>*Goal 2 - English Language Arts</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	Increase the percentage of students meeting or exceeding grade level proficiency standards	68%	70%	CAASPP ELA	Annually
June 2021	TK-5	Increase the percentage of students meeting or exceeding grade level proficiency standards	53%	70%	DRA 2	Annually

### **\*Identified Need**

Based on the 2019 CA Dashboard, Cadman is in the Blue Performance Level for All Students for the Academic Performance: English Language Arts indicator. In 2019, our students were 34.2 points above standard, which was an increase of 25.3 points from 2018. We have no student groups in the Orange or Red categories.

Based on the school's overall data, 68% of scholars in 2018-19 met or exceeded grade-level standards in ELA. This was a gain of 11 percentage points from the previous year. Based on the data and the interventions in place at Cadman, it is expected that 3rd-5th graders will continue to improve in the next school year. From spring 2017 to spring 2018, there was a dip from 63% of total students meeting or exceeded standard to 57%. This was a decline of 6 percentage points. The staff looked closely at scholars identified as English learners, Students with Disabilities, and scholars dually identified to see what trends and patterns could be established. Given the small numbers of scholars in each category, it was difficult to isolate any specific causes for the dip in scores.

DRA2 data analysis indicated that 73% of Cadman's second graders at the end of 2018-19 were at or above grade-level reading proficiency. The site uses the DRA2 and the data obtained from it multiple times throughout the year to gauge the Achievement levels of our scholars so they can appropriately monitor and adjust instruction at the point of need. This provides ongoing support while the site waits for the CAASPP results. Site schoolwide analysis of DRA data from March of 2020, indicated that 52% of scholars were at or above grade level in reading based on the DRA. We were only able to gather 2 rounds of DRA2 data due to the school closures in March.

DRA2 analysis at the end of the 2019-2020 school year for second-grade scholars is based on the March 2020 DRA2 cycle of assessment that was used for the March 2020 Second Elementary Progress Report. At that time, only 50% of the scholars were reading at grade level expectations. Given the school closures, the third cycle of assessment was not administered.

In analyzing CAASPP trend data, from 2017 to 2019:

- English Learners gained 7% on the ELA CAASPP from 2017-2019: 2017 = 20 % (10 scholars), 2018= 22% (18 scholars), and 2019= 27% (11 scholars). The numbers of scholars varied quite a bit each year, which may affect the data trends.
- Students with Disabilities lost 28% on the ELA CAASPP from 2017-2019: 2017= 40% (10 scholars), 2018= 7.7% (13 scholars), and 2019=12% (8 scholars).

## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Males had a downward trend in 2018 and made good gains in 2019. 2017= 64% (33 scholars), 2018= 59% (46 scholars), 2019= 78% (36 scholars) which was a change of 19.1%.
- Females performed significantly lower than males on the ELA CAASPP: 2017= 63% (40 scholars), 2018= 54% (39 scholars), 2019= 58% (38 scholars) which was a change of 4.1%.

As a school, we are going to review the data of males and females to continue to develop our understanding of the learning profiles and learning targets of our scholars with the lens of gender.

In support of district-wide initiatives, we are also including AMOs for English Learners, Students with Disabilities, and Black or African American student groups.

### \*Online Learning Implications

The structures we have in place to monitor and evaluate effectiveness of supports to students in the acceleration of English Language Arts are:

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Structures and digital tools to support student collaboration
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	increase the percentage of scholars meeting or exceeding grade level proficiency standards	25	40	CAASPP ELA	Annually
June 2021	3-5	English Learner	increase the percentage of scholars meeting or exceeding grade level proficiency standards	25	35	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	increase the percentage of scholars meeting or exceeding grade level proficiency standards	25	35	CAASPP ELA	Annually

**Supplemental Literacy Materials**

**\*Students to be served by this Strategy/Activity**

Unduplicated scholars/all scholars

**\*Strategy/Activity - Description**

This strategy is for the primary benefit of unduplicated students (UPP = 56%). To close the equity gap particular attention will be placed on analyzing and planning instruction for English Language learners as this population has performed lower than other identified student groups. This population also makes up part of Cadman's unduplicated student population (9.8%) so LCFF/DIISUP funds have been allocated for supplemental supports for the primary benefit of these students. The 2019 California Dashboard indicates that scholars who are Socioeconomically Disadvantaged are now scoring in the Blue Performance Level. This is a positive trend and we will continue to utilize the identified supports and strategies to solidify the growth over time.

Unduplicated students are traditionally lower performing in ELA and the site decided to use LCFF funds for the supplemental support of various classroom supports around Tier 1 instruction and Guaranteed and Viable Curriculum as well as intervention program. The site did an evaluation and determined that additional materials will need to be purchased such as leveled readers for classroom libraries and materials to support teacher developed intervention strategies. The site plans to continue to utilize the identified strategies and supports to solidify the growth of scholars in the Unduplicated category.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00436C	Library Books	\$1,500.00	\$1,500.00	0043-09800-00-4201-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Purchase materials from Literary Guild to support GVC.
N00436L	Non Clsrm Tchr Hrly	\$6,542.00	\$8,000.21	0043-30100-00-1957-2100-0000-01000-0000	Title I Basic Program	[no data]	Provide visiting teachers for PLC time for staff. Fund literacy intervention for scholars.
N00436Z	Supplies	\$3,589.00	\$3,589.00	0043-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Funding for classroom and intervention supports for ELA.

**Literacy Intervention Teacher**

**\*Students to be served by this Strategy/Activity**

Unduplicated scholars/All scholars at Cadman who are not yet meeting grade-level proficiency in reading.

**\*Strategy/Activity - Description**

Historically, unduplicated students are lower performing in core content areas. Each cycle will have flexible grouping based on the data. Scholars who maintain their reading levels are "exited" and new scholars are added. The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of four to six scholars at a time seeing eight

## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year. This strategy will begin once we are able to return to in person and/or appointment based learning on site and utilizing the Health and Safety Guidelines required.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0043X	Interprogram Svcs/Paper	\$1,000.00	\$1,000.00	0043-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Funding to support need for printed intervention materials.
N00436A	Non Clsrn Tchr Hrly	\$3,680.00	\$4,500.27	0043-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Funding for retired teacher to support literacy intervention work.

## Professional Development

### \*Students to be served by this Strategy/Activity

All students will benefit from this strategy.

### \*Strategy/Activity - Description

During PLCs throughout the school year, teachers will work on grade level teams to monitor student data, design and implement literacy strategies that support Tier 1 instruction and Guaranteed and Viable Curriculum.

- Utilize the Instructional Leadership Team- analyze data, plan PD
- Schedule PLCs- ELD strategies and focused on student learning
- Utilize ELD Framework, ELD Bundles, Designated ELD curriculum
- Provide additional intervention cycles for TK-3 literacy intervention (3 cycles)
- Analyze the FAST aReading Universal Screener assessment to determine learning targets

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N004338	Prof&Curriclm Dev Vist Tchr	\$4,865.00	\$5,949.40	0043-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Funding to support teacher professional development.



## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

The strategies that the site implemented to improve the area of Mathematics continue to show that scholars are making progress. Staff continue to work in PLCs and Grade level teams to deepen their understanding ways to teach Math Fluencies and Word Problems for academic impact for scholars. Assessment and data analysis continue to be critical components of the Math work at Cadman. Staff are refining their assessment practices and narrowing the number of problems in assessments so they are able to truly determine patterns, trends, and plan for the next steps instructionally for scholars. School closures in March interrupted the daily instructional routines and we found there to be challenges in providing math instruction virtually. This did improve over the time from March through the end of the year in June.

Cadman will continue to focus on Mathematics - specifically, Mathematics Fluencies and Word Problems as these have been identified as areas of need through CAASPP, FAST aMath Universal Screeners, and classroom data. The California Dashboard for 2019 indicates that the student group of "All Students" had a GREEN indicator. This indicates that the emphasis we are placing on Mathematics is making an impact.

The CAASPP shows the following data trends for students who met or exceeded the grade-level standards:

- 2017:

- Grade 3 - 84%
- Grade 4- 64%
- Grade 5 - 30%
- Overall - 57% = 74 scholars

- 2018:

- Grade 3 - 68%
- Grade 4- 32%
- Grade 5 - 59%

- Overall - 54% = 85 scholars
- 2019:
  - Grade 3 - 78% (2018-19 SPSA goal was 75%)
  - Grade 4- 46%
  - Grade 5 - 52% (2018-19 SPSA goal was 50%)
  - Overall - 60% = 74 scholars

Overall, scholars have been making progress toward proficiency.

We will move this goal forward into 2020-2021, as we were not able to gather enough or consistent data of progress for the scholars due to the school closures with COVID-19 and the state assessments being suspended for the spring. We will also be including a site-based metric for more frequent data analysis.

### \*Major Differences

Based on data analysis, the stakeholders agree that mathematics is a continued area of focus at Cadman. The site is developing new ways to instruct, assess and provide feedback for mathematics in Virtual Online Learning. The staff are utilizing the revised mathematics resources provided by the District Math department to provide instruction in the essential standards and assignments for each grade level. They are also able to provide a digital math toolkit for scholars to support their mathematical reasoning and processing. Assessments are being given at the Point of Need rather than as a whole year pre-assessment of skills.

### \*Changes

The staff will continue to learn more about strong Tier I instruction in the area of mathematics. We will strengthen instructional practices and assessment by analyzing data and decreasing the amount of assessment items used in order to understand the next steps and learning targets for our scholars as we work strategically to move them into the Sphere of Success. Learning targets will be discussed with the scholars so they are able to articulate what they are learning and to advocate for what they need to become more successful mathematicians.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	60%	70%	CAASPP Math	Annually
June 2021	TK-5	Increase the percentage of scholars meeting and exceeding grade level standards	61%	70%	End of Unit Assessments	Progress Reporting periods- 3 times per year

**\*Identified Need**

Scholars in 3rd grade have consistently met or exceeded the standards in mathematics as measured by the CAASPP Math at a higher rate than the 4th and 5th grade scholars exceed. This data is drawn from the California Dashboard and the CAASPP. Given the fact that state assessments were suspended for the 2020 spring term, we do not have data that indicates if this same pattern happened in the 2019-2020 school year. The 2019 CA Dashboard indicates that at Cadman, All Students are in the Green Performance Indicator. In math, our scholars were at 14.1 points above standard, which is an increase of 11.1 points from 2018. Given the small size of Cadman, the only other two student groups that have Dashboard performance colors: Socioeconomically Disadvantaged and Hispanic. For 2019, both student groups are in the Green Performance Level for math. We have no student groups in the Orange or Red categories.

