

Cedarcreek Elementary School

27792 Camp Plenty Road • Canyon Country CA 91351 • (661) 294-5310 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Saugus Union Elementary School District

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**Assistant Superintendent
Human Resources**

School Description

Cedarcreek Elementary School is a dedicated compassionate community that respects every scholar's ability to learn, persevere, and succeed.

Cedarcreek is a California Gold Ribbon School that provides all learners with a well rounded elementary school education focused on a rigorous student centered academic program. An emphasis on developing academic language across disciplines prepares our students for bold explorations of 21st century learning challenges. Students participate in a hands on Culinary Arts program designed to teach integrated math and science skill as well as healthy living choices. Opportunities for students to apply the "FOUR C's"-Critical Thinking, Communication, Collaboration and Creativity are evident in all classrooms through arts integration and project based learning.

A California Silver Award winning school, Cedarcreek implements the PBIS, Positive Behavior Intervention and Support system of teaching behavior expectations. We teach students consistent school wide behavior expectations and acknowledge it in our R.O.A.R. motto; that is Respect, Own your actions, Act safely, and be Responsible.

Cedarcreek Elementary School offers a variety of after-school intervention and enrichment opportunities for our students. Students who are at-risk receive an extended day with specific instruction that will allow them to meet grade-level proficiencies. We have a variety of enrichment classes, such as music, art, robotics and cooking classes, available to all students throughout the school year.

Newsletters from students' teachers are sent home in both English and Spanish to keep our community informed as to what is happening at Cedarcreek. Other forms of communication come from the Principal and front office in the form of a monthly calendar, newsletters, and phone messages. Cedarcreek also maintains a school website for parents to access from any computer terminal.

Our goal is to provide an educational experience that inspires each individual student to love learning, embrace challenges, build character, and cultivate creativity so that our students grow up to be kind and caring citizens.

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	56
Grade 2	54
Grade 3	64
Grade 4	53
Grade 5	61
Grade 6	79
Total Enrollment	433

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	1.6
Hispanic or Latino	86.1
White	8.5
Two or More Races	1.2
Socioeconomically Disadvantaged	75.5
English Learners	46.2
Students with Disabilities	11.3
Foster Youth	0.2
Homeless	4.4

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

Teacher Credentials for Cedarcreek Elementary	17-18	18-19	19-20
With Full Credential	18	18	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Saugus Union	17-18	18-19	19-20
With Full Credential	♦	♦	365
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cedarcreek Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**Textbooks and Instructional Materials**

Year and month in which data were collected: 8/16/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill K-6 Certified 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill K-6 Certified 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6 Certified 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman K-5, Harcourt 6 Certified 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Playground supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in monthly fire and lockdown drills to ensure preparedness in the event of an emergency. At Cedar Creek we pride ourselves in our ability to conduct our school-wide evacuation in an extremely effective and timely manner. A disaster supply bin is maintained on our campus and the disaster plan is updated regularly. Staff receives periodic training in disaster preparedness, safety training and CPR/First Aid training.

Students participate in character-building programs that help instill a sense of pride in our campus while reinforcing environmental responsibility. A school facilities request form can be obtained in the school office when organizations want to use Cedar Creek facilities.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/26/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	54	65	66	50	50
Math	28	45	53	56	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.4	32.1	19.6

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	255	99.22	54.12
Male	122	120	98.36	50.83
Female	135	135	100.00	57.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	215	99.08	53.02
White	27	27	100.00	59.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	191	191	100.00	47.12
English Learners	133	131	98.50	43.51
Students with Disabilities	37	37	100.00	13.51
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	255	99.22	44.71
Male	122	121	99.18	47.93
Female	135	134	99.26	41.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	215	99.08	42.33
White	27	27	100.00	48.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	191	190	99.48	41.05
English Learners	133	131	98.50	38.93
Students with Disabilities	37	37	100.00	8.11
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

We are very proud of our Parent Engagement Program, which we call Partners in Learning. Throughout the school year we will offer opportunities for parents to learn and practice skills with their student/s. Coffee with the Principal gives parents an opportunity to hear directly from the principal about a variety of topics and a chance to voice any concerns and share suggestions. Parents can be involved in a variety of ways: helping in their students' classrooms, participating on our Site Council, joining our English Language Learner Advisory Committee, PTA activities and Community-Based Education Training.

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.

School Safety Plan

Cedarcreek Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Cedarcreek Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Cedarcreek Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	541.3

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		20	3	1		22		3	
1	22		3		25		2		19	3		
2	27		2		22		3		27		2	
3	29		2		28		2		21	1	2	
4	28		3		29		2		27		2	
5	31		2		32		2		31		2	
6	32		3		33		1	2	26		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Cedarcreek Elementary School's focus in professional development is implementing a comprehensive and systematic, direct instruction model. Our instructional model is based on current brain research focusing on how children's brains learn best. Our Staff Development days are focused on enhancing our instructional delivery for students at all ability levels, including strategies that best meet the needs of our English Language Learners and at-risk students.

Cedarcreek staff members have been trained in Systematic English Language Development; new teachers will be trained by the end of the school year. In order to meet the needs of English learners during core curriculum a select group of teachers were trained in Constructing Meaning, which helps support integrated language development. Training is continuing with additional teachers participating in training each school year. This training assists our staff members at better meeting the linguistic and academic needs of all of our students.

Technology in the classrooms has also been a focus this school year. All classrooms, kindergarten through sixth grade, have access to Chromebooks or laptops in order for them to learn typing skills, use Google classroom, complete research, and engage in individual lessons on the I-Ready program. Students enrich their mathematical skills in problem solving using on-line NextGen Math. Every classroom also has the newest flat panel technology in order to deliver the most interactive, engaging lessons possible. Professional growth training is provided in the use of these technologies throughout the school year.

In addition, the district provides Teachers on Special Assignment, TOSA, who support our teachers. Our TOSA Staff includes a Physical Education teacher, technology teachers, early Literacy teachers, math teachers, and a science teacher. The TOSAs provide staff development, demonstration lessons, and individual training for teachers throughout the district.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,584	\$45,741
Mid-Range Teacher Salary	\$80,770	\$81,840
Highest Teacher Salary	\$95,203	\$102,065
Average Principal Salary (ES)	\$126,537	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,422	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,315	\$3,107	\$7,207	\$76,329
District	N/A	N/A	\$7,049	\$81,332.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.2	-6.3
School Site/ State	-4.1	-8.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.