



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cedar Grove Elementary School	43-69435-6067193	May 23, 2024	June 20, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cedar Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement .....	4
Resource Inequities .....	4
Comprehensive Needs Assessment Components .....	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results .....	13
California School Dashboard .....	17
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	35
Goal 3.....	38
Budget Summary .....	41
Budget Summary .....	41
Other Federal, State, and Local Funds .....	41
Budgeted Funds and Expenditures in this Plan .....	42
Funds Budgeted to the School by Funding Source.....	42
Expenditures by Funding Source .....	42
Expenditures by Budget Reference .....	42
Expenditures by Budget Reference and Funding Source .....	42
Expenditures by Goal.....	43
School Site Council Membership .....	44
Recommendations and Assurances .....	45
Instructions.....	46
Appendix A: Plan Requirements .....	53
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....	56
Appendix C: Select State and Federal Programs .....	59

# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cedar Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Each goal that Cedar Grove Elementary School identified in the plan aligns with Evergreen School District's LCAP goals. Cedar Grove completes a needs assessment each year to inform and develop their SPSA. The school-led teams conduct an annual needs assessment with input from all staff, students, and parents who participate in the School Site Council (SSC). The Cedar Grove teams developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence-based practices to improve academic, behavioral, and social-emotional outcomes, and address chronic absenteeism for Students with Disabilities. Cedar Grove's SPSA goals align with the district's LCAP goals and utilize a continuous improvement model to implement, monitor, and evaluate the SPSA annually. As mentioned, students with disabilities are not making adequate progress at Cedar Grove due to chronic absenteeism. To identify and determine the needs of our students with disabilities, Cedar Grove utilizes a diagnostic assessment tool to assess student academic progress three times a year, after reviewing the results of the diagnostic assessments, student growth goals will be established including an individualized online instruction plan for every student. A MTSS (Multiple Tiered Systems of Support) team was formed to establish a process at Cedar Grove to address the needs of our Students with Disabilities more accurately. The principal will seek to expand instructional training and support for SPED teachers. The Instructional Leadership Team will evaluate the effectiveness of the re-engagement plan and update the plan to address chronic absenteeism for Students with Disabilities.

# Educational Partner Involvement

How, when, and with whom did Cedar Grove Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to developing the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory Committee, PBIS team meetings, staff meetings, principal coffees, and student advisory groups, etc.), and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process.

The School Site Council, ELAC, and DAC met quarterly, and faculty members reviewed and provided feedback on the proposed goals on April 25, 2024. The School Plan for Student Achievement was approved on May 23, 2024.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In 2023, Cedar Grove Elementary was in the red category for Chronic Absenteeism and orange category for English Learner Progress. Our school's chronic absenteeism increased by 6.2% for all students. Hispanic students had the highest rates of chronic absenteeism at 41% an increase of 8.4%. Asian students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities were in the red range. Activities to support attendance include enrichment opportunities throughout the school day and after school, PBIS support, Attendance Workshops, and the Attendance Re-engagement plan.

Cedar Grove English Learner progress declined by 20.2% moving the school into the orange on the dashboard. 47.3% of our English Learners are making progress toward English Language proficiency. Activities to support learning include the implementation of phonics in general education Kindergarten to 2nd grade classrooms. Students in 1st to 6th grade who scored two or more grades below on iReady diagnostics participated in Reading intervention.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In ELA, all students scored orange on the Dashboard. Socioeconomically Disadvantaged students were in orange and students with disabilities were in orange. Activities to support learning include the implementation of phonics in general education Kindergarten to 2nd grade classrooms. Students in 1st to 6th grade who scored two or more grades below on iReady diagnostics participated in Reading intervention.

In Math, all students scored green on the Dashboard. Students with disabilities scored orange and socioeconomically disadvantaged students scored yellow. Activities to support learning include math intervention classes to improve math fact fluency. Tier 2 math intervention was designed for students who scored two or more grade levels below in iReady.

In conditions and climate, all students scored in orange on the Dashboard. Socioeconomically disadvantaged students scored in Yellow and students of Two or More Races scored orange. Cedar Grove continued to implement Tier 1 and Tier 2 PBIS supports. Behavior lessons were reviewed monthly at School Rallies. The PBIS team met monthly to review behavior data and determine needed expectations review. Lunchtime recess supervisors were trained to provide social-emotional support and organized outdoor activities during breaks.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iReady diagnostic assessment is administered 3 times per year.

English Learners were 36% proficient on the T3 diagnostic. In T1, they scored 11% proficient, showing a growth of 25%.

Non-English Learners were 65% proficient on the T3 diagnostic, meaning there was a proficiency gap for ELs of 29%.

Hispanic and Latino students were 49% proficient on the T3 diagnostic. In T1, they scored 19% proficient, showing a growth of 30%.

Non-Hispanic/Latino students were 64% proficient on the T3 diagnostic, meaning there was a proficiency gap of 15%.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cedar Grove Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.38%	0.92%	0.96%	2	5	5
African American	1.50%	2.03%	1.15%	8	11	6
Asian	42.78%	41.77%	43.87%	228	226	229
Filipino	13.88%	12.94%	12.64%	74	70	66
Hispanic/Latino	32.08%	32.53%	32.18%	171	176	168
Pacific Islander	0.75%	0.92%	0.77%	4	5	4
White	3.19%	3.51%	2.49%	17	19	13
Multiple/No Response	5.07%	4.81%	5.94%	27	26	31
Total Enrollment				533	541	522

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	92	50
Grade 1	55	52	59
Grade 2	72	58	56
Grade3	84	72	58
Grade 4	83	91	73
Grade 5	87	92	89
Grade 6	80	84	97
Total Enrollment	533	541	522

#### Conclusions based on this data:

1. There has been a decrease of 19 students from 2022-2023 to 2023-2024.
2. The majority of the students at Cedar Grove are Asian, 44%.
3. Approximately 32% of Cedar Grove students are Hispanic/Latino.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	143	157	132	24.10%	26.8%	25.3%
Fluent English Proficient (FEP)	85	79	94	20.30%	15.9%	18.0%
Reclassified Fluent English Proficient (RFEP)	5	30	8	7.5%	3.5%	

### Conclusions based on this data:

1. There was a 1.5% decrease in the number of English Learners from 2022-2023 to 2023-2024.
2. There was a 2.1% increase of students who became Fluent English Proficient (FEP) from 2022-2023 to 2023-2024.
3. Eight English Learners were reclassified (RFEP) in 2023- 2024.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	81	71	0	78	71	0	78	71	0.0	96.3	100.0
Grade 4	77	80	88	0	79	87	0	79	87	0.0	98.8	98.9
Grade 5	81	86	90	0	80	89	0	80	89	0.0	93.0	98.9
Grade 6	88	82	84	0	77	84	0	77	84	0.0	93.9	100.0
All Grades	323	329	333	0	314	331	0	314	331	0.0	95.4	99.4

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2444.	2413.		37.18	16.90		19.23	23.94		20.51	30.99		23.08	28.17
Grade 4		2461.	2472.		29.11	33.33		25.32	17.24		12.66	22.99		32.91	26.44
Grade 5		2484.	2495.		23.75	22.47		21.25	22.47		16.25	28.09		38.75	26.97
Grade 6		2518.	2513.		14.29	19.05		28.57	27.38		33.77	17.86		23.38	35.71
All Grades	N/A	N/A	N/A		26.11	23.26		23.57	22.66		20.70	24.77		29.62	29.31

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.62	18.31		51.28	60.56		14.10	21.13
Grade 4		18.99	25.29		58.23	63.22		22.78	11.49
Grade 5		16.25	19.10		61.25	61.80		22.50	19.10
Grade 6		16.88	20.24		59.74	52.38		23.38	27.38
All Grades		21.66	20.85		57.64	59.52		20.70	19.64

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.79	14.08		51.28	50.70		26.92	35.21
Grade 4		15.19	12.64		56.96	62.07		27.85	25.29
Grade 5		23.75	12.36		46.25	64.04		30.00	23.60
Grade 6		12.99	16.67		55.84	41.67		31.17	41.67
All Grades		18.47	13.90		52.55	54.98		28.98	31.12

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.23	5.63		64.10	74.65		16.67	19.72
Grade 4		12.66	9.20		77.22	78.16		10.13	12.64
Grade 5		17.50	16.85		68.75	70.79		13.75	12.36
Grade 6		15.58	13.10		70.13	75.00		14.29	11.90
All Grades		16.24	11.48		70.06	74.62		13.69	13.90

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.77	11.27		60.26	71.83		8.97	16.90
Grade 4		16.46	17.24		64.56	63.22		18.99	19.54
Grade 5		15.00	22.47		52.50	59.55		32.50	17.98
Grade 6		18.18	19.05		67.53	61.90		14.29	19.05
All Grades		20.06	17.82		61.15	63.75		18.79	18.43

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. Approximately 41% of students at Cedar Grove performed at or exceeded standard in the ELA CAASPP.
2. The Listening Domain is an area of strength with 86% of students at or above standard.
3. 69% of students are writing at or above standard on ELA CAASPP.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	81	71	0	78	71	0	78	71	0.0	96.3	100.0
Grade 4	77	80	88	0	79	88	0	79	88	0.0	98.8	100.0
Grade 5	81	86	90	0	80	89	0	80	89	0.0	93.0	98.9
Grade 6	88	82	84	0	79	84	0	79	84	0.0	96.3	100.0
All Grades	323	329	333	0	316	332	0	316	332	0.0	96.0	99.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2443.	2430.		28.21	16.90		32.05	29.58		16.67	26.76		23.08	26.76
Grade 4		2457.	2480.		21.52	26.14		20.25	23.86		26.58	29.55		31.65	20.45
Grade 5		2469.	2498.		15.00	21.35		16.25	19.10		22.50	28.09		46.25	31.46
Grade 6		2491.	2501.		8.86	19.05		15.19	23.81		40.51	16.67		35.44	40.48
All Grades	N/A	N/A	N/A		18.35	21.08		20.89	23.80		26.58	25.30		34.18	29.82

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.05	23.94		42.31	52.11		25.64	23.94
Grade 4		24.05	26.14		39.24	50.00		36.71	23.86
Grade 5		16.25	23.60		33.75	47.19		50.00	29.21
Grade 6		5.06	16.67		55.70	46.43		39.24	36.90
All Grades		19.30	22.59		42.72	48.80		37.97	28.61

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.49	19.72		47.44	53.52		23.08	26.76
Grade 4		15.19	26.14		51.90	48.86		32.91	25.00
Grade 5		17.50	19.10		41.25	48.31		41.25	32.58
Grade 6		2.53	14.29		63.29	41.67		34.18	44.05
All Grades		16.14	19.88		50.95	47.89		32.91	32.23

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.21	16.90		57.69	57.75		14.10	25.35
Grade 4		17.72	26.14		46.84	54.55		35.44	19.32
Grade 5		13.75	16.85		48.75	61.80		37.50	21.35
Grade 6		13.92	21.43		59.49	54.76		26.58	23.81
All Grades		18.35	20.48		53.16	57.23		28.48	22.29

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

- 78% of students at Cedar Grove continue to perform at or above standard in Communicating Reasoning on the Math CAASPP.
- Over 68% performed at or above standard at Problem Solving and Modeling Data Analysis.
- Overall, 30% did not meet math standards.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1426.2	1442.1	1425.5	1442.5	1463.1	1434.5	1387.7	1392.3	1404.0	16	15	33
<b>1</b>	1468.2	*	*	1465.7	*	*	1470.1	*	*	23	10	8
<b>2</b>	1499.2	1528.3	*	1482.8	1538.4	*	1515.0	1517.7	*	26	25	10
<b>3</b>	1488.9	1509.4	1492.7	1468.8	1506.6	1491.1	1508.5	1511.8	1493.8	18	23	18
<b>4</b>	1497.1	1520.1	1506.0	1486.4	1533.7	1494.6	1507.3	1506.0	1516.8	18	26	21
<b>5</b>	1553.8	1530.7	1530.6	1529.7	1530.0	1544.6	1577.4	1530.9	1516.0	16	20	20
<b>6</b>	1600.4	1561.9	1541.6	1638.5	1555.3	1535.3	1561.8	1568.0	1547.6	16	21	18
<b>All Grades</b>										133	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	13.33	9.09	25.00	46.67	36.36	31.25	40.00	42.42	18.75	0.00	12.12	16	15	33
<b>1</b>	13.04	*	*	47.83	*	*	34.78	*	*	4.35	*	*	23	*	*
<b>2</b>	26.92	32.00	*	42.31	60.00	*	23.08	8.00	*	7.69	0.00	*	26	25	*
<b>3</b>	5.56	30.43	5.56	38.89	34.78	50.00	38.89	17.39	38.89	16.67	17.39	5.56	18	23	18
<b>4</b>	22.22	34.62	4.76	38.89	26.92	57.14	16.67	26.92	19.05	22.22	11.54	19.05	18	26	21
<b>5</b>	50.00	30.00	20.00	12.50	35.00	55.00	31.25	20.00	15.00	6.25	15.00	10.00	16	20	20
<b>6</b>	50.00	38.10	38.89	31.25	33.33	33.33	18.75	9.52	11.11	0.00	19.05	16.67	16	21	18
<b>All Grades</b>	26.32	30.00	12.50	35.34	37.86	46.88	27.82	18.57	28.91	10.53	13.57	11.72	133	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	40.00	15.15	37.50	40.00	33.33	25.00	20.00	42.42	12.50	0.00	9.09	16	15	33
<b>1</b>	21.74	*	*	47.83	*	*	21.74	*	*	8.70	*	*	23	*	*
<b>2</b>	26.92	64.00	*	30.77	32.00	*	30.77	4.00	*	11.54	0.00	*	26	25	*
<b>3</b>	16.67	47.83	27.78	33.33	21.74	44.44	22.22	17.39	27.78	27.78	13.04	0.00	18	23	18
<b>4</b>	38.89	50.00	42.86	22.22	34.62	28.57	11.11	7.69	14.29	27.78	7.69	14.29	18	26	21
<b>5</b>	50.00	40.00	65.00	25.00	45.00	20.00	18.75	5.00	10.00	6.25	10.00	5.00	16	20	20
<b>6</b>	81.25	42.86	61.11	12.50	33.33	16.67	6.25	9.52	11.11	0.00	14.29	11.11	16	21	18
<b>All Grades</b>	35.34	47.14	37.50	30.83	32.86	30.47	20.30	10.00	22.66	13.53	10.00	9.38	133	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	12.50	0.00	3.03	31.25	26.67	36.36	31.25	66.67	51.52	25.00	6.67	9.09	16	15	33
<b>1</b>	4.35	*	*	52.17	*	*	39.13	*	*	4.35	*	*	23	*	*
<b>2</b>	19.23	0.00	*	53.85	92.00	*	23.08	4.00	*	3.85	4.00	*	26	25	*
<b>3</b>	11.11	17.39	0.00	27.78	43.48	27.78	50.00	30.43	66.67	11.11	8.70	5.56	18	23	18
<b>4</b>	22.22	7.69	4.76	16.67	34.62	42.86	44.44	26.92	28.57	16.67	30.77	23.81	18	26	21
<b>5</b>	43.75	10.00	5.00	18.75	35.00	10.00	37.50	25.00	55.00	0.00	30.00	30.00	16	20	20
<b>6</b>	37.50	19.05	22.22	12.50	38.10	27.78	43.75	23.81	16.67	6.25	19.05	33.33	16	21	18
<b>All Grades</b>	20.30	8.57	6.25	33.08	45.71	32.03	37.59	26.43	44.53	9.02	19.29	17.19	133	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	31.25	46.67	24.24	56.25	53.33	66.67	12.50	0.00	9.09	16	15	33
<b>1</b>	47.83	*	*	43.48	*	*	8.70	*	*	23	*	*
<b>2</b>	38.46	40.00	*	53.85	60.00	*	7.69	0.00	*	26	25	*
<b>3</b>	44.44	56.52	22.22	44.44	34.78	72.22	11.11	8.70	5.56	18	23	18
<b>4</b>	44.44	53.85	47.62	38.89	38.46	42.86	16.67	7.69	9.52	18	26	21
<b>5</b>	37.50	10.00	25.00	50.00	80.00	55.00	12.50	10.00	20.00	16	20	20
<b>6</b>	62.50	28.57	16.67	37.50	57.14	66.67	0.00	14.29	16.67	16	21	18
<b>All Grades</b>	43.61	40.00	32.03	46.62	50.71	57.03	9.77	9.29	10.94	133	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	46.67	18.18	50.00	46.67	63.64	25.00	6.67	18.18	16	15	33
<b>1</b>	17.39	*	*	73.91	*	*	8.70	*	*	23	*	*
<b>2</b>	23.08	76.00	*	53.85	24.00	*	23.08	0.00	*	26	25	*
<b>3</b>	27.78	47.83	44.44	44.44	26.09	44.44	27.78	26.09	11.11	18	23	18
<b>4</b>	38.89	61.54	33.33	33.33	30.77	52.38	27.78	7.69	14.29	18	26	21
<b>5</b>	50.00	70.00	90.00	25.00	20.00	5.00	25.00	10.00	5.00	16	20	20
<b>6</b>	80.00	57.14	72.22	20.00	28.57	16.67	0.00	14.29	11.11	15	21	18
<b>All Grades</b>	34.85	57.86	42.97	45.45	29.29	41.41	19.70	12.86	15.63	132	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00	3.03	81.25	100.00	90.91	18.75	0.00	6.06	16	15	33
<b>1</b>	30.43	*	*	56.52	*	*	13.04	*	*	23	*	*
<b>2</b>	38.46	36.00	*	50.00	60.00	*	11.54	4.00	*	26	25	*
<b>3</b>	11.11	13.04	5.56	72.22	65.22	61.11	16.67	21.74	33.33	18	23	18
<b>4</b>	22.22	11.54	9.52	55.56	46.15	61.90	22.22	42.31	28.57	18	26	21
<b>5</b>	43.75	25.00	5.00	37.50	50.00	60.00	18.75	25.00	35.00	16	20	20
<b>6</b>	37.50	23.81	27.78	31.25	38.10	27.78	31.25	38.10	44.44	16	21	18
<b>All Grades</b>	27.07	19.29	10.94	54.89	55.71	65.63	18.05	25.00	23.44	133	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	46.67	26.67	45.45	13.33	40.00	27.27	40.00	33.33	27.27	15	15	33
<b>1</b>	4.55	*	*	86.36	*	*	9.09	*	*	22	*	*
<b>2</b>	32.00	28.00	*	56.00	68.00	*	12.00	4.00	*	25	25	*
<b>3</b>	22.22	26.09	0.00	61.11	65.22	88.89	16.67	8.70	11.11	18	23	18
<b>4</b>	22.22	11.54	33.33	50.00	73.08	52.38	27.78	15.38	14.29	18	26	21
<b>5</b>	18.75	20.00	20.00	81.25	50.00	65.00	0.00	30.00	15.00	16	20	20
<b>6</b>	37.50	28.57	50.00	62.50	57.14	33.33	0.00	14.29	16.67	16	21	18
<b>All Grades</b>	25.38	21.43	28.13	60.00	59.29	54.69	14.62	19.29	17.19	130	140	128

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. According to the ELPAC scores for 128 students, over 32% of them are in the Well-Developed category in the Listening Domain.
2. Of 128 students, 59% scored Level 3 and Level 4 in Overall Language.
3. Of 128 students, 43% scored in the Well-Developed category in the Speaking Domain.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
541	49.2	29	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Cedar Grove Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	157	29
Foster Youth		
Homeless	9	1.7
Socioeconomically Disadvantaged	266	49.2
Students with Disabilities	50	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2
American Indian	5	0.9
Asian	226	41.8
Filipino	70	12.9
Hispanic	176	32.5
Two or More Races	26	4.8
Pacific Islander	5	0.9
White	19	3.5

**Conclusions based on this data:**

- 1. The majority of our student population is Asian (41.8%).
- 2. 49% of our student population is socioeconomically disadvantaged.
- 3. 29% of our student population are English learners.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



<b>2023 Fall Dashboard Overall Performance for All Students</b>
---

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Red</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Green</div>		
<div>English Learner Progress</div> <div> Orange</div>		

Conclusions based on this data:

- Cedar Grove has a low suspension rate.
- There is room for improvement in Chronic Absenteeism.
- Cedar Grove is successful in Math.

# School and Student Performance Data

## Academic Performance English Language Arts

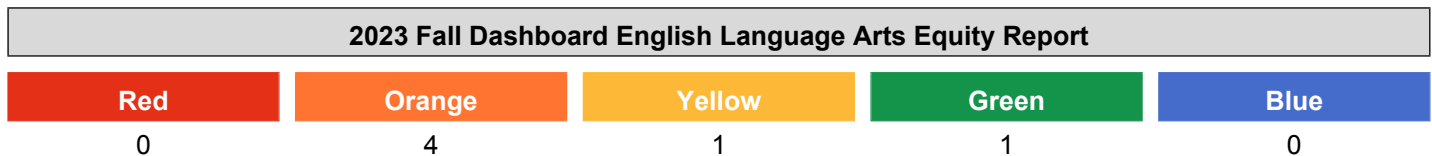
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 10.3 points below standard Decreased -3.4 points 326 Students	<b>English Learners</b>  Orange 12.6 points below standard Decreased -7.7 points 116 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Orange 39.3 points below standard Maintained -2.3 points 158 Students	<b>Students with Disabilities</b>  Orange 106.1 points below standard Increased Significantly +57.1 points 36 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b> Less than 11 Students 7 Students	<b>American Indian</b> Less than 11 Students 3 Students	<b>Asian</b>  Green 22.1 points above standard Decreased -5 points 147 Students	<b>Filipino</b>  Yellow 3.1 points above standard Decreased -9.1 points 39 Students
<b>Hispanic</b>  Orange 55.6 points below standard Maintained +0.9 points 101 Students	<b>Two or More Races</b> 24 points below standard Increased Significantly +46.1 points 16 Students	<b>Pacific Islander</b> Less than 11 Students 2 Students	<b>White</b> 47.4 points below standard 12 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 54.7 points below standard Decreased Significantly -18.6 points 74 Students	<b>Reclassified English Learners</b> 61.5 points above standard Decreased -5.5 points 42 Students	<b>English Only</b> 30.8 points below standard Decreased -4.5 points 161 Students
---	--	--

#### Conclusions based on this data:

1. According to the ELA data, English learners are 12.6 points below standard.
2. Asian students are 22.1 points above standard in ELA .
3. Overall, all students are 10.3 points below standard in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

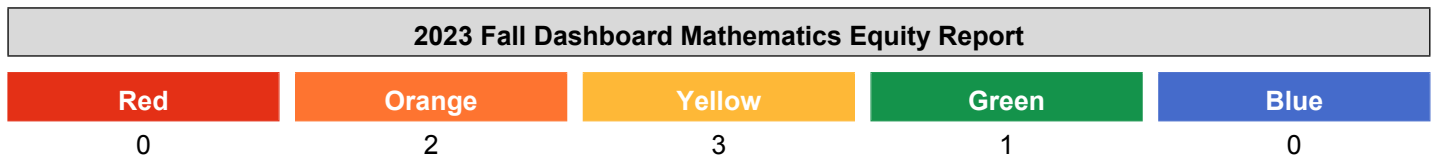
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 22.3 points below standard Increased +12.8 points 326 Students	<b>English Learners</b>  Orange 27.2 points below standard Maintained -2 points 116 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 54 points below standard Increased +11.4 points 158 Students	<b>Students with Disabilities</b>  Orange 127.6 points below standard Increased Significantly +48.4 points 36 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b> Less than 11 Students 7 Students	<b>American Indian</b> Less than 11 Students 3 Students	<b>Asian</b>  Green 20.4 points above standard Increased +13.5 points 147 Students	<b>Filipino</b>  Yellow 23.9 points below standard Maintained +0.4 points 39 Students
<b>Hispanic</b>  Yellow 74.1 points below standard Increased Significantly +17.4 points 101 Students	<b>Two or More Races</b> 28.2 points below standard Increased Significantly +75.4 points 16 Students	<b>Pacific Islander</b> Less than 11 Students 2 Students	<b>White</b> 82 points below standard 12 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 69.8 points below standard Decreased Significantly -21.9 points 74 Students	<b>Reclassified English Learners</b> 48 points above standard Increased +13.8 points 42 Students	<b>English Only</b> 42.3 points below standard Increased Significantly +17.3 points 161 Students
---	---	---

#### Conclusions based on this data:

1. According to the Mathematics data, English learners are 27.2 points below standard.
2. Asian students are 20.4 points above standard.
3. Overall, students are 22.3 points below standard in Math.

# School and Student Performance Data

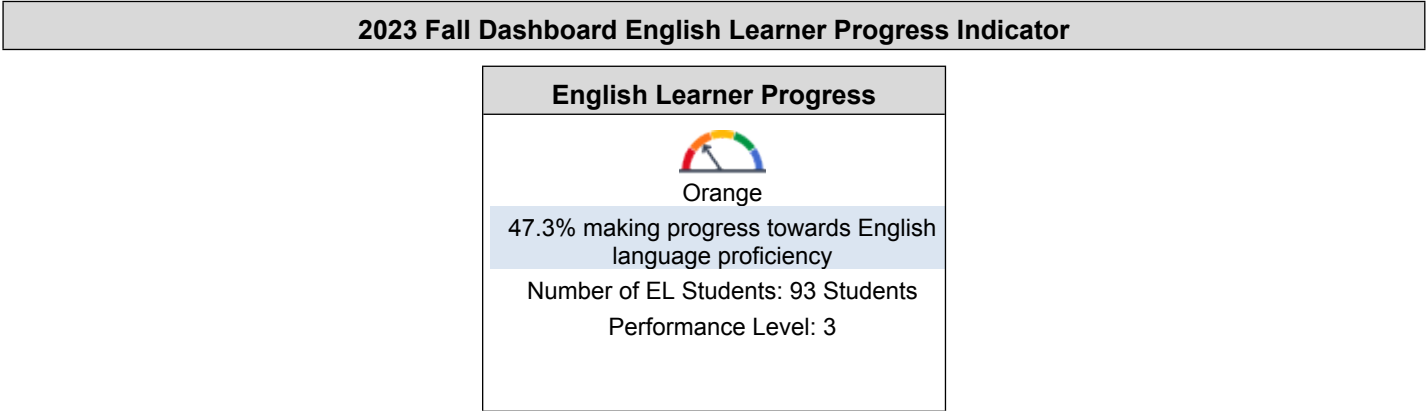
## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	28	2	42

### Conclusions based on this data:

1. 42 out of 93 EL students progressed at least one ELP Level.
2. 47.3% of EL students are making progress towards english language proficiency.
3. 20 of the EL students decreased one ELPI level.