English Learners, Students with Disabilities, continue to be student groups that will be focused on at Cadman. Three-year trend data indicates that both of these student populations have had variations on their proficiency levels in SBAC. English Learner data indicates the following for scholars meeting or exceeding standard: 2017=27% (11 scholars), 2018 = 33% (18 scholars), and 2019= 18% (11 scholars). Data for Students with Disabilities indicates the following: 2017 = 30% (10 scholars), 2018= 7.7% (13 scholars) and 2019 = --% (8 scholars) which is not enough to get an accurate percentage as you need 10 scholars in a student group for data to generate. We will continue to use this data, as we did not have Spring 2020 data due to the school closures for COVID-19.

Site data based on Elementary Progress Reports and End of Unit Assessments indicate that 61% of scholars were meeting or exceeding standards during the 2019-2020 school year.

In support of district wide initiatives, we are also including AMOs for English Learners, Students with Disabilities, and Black or African American student groups. The 2019 CA Dashboard has no performance color for the English Learner student group, but they were large enough in that year to have data. Our Students with Disabilities and Black or African American student groups are too small to have state testing data displayed. For these groups, we will look at site-based metrics as applicable.

**\*Online Learning Implications**

The structures we have in place to monitor and evaluate effectiveness of supports to students in the acceleration of mathematics are:

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators

## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards	18	25	CAASPP Math	Annually
June 2020	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	12	25	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of scholars meeting or exceeding grade level standards	50	75	CAASPP Math	Annually

### **Tier 1 Instruction Supports**

#### **\*Students to be served by this Strategy/Activity**

At Cadman, we will focus on improving student outcomes for all students in the area of mathematics.

#### **\*Strategy/Activity - Description**

During PLCs and other trainings, teachers will work collaboratively to determine what supplemental instructional supports they need to meet the academic needs of their scholars in order to offer a Guaranteed and Viable Curriculum and Tier 1 Instruction such as Math and Literacy Materials to support Designated English Language Development. Using vital Title I money for these supplemental instructional supplies supports helps Cadman provide our scholars with the materials they need to be successful in mathematics.

#### **\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N004331	Interprogram Svcs/Paper	\$3,500.00	0043-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	Funding for classroom and intervention supports that require printed materials for students.
N00436S	Supplies	\$8,870.00	0043-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Funding for supplemental instructional materials for math.

### **Professional Development - Math**

#### **\*Students to be served by this Strategy/Activity**

We had a specific focus on our unduplicated students for supplemental supports for math, as we know that historically this group is underperforming. We set goals for the three student groups we are focusing on this year - English Learners, Black or African American and Students with Disabilities, to narrow the achievement gap for these scholars.

## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Strategy/Activity - Description**

We determined a need for supplemental support for professional development for the primary benefit of our unduplicated students while all scholars at Cadman will benefit from these activities. Teachers will have release days to analyze math proficiency data at Instructional Leadership Team meetings monthly. Site-wide, we will have an English Language Development (ELD) focus at administrator-led Professional Development meetings and during Professional Learning Communities (PLCs) to increase Math Academic Language. There will also be a math-focused professional development specifically looking at word problems, Math Fluencies and setting specific learning targets. Cadman will also be collaborating with the Office of Language Acquisition for Professional Development and learning strategies directly related to integrated and designated ELD that can be used to support student learning in math.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00432E	Prof&Curriclm Dev Vist Tchr	\$4,089.00	\$5,000.44	0043-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Funding to support teacher professional development.

## **Goal 4- Supporting English Learners**

### **Call to Action Belief Statement**

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### **District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### **Annual Review of This Goal: SPSA Reviewed 2019-20**

#### **\*Analysis**

For the 2019-2020 school year, we set a goal that a minimum of 100% of scholars, who are determined to be English learners eligible for reclassification, would be reclassified. As of June 2020, we were at 100%. We met the reclassification goal.

In the 2019-2020 school year Cadman, teachers continued to implement Integrated English Language Development into their daily instructional schedules. We received site support from the Office of Language Acquisition with the implementation of Designated ELD. In January 2020, the site received Designated English Language Development resources that the district purchased from Benchmark. We had professional development on the new resources and began to implement them with identified scholars. This additional resource supports strong Tier 1 instruction and student progress towards meeting proficiency standards in all academic areas for our EL population. The site will provide support for English learners in acquiring English and accessing grade level content. Classroom and resource teachers will collaborate to analyze the effectiveness of providing instruction that is more individualized with strategic supports for ELA and other content areas. There will be support in professional development and PLCs to strengthen the planning for and instruction of all English learners.

Given the school closures in March of 2020, we do not have any Summative ELPAC data for 2020. Our analysis and instructional planning will be based on the 2019 Summative ELPAC data. Data has been identified in Hoonuit a district database.

ELPAC data analysis (2019) indicated the following for ELs scoring at a proficiency level of 3 (Moderately) or 4 (Well Developed):

- Overall - 62% ( 8/13 scholars)
- Oral Language Performance - 69% ( 9/13 scholars)
- Written Language Performance - 39% (5/13 scholars)
- Listening Performance- 85% (11/13 scholars)
- Speaking Performance - 92% (12/13 scholars)
- Reading Performance - 84.5% - (11/13 scholars)
- Writing Performance- 92% ( 12/13 scholars)

ELPAC data analysis (2018) indicated the following for ELs scoring at a proficiency level of 3 (Moderately) or 4 (Well Developed):

- Overall - 61% ( 11/18 scholars)
- Oral Language Performance - 72% ( 13/18 scholars)
- Written Language Performance - 33% (6/18 scholars)
- Listening Performance- 33% (6/18 scholars)
- Speaking Performance - 50% (9/18 scholars)
- Reading Performance - 5% - (1/18 scholars)
- Writing Performance- 22% ( 4/18 scholars)

#### **\*Major Differences**

The focus will be narrowed to the individual level versus a group level of instruction. Current, the numbers of English learners in any single classroom is small - 1 to 4 scholars. Narrowing the breadth of our goals allows us to create a new deeper focus on individual scholars in order to support them in making explicit instructional gains through targeted supports at their current language levels and academic need. This work will be supported through site PDs, PLCs and collaboration with the Office of Language Acquisition on research-based practices for English learners.

Given the ELPAC data in 2019, we are seeing significant progress in performance levels for English Learners. We saw a significant progress in the areas of Listening, Speaking, Reading, and Writing. As school we have continued to build on a strong Tier 1 instruction with integrated and designated language supports being utilized for ELs. The planning time in PLCs and Professional development focused on English Language Development creates a way for teachers to collaborate as they have small groups in their classes.

#### **\*Changes**

We will continue to collaborate with the Office of Language Acquisition on the ELD/ELA Framework, the use of Designated ELD curriculum and the ELD Bundles for the Literacy Standards. This will provide a plan for increasing Language Acquisition for identified Language Learners. The goal will be to increase Reading and Writing Performance on the ELPAC for Language Learners and to maintain the reclassification rate of 100%.

### \*Integrated English Language Development

Professional development led by the principal and the OLA Resource Teachers will include specific tools and strategies to strengthen the Designated English Language Development in the classrooms. Walkthroughs/observations will take place on a regular basis to observe instruction. Currently we are in an online format so observations will be done virtually. Feedback will be provided and goals for student progress will be established during PLCs throughout the year.

### \*Designated English Language Development

Professional development will include specific topics for Designated ELD. Teachers will meet in PLCs to analyze data with an emphasis on target students - English Learners and ELs that are dually identified as Students with Disabilities. Classroom teachers will adjust lessons and instructional practices as needed to support student learning. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Designated ELD blocks will be evident in all classroom schedules.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the proficiency percentage of students meeting or exceeding grade level standards in ELA	27	30	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards in Math	18	25	CAASPP Math	Annually
June 2021	TK-5	English Learner	Increase the percentage of scholars meeting or exceeding grade level standards in ELA	35	50	DRA 2	Three times per year at Elementary Progress Reporting

### \*Identified Need

We do not have data for the end of the 2019-2020 school year due to school closures because of COVID-19. Analysis will be based off 2019 data and site based data in ELA and mathematics.

On the 2019 CA Dashboard, our English Learner student group did not have a performance color for ELA or math. The 2019 SBAC data indicated that 27.3% (11 Scholars) were meeting or exceeding standards in ELA and 18.2% (11 scholars) were meeting or exceeding standards in Mathematics. The Reclassified EL group data indicated that 80% (10 scholars) were meeting or exceeding standards in ELA and 80% (10 scholars) were meeting or exceeding standards in Math.



## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

When looking at ELPAC data, we have a goal of getting all ELs into an Overall Proficiency Level (OPL) of Well Developed and in order to do that, we want all EL scholars at Cadman to move at least one proficiency band. As a site, we are going to focus on the reading and writing proficiency levels of all of our scholars. We will be continuing these goals, as we did not have complete data at the end of the year.

### \*Online Learning Implications

The structures we have in place to monitor and evaluate effectiveness of supports to English Learners in the acceleration of their learning are:

- Formative assessment data will be collected, analyzed and feedback given to students.
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

What systems do you have in place to ensure Integrated and Designated ELD will be implemented with fidelity?

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Professional development will also be offered to teachers across the district serving this English Learner group

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase the Reading proficiency levels to Moderately or Well Developed	8	25	Summative ELPAC	Annually
June 2021	TK-5	English Learner	Increase the Writing Performance level to Moderately or Well Developed	23	40	Summative ELPAC	Annually
June 2021	TK-5	English Learner	Increase the reclassification rate	100	100	Summative ELPAC	Annually

### Literacy Intervention - EL/UPP

#### \*Students to be served by this Strategy/Activity

Students identified as English Learners (unduplicated pupils) will be served by these strategies. We have a small population of English Learners at Cadman, which allows us to work at the individual student level to monitor student data and develop classroom supports and interventions. The site will continue to use the Benchmark Designated ELD curriculum to support the Language development for English Learners.

Due to school closures we need to continue to gather data as standardized assessments were suspended at the end of 2020 due to COVID-19

**\*Strategy/Activity - Description**

A retired classroom teacher that started this work at Cadman in the 2018-2019 school year will support the Literacy Intervention cycles again for the 2020-21 school year. Her knowledge of reading intervention programs made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of four to six scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year. We will resume this practice once we have scholars back on campus. The cycles and group size may be adjusted based on appointment based options and health and safety protocols.

In order to achieve these goals we will implement:

- Close monitoring of Literacy and Writing assessments of English Learners to track progress at PLCs and Reporting Periods
- Implementation of designated ELD - daily
- Differentiated instruction and supports targeted to English Learners
- Utilize PLC Planning Time

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper	0043-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0043X	Funding for intervention materials that need to be printed.
	Non Clsrn Tchr Hrly	0043-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N00436A	Funding for intervention teacher.

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

This was a new SPSA goal for the 2019-2020 school year. In 2019-2020, we were able to collect data on scholars until March 13th when schools closed due to COVID-19. We had 2 data cycles for the DRA2 and Progress toward IEP goals was based on data through the second reporting period.

