

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 | 2851 Palo Alto Avenue |
| City, State, Zip | Clovis, CA 93611 |
| Phone Number | (559) 327-6000 |
| Principal | Amanda Howes |
| Email Address | AmandaHowes@cusd.com |
| School Website | cedarwood.cusd.com |
| County-District-School (CDS) Code | 10-62117-6113575 |

2023-24 District Contact Information

| | |
|-------------------------|--------------------------------|
| District Name | Clovis Unified School District |
| Phone Number | (559) 327-9100 |
| Superintendent | Corrine Folmer, Ed.D. |
| Email Address | corrinefolmer@cusd.com |
| District Website | www.cusd.com |

2023-24 School Description and Mission Statement

Principal's Message

Continuing in the tradition on excellence, the Cedarwood Elementary School family continues its vision of its motto "Poised For the Future" as it embraces the shared commitment for student success and the fundamental educational philosophies begun by Clovis Unified School District in 1960. In 1996, Cedarwood opened its doors to 575 smiling faces. With our founding principles remaining constant, we have embarked on our second decade of an educational partner-ship among staff, students, parents and community. The academic, emotional, and spiritual support within the staff and school community sets Cedarwood apart from other schools. State and local awards have validated our efforts, but what we consider more important is the time and effort so gladly given to our students.

Proposition 98 established the School Accountability Report Card (SARC), an initiative passed by California voters in November 1988. The SARC provides parents and other interested individuals a variety of information about the school, its resources, its successes and areas that need improvement.

As you read this SARC for Cedarwood Elementary, I believe you will find we have established very high standards that strive toward academic excellence and self-improvement. We feel fortunate to serve the Cedarwood community and will continue to accommodate the learning needs of all students. You may request additional information regarding the SARC by calling the school office at (559) 327-6000.

School Mission Statement

Cedarwood Elementary's mission is to ensure that students maximize their potential academically and are individuals who are honest, responsible, respectful, dedicated, and concerned for others in a safe and nurturing environment.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 124 |
| Grade 1 | 95 |
| Grade 2 | 107 |
| Grade 3 | 125 |
| Grade 4 | 132 |
| Grade 5 | 97 |
| Grade 6 | 102 |
| Total Enrollment | 782 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.4% |
| Male | 48.5% |
| American Indian or Alaska Native | 1% |
| Asian | 11.6% |
| Black or African American | 1.8% |
| Filipino | 2% |
| Hispanic or Latino | 33.8% |
| Native Hawaiian or Pacific Islander | 0.1% |
| Two or More Races | 4.1% |
| White | 45.3% |
| English Learners | 2.7% |
| Foster Youth | 0.4% |
| Socioeconomically Disadvantaged | 31.8% |
| Students with Disabilities | 9.1% |

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) | 26.80 | 93.87 | 1583.60 | 87.90 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.20 | 0.88 | 26.70 | 1.48 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 18.60 | 1.04 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 106.30 | 5.90 | 12115.80 | 4.41 |
| Unknown | 1.50 | 5.25 | 66.20 | 3.68 | 18854.30 | 6.86 |
| Total Teaching Positions | 28.50 | 100.00 | 1801.70 | 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) | 30.30 | 96.81 | 1691.80 | 87.95 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 34.10 | 1.78 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 27.20 | 1.42 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 86.80 | 4.52 | 11953.10 | 4.28 |
| Unknown | 1.00 | 3.19 | 83.40 | 4.34 | 15831.90 | 5.67 |
| Total Teaching Positions | 31.30 | 100.00 | 1923.50 | 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 | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 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.

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) | 2.2 | 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

Clovis Unified School District sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional program. CUSD Board Policy Number 6161.1 establishes criteria and procedures for the adoption of all textbooks. All K-8 textbooks purchased have been approved by the State Board of Education and adopted by the Clovis Unified Governing Board. Textbooks and instructional materials purchased for grades 9-12 are aligned to the state content standards and adopted by the Clovis Unified Governing Board.

The Department of Supplemental Services continues to support the school sites with funding that allows for the purchase of supplementary instructional material for our students, including English learners in grades K-12. The supplemental material is designed to accelerate pupils as rapidly as possible toward grade-level proficiency in the core subjects of English-language arts, math, social science and science. These supplemental materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to state content standards.