# School and Student Performance Data

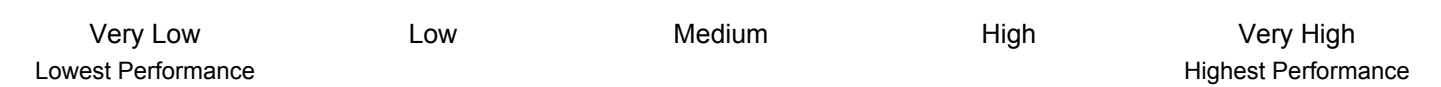
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

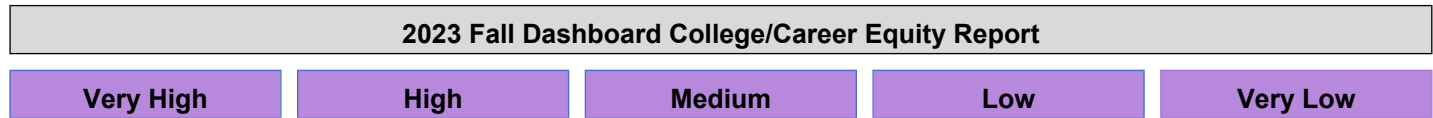
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

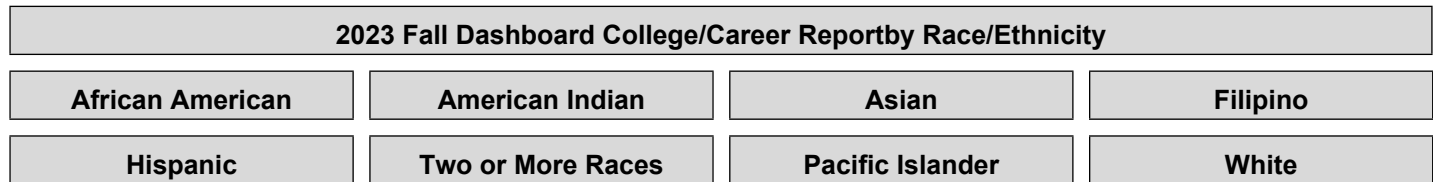
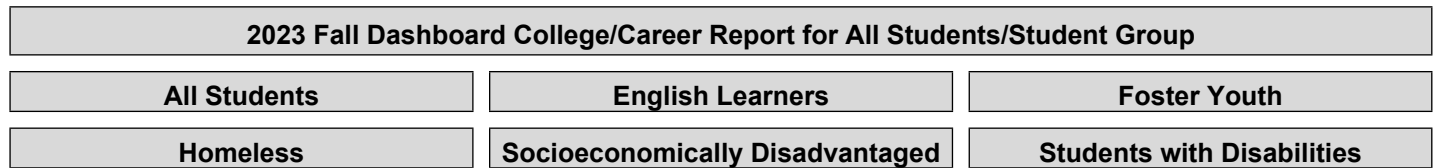
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students



Red

23% Chronically Absent

Increased Significantly 6.2

556 Students

#### English Learners



Orange

14.2% Chronically Absent

Increased 2.6

162 Students

#### Foster Youth



No Performance Color

0 Students

#### Homeless

Less than 11 Students

10 Students

#### Socioeconomically Disadvantaged



Red

31.4% Chronically Absent

Increased Significantly 10.2

283 Students

#### Students with Disabilities






Red

37.9% Chronically Absent

Increased 5.1

58 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> 46.2% Chronically Absent 0 13 Students	<b>American Indian</b> Less than 11 Students 6 Students	<b>Asian</b>  Orange 8.3% Chronically Absent Increased 2.2 230 Students	<b>Filipino</b>  Orange 12.7% Chronically Absent Increased 6 71 Students
<b>Hispanic</b>  Red 41% Chronically Absent Increased Significantly 8.4 183 Students	<b>Two or More Races</b> 14.8% Chronically Absent Declined -8.5 27 Students	<b>Pacific Islander</b> Less than 11 Students 7 Students	<b>White</b> 31.6% Chronically Absent Increased 19.1 19 Students

#### Conclusions based on this data:

1. Overall, there was an increase in chronic absenteeism for all students.
2. Our Hispanic students have 41% absenteeism.
3. Our students with disabilities have 37.9 % absenteeism.

## School and Student Performance Data

## Academic Engagement

### Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red                      Orange                      Yellow                      Green                      Blue

Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

## 2023 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

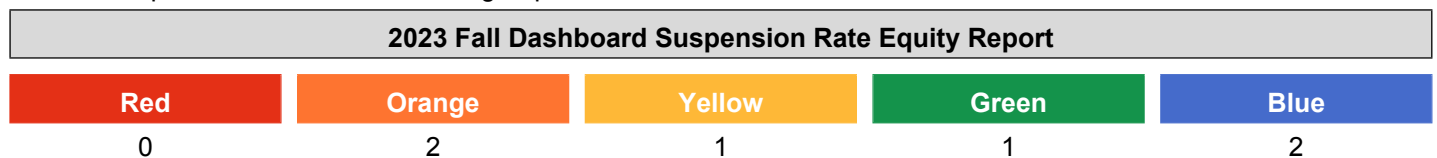
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 1.2% suspended at least one day Increased 0.7 572 Students	<b>English Learners</b>  Yellow 0.6% suspended at least one day Increased 0.6 163 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 8.3% suspended at least one day 12 Students	<b>Socioeconomically Disadvantaged</b>  Orange 1.7% suspended at least one day Increased 1 293 Students	<b>Students with Disabilities</b>  Green 1.7% suspended at least one day Declined -1.4 59 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> 0% suspended at least one day 15 Students	<b>American Indian</b> Less than 11 Students 6 Students	<b>Asian</b>  Blue 0.4% suspended at least one day Maintained 0 235 Students	<b>Filipino</b>  Blue 0% suspended at least one day Declined -1.3 73 Students
<b>Hispanic</b>  Orange 2.6% suspended at least one day Increased Significantly 2.1 189 Students	<b>Two or More Races</b> 3.6% suspended at least one day Increased 3.6 28 Students	<b>Pacific Islander</b> Less than 11 Students 7 Students	<b>White</b> 0% suspended at least one day Maintained 0 19 Students

#### Conclusions based on this data:

- Overall, Cedar Grove had 1.2% suspension rate.
- Cedar Grove had very few suspensions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions for Learning

Cedar Grove Elementary will provide the conditions for learning needed to meet the needs of all students for a high-quality education. All students, including those in each specific subgroup, will demonstrate adequate growth in ELA, Math, and Science as evidenced by results from CAASPP, CAST, iReady ELA data, ELPAC, and curriculum assessments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Cedar Grove is rated in the orange. While suspensions at Cedar Grove are very low, the dashboard indicates a need to focus on students who are Hispanic and Socioeconomically disadvantaged.

Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Cedar Grove, all students scored 44% proficient in Math, and 46% proficient in Language Arts. Proficiency gaps existed for Hispanic students and Students with disabilities in both ELA and Math.

Students designated as English Learners (ELS) take the ELPAC each year to measure their progress toward English fluency. 47% of ELS at Cedar Grove are making progress towards English language proficiency, putting Cedar Grove in orange. At Cedar Grove, 2% of ELS scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Cedar Grove, all students scored 40% proficient. Proficiency gaps existed for Socioeconomically disadvantaged students.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade-level proficiency. In March of 2024, 57% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated the need for support for English Language Learners. In March of 2024, 51% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated the need for support the Hispanic students and English Language Learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 1.2% suspended at least one day. 2.6% of Hispanic students were suspended, putting them in orange. 1.7% of Socioeconomically Disadvantaged students were suspended, putting them in orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
CAASPP Results / ELA	Students in the following subgroups achieved proficiency at lower rates than all students. <ul style="list-style-type: none"> <li>11% of students with disabilities, a gap of 35%</li> <li>27% of Hispanic students, a gap of 19%</li> </ul>	The proficiency gap of all subgroups will decrease by 3%.
CAASPP Results / Math	Students in the following subgroups achieved proficiency at lower rates than all students. <ul style="list-style-type: none"> <li>8% of students with disabilities, a gap of 36%.</li> <li>23% of Hispanic students, a gap of 21%</li> </ul>	The proficiency gap of all subgroups will decrease by 3%.
CAST	Students in the following sub groups achieved proficiency at lower rates than all students. <ul style="list-style-type: none"> <li>20% of socioeconomically disadvantaged students, a gap of 20%.</li> </ul>	The proficiency gap of all subgroups will decrease by 3%.
ELPAC / CA Dashboard English Learner Progress	2.2% of all EL's scored a 4 on ELPAC. 47.3% of English Learners making progress toward English language proficiency.	3% of eligible students will be reclassified as Fluent English Proficient.
iReady Assessment / Reading Diagnostic	Students in the following subgroups achieved proficiency at lower rates than all students. <ul style="list-style-type: none"> <li>32% of English Language Learners, a gap of 25%.</li> <li>45% of Hispanic students, a gap of 12%.</li> </ul>	The proficiency gap of all subgroups will decrease by 3%.
iReady Assessment / Math Diagnostic	Students in the following subgroups achieved proficiency at lower rates than all students. <ul style="list-style-type: none"> <li>34% of English Language Learners, a gap of 17%.</li> <li>33% of Hispanic students, a gap of 18%.</li> </ul>	The proficiency gap of all subgroups will decrease by 3%.



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy 1.1 Professional Development</p> <p>Professional development will be made available to teachers through different means, including but not limited to staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.</p> <p>(Professional development, professional consultants, and grade-level collaboration time will be utilized to implement best practices, such as but not limited to 21st Century Skills, Step Up To Writing strategies, Writers' Workshop, Daily Five, Project-Based Learning, and Deeper Learning, and GLAD to ensure that students become more organized and proficient with all aspects of reading and writing in grades K-6.)</p> <p>Teachers will use grade level/cross grade level collaboration time to develop and analyze student assessments, discuss strategies, and best practices for improving student achievement.</p> <p>Teachers will use time to conduct individual student reading assessments, peer coaching, professional development, collaborative grade level planning and vertical articulation</p>	All Students	<p>4,500 Supplemental Fund 1000-1999: Certificated Personnel Salaries collaboration, professional development, release time 3,000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures professional development, conference 6,937.24 Title I 1000-1999: Certificated Personnel Salaries collaboration, professional development, release time</p>
1.2	<p>Strategy 1.2 Intervention and Instructional Support</p> <p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.</p> <p>(Students who need additional intensive language arts intervention will be assisted by Language Arts (teachers/consultants) who will provide intensive small group instruction using a variety of intervention materials such as but not limited to ("Language!", Explode the Code, Corrective Reading, and Leveled Literacy Intervention reading support programs). Students in the intervention program will be assessed regularly to determine their progress and make needed modifications. To support at-risk students, intervention may be provided during the school day. Additional teaching staff and instructional assistants may be necessary.</p>	<p>All Students EL Students Students Below Grade Level Students with behavior that impedes learning</p>	<p>15,000 Supplemental Fund 1000-1999: Certificated Personnel Salaries intervention 3,500 Supplemental Fund 2000-2999: Classified Personnel Salaries intervention, small group support 6,000 Title III 1000-1999: Certificated Personnel Salaries intervention, small group support 1,000 Title III 2000-2999: Classified Personnel Salaries intervention, small group support</p>

<b>1.3</b>	<p>Strategy 1.3 Digital Content</p> <p>Students will have access to digital content that supports learning in Language Arts, Math, and Science.</p> <p>Students will be provided with opportunities to enhance their reading, writing achievement, and 21st-century skills through the integration of technology and following the CCSS. Purchase of additional hardware and software and other technology, (such as but not limited to Raz-kids). Professional Development for the staff to monitor student achievement, differentiate instruction, and increase student engagement.</p>	<p>All Students EL Students Students Below Grade Level Students with behavior that impedes learning</p>	<p>3,000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures software, digital licenses 3,000 Title I 5000-5999: Services And Other Operating Expenditures software, digital licenses</p>
<b>1.4</b>	<p>Strategy 1.4 Facility Maintenance</p> <p>Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.</p>	All Students	<p>6,000 General Fund 5000-5999: Services And Other Operating Expenditures copier supplies/maintenance 12,500 General Fund 4000-4999: Books And Supplies custodial supplies and facility maintenance 3,000 General Fund 4000-4999: Books And Supplies Office supplies/ support</p>
<b>1.9</b>			

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal is aligned to the new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year serves as a baseline.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Engagement

Cedar Grove Elementary will provide programs that support positive student and family engagement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate the development of the whole child.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Cedar Grove Elementary is rated in the red with 23% of students chronically absent. The dashboard indicates a need to focus on students who are Hispanic and socioeconomically disadvantaged.

The suspension rate indicates the amount of engagement that students have at school. Cedar Grove Elementary is rated orange on the California School Dashboard. While suspensions at Cedar Grove Elementary are very low, the dashboard indicates a need to focus on the Hispanic and socioeconomically disadvantaged.

According to the PowerSchool Chronic Absenteeism report 14% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on our Hispanic students.

According to the PowerSchool Incident Management Report, there were 15 incidents sent to the office. Other means of correction (OMC) were used as a consequence in 100% of those incidents. The report indicated a need to focus on Hispanic male students.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 86% of staff, 79% of students, and 60% of the community are familiar or very familiar with school-wide rules.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is red with 23% chronically absent. 41% of Hispanic students and 31% of socioeconomically disadvantaged students were chronically absent, putting them in red.	The overall rate of students that are chronically absent will decrease by 3%,
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 1.2% suspended at least one day.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.

	<ul style="list-style-type: none"> <li>2.6% of Hispanic students were suspended, putting them in orange.</li> <li>1.7% of socioeconomically disadvantaged students were suspended, putting them in orange.</li> </ul>	
PowerSchool Chronic Absenteeism Report	<p>13% of all students were identified as Chronically absent from August 2023 to April 2024 in PowerSchool.</p> <ul style="list-style-type: none"> <li>53% of Hispanic students were chronically absent.</li> </ul>	<p>10% or less of all students will be chronically absent from August 2024 to April 2025.</p> <p>Student groups of concern will be chronically absent at the levels as follows: 50% or less of Hispanic students.</p>
PowerSchool Incident Management	<p>100% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool.</p> <p>Student groups that were referred disproportionately included:</p> <ul style="list-style-type: none"> <li>100% of referrals were male students.</li> <li>87% were Hispanic.</li> </ul>	<p>Student groups that were referred disproportionately will decrease by 3%.</p>
EESD Safety Survey	<p>In fall 2023, 86% of staff are familiar or very familiar with the school-wide rules.</p> <ul style="list-style-type: none"> <li>79% of students are familiar or very familiar with the school-wide rules.</li> <li>60% of the community is familiar or very familiar with the school-wide rules.</li> </ul>	<p>In fall 2024, 89% of staff will be familiar or very familiar with the school-wide rules.</p> <p>82% of students will be familiar or very familiar with the school-wide rules.</p> <p>63% of the community will be familiar or very familiar with the school-wide rules.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strategy 2.1 PBIS</p> <p>Staff will continue to implement a strong system of Positive Behavior and Support. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, and staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.</p>	All Students	<p>1,118.76</p> <p>Supplemental Fund</p> <p>4000-4999: Books And Supplies</p> <p>PBIS support, incentives, supplies</p>
2.2	2.2 Family Engagement	All Students	

	To foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.		
<b>2.3</b>	<b>2.3 Family Communication</b>  Support regular family communication through the use of online and printed resources. Resources may include but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, and 504 handbook.	All Students	328.48 Title III 4000-4999: Books And Supplies instructional supplies, materials
<b>2.4</b>	<b>2.4 Enrichment / Leadership Opportunitis</b>  The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. Students will have the opportunity to participate in various enrichment activities outside of school hours. Activities may include, but are not limited to: Expect Respect Leadership, VAPA opportunities, collaborations with local high school groups, and teacher-led clubs.	All Students	35,000 Title I 5800: Professional/Consulting Services And Operating Expenditures enrichment opportunities and support

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The goal is aligned to the new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year serves as a baseline.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Outcomes

Students at Cedar Grove Elementary will progress toward proficiency in Math, Language Arts, and Science.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes students' scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

Cedar Grove Elementary scored green in Math because students increased their proficiency levels. Cedar Grove Elementary scored orange in Language Arts because students decreased their proficiency levels.

The California Science Test (CAST) measures progress toward Science standards for 5th grade. At Cedar Grove Elementary, all students scored 40% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6, 7, and 8 to monitor student progress toward grade-level proficiency. In March of 2024, 57% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 51% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results/California School Dashboard	46% of all students are proficient.	49% of all students will be proficient.
CAASPP MathResults / California School Dashboard	44% of all students are proficient.	47% of all students will be proficient.
CAST Results	40% of all students are proficient.	43% of all students will be proficient.
iReady Reading Diagnostic	57% of all students are proficient.	60% of all students will be proficient.
iReady Math Diagnostic	51% of all students are proficient.	54% of all students will be proficient.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<b>3.1</b>	<p>Strategy 3.1 Effective Learning Environments</p> <p>In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, and overtime for staff to complete projects that are outside of their working hours.</p>	All Students	<p>18,914.95</p> <p>General Fund</p> <p>4000-4999: Books And Supplies</p> <p>Classroom budgets/ supplies</p> <p>1,500</p> <p>General Fund</p> <p>2000-2999: Classified Personnel Salaries</p> <p>custodial support</p> <p>7,000</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>SEAT- School Enrichment Activities</p> <p>22,000</p> <p>Supplemental Fund</p> <p>4000-4999: Books And Supplies</p> <p>instructional supplies and support</p> <p>25,000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>instructional supplies and support</p>
<b>3.2</b>	<p>Strategy 3.2 Academic Progress Monitoring</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p>	All Students	

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal is aligned to the new LCAP goals. This year is a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year serves as a baseline.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$178,299.43
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$69,937.24
Title III	\$7,328.48

Subtotal of additional federal funds included for this school: \$77,265.72

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$48,914.95
Supplemental Fund	\$52,118.76

Subtotal of state or local funds included for this school: \$101,033.71

Total of federal, state, and/or local funds for this school: \$178,299.43

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	48,914.95	0.00
Supplemental Fund	52,118.76	0.00
Title I	69,937.24	0.00
Title III	7,328.48	0.00

## Expenditures by Funding Source

Funding Source	Amount
General Fund	48,914.95
Supplemental Fund	52,118.76
Title I	69,937.24
Title III	7,328.48

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,437.24
2000-2999: Classified Personnel Salaries	6,000.00
4000-4999: Books And Supplies	82,862.19
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	35,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	7,000.00
2000-2999: Classified Personnel Salaries	General Fund	1,500.00
4000-4999: Books And Supplies	General Fund	34,414.95
5000-5999: Services And Other Operating Expenditures	General Fund	6,000.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	19,500.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	3,500.00
4000-4999: Books And Supplies	Supplemental Fund	23,118.76
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	6,937.24
4000-4999: Books And Supplies	Title I	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	35,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,000.00
2000-2999: Classified Personnel Salaries	Title III	1,000.00
4000-4999: Books And Supplies	Title III	328.48

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,437.24
Goal 2	36,447.24
Goal 3	74,414.95

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lea Peery	Principal
Mercy Pimentel	Other School Staff
Clarissa Ballalo	Classroom Teacher
Patricia Valdillez	Classroom Teacher
Tammy Gibson	Classroom Teacher
Rochelle Furtado	Parent or Community Member
Sean Russell	Parent or Community Member
Margo Barrios	Parent or Community Member
Karla Enriquez	Parent or Community Member
Karla Rodriguez Lomax	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/23/2024.

Attested:



Principal, Lea Peery on 5/23/2024



SSC Chairperson, Clarissa Balallo on 5/23/2024

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.



Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# Cedar Grove Elementary School

## 2024-2025 Parent Involvement Policy

The Schoolwide Program at Cedar Grove involves parents, community and staff in collaborative activities that assists parents in acquiring an understanding of Cedar Grove's academic expectations, provides opportunities for parents to refine their skills in assisting their child to achieve academic success, and involves parents in pertinent decisions crucial to their child's academic and social emotional growth and development.

1. By December of each school year, a parent informational meeting will be held to explain the school wide program, our purpose and student support services.
2. The parents of Cedar Grove students will elect a parent representative for the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. The Cedar Grove School Site Council will review the School Plan in the spring and provide input on the program needs and assessment data.
4. There will be parent workshops that will encourage parents to help their children in the learning process. Workshops will include core curricular subjects, such as literacy, math and science. Other workshops will address parent/teacher conferences, report cards, assessments, the parent school contract, and other topics.
5. Notices and newsletters will be offered in English, Spanish and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed. Additional languages will be accommodated as needed.
6. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, letters and year-end assessment reports.
7. Cedar Grove's English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the EL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a few times annually.

# **Cedar Grove Elementary School**

## **2024-2025 Parent Involvement Policy**

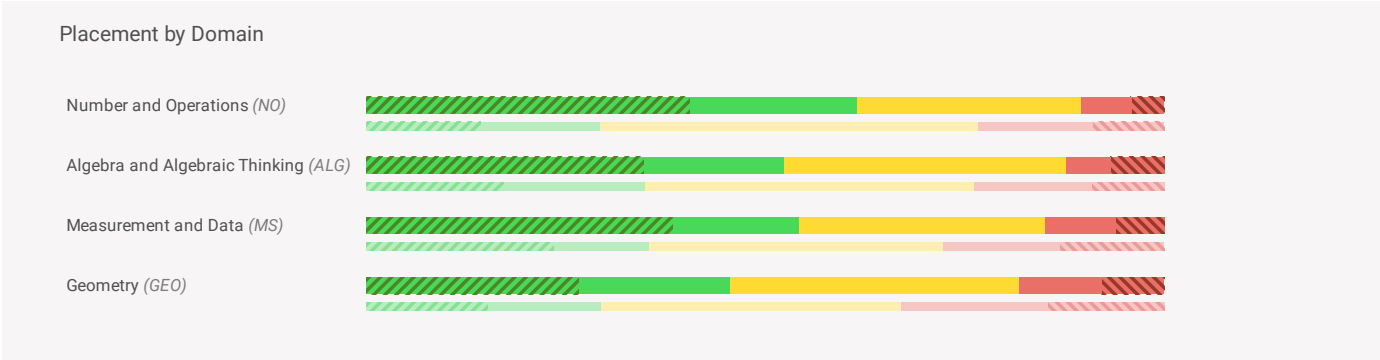
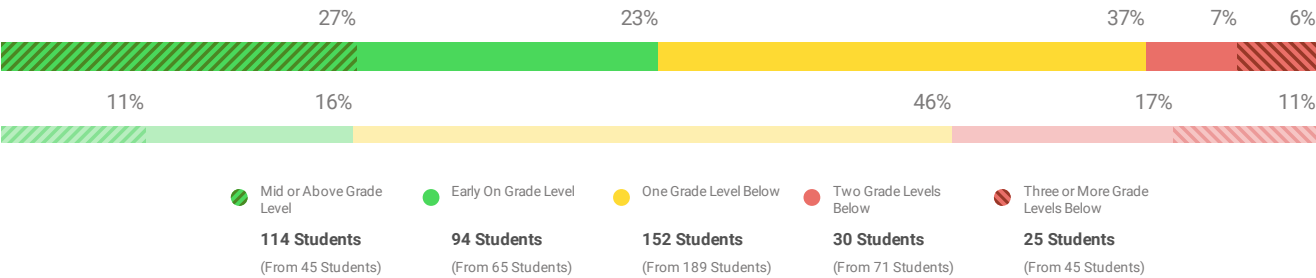
8. ELAC members will elect parent representative to District English Learners Advisory Committee (DELAC.) All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
9. Parents will continue to be a major part of the decision-making process during the monthly Student Success Team meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to support their child's success in school.






