



Cadwallader Elementary School

3799 Cadwallader Ave. • San Jose, CA 95121 • (408) 270-4950 • (408) 223-4839 Fax

Evergreen Elementary School District

Roberta Ortega, Principal
rortega@eesd.org

2007-2008 School Accountability Report Card

District Administration

Clifton Black
Superintendent

Kathy Gomez
Director of Educational Services

Will Ector
Director of Human Resources

Linda Mora
Director of Instruction

Gary Kishimoto
Director of Pupil Services

Nelly Yang
Director of Fiscal Services

Denise Williams
Director of Categorical Programs

Chris Corpus
Director of Data, Achievement & New Grants

Rob Smiley
Director of Operations & Support Services

Board of Trustees

Sylvia Alvarez
Merrilee Claverie
Carolyn Clark
Jeff Fischer
Vince Songcayawon

Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

Principal's Message

At Cadwallader, we are dedicated to providing an excellent education in a tolerant, safe, and respectful environment. We hold high expectations that students will grow in a school community that promotes independent thinkers, problem solvers, and individuals with integrity and respect for cultural diversity. Students with positive self-esteem, confidence, and effective communication skills will be seen throughout our classrooms, playgrounds, and the community.

Instruction will be differentiated to meet the needs of all students, ensuring that all students will meet or exceed state standards and continue to be excited lifelong learners.

School Mission Statement

At Cadwallader, we are dedicated to providing an excellent education in a tolerant and respectful environment. We hold high expectations and students will grow in a school community that promotes independent thinkers, problem solvers and individuals with much integrity. Positive self-esteem, confidence and effective communicators will be evident in our classrooms, playgrounds and throughout the community. We will help our students to meet and exceed standards and continue to be excited life-long learners.

School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Cadwallader Elementary, centrally located within the district's borders, served 405 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 44.7% "Socioeconomically Disadvantaged," 43.5% "English Learners," and 17.8% "Students with Disabilities." Additional demographics are illustrated at right.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Discipline & Climate for Learning

Students at Cadwallader Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. The school supplements the district's discipline guidelines with the Character Counts!, Expect Respect, and Conflict Management programs.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, Friday Folders, and the school website.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	5.9%
American Indian	0.7%
Asian	28.9%
Caucasian	8.6%
Filipino	5.4%
Hispanic	49.1%
Pacific Islander	0.7%
Multiple or No Response	0.5%

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	3	11	15	691	613	787
Suspension Rate	0.79%	2.86%	3.70%	5.17%	4.57%	5.90%
Expulsions	0	0	0	14	29	36
Expulsion Rate	0.00%	0.00%	0.00%	0.10%	0.22%	0.27%

Student Recognition

Cadwallader School recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Honor Roll
- Perfect Attendance Awards
- Courteous Cougars (Student-of-the-Month)
- Lunch Bunch
- Spirit Awards
- Newsletter Recognition

Extracurricular Activities:

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. In addition to an after-school program sponsored by the city of San Jose, extracurricular activities and programs include:

- Jump Rope for Heart
- Valentine Family Dance
- Student Council
- Crafts Lunch Hour
- Shakespearean Performance
- Early Birds (before-school)
- Academy (after-school)
- Kid's Club
- Dr. Seuss Night
- Math Night
- Math Club

Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from parent volunteers, instructional aides, and the buddy program. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	18	16	3	3	3	0	0	0	0	0	0
1st	20	19	17	2	3	3	1	0	0	0	0	0
2nd	18	20	19	2	3	2	0	0	0	0	0	0
3rd	19	20	19	2	2	3	0	0	0	0	0	0
4th	27	31	25	0	0	0	2	2	2	0	0	0
5th	28	29	29	0	0	0	1	2	2	0	0	0
6th	31	28	30	0	0	0	1	2	2	0	0	0
K-3	19	0	20	1	0	1	0	0	0	0	0	0
4th-6th	30	0	0	0	0	0	2	0	0	0	0	0

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.



Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	56	55	72
1st	61	56	61
2nd	40	60	48
3rd	53	39	58
4th	61	61	49
5th	56	58	58
6th	55	56	59

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective. The chart illustrates the enrollment trend by grade level for the most recent three-year period.

