School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Cedarwood Elementary School	**District Name**	Paradise Unified School District
Street	6400 Columbine Road	**Phone Number**	530.872.6400
City, State, Zip	Magalia, CA 95954	**Web Site**	www.pusdk12.org
Phone Number	530.873.3785	**Superintendent**	Roger Bylund
Principal	Michael Ervin	**E-mail Address**	jrobbins@pusdk12.org
E-mail Address	mervin@pusdk12.org	**CDS Code**	04-61531-6113526

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

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 ourselves as professionals. At Cedarwood, we believe every child is capable of learning, 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 Response to Intervention, 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. It also allows us to continually challenge students who are proficient and advanced. As a result of these efforts, we received the prestigious award of a California Distinguished School in 2006 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 (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

We offer many opportunities for parents to participate in their child's education. Our School Site Council meets the second Tuesday 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 (PTO) that sponsors many fund raising activities during the 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 (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	50
Grade 1	38
Grade 2	41
Grade 3	42
Grade 4	36
Grade 5	32
Total Enrollment	239

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	79.5
American Indian or Alaska Native	2.1	Two or More Races	7.1
Asian	0.4	Socioeconomically Disadvantaged	72
Filipino	0	English Learners	0
Hispanic or Latino	10.9	Students with Disabilities	7.5
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	18.5	2	0	0	18.5	2	0	0	25	0	3	0
1	19.5	2	0	0	19.5	2	0	0	22	1	1	0
2	19	1	0	0	19	1	0	0	26	0	1	0
3	19.8	4	0	0	19.8	4	0	0	25.7	1	2	0
4	31	0	1	0	31	0	1	0	19	1	1	0
5	29	0	1	0	29	0	1	0	32	0	2	0

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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. We accomplish this goal by teaching weekly lessons targeting positive expectations. 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.

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	10.44	14.23	12.55	24.08	21.2	18.74
Expulsions	0.4	0	0	0.91	0.75	0.5

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• The year and month in which the data were collected
• Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

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 cedars and 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 (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Determination of repair status for systems listed
• Description of any needed maintenance to ensure good repair
• The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	No gas leaks were detected at the time of inspection. 50% of all HVAC systems are on automated controls. Filters are changed regularly and maintenance is continuous. The site has one standard septic system that is evaluated as required by Butte County.
Interior: Interior Surfaces	[X]	[ ]	[ ]	[ ]	Wall surfaces and classrooms are painted and repairs are made continuously.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	The site is in good repair and maintained in a clean condition. No pest/vermin infestation was observed.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Restrooms are in good order, well stocked and clean. Drinking fountains receive regular maintenance and daily cleaning.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	Fire extinguishers are serviced annually and checked monthly. A new fire alarm system is in good condition. No hazardous materials were identified. Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	No structural damage was observed. Roofs are in good condition and maintenance is continuous
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	Grounds and equipment are checked and recorded monthly. Repairs are done by site staff. Some playground equipment will be replaced this year. Minor adjustments on all window/door/gate/fence hardware are completed by site staff and parent volunteers.
Overall Rating	[X]	[ ]	[ ]	[ ]	Cedarwood Elementary School is maintained in good repair. Some non-critical deficiencies were noted. These deficiencies are a result of minor wear and tear and are addressed continuously.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	**2009-10**	**2010-11**	**2010-11**
With Full Credential	16	16	14	227
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.75	---
Psychologist	.25	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.3	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: April 2011

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, 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 consistent with state requirements. In addition various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003 Write Source Series, Great Source, ©2000	Yes	0%
Mathematics	Harcourt Mathematics, Harcourt, ©2009	Yes	0%
Science	Harcourt Science Program, Harcourt, ©2000	Yes	0%
History-Social Science	HM Social Studies, Houghton Mifflin, ©2006	Yes	0%
Foreign Language			
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,881	$4,352	$4,529	$56,108
District	---	---	$4,894	$57,780
Percent Difference: School Site and District	---	---	-7.45%	-2.89%
State	---	---	$8,452	$59,538
Percent Difference: School Site and State	---	---	5.08%	-5.76%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
**   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The school provides curriculum based instruction in all core subjects. It also offers special education services. Additional support is provided for English language learners and for those students struggling with core subjects. Categorical funding supports additional aide time in the classroom and supports educational technology.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$33,783	$39,074
Mid-Range Teacher Salary	$49,685	$60,172
Highest Teacher Salary	$74,113	$78,468
Average Principal Salary (Elementary)	$71,356	$95,926
Average Principal Salary (Middle)	$76,118	$99,356
Average Principal Salary (High)	$78,435	$107,041
Superintendent Salary	$155,500	$148,555
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	50	49	48	51	50	49	49	52	54
Mathematics	53	59	60	42	42	40	46	48	50
Science	61	43	57	54	53	57	50	54	57
History-Social Science	N/A	N/A	N/A	38	38	44	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	40	57	44
All Student at the School	48	60	57	N/A
Male	45	65	67	N/A
Female	52	54	0	N/A
Black or African American				N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino				N/A
Hispanic or Latino	38	62	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	49	60	56	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	46	58	53	N/A
English Learners				N/A
Students with Disabilities	29	33	0	N/A
Students Receiving Migrant Education Services				N/A

*   Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1	12.9	16.1

*   Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	5	5	5
Similar Schools	2	4	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	20	3	-3
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	18	2	-2
Two or More Races	N/D		
Socioeconomically Disadvantaged	23	-1	5
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	141	784	2,940	755	4,683,676	778
Black or African American	0		16	683	317,856	696
American Indian or Alaska Native	3		27	678	33,774	733
Asian	1		32	762	398,869	898
Filipino	0		12	847	123,245	859
Hispanic or Latino	11	710	329	730	2,406,749	729
Native Hawaiian/Pacific Islander	0		5		26,953	764
White	121	788	2,320	758	1,258,831	845
Two or More Races	5		198	774	76,766	836
Socioeconomically Disadvantaged	114	781	1,803	720	2,731,843	726
English Learners	0		41	655	1,521,844	707
Students with Disabilities	19	641	377	527	521,815	595

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

*   Participation rate on the state's standards-based assessments in 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 Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	28.6

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Professional development opportunities were available through Paradise Unified School District, Butte County Office of Education and other providers. Content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education.