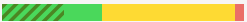
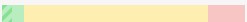
School	CEDAR GROVE ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 415/523



Switch Table View		Choose to Show Results By						
Placement Summary		Grade					Showing 7 of 7	
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	–	0/87
	Diagnostic 1	–	–	–	–	–	–	
Grade 1	Diagnostic 3		25%	16%	55%	4%	0%	55/59
	Diagnostic 1		4%	5%	76%	15%	0%	

Diagnostic Results



School	CEDAR GROVE ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

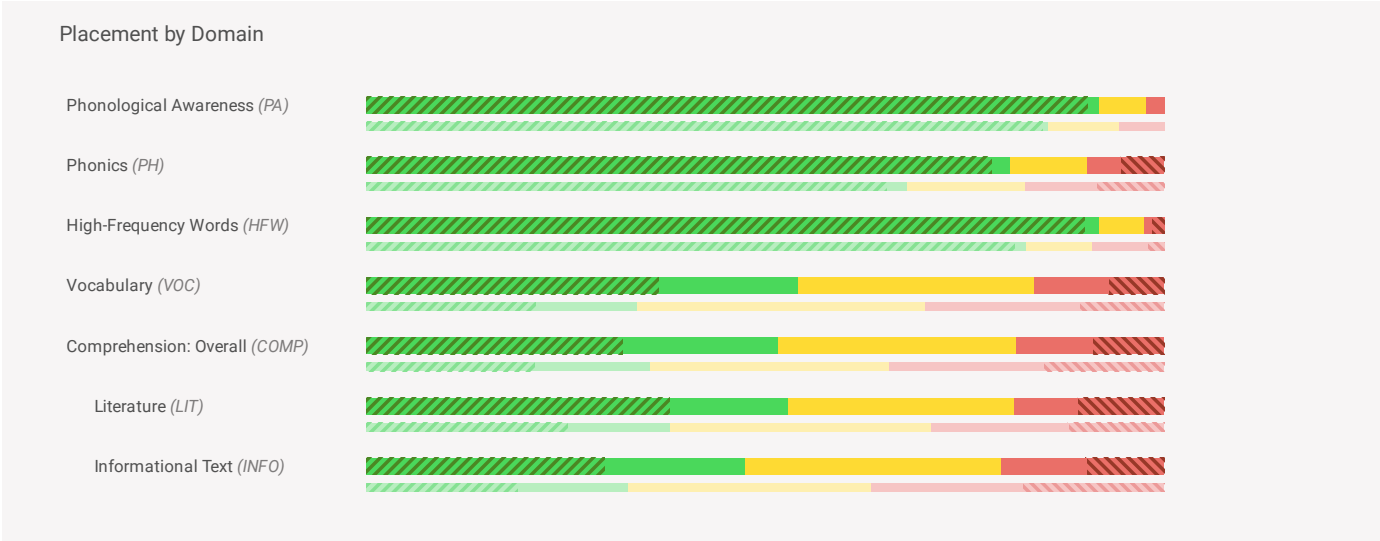
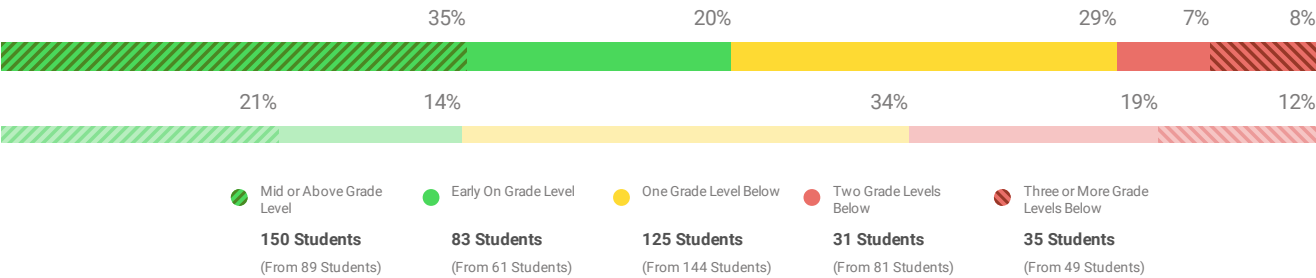
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Diagnostic 3		20%	18%	51%	12%	0%	51/59
	Diagnostic 1		4%	10%	55%	31%	0%	
Grade 3	Diagnostic 3		33%	24%	39%	2%	2%	54/60
	Diagnostic 1		9%	24%	44%	17%	6%	
Grade 4	Diagnostic 3		22%	26%	39%	8%	4%	72/74
	Diagnostic 1		10%	13%	46%	19%	13%	
Grade 5	Diagnostic 3		34%	22%	27%	8%	9%	88/88
	Diagnostic 1		18%	22%	36%	9%	15%	
Grade 6	Diagnostic 3		27%	26%	24%	8%	14%	95/96
	Diagnostic 1		14%	17%	32%	17%	21%	

School	CEDAR GROVE ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 424/523








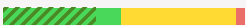
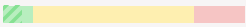
Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade K	Diagnostic 3	—	—	—	—	—	0/87	
	Diagnostic 1	—	—	—	—	—		
Grade 1	Diagnostic 3		38%	11%	48%	4%	0%	56/59
	Diagnostic 1		7%	5%	66%	21%	0%	



Diagnostic Results



School	CEDAR GROVE ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Diagnostic 3		37%	19%	31%	13%	0%	54/59
	Diagnostic 1		11%	13%	48%	28%	0%	
Grade 3	Diagnostic 3		40%	40%	9%	9%	3%	58/60
	Diagnostic 1		29%	26%	24%	12%	9%	
Grade 4	Diagnostic 3		29%	17%	40%	6%	8%	72/74
	Diagnostic 1		24%	11%	40%	13%	13%	
Grade 5	Diagnostic 3		33%	19%	30%	7%	11%	88/88
	Diagnostic 1		22%	16%	25%	24%	14%	
Grade 6	Diagnostic 3		38%	16%	22%	7%	18%	96/96
	Diagnostic 1		27%	15%	17%	18%	24%	



# EVERGREEN SCHOOL DISTRICT

## Business Services

### Title I Budget

2024-25

SCHOOL: CEDAR GROVE

SITE # 007

ALLOCATION: \$ 69,937.24

3 digits - 0##

#### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-3010-0-	1120	00-1510	1000	007	6,000
Hourly Teacher	060-3010-0-	1120	00-1510	1000	007	
Substitute Teachers (paid by site)	060-3010-0-	1150	00-1510	1000	007	
Subs for absences are charged to the District:	060-3010-0-	1150	00-1298	1000	081	
Other*	060-3010-0-		00-1510		007	
21.71% Benefits	060-3010-0-	3xx1	00-1510			1,303

#### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-3010-0-	2190	00-1510	1000	007	
Hourly M&O / Custodian	060-3010-0-	2224	00-1510	8100	007	
Hourly Clerical	060-3010-0-	2460	00-1510	2700	007	
Hourly Health Aide	060-3010-0-	2950	00-1510	3140	007	
Hourly Noon Duty	060-3010-0-	2950	00-1510	3900	007	
Other*	060-3010-0-		00-1510		007	
36.61% Benefits	060-3010-0-	3xx2	00-1510			-

#### Supplies (for POs & reimbursements)

Books	060-3010-0-	4200	00-1510	1000	007	
Classroom Supplies	060-3010-0-	4310	00-1510	1000	007	22,000
Office Supplies	060-3010-0-	4351	00-1510	2700	007	878
Equipment \$500 -4,999 (function depends on use*)	060-3010-0-	4400	00-1510		007	
Other*	060-3010-0-		00-1510		007	

#### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	060-3010-0-	5210	00-1510	1000	007	
Copier Maintenance	060-3010-0-	5615	00-1510	1000	007	
Consultant/Contractors	060-3010-0-	5815	00-1510	1000	007	35,000
Software, Subscriptions & Licenses	060-3010-0-	5826	00-1510	1000	007	3,000
Field Trip	060-3010-0-	5840	00-1510	1000	007	
Other*	060-3010-0-		00-1510		007	

Parent Engagement - required	060-3010-0-		00-1511			1,756
Kinder Boot Camp Supplies	060-3010-0-	1120	00-1512	1000	007	
Kinder Boot Camp Timesheets	060-3010-0-	1120	00-1512	1000	007	
21.7137% Benefits	060-3010-0-	3xx1	00-1512			

\*Fill out with Business Office - we're happy to help

### TOTAL BUDGET

69,937

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X



# EVERGREEN SCHOOL DISTRICT Business Services

## Supplemental Site Budget

2024-25

SCHOOL: CEDAR GROVE

SITE # 007

3 digits - 0##

ALLOCATION: \$ 52,118.76

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	007	16,000
Hourly Teacher	010-0159-0	1120	00-1590	1000	007	
Substitute Teachers (paid by site)	010-0159-0	1150	00-1590	1000	007	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
Other*	010-0159-0		00-1590		007	
21.71% Benefits	010-0159-0	3xx1	00-1590		007	3,474

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	007	2,000
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	007	
Hourly Clerical	010-0159-0	2460	00-1590	2700	007	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	007	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	007	1,000
Other*	010-0159-0		00-1590		007	
36.61% Benefits	010-0159-0	3xx2	00-1590			1,098

### Supplies (for POs & reimbursements)

Books	010-0159-0	4200	00-1590	1000	007	
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	007	22,000
Office Supplies	010-0159-0	4351	00-1590	2700	007	546
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	007	
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		007	
Other*	010-0159-0		00-1590		007	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0159-0	5210	00-1590	1000	007	3,000
Conference Registration Fees	010-0159-0	5220	00-1590	1000	007	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	007	
Maintenance Repair	010-0159-0	5610	00-1590	8100	007	
Computer Repair	010-0159-0	5611	00-1590	1000	007	
Copier Maintenance	010-0159-0	5615	00-1590	1000	007	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	007	
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	007	3,000
Field Trip	010-0159-0	5840	00-1590	1000	007	
Other*	010-0159-0		00-1590		007	

Other\*

010-0159-0

00-1590

\*Fill out with Business Office - we're happy to help

TOTAL BUDGET

52,118

should match Allocation

variance: 0

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

50,430 took out the benefit numbers



# EVERGREEN SCHOOL DISTRICT Business Services

## Title III Budget

2024-25

SCHOOL: CEDAR GROVE

SITE # 007

3 digits - 0##

ALLOCATION: \$ 7,328.48

8650.7 \$ 1,322.2

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	007	5,000
Hourly Teacher	060-4203-0-	1120	00-1551	1000	007	
Substitute Teachers (paid by site)	060-4203-0-	1150	00-1551	1000	007	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
Other*	060-4203-0-		00-1551		007	
21.71% Benefits	060-4203-0-	3xx1	00-1551			1,086

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	007	800
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	007	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	007	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	007	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	007	
Other*	060-4203-0-		00-1551		007	
36.61% Benefits	060-4203-0-	3xx2	00-1551			293

### Supplies (for POs & reimbursements)

Books	060-4203-0-	4200	00-1551	1000	007	
Classroom Supplies	060-4203-0-	4310	00-1551	1000	007	149
Office Supplies	060-4203-0-	4351	00-1551	2700	007	
Parts/Supplies M.O.T.	060-4203-0-	4365	00-1551	8100	007	
Equipment \$500 -4,999 (function depends on use*)	060-4203-0-	4400	00-1551		007	
Other*	060-4203-0-		00-1551		007	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	060-4203-0-	5210	00-1551	1000	007	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	007	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	007	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	007	
Computer Repair	060-4203-0-	5611	00-1551	1000	007	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	007	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	007	
Software, Subscriptions & Licenses	060-4203-0-	5826	00-1551	1000	007	
Field Trip	060-4203-0-	5840	00-1551	1000	007	
Other*	060-4203-0-		00-1551		007	

Other\*

060-4203-0- 00-1551

\*Fill out with Business Office - we're happy to help

### TOTAL BUDGET

7,328

should match Allocation

variance: 0

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

859

65

3

54

981



# EVERGREEN SCHOOL DISTRICT Business Services

## General Fund Budget

2024-25

SCHOOL: **CEDAR GROVE** SITE # **007** ALLOCATION: **\$ 48,914.95**

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	007	
<b>SEAT School Enrichment (required \$53 x 100 hours)</b>	010-0000-0	1120	00-1170	1000	007	<b>5,300</b>
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	007	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
Other*	010-0000-0		00-1170		007	
21.71% Benefits	010-0000-0	3xx1	00-1170		007	1,151

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	007	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	007	1,500
Hourly Clerical	010-0000-0	2460	00-1170	2700	007	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	007	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	007	
Other*	010-0000-0		00-1170		007	
36.61% Benefits	010-0000-0	3xx2	00-1170		007	549

### Supplies (for POs & reimbursements)

<b>Books</b>	<b>010-0000-0</b>	<b>4200</b>	<b>00-1170</b>	<b>1000</b>	<b>007</b>	
<b>Classroom Supplies</b>	<b>010-0000-0</b>	<b>4310</b>	<b>00-1170</b>	<b>1000</b>	<b>007</b>	18,914
<b>Office Supplies</b>	<b>010-0000-0</b>	<b>4351</b>	<b>00-1170</b>	<b>2700</b>	<b>007</b>	3,000
<b>Parts/Supplies M.O.T.</b>	<b>010-0000-0</b>	<b>4365</b>	<b>00-1170</b>	<b>8100</b>	<b>007</b>	12,500
Equipment \$500 -4,999 (function depends on use*)	010-0000-0	4400	00-1170		007	
Other*	010-0000-0		00-1170		007	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0000-0	5210	00-1170	1000	007	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	007	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	007	
Maintenance Repair	010-0000-0	5610	00-1170	8100	007	
Computer Repair	010-0000-0	5611	00-1170	1000	007	
Copier Maintenance (required = Purchasing PO)	010-0000-0	5615	00-1170	1000	007	6,000
<b>Consultant/Contractors</b>	<b>010-0000-0</b>	<b>5815</b>	<b>00-1170</b>	<b>1000</b>	<b>007</b>	
<b>Software, Subscriptions &amp; Licenses</b>	<b>010-0000-0</b>	<b>5826</b>	<b>00-1170</b>	<b>1000</b>	<b>007</b>	
Field Trip	010-0000-0	5840	00-1170	1000	007	
Other*	010-0000-0		00-1170		007	

Other*	010-0000-0		00-1170			
--------	------------	--	---------	--	--	--

\*Fill out with Business Office - we're happy to help

**TOTAL BUDGET**

**48,914**

should match Allocation

variance: #REF!

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

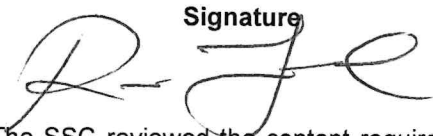
# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/23/2024.

Attested:

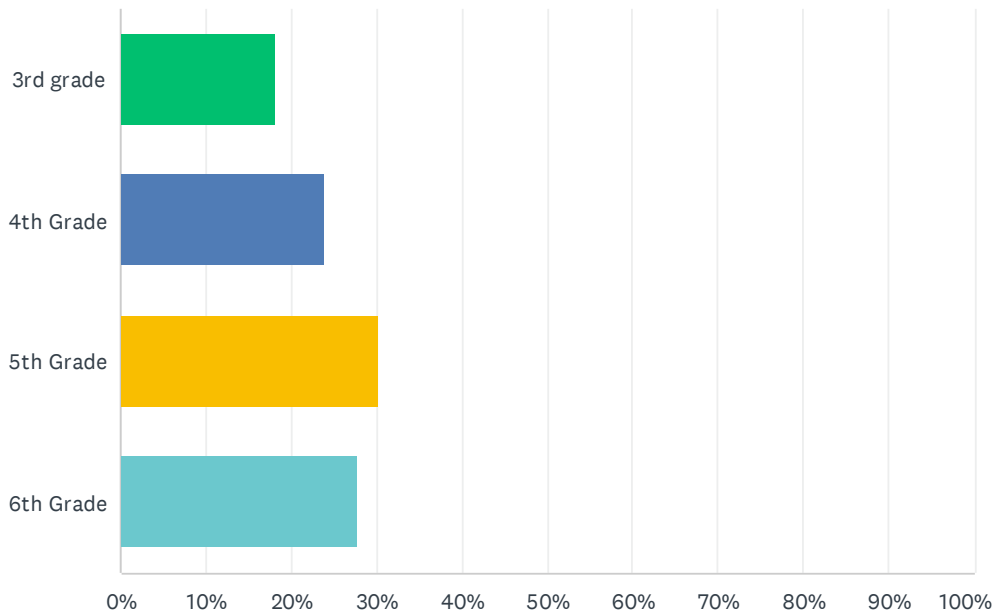


Principal, Lea Peery on 5/23/2024

SSC Chairperson, Clarissa Balallo on 5/23/2024

Q1 What is your current grade?

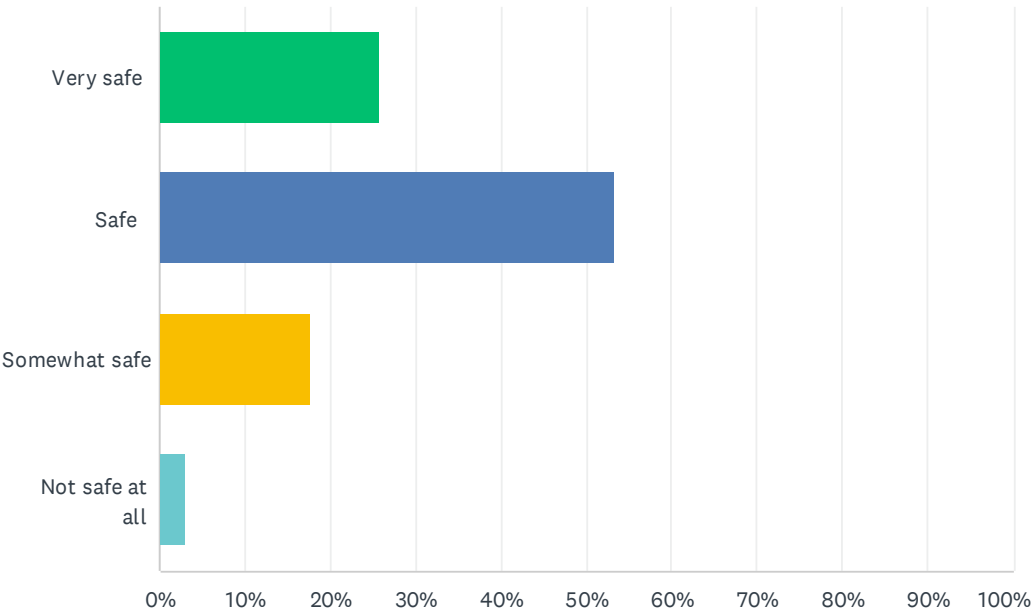
Answered: 264    Skipped: 0



ANSWER CHOICES	RESPONSES	
3rd grade	18.18%	48
4th Grade	23.86%	63
5th Grade	30.30%	80
6th Grade	27.65%	73
TOTAL		264

Q2 How safe do you feel at school?

Answered: 264    Skipped: 0

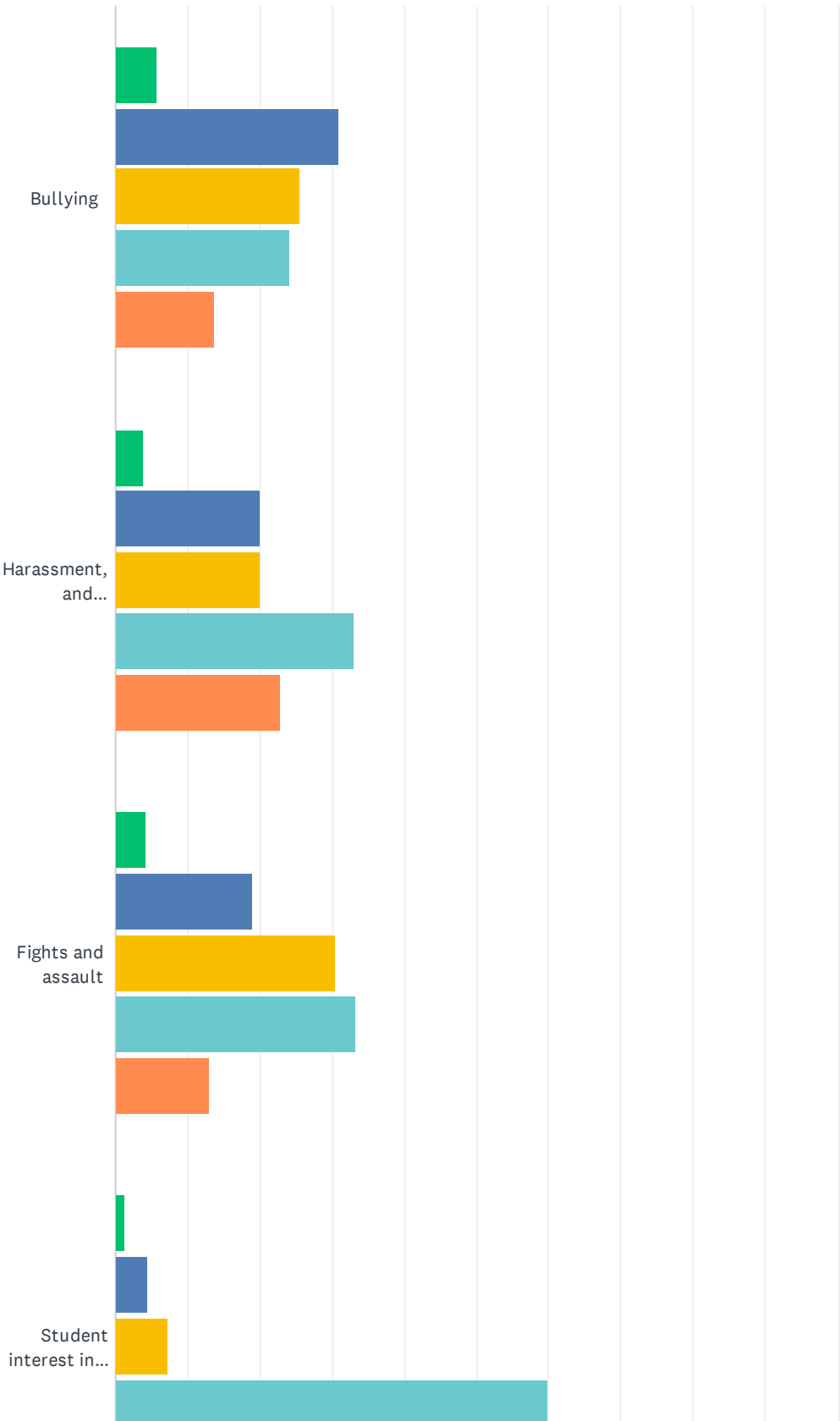


ANSWER CHOICES	RESPONSES	
Very safe	25.76%	68
Safe	53.41%	141
Somewhat safe	17.80%	47
Not safe at all	3.03%	8
TOTAL		264

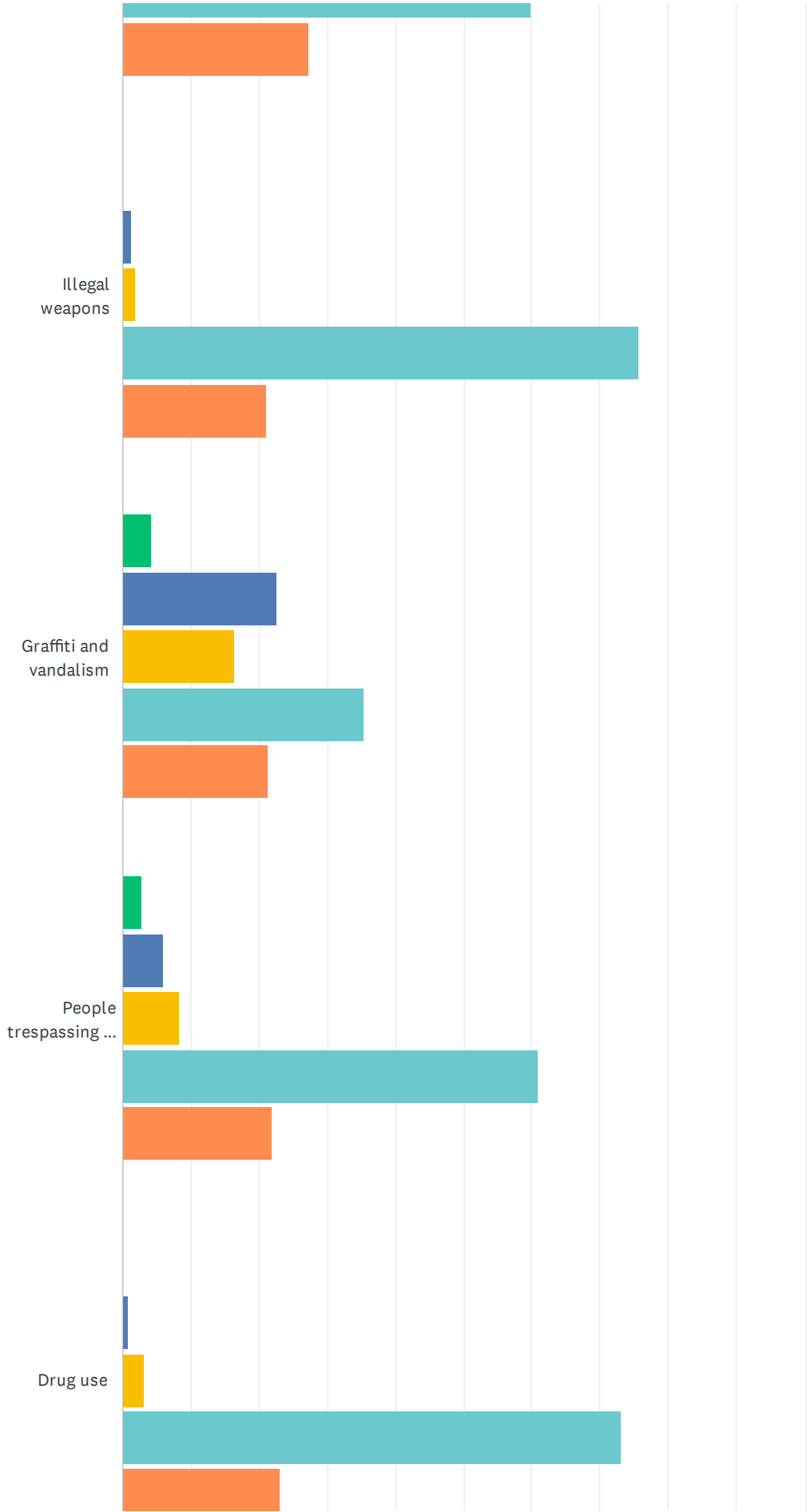


Q3 How much do you find the following to be a problem at your school?

