

Cedargrove Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cedargrove Elementary School
Street	1209 North Glendora Ave.
City, State, Zip	Covina, Ca, 91724-1506
Phone Number	626-966-8675
Principal	Peter Pannell
Email Address	ppannell@cousd.net
Website	www.cousd.net
County-District-School (CDS) Code	19-64378-6012066

Entity	Contact Information
District Name	Charter Oak Unified School District
Phone Number	(626) 966-8331
Superintendent	Jeffrey Jordan
Email Address	jjordan@cousd.net
Website	www.cousd.net

School Description and Mission Statement (School Year 2019-20)

CEDARGROVE ELEMENTARY SCHOOL MISSION

The Charter Oak Unified School District, in collaboration with our families and community, provides a balanced, quality educational experience that meets the physical, intellectual and emotional needs of all students. Our focus is providing students with the skills needed to adapt to a changing world, equipping them for college, career and life choices. We offer a rigorous and comprehensive education that meets the individual academic needs of our students and prepares them to be socially responsible adults who make positive contributions to the global community. We embrace individual differences and create safe learning environments in which educational integrity and character are our cornerstones.

CEDARGROVE ELEMENTARY SCHOOL VISION

Our vision at Cedargrove Elementary School is to be the number one school of choice in the San Gabriel Valley maintaining high standards for all students. Our students will have access to effective educational tools, technology, and resources which will enable them to become well rounded, confident, and proud individuals. We are creating learning environments where students feel safe, challenged, and confident to take risks. We seek to provide opportunities for staff, students, and parents to connect as a learning community. Cedargrove is a school that respects diversity and honors its commitment to instilling positive values to our students and staff.

DISTRICT MISSION STATEMENT

The Charter Oak Unified School District, in collaboration with our families and community, provides a balanced, quality educational experience that meets the physical, intellectual and emotional needs of all students. Our focus is providing students with the skills needed to adapt to a changing world, equipping them for college, career and life choices. We offer a rigorous and comprehensive education that meets the individual academic needs of our students and prepares them to be socially responsible adults who make positive contributions to the global community. We embrace individual differences and create safe learning environments in which educational integrity and character are our cornerstones.

VISION STATEMENT

Charter Oak Unified School District is the leading district in the San Gabriel Valley with outstanding employees that offer exemplary programs and services which attract and retain students and their families.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	108
Grade 1	89
Grade 2	96
Grade 3	106
Grade 4	92
Grade 5	98
Grade 6	107
Total Enrollment	696

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	1
Asian	5.2
Filipino	2.9
Hispanic or Latino	74
White	10.6
Two or More Races	3
Socioeconomically Disadvantaged	59.8
English Learners	14.7
Students with Disabilities	10.3
Foster Youth	0.7
Homeless	6.6

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	31	30	206
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Benchmark Advanced	Yes	0.0%
Mathematics	McMillan McGraw-Hill Go Math	Yes	0.0%
Science	Scott Foresman California Science	Yes	0.0%
History-Social Science	Harcourt Brace Reflections	Yes	0.0%
Health	Scott Foresman California Science	Yes	0.0%
Visual and Performing Arts	SRA Art Connections an MacMillan/McGraw-Hill Spotlight on Music	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cedargrove Elementary School is the largest elementary school in the Charter Oak Unified School District and is centrally located in the District. Current enrollment is 721 students. The school has twenty-six regular classrooms, two special day classrooms, two special education pre-school classrooms, an ASD classroom, a library/media center, and four fully integrated GATE classrooms. In addition, Cedargrove has an intervention program where certificated teachers work with small groups of students within the school day to improve their academic achievement. Cedargrove houses a district day care facility which offers before and after school child care on campus.

The majority of the school has undergone extensive modernization. Classrooms, student restrooms, the administrative office, and library were modernized first. All classrooms, the administration offices, the library, and the multi-purpose room have HVAC systems installed. The primary grade and Kindergarten playgrounds had new swings and rubberized play surfaces installed. The grounds are kept clean and in good repair. The only updating needed at this time is the upper grade restrooms. Future upgrades may include a multi-purpose media center and increased fencing which surrounds the campus.

