

# Cedar Grove Elementary School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Evergreen Elementary School District

3188 Quimby Road  
San Jose CA, 95148  
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[www.eesd.org](http://www.eesd.org)

#### District Governing Board

Bonnie Mace, President  
Leila Welch, President Pro-Tem  
Jim Zito, Clerk  
Christopher Corpus, Trustee  
Marisa Hanson, Trustee

#### District Administration

Bob Nuñez  
Superintendent  
Bob Nuñez  
Interim Superintendent  
Dan Deguara  
Assistant Superintendent  
Delores Perly  
Chief Business Officer  
Carole Schmitt  
Director of Human Resources  
Denise Williams  
Director of Instruction  
Carole MacLean  
Director of Pupil Services  
Rick Navarro  
Director of Operations

### 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

At Cedar Grove School, we 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.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	74
Grade 2	65
Grade 3	85
Grade 4	90
Grade 5	90
Grade 6	115
<b>Total Enrollment</b>	<b>619</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	45.2
Filipino	12.6
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.8
White	4.0
Socioeconomically Disadvantaged	42.8
English Learners	27.6
Students with Disabilities	9.7
Foster Youth	0.5

## 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	16-17	17-18	18-19
With Full Credential	27	23	24
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Evergreen Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	483
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cedar Grove Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Evergreen School District held a Public Hearing on October 18, 2018, 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, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 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.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> 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: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	48.0	49.0	63.0	65.0	48.0	50.0
Math	38.0	41.0	60.0	61.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.2	22.0	33.0

\* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	380	377	99.21	49.34
<b>Male</b>	205	204	99.51	46.08
<b>Female</b>	175	173	98.86	53.18
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	181	180	99.45	70.00
<b>Filipino</b>	43	43	100.00	62.79
<b>Hispanic or Latino</b>	107	105	98.13	17.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	13	13	100.00	23.08
<b>Two or More Races</b>	13	13	100.00	46.15
<b>Socioeconomically Disadvantaged</b>	155	153	98.71	39.22
<b>English Learners</b>	170	169	99.41	55.03
<b>Students with Disabilities</b>	37	37	100.00	13.51
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	380	378	99.47	41.01
Male	205	204	99.51	42.16
Female	175	174	99.43	39.66
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	181	180	99.45	62.22
Filipino	43	43	100	41.86
Hispanic or Latino	107	106	99.07	12.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	15.38
Two or More Races	13	13	100	15.38
Socioeconomically Disadvantaged	155	154	99.35	29.87
English Learners	170	170	100	46.47
Students with Disabilities	37	37	100	21.62
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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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 expectations and discipline policies at the beginning of the school year 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, emails, 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 supervisors and parent volunteers. All visitors must sign in at the main office and wear a visitor's badge 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 January 2019 by the Emergency Response Team (ERT) and the Safety Committee. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.1	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.4	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.05
Library Media Teacher (Librarian)	.03
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.42
Social Worker	.11
Nurse	.17
Speech/Language/Hearing Specialist	.77
Resource Specialist (non-teaching)	1
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	25	25	1			3	4	4			
1	23	22	25				4	3	3			
2	22	24	25	1			2	3	2			
3	24	24	25				4	4	4			
4	32	30	28				2	3	3	1		
5	28	33	32				4	1	1		2	1
6	25	29	29	1		1	4	4	1			3
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 few years, the district has provided 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,731	\$50,084
Mid-Range Teacher Salary	\$90,182	\$80,256
Highest Teacher Salary	\$104,376	\$100,154
Average Principal Salary (ES)	\$138,740	\$125,899
Average Principal Salary (MS)	\$141,310	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,425	\$222,447
Percent of District Budget		
Teacher Salaries	43.0	37.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,195	\$286	\$5,909	\$105,534
District	◆	◆	\$9,818	\$95,035
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-49.7	10.5
Percent Difference: School Site/ State			-18.7	26.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

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

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.