

# Cedarwood Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 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/fq/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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 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	<a href="mailto:mllerch@pusdk12.org">mllerch@pusdk12.org</a>
School Website	<a href="http://www.cedarwood.pusdk12.org/">http://www.cedarwood.pusdk12.org/</a>
Grade Span	TK-6
County-District-School (CDS) Code	04-61531-6113526

## 2025-26 District Contact Information

District Name	Paradise Unified School District
Phone Number	530.872.6400
Superintendent	Betsy Amis
Email Address	<a href="mailto:scraft@pusdk12.org">scraft@pusdk12.org</a>
District Website	<a href="https://www.pusdk12.org/">https://www.pusdk12.org/</a>

## 2025-26 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.

## 2025-26 School Description and Mission Statement

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 2019-2020. 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 also updated our campus buildings for the 2024-25 school year. Brand new classrooms replaced old portable buildings. 20 new classrooms and a new administrative building were added to the prior existing multi purpose building and library.

We believe: Every student matters. Every moment counts.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	37
Grade 2	33
Grade 3	37
Grade 4	36
Grade 5	42
Grade 6	36
<b>Total Enrollment</b>	<b>271</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	1.8
Asian	0.4
Black or African American	0.7
Hispanic or Latino	13.3
Two or More Races	8.5
White	75.3
Foster Youth	0.4
Homeless	2.2
Socioeconomically Disadvantaged	81.5
Students with Disabilities	21

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.5	100	87.3	77.77	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	2.67	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	6.7	6.04	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	7.3	6.56	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	7.8	6.94	15831.9	5.67
<b>Total Teaching Positions</b>	11.5	100	112.3	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10	87.06	87.1	73.79	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.7	3.99	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	8.63	12.7	10.83	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	9.1	7.79	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	4.31	4.2	3.58	14303.8	5.15
<b>Total Teaching Positions</b>	11.5	100	118	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.7	72.03	87.9	74.05	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	4	3.37	6213.8	2.23
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	3	28.06	12.8	10.84	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	7.7	6.53	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	6.1	5.21	13705.8	4.91
<b>Total Teaching Positions</b>	10.6	100	118.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	2
<b>Misassignments</b>	0.00	0	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	3

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (Wonders) ©2019 (TK-6)	0%
Mathematics	Bridges in Mathematics, ©2016 (grades K-5) CPM Educational Program, ©2014 (grade 6)	0%
Science	CA HMH Science Dimensions (TK- 5th) Amplify Science (6th-8th)	0%
History-Social Science	Teachers' Curriculum Institute, Social Studies Alive! (TK-6th)	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0%

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

## School Facility Conditions and Planned Improvements

Cedarwood Elementary School has undergone major changes post Campfire (2018). In June of 2024, Cedarwood re-opened for this school year. All of the classrooms (with the exception of rooms 1 & 2) and the office were demolished and 3 new wings were constructed. The MPR and Library are existing stick built structures and received fire alarm upgrades. The new buildings are constructed to WUI (Wildland Urban Interface) standards. 2-150kw back-up generators were added to this site to allow

## School Facility Conditions and Planned Improvements

students and staff to have power on days where there is a PSPS or storm disruption. Cedarwood also is completely fenced in for security of the students and staff safety.