Year and month in which the data were collected

October 9, 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Education Company 2017 California Collections, Houghton Mifflin 2017 | Yes | 0% |
| Mathematics | Ready Classroom Mathematics, Curriculum Associates 2019 Illustrative Math, McGraw-Hill 2020 | Yes | 0% |
| Science | Twig Science, Twig Education, Inc. 2022 | Yes | 0% |
| History-Social Science | Discovering Our Past: Ancient Civilizations, 2006 Glencoe/McGraw-Hill Learn and Work, Scott Foresman 2007 Time and Place, Scott Foresman 2007 Reflections, Houghton Mifflin 2007 | Yes | 0% |
| Foreign Language | | | 0% |

School Facility Conditions and Planned Improvements

In order to maintain our facilities in top condition, CUSD has utilized the services from a third party to perform the 2021-2022 Williams inspection utilizing the Facilities Inspection Tool (FIT). This will allow CUSD to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff.

For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2022-2023 school year. Maintenance items will be prioritized so that student safety is not compromised.

Year and month of the most recent FIT report

9/21/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---|
| Interior: Interior Surfaces | X | | | CC: 4. FORMICA IS MISSING ON COUNTER CONF. RM: 4. WATER STAIN CEILING TILES MULTI: 4. CRACKS IN FLOOR TILES 14. TRIP HAZARD CRACKS IN CEMENT ON WALKWAY P-23: 4. CEILING TILES TORN 14. CEMENT IS CRACKED ON WALKWAY |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | MULTI: 4. CRACKS IN FLOOR TILES 14. TRIP HAZARD CRACKS IN CEMENT ON WALKWAY P-23: 4. CEILING TILES TORN 14. CEMENT IS CRACKED ON WALKWAY |

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) | 65 | 62 | 65 | 65 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 59 | 57 | 49 | 50 | 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 | 464 | 462 | 99.57 | 0.43 | 61.90 |
| Female | 227 | 227 | 100.00 | 0.00 | 62.56 |
| Male | 236 | 234 | 99.15 | 0.85 | 61.11 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 57 | 57 | 100.00 | 0.00 | 61.40 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 162 | 162 | 100.00 | 0.00 | 52.47 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 14 | 13 | 92.86 | 7.14 | 53.85 |
| White | 212 | 211 | 99.53 | 0.47 | 71.56 |
| English Learners | 14 | 14 | 100.00 | 0.00 | 7.14 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 166 | 165 | 99.40 | 0.60 | 48.48 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | 43 | 95.56 | 4.44 | 20.93 |

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 | 464 | 462 | 99.57 | 0.43 | 57.14 |
| Female | 227 | 227 | 100.00 | 0.00 | 52.86 |
| Male | 236 | 234 | 99.15 | 0.85 | 61.11 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 57 | 57 | 100.00 | 0.00 | 54.39 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 162 | 162 | 100.00 | 0.00 | 50.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 14 | 13 | 92.86 | 7.14 | 38.46 |
| White | 212 | 211 | 99.53 | 0.47 | 65.88 |
| English Learners | 14 | 14 | 100.00 | 0.00 | 21.43 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 166 | 165 | 99.40 | 0.60 | 38.79 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | 43 | 95.56 | 4.44 | 9.30 |

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) | 53.61 | 53.13 | 42.27 | 46.33 | 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 | 100 | 99 | 99.00 | 1.00 | 51.52 |
| Female | 53 | 52 | 98.11 | 1.89 | 36.54 |
| Male | 47 | 47 | 100.00 | 0.00 | 68.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 13 | 13 | 100.00 | 0.00 | 53.85 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 32 | 32 | 100.00 | 0.00 | 28.13 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 50 | 49 | 98.00 | 2.00 | 65.31 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 40 | 100.00 | 0.00 | 35.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 15.38 |

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 | 97% | 99% | 100% | 96% | 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

Cedarwood Elementary has enjoyed the benefits of a very supportive community and provides a variety of options for the parents:

- Involvement opportunities are discussed at orientation or entry conference
- School Assessment Review Team (SART)
- Intercultural and Diversity Advisory Council (IDAC)
- Cedarwood Parent Teacher Club (PTC)
- Activities (such as Red Ribbon Week)
- School Carnival
- Classroom volunteers
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)

