

Cedarwood Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Cedarwood Elementary School
Street	6400 Columbine Rd.
City, State, Zip	Magalia, CA 95954
Phone Number	530.873.3785
Principal	Mike Lerch
Email Address	mleerch@pusdk12.org
School Website	http://www.cedarwood.pusdk12.org/
County-District-School (CDS) Code	04-61531-6113526

2021-22 District Contact Information

District Name	Paradise Unified School District
Phone Number	530.872.6400
Superintendent	Tom Taylor
Email Address	scraft@pusdk12.org
District Website Address	https://www.pusdk12.org/

2021-22 School Overview

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. Bridges Math curriculum was introduced and implemented during the 2016-2017 school year. Wonders language arts curriculum was introduced and implemented this school year 2019-202. 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!

We believe: Every student matters. Every moment counts.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	32
Grade 2	29
Grade 3	33
Grade 4	37
Grade 5	28
Grade 6	31
Total Enrollment	214

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3
Male	46.7
American Indian or Alaska Native	1.9
Asian	0.5
Black or African American	2.3
Hispanic or Latino	11.7
Two or More Races	8.4
White	75.2
English Learners	0.9
Foster Youth	0.9
Homeless	4.7
Socioeconomically Disadvantaged	74.8
Students with Disabilities	10.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other 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 State Common Core Standards. The district textbook review and approval process consider 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.

Year and month in which the data were collected

September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (Wonders) ©2019 (TK-6) McGraw-Hill Ed, (Study Sync) 6th NEWSELA Pro (Supplemental - grades 2-6)	Yes	0%
Mathematics	Bridges in Mathematics, ©2016 (grades K-5) CPM Educational Program, ©2014 (grade 6)	Yes	0%
Science	Harcourt Science Program, Harcourt, ©2000 (K-5th) FOSS, Delta Pub ©2008 (K-5th) Prentice-Hall (6th)	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

Due to the passing of the School bond on November 7, 2018 and the Camp Fire on November 8, 2018 There are many new facilities and upgrades happening in Paradise Unified School District (PUSD). On January 18, 2022 PUSD approved the Facilities Project Priorities List where every site will have improvements. Cedarwood was clean and the campus full of snow. Walkways and driveways were clear at the time.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

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] System 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	114	112	98.2%	1.8%	35.7%
Female	60	59	98.3%	1.7%	33.9%
Male	54	53	98.1%	1.9%	37.7%
American Indian or Alaska Native	--	--	--	0%	--
Asian	--	--	--	--	--

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	8	7	87.5%	12.5%	42.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	97	95	98.3%	1.7%	41.1%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	87	97.8%	2.2%	33.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100%	0%	12.5%
Female					
Black or African American					
English Learners					

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	115	109	94.78%	5.22%	17%
Female	60	59	98.3%	1.7%	33.9%
Male	54	53	98.1%	1.9%	37.7%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	8	8	100%	0%	25%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	97	95	97.9%	2.1%	41.1%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	87	97.8%	2.2%	33.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100%	0%	12.5%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	21.74	N/A	21.53	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	23	82.14	17.86	21.74
Female	13	11	84.62	15.38	18.18
Male	15	12	80.00	20.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	23.53
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	15	75.00	25.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 third Tuesday of every month. In addition to the elected officers, all interested parents are invited and encouraged 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 first 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 Parent Square (automated telephone message delivery system), Peachjar (electronic flyers) teacher communication, classroom newsletters, email, telephone calls, personal conferences, the school updated website, Remind, and a weekly all call is sent out to parents each Friday of up coming events and news.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	250	82	32.8
Female	142	134	44	32.8
Male	123	116	38	32.8
American Indian or Alaska Native	6	6	4	66.7
Asian	1	1	1	100.0
Black or African American	5	5	4	80.0
Filipino	0	0	0	0.0
Hispanic or Latino	34	34	19	55.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	21	9	42.9
White	198	183	45	24.6
English Learners	2	2	0	0.0
Foster Youth	2	2	0	0.0
Homeless	19	19	12	63.2
Socioeconomically Disadvantaged	206	198	75	37.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	32	31	11	35.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.70	1.51	4.12	1.60	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.33	7.38	2.45
Expulsions	0.00	0.21	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.51	0.00
Female	1.41	0.00
Male	1.63	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.02	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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/reviewed 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 - monthly for fire evacuation drills, and once each trimester for Lockdown/Shelter in Place and Earthquake drills.