Given the closure these goals were not able to be fully analyzed and will be carried over in the 2020-2021 school year. The 2020-2021 school year has opened in an online format and data is being gathered through assessment and synchronous and asynchronous learning.

DRA2 data from March 2020 indicated that 28% of the students with disabilities were meeting or exceeding grade level expectations. The target percentage for the full year had been 25% so at the time of the last data collection, this goal was met.

IEP goal data was not as precise. When Progress reports were given, scholars were making progress toward their goals in the area of mathematics. Given the closure, we do not have an accurate percentage for target completion.

#### \*Major Differences

We anticipate being able to gather a full year of progress data in the 2020-2021 school year. This was not possible in the 2019-2020 year due to school closures. In the online model, IEP Supports are being provided in synchronous, asynchronous, and small group online options. The SAI providers work in breakout rooms with the General Education teachers to pull small groups, and offer additional online group sessions to support in the completion of the classroom assignments.

**\*Changes**

Mid-October students will be brought onto campus for appointment-based assessments as needed for specialized support during site-closures. This will be done in collaboration with the Integrated school team to determine student need. The team will also consider adjustments to online learning that would increase the success for scholars with disabilities.

**\*Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Increase the percentage of students meeting and exceeding grade level standards in ELA	28	50	DRA 2	3 times per year
June 2021	TK-5	Increase the percentage of students meeting or exceeding standards in Math	7.7	25	Progress Reports on IEP Goals	3 times per year

**\*Identified Need**

We are seeing that these students are starting to plateau once they shift out of early guided reading levels and they are not able to be as successful with longer pieces of text. As a site, we are working together to build upon the decoding skills of these scholars and identify the specific comprehension skills they need to improve their overall reading achievement. We are working closely with para educators and classroom teachers to identify standards from CCSS that most closely align to the IEP goals set for students.

Cadman currently has 18 students with disabilities. Our Students with Disabilities group (grades 3-5) is too small to have ELA and math data reported on the 2020 CA Dashboard. All students have an Individualized Education Program (IEP) that provides access to the general education instruction. We are continuing to determine individual schedules for each scholar to ensure opportunities are provided to access their grade level instructional program. Our goal is that by June 2021, all students with disabilities will have an individual schedule. Currently 100% of our Special Education scholars are rostered in general Education classes. In online learning scholars have a schedule of synchronous live instruction with their classroom teacher. During that time SAI and Related Services are provided through, collaboration, co-teaching and use of breakout rooms. Additionally, there is asynchronous material to be completed independently in the afternoon. SAI and Related services are also provided through ZOOM and teletherapy. Each schedule will indicate the days and times that they are receiving Specialized Academic Support both within and apart from the general education classroom. This will maximize their learning opportunities with their grade level peers. We will continue the goals set in 2019-20 into the 2020-2021 school year in order to have the opportunity to have three cycles of data collection for analysis.

**\*Online Learning Implications**

The structures we have in place to monitor and evaluate effectiveness of supports to Students With Disabilities Learners in the acceleration of their learning are:

- Implementation of IEP Services in Online Learning Setting
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.

What systems do you have in place to support the implementation of IEP services during online learning?

## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).  
 -All staff will be working as a team to support all students to accelerate their learning.

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Increase time in General Education settings	75%	100%	Progress Reports on IEP Goals	3 times per year

### Student Monitoring

#### \*Students to be served by this Strategy/Activity

All students will benefit from the strategies that will be implemented at the site. Particular emphasis and data analysis will take place for Students with Disabilities and scholars who are dually identified as English Learners to support instructional gains based on student strengths and gaps.

An additional group of scholars will be monitored to determine if creating additional intervention opportunities will accelerate their academic progress and decrease their potential referrals for Special Education support. We have identified a group of second and third graders that have been making very slow academic progress in reading and writing. They have had access to strong Tier 1 instruction yet they are not retaining the material once they have learned it. We are continuing to seek specific reading interventions that will provide additional opportunities to gain the skills necessary for progress toward grade level standards. We are working on increasing our support for this particular group by running additional diagnostic assessments and trying new research based strategies. We believe if we can figure out how they learn best, we will prevent them from entering into the pipeline to Special Education.

#### \*Strategy/Activity – Description

Additional hourly time has been funded by Title I monies so that we can have para professionals support students on their caseloads during intervention activities. In addition, we will:

- Hold regular Special Education Team Meetings
- Integrate Special Education teachers into PLCs
- Monitor attendance, literacy and math scores monthly

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N0043V	Classroom PARAS Hrly	\$226.00	\$300.10	0043-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	Additional support for literacy groups.

**\*Additional Supports for this Strategy/Activity**

- Substitute support for Special Education Teachers
- Supplies for literacy materials

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards	33%	75%	Grades	Annually

### \*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Cadman Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Cadman Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Cadman Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Cadman Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Cadman Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Cadman Elementary is to maintain or increase the percentage of diverse educators from current year to the following school year.

### \*Identified Need

Our African American (Black) student group is too small to have any data reported on the 2019 CA Dashboard. In support of the District initiative to support Black Youth, Cadman will focus on reviewing grade for scholars to track progress of meeting or exceeding grade level standards. Elementary Progress Report Grades will be utilized in this analysis. This is a new goal for the 2020-2021 school year. Currently 33% of our scholars were meeting or exceeding grade level standards in both ELA and Mathematics.

**\*Online Learning Implications**

The systems we have in place to monitor and evaluate effectiveness of systems that support and provide equitable instruction for black youth who may also identify as African American are:

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Small Group Intervention****\*Students to be served by this Strategy/Activity**

Black or African American Youth who are not yet meeting grade level standards based on an analysis of progress reporting grades and collaboration with their grade level teacher will be provided additional interventions. A retired teacher will provide additional literacy interventions using the Fountas and Pinnell Leveled Literacy Intervention kit.

**\*Strategy/Activity – Description**

Literacy and Math small group interventions will be provided to increase progress toward grade level standards. The groups may happen during synchronous, asynchronous or small group learning times based on student need. The groupings will be flexible and address skills needed in the moment to increase progress.



## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

In the 2019-2020 SPSA, Cadman set three goals for Parent Involvement and Community Engagement:

- Increase the percentage of parents responding "Strongly Agree" in Indicator 1- School allows input and welcomes parents' contributions from all parent groups. ( Baseline 53% , Target Percentage 60% , measure CAL - SCHLS (CSPS))
- Increase the percentage of parents responding "Strongly Agree" in Indicator 2- School encourages me to be an active partner with the school in educating my child. ( Baseline 55% , Target Percentage 60% , measure CAL - SCHLS (CSPS))
- Increase the percentage of parents responding "Strongly Agree" in Indicator 3- School actively seeks the input of parents before making important decisions from all parent groups.( Baseline 34% , Target Percentage 60% , measure CAL - SCHLS (CSPS))

Given the School closures on March 13, 2020, the site was not able to administer the CAL Schools survey to parents. There for there is no official data to analyze. Therefore, this goal will carry over to the 2020-2021 school year.

Parents are provided with a variety of opportunities to be part of their scholar's journey at Cadman. Parents are able to volunteer in their child's classroom, on field trips and as part of special projects on campus. We have strong parent support for the PTA and site-based committees such as the School Site Council. Families are able to start their day with their scholars at Walking Club where our scholars are able to get their brain's engaged for a day's worth of learning by starting with a wellness activity and then participate in our whole school morning opening so they are included in our pledge of allegiance, site updates, a song, and the Cadman pledge. Families are contacted regularly to share academic and behavioral improvements based on progress and play a vital role in the success of their scholar at Cadman. These are currently being done through virtual online methods, as schools are not yet open for in person instruction. Once we reopen for in person instruction, we will follow the Health and Safety Guidelines for safe gatherings.

### \*Major Differences

We continue to seek ways to gather more input and participation from all families at all school activities. There is a core group of parents who are helping the administrative team to develop new ways to engage Cadman families and keep them informed of upcoming events and the importance of daily attendance. We are now exploring additional ways to engage families in virtual formats. We are finding that our participation is increasing for some of the meetings, as families are able to access the meeting and/or event from any location.

### \*Changes

Meaningful input from families is essential as we continue to build strong academic and behavioral supports across Cadman. The collaboration of all stakeholders will provide additional support for Cadman making the goals we have set for Goal 1 supporting a Safe, Collaborative and Inclusive Culture of learning at Cadman. This year, the PTA is helping with the attendance incentives to increase positive rates of attendance.

### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1- School allows input and welcomes parents' contributions from all parent groups	53%	60%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in indicator 2- School encourages me to be an active partner with the school in educating my child.	55%	60%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3- School Actively seeks the input of parents before making important decisions from all parent groups	34%	60%	CAL - SCHLS (CSPS)

### \*Identified Need

Due to school closures we were not able to administer the 2019-2020 California Healthy Schools Survey for any group (Staff, Students - grade 5, Parents). Therefore, we will continue to use this data and carry it over as our baseline and target data for 2020-2021. The California Schools Parent Survey (CSPS) 2018-19 indicated that in the indicator of "Parental Involvement" that we have room to grow.

- School allows input and welcomes parents' contributions - 53% Strongly agree, 43% Agree, 3% Disagree and 1% (N/A)
- School encourages me to be an active partner with the school in educating my child - 55% Strongly Agree, 45% Agree
- School actively seeks the input of parents before making important decisions - 34% Strongly Agree, 32% Agree, 9% Disagree, 5% Strongly Disagree, 19% (N/A)

### \*Online Learning Implications

The systems we have in place to monitor and evaluate effectiveness of systems that support and engage parents and families are:

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
  - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
  - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	Increase the attendance at the SSC meetings	70%	90%	Committee Attendance

### Parent Meetings

#### \*Families to be served by this Strategy/Activity

All families will benefit from implementing additional strategies for communication, input gathering and providing timely and relevant feedback.

#### \*Strategy/Activity - Description

At Cadman, parent involvement is integral to the success of our scholars. We hold a variety of meetings on campus such as morning opening activities, parent meetings with the PTA, community garden club, SSC (that contains our ELAC). We also have Family Fridays five times a year that provides parents a variety of learning opportunities and then they have time to read together with their scholar. As a site, we plan to increase communication and input gathering in the following ways:

- SSC/ELAC
- Administer the California Schools Parent Survey
- Identify and problem-solve with key parent leaders

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N004361	Inservice supplies	\$200.00	0043-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	Supplies for parent meetings and material distribution
N00436H	Supplies	\$680.00	0043-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Supplies for families to support onsite and online learning

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

In the 2019-2020 school year, professional development and PLC time was dedicated to improving literacy proficiency in an effort to increase the promotion/graduation rate for scholars in grades three and five. Due to school closures on March 13, 2020, data was gathered through DRA2 two times per year and the aReading (Universal Screener) in FAST two times per year as well. Having two different measures of a scholar's reading level to compare was beneficial and provided classroom teachers with additional methods to stretch readers to a higher proficiency level. This work was supported through classroom observations with feedback as a way to strengthen Tier 1 instruction for all scholars. Teachers worked as teams to plan and adjust instruction based on data.