If you have any questions or would like to volunteer at the school, please contact Brittaney Preciado, general information services representative, at (559) 327-6000.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 829 | 816 | 137 | 16.8 |
| Female | 421 | 414 | 73 | 17.6 |
| Male | 407 | 401 | 64 | 16.0 |
| Non-Binary | 1 | 1 | 0 | 0.0 |
| American Indian or Alaska Native | 8 | 8 | 1 | 12.5 |
| Asian | 97 | 96 | 24 | 25.0 |
| Black or African American | 17 | 17 | 4 | 23.5 |
| Filipino | 21 | 18 | 0 | 0.0 |
| Hispanic or Latino | 283 | 279 | 56 | 20.1 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| Two or More Races | 35 | 33 | 9 | 27.3 |
| White | 365 | 362 | 42 | 11.6 |
| English Learners | 35 | 33 | 8 | 24.2 |
| Foster Youth | 5 | 5 | 1 | 20.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 315 | 310 | 83 | 26.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 88 | 87 | 21 | 24.1 |

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 | 0.00 | 0.63 | 0.60 | 0.49 | 3.91 | 4.65 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.01 | 0.06 | 0.10 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.6 | 0 |
| Female | 0.24 | 0 |
| Male | 0.98 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 5.88 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 2.86 | 0 |
| White | 0.82 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0.95 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 1.14 | 0 |

2023-24 School Safety Plan

Safety is always our number one concern at Cedarwood Elementary. Monthly safety drills along with crisis-intervention plans and daily supervision are part of the daily practices at Cedarwood. Cedarwood has a School Safety Plan and a School Crisis Intervention Plan on file and available to all parents as well as the general public. Staff and parents review and update the school plans annually. Most recently, the School Safety Plan was updated in December 2022. Staff members, with input from parents and community members, develop both plans to help ensure a safe and nonviolent environment for all students. Specific areas of focus, coupled with appropriate strategies to address concerns, feature in our school plan.

The Cedarwood Parent Club was instrumental in initiating the Cedarwood Crossing Guard program. This parent volunteer program has experienced great success and provided additional supervision and safety precautions. The Cedarwood Parent Club also helped provide new playground equipment in our kindergarten play area. We routinely engage students in practice drills and class discussions in order to provide additional in-forma-tion needed to respond to unsafe situations. On the 2020 SART survey, 87 percent of parents surveyed indicated their satisfaction with our school environment. We always strive to improve student responsibility and community support in keeping our campus safe.

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 | 16 | 4 | 2 | |
| 1 | 19 | 2 | 2 | |
| 2 | 20 | 3 | 3 | |
| 3 | 18 | 2 | 3 | |
| 4 | 25 | 1 | 1 | 2 |
| 5 | 29 | 3 | 1 | 3 |
| 6 | 29 | 1 | 3 | 1 |
| Other | 19 | 2 | 1 | |

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 | 21 | 2 | 3 | |
| 1 | 24 | 1 | 3 | |
| 2 | 22 | 1 | 4 | |
| 3 | 21 | 1 | 5 | |
| 4 | 22 | 1 | 3 | |
| 5 | 33 | 1 | 1 | 4 |
| 6 | 32 | 1 | 5 | 2 |
| Other | 12 | 3 | | |

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 | 21 | 2 | 4 | 0 |
| 1 | 24 | 1 | 3 | 0 |
| 2 | 21 | 2 | 3 | 0 |
| 3 | 24 | 1 | 4 | 0 |
| 4 | 26 | 1 | 3 | 0 |
| 5 | 27 | 2 | 3 | 2 |
| 6 | 34 | 1 | 0 | 5 |
| Other | 12 | 3 | 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 | 1.6 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | |

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 | \$5,051.50 | \$21.42 | \$5,030.08 | \$76,757.88 |
| District | N/A | N/A | \$5,734.66 | \$76,931 |
| Percent Difference - School Site and District | N/A | N/A | -13.1 | 4.2 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | -26.9 | -10.6 |

