

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information	
School Name	Cedarwood Elementary School
Street	6400 Columbine Road
City, State, Zip	Magalia, CA 95954
Phone Number	530.873.3785
Principal	Tom Taylor
E-mail Address	ttaylor@pusdk12.org
District Information	
District Name	Paradise Unified School District
Phone Number	530.872.6400
Web Site	www.pusdk12.org
Superintendent	Steve Jennings
E-mail Address	cjohnson@pusdk12.org

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Cedarwood Elementary School staff provides a positive environment where students feel safe and are motivated to learn. We are committed to a quality education for all students. We hold high expectations for student achievement, student behavior and for ourselves as professionals. At Cedarwood we believe every child is capable of learning, no matter what the circumstances, and we provide the opportunity for all students to reach their potential. Our teachers use achievement data to continually evaluate student progress and adapt their classroom practices to meet student needs. We provide academic interventions for students requiring additional support through a blended service model. This model allows special education, Title I and regular education teachers to collaborate and provide the best program possible for our children. As a result of these efforts, we received the prestigious award of a California Distinguished School, and the California Title I Academic Achievement Award for the 2003/2004, 2004/2005 and 2005/2006 school years. We focus on basic skills, including reading, writing, spelling and mathematics. We believe an effective language arts program should be balanced with direct skill instruction, literature and meaningful writing. Our mathematics curriculum includes mastery of basic math facts, mathematical operations and problem solving. We encourage strong parent and community partnerships and invite our parents, grandparents and community members to participate in the classroom. We believe a skilled and dedicated staff, motivated students and supportive parents are powerful components for student success!

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

We offer many opportunities for parents to participate in their children's education. Our School Site Council meets the first Monday of every month. In addition to the elected officers, all interested parents are invited to attend the meetings. Parents and teachers work together on this council to set school goals, make decisions about budget expenditures and plan school activities. We also have a very active parent club that sponsored many fundraising activities this year. Parents, grandparents and community members are always welcome to visit or volunteer in our classrooms. We continually encourage a strong connection between home and school.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	55	Grade 8	0
Grade 1	37	Grade 9	0
Grade 2	43	Grade 10	0
Grade 3	55	Grade 11	0
Grade 4	41	Grade 12	0
Grade 5	45	Ungraded Elementary	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	276

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.1	White (not Hispanic)	90.6
American Indian or Alaska Native	0.7	Multiple or No Response	0.7
Asian	1.1	Socioeconomically Disadvantaged	57.8
Filipino	0.0	English Learners	0.0
Hispanic or Latino	5.8	Students with Disabilities	11.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-2004				2004-2005				2005-2006			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			20.0	2			18.5	2		
1	18.5	2			14.3	3			18.5	2		
2	19.0	2			17.0	3			18.7	3		
3	20.0	3			21.0		2		20.0	1	1	
4	30.3		3		29.0		1		28.0		1	
5	28.0		1		30.0		2		28.0		1	
6												
K-3									20.0	1		
3-4												
4-8	29.0		1		26.0		2		29.0		2	
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

We have a comprehensive School Safety Plan located in the office. The plan is updated each year and shared with staff and the School Site Council. The disaster preparedness plan clearly designates warning signals and emergency actions for all emergencies. Staff and students practice emergency drills throughout the school year. Classroom discipline and effective classroom management are primary focus areas for Cedarwood staff. We believe that learning is optimized in an atmosphere where students are well behaved, attentive and responsible for their actions. A clearly defined student behavior policy and a parent compact are sent home the first week of school. We hold high expectations for students' behavior at Cedarwood, as evidenced by our low number of suspensions.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Children at Cedarwood experience a home-like atmosphere where they feel safe and comfortable. The staff shares a common vision that all students can learn and achieve best when they feel safe and happy at school. We have high expectations for behavior and are implementing a school-wide behavior plan with three important focus areas: safety, respect and responsibility. If you visit the campus, you will see our rules posted around the school: Be Safe. Be respectful. Be responsible.

