

Cedarcreek Elementary School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saugus Union Elementary School District

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Curriculum & Instruction

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Assistant Superintendent
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School Description

Cedarcreek serves approximately 515 students in Transitional Kindergarten through Sixth grade on an academic calendar which begins in August and ends in June.

Our school serves as the heartbeat of our community. Cedarcreek staff members work closely with our varied stakeholders such as our Parent Teacher Association (PTA), School Site Council, and our English Learner Advisory Committee (ELAC). In a joint effort with our parent community, Cedarcreek strives to best serve the academic, personal, and social needs of all of our students.

Cedarcreek has a very involved parent community that has been enhanced through a series of Parent Education courses offered at Cedarcreek. Cedarcreek has joined forces with College of the Canyons to offer Community Based English Tutoring (CBET) classes to our parents of limited English. These classes serve as an opportunity for our parents to enhance their English skills with the goal of them serving as language models for their students who attend Cedarcreek.

Our staff works hard at differentiating instruction for individual students through an Assess, Intervene, and Monitor (A.I.M.) program that has been developed at Cedarcreek. Students in Kindergarten through Sixth grade are grouped by ability and English Language Development level for portions of the academic day to either receive intervention for our students needing extra attention, grade-level instruction for students who need more skill practice, or enrichment for our above-average students. In this fashion, our school has seen tremendous results academic and social achievement.

Cedarcreek Elementary School offers a variety of after-school Intervention and Enrichment opportunities for our students. Through Cougar Club, students who are at-risk receive an extended day with specific instruction that will allow them to meet grade-level proficiency levels. We have an arts enrichment classes available to all students throughout the school year.

Weekly newsletters are sent home in both English and Spanish to keep our community informed as to what is happening at Cedarcreek. Cedarcreek also maintains a school website for parents to access from any computer terminal.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (661) 294-5310.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	97
Gr. 1	86
Gr. 2	82
Gr. 3	81
Gr. 4	55
Gr. 5	67
Gr. 6	87
Total	555

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	0.9
Hispanic or Latino	79.8
Native Hawaiian/Pacific Islander	0.0
White	13.2
Two or More Races	0.7
Socioeconomically Disadvantaged	78.2
English Learners	51.2
Students with Disabilities	7.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Cedarcreek Elementary School	12-13	13-14	14-15
Fully Credentialed	18	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	416
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School

Cedarcreek Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: 10/01/2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Scott Foresman K-6 Certified 2010
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan K-6 Certified 2009
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan K-5, Harcourt 6 Certified 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Scott Foresman K-5, Harcourt 6 Certified 2007

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 earthquake drills to ensure preparedness in the event of an emergency. At Cedarcreek 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. The Student Council assists in school-wide recycling program in partnership with the Blue Barrel Waste Management Organization.

The district-operated parent-supported childcare program on campus provides reasonably priced, safe supervision before and after school. There is a State pre-school also available in our wonderful childcare facility.

After school, our Multi-Purpose Room is used for Boy Scout and Girl Scout meetings, PTA meetings and PTA functions, and other community events. Our local AYSO soccer chapter also hosts games on our campus on Saturdays that their season is in session. A school facilities request form can be obtained in the school office when organizations want to use Cedarcreek facilities.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/11/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	51	41	60	76	75	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	61	53	72	77	73	54	56	55
Math	74	58	57	74	75	74	49	50	50
HSS							48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	6	5
Similar Schools	9	7	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.9	20.9	25.4

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	60
Male	62
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	57
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	58
English Learners	38
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	60	-20	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	60	-18	-18
Native Hawaiian/Pacific Islander			
White	88		
Two or More Races			
Socioeconomically Disadvantaged	56	-14	-14
English Learners	74	-15	-9
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents can be involved in a variety of ways: helping in their students' classrooms, counting time read in our "I Love to Read" program, participating on our Site Council, English Language Learner Advisory Committee, Facilities Committee, GATE Council, PTA activities and Community-Based Education Training.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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

School	11-12	12-13	13-14
Suspensions Rate	1.2	0.5	0.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	0.7	0.4
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		06.7%

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.2
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	18	28	24	4			0	4	4	0		
Gr. 1	19.3	20	22	4	2	1	0	2	3	0		
Gr. 2	24	25	27	0	1		2	2	3	0		
Gr. 3	19	25	27	3	1		0	1	3	0		
Gr. 4	30	21	28	0	2		2		2	0	1	
Gr. 5	29.5	26	22	0	1	1	2	2	2	0		
Gr. 6	31	29	29	0			2	2	3	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,701	\$41,507
Mid-Range Teacher Salary	\$71,926	\$67,890
Highest Teacher Salary	\$85,201	\$86,174
Average Principal Salary (ES)	\$119,538	\$109,131
Average Principal Salary (MS)	\$0	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$173,649	\$185,462
Percent of District Budget		
Teacher Salaries	45	42
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,690	\$387	\$5,303	\$69,480.00
District	♦	♦	\$5,160	\$75,625
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			2.8	-8.1
Percent Difference: School Site/ State			13.1	-1.8

Types of Services Funded at Cedarcreek Elementary School

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.

Professional Development provided for Teachers at Cedarcreek Elementary School

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 illuminating 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 is currently working with RISE Educational Services (an Academic Consultant) to implement the Common Core State Standards (CCSS) and rigorous instruction. Our Consultants work closely with individual teachers and grade-level teams in planning CCSS direct instruction lessons and Standards-Based Units of Study. RISE also conducts teacher observations and provides direct feedback to our teachers and administrator so that they may enhance instructional delivery.

All Cedarcreek staff members were trained in Systematic English Language Development by the end of the 2009-2010 school year. This training assists our staff members at better meeting the linguistic and academic needs of our English Language Learners. Our teaching staff includes a Systematic ELD coach who trains and supports teachers throughout the district.