Cedarwood Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page 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., 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 (e.g., the California State Library). 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Cedarwood Elementary School
Street	6400 Columbine Road
City, State, Zip	Magalia, CA 95954
Phone Number	530.873.3785
Principal	Mary Rose Monney
E-mail Address	mrmonney@pusdk12.org
Web Site	http://cedarwood.pusdk12.org/
Grades Served	K-5
CDS Code	04-61531-6113526

District Contact Information	
District Name	Paradise Unified School District
Phone Number	530.872.6400
Superintendent	Donna Colosky
E-mail Address	jrobbins@pusdk12.org
Web Site	www.pusdk12.org

School Description and Mission Statement (Most Recent Year)

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 a Response to Intervention model provided by a highly qualified staff of teachers and paraprofessional staff members. This model allows special education, Title I, and regular education teachers to collaborate and provide the best program possible for our students. 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. The most recent Academic Performance Index, API score for Cedarwood Elementary is 811. The three year average prepared by the California Department of Education is 800.

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!

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	44
Grade 1	43
Grade 2	46
Grade 3	48
Grade 4	53
Grade 5	31
Total Enrollment	265

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.4
Asian	0.4
Hispanic or Latino	10.2
White	77
Two or More Races	8.7
Socioeconomically Disadvantaged	82.3
English Learners	0.4
Students with Disabilities	11.3
Foster Youth	2.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	16	16	15	184
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	1	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September, 2015

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	Yes	0%
Mathematics	Harcourt CA Mathematics, Harcourt, ©2008	Yes	0%
Science	Harcourt Science Program, Harcourt, ©2000 FOSS, Delta Pub ©2008	Yes	0%
History-Social Science	Houghton Mifflin Social Studies, Houghton Mifflin, ©2006	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 many cedar and pine trees. 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 and other school holidays as needed. Students, staff, parents, and community members help maintain the beautiful appearance of the school. The Cedarwood campus provides a park like setting frequented by many students and neighbors when school is not in session.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: February 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Facility is in good working order, dead trees have been removed around classrooms. Filters are checked regularly.
Interior: Interior Surfaces	X			Painting and repairs are done continuously by Maintenance and Custodial.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None observed at this time. Pest control; District has IPM Plan.
Electrical: Electrical	X			All combustible materials are in fire cabinets. Fire extinguisher checked monthly. Exit lights and room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Some ongoing repairs to restroom by Custodial.
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher checked monthly. All combustible materials in fire cabinets.
Structural: Structural Damage, Roofs	X			No structural damage. Roofs maintained and checked.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ongoing repairs; ongoing for Custodial and Maintenance Dept.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: February 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	23	35	44
Mathematics	17	23	33

Note: Percentages are not calculated 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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	52	51	98.1	43	33	16	8
	4	48	47	97.9	57	23	15	4
	5	31	29	93.5	52	21	21	7
Male	3		27	51.9	48	37	4	11
	4		28	58.3	64	29	7	0
	5		11	35.5	45	36	18	0
Female	3		24	46.2	38	29	29	4
	4		19	39.6	47	16	26	11
	5		18	58.1	56	11	22	11
American Indian or Alaska Native	3		4	7.7	--	--	--	--
	4		2	4.2	--	--	--	--
Hispanic or Latino	3		9	17.3	--	--	--	--
	4		4	8.3	--	--	--	--
	5		2	6.5	--	--	--	--
White	3		35	67.3	40	34	17	9
	4		39	81.3	49	28	18	5
	5		22	71.0	50	23	18	9
Two or More Races	3		3	5.8	--	--	--	--
	4		2	4.2	--	--	--	--
	5		5	16.1	--	--	--	--
Socioeconomically Disadvantaged	3		44	84.6	45	30	16	9
	4		39	81.3	62	23	10	5
	5		24	77.4	50	25	21	4
Students with Disabilities	3		9	17.3	--	--	--	--
	4		11	22.9	82	18	0	0
	5		6	19.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	52	51	98.1	53	31	14	2
	4	48	47	97.9	57	26	17	0
	5	31	29	93.5	66	17	7	10
Male	3		27	51.9	56	30	11	4
	4		28	58.3	54	32	14	0
	5		11	35.5	64	18	9	9
Female	3		24	46.2	50	33	17	0
	4		19	39.6	63	16	21	0
	5		18	58.1	67	17	6	11
American Indian or Alaska Native	3		4	7.7	--	--	--	--
	4		2	4.2	--	--	--	--
Hispanic or Latino	3		9	17.3	--	--	--	--
	4		4	8.3	--	--	--	--
	5		2	6.5	--	--	--	--
White	3		35	67.3	51	29	17	3
	4		39	81.3	59	21	21	0
	5		22	71.0	68	9	9	14
Two or More Races	3		3	5.8	--	--	--	--
	4		2	4.2	--	--	--	--
	5		5	16.1	--	--	--	--
Socioeconomically Disadvantaged	3		44	84.6	52	32	14	2
	4		39	81.3	56	31	13	0
	5		24	77.4	71	17	4	8
Students with Disabilities	3		9	17.3	--	--	--	--
	4		11	22.9	82	9	9	0
	5		6	19.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	55	34	44	60	58	57	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	44
Male	--
Female	41
Hispanic or Latino	--
White	47
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	45
Foster Youth	--

Note: 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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.70	13.30	13.30

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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. The PTO meetings are generally held on the second Thursday of each month.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	4.55	6.59	5.52	9.40	8.88	9.41	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.65	0.41	0.45	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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. The lesson for the week is introduced school wide at a Monday Morning Assembly. On Friday a phone/intercom assembly is held to celebrate students of the week and other behavior awards are given at that time. 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. Positive, Behavioral Interventions and Supports, PBIS are in place to help students be more successful.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	1		21	2	1		22	1	1	
1	28		1		27		1		22		2	
2	27		2		25		2		23		2	
3	25		1		25		2		24		2	
4	24	1	1		29		1		27		2	
5	19	1	1		27		2		31		1	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,128	$3,385	$4,742	$62,092
District	N/A	N/A	$5,023	$61,262
Percent Difference: School Site and District	N/A	N/A	-5.6	1.4
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	-11.3	-4.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

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 students not on grade level with core subjects. LCAP funding supports additional Title I teacher support, aide time in the classroom and supports educational technology. Student access to technology includes a computer lab located in the modern up to date library, three tablet carts shared among eleven classrooms and six tablets permanently assigned to each TK/K, first and second grade classroom which provides daily access to technology for all students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$35,370	$40,379
Mid-Range Teacher Salary	$53,200	$62,323
Highest Teacher Salary	$79,000	$81,127
Average Principal Salary (Elementary)	$84,835	$99,192
Average Principal Salary (Middle)	$94,135	$91,287
Average Principal Salary (High)	$100,397	$112,088
Superintendent Salary	$165,000	$159,821
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

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.