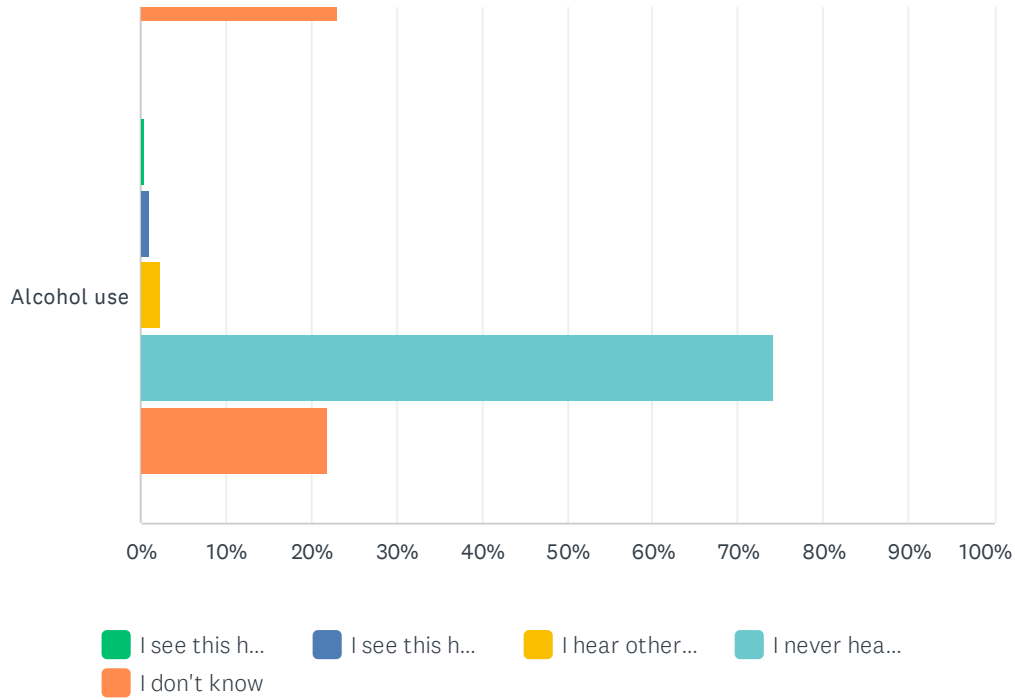
Answered: 264 Skipped: 0



Cedar Grove Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Cedar Grove Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

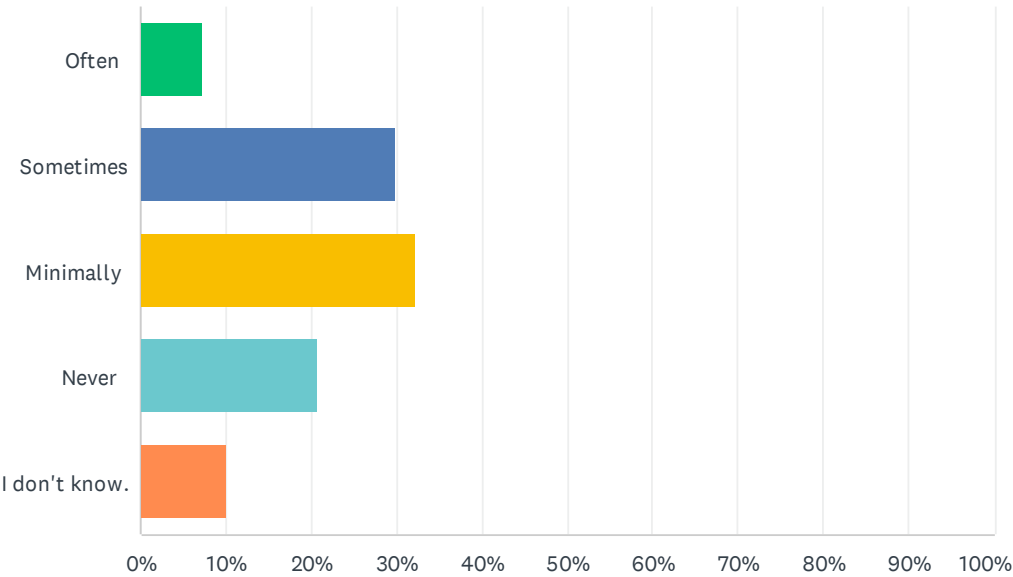


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	5.73% 15	30.92% 81	25.57% 67	24.05% 63	13.74% 36	262
Harassment, and intimidation	3.94% 10	20.08% 51	20.08% 51	33.07% 84	22.83% 58	254
Fights and assault	4.35% 11	18.97% 48	30.43% 77	33.20% 84	13.04% 33	253
Student interest in gangs	1.20% 3	4.40% 11	7.20% 18	60.00% 150	27.20% 68	250
Illegal weapons	0.00% 0	1.18% 3	1.96% 5	75.69% 193	21.18% 54	255
Graffiti and vandalism	4.28% 11	22.57% 58	16.34% 42	35.41% 91	21.40% 55	257
People trespassing on campus	2.76% 7	5.91% 15	8.27% 21	61.02% 155	22.05% 56	254
Drug use	0.00% 0	0.78% 2	3.13% 8	73.05% 187	23.05% 59	256
Alcohol use	0.39% 1	1.17% 3	2.34% 6	74.22% 190	21.88% 56	256

Q4 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

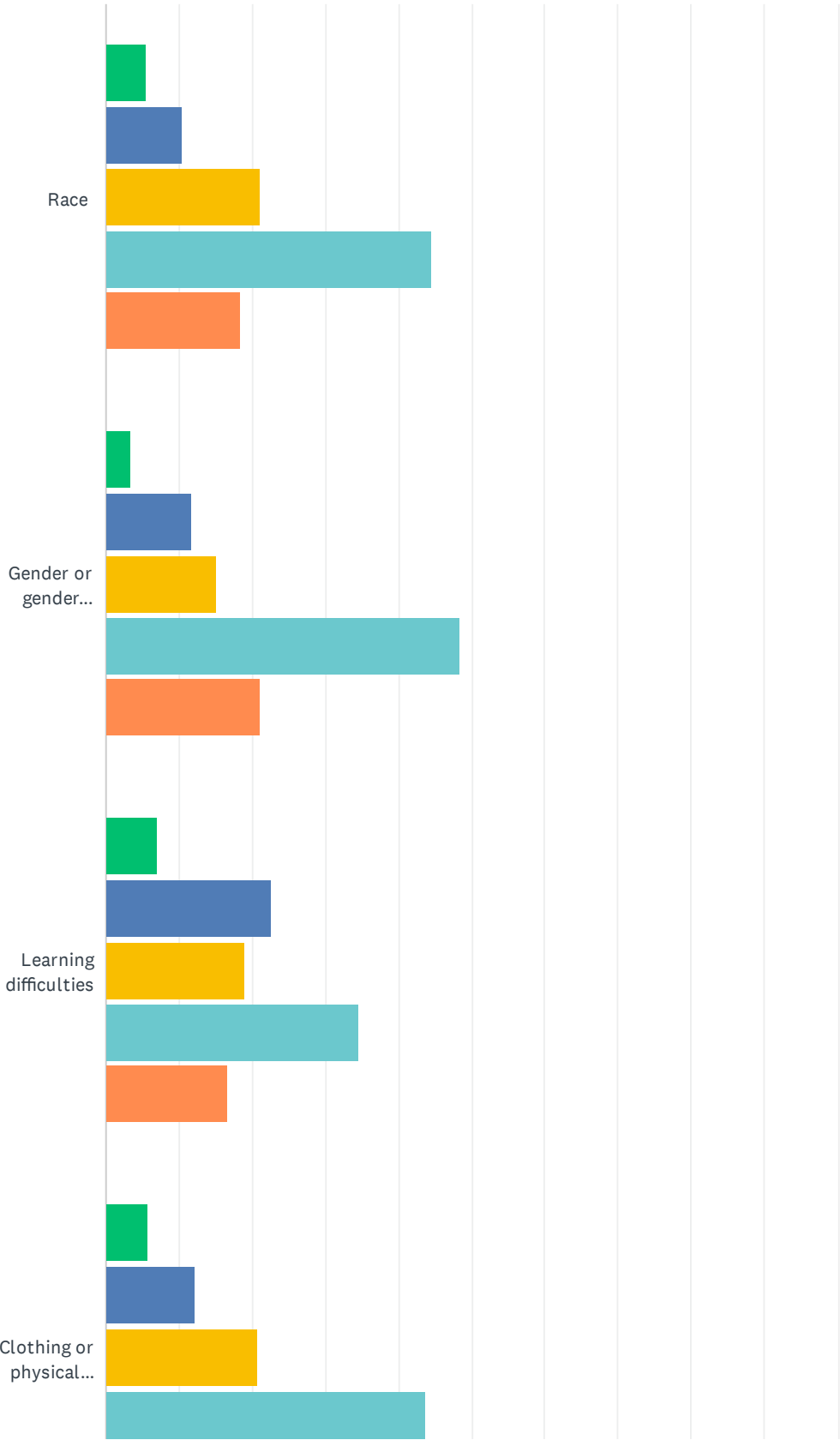
Answered: 261 Skipped: 3



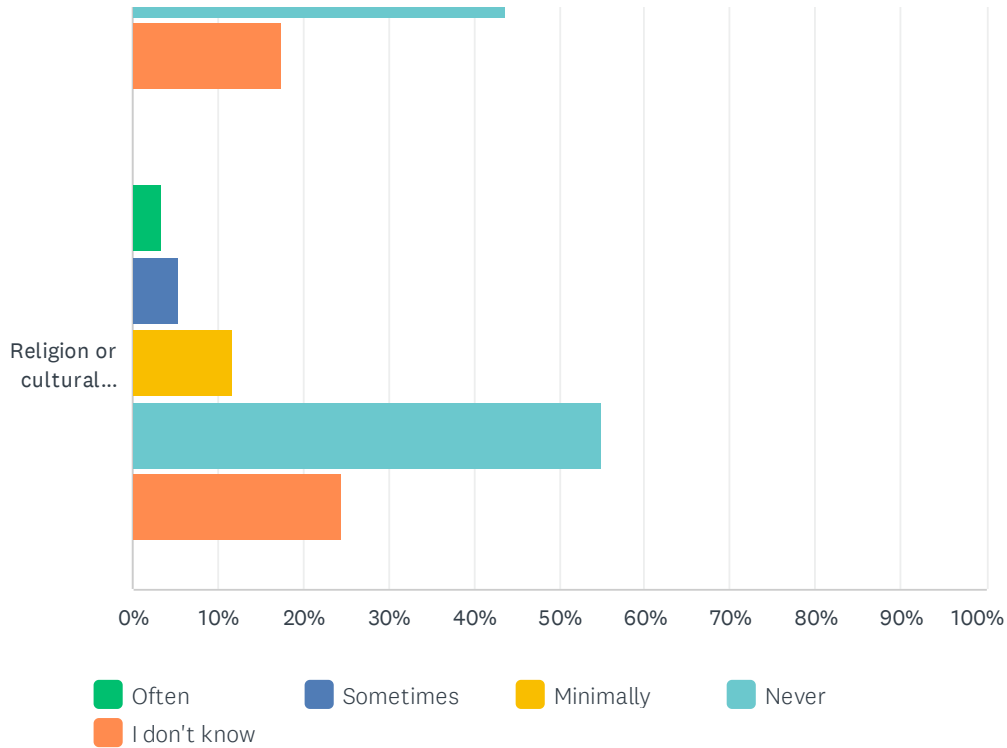
ANSWER CHOICES	RESPONSES	
Often	7.28%	19
Sometimes	29.89%	78
Minimally	32.18%	84
Never	20.69%	54
I don't know.	9.96%	26
TOTAL		261

Q5 Students at this school get put down because of their...

Answered: 261 Skipped: 3



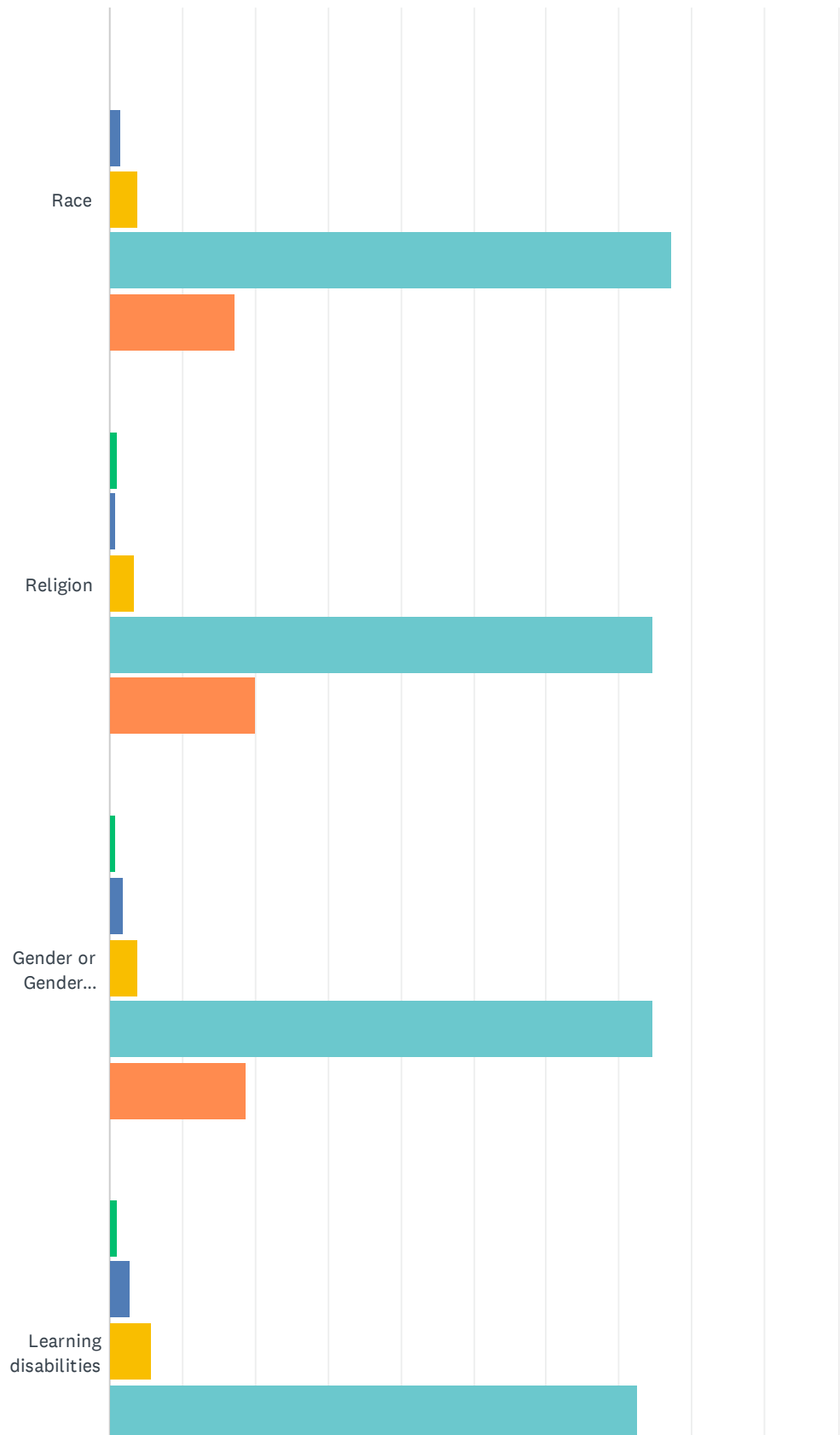
Cedar Grove Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



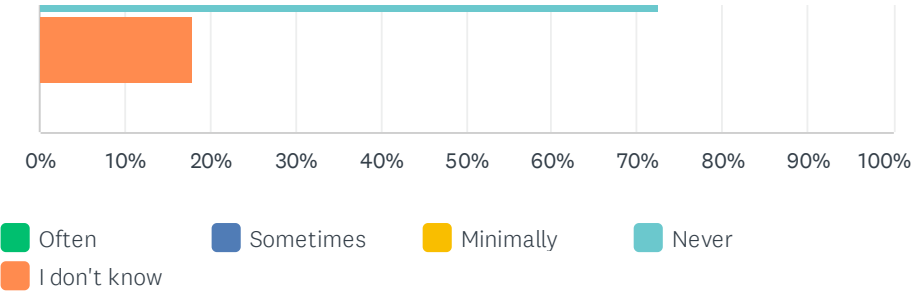
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	5.47% 14	10.55% 27	21.09% 54	44.53% 114	18.36% 47	256	3.60
Gender or gender identification	3.52% 9	11.72% 30	15.23% 39	48.44% 124	21.09% 54	256	3.72
Learning difficulties	7.00% 18	22.57% 58	19.07% 49	34.63% 89	16.73% 43	257	3.32
Clothing or physical appearance	5.86% 15	12.11% 31	20.70% 53	43.75% 112	17.58% 45	256	3.55
Religion or cultural practices	3.49% 9	5.43% 14	11.63% 30	55.04% 142	24.42% 63	258	3.91

Q6 ADULTS at school make fun of differences such as...

Answered: 262 Skipped: 2



Cedar Grove Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

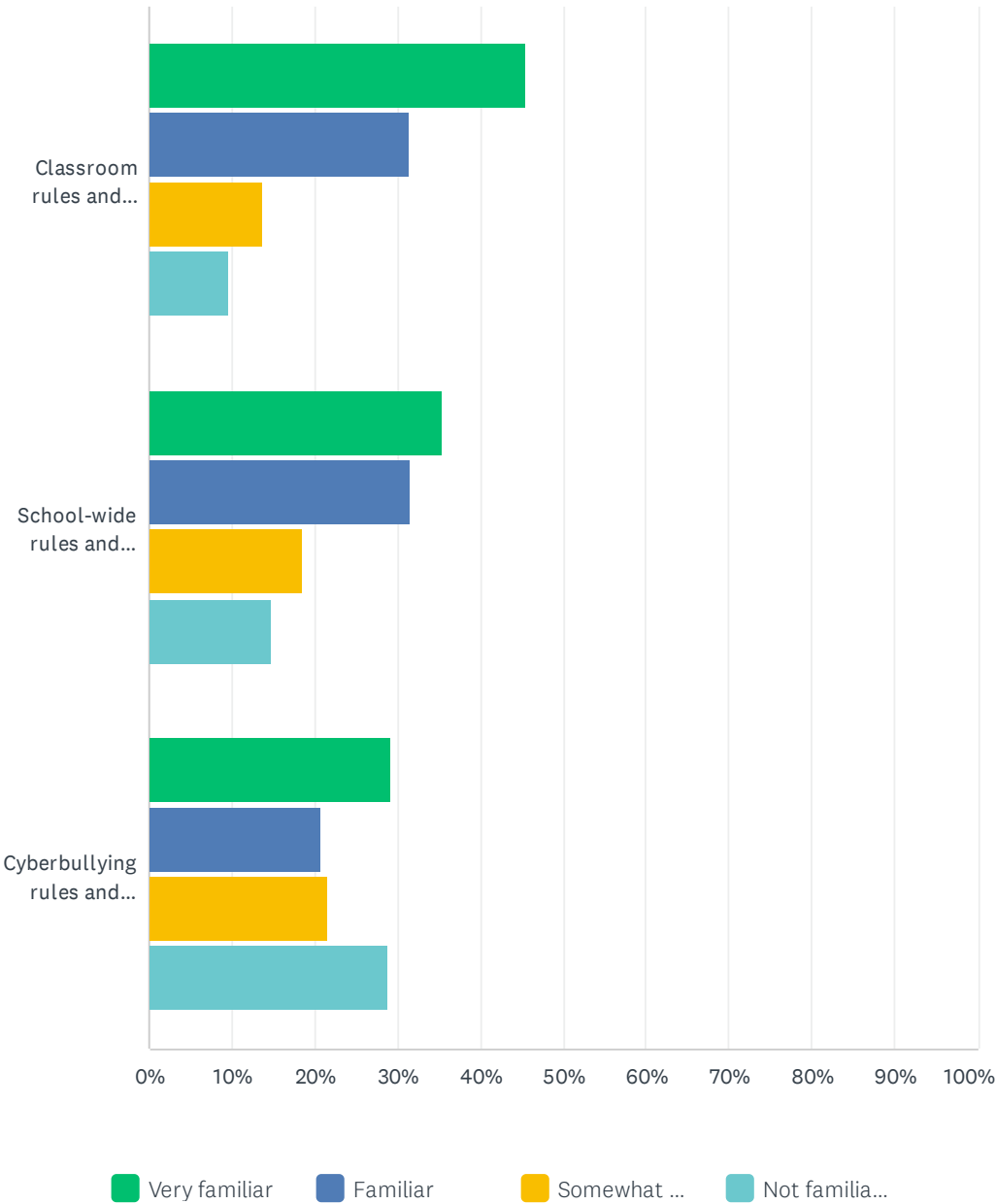


	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	1.54% 4	3.86% 10	77.22% 200	17.37% 45	259	4.10
Religion	1.15% 3	0.77% 2	3.46% 9	74.62% 194	20.00% 52	260	4.12
Gender or Gender Identification	0.77% 2	1.92% 5	3.85% 10	74.62% 194	18.85% 49	260	4.09
Learning disabilities	1.15% 3	2.68% 7	5.75% 15	72.41% 189	18.01% 47	261	4.03



Q7 How familiar are you with the following?

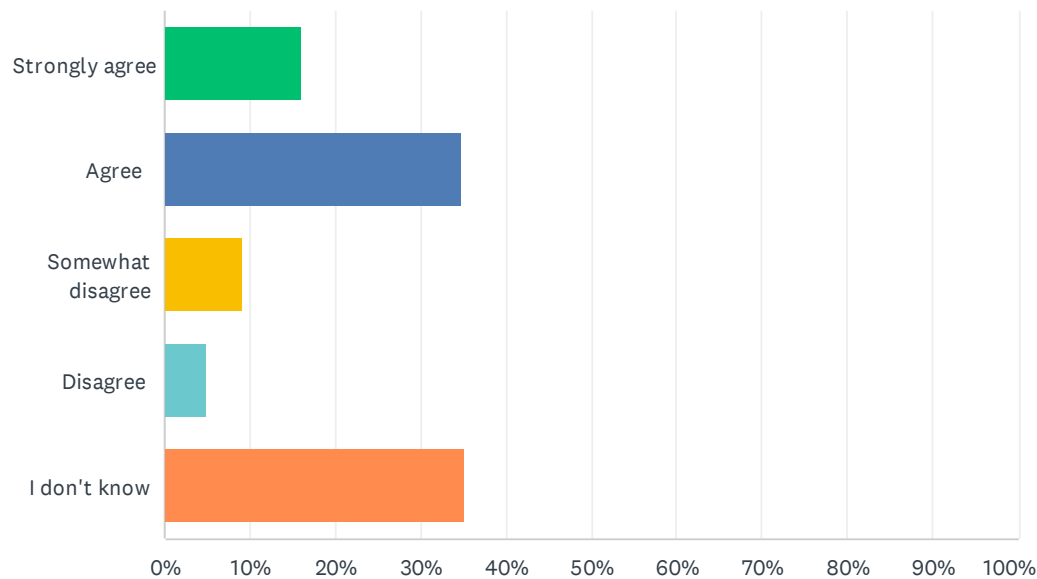
Answered: 263    Skipped: 1



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	45.42% 119	31.30% 82	13.74% 36	9.54% 25	262	1.87
School-wide rules and consequences when those rules are broken.	35.38% 92	31.54% 82	18.46% 48	14.62% 38	260	2.12
Cyberbullying rules and consequences when those rules are broken.	29.12% 76	20.69% 54	21.46% 56	28.74% 75	261	2.50

Q8 I think that suspensions and expulsions are assigned to students when necessary.

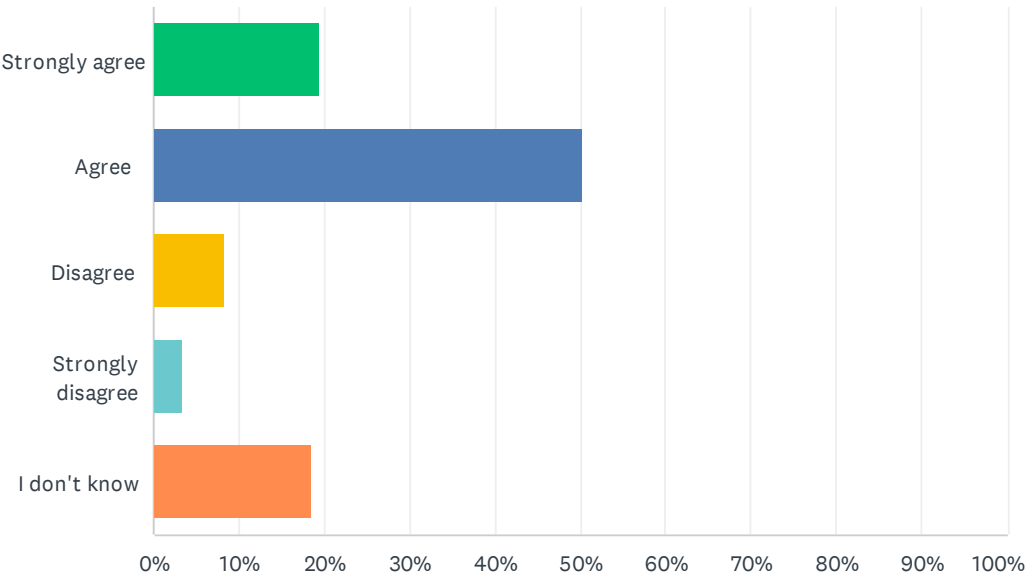
Answered: 262 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	16.03%	42
Agree	34.73%	91
Somewhat disagree	9.16%	24
Disagree	4.96%	13
I don't know	35.11%	92
TOTAL		262

Q9 The facilities and grounds are well maintained at my school.

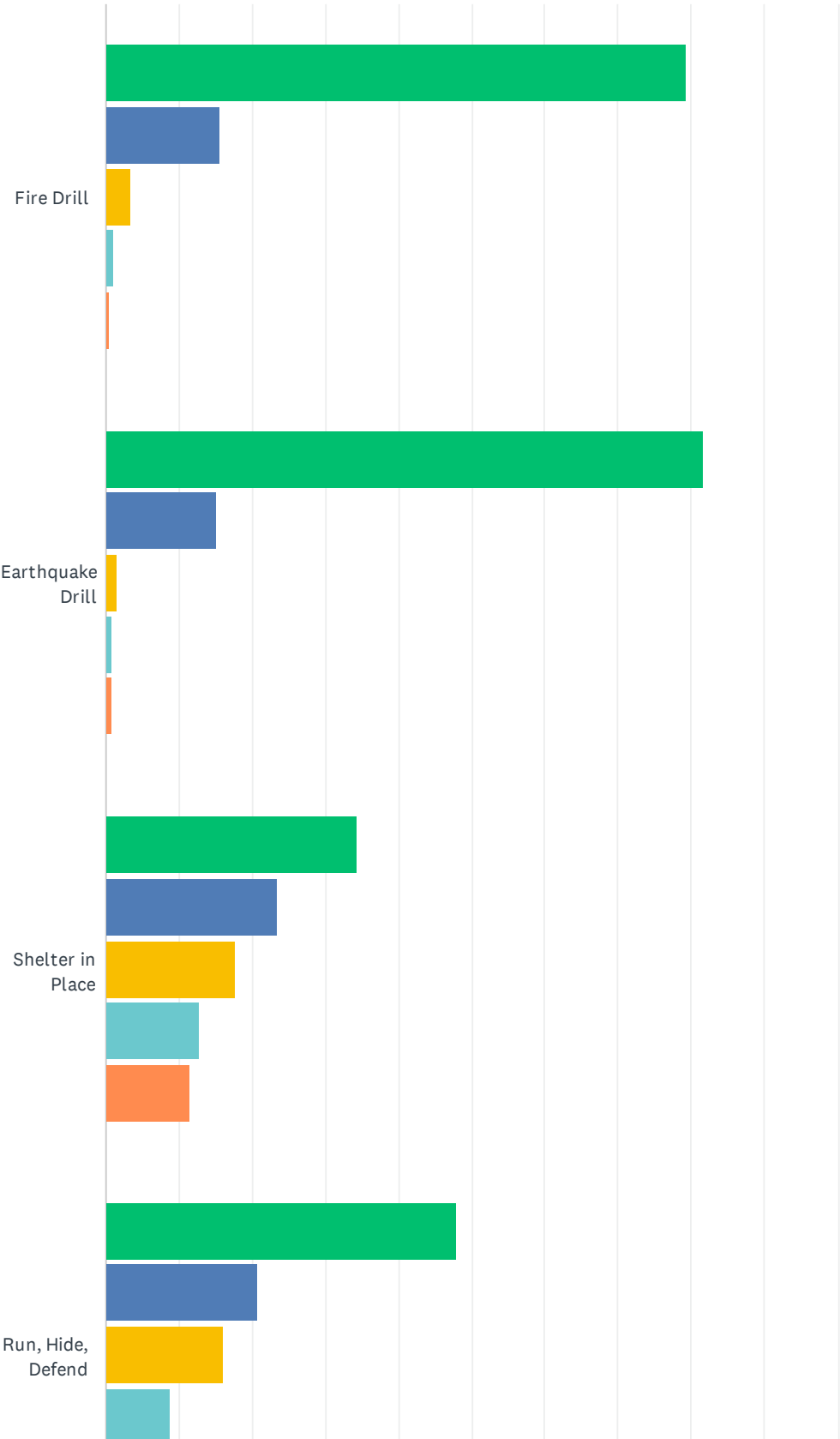
Answered: 264 Skipped: 0



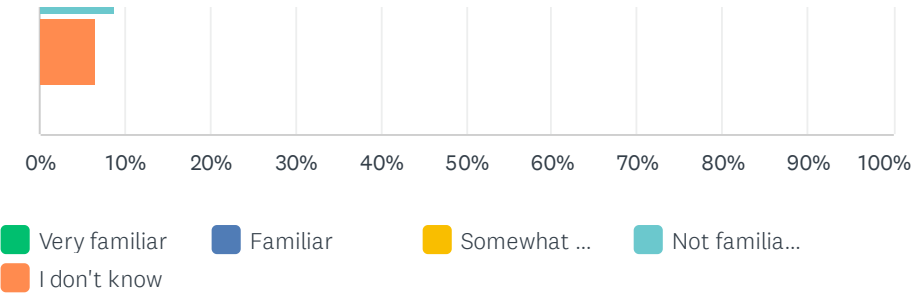
ANSWER CHOICES	RESPONSES	
Strongly agree	19.32%	51
Agree	50.38%	133
Disagree	8.33%	22
Strongly disagree	3.41%	9
I don't know	18.56%	49
TOTAL		264

Q10 How well do you understand your schools Emergency procedures?