We believe in the advancement of the teaching profession through teacher collaboration and professional learning. Our after-school staff meetings focus on staff development with the goal of strengthening our programs and classroom practices. We collaborate on a regular basis around student data to determine appropriate interventions for students not meeting grade level standards. We differentiate our instruction to meet the needs of all learners. Many of our students attend a Butte County Office of Education After-School Program where they receive homework support, and participate in standards-based learning and recreational activities.

Two elementary school counselors work with students several days per week. They have given classroom presentations on "bullying" and we have designated our school as a "bully-free" zone." Home/school communication is promoted through a monthly school newsletter, weekly classroom newsletters, student progress reports, student awards assemblies, family nights and parent conferences. Teachers frequently contact parents by phone from their classrooms and the principal makes "positive principal calls" to parents.

Suspensions and Expulsions

This table displays the number of suspension and expulsion incidents at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Suspensions	0	0	10	127	137	154
Expulsions	0	0	0	0	1	0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Cedarwood Elementary is located on one of the most beautiful school sites in Northern California. Clusters of classrooms, connected by outdoor patios, are nestled beneath the pines. The school opened in 1997. The multipurpose room was completed in July 2001. The library media center, which opened in August 2002, includes a computer lab and a community room. Our Cedarwood Children's Center preschool program began in the fall of 2002. Our custodial staff takes pride in maintaining a clean school environment. Major school projects are completed during the summer months. Students, staff, parents and community members help maintain the beautiful appearance of the school.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	
Mechanical Systems	[X]	
Windows/Doors/Gates (interior and exterior)	[X]	
Interior Surfaces (walls, floors, and ceilings)	[X]	
Hazardous Materials (interior and exterior)	[X]	Room 11 has a poorly fitted ceiling panel; the panel will be adjusted.
Structural Damage	[X]	
Fire Safety	[X]	
Electrical (interior and exterior)	[X]	Room 2 has a toaster oven and hot plate in use.
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[X]	
Restrooms	[X]	
Sewer	[X]	
Playground/School Grounds	[X]	
Other	[X]	

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-2004	2004-2005	2005-2006	2005-2006
With Full Credential	16	17	16	280
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	---	0	0
Total Teacher Misassignments	---	0	0
Vacant Teacher Positions	---	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	91.0	9.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district works diligently to provide qualified substitutes in the event a teacher should be absent. Teacher qualifications are a priority. Occasionally no one is available from the substitute pool and a teacher or administrator from the school must fill in. There are currently 85 teachers in our substitute pool with full or emergency credentials. This number has decreased from 114 in the past year; however, student population has also decreased. Recruitment for qualified substitutes is ongoing.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district's evaluation program for all teaching staff meets Education Code requirements and focuses on the identification of sound teaching that aligns with the California Teaching Standards. Emphasis is placed on the support and development of new teachers and continuing professional growth for veteran teachers. All probationary and temporary teachers are evaluated yearly and permanent teachers every third year. Teachers set improvement goals for the year they are evaluated and professional growth goals between evaluations. Probationary teachers receive formal observations while permanent staff have a menu of evaluative experiences to choose from. Teachers who are identified as needing improvement are placed on "Professional Improvement Status" with documentation of progress and recommendations for future status. Individuals continuing to need improvement are placed on "Intensive Assistance Status" and then "Conditional Intensive Assistance Status." The final result of unsatisfactory performance could be termination. The results of teacher evaluation are confidential between the individual teacher and district.