In 2019-2020, our goals for Graduation/Promotion Rate were that 80% of the 3rd graders and 80% of the 5th graders would meet or exceed their grade level DRA. By the end of the second assessment cycle in the 2019-2020 school year, 53% (16/30) 3<sup>rd</sup> graders met or exceeded Level 38 in DRA2 and 59% (13/22) of 5<sup>th</sup> graders met or exceeded level 44 in DRA2. Progress was being made toward the goal, yet not having a third data cycle does not allow us enough data to determine if the goal was met.

The goal will be carried forward into the 2020-2021 school year where there will be three cycles of data to analyze.

#### \*Major Differences

The student groups that still needed additional support to make grade level progress were English Learners and Students with Disabilities. This focus will remain for 2020-2021.

**\*Changes**

We are continuing to include 3rd graders in the three literacy intervention cycles for the 2020-2021 school year. This will strengthen the support they receive at the start of the school year and work to eliminate any regression from the summer in an effort to provide them a stronger foundation for their learning for the year.

The cycles may need to be adjusted based on when we are able to begin in person instruction on site. Additionally group size may also change based on Health and Safety guidelines.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level (Level 38)	53%	80%	Grade 3 ELA Reading	3 times per year
June 2021	5	Increase the percentage of students reading at or above grade level (44)	59%	80%	Grade 5 ELA Reading	3 times per year

**\*Identified Need**

We looked at data regarded to students' reading levels for last year's 2nd and 4th graders as well as Grade 4 CAASPP performance on the ELA in order to create the goals for this year. For our AMOs, the first focus will be on the ten scholars who are identified as students with disabilities in grades 3-5 to increase their reading proficiency levels. The second focus will be on the scholars who are identified as English Learners in Grades 3-5 to increase their reading proficiency levels. None of the scholars in this grade span are dually identified. The third group we will focus on will be Black Youth to increase their academic progress on the CAASPP. We will additionally use site level DRA data for each of these student groups.

**\*Online Learning Implications**

The systems we have in place to monitor and evaluate effectiveness of systems that support students' attendance, engaging in learning, on track for graduation/promotion are:

- Attendance/Chronic Absenteeism related**
- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
  - Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
  - Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

## Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students reading at or above grade level	27.3%	40%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students at or above reading proficiency level	7.7%	40%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students reading at or above grade level	25%	50%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students reading at or above grade level based on the DRA	25%	50%	Other (Describe in Objective)	Three times a year at Progress reporting times (DRA)
June 2021	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level based on the DRA	33%	50%	Other (Describe in Objective)	Three times per year at Progress Reporting times (DRA)
June 2021	3-5	Black or African American	increase the percentage of students reading at or above grade level based on the DRA	25%	50%	Other (Describe in Objective)	Three times per year at Progress Reporting times (DRA)

### Literacy Intervention Cycles

#### \*Students to be served by this Strategy/Activity

All Students will benefit from the additional focus on literacy to increase their proficiency levels. There will be a continued focus on English Learners and Students with Disabilities. African American or Black Youth will be added as a group of students to be monitored per school district initiatives.

**\*Strategy/Activity - Description**

A retired classroom teacher that started this work at Cadman in the 2018-2019 school year will support the Literacy Intervention cycles again for 2020-21. Her knowledge of reading intervention programs and the needs of English Learners, Black Youth and Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year. These cycles may have to be adjusted and group size altered based on the Health and Safety guidelines provided to schools during our re-opening phases.

In addition, the following will be used to promote literacy instruction:

- Monitor Literacy scores on the DRA2 3 times per year
- Utilize the FAST aReading Universal Screener 3 times per year to monitor progress
- Work with teachers to set individual learning targets for scholars based on data
- Provide time in PLCs for data analysis and Instructional Planning using the Fountas and Pinnell Literacy Continuum and the Critical Concepts.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N004371	Non Clsrm Tchrr Hrly	\$6,542.00	\$8,000.21	0043-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmt	Funding for literacy acceleration to meet graduation/promotion goals

**\*Additional Supports for this Strategy/Activity**

- Provide Visiting Teachers for PLCs
- Purchase Literacy supplies and books
- Fund literacy intervention to include third graders.

## STEAM

### Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

### STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

At Cadman, we are continuing to weave STEAM into daily instructional practices. All grade levels have been looking at STEAM instructional materials and delving into the NGSS and district-developed units that have modified our district adopted FOSS kits for each grade level. Time is being provided for teachers to learn and collaborate during PLCs and site professional development days. Co-planning with the administrator happens during PLC days. Currently virtual walkthroughs to observe the STEAM lessons and provide feedback are scheduled throughout the school year. During online learning, STEAM instruction continues to be a focus and observed. One we return to campus there will be additional opportunities to see instruction in person.

### STEAM:

- As a Cluster, Clairemont schools are entering the third year of the TK- 2nd grade STEAM Innovations initiative. This includes:
  - Summer STEAM Workshop and STEAM Institute
  - Project Launch Fall 2020 for Grade 2
  - Continued work in TK- 1st for STEAM
  - STEAM Block curriculum materials and ongoing professional development
  - A learn by doing sequence of workshops
- Thematic Strands
  - Literacy & Numeracy
  - NGSS
  - Integrated Project-Based Learning
  - STEAMing it UP



Currently all professional development for STEAM is virtual. The district has adjusted the curriculum it provides for the teachers to align with their online learning in their classrooms. This has been very supportive and creates a collaborative culture of shared lessons and learning in support of scholars.

## **School Leadership Actions**

### **Leadership Practice**

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

The ideal state at Cadman is designed with a Safe, Collaborative and Inclusive Culture that promotes high academic standards while meeting the individual and collective needs of the scholars. To achieve this the team at Cadman is working on:

- Student Centered Decisions that focus on moving all students into the Sphere of Success with strong Tier 1 instruction.
- Standards Based Instruction is at the core of the program. Teachers and staff will develop lessons that meet the needs of the scholars based on assessments and data
- Teachers and staff as partners of learning with scholars to facilitate the learning process
- Integrating supports for scholars who are in need of additional supports to meet grade level standards
- Creating opportunities for scholars to thrive and grow in online learning
- Expanding the ways scholars know they matter as individuals, in their classes, in our school and in their community

In order to achieve this as the leader of Cadman I will focus on:

#### **Leading during online learning by:**

- Beginning with relationships and knowing individual situations and needs (student, family, staff) in order to access resources or make adjustments as needed
- Communicating regularly with individuals and groups to provide information and gather feedback on what is working and what can be improved upon during online learning
- Monitoring attendance closely and determine the tiers of attendance support needed including wrap around and who is poised to provide that assistance
- Maintaining a stance of flexibility, kindness and grace while navigating the changes that occur in online learning and the phases of re-opening
- Providing feedback and observations in online settings with a lens on English Learners, Students with Disabilities and Black Youth.

#### **Strengthening Professional Learning Communities (PLCs) by:**

- Co-creating the agendas with the ILT
- Requiring data and student work samples at every PLC
- Creating strategic partnerships (TK-1st, 2nd /3rd, 4th/5th)
- Creating a Culture of Action and Accountability

- Designing Specific Learning around Mathematical Mindsets, Habits of Mind and Interactions
- Focusing on setting Learning Targets for scholars
- Calendaring Classroom Observations & feedback specific to PLC work
- Focusing on the progress of English Learners, Students with Disabilities and Black Youth through data and celebrations of progress

**Strengthening Tier 1 Instruction by:**

- Linking the work at the PLC to the Tier 1 instruction using the Critical Concepts and other Resources
- Providing specific feedback to teachers and students related to the Learning Targets created at the PLCs
- Planning for differentiated instruction and interventions
- Working with teachers to have concentrated blocks of time for Literacy and Math in their daily schedules
- Utilizing the Learning Partnership Bridge & Sphere of Success to shift beliefs (staff and student)
- Strategically planning for point of need instruction for English Learners, Students with disabilities and Black Youth - identifying by name, strengths and need

**Strengthening Guaranteed and Viable Curriculum by:**

- Linking the work at the PLC to the Tier 1 instruction using the Critical Concepts and other Resources
- Providing specific feedback to teachers and students related to the Learning Targets created at the PLCs
- Planning for differentiated instruction and interventions
- Working with teachers to have concentrated blocks of time for Literacy and Math in their daily schedules
- Utilizing the Learning Partnership Bridge & Sphere of Success to shift beliefs (staff and student)
- Utilizing the Benchmark ELA/ELD curriculum to strengthen and accelerate literacy instruction
- Planning for online learning with high quality instruction and using flexibility when needed to adjust for the online instruction based on student and family need

**Professional Development – 3 Areas of Focus****Literacy:**

- As a school we will be learning the new Benchmark ELA/ELD curriculum to provide a guaranteed and viable curriculum for all scholars.
- Emphasis will be placed on grade level planning and collaboration during PLCs and PDs. Additional time will be spent to collaborate about online learning and the resources needed.
- Exploration of how to support English Learners as they gain language and literacy proficiency through Integrated and Designated ELD instruction
- Focus on the district initiatives for English Learners, Students with Disabilities and Black Youth as they relate to instructional practices in the area of literacy.

**Mathematics:**

- As a school, we determined that Math would be an area of focus for us in the 2020-21 school year based on data- CAASPP, aMath (FAST), classroom assessments
- There will be a continued focus on the Math Fluencies at all grades to build the nimbleness with numbers that is required when problem solving and justifying math reasoning.
- We will continue to expand our work with scholars in the area of becoming proficient at solving Word Problems.
- Focus on the district initiatives for English Learners, Students with Disabilities and Black Youth as they relate to instructional practices in the area of mathematics.

