

Cedarcreek Elementary School

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

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<http://cedarcreek.saugusud.org>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Saugus Union Elementary School District

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District Governing Board

David Powell
Christopher Trunkey
Paul De La Cerda
Judy Egan Umeck
Julie Olsen

District Administration

Joan Lucid, Ed. D.
Superintendent
Isa De Armas, Ed. D.
**Assistant Superintendent
Education Services**

Nick Heinlein
**Assistant Superintendent
Business**

Jennifer Stevenson, Ed.D.
**Assistant Superintendent
Human Resources**

School Description

Cedarcreek serves approximately 485 students in Transitional Kindergarten through Sixth grade on an academic calendar which begins in August and ends in June.

The Cedarcreek community is dedicated and compassionate to all of its members. 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, we strive to best serve the academic, personal, and social needs of all of our students. We respect every students' ability to persevere and succeed through a belief in fostering a growth mindset and academic optimism.

Our staff works hard at differentiating instruction for individual students through an assess, intervene, and monitor intervention model, which we call AIM. Using assessment data students are grouped by need and instructional assistants help support teachers so that intervention and extension activities can enhance student learning. In addition, English language support is delivered thirty minutes every day by teachers to students who are not yet English proficient. In order to meet students social and emotional needs, a program called Pawsitivity has been implemented, a school counselor services students with varied needs, and leadership opportunities are offered to upper grade students. In this fashion, with these specific programs, our school has seen tremendous 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 proficiencies. Students who do not have internet access at home, attend Cougar Club to complete individualized lessons on an on-line program called I-Ready. We have a variety of enrichment classes, such as art, robotics and cooking classes, available to all students throughout the school year.

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	67
Grade 2	53
Grade 3	58
Grade 4	83
Grade 5	76
Grade 6	80
Total Enrollment	488

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	0.8
Filipino	1
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0
White	10
Two or More Races	0.4
Socioeconomically Disadvantaged	77.5
English Learners	47.7
Students with Disabilities	10.9
Foster Youth	1.6

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			
Cedarcreek Elementary School	15-16	16-17	17-18
With Full Credential	21	20	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	398
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cedarcreek Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 9/29/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scott Foresman K-6 Certified 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill K-6 Certified 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6 Certified 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman K-5, Harcourt 6 Certified 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Students participate in character-building programs that help instill a sense of pride in our campus while reinforcing environmental responsibility.

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 after school enrichment programs, 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 Cedar Creek facilities.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/25/2017

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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	52	44	64	62	48	48
Math	34	31	52	51	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	70	67	82	79	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.3	26.7	28

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	81	81	100.0	66.7
Male	44	44	100.0	75.0
Female	37	37	100.0	56.8
Hispanic or Latino	71	71	100.0	67.6
Socioeconomically Disadvantaged	59	59	100.0	62.7
English Learners	25	25	100.0	20.0
Students with Disabilities	14	14	100.0	35.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	287	98.63	44.25
Male	139	137	98.56	40.88
Female	152	150	98.68	47.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	248	246	99.19	42.68
White	29	29	100	58.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	214	212	99.07	37.26
English Learners	164	161	98.17	34.78
Students with Disabilities	38	38	100	10.53
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	290	99.66	30.69
Male	139	138	99.28	34.78
Female	152	152	100	26.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	248	247	99.6	29.15
White	29	29	100	48.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	214	213	99.53	25.82
English Learners	164	164	100	19.51
Students with Disabilities	38	38	100	7.89
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents can be involved in a variety of ways: helping in their students' classrooms, participating on our Site Council, joining our English Language Learner Advisory Committee, PTA activities and Community-Based Education Training. A Parent Library Time, family nights provided by teachers and a parent education class called PIQE (Parent Institute for Quality Education) all enhance Cedarcreek's community.

Also, 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

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

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

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.

- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.2	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 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	33.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.8
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	0.5
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	22	22			1	3	4	3			
1	23	27	27				2	2	2			
2	26	28	28				4	2	2			
3	27	29	29				3	3	3			
4	28	27	27				3	3	3			
5	28	28	28				2	3	3			
6	32	28	28				2	2	2			

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

Professional Development provided for Teachers

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

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

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,461	\$48,678
Mid-Range Teacher Salary	\$76,924	\$78,254
Highest Teacher Salary	\$90,931	\$96,372
Average Principal Salary (ES)	\$125,330	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$184,497	\$212,818
Percent of District Budget		
Teacher Salaries	40%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,516	\$2,904	\$5,612	\$62,131
District	◆	◆	\$6,076	\$78,879
State	◆	◆	\$6,574	\$78,363
Percent Difference: School Site/District			-7.6	-21.2
Percent Difference: School Site/ State			-14.6	-20.7

* Cells with ◆ do not require data.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.