School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09

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 on the SARC Web page 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

DataQuest
DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2008-09)
This section provides the school's contact information.

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	Al Keller	**E-mail Address**	cjohnson@pusdk12.org
E-mail Address	akeller@pusdk12.org	**CDS Code**	04-61531-6113526

School Description and Mission Statement (School Year 2007-08)
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 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 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 2007-08)
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 third 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 (PTO) that sponsors many fundraising 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 2007-08)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	41
Grade 1	42
Grade 2	45
Grade 3	40
Grade 4	42
Grade 5	50
Total Enrollment	260

Student Enrollment by Group (School Year 2007-08)
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	0.38%	White (not Hispanic)	86.92%
American Indian or Alaska Native	0.77%	Multiple or No Response	5.77%
Asian	0.38%	Socioeconomically Disadvantaged	72%
Filipino	0%	English Learners	1%
Hispanic or Latino	5.77%	Students with Disabilities	11%
Pacific Islander	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	2005-06				2006-07				2007-08			
	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			21		2		20.5	1	1	
1	18.5	2			21		2		21		2	
2	18.7	3			20.5	1	1		21		2	
3	20	1	1		19.7	3			22		1	
4	28		1		31		2		32		1	
5	28		1		17	1			31		1	
6					32		1					
K-3	20	1							25.5		2	
3-4												
4-8	29		2		30		1		30		1	
Other												

III. School Climate

School Safety Plan (School Year 2007-08)
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. 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.
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Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	3.6	11.5	0.0	15.5	16.5	0.0
Expulsions	0.0	0.0	0.0	1.1	1.1	0.0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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 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 pre-school 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 2008-09)](#)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	80% of all systems are on automatic controls. Filters are changed regularly. Maintenance is continuous.
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Minor adjustments on all hardware is being completed by staff.
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Walls are painted and repairs are made continuously.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	Fire extinguishers are serviced annually and checked monthly. Fire Life Safety (FLS) strobe lights in restrooms are checked regularly.
Electrical (interior and exterior)	[X]	[ ]	[ ]	Emergency lighting is checked monthly. Power taps and extension cord use as a power source needs to be restricted, per California Fire Code.
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Drinking fountains receive regular maintenance.
Restrooms	[X]	[ ]	[ ]	Restrooms are in good order, well stocked and clean.
Sewer	[X]	[ ]	[ ]	The site has one sand filter waste management system that is evaluated as required.
Playground/School Grounds	[X]	[ ]	[ ]	Grounds are checked and repaired on an ongoing basis by staff.
Roofs	[X]	[ ]	[ ]	Roofs are in good repair.
Overall Cleanliness	[X]	[ ]	[ ]	The site is in good repair and maintained in a clean condition.

[Overall Summary of School Facility Good Repair Status (School Year 2008-09)](#)
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[ ]	[ ]	[ ]

V. Teachers

[Professional Development](#)
This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The annual number of teacher contract days devoted to professional development during each of the last three years is three (3) days or the equivalent of 21 hours. Professional development is offered before the beginning of each school year and numerous after school and weekend workshops are available during the school year. The workshops offered include sessions presented by Paradise Unified School District, Butte County Office of Education and other providers. Content consists of a variety of subject matter including English Language Arts, Math, Science, Visual and Performing Arts, Physical Education, Social Science, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education. Most teachers exceed the twenty-one hour requirement for professional development.

[Teacher Credentials](http://dq.cde.ca.gov/dataquest/)

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 on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	16	15	16	245
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	1	N/A

[Teacher Misassignments and Vacant Teacher Positions](http://dq.cde.ca.gov/dataquest/)

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

[Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)](http://www.cde.ca.gov/nclb/sr/tq/)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100.0%	0.0%

VI Support Staff

[Academic Counselors and Other Support Staff (School Year 2007-08)](http://dq.cde.ca.gov/dataquest/)

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	0.8	325
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)
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. 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 current and consistent with state adoption and curriculum framework cycles. 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	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 Write Source Series, Great Source, ©2000	0%
Mathematics	Harcourt Mathematics, Harcourt, ©2009	0%
Science	Harcourt Science Program, Harcourt, ©2000	0%
History-Social Science	HM Social Studies, Houghton Mifflin, ©2006	0%
Foreign Language		
Health		
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0%
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)
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 can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at 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	$8,530	$2,624	$5,906	$66,698
District	---	---	$5,180	$61,611
Percent Difference – School Site and District	---	---	14.01%%	8.26%%
State	---	---	$8.117	$65,808
Percent Difference – School Site and State	---	---	-27%%	1%%

Types of Services Funded (Fiscal Year 2007-08)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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.

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,225	$37,916
Mid-Range Teacher Salary	$48,638	$58,151
Highest Teacher Salary	$74,449	$75,396
Average Principal Salary (Elementary)	$78,542	$91,086
Average Principal Salary (Middle)	$73,228	$95,220
Average Principal Salary (High)	$77,455	$101,661
Superintendent Salary	$99,993	$136,091
Percent of Budget for Teacher Salaries	37.7%	38.5%
Percent of Budget for Administrative Salaries	4.5%	5.8%

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	51	51	44	47	47	47	42	43	46
Mathematics	58	50	45	39	36	39	40	40	43
Science	55	41	41	42	46	51	35	38	46
History-Social Science				33	34	35	33	33	36

[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	*	*	*	
Pacific Islander				
White (not Hispanic)	42	44	42	
Male	37	44	41	
Female	42	44	43	
Economically Disadvantaged	38	40	31	
English Learners	*			
Students with Disabilities	8	*	*	
Students Receiving Migrant Education Services				

[California Physical Fitness Test Results (School Year 2007-08)](#)
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 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 Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	7.7

X. 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 API Web page 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	2005-06	2006-07	2007-08
Statewide	8	7	6
Similar Schools	8	7	7

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-21	-25	-15	772
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-17	-29	-12	777
Socioeconomically Disadvantaged	-12	-17	-8	764
English Learners				
Students with Disabilities				

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 AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2007-08)

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	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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 AYP Web page 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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.7