**STEAM:**

- As a Cluster, Clairemont schools are entering the third year of the TK-2nd grade STEAM Innovations initiative. This includes:
  - Summer STEAM Workshop and STEAM Institute
  - Project Launch Fall 2020 for Grade 2
  - Continued work in TK-1st for STEAM
  - STEAM Block curriculum materials and ongoing professional development
  - A learn by doing sequence of workshops

## Thematic Strands

- Literacy & Numeracy
- NGSS
- Integrated Project-Based Learning
- STEAMing it Up

As a site, we will focus on the district initiatives for English Learners, Students with Disabilities and Black Youth as they relate to instructional practices in the area of STEAM. STEAM incorporates literacy, math and language strategies in the lessons provided. Supports are listed to support English Language Learners through both Integrated and Designated Language supports that are identified in the lessons.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**APPENDIX A**

**BUDGET SUMMARY**

# Cadman Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 21,399.31

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 51,618.63

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$14,629.61
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$14,629.61

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$15,589.71
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 15,589.71

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$51,618.63

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Cadman Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 4,089.00	
			1957	Non Clsrm Tchr Hrly		\$ 3,680.00	
			3000			\$ 1,731.71	
			4201	Library Books		\$ 1,500.00	
			4301	Supplies		\$ 3,589.00	
				5733	Interprogram Svcs/Paper		\$ 1,000.00
		<b>09800 LCFF Intervention Support Total</b>					<b>\$ 15,589.71</b>
	30100 Title I Basic Program			1957	Non Clsrm Tchr Hrly		\$ 6,542.00
				2151	Classroom PARAS Hrly		\$ 226.00
				3000			\$ 1,532.31
				4301	Supplies		\$ 8,870.00
					5733	Interprogram Svcs/Paper	
		<b>30100 Title I Basic Program Total</b>					<b>\$ 20,670.31</b>
	30103 Title I Parent Involvement			4301	Supplies		\$ 529.00
			4304	Inservice supplies		\$ 200.00	
	<b>30103 Title I Parent Involvement Total</b>					<b>\$ 729.00</b>	
30106 Title I Supplmnt Prog Imprvmnt			1192	Prof&Curriclm Dev Vist Tchr		\$ 4,865.00	
			1957	Non Clsrm Tchr Hrly		\$ 6,542.00	
			3000			\$ 2,542.61	
				4301	Supplies		\$ 680.00
	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>					<b>\$ 14,629.61</b>	
<b>Grand Total</b>						<b>\$ 51,618.63</b>	



**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

---

*Cadman Elementary*

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

*Cadman Elementary* has developed a written Title I parent & family engagement policy with input from Title I parents. Input has been sought through meetings with parents, surveys on Family Fridays, data from the California Healthy Kids Survey and other conversations at PTA and The Clairemont Cluster Community of Schools meetings. This policy outlines how the families, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and the families will build and develop a partnership that will help scholars achieve California's high academic standards.

It has distributed the policy to parents of Title I students.

We will distribute the policy to Families of Title 1 students during the annual Title 1 parent meeting as well as to all families who have scholars who attend Cadman through our Monthly SCOOP newsletter.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The information is given out in our Monthly SCOOP newsletter.
- The Single Plan for Student Achievement has the information included.
- The Policy is posted in our Breezeway with all other important school notices.
- The Policy is posted on our Cadman Website.
- The policy was sent home via School Messenger as we are currently in online learning as we begin the 2020-2021 school year.

To involve parents in the Title I, Part A programs, the following practices have been established:

- We offer a variety of ways for families to receive the information and be involved at Cadman. We recognize that we need to have more than one way for families to be connected to the school process. We are currently working on expanding more ways for families to connect virtually for information and celebrations of success.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- This takes place at multiple times to accommodate the schedules of parents.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

At Cadman we offer: (currently all sessions are virtual)

- A morning session
- An evening session
- A session at the SSC/SGT meeting
- A session at Family Friday

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

We engage families in a variety of opportunities to provide input and review data related to student achievement. We actively seek information from families about how we can improve the supports at Cadman. As we launch the year, we ask about the hopes and dreams of families for their scholars to align our staff in-services, activities and supports.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

We provide data on an individual student basis and also seek input from families on what areas they might see a need to provide support in to increase access to core instruction and achieve high levels of academic and behavioral success.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

This is available through Family Fridays and other in-service opportunities for families where they are able to teach some of the High Impact Reading Strategies that Improve Student achievement. Teachers provide clear information about classroom standards and expectations while keeping in contact with families regularly regarding student progress toward standards.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

All of our site meetings are publicized in a variety of ways and are currently being held virtually:

- School Messenger
- Cadman Webpage

- Parent Information Board in the Breezeway
- Cadman SCOOP

We encourage families to join us for all events and learning opportunities.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

Cadman Elementary School distributes to parents a school –parent compact. The compact, which has been jointly with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school’s responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children’s learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent –teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities.

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

This is done through progress monitoring and meetings with classroom teachers to go over grade level standards and expectations for student growth.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children’s achievement (ESSA Section 1116[e][2]).

Staff provides resources and materials for families to encourage their support of the academic achievement at home.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Parents and staff work collaboratively to support student achievement and social emotional growth. They share tools and resources that they have both found useful when supporting scholars. This connection helps scholars know that they have a circle of support.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Cadman continues to seek input on what families would need in terms of supports and services.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The information is provided in a variety of ways. Translations are used when needed as well as interpreters for meetings.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Input is actively sought from families and then the team at Cadman looks for ways to create new opportunities for parent activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Information is translated into languages other than English
- Interpreters are used for meetings such as an IEP or Parent conferences to provide information in the primary language of the family.
- Input is gathered and shared at small meetings such as Family Friday where parents are able to sit in small groups to discuss a topic and provide input.
- Surveys are provided in multiple languages.

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Parent comments are shared and reviewed in a variety of ways. The staff to look at patterns and trend over time reviews them. Data such as review of SPSA goals and progress and California Schools Data (Student, Staff and Parent) and California Dashboard is provided to parents at Family Friday presentations, SSC/ SGT meetings and through other forms of communication such as our School Newsletter and Website.
- The input is then used to revise the goals and progress monitoring measures to strengthen the instruction for scholars.

This policy was adopted by Cadman Elementary on October 9, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 12, 2020.

Linda Trousdale, Principal

Signature of authorized official here

October 9, 2020

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

---

CADMAN ELEMENTARY SCHOOL  
A CALIFORNIA DISTINGUISHED SCHOOL  
A STAR ARTS SCHOOL

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2020-2021.

*Cadman Elementary* distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility to provide high-quality curriculum and instruction the ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Provide Integrated and Designated ELD instruction
- Instruction delivered through a visual arts methodology
- Extra Guided Reading groups
- Targeted skills instruction



- Targeted extension opportunities for GATE students and students achieving beyond grade level expectations
- Utilize learning styles of individual scholars when instructing
- Conferences are held in November and March
- Progress reports 3 times per year
- Informal and formal parent teacher conferences
- Access to staff before and after school and on minimum days at a time agreed upon by both parties
- Volunteer forms are provided opportunities to assist in classes and with field trips happen
- In an online format due to COVID-19 and Virtual Learning, the school is utilizing ZOOM to meet daily with scholars for live Synchronous instruction, and utilizing Google Classroom and Seesaw platforms to post lessons, have scholars turn in assignments and provide feedback.
- Using online breakout rooms for small group instruction.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

This is done through Parent –teacher conferences where progress toward standards is discussed. Staff also shares assessment data on a regular basis to show student progress. Family Fridays and the SCOOP newsletter are also ways that data and standards are discussed and disseminated. The School Site Council also frequently looks at progress towards data.

In a virtual environment, we are using online platforms such as ZOOM, Google Classroom and Seesaw to connect with families to provide information about grade level standards and expectations.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Parent learning opportunities take place around High Impact Reading Strategies and now in the Area of STEAM (Science, Technology, Engineering, Arts and Math). Parents are also partners with teachers and they share information that supports the students to create a home- school connection.

Currently as we start the school year, all opportunities are provided in an online format. The School District has Parents as Partners resources and Online supports to assist families as they work with their scholars at home.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Most of the committees at Cadman have a blend of families and staff. This is an important way for everyone to have a voice in the work that is being done to support student achievement. The California Healthy Kids survey also has components for staff and families to respond. The teams analyze the data for patterns and trends around school climate.

We are continuing our committees in an online format. We held a Virtual Back to School Night and are working on creating Virtual School tours.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

The team uses the resources they have available to provide additional resources and support for families in need. Our School Nurse, School Psychologist and School Counselor have access to multiple layers of supports and we find ways to provide these as needed. We share information and resources at a Cluster level, which expands the support beyond the school level. Connecting with our other Elementary Schools and the Middle and High School is a benefit when we think in terms of supports.

As a school we also have access to a Central Office School Connection Team that is able to assist with locating and accessing resources for families as we remain in a Virtual Online Learning environment.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Regular teacher – parent communications
- School Messenger
- The SCOOP newsletter
- The Parent information Board in the breezeway
- Flyers and notes
- Translation and interpreters are used when needed.
- We have increased the use of School Messenger, as we do not have staff or families on campus on a regular basis.
- Teachers use messaging systems such as Class Dojo or REMIND to connect with their individual classrooms.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

We provide a variety of activities for families at a variety of times to create opportunities that people are able to attend based on their work schedules. As a late start school, we continue to seek ways to involve all families in ways that are meaningful. We ask families what they would be interested in and seek ways to create those learning opportunities.

We are currently working to expand options for more Virtual ways to connect.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Cadman seeks ways to provide accessibility to all families. We use translation services, interpreters and other means to communicate with all stakeholders.

This Compact was adopted by Cadman Elementary School on September 4, 2019, and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2019.

Linda Trousdale, Principal

Signature of Authorized Official here

October 9, 2020

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

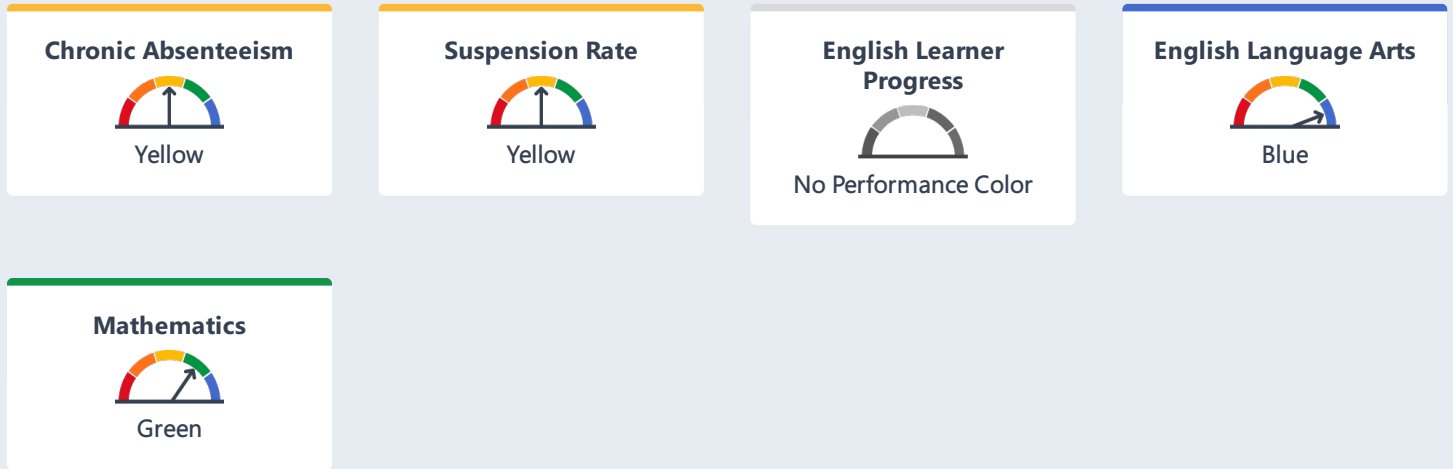
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

# Cadman Elementary

Explore the performance of Cadman Elementary under California's Accountability System.