Year and month of the most recent FIT report

12/23/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Library Boys Restroom: There are cobwebs around the ceilings, please remove. Library Girls Restroom: There are cobwebs around the ceilings, please remove. Lights out, please replace. MPR Boys Restroom: Tiles around floor drain have come loose.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room 2 w/Restrooms (2): At the West exterior, there is a spot dug under the skirting, please fill. Lights out, please replace. Ceiling tile is cut short, replace with proper sized tile. Drinking fountain missing concrete corner, please repair.
<b>Electrical</b>	X			Library Girls Restroom: There are cobwebs around the ceilings, please remove. Lights out, please replace. Room 1 w/ Restrooms (2): Light out in East Restroom. Ceiling Tile missing in West Restroom. Cubbie blocking egress @ North Door. Please replace lamp and Ceiling tile. Move cubbie to allow total egress. Room 2 w/Restrooms (2): At the West exterior, there is a spot dug under the skirting, please fill. Lights out, please replace. Ceiling tile is cut short, replace with proper sized tile. Drinking fountain missing concrete corner, please repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Playgrounds: Drinking fountain has low water pressure. Room 2 w/Restrooms (2): At the West exterior, there is a spot dug under the skirting, please fill. Lights out, please replace. Ceiling tile is cut short, replace with proper sized tile. Drinking fountain missing concrete corner, please repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 1 w/ Restrooms (2): Light out in East Restroom. Ceiling Tile missing in West Restroom. Cubbie blocking egress @ North Door. Please replace lamp and Ceiling tile. Move cubbie to allow total egress. Room 2 w/Restrooms (2): At the West exterior, there is a spot dug under the skirting, please fill. Lights out, please replace. Ceiling tile is cut short, replace with proper sized tile. Drinking fountain missing concrete corner, please repair. Room 7: Fire extinguisher blocked, please move item blocking fire extinguisher and keep accessible
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	24	33	37	47	48
Mathematics (grades 3-8 and 11)	23	25	28	32	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	141	97.24	2.76	24.11
Female	72	71	98.61	1.39	23.94
Male	73	70	95.89	4.11	24.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	110	108	98.18	1.82	24.07
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	116	96.67	3.33	19.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	5.71

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	145	142	97.93	2.07	24.65
<b>Female</b>	72	72	100.00	0.00	19.44
<b>Male</b>	73	70	95.89	4.11	30.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	18	94.74	5.26	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	18.18
<b>White</b>	110	108	98.18	1.82	25.00
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	120	117	97.50	2.50	18.80
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	36	97.30	2.70	5.56

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	23.53	0	20.22	33.11	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	37	97.37	2.63	0.00
Female	21	21	100.00	0.00	0.00
Male	17	16	94.12	5.88	0.00
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	29	28	96.55	3.45	0.00
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	33	32	96.97	3.03	0.00
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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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.

### 2025-26 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 Thursday 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 fundraising activities during the year. The PTO meetings are generally held on the fourth 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 upcoming events and news.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	296	286	81	28.3
Female	140	137	36	26.3
Male	156	149	45	30.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	40	11	27.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	23	8	34.8
White	220	215	59	27.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	11	3	27.3
Socioeconomically Disadvantaged	258	249	74	29.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	72	17	23.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.66	4.35	3.04	7.29	6.79	6.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.04	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.04	0.00
Female	0.00	0.00
Male	5.77	0.00
Non-Binary	0.00	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	4.09	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	3.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 the 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 first Monday 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 and classroom representatives 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.

## 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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	2	0	0
1	26	0	1	0
2	21	1	1	0
3	18	2	0	0
4	28	0	1	0
5	24	0	1	0
6	25	0	1	0
Other	21	0	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	2		
1	24		1	
2	25		1	
3	18	2		
4	26		1	
5	29		1	
6	31		1	
Other	18	2	1	

## 2024-25 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

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	12317	4198	8119	76378
District	N/A	N/A	8392	\$86,717
Percent Difference - School Site and District	N/A	N/A	-3.3	0.1
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-28.1	-3.0

## Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$53,626	\$57,978
<b>Mid-Range Teacher Salary</b>	\$76,423	\$89,612
<b>Highest Teacher Salary</b>	\$114,125	\$117,194
<b>Average Principal Salary (Elementary)</b>	\$143,000	\$143,632
<b>Average Principal Salary (Middle)</b>	\$127,713	\$149,447
<b>Average Principal Salary (High)</b>	\$130,075	\$162,334
<b>Superintendent Salary</b>	\$207,133	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	28%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	5.61%	5.47%

## 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  
\* 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	