Cedargrove has remodeled and converted the existing computer lab into an Innovation Lab which will feature hands on collaborative building stations, application to classroom based coding instruction through robotics programming and 3D printing among other things. In addition to this, a new computer lab is being fitted which will enable use for up to 40 students.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	55	51	55	50	50
Mathematics (grades 3-8 and 11)	48	55	43	46	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	401	98.53	1.47	55.36
Male	241	238	98.76	1.24	52.94
Female	166	163	98.19	1.81	58.90
Black or African American	13	13	100.00	0.00	53.85
American Indian or Alaska Native	--	--	--	--	--
Asian	22	20	90.91	9.09	70.00
Filipino	12	11	91.67	8.33	72.73
Hispanic or Latino	307	305	99.35	0.65	49.84
Native Hawaiian or Pacific Islander					
White	37	37	100.00	0.00	75.68

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	13	92.86	7.14	92.31
Socioeconomically Disadvantaged	231	229	99.13	0.87	44.98
English Learners	79	76	96.20	3.80	38.16
Students with Disabilities	52	49	94.23	5.77	18.37
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	40.00

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	403	99.02	0.98	54.84
Male	241	240	99.59	0.41	56.25
Female	166	163	98.19	1.81	52.76
Black or African American	13	13	100.00	0.00	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	77.27
Filipino	12	11	91.67	8.33	81.82
Hispanic or Latino	307	305	99.35	0.65	48.52
Native Hawaiian or Pacific Islander					
White	37	37	100.00	0.00	75.68
Two or More Races	14	13	92.86	7.14	92.31
Socioeconomically Disadvantaged	231	229	99.13	0.87	44.10
English Learners	79	78	98.73	1.27	43.59
Students with Disabilities	52	49	94.23	5.77	30.61
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	35.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.0	21.0	13.0

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.

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)

Cedargrove has a very active volunteer program. We have over 100 volunteers helping on our campus. Volunteers work in all classrooms from TK through sixth grade, and help is appreciated at each and every level. Volunteers play an important role at Cedargrove Elementary School. They provide needed services to individual children and small groups. They assist in preparing instructional materials and in the performance of routine duties. Our volunteers also provide enrichment of the school curriculum in areas requiring special talents, skills, or abilities (i.e., arts, crafts, music, technology, etc.). Cedargrove's PTA is extremely active and raises money to enable every student in every grade level to attend a field trip. Our School Site Council and English Learner Advisory Committee for second language families meets regularly. Community and school personnel work together to make programs such as the following successful for children: assemblies, field trips, fundraisers to purchase supplementary equipment and to support our incentive program, classroom celebrations, spirit days, Reflections contest, honorary service awards, book fairs, and many others.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	0.4	1.2	3.4	2.8	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a priority at Cedargrove. All visitors must check in at the office and wear identification tags while on school grounds. The school's Safety Committee meets regularly and makes safety inspections of facilities. The school disaster preparedness plan and safety procedures are reviewed with school staff at the start of every school year, and we participate annually in The Great California Shakeout. Student safety is a priority, and we promote this in a variety of ways.

The Cedargrove School playground perimeter is securely fenced. The custodial crew examines the fence regularly and repairs any holes or breaks. Our principal and teachers include age-appropriate instruction for every class, stressing things such as: 1) walking and riding bikes along roads in a safe manner; 2) being aware of situations involving strangers and having a proper response plan; 3) recognizing poison labels; and 4) saying NO to drugs and alcohol. Cleaning solvents and other toxic materials on this campus are kept in securely locked facilities when not in use.

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.

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		5		19	1	5		21		5	
1	26		4		25		4		22		4	
2	26		3		25		4		24		4	
3	21	1	4		23		4		26		4	
4	36			3	31		2	1	30		3	
5	33			3	35			3	30		3	
6	24	2	1	3	24	2		3	27	1		3
Other**									7	2		

*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.

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

Title	Ratio
Academic Counselors*	.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7713.37	1336.82	6376.55	97286.45
District	N/A	N/A	8167.37	87898.28
Percent Difference - School Site and District	N/A	N/A	-24.6	10.1
State	N/A	N/A	6849.49	77190.00
Percent Difference - School Site and State	N/A	N/A	-7.2	23.0

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.

Types of Services Funded (Fiscal Year 2018-19)

Programs currently supported by categorical funding include the following:

- Title I
- Lottery

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,385	\$46,208
Mid-Range Teacher Salary	\$79,178	\$72,218
Highest Teacher Salary	\$104,384	\$92,742
Average Principal Salary (Elementary)	\$117,295	\$134,864
Average Principal Salary (Middle)	\$133,203	\$118,220
Average Principal Salary (High)	\$125,411	\$127,356
Superintendent Salary	\$222,429	\$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10