Fiscal Year 2022-23 Types of Services Funded

“Children Are Our Most Precious Resource” On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement. Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards. Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child’s education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids! CUSD is pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include: School Site Council (SSC) English Learner Advisory Committee (ELAC) Parent Advisory Committee (PAC) and School Advisory Committee (SAC) District English Learner Advisory Committee (DELAC) District Indian Education Parent Advisory Committee (IPAC) School and District level School Assessment Review Team (SART) Intercultural and Diversity Advisory Council (IDAC) Local Control Accountability Plan Public Forums (LCAP) We encourage all parents and guardians to become involved with their child’s education at the classroom level, the school-wide level, as well as the district level. Each school’s School Plan for Student Achievement (SPSA) describes the school’s basic educational program and the categorical supplementary programs/services that are designed to support student achievement. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site’s SPSA. If you would like additional information on any of the District Parent Councils or Committees, please call your child’s school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you. Listed below are several parent committees that assist with categorical programs and funding. School Site Council (SSC): All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the School Plan for Student Achievement programs. Members serve for two years and are elected by their peers. Parent Advisory Committee (PAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee. English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and

Fiscal Year 2022-23 Types of Services Funded

arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site's ELAC. District Indian Education Parent Advisory Committee (IPAC): The CUSD Native American Indian Education Parent Advisory Committee meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades K - 12. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K -12. Local Control Accountability Plan (LCAP) Forums: CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years. These forums are designed to provide an opportunity for school communities to hear about CUSD's current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation. The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings. Rationale General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified, and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs. Philosophy All CUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential. Categorical Program Descriptions 1. After School Safety and Education Funds (ASES): This state-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that conforms to California State Education Code requirements. The purpose of the ASES Program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program. 2. Title I, Part A (Improving Academic Achievement): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. 3. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. 4. Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs. 5. Title III (Language Instruction for English Learners (ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students. 6. Title VI (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students. The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send you additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school. Additional information may be found @ <http://www.cusd.com/supplementalservices>.

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 | \$45,348 | \$55,550 |
| Mid-Range Teacher Salary | \$71,793 | \$80,703 |
| Highest Teacher Salary | \$97,528 | \$109,418 |
| Average Principal Salary (Elementary) | \$121,893 | \$137,703 |
| Average Principal Salary (Middle) | \$125,905 | \$143,760 |
| Average Principal Salary (High) | \$138,238 | \$159,021 |
| Superintendent Salary | \$286,760 | \$319,443 |
| Percent of Budget for Teacher Salaries | 30.3% | 30.35% |
| Percent of Budget for Administrative Salaries | 4.81% | 4.87% |

Professional Development

The California Standards for the Teaching Profession (CSTP) and our pursuit of student achievement with school, district and statewide goals guide staff development. It allows our staff to learn about new trends in education and to refine existing programs in accordance with current research. Annually, student-assessment results and input from the School-Based Coordinated Program (SBCP) Needs Assessment Survey identifies staff-development priorities and supports the goals for achievement of the School Site Plan (SSP). Long-range plans are drawn to provide continuity and differentiated instruction to ensure all students reach levels of proficiency or above.

Professional development is ongoing to ensure our staff keeps abreast of new learning strategies, innovative teaching techniques, and applied technology in the field of education. A monthly planning opportunity is provided for teachers to coordinate and plan lessons or units as an entire grade level.

An effective process for staff development and curriculum improvement is planned and implemented by teachers and administrators. Topics relevant to the needs and priorities of the school are identified early in the year, and monthly staff-development sessions are scheduled accordingly. It should also be pointed out that CUSD offers a New Teacher Training Academy for beginning teachers. This is a two-year program targeted at five performance areas.

During the 2023-2024 school year, Cedarwood staff is focusing on reading and math. In reading, teachers are receiving continued training on close reading strategies. In math, teachers are learning multiple ways to help students justify their answers and explain how to get their answers. Teachers are also working to build students' confidence when working with math. They are providing students strategies to help them solve math problems. These professional development opportunities are monthly. Teachers also use data to guide their instruction throughout the school year.

The district focused all professional development activities around five identified needs: first time best instruction, mastery learning, multi-tiered system of supports, implementation of the Common Core State and NGSS Standards, and cultural relevant understanding.

The district focused all professional development activities around five identified needs: first time best instruction, mastery learning, multi-tiered system of supports, implementation of the California Content Standards and NGSS Standards, and cultural relevant understanding.

In the 2023-2024 school year, the district dedicated professional development days for certificated staff. Teachers were offered professional development opportunities on staff development days, substitute release days, and on early release days. A variety of after-school workshops were also offered throughout the school year. In addition, all certificated teachers participated in site-based training and district sponsored training that included: curriculum training, utilization of AVID strategies, multi-

Professional Development

tiered systems of support, and culturally relevant instructional practices.

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 | 5 | 5 | 5 |