School Facilities & Safety

Cadwallader Elementary, originally constructed in 1966, is currently comprised of 20 permanent classrooms, eight portable classrooms, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and three playgrounds. Over the past few years, the school's office has been remodeled, the parking area has been upgraded, and improvements to electrical and data circuits have been completed. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/05/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			Cafeteria/MPR - Rain gutters on MPR rusted/leaking; need to be replaced.
Playground/School Grounds	X			
Overall Cleanliness	X			

School Safety

The safety of students and staff is a primary concern of Cadwallader Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor’s pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in fall 2007 by the Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Cleaning Process

Cadwallader Elementary provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school’s custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Cadwallader Elementary’s custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district’s general fund budget. Cadwallader Elementary is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include roofing repairs and paving.

Counseling & Support Staff

In addition to academics, the staff at Cadwallader Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

The following table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
English Language Development (ELD) Aide	1	0.8
Health Aide	1	0.5
Librarian	2	As Needed
Library Media Assistant	1	1.0
Nurse	1	0.2
Occupational Therapist	1	As Needed
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	0.5
RSP Aide	1	0.5
Speech and Language Specialist	1	0.5
Teacher for Learning Disabled	5	5.0

Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

At-Risk Interventions

Cadwallader Elementary provides an after-school academy for students who are struggling to meet grade-level standards. The city of San Jose also sponsors an after-school program that provides homework help and enrichment. The Early Birds before-school program provides additional literacy support for all participating students.

English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.



Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading. The library has a large inventory and also a bank of PCs to which students have access. There is also a 20-workstation computer lab where students are scheduled to visit in order to work on specified programs and create multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader, Microsoft Office Suite, and math intervention programs foster students' independent study skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	Mathematics	Harcourt Brace	2001	Yes
1st-6th	Mathematics	Scott Foresman	2001	Yes
K-6	Reading Language Arts	Houghton Mifflin	2003	Yes
6th	Science	Holt, Rinehart & Winston	2007	Yes
1st-5th	Science	MacMillan/McGraw Hill	2007	Yes
K	Science	Pearson Scott Foresman	2007	Yes
1st-6th	Social Science/History	Houghton Mifflin	2006	Yes
K	Social Science/History	Pearson Scott Foresman	2006	Yes

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	3	3	3	3	3	3
	05	06	07	05	06	07
All Students						
School	38	45	51	62	78	68
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	32	36	46	61	76	61
Females						
School	44	60	55	64	80	74
Socioeconomically Disadvantaged						
School	25	31	54	50	69	67
Asian						
School	50	50	63	86	75	81
Hispanic						
School	24	26	47	45	74	60
English Learners						
School	7	25	18	33	63	35

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition (CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Physical Fitness

In the spring of each year, Cadwallader Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength
- Body Composition
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 35.0% of Cadwallader's fifth grade students met or exceeded state fitness standards.

California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success, given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area.

The combined percentage of students scoring at the “proficient” and “advanced” levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts															Math										Science							
	2			3			4			5			6			2			3			4			5			6			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																																	
School	47	53	48	34	53	48	50	51	45	58	46	48	50	51	39	61	76	52	57	80	72	50	63	55	66	56	52	57	44	37	43	39	44
District	64	69	68	51	56	54	66	68	67	59	60	61	53	57	57	77	77	75	74	75	75	68	70	71	62	65	58	55	59	58	47	52	57
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	44	42	42	32	52	45	53	45	40	58	52	43	50	47	35	56	65	50	61	80	69	59	66	57	71	58	39	57	44	41	42	36	43
District	60	65	63	45	51	48	62	63	63	55	57	57	48	53	55	77	76	75	72	76	74	68	67	70	60	65	57	55	58	58	51	52	60
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	54	63	54	36	53	52	46	57	52	58	38	53	50	57	43	69	84	54	52	80	74	39	60	52	62	54	63	58	43	32	42	42	45
District	69	74	72	56	61	60	71	72	72	62	64	64	58	61	60	76	78	77	75	75	77	69	73	71	63	66	60	55	60	60	43	52	56
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Socioeconomically Disadvantaged																																	
School	31	52	31	21	54	48	36	36	30	55	35	38	38	44	18	69	70	35	42	77	72	44	39	39	62	46	41	55	36	23	34	31	33
District	42	51	49	30	30	31	44	47	44	39	39	43	35	38	37	62	63	60	57	60	59	48	49	50	44	47	42	41	41	40	26	31	37
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
Asian																																	
School	58	73	71	57	50	63	72	75	47	65	82	67	64	71	67	67	93	64	93	67	94	72	75	67	76	88	87	71	50	60	53	53	64
District	78	82	84	64	72	69	80	83	82	72	75	76	68	73	75	89	87	89	87	87	90	84	87	89	77	83	77	74	78	78	59	65	73
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
Hispanic																																	
School	26	42	27	14	37	39	41	34	37	46	29	29	39	29	21	42	68	38	34	79	61	41	53	37	54	43	32	50	25	30	23	32	24
District	38	50	44	27	27	30	44	43	42	37	37	39	33	34	30	56	61	58	52	56	57	45	45	44	39	42	34	32	35	30	27	29	34
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
English Learners																																	
School	45	38	35	7	25	6	39	24	10	19	15	6	11	8	0	55	57	42	27	63	50	44	24	40	38	31	24	21	0	0	6	0	0
District	52	58	58	24	25	26	43	40	36	21	18	26	12	12	14	70	68	69	59	56	59	48	47	50	38	30	29	23	19	19	18	15	22
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-4950.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

