

Cedar Grove Elementary School

2702 Sugarplum Drive • San Jose, CA 95148 • (408) 270-4958 • Grades K-6

Lea Peery, Principal

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



**Evergreen
School District**

Evergreen Elementary School District

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District Governing Board

Sylvia Alvarez
Balaji Vankatraman
Bonnie Mace
Leila Welch
Jim Zito

District Administration

Katherine Gomez
Superintendent
Dan Deguara
Assistant Superintendent
Gary Kishimoto
Director of Pupil Services
Carole Schmitt
Director of Human Resources
Charles Crosby
**Director of Communications and
Community Engagement**
Denise Williams
Director of Instruction
Nelly Yang
Chief Business Officer
Rick Navarro
Director of Operations
Ruth Stephens Radle
Principal on Special Assignment

Principal's Message

Cedar Grove Elementary School is located in the Evergreen area at the base of the East San Jose foothills. Our school was established in 1969 and has a history of wonderful traditions and accomplishments in the Evergreen School District. It has been recognized as a California Distinguished School and National Blue Ribbon School of Excellence.

The Cedar Grove community of learners is committed to life-long learning. Our dedicated educators have participated in numerous professional development opportunities focused on 21st Century Skills (communication, collaboration, critical thinking, and creativity), Career and College Readiness, and Common Core State Standards. Our students participate in rigorous curriculum and are engaged with new knowledge by practicing the 21st century skills in the daily instruction.

Cedar Grove is proud to be involved in many projects that support our theme, "Developing 21st Century Learners." Students are given opportunities to make positive choices and demonstrate responsibilities that will create contributing members of our greater community.

School Mission Statement

We at Cedar Grove School are dedicated to providing the best educational experience for our students. We strive to ensure academic and social success by using a variety of teaching strategies based upon quality research and successful practice. Our school is a place where children feel valued within a safe and nurturing environment and will achieve to the best of their ability. Our students are given opportunities to make positive choices and take responsibilities that enable them to become contributing members of our community. As our children develop a positive self-image and intellectual capacities, they will become successful in school and in their future.

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Cedar Grove Elementary School is located in the northeastern section of the district's borders. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first. During the 2012-13 school year, the school served 780 students in grades kindergarten through six on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

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	98
Grade 1	66
Grade 2	85
Grade 3	82
Grade 4	90
Grade 5	103
Grade 6	120
Total Enrollment	644

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.5
Asian	41.3
Filipino	12.3
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	1.6
White	4.3
Two or More Races	2.6
Socioeconomically Disadvantaged	37.9
English Learners	23.9
Students with Disabilities	8.7
Foster Youth	0.6

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			
Cedar Grove Elementary School	15-16	16-17	17-18
With Full Credential	28	27	26
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Evergreen Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	534
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cedar Grove 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)

Evergreen School District held a Public Hearing on October 12, 2017, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

Textbooks and Instructional Materials	
Year and month in which data were collected: April 14, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
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)

Cedar Grove Elementary School was originally constructed in 1969. School facilities were recently upgraded with the construction of a new campus featuring multi-level new buildings. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Cedar Grove Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Cedar Grove Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/22/2016				
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	49	48	63	63	48	48
Math	38	38	60	60	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.

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	122	122	100.0	63.1
Male	50	50	100.0	58.0
Female	72	72	100.0	66.7
Asian	48	48	100.0	68.8
Filipino	12	12	100.0	75.0
Hispanic or Latino	46	46	100.0	56.5
Socioeconomically Disadvantaged	50	50	100.0	62.0
English Learners	17	17	100.0	29.4
Students with Disabilities	17	17	100.0	41.2

* 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.

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	60	63	77	75	56	54

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	26	20.2	26

* 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.

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	404	397	98.27	47.86
Male	206	200	97.09	37.5
Female	198	197	99.49	58.38
Black or African American	--	--	--	--
Asian	180	177	98.33	66.67
Filipino	44	44	100	54.55
Hispanic or Latino	119	118	99.16	27.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100	22.22
Two or More Races	13	13	100	38.46
Socioeconomically Disadvantaged	157	155	98.73	40.65
English Learners	178	177	99.44	55.37
Students with Disabilities	41	41	100	39.02
Students Receiving Migrant Education Services	--	--	--	--
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	404	403	99.75	37.97
Male	206	205	99.51	40
Female	198	198	100	35.86
Black or African American	--	--	--	--
Asian	180	180	100	57.22
Filipino	44	44	100	47.73
Hispanic or Latino	119	119	100	14.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100	16.67
Two or More Races	13	13	100	30.77
Socioeconomically Disadvantaged	157	157	100	25.48
English Learners	178	178	100	42.13
Students with Disabilities	41	41	100	29.27
Students Receiving Migrant Education Services	--	--	--	--
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)

At Cedar Grove Elementary School, parents are encouraged to be part of their child's educational experience. Parents are encouraged to volunteer in the classroom, serve on our School Site Council, and become active members in the Cedar Grove PTA.

Parents and students are informed of school rules and discipline policies at the beginning of the school year, during school safety and rules assemblies and at the Back-to-School night. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Exhibition Night (Open House), parent-teacher conferences, e-mails, weekly parent meetings, and the school website.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-4958.

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

The safety of students and staff is a primary concern of Cedar Grove Elementary School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in November 2012 by the Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.5	0.4
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	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.41
Social Worker	
Nurse	.16
Speech/Language/Hearing Specialist	.77
Resource Specialist	
Other	as needed
Average Number of Students per Staff Member	
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.

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	22	20	25	1	1		4	3	4			
1	24	23	22				3	4	3			
2	24	22	24		1		4	2	3			
3	25	24	24				4	4	4			
4	28	32	30				4	2	3		1	
5	29	28	33				3	4	1			2
6	28	25	29	1	1		5	4	4			
Other			9			1						

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

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences, workshops, and staff development meetings throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies which include innovative PBL (Project-Based Learning) to increase critical thinking, communication, collaboration, and creativity.

To transition to Common Core State Standards, an instruction coach (50% full time employee) has been added to provide training, resources, meeting facilitation, and in class coaching opportunities for demonstrations and feedback.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,638	\$48,678
Mid-Range Teacher Salary	\$88,414	\$78,254
Highest Teacher Salary	\$102,408	\$96,372
Average Principal Salary (ES)	\$131,080	\$122,364
Average Principal Salary (MS)	\$138,539	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$191,425	\$212,818
Percent of District Budget		
Teacher Salaries	44%	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/.

Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5929	221	5708	94,528
District	♦	♦	\$5728	\$91,113
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-0.3	3.7
Percent Difference: School Site/ State			-14.1	18.7

* Cells with ♦ do not require data.