Cedarwood Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

School Contact Information	
School Name	Cedarwood Elementary School
Street	6400 Columbine Road
City, State, Zip	Magalia, CA 95954
Phone Number	530.873.3785
Principal	Lori Kerns
E-mail Address	Lkerns@pusdk12.org
Web Site	http://cedarwood.pusdk12.org/
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 (School Year 2016-17)

Cedarwood Elementary is nestled among the cedar and pine trees in the beautiful mountain town of Magalia California. Our school staff provides a positive, engaging, and rigorous environment where students feel safe and are motivated to learn. We are committed to a quality education for all students through meaningful learning emphasizing creativity, communication, collaboration, and critical thinking. We hold high expectations for student achievement, student behavior, and ourselves as professionals. At Cedarwood Elementary School, we believe every child is capable of learning, and we provide various opportunities for all students to reach their potential. Our teachers use multiple assessment information, including 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 highly qualified teachers and paraprofessional staff members. This blended 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 challenge students who are performing above standard. 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.

Our curriculum is focused on the California Common Core State Standards, including English Language Arts/Literacy, Writing, Speaking & Listening, Language and mathematics. Our mathematics curriculum includes the progression of mathematical practices exemplifying the three principles of focus, coherence, and rigor. We encourage strong parent and community partnerships and invite our parents, grandparents, guardians 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 2015-16)

Grade Level	Number of Students
Kindergarten	50
Grade 1	50
Grade 2	35
Grade 3	46
Grade 4	45
Grade 5	42
Total Enrollment	268

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.4
Asian	0.7
Filipino	0
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	0
White	80.6
Two or More Races	3.7
Socioeconomically Disadvantaged	75
English Learners	0.7
Students with Disabilities	7.8
Foster Youth	1.5

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	15		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2015-16)

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 2016-17)

Year and month in which data were collected: September 2016

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.

Subject	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	Bridges in Mathematics, ©2016 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)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

The table heading spanning the top:
School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: July 2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	23	21	36	40	44	48
Mathematics	16	17	24	26	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	48	98.0	35.4
	4	40	40	100.0	12.8
	5	40	40	100.0	12.5
Male	3	30	29	96.7	31.0
	4	17	17	100.0	5.9
	5	24	24	100.0	8.3
Female	3	19	19	100.0	42.1
	4	23	23	100.0	18.2
	5	16	16	100.0	18.8
White	3	44	43	97.7	34.9
	4	27	27	100.0	7.4
	5	34	34	100.0	14.7
Socioeconomically Disadvantaged	3	31	30	96.8	30.0
	4	36	36	100.0	14.3
	5	33	33	100.0	12.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	48	98.0	37.5
	4	40	40	100.0	5.0
	5	40	40	100.0	5.0
Male	3	30	29	96.7	31.0
	4	17	17	100.0	
	5	24	24	100.0	4.2
Female	3	19	19	100.0	47.4
	4	23	23	100.0	8.7
	5	16	16	100.0	6.3
White	3	44	43	97.7	34.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	27	27	100.0	3.7
	5	34	34	100.0	5.9
Socioeconomically Disadvantaged	3	31	30	96.8	30.0
	4	36	36	100.0	5.6
	5	33	33	100.0	3.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34	44	26	58	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	40	39	97.5	25.6
Male	24	24	100.0	20.8
Female	16	15	93.8	33.3
White	34	33	97.1	30.3
Socioeconomically Disadvantaged	33	32	97.0	28.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	10	20	12.5

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 (School Year 2016-17)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. 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/teacher organization (PTO) that sponsors many school events and fund raising activities during the year. The PTO meetings are generally held on the second Thursday of each month. and once again, everyone is invited to attend. Parents, grandparents, and community members are always welcome to visit or volunteer in our classrooms; however, we ask that all guests on campus check into the front office and wear a visitor's badge. Our parents are also members of, and provide input on, various district advisory boards.

Parents stay informed on upcoming events and school activities through School Messenger (automated telephone message delivery system), teacher communication, classroom newsletters, email, telephone calls, or personal conferences.

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		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	6.6	5.5	6.5	8.9	9.4	8.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.4	0.5	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

PUSD is committed to providing an environment that fosters physical and emotional health and safety. Cedarwood Elementary School has 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 (i.e., fire, earthquake, dangerous situations on campus, etc.) Staff and students practice emergency drills regularly 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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	21	2	1		22	1	1		22	1	1	
1	27		1		22		2		22		2	
2	25		2		23		2		23		2	
3	25		2		24		2		24		2	
4	29		1		27		2		27		2	
5	27		2		31		1		31		1	

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 2015-16)

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)	.4	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	1.	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8236	3415	4825	63146
District	N/A	N/A	5056	$60,890
Percent Difference: School Site and District	N/A	N/A	-4.6	3.1
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	-9.8	-3.2

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

Types of Services Funded (Fiscal Year 2015-16)

The school provides CACCSS curriculum based instruction in all core subjects. It also offers Title I and special education services. Additional support is provided for English language learners and for students not on grade level with core subjects through a blended model of support. LCAP funding supports additional aide time in the classroom and 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$35,370	$42,063
Mid-Range Teacher Salary	$53,200	$64,823
Highest Teacher Salary	$79,000	$84,821
Average Principal Salary (Elementary)	$86,162	$101,849
Average Principal Salary (Middle)	$95,336	$107,678
Average Principal Salary (High)	$97,883	$115,589
Superintendent Salary	$165,000	$169,152
Percent of Budget for Teacher Salaries	36%	35%
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, Mathematics, effective teaching strategies, educational technology, Positive Behavior Intervention Strategies (PBIS), addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education.