

Cedarwood Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	37
Grade 2	35
Grade 3	33
Grade 4	36
Grade 5	30
Grade 6	28
Total Enrollment	236

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	1.3%
Asian	0.4%
Black or African American	0.4%
Hispanic or Latino	15.7%
Two or More Races	8.1%
White	74.2%
English Learners	0.4%
Foster Youth	0.8%
Homeless	1.3%
Socioeconomically Disadvantaged	76.3%
Students with Disabilities	14.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	90.49	98.30	80.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	9.43	5.20	4.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	6.02	12115.80	4.41
Unknown	0.00	0.00	10.20	8.33	18854.30	6.86
Total Teaching Positions	12.00	100.00	122.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	100.00	87.30	77.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.67	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.70	6.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	6.56	11953.10	4.28
Unknown	0.00	0.00	7.80	6.94	15831.90	5.67
Total Teaching Positions	11.50	100.00	112.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	0.00
Misassignments	0.60	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 - 8th Expository Reading & Writing (6th-8th)- CSU, Chico	Yes	0%
Mathematics	Bridges in Mathematics, ©2016 (grades K-5) CPM Educational Program, ©2014 (grade 6)	Yes	0%
Science	Delta- Foss Next Gen. (TK- 6th)	Yes	0%
History-Social Science	CA Studies Weekly (TK-6th)	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 2022

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			

School Facility Conditions and Planned Improvements

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).

College and Career Ready

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.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	24	36	35	47	46
Mathematics (grades 3-8 and 11)	20	25	28	27	33	34

2022-23 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.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	127	96.95	3.05	23.62
Female	63	61	96.83	3.17	22.95
Male	68	66	97.06	2.94	24.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	21.43
White	92	89	96.74	3.26	23.60
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	108	96.43	3.57	21.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	4.17

2022-23 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.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	127	96.95	3.05	25.20
Female	63	61	96.83	3.17	19.67
Male	68	66	97.06	2.94	30.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	21.43
White	92	89	96.74	3.26	28.09
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	108	96.43	3.57	24.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	8.33

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.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.88	25.00	22.02	18.02	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	32	96.97	3.03	25.00
Female	17	16	94.12	5.88	18.75
Male	16	16	100.00	0.00	31.25
American Indian or Alaska Native	0	0	0	0	0
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	24	23	95.83	4.17	30.43
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	257	125	48.6
Female	127	124	64	51.6
Male	138	133	61	45.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	1	1	1	100.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	43	42	23	54.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	20	10	50.0
White	195	189	88	46.6
English Learners	1	1	0	0.0
Foster Youth	8	7	4	57.1
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	229	222	113	50.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	46	20	43.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.51	7.00	5.66	1.60	7.71	7.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.66	0
Female	5.51	0
Male	5.8	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	9.3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.13	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.24	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.08	0

2023-24 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.

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		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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		1	
1	16	2		
2	14	2		
3	14	2		
4	17	2		
5	17	2		
6	21		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	1	1	0
1	29	0	1	0
2	25	0	1	0
3	17	2	0	0
4	18	2	0	0
5	30	0	2	0
6	15	1	1	0
Other	18	1	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	12056	4120	7936	70852
District	N/A	N/A	8080	\$74,223
Percent Difference - School Site and District	N/A	N/A	-1.8	-0.1
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	18.5	-11.1

Fiscal Year 2022-23 Types of Services Funded

The school provides Common Core State Standards curriculum-based instruction in all core subjects. It also offers Title I and special education services. Additional support is provided for students, not on grade level with core subjects. LCAP funding supports EL students, homeless students, and foster youth students with extra aide time, additional intervention for academics, and educational technology. Federal funds are also received for the continuous improvement of the school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$41,060	\$47,616
Mid-Range Teacher Salary	\$62,170	\$75,580
Highest Teacher Salary	\$101,468	\$100,485
Average Principal Salary (Elementary)	\$113,010	\$114,067
Average Principal Salary (Middle)	\$101,545	\$123,622
Average Principal Salary (High)	\$123,988	\$125,386
Superintendent Salary	\$163,000	\$157,977
Percent of Budget for Teacher Salaries	23.37%	27.82%
Percent of Budget for Administrative Salaries	4.65%	5.78%

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)

Professional Development

- * 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
- * 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	