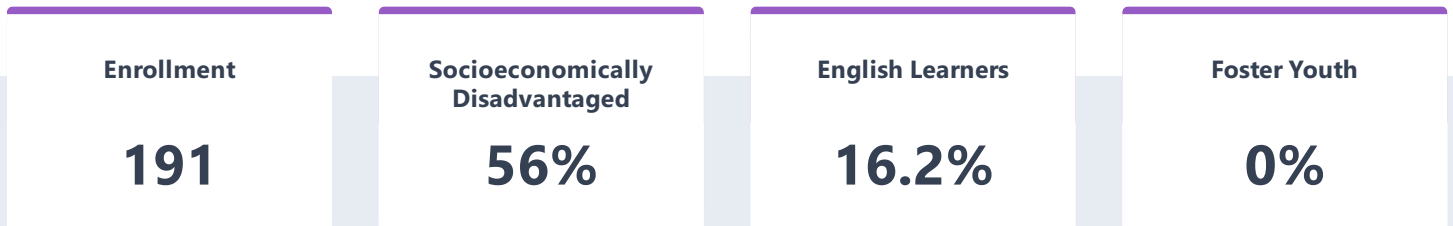


## School Details

<b>NAME</b> Cadman Elementary	<b>ADDRESS</b> 4370 Kamloop Avenue San Diego, CA 92117-4543	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
----------------------------------	---	-----------------------	-----------------------------

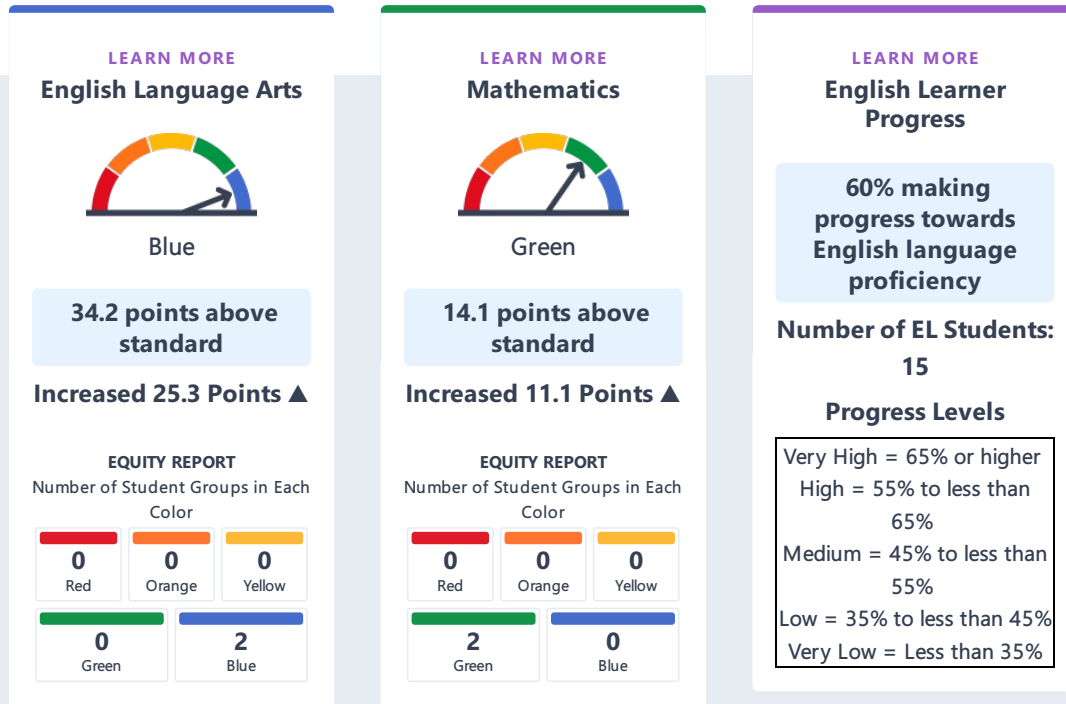
## Student Population

Explore information about this school's student population.



# Academic Performance

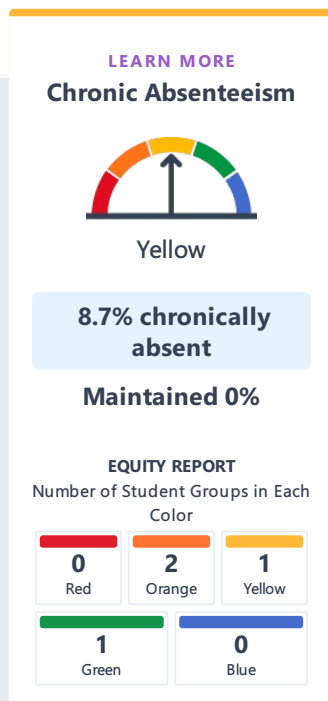
View Student Assessment Results and other aspects of school performance.



## CADMAN ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Yellow

**1.5% suspended at least once**

**Maintained 0.1%**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>1</b> Orange	<b>1</b> Yellow
<b>0</b> Green	<b>2</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

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

#### All Students



Blue

34.2 points above standard

Increased 25.3 Points ▲

Number of Students: 74

### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Hispanic  
Socioeconomically Disadvantaged



No Performance Color

African American  
English Learners  
Filipino  
Foster Youth  
Homeless  
Two or More Races  
Pacific Islander  
Students with Disabilities  
White



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

0.7 points above standard

Increased 17.6 Points ▲

Number of Students: 20

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### White



No Performance Color

64.6 points above standard

Increased 27.1 Points ▲

Number of Students: 26

### Hispanic



Blue

14.5 points above standard

Increased 25.1 Points ▲

Number of Students: 35

### Socioeconomically Disadvantaged



Blue

31.1 points above standard

Increased 29.7 Points ▲

Number of Students: 46

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students

21.8 points above standard

8.9 points above standard

34.2 points above standard

## English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
48.3 points below standard	No Data	41 points above standard
Increased 4.6 Points ▲	No Data	Increased 21.8 Points ▲
Number of Students: 11	Number of Students: 9	Number of Students: 47

## Mathematics

### All Students

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

**All Students**



Green

---

14.1 points above standard







Increased 11.1 Points ▲

Number of Students: 73

### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups

 Red No Students	 Orange No Students	 Yellow No Students
 Green Hispanic Socioeconomically Disadvantaged	 Blue No Students	 No Performance Color African American English Learners Filipino Foster Youth Homeless



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

10.4 points below standard

Increased 16.8 Points ▲

Number of Students: 20

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### White



No Performance Color

26.4 points above standard

Increased 6.9 Points ▲

Number of Students: 26

### Hispanic



Green

6.4 points below standard

Increased 14.6 Points ▲

Number of Students: 34

### Socioeconomically Disadvantaged



Green

4.1 points above standard

Increased 9.2 Points ▲

Number of Students: 45

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	7.1 points above standard	3 points above standard	14.1 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
53.5 points below standard	No Data	18.7 points above standard
Declined 8.7 Points ▼	No Data	Increased 4.1 Points ▲
Number of Students: 11	Number of Students: 9	Number of Students: 46

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**60% making progress towards English language proficiency**