Answered: 264 Skipped: 0



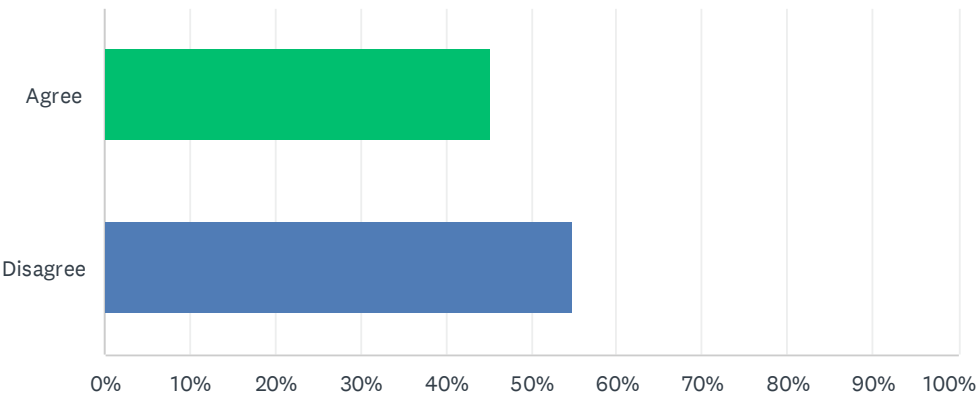
Cedar Grove Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	79.39% 208	15.65% 41	3.44% 9	1.15% 3	0.38% 1	262
Earthquake Drill	81.75% 215	15.21% 40	1.52% 4	0.76% 2	0.76% 2	263
Shelter in Place	34.36% 89	23.55% 61	17.76% 46	12.74% 33	11.58% 30	259
Run, Hide, Defend	47.89% 125	20.69% 54	16.09% 42	8.81% 23	6.51% 17	261

Q11 I am aware of the district's Wellness Connections webpage.

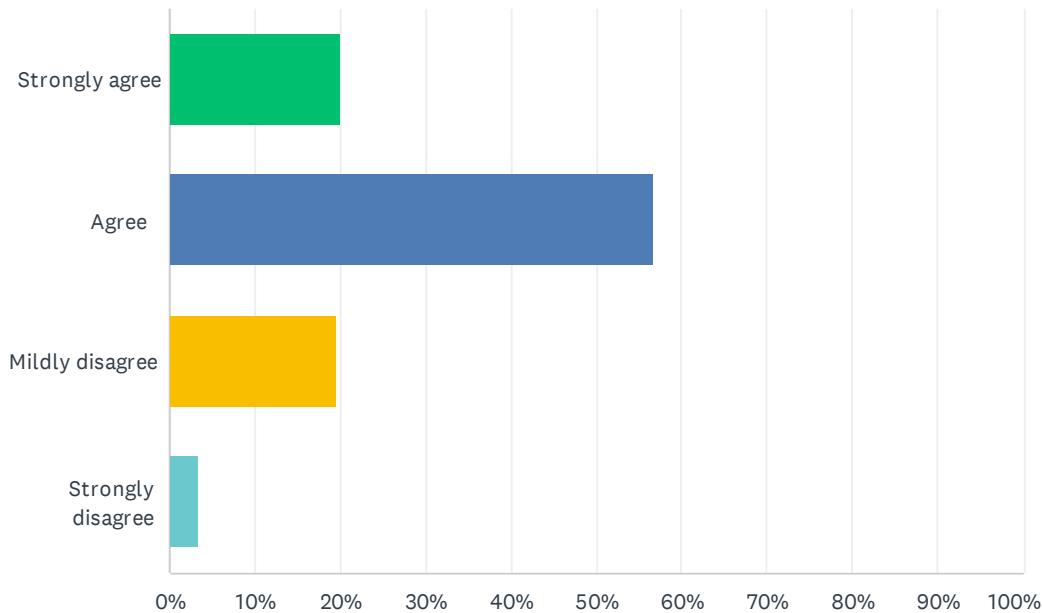
Answered: 263 Skipped: 1



ANSWER CHOICES	RESPONSES	
Agree	45.25%	119
Disagree	54.75%	144
TOTAL		263

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 264 Skipped: 0



ANSWER CHOICES		RESPONSES	
Strongly agree		20.08%	53
Agree		56.82%	150
Mildly disagree		19.70%	52
Strongly disagree		3.41%	9
TOTAL			264

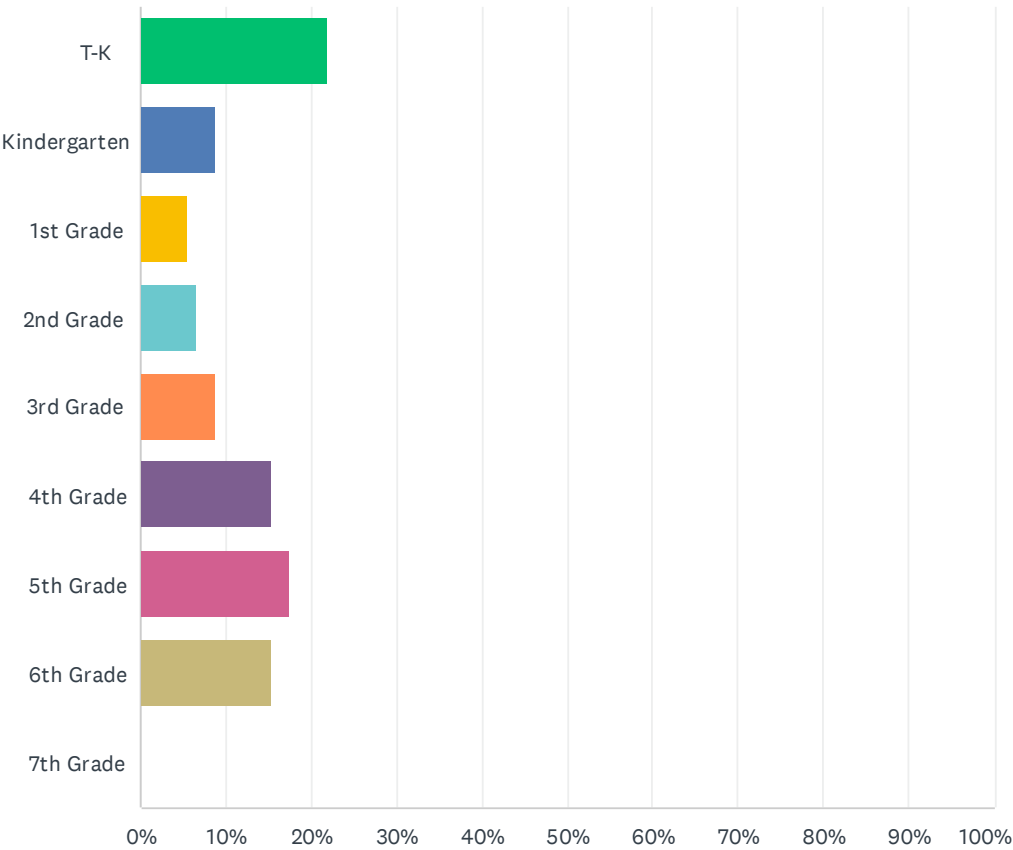
### Q13 What is something you would like to see improved regarding safety at your school?

Answered: 216 Skipped: 48



Q1 What grade is your child in?

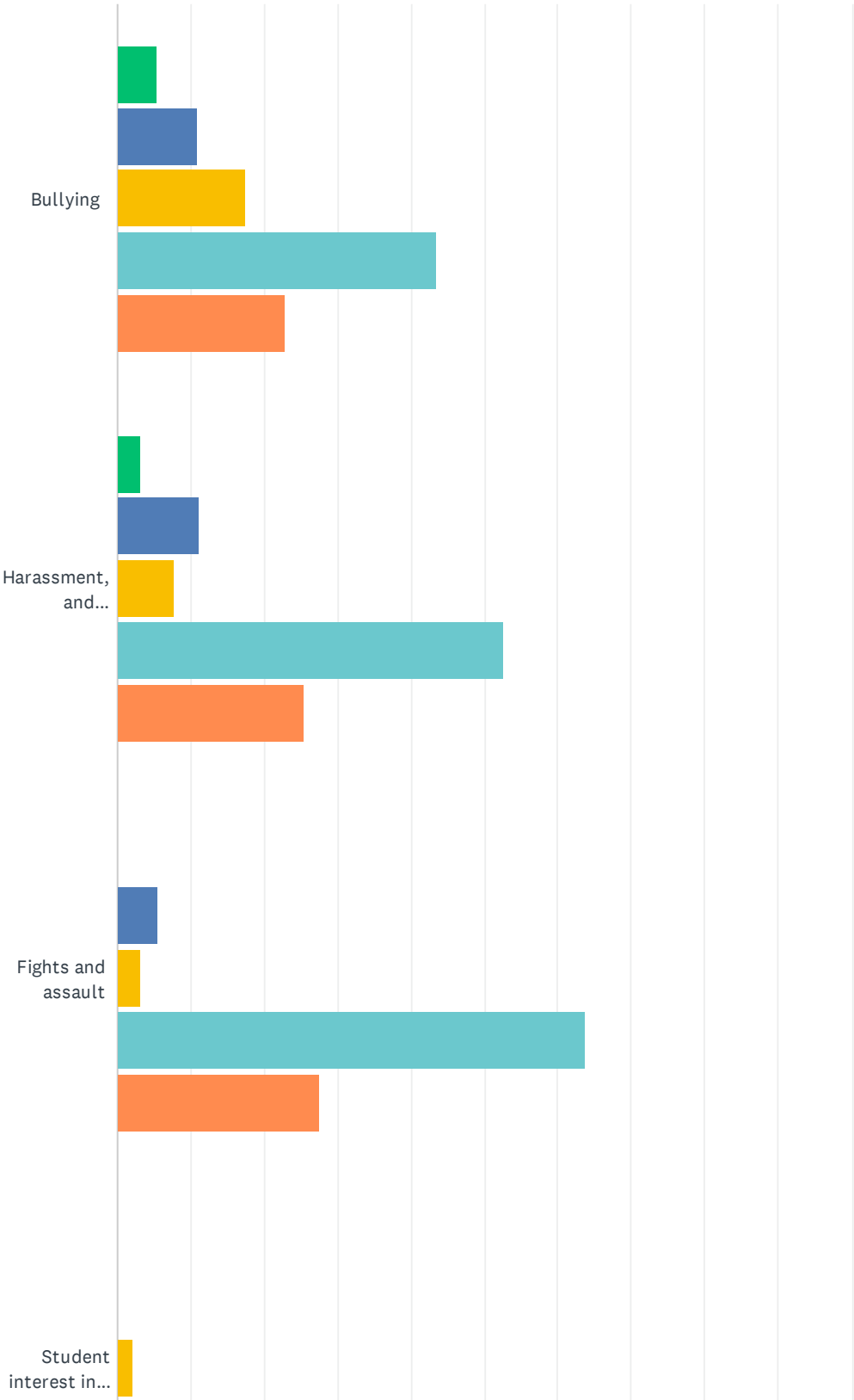
Answered: 91    Skipped: 1



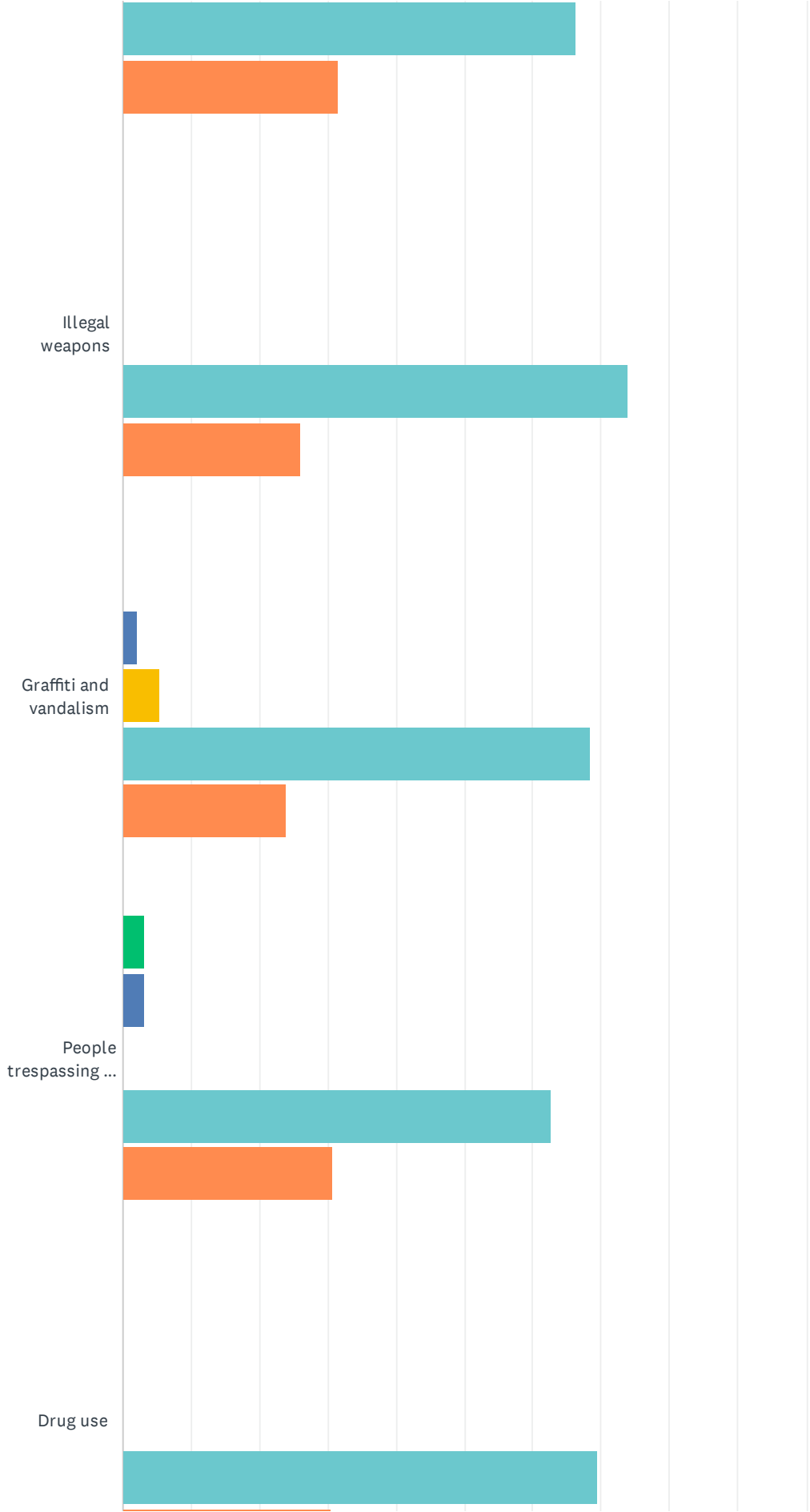
ANSWER CHOICES	RESPONSES	
T-K	21.98%	20
Kindergarten	8.79%	8
1st Grade	5.49%	5
2nd Grade	6.59%	6
3rd Grade	8.79%	8
4th Grade	15.38%	14
5th Grade	17.58%	16
6th Grade	15.38%	14
7th Grade	0.00%	0
TOTAL		91

Q2 How much do you find the following to be a problem at your child's school?

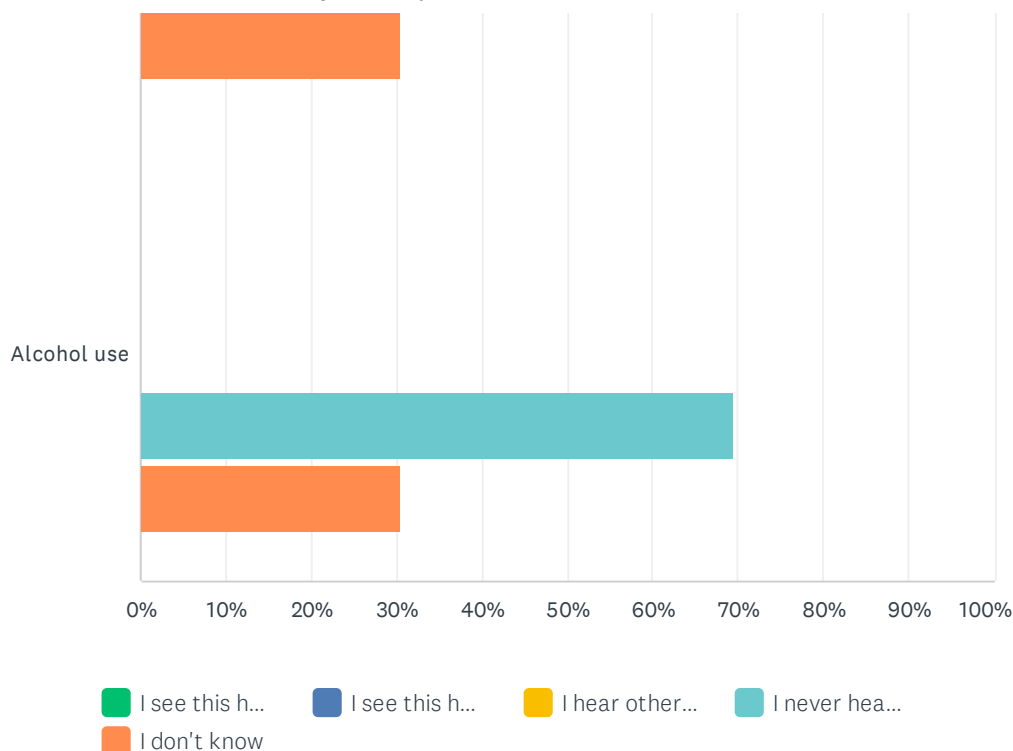
Answered: 92 Skipped: 0



Cedar Grove Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Cedar Grove Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

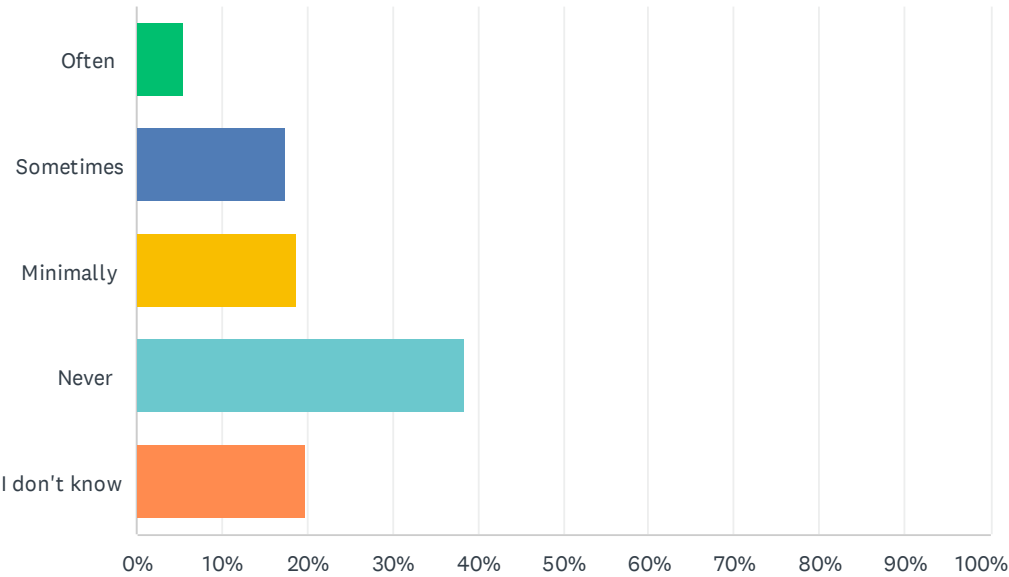


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	5.43% 5	10.87% 10	17.39% 16	43.48% 40	22.83% 21	92	3.67
Harassment, and intimidation	3.30% 3	10.99% 10	7.69% 7	52.75% 48	25.27% 23	91	3.86
Fights and assault	0.00% 0	5.49% 5	3.30% 3	63.74% 58	27.47% 25	91	4.13
Student interest in gangs	0.00% 0	0.00% 0	2.17% 2	66.30% 61	31.52% 29	92	4.29
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	73.91% 68	26.09% 24	92	4.26
Graffiti and vandalism	0.00% 0	2.17% 2	5.43% 5	68.48% 63	23.91% 22	92	4.14
People trespassing on campus	3.30% 3	3.30% 3	0.00% 0	62.64% 57	30.77% 28	91	4.14
Drug use	0.00% 0	0.00% 0	0.00% 0	69.57% 64	30.43% 28	92	4.30
Alcohol use	0.00% 0	0.00% 0	0.00% 0	69.57% 64	30.43% 28	92	4.30