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 using a different virtue of the week. The last Friday of the month, the school congregates for a short assembly to acknowledge students, discuss school wide rules, and to build community. There is a Student Council with student officers and classroom representatives to who communicate school issues and successes and build student voice for maintaining and promoting a positive climate. 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 and we role model, practice and discuss the four universal expectations (safety, respect, responsibility and kindness) on a regular basis. Positive Behavioral Interventions and Supports (PBIS) are in place to help students be more successful.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	20	2		
2	20	2		
3	25		2	
4	28		1	
5	25		2	
6	31		8	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	20	2		
2	18	2		
3	20	2		
4	20	2		
5	24		2	
6	20	4	4	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	16	2		
2	15	2		
3	17	2		
4	26		1	
5	21		1	
6	21	5	4	
Other	18	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10454	3823	6631	70491
District	N/A	N/A	7231	\$71,391
Percent Difference - School Site and District	N/A	N/A	-8.7	-1.3
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-24.1	-8.9

2020-21 Types of Services Funded

The school provides CCSS 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. LCAP funding supports additional aide time, supports additional intervention for students, and educational technology. Federal funds are also received for the continuous improvement of the school.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & 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	\$40,060	\$48,119
Mid-Range Teacher Salary	\$60,700	\$74,665
Highest Teacher Salary	\$99,998	\$98,160
Average Principal Salary (Elementary)	\$98,664	\$118,542
Average Principal Salary (Middle)	\$95,798	\$125,068
Average Principal Salary (High)	\$120,063	\$133,516
Superintendent Salary	\$159,000	\$194,199
Percent of Budget for Teacher Salaries	21%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education, and other professional providers.

The content consists of a variety of subject matter including, but not limited to:

- STEAM (science, technology, engineering, arts, and mathematics)
- Bridges Math
- Mindfulness
- i-Ready
- Trauma-Informed Classrooms
- RULER
- Up-to-date Google and technology training (Specifically View Sonic)
- High Leverage Instructional Strategies
- Addressing the needs of our students with special needs
- Increasing classroom student engagement and achievement
- PBIS (Positive Behavior Intervention in Schools)
- Wonders ELA Curriculum
- Capit Learning for grades Preschool-3
- Reciprocal Reading
- Equity Training
- Writing Revolution (expository writing)

Opportunities include afterschool classes and workshops, book studies, and one release day per year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	1	1

Paradise Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Paradise Unified School District
Phone Number	530.872.6400
Superintendent	Tom Taylor
Email Address	scraft@pusdk12.org
District Website Address	https://www.pusdk12.org/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	749	204	27.24	72.76	37.44
Female	371	106	28.57	71.43	42.45
Male	378	98	25.93	74.07	31.96
American Indian or Alaska Native	16	2	--	87.50	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	27	25.96	74.04	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	13	23.64	76.36	30.77
White	567	161	28.40	71.60	38.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	66	12	18.18	81.82	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	510	125	24.51	75.49	29.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	20	14.39	85.61	30.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	749	195	26.03	73.97	21.03
Female	371	100	26.95	73.05	18.00
Male	378	95	25.13	74.87	24.21
American Indian or Alaska Native	16	2	--	87.50	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	26	25.00	75.00	19.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	14	25.45	74.55	28.57
White	567	152	26.81		21.05
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	66	14	21.21	78.79	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	510	121	23.73	76.27	14.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	19	13.67	86.33	15.79

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	503	484	96.2%	3.8%	39.7%
Female	242	242	97.89%	2.1%	40.9%
Male	261	247	94.6%	5.4%	38.5%
American Indian or Alaska Native	34	31	91.2%%	8.8%	45.2%
Asian	--	--	--	--	--

Black or African American	11	10	90.9%	9.1%	18.2%
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	96.2%	4.2%	32.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	398	384	96.5%	3.5%	41.9%
English Learners			--	--	--
Foster Youth	--	--	--	--	--
Homeless	29	28	96.2%	3.8%	17.9%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	385	368	95.6%	4.4%	35.6%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	105	99	94.3%	5.7%	35.6%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	504	485	96.23%	3.77%	22%
Female	243	235	96.71%	3.29%	19%
Male	261	250	95.79%	4.21%	24%
American Indian or Alaska Native	34	33	97.06%	2.94%	33%
Asian	--	--	--	--	--
Black or African American	11	11	100%	0%	18%
Filipino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	398	381	95.73%	4.27%	22%
English Learners	--	--	--	--	--
Foster Youth	--	--			--
Homeless			96.55%	3.45%	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	386	370	95.85%	4.15%	19%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	105	100	95.24%	4.76%	4%

Hispanic or Latino	48	43	89.58%	10.42%	15%
Foster Youth			--	--	
Homeless	29	28			11%

*At or above the grade-level standard in the context of the local assessment administered.