**Number of EL Students: 15**

**Performance Level High**

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

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

#### All Students



Yellow

8.7% chronically absent

Maintained 0%

Number of Students: 196

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

White



Green

English Learners



Blue

No Students



No Performance Color

American Indian

Asian

African American

Students with Disabilities

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Students with Disabilities



No Performance Color

7.4% chronically absent

Declined 6.4% ▼

Number of Students: 27

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

0% chronically absent

Declined 3.8% ▼

Number of Students: 17

### Hispanic



Orange

11.7% chronically absent

Increased 0.8% ▲

Number of Students: 77

### Socioeconomically Disadvantaged



Orange

10.7% chronically absent

Increased 1.3% ▲

Number of Students: 112

### White



Yellow

8.3% chronically absent

Maintained 0.2%

Number of Students: 84

### English Learners



Green

6.3% chronically absent

Declined 7.4% ▼

Number of Students: 32

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

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

#### All Students



Yellow

1.5% suspended at least once

Maintained 0.1%

Number of Students: 202

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

White



Yellow

Socioeconomically Disadvantaged



Green

No Students



Blue

English Learners

Hispanic



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Two or More Races



No Performance Color

5.3% suspended at least once

Increased 1.4% ▲

Number of Students: 19

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

0% suspended at least once

Declined 6.5% ▼

Number of Students: 27

### White



Orange

2.3% suspended at least once

Increased 1.2% ▲

Number of Students: 86

### Socioeconomically Disadvantaged



Yellow

1.7% suspended at least once

Maintained 0.2%

Number of Students: 115

### English Learners



Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 32

### Hispanic



Blue

0% suspended at least once

Declined 1.2% ▼

Number of Students: 78





**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cadman**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	72	58.3	75	72.0	73	63.0	85	56.5	74	67.6	9.3	11.1	72	43.1	76	59.2	74	56.8	85	54.1	74	59.5	16.4	5.4
<b>Female</b>	41	53.7	42	64.3	40	62.5	39	53.8	38	57.9	4.2	4.1	41	39.0	42	52.4	40	52.5	39	46.2	38	44.7	5.7	-1.5
<b>Male</b>	31	64.5	33	81.8	33	63.6	46	58.7	36	77.8	13.3	19.1	31	48.4	34	67.6	34	61.8	46	60.9	36	75.0	26.6	14.1
<b>African American</b>	2	-	3	23.1	3	-	2	-	2	-	-	-	2	-	3	-	3	-	2	-	2	-	-	-
<b>Asian**</b>	0	-	1	89.5	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
<b>Filipino</b>	0	-	0	65.4	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
<b>Hispanic</b>	27	40.7	30	56.7	26	46.2	37	51.4	34	58.8	18.1	7.4	27	29.6	31	45.2	27	44.4	37	40.5	34	47.1	17.5	6.6
<b>Indochinese**</b>	1	-	1	80.3	1	-	0	-	-	-	-	-	1	-	1	-	1	-	0	-	-	-	-	-
<b>Native American</b>	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	1	-	1	47.6	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
<b>White</b>	34	70.6	34	82.4	37	73.0	34	64.7	27	74.1	3.5	9.4	34	55.9	34	73.5	37	67.6	34	61.8	27	63.0	7.1	1.2
<b>Multiracial</b>	7	-	5	50.0	4	-	10	60.0	8	-	-	-	7	-	5	-	4	-	10	80.0	8	-	-	-
<b>English Learner</b>	11	36.4	8	10.0	10	20.0	18	22.2	11	27.3	-9.1	5.1	11	18.2	9	-	11	27.3	18	33.3	11	18.2	0.0	-15.1
<b>English-Speaking</b>	61	62.3	67	79.1	63	69.8	67	65.7	63	74.6	12.3	8.9	61	47.5	67	59.7	63	61.9	67	59.7	63	66.7	19.2	7.0
<b>Reclassified†</b>	5	-	9	47.4	10	80.0	10	80.0	10	80.0	-	0.0	5	-	9	-	10	80.0	10	50.0	10	80.0	-	30.0
<b>Initially Eng. Speaking</b>	56	58.9	58	77.6	53	67.9	57	63.2	53	73.6	14.7	10.4	56	46.4	58	60.3	53	58.5	57	61.4	53	64.2	17.8	2.8
<b>Econ. Disadv.*</b>	47	46.8	49	63.3	47	51.1	60	53.3	45	68.9	22.1	15.6	47	36.2	51	52.9	48	50.0	60	51.7	45	53.3	17.1	1.6
<b>Non-Econ. Disadv.</b>	25	80.0	26	88.5	26	84.6	25	64.0	29	65.5	-14.5	1.5	25	56.0	25	72.0	26	69.2	25	60.0	29	69.0	13.0	9.0
<b>Gifted</b>	18	83.3	23	91.3	19	94.7	14	85.7	8	-	-	-	18	83.3	24	87.5	19	89.5	14	92.9	8	-	-	-
<b>Not Gifted</b>	54	50.0	52	63.5	54	51.9	71	50.7	66	63.6	13.6	12.9	54	29.6	52	46.2	55	45.5	71	46.5	66	54.5	24.9	8.0
<b>With Disabilities</b>	12	16.7	8	30.0	10	40.0	13	7.7	7	-	-	-	12	33.3	9	-	10	30.0	13	7.7	7	-	-	-
<b>WO Disabilities</b>	60	66.7	67	76.1	63	66.7	72	65.3	67	73.1	6.4	7.8	60	45.0	67	62.7	64	60.9	72	62.5	67	64.2	19.2	1.7
<b>Homeless</b>	8	-	4	33.3	5	-	4	-	2	-	-	-	8	-	4	-	5	-	4	-	2	-	-	-
<b>Foster</b>	1	-	0	50.0	2	-	2	-	0	-	-	-	1	-	1	-	2	-	2	-	0	-	-	-
<b>Military</b>	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cadman**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	31	61.3	34	67.6	19	78.9	31	64.5	27	77.8	16.5	13.3	31	54.8	34	82.4	19	84.2	31	67.7	27	77.8	23.0	10.1
Female	19	52.6	18	66.7	12	83.3	13	61.5	15	73.3	20.7	11.8	19	52.6	18	77.8	12	91.7	13	61.5	15	66.7	14.1	5.2
Male	12	75.0	16	68.8	7	-	18	66.7	12	83.3	8.3	16.6	12	58.3	16	87.5	7	-	18	72.2	12	91.7	33.4	19.5
African American	1	-	1	23.1	0	-	2	-	1	-	-	-	1	-	1	-	0	-	2	-	1	-	-	-
Asian**	0	-	1	89.5	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	65.4	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	10	50.0	15	53.3	9	-	16	62.5	10	70.0	20.0	7.5	10	60.0	15	73.3	9	-	16	62.5	10	70.0	10.0	7.5
Indochinese**	1	-	0	80.3	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	17	64.7	15	80.0	10	90.0	9	-	10	80.0	15.3	-	17	58.8	15	86.7	10	90.0	9	-	10	80.0	21.2	-
Multiracial	1	-	2	50.0	0	-	4	-	4	-	-	-	1	-	2	-	0	-	4	-	4	-	-	-
English Learner	4	-	8	10.0	3	-	7	-	1	-	-	-	4	-	8	-	3	-	7	-	1	-	-	-
English-Speaking	27	59.3	26	84.6	16	81.3	24	75.0	26	80.8	21.5	5.8	27	55.6	26	88.5	16	81.3	24	75.0	26	80.8	25.2	5.8
Reclassified†	1	-	3	47.4	2	-	3	-	3	-	-	-	1	-	3	-	2	-	3	-	3	-	-	-
Initially Eng. Speaking	26	57.7	23	82.6	14	78.6	21	71.4	23	82.6	24.9	11.2	26	53.8	23	87.0	14	78.6	21	71.4	23	78.3	24.5	6.9
Econ. Disadv.*	21	57.1	24	58.3	9	-	21	61.9	13	76.9	19.8	15.0	21	52.4	25	80.0	9	-	21	61.9	13	69.2	16.8	7.3
Non-Econ. Disadv.	10	70.0	10	90.0	10	80.0	10	70.0	14	78.6	8.6	8.6	10	60.0	9	-	10	80.0	10	80.0	14	85.7	25.7	5.7
Gifted	9	-	12	91.7	4	-	3	-	2	-	-	-	9	-	13	100.0	4	-	3	-	2	-	-	-
Not Gifted	22	59.1	22	54.5	15	73.3	28	64.3	25	76.0	16.9	11.7	22	40.9	21	71.4	15	80.0	28	64.3	25	76.0	35.1	11.7
With Disabilities	6	-	4	30.0	2	-	4	-	7	-	-	-	6	-	5	-	2	-	4	-	1	-	-	-
WO Disabilities	25	68.0	30	73.3	17	82.4	27	70.4	26	80.8	12.8	10.4	25	52.0	29	86.2	17	88.2	27	74.1	26	76.9	24.9	2.8
Homeless	3	-	1	33.3	2	-	4	-	2	-	-	-	3	-	1	-	2	-	4	-	2	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cadman**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	15	80.0	26	65.4	28	64.3	25	36.0	26	57.7	-22.3	21.7	15	46.7	26	34.6	28	64.3	25	32.0	26	46.2	-0.5	14.2
Female	9	-	14	42.9	14	57.1	12	25.0	14	42.9	-	17.9	9	-	14	28.6	14	50.0	12	16.7	14	21.4	-	4.7
Male	6	-	12	91.7	14	71.4	13	46.2	12	75.0	-	28.8	6	-	12	41.7	14	78.6	13	46.2	12	75.0	-	28.8
African American	0	-	2	23.1	1	-	0	-	1	-	-	-	0	-	2	-	1	-	0	-	1	-	-	-
Asian**	0	-	0	89.5	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	65.4	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	5	-	9	53.3	9	-	11	27.3	13	46.2	-	18.9	5	-	9	-	9	-	11	18.2	13	30.8	-	12.6
Indochinese**	0	-	1	80.3	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	8	-	12	75.0	14	71.4	10	50.0	9	-	-	-	8	-	12	41.7	14	78.6	10	40.0	9	-	-	-
Multiracial	2	-	1	50.0	3	-	3	-	3	-	-	-	2	-	1	-	3	-	3	-	3	-	-	-
English Learner	1	-	0	10.0	6	-	6	-	5	-	-	-	1	-	0	-	6	-	6	-	5	-	-	-
English-Speaking	14	78.6	26	65.4	22	81.8	19	42.1	21	71.4	-7.2	29.3	14	50.0	26	34.6	22	81.8	19	31.6	21	57.1	7.1	25.5
Reclassified†	1	-	4	47.4	3	-	3	-	2	-	-	-	1	-	4	-	3	-	3	-	2	-	-	-
Initially Eng. Speaking	13	76.9	22	63.6	19	78.9	16	43.8	19	68.4	-8.5	24.6	13	53.8	22	31.8	19	78.9	16	31.3	19	57.9	4.1	26.6
Econ. Disadv.*	7	-	16	56.3	21	52.4	17	35.3	17	58.8	-	23.5	7	-	16	25.0	21	57.1	17	35.3	17	41.2	-	5.9
Non-Econ. Disadv.	8	-	10	80.0	7	-	8	-	9	-	-	-	8	-	10	50.0	7	-	8	-	9	-	-	-
Gifted	4	-	5	91.7	10	100.0	4	-	2	-	-	-	4	-	5	-	10	90.0	4	-	2	-	-	-
Not Gifted	11	72.7	21	61.9	18	44.4	21	28.6	24	54.2	-18.5	25.6	11	36.4	21	23.8	18	50.0	21	23.8	24	41.7	5.3	17.9
With Disabilities	1	-	4	30.0	4	-	13	7.7	7	-	-	-	1	-	4	-	4	-	13	7.7	7	-	-	-
WO Disabilities	14	85.7	22	68.2	24	66.7	19	47.4	23	65.2	-20.5	17.8	14	50.0	22	40.9	24	70.8	19	42.1	23	52.2	2.2	10.1
Homeless	2	-	1	33.3	2	-	2	-	1	-	-	-	2	-	1	-	2	-	2	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cadman**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	26	42.3	15	93.3	26	50.0	29	65.5	21	66.7	24.4	1.2	26	26.9	16	50.0	27	29.6	29	58.6	21	52.4	25.5	-6.2
Female	13	30.8	10	90.0	14	50.0	14	71.4	9	-	-	-	13	15.4	10	40.0	14	21.4	14	57.1	9	-	-	-
Male	13	53.8	5	91.7	12	50.0	15	60.0	12	75.0	21.2	15.0	13	38.5	6	-	13	38.5	15	60.0	12	58.3	19.8	-1.7
African American	1	-	0	23.1	2	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-
Asian**	0	-	0	89.5	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	65.4	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	12	33.3	6	53.3	8	-	10	60.0	11	63.6	30.3	3.6	12	16.7	7	-	9	-	10	30.0	11	45.5	28.8	15.5
Indochinese**	0	-	0	80.3	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	9	-	7	75.0	13	61.5	15	60.0	8	-	-	-	9	-	7	-	13	38.5	15	66.7	8	-	-	-
Multiracial	4	-	2	50.0	1	-	3	-	1	-	-	-	4	-	2	-	1	-	3	-	1	-	-	-
English Learner	6	-	0	10.0	1	-	5	-	5	-	-	-	6	-	1	-	2	-	5	-	5	-	-	-
English-Speaking	20	55.0	15	93.3	25	52.0	24	75.0	16	68.8	13.8	-6.2	20	35.0	15	53.3	25	32.0	24	66.7	16	56.3	21.3	-10.4
Reclassified†	3	-	2	47.4	5	-	4	-	5	-	-	-	3	-	2	-	5	-	4	-	5	-	-	-
Initially Eng. Speaking	17	47.1	13	92.3	20	50.0	20	70.0	11	63.6	16.5	-6.4	17	29.4	13	61.5	20	25.0	20	75.0	11	45.5	16.1	-29.5
Econ. Disadv.*	19	31.6	9	56.3	17	35.3	22	59.1	15	73.3	41.7	14.2	19	15.8	10	30.0	18	22.2	22	54.5	15	53.3	37.5	-1.2
Non-Econ. Disadv.	7	-	6	80.0	9	-	7	-	6	-	-	-	7	-	6	-	9	-	7	-	6	-	-	-
Gifted	5	-	6	91.7	5	-	7	-	4	-	-	-	5	-	6	-	5	-	7	-	4	-	-	-
Not Gifted	21	28.6	9	61.9	21	42.9	22	54.5	17	58.8	30.2	4.3	21	14.3	10	40.0	22	18.2	22	45.5	17	41.2	26.9	-4.3
With Disabilities	5	-	8	30.0	4	-	13	7.7	3	-	-	-	5	-	0	-	4	-	13	7.7	7	-	-	-
WO Disabilities	21	52.4	15	93.3	22	54.5	26	73.1	18	72.2	19.8	-0.9	21	33.3	16	50.0	23	30.4	26	65.4	18	61.1	27.8	-4.3
Homeless	3	-	2	33.3	5	-	4	-	1	-	-	-	3	-	2	-	5	-	1	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E**