Q3 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

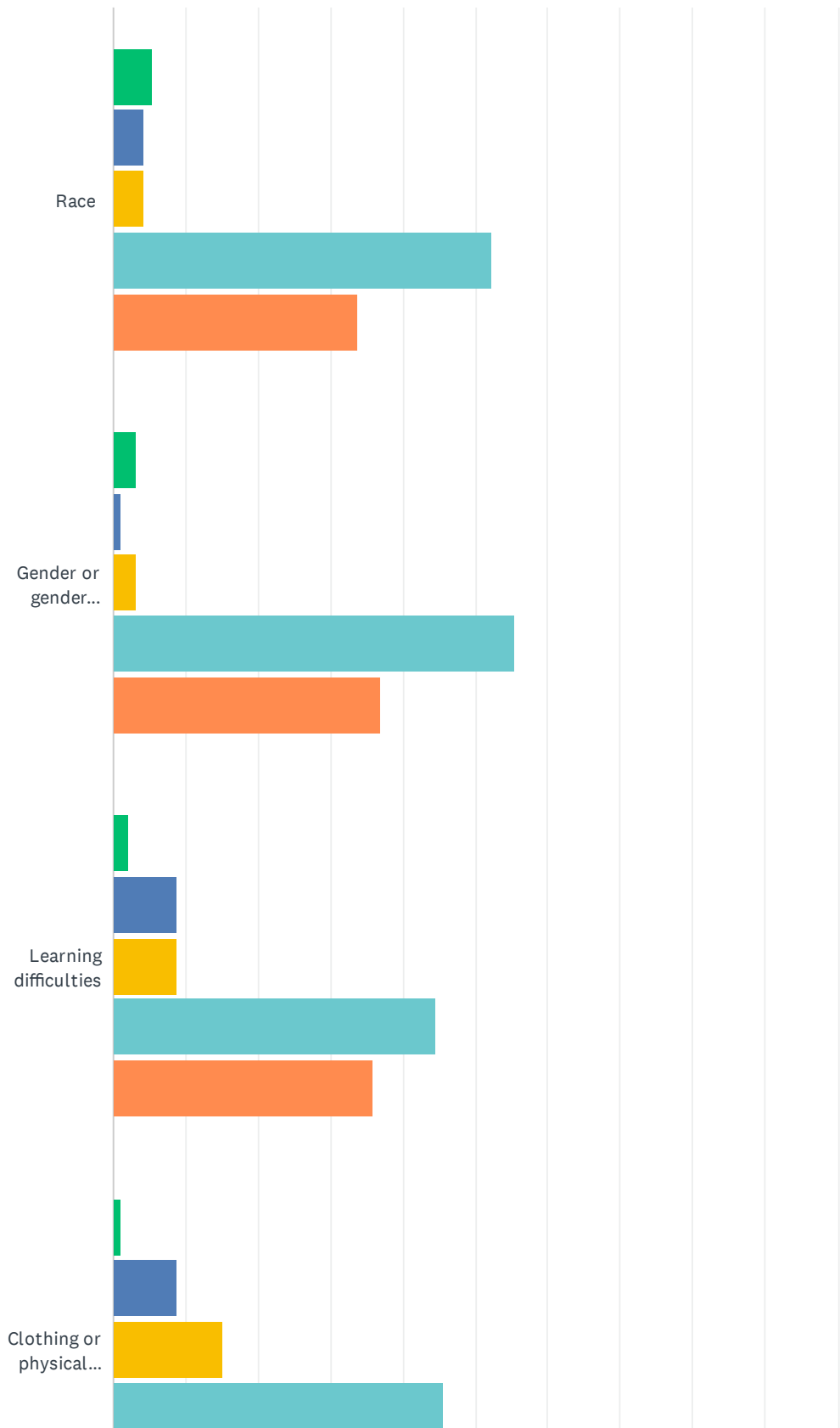
Answered: 91    Skipped: 1



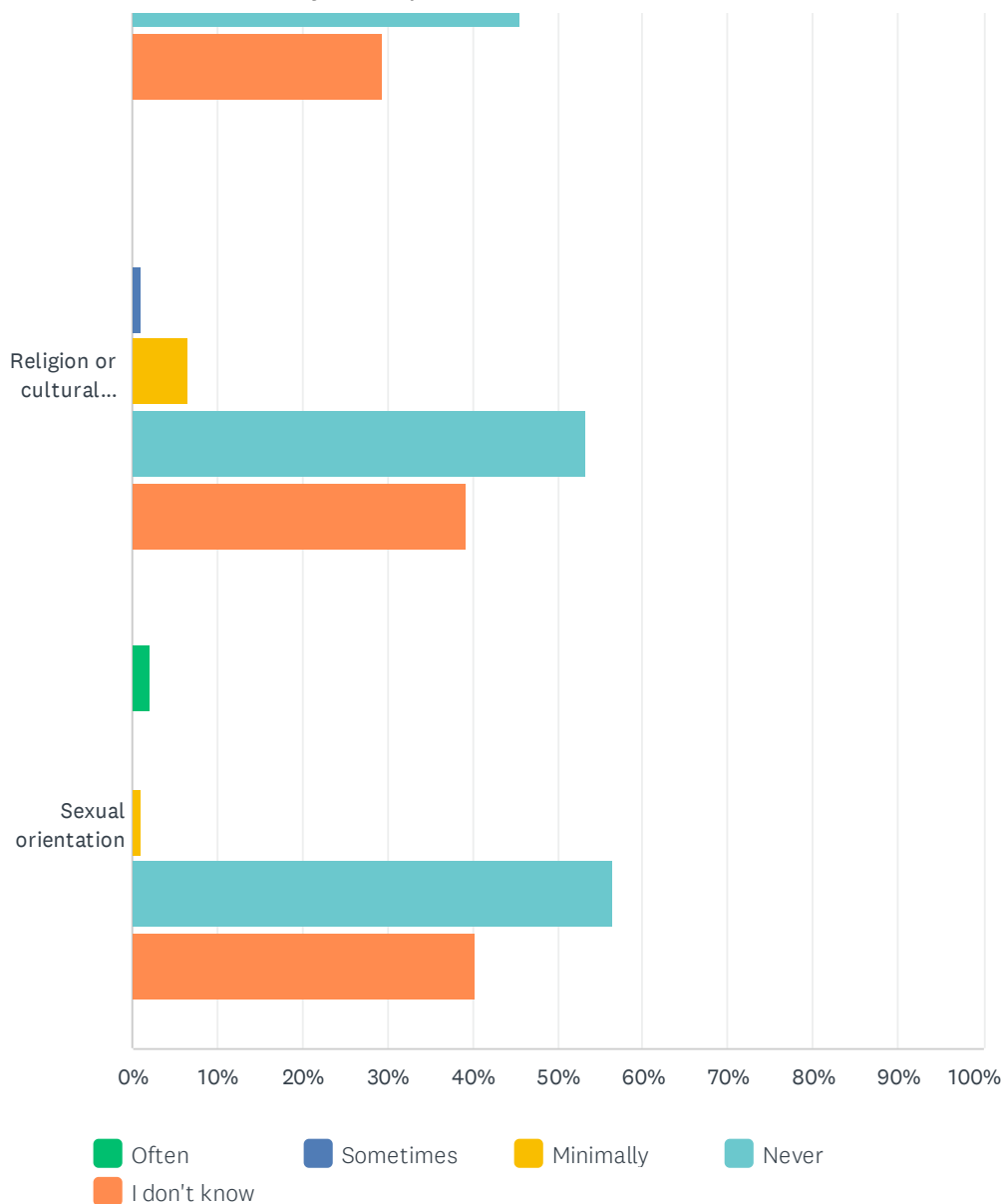
ANSWER CHOICES	RESPONSES	
Often	5.49%	5
Sometimes	17.58%	16
Minimally	18.68%	17
Never	38.46%	35
I don't know	19.78%	18
TOTAL		91

# Q4 Students at my child's school get put down because of their...

Answered: 92    Skipped: 0



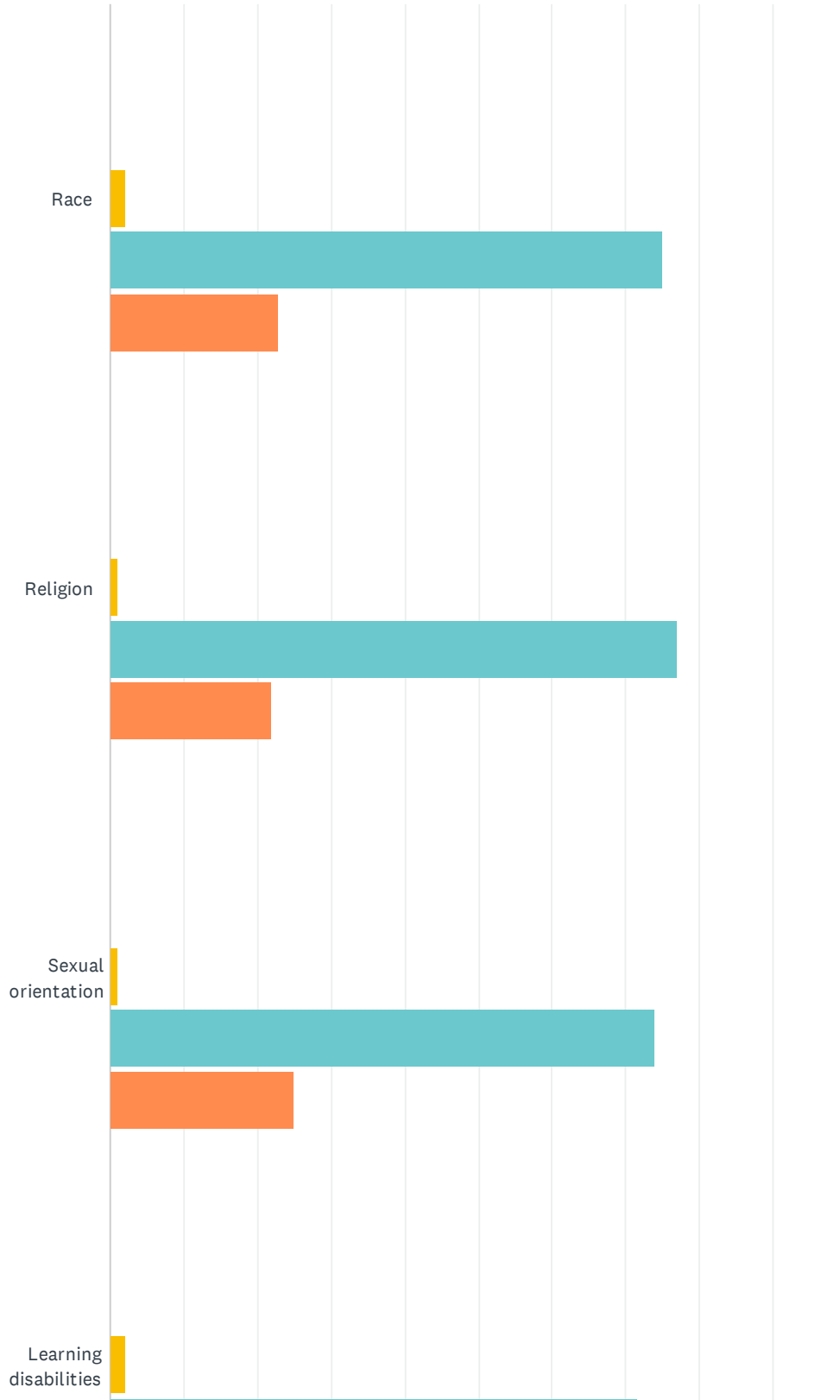
Cedar Grove Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	5.43% 5	4.35% 4	4.35% 4	52.17% 48	33.70% 31	92	4.04
Gender or gender identification	3.26% 3	1.09% 1	3.26% 3	55.43% 51	36.96% 34	92	4.22
Learning difficulties	2.17% 2	8.70% 8	8.70% 8	44.57% 41	35.87% 33	92	4.03
Clothing or physical appearance	1.09% 1	8.70% 8	15.22% 14	45.65% 42	29.35% 27	92	3.93
Religion or cultural practices	0.00% 0	1.09% 1	6.52% 6	53.26% 49	39.13% 36	92	4.30
Sexual orientation	2.17% 2	0.00% 0	1.09% 1	56.52% 52	40.22% 37	92	4.33

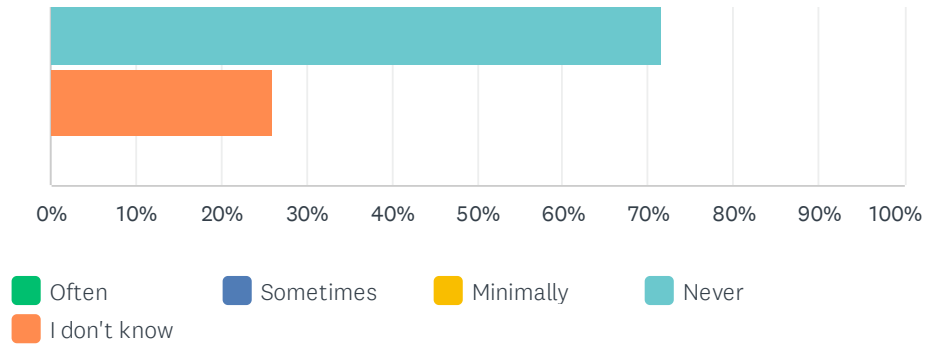
## Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 92 Skipped: 0





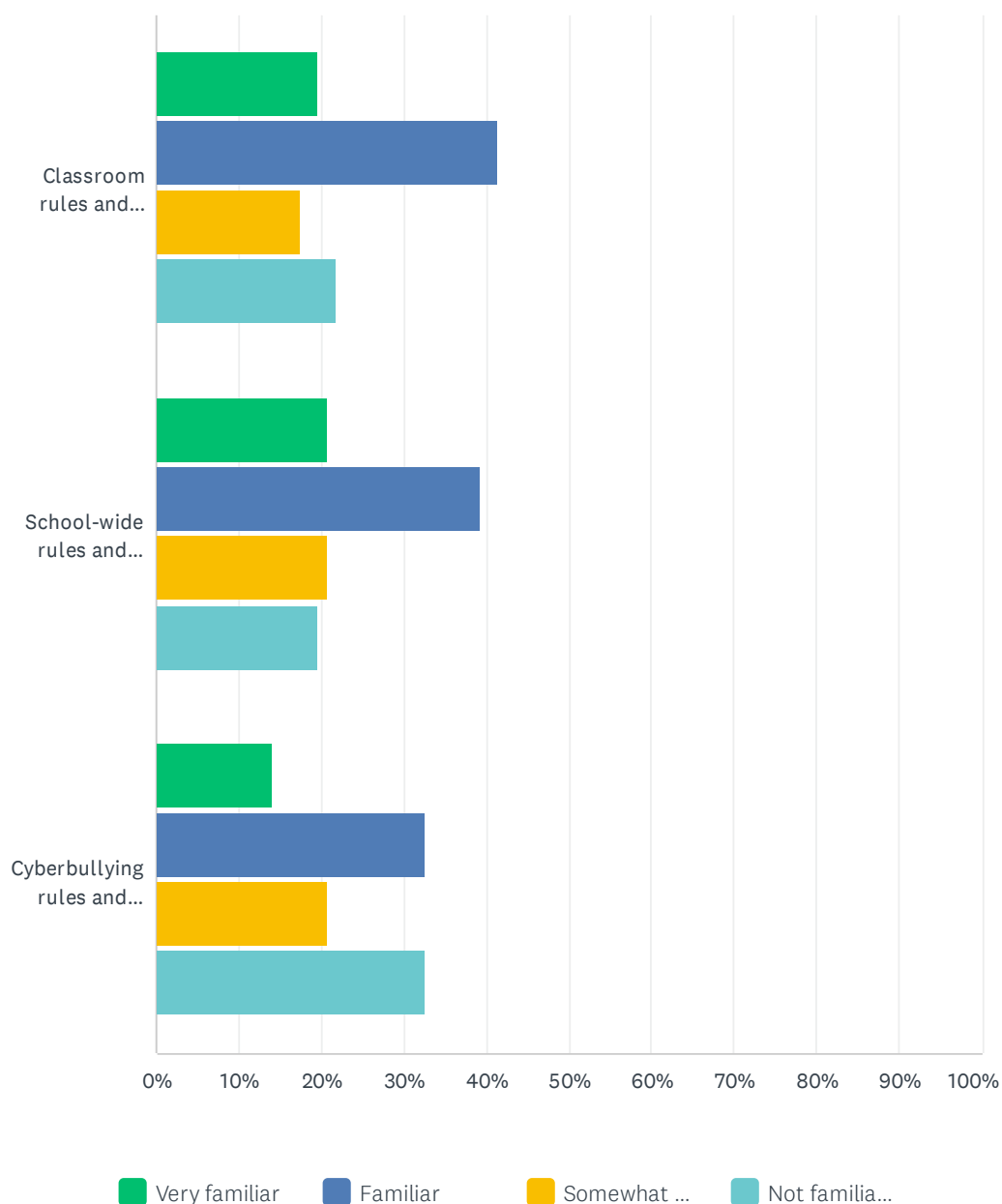
Cedar Grove Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	2.17% 2	75.00% 69	22.83% 21	92	4.21
Religion	0.00% 0	0.00% 0	1.10% 1	76.92% 70	21.98% 20	91	4.21
Sexual orientation	0.00% 0	0.00% 0	1.09% 1	73.91% 68	25.00% 23	92	4.24
Learning disabilities	0.00% 0	0.00% 0	2.17% 2	71.74% 66	26.09% 24	92	4.24

## Q6 How familiar are you with the following at your child's school?

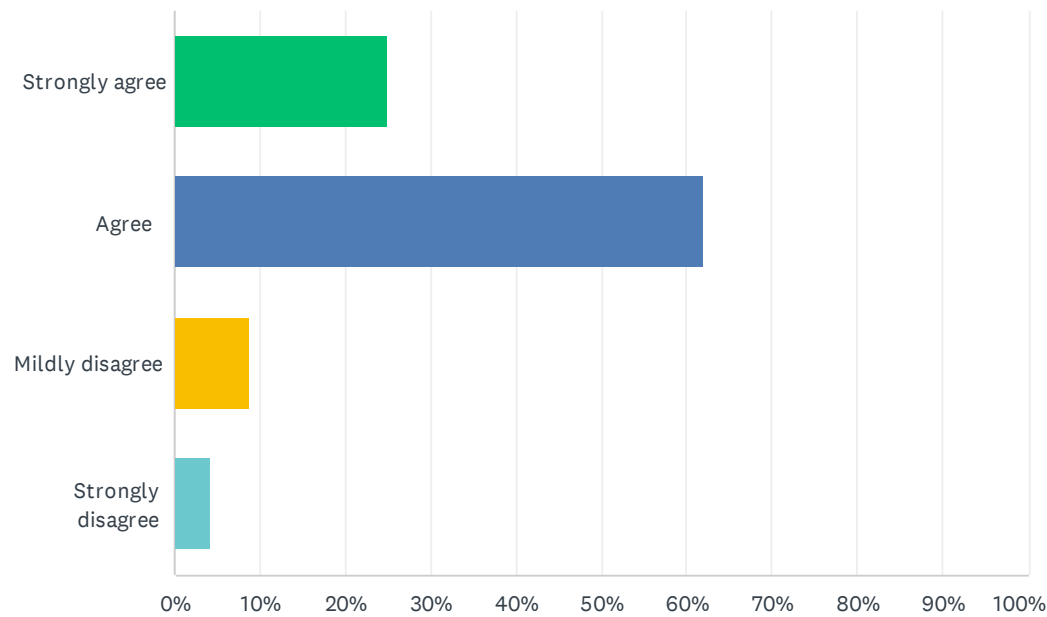
Answered: 92 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	19.57% 18	41.30% 38	17.39% 16	21.74% 20	92	2.41
School-wide rules and consequences when those rules are broken.	20.65% 19	39.13% 36	20.65% 19	19.57% 18	92	2.39
Cyberbullying rules and consequences when those rules are broken.	14.13% 13	32.61% 30	20.65% 19	32.61% 30	92	2.72

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 92 Skipped: 0

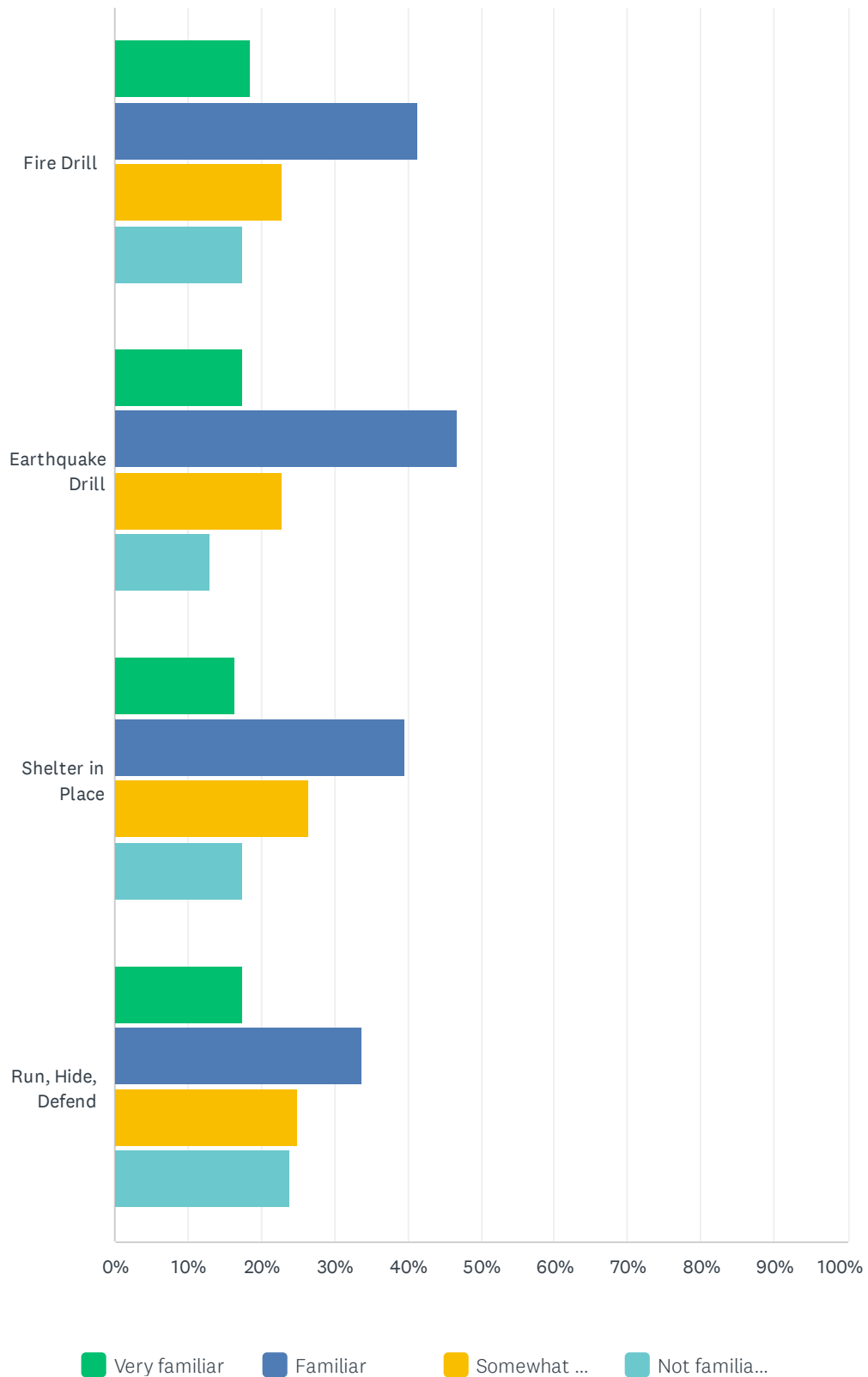


ANSWER CHOICES	RESPONSES	
Strongly agree	25.00%	23
Agree	61.96%	57
Mildly disagree	8.70%	8
Strongly disagree	4.35%	4
TOTAL		92

## Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 92 Skipped: 0

Cedar Grove Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

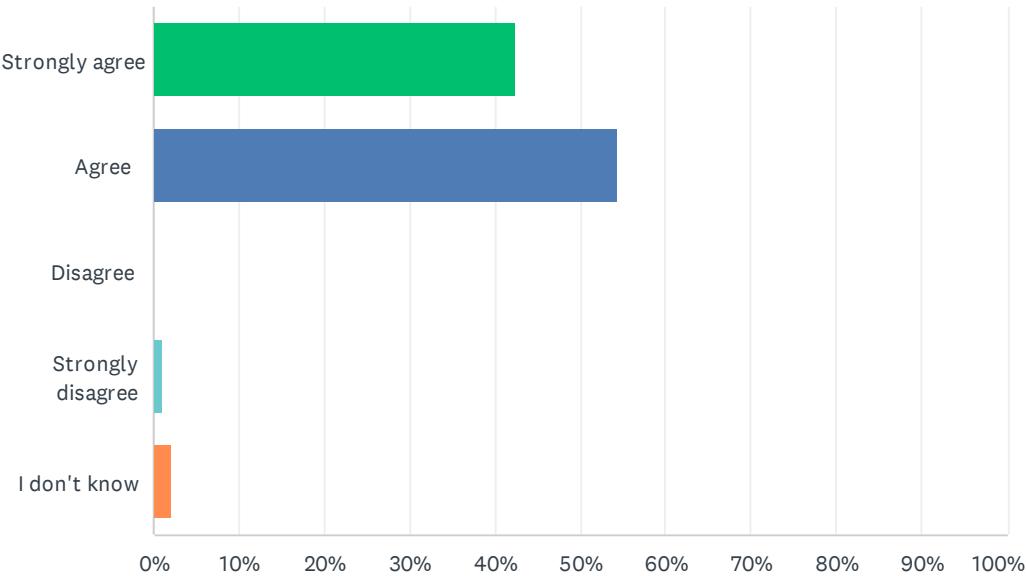


Cedar Grove Community Safety Survey: Please answer these questions to the best of your ability  
based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	18.48% 17	41.30% 38	22.83% 21	17.39% 16	92
Earthquake Drill	17.39% 16	46.74% 43	22.83% 21	13.04% 12	92
Shelter in Place	16.48% 15	39.56% 36	26.37% 24	17.58% 16	91
Run, Hide, Defend	17.39% 16	33.70% 31	25.00% 23	23.91% 22	92

Q9 The facilities and grounds are well maintained at my child's school.

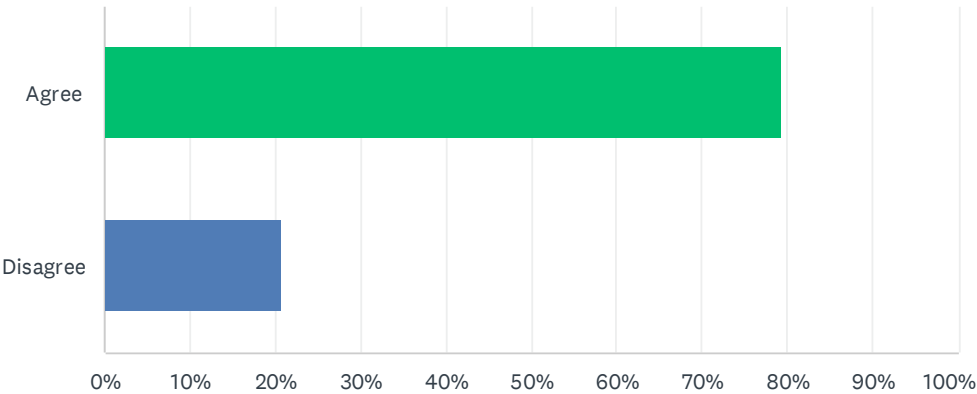
Answered: 92 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	42.39%	39
Agree	54.35%	50
Disagree	0.00%	0
Strongly disagree	1.09%	1
I don't know	2.17%	2
TOTAL		92

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

Answered: 92 Skipped: 0

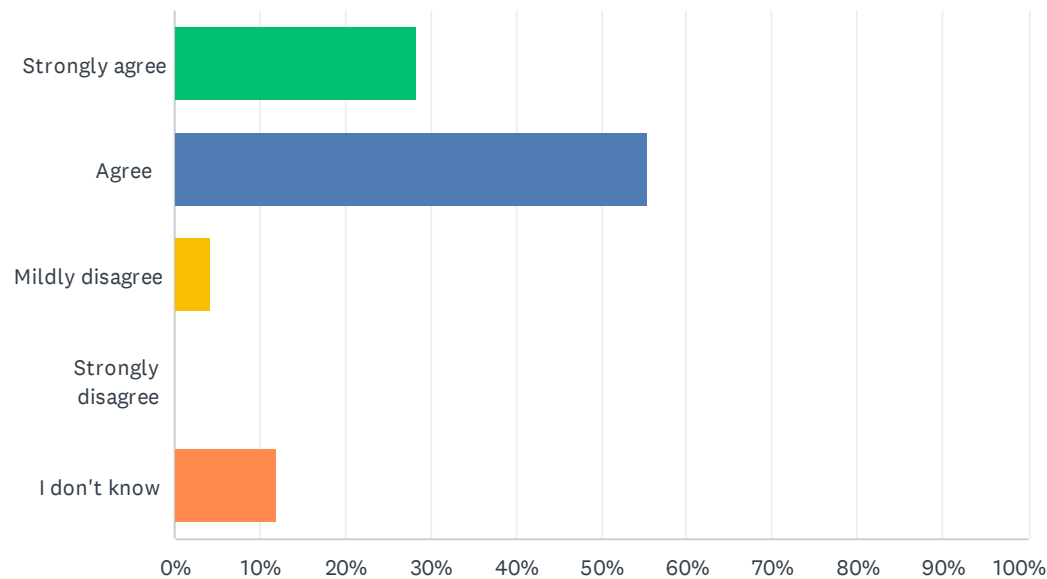


ANSWER CHOICES	RESPONSES	
Agree	79.35%	73
Disagree	20.65%	19
TOTAL		92



Q11 My child's school has a way to recognize positive behavior among students.