Parent & Community Involvement

Parent participation in the school's improvement is ensured through the collaborative efforts of the School Site Council (SSC), the English Language Advisory Council (ELAC), and the Parent Teacher Association (PTA). The PTA is an organization that seeks to unite the school staff and community through positive activities. The SSC meets regularly to monitor the instructional program and give input regarding the School Site Plan.

The Principal Workshop Series provides monthly parent involvement activities. There are also ample classroom volunteer activities. Our Parent Resource Center is an area where parents visit to participate in mini-workshops, check out resources on any subject pertaining to the development of their child, go online to research websites that might be useful, and also network with other parents in the community.

The school also receives support from numerous local businesses and community organizations. Support and donations from Evergreen Community Church, Grace Church, SaveMart, and the city of San Jose have greatly added to the quality of instruction and overall school environment.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	7	8	
Similar Schools Rank	9	9	10	
All Students				
Actual Growth	-1	19	-35	778
Socioeconomically Disadvantaged				
Actual Growth	-16	8	-34	731
Asian				
Actual Growth	5	20	-18	865
Hispanic				
Actual Growth	-22	20	-34	719
English Learners				
Actual Growth	-	1	-52	722

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

	Adequate Yearly Progress (AYP)			
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Math	English - Language Arts	Math
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

School Leadership

Leadership at Cadwallader Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Roberta Ortega since the start of the 2007-08 school year. Prior to this position, Ms. Ortega served as a program coordinator and classroom teacher.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals.

Avenues of opportunity include the following:

- Parent Teacher Association (PTA)
- Emergency Response Team (ERT)
- School Site Council (SSC)
- Step-up-to-Writing Coaching Team
- English Learner Advisory Committee (ELAC)
- Leadership Team
- Curriculum Council
- Grade Level Teams
- Title I Team

Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Cadwallader Elementary staffed 18 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	18	14	18	602
Without Full Credentials	0	1	0	5
Working Outside Subject	0	0	0	3

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies				
	05-06	06-07	07-08	
	Misassignments of Teachers of English Learners	2	2	0
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	2	2	0	
Vacant Teacher Positions	0	0	0	

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$60,405
District	\$63,838
Percentage of Variation	5.38%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	0.98%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$44,368	\$39,984
Mid-Range Teachers	\$71,795	\$63,798
Highest Teachers	\$83,910	\$79,204
Elementary School Principals	\$109,145	\$99,820
Middle School Principals	\$113,590	\$102,340
Superintendent	\$180,250	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	43.0%
Administrative Salaries	6.0%	5.0%

District Expenditures & Revenue Sources

Evergreen School District spent an average of \$6,343 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,833
From Restricted Sources	\$322
From Unrestricted Sources	\$4,511
District	
From Unrestricted Sources	\$4,785
Percentage of Variation between School & District	5.73%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	8.74%

In addition to general state funding, all schools within the district received state and federal categorical funding for the following support programs:

- Title I, Targeted Assistance
- Title II, Staff Development
- Title III, Economic Impact Aid
- Title V, Innovative Programs
- Title IV, Safe & Drug Free Schools & Communities
- Peer Assistance & Review (PAR)
- School & Library Improvement Program
- Gifted & Talented Education (GATE)
- Tobacco Use Prevention Education (TUPE)