**2019-20 SPSA Evaluation of LCFF and Title I  
Funded Actions and Activities**



**Cadman Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CADMAN ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

**Goal 2 - English Language Arts**

**Supplemental Literacy Materials**

**\*Strategy/Activity - Description**

Unduplicated students are traditionally lower performing in ELA and the site decided to use LCFF funds for the supplemental support of various classroom supports around Tier 1 instruction and Guaranteed and Viable Curriculum as well as intervention program. The site did an evaluation and determined that additional materials will need to be purchased such as leveled readers for classroom libraries and materials to support teacher developed intervention strategies.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Books		\$1,500.00	09800-4201	Purchase materials from the Literary Guild as high quality materials.	This strategy is effective. It provides high quality, current literature for scholars.	N/A	N/A
Supplies		\$7,500.00	09800-4301	Purchase materials for specific levels of literacy instruction identified by data.	This strategy is effective. We will be purchasing the next levels of the Leveled	N/A	Adding additional literacy materials for Grade 3.

Literacy  
Intervention  
Program (LLI)  
Green so that we  
are able to add  
Guided Reading  
books for levels L  
and M as our  
need has  
expanded into  
Grade 3.

Note/Reminders (optional):

**Literacy Intervention Teacher**

**\*Strategy/Activity - Description**

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper	--	--	09800-5733	Copying materials for additional literacy instruction for	This is effective as it provides additional reading books	N/A	N/A

**Cadman Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

primary benefit of that can be taken

UPP

home and  
practiced for a  
week at a time  
with family and  
siblings. The  
more practice  
readers have, the  
stronger their  
skills are in this  
critical area.

Note/Reminders (optional):



**Goal 3 - Mathematics**

**Professional Development - Math**

**\*Strategy/Activity - Description**

We determined a need for supplemental support for professional development for the primary benefit of our unduplicated students while all scholars at Cadman will benefit from these activities. Teachers will have release days to analyze math proficiency data at Instructional Leadership Team meetings monthly. Site-wide we will have an English Language Development (ELD) focus at administrator-led Professional Development meetings and during Professional Learning Communities (PLCs) to increase Math Academic Language. There will also be a math-focused professional development specifically looking at word problems, Math Fluencies and setting specific learning targets. Cadman will also be collaborating with the Office of Language Acquisition for Professional Development and learning strategies directly related to integrated and designated ELD that can be used to support student learning in math.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Currielm Dev Vist Tchr		\$2,635.63	09800-1192	Visiting Teachers for release of teachers to participate in Professional Learning Communities (PLCS). To analyze data and plan for a Guaranteed and viable curriculum.	This has been an effective strategy. We have combination classes at the Primary Level and the use of PLC time allows the teacher's time to calibrate lessons and plan with their	N/A	The staff continue to focus on improving language opportunities with Academic Language and increased student engagement for scholars identified as English Learners.

colleagues for  
instruction in the  
area of Math.

Math scores on  
the CAASPP have  
increased and we  
want to provide  
this opportunity  
for staff to move  
scholars into the  
Sphere of  
Success.

We collect Math  
data three times  
a year with the  
FAST assessment  
of aMath. We  
continue to use  
the Critical  
Concepts to see  
what the next  
steps are to  
move scholars to  
proficiency in  
Math.

Note/Reminders (optional):

**Goal 4- English Learners**

**Literacy Intervention - EL/UPP**

**\*Strategy/Activity - Description**

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year.

In order to achieve these goals we will implement:

- Close monitoring of Literacy and Writing assessments of English Learners to track progress at PLCs and Reporting Periods
- Implementation of designated ELD - daily
- Differentiated instruction and supports targeted to English Learners
- Utilize PLC Planning Time

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly		\$4,500.09	09800-1957	Provide literacy intervention	Three (six-week) Literacy intervention cycles are provided during the year. The data is showing positive gains for English Language Learners at the	N/A	No modifications are needed. This will be our first year with all 3 cycles in place. We are seeing positive impact in the area of literacy.

**Cadman Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					TK- 3 <sup>rd</sup> grade levels. The intervention teacher collaborates with the classroom teachers on strategies that benefit the scholars.		
Interprogram Svcs/Paper	--	--	09800-5733	Copying materials for additional literacy instruction for primary benefit of UPP	This is effective as it provides additional reading books that can be taken home and practiced for a week at a time with family and siblings. The more practice readers have, the stronger their skills are in this critical area.	N/A	N/A

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Literacy Intervention Cycles**

**\*Strategy/Activity - Description**

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year.

In addition, the following will be used to promote literacy instruction:

- Monitor Literacy scores on the DRA2 3 times per year
- Utilize the FAST aReading Universal Screener 3 times per year to monitor progress
- Work with teachers to set individual learning targets for scholars based on data
- Provide time in PLCs for data analysis and Instructional Planning using the Fountas and Pinnell Literacy Continuum and the Critical Concepts.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		\$1,000.00	09800-5733	Copying materials for additional literacy instruction for primary benefit of UPP	This is effective as it provides additional reading books that can be taken home and practiced for a week at a time with family and siblings. The	N/A	N/A



## **Cadman Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

more practice  
readers have, the  
stronger their  
skills are in this  
critical area.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?



**Cadman Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CADMAN ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Focus: Improved Attendance**

**\*Strategy/Activity - Description**

At Cadman we will:

- Utilize the Attendance/ Wellness Committee for tracking, monitoring, and communicating of student attendance
- Provide attendance incentives - students/classes (daily, weekly and monthly)
- Disseminate attendance messaging- SCOOP, School Messenger, parents, Friday assembly
- Analyze patterns and trends in attendance data to identify root causes and needs
- Develop a Public Attendance goal tracking system
- Collaborate with PTA on Attendance Initiative
- Participate in the Cohort of the *Healthy Schools Program* with Alliance for a Healthier Generation

The site determined that some Title I money would be needed to support the cost of supplies for parent meetings and to send home communications to parents regarding attendance as well as academic achievement.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$506.00	30103-4301	Materials and supplies for Parent meetings and learning opportunities.			

**Goal 2 - English Language Arts**

**Literacy Intervention Teacher**

**\*Strategy/Activity – Description**

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrms Tchrs Hrly		\$7,119.88	30106-1957	Pay for Literacy Intervention retired teacher.			

Note/Reminders (optional):

**Professional Development**

**\*Strategy/Activity – Description**

During PLCs throughout the school year, teachers will work on grade level teams to monitor student data, design and implement literacy strategies that support Tier 1 instruction and Guaranteed and Viable Curriculum.

- Utilize the Instructional Leadership Team- analyze data, plan PD
- Schedule PLCs- ELD strategies and focused on student learning
- Utilize ELD Framework, ELD Bundles, Designated ELD curriculum
- Provide additional intervention cycles for TK-3 literacy intervention (3 cycles)
- Analyze the FAST aReading Universal Screener assessment to determine learning targets

**\*Proposed Expenditures for this Strategy/Activity**



## Cadman Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$6,500.01	30106-1192	Visiting Teachers for Grade Level PLCs to design and implement literacy strategies.			

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Tier 1 Instruction Supports**

**\*Strategy/Activity - Description**

During PLCs and other trainings, teachers will work collaboratively to determine what supplemental instructional supports they need to meet the academic needs of their scholars in order to offer a Guaranteed and Viable Curriculum and Tier 1 Instruction such as Math and Literacy Materials to support Designated English Language Development. Using vital Title I money for these supplemental instructional supplies supports helps Cadman provide our scholars with the materials they need to be successful in mathematics.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$10,013.00	30100-4301	Purchase instructional materials for Mathematics			
Interprogram Svcs/Paper		\$3,500.00	30100-5733	Paper to create assessments and lessons based on data.			

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Student Monitoring**

**\*Strategy/Activity - Description**

Additional hourly time has been funded by Title I monies so that we can have para professionals support students on their caseloads during intervention activities. In addition, we will:

- Hold regular Special Education Team Meetings
- Integrate Special Education teachers into PLCs
- Monitor attendance, literacy and math scores monthly

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
-----------------------	-----	----------------	----------------	-----------	------------------------------------	--	---

Classroom PARAS Hrly		\$500.92	30100-2151	Additional support for literacy groups			
----------------------	--	----------	------------	--	--	--	--

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Parent Meetings**

**\*Strategy/Activity - Description**

At Cadman, parent involvement is integral to the success of our scholars. We hold a variety of meetings on campus such as ?morning opening avcitivites, parent meetings with the PTA, community garden club, SSC (that contains our ELAC). We also have Family Fridays five times a year that provides parents a variety of learning opportunities and then they have time to read together with their scholar. As a site, we plan to increase communication and input gathering in the following ways:

- SSC/ELAC
- Administer the California Schools Parent Survey
- Identify and problem-solve with key parent leaders

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) &amp; why?</b>	<b>What is not working (ineffective) &amp; why?</b>	<b>Modification based on evaluation results.</b>
Inservice supplies		\$200.00	30103-4304	Materials for professional development for families			
Supplies		\$680.00	30106-4301	Resources and supplies to support the family professional development.			

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Literacy Intervention Cycles**

**\*Strategy/Activity - Description**

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades TK- 3 this year.

In addition, the following will be used to promote literacy instruction:

- Monitor Literacy scores on the DRA2 3 times per year
- Utilize the FAST aReading Universal Screener 3 times per year to monitor progress
- Work with teachers to set individual learning targets for scholars based on data
- Provide time in PLCs for data analysis and Instructional Planning using the Fountas and Pinnell Literacy Continuum and the Critical Concepts.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly		\$7,119.88	30100-1957	Funds for literacy intervention cycles			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?