Answered: 92 Skipped: 0



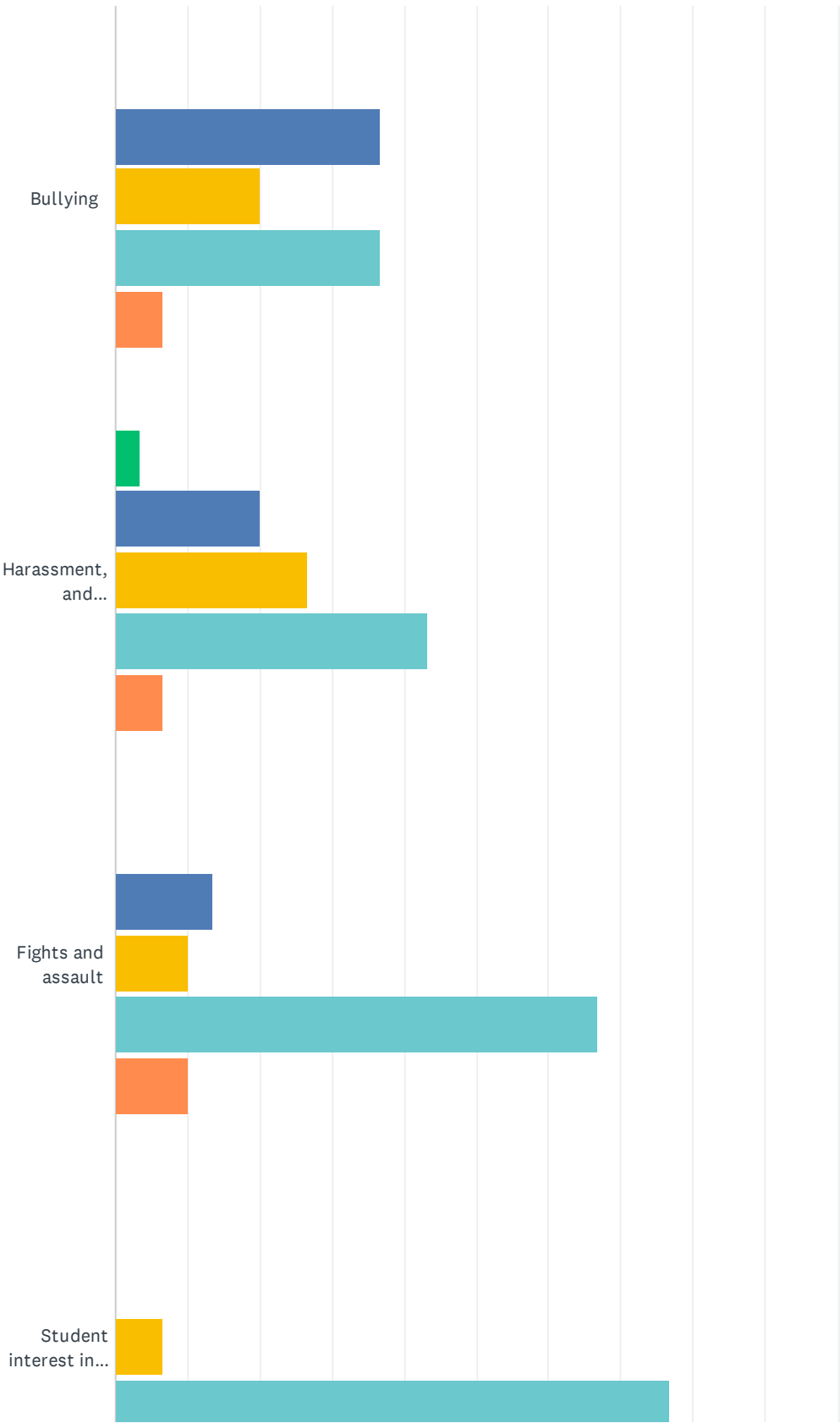
ANSWER CHOICES	RESPONSES	
Strongly agree	28.26%	26
Agree	55.43%	51
Mildly disagree	4.35%	4
Strongly disagree	0.00%	0
I don't know	11.96%	11
TOTAL		92

**Q12 What is something you would like to see improved regarding safety at your school?**

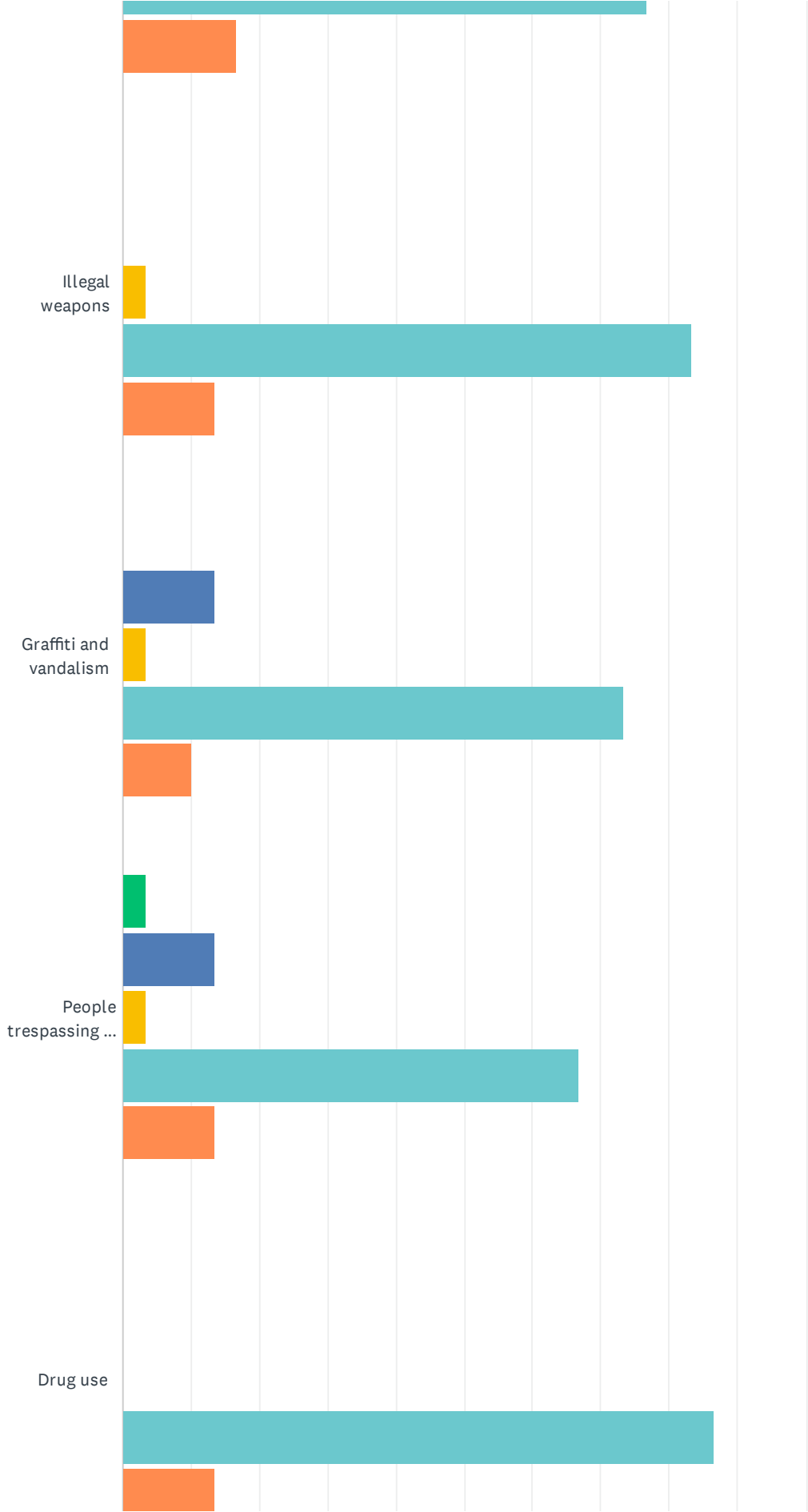
Answered: 55   Skipped: 37

Q1 How much do you find the following to be a problem at your school?

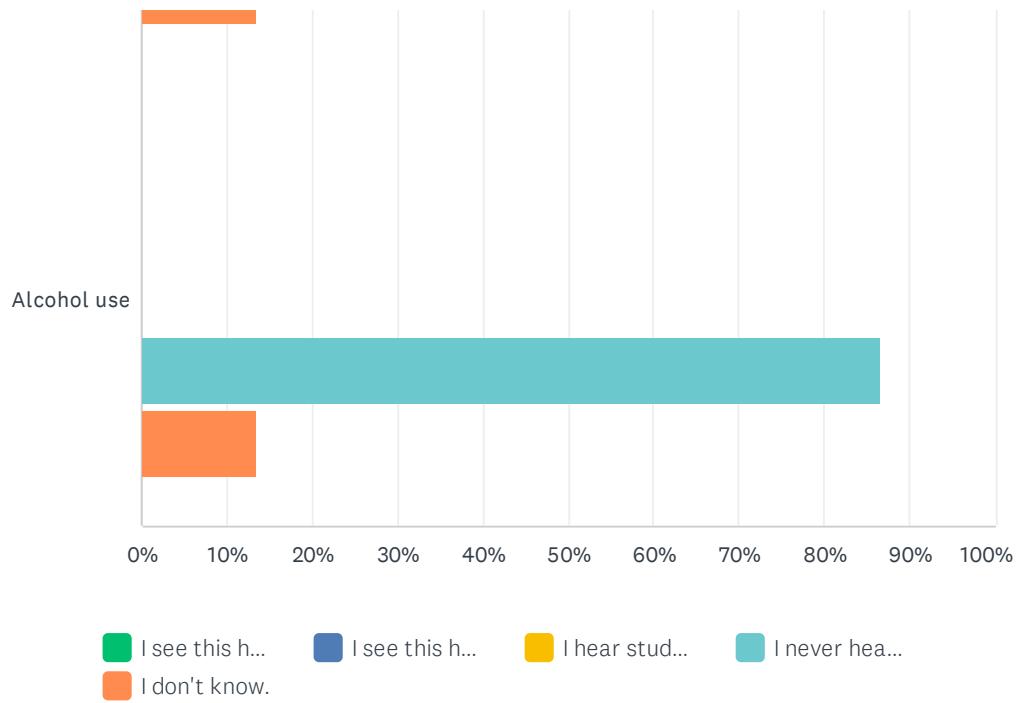
Answered: 30 Skipped: 0



Cedar Grove Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Cedar Grove Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

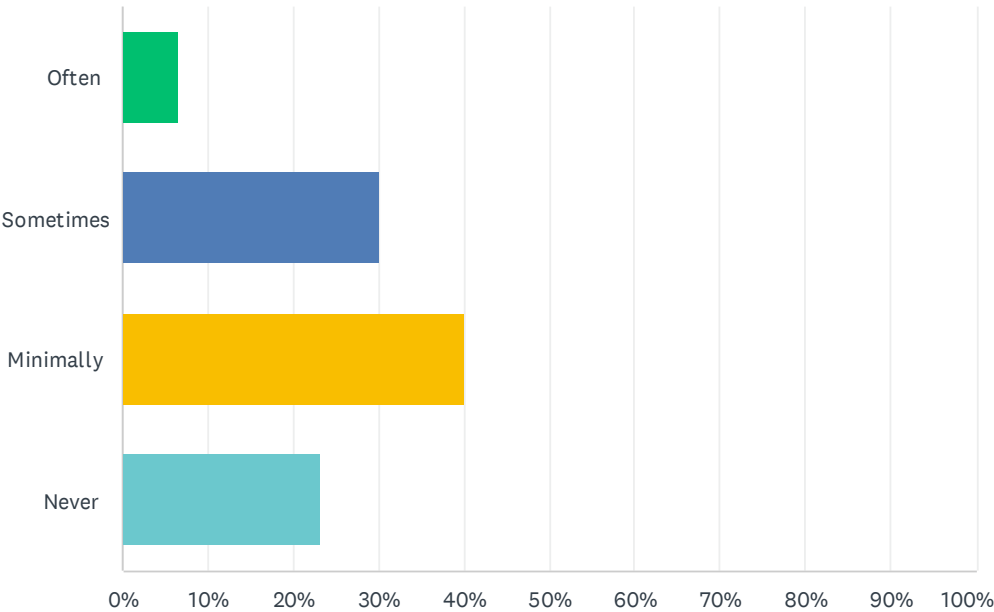


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	36.67% 11	20.00% 6	36.67% 11	6.67% 2	30	3.13
Harassment, and intimidation	3.33% 1	20.00% 6	26.67% 8	43.33% 13	6.67% 2	30	3.30
Fights and assault	0.00% 0	13.33% 4	10.00% 3	66.67% 20	10.00% 3	30	3.73
Student interest in gangs	0.00% 0	0.00% 0	6.67% 2	76.67% 23	16.67% 5	30	4.10
Illegal weapons	0.00% 0	0.00% 0	3.33% 1	83.33% 25	13.33% 4	30	4.10
Graffiti and vandalism	0.00% 0	13.33% 4	3.33% 1	73.33% 22	10.00% 3	30	3.80
People trespassing on campus	3.33% 1	13.33% 4	3.33% 1	66.67% 20	13.33% 4	30	3.73
Drug use	0.00% 0	0.00% 0	0.00% 0	86.67% 26	13.33% 4	30	4.13
Alcohol use	0.00% 0	0.00% 0	0.00% 0	86.67% 26	13.33% 4	30	4.13

Q2 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

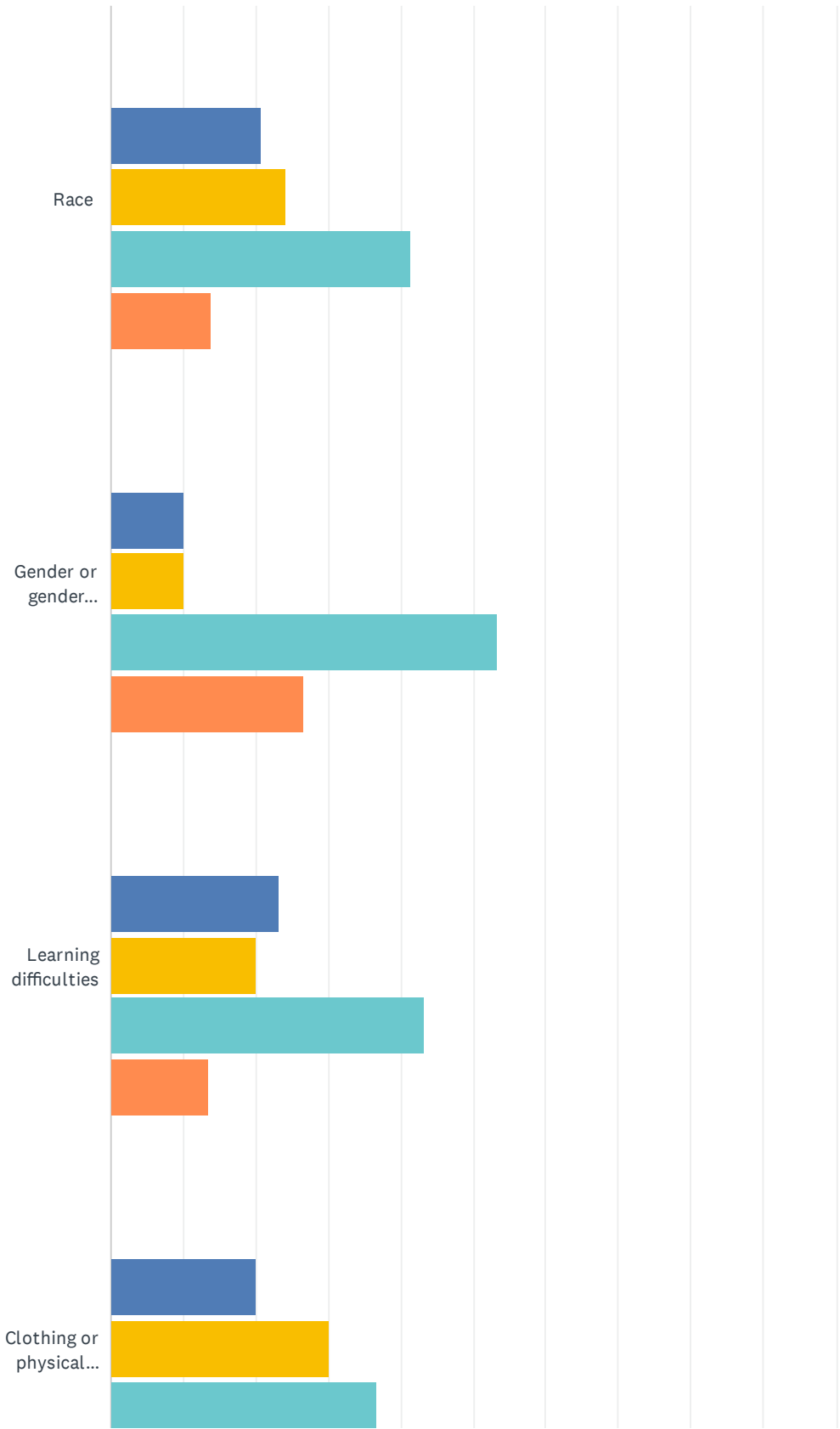
Answered: 30 Skipped: 0



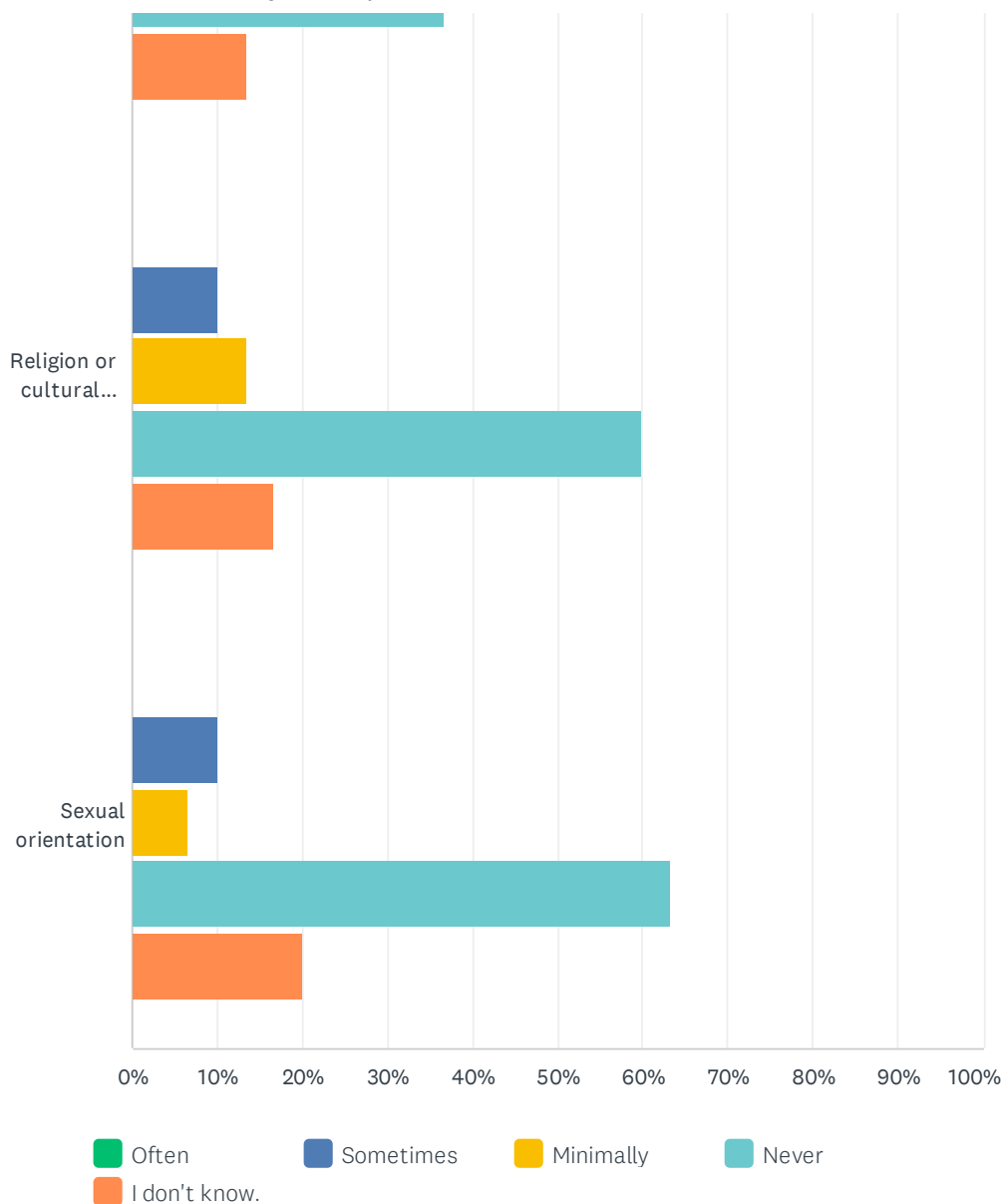
ANSWER CHOICES	RESPONSES	
Often	6.67%	2
Sometimes	30.00%	9
Minimally	40.00%	12
Never	23.33%	7
TOTAL		30

Q3 Students at this school get put down because of their...

Answered: 30 Skipped: 0



Cedar Grove Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

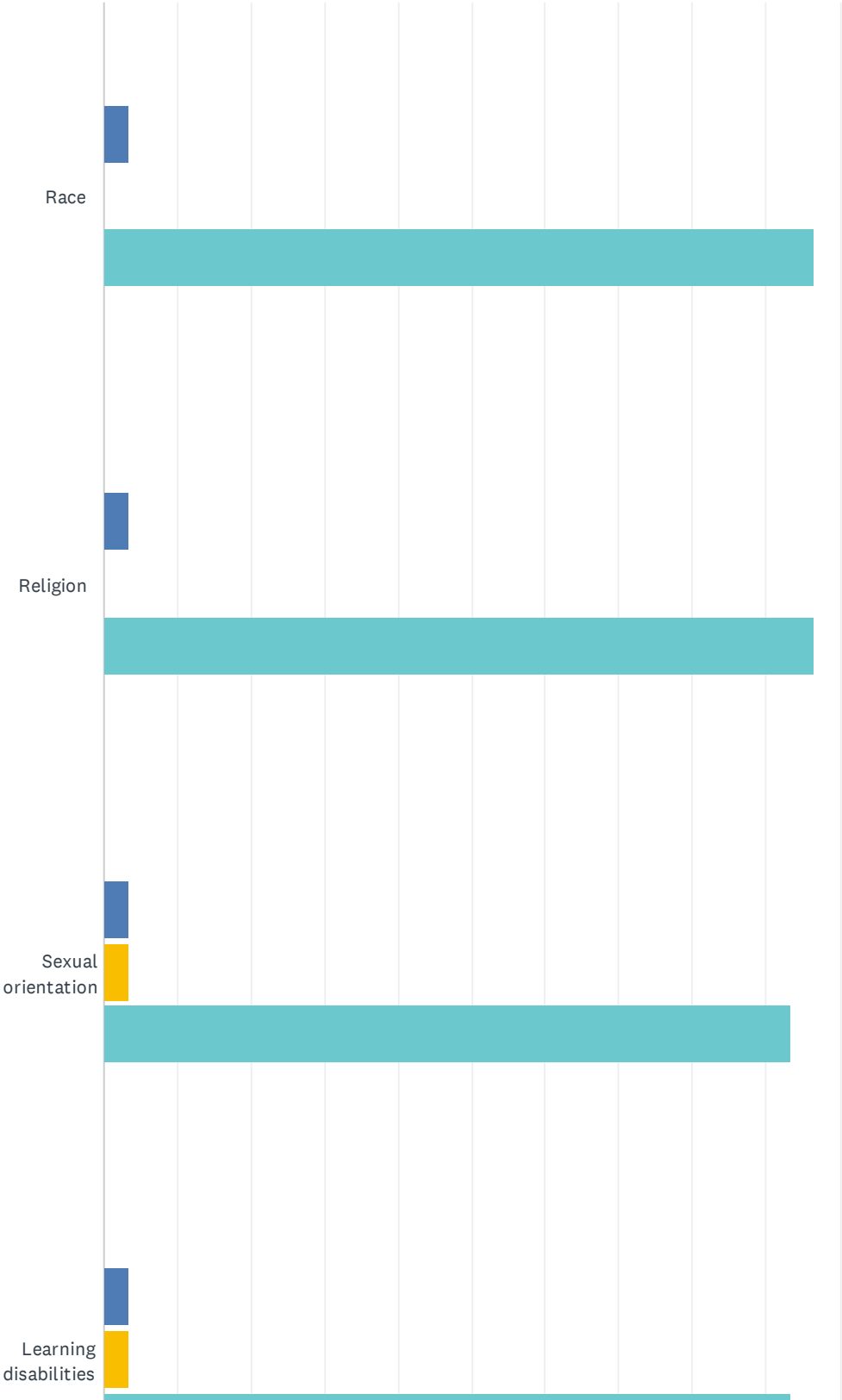


	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	20.69% 6	24.14% 7	41.38% 12	13.79% 4	29	3.48
Gender or gender identification	0.00% 0	10.00% 3	10.00% 3	53.33% 16	26.67% 8	30	3.97
Learning difficulties	0.00% 0	23.33% 7	20.00% 6	43.33% 13	13.33% 4	30	3.47
Clothing or physical appearance	0.00% 0	20.00% 6	30.00% 9	36.67% 11	13.33% 4	30	3.43
Religion or cultural practices	0.00% 0	10.00% 3	13.33% 4	60.00% 18	16.67% 5	30	3.83
Sexual orientation	0.00% 0	10.00% 3	6.67% 2	63.33% 19	20.00% 6	30	3.93

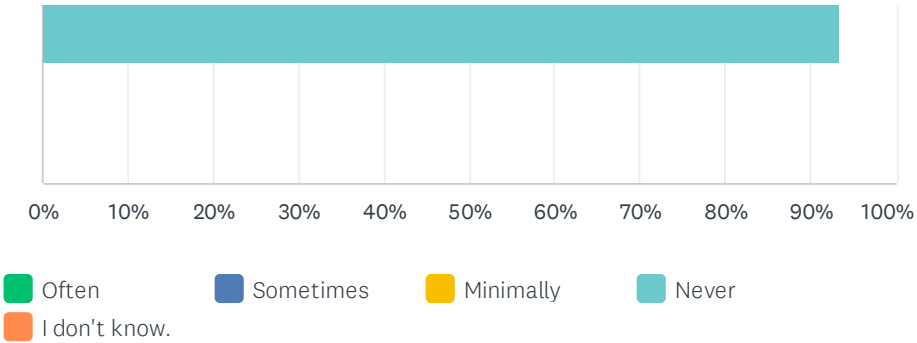


Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 30 Skipped: 0



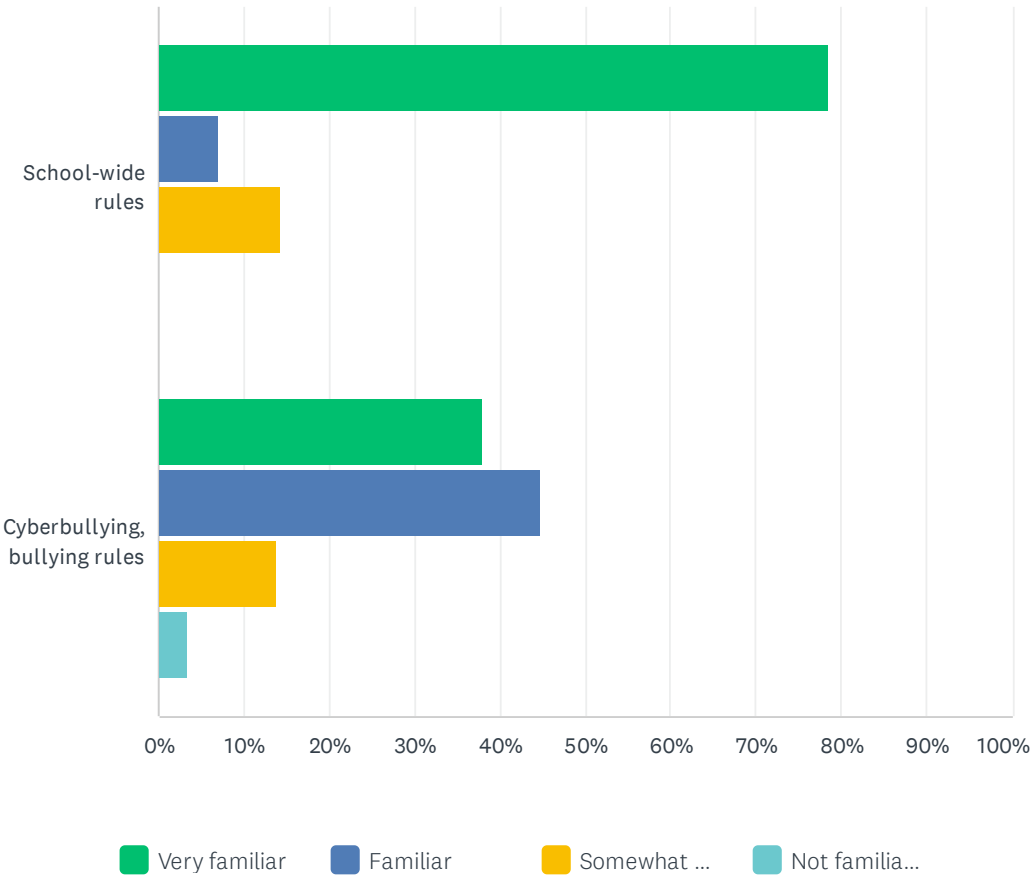
Cedar Grove Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.33% 1	0.00% 0	96.67% 29	0.00% 0	30	3.93
Religion	0.00% 0	3.33% 1	0.00% 0	96.67% 29	0.00% 0	30	3.93
Sexual orientation	0.00% 0	3.33% 1	3.33% 1	93.33% 28	0.00% 0	30	3.90
Learning disabilities	0.00% 0	3.33% 1	3.33% 1	93.33% 28	0.00% 0	30	3.90

Q5 How familiar are you with the following?