Each teacher is required to participate in 21 hours of staff development every year. Opportunities are provided by the district after school and during the summer. During the past three years two total work days have been set aside for staff development. Some schools have utilized early release days for students to provide staff development for teachers at those sites.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		--
Library Media Services Staff (paraprofessional)		--
Psychologist	.2	--
Social Worker		--
Nurse	.15	--
Speech/Language/Hearing Specialist	.4	--
Resource Specialist (non-teaching)		--
Other		--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. Our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are current and consistent with state adoption and curriculum framework cycles. Supplemental materials approved by the Board of Trustees include Write Source K-8 (Great Source Publishing) and Math Steps K-6 (Houghton Mifflin). In addition varied supplemental programs are utilized in classrooms and several intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003	0%
Mathematics	Progress in Mathematics, Sadlier-Oxford, ©2000	0%
Science	Harcourt Science Program, ©2000	0%
History-Social Science	Houghton Mifflin Social Studies, ©1999	0%
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$50,435
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$36,796
Mid-Range Teacher Salary	\$44,869	\$54,062
Highest Teacher Salary	\$68,680	\$68,679
Average Principal Salary (Elementary)	\$76,518	\$83,916
Average Principal Salary (Middle)	\$73,798	\$86,752
Average Principal Salary (High)	\$82,112	\$92,915
Superintendent Salary	\$96,217	\$121,387
Percent of Budget for Teacher Salaries	39.7	40.2
Percent of Budget for Administrative Salaries	4.6	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	53	58	51	44	46	47	36	40	42
Mathematics	47	65	58	32	37	39	34	38	40
Science	31	34	55	41	35	42	25	27	35
History-Social Science				34	33	33	29	32	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino				
Hispanic or Latino	35	59	*	
Pacific Islander				
White (not Hispanic)	52	59	58	
Male	48	55	62	
Female	56	61	48	
Economically Disadvantaged	47	58	44	
English Learners				
Students with Disabilities	19	19	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	57	55	42	53	52	55	43	41	42
Mathematics	55	68	45	53	53	57	51	52	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	42	46
Male	37	46
Female	50	44
Economically Disadvantaged	38	39
English Learners		
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	34.9

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-2004	2004-2005	2005-2006
Statewide	7	8	8
Similar Schools	7	8	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		API Score	
	2003-04	2004-05	2005-06	2006
All Students at the School	30	37	-21	806
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	34	44	-17	811
Socioeconomically Disadvantaged	21	40	-12	779
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

During 2005/2006 Cedarwood Elementary School was recognized as a "Distinguished School" and as a "Title I Achieving School."

No schools in the district were under sanctions or in state intervention programs.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Cedarwood staff is committed to the belief that all children can learn. We use the California State Standards to guide our instruction. Our goal is to take children from where they are when they enter our school to grade level. We continually evaluate our teaching and seek to improve our classroom practices. Our teachers develop classroom learning communities that promote student success. There is a climate of ongoing professional development and teacher collaboration at Cedarwood. Teachers meet at regular staff meetings to discuss educational books and articles. The principal provides leadership toward the achievement of school goals. The principal, teachers and support staff meet regularly to analyze student data and discuss effective interventions for students performing below grade level. Grade level teams meet twice a month to share information and plan lessons. Our school-wide focus is literacy. We believe children must be competent readers and writers to be successful in life. Our literacy goals for this year are: to increase student vocabulary and academic language, to help students understand informational text, and to increase opportunities for students to write in all curriculum areas. We also focus on math fluency and problem solving skills.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

In 2005/2006 the district provided a staff development program for teachers and staff through workshops offered in summer sessions, after school and on minimum days. Staff development activities were both site-based to meet school needs and district-sponsored. Teachers attended a minimum of twenty-one hours of training on standards-based instruction and strategies to improve student achievement and the core content areas that include mathematics, English language arts, science, social studies and technology. Teachers were supported in implementation of new instructional strategies through collaboration and coaching by teacher leaders and administrators at the district and site levels. Teachers were offered the opportunity to participate in AB 466 Reading/Language Arts or Mathematics to learn how to effectively use adopted programs

Administrators participated in ongoing staff development in developing effective leadership through reading educational articles/research and monthly meetings. Several administrators participated in AB 75 Administrative Leadership Training.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,658	50,400
2	50,658	50,400
3	50,658	50,400
4	54,243	54,000
5	54,243	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Cedarwood used one minimum day on the last day of instruction.