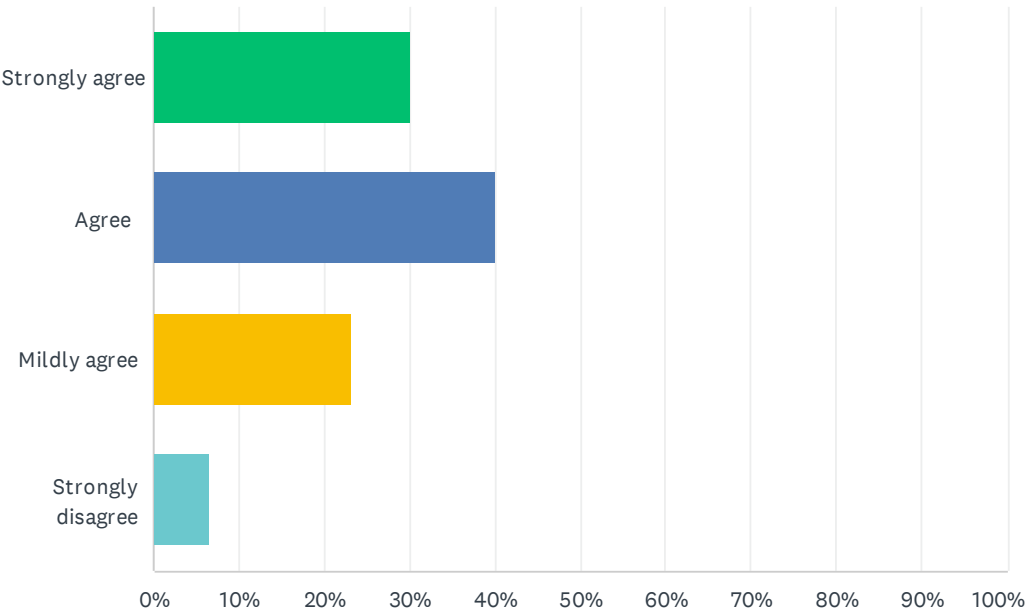
Answered: 29    Skipped: 1



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	78.57% 22	7.14% 2	14.29% 4	0.00% 0	28	1.36
Cyberbullying, bullying rules	37.93% 11	44.83% 13	13.79% 4	3.45% 1	29	1.83

Q6 Staff enforces school rules fairly and appropriately?

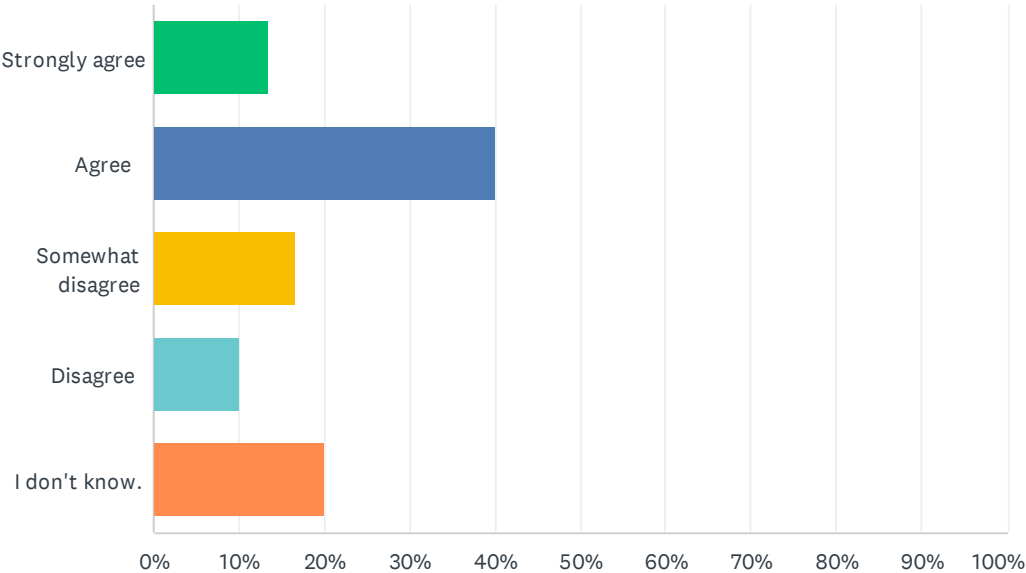
Answered: 30    Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	9
Agree	40.00%	12
Mildly agree	23.33%	7
Strongly disagree	6.67%	2
TOTAL		30

Q7 I think that suspensions and expulsions are assigned to students when necessary.

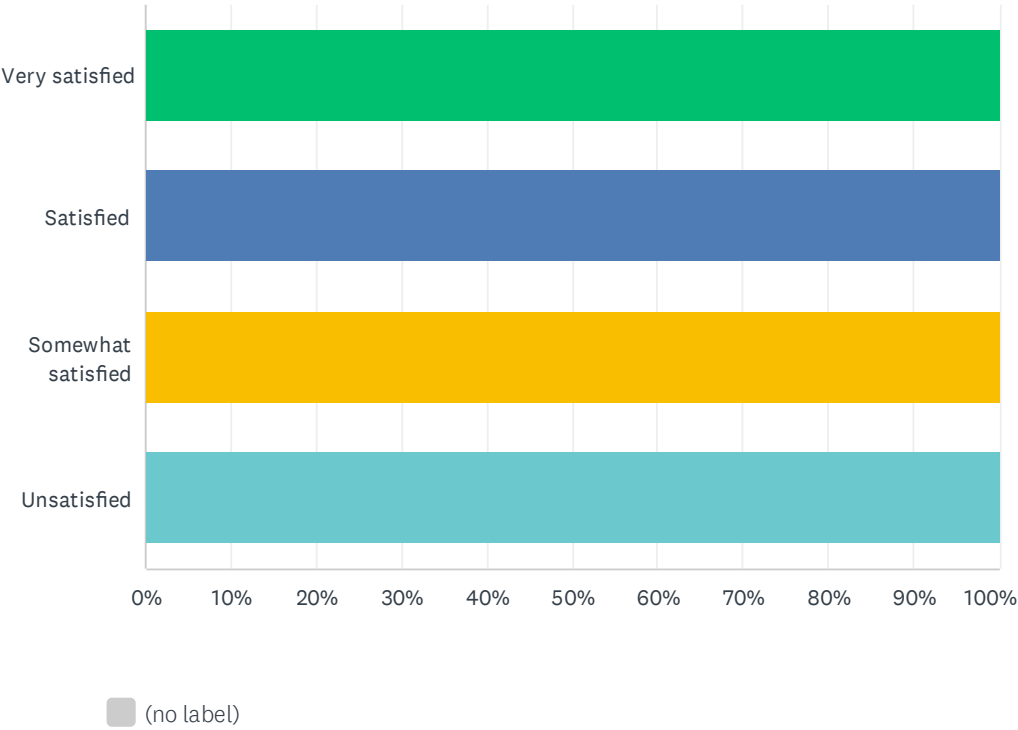
Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	13.33%	4
Agree	40.00%	12
Somewhat disagree	16.67%	5
Disagree	10.00%	3
I don't know.	20.00%	6
TOTAL		30

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

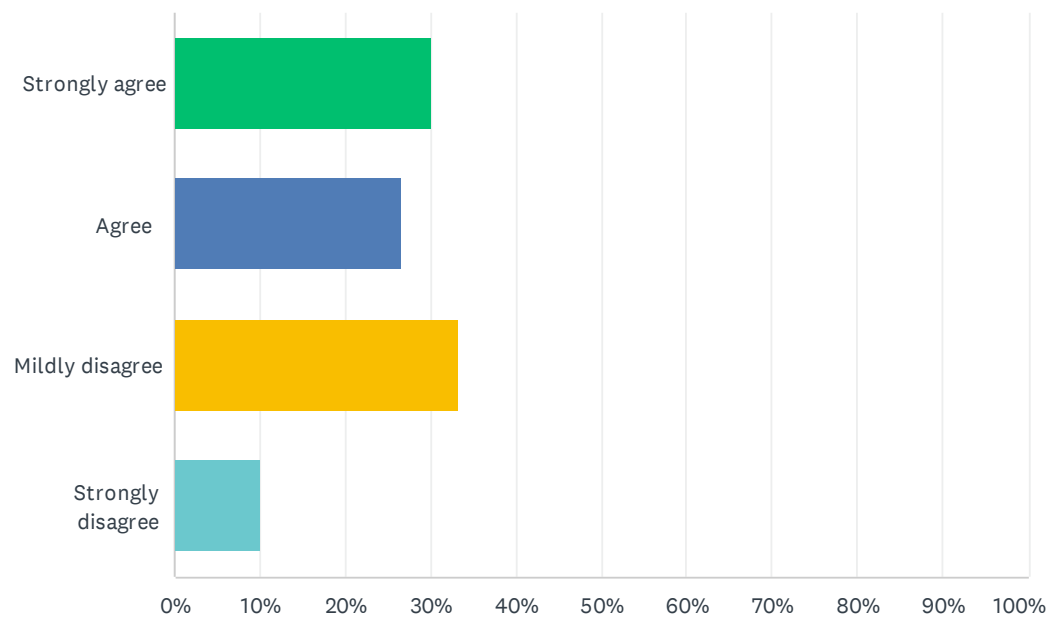
Answered: 30 Skipped: 0



	(NO LABEL)	TOTAL
Very satisfied	100.00% 8	8
Satisfied	100.00% 11	11
Somewhat satisfied	100.00% 9	9
Unsatisfied	100.00% 2	2

Q9 The school provides adequate training for staff on school policies and procedures?

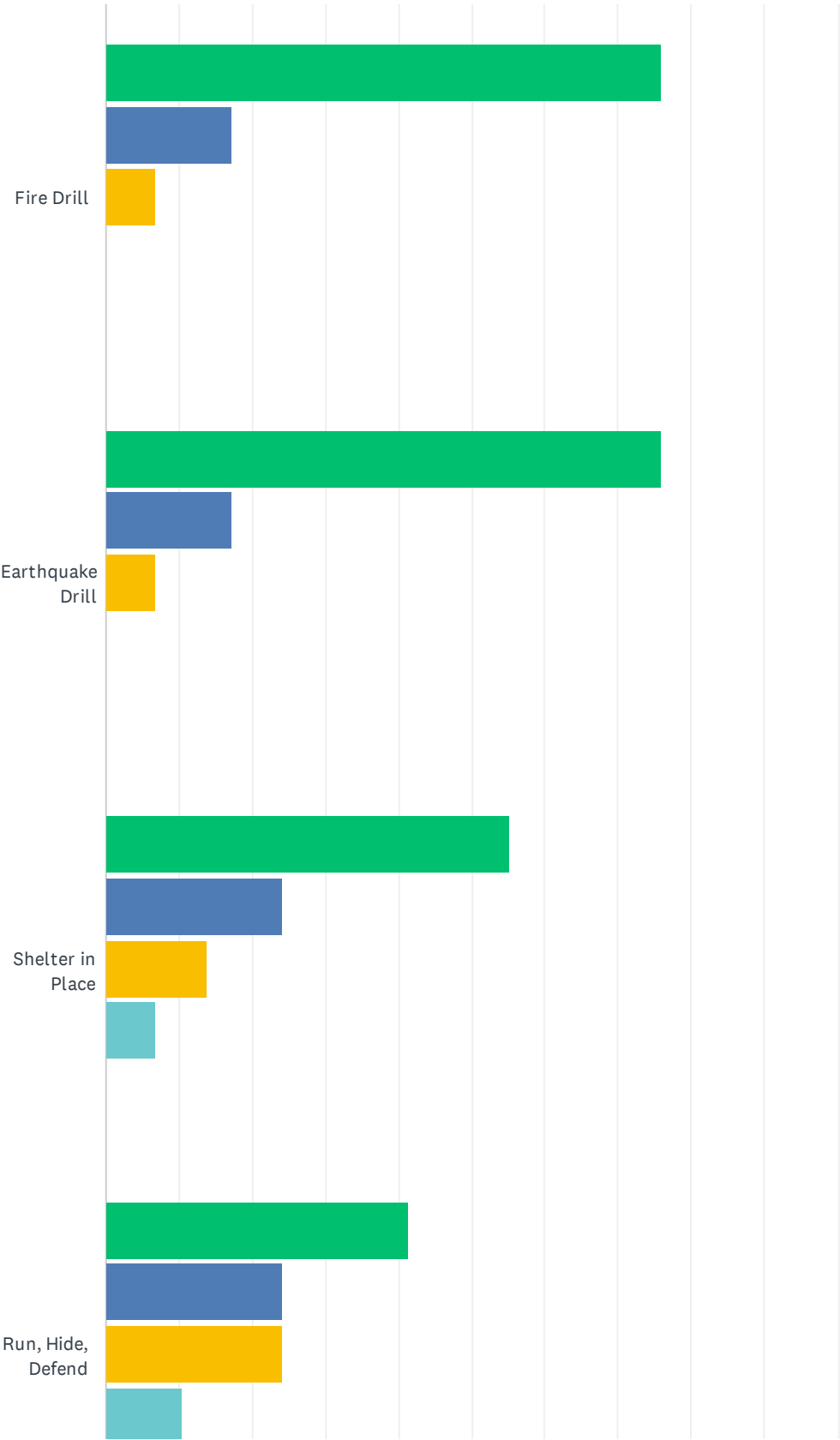
Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	9
Agree	26.67%	8
Mildly disagree	33.33%	10
Strongly disagree	10.00%	3
TOTAL		30

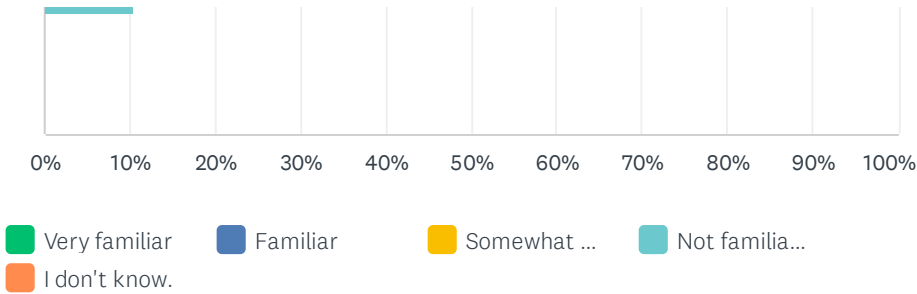
Q10 How well do you understand your schools Emergency procedures?

Answered: 29    Skipped: 1





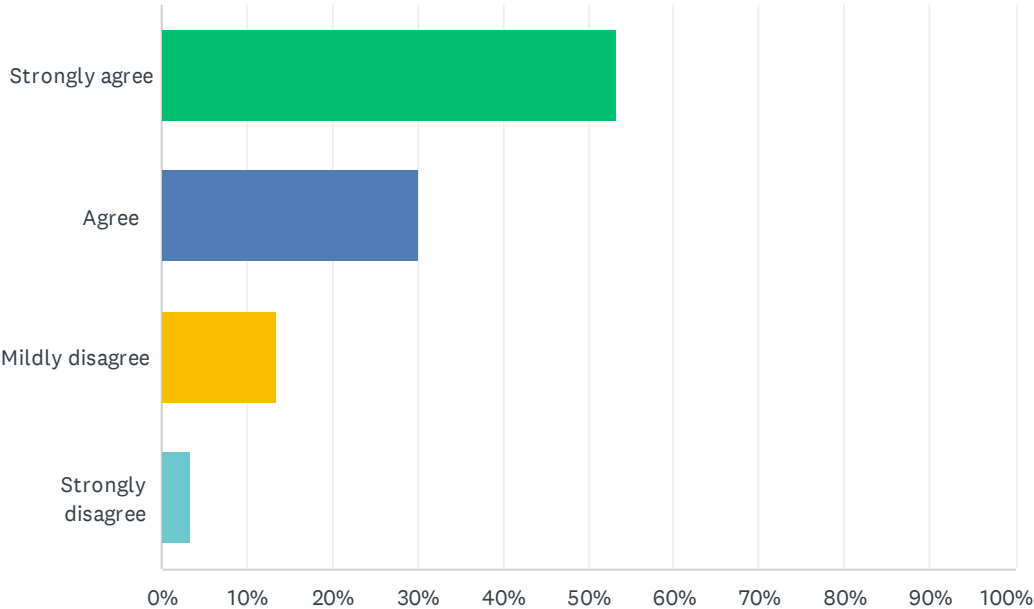
Cedar Grove Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	75.86% 22	17.24% 5	6.90% 2	0.00% 0	0.00% 0	29
Earthquake Drill	75.86% 22	17.24% 5	6.90% 2	0.00% 0	0.00% 0	29
Shelter in Place	55.17% 16	24.14% 7	13.79% 4	6.90% 2	0.00% 0	29
Run, Hide, Defend	41.38% 12	24.14% 7	24.14% 7	10.34% 3	0.00% 0	29

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

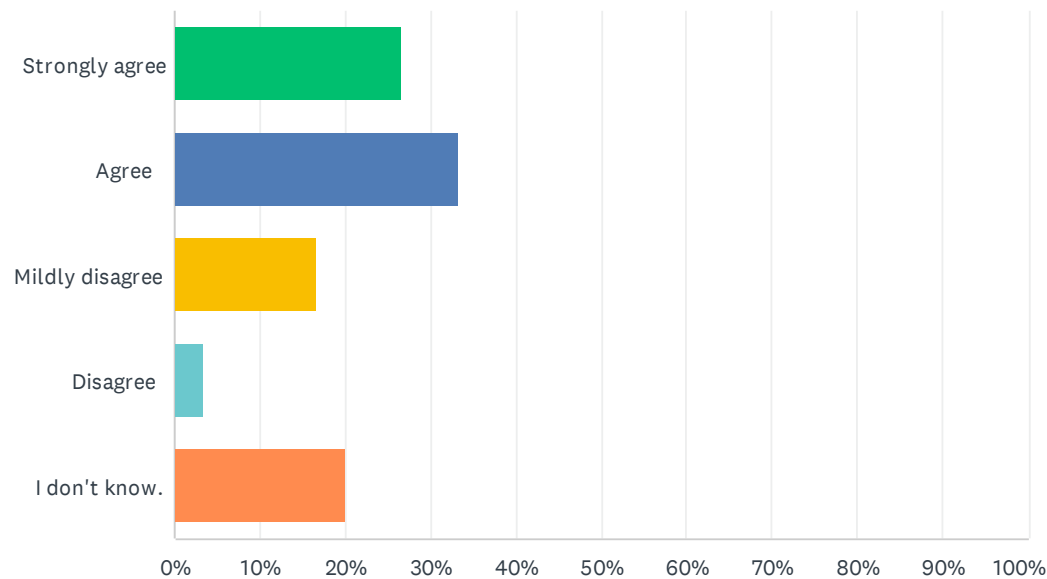
Answered: 30 Skipped: 0



ANSWER CHOICES		RESPONSES	
Strongly agree		53.33%	16
Agree		30.00%	9
Mildly disagree		13.33%	4
Strongly disagree		3.33%	1
TOTAL			30

Q12 The school has adequate resources to help students in an emergency or crisis.

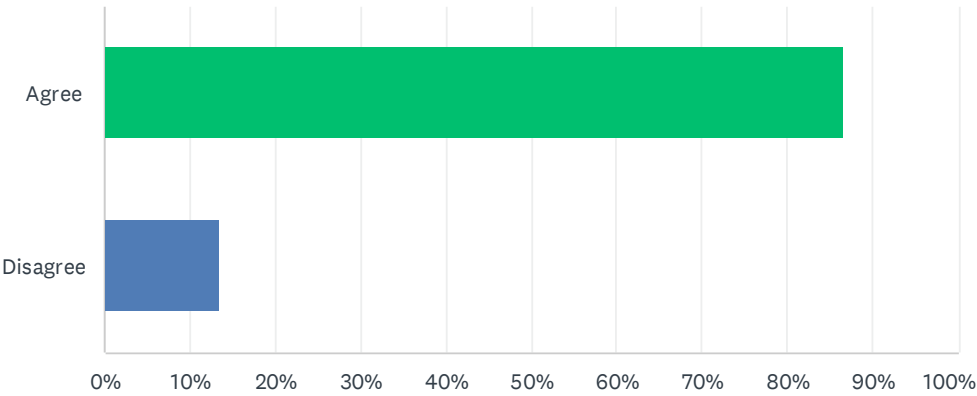
Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	26.67%	8
Agree	33.33%	10
Mildly disagree	16.67%	5
Disagree	3.33%	1
I don't know.	20.00%	6
TOTAL		30

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

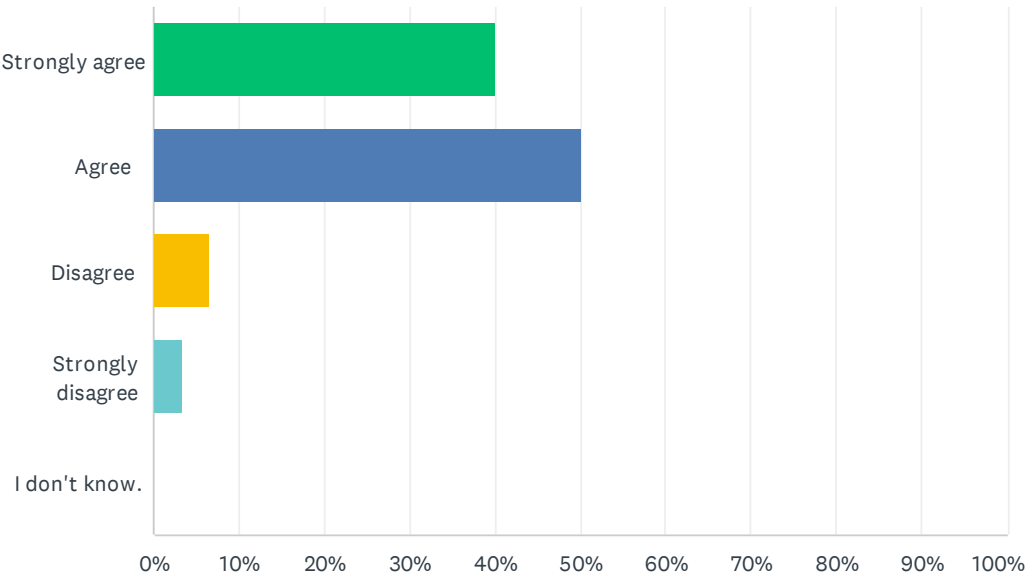
Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	86.67%	26
Disagree	13.33%	4
TOTAL		30

Q14 The facilities and grounds are well maintained at my school.

Answered: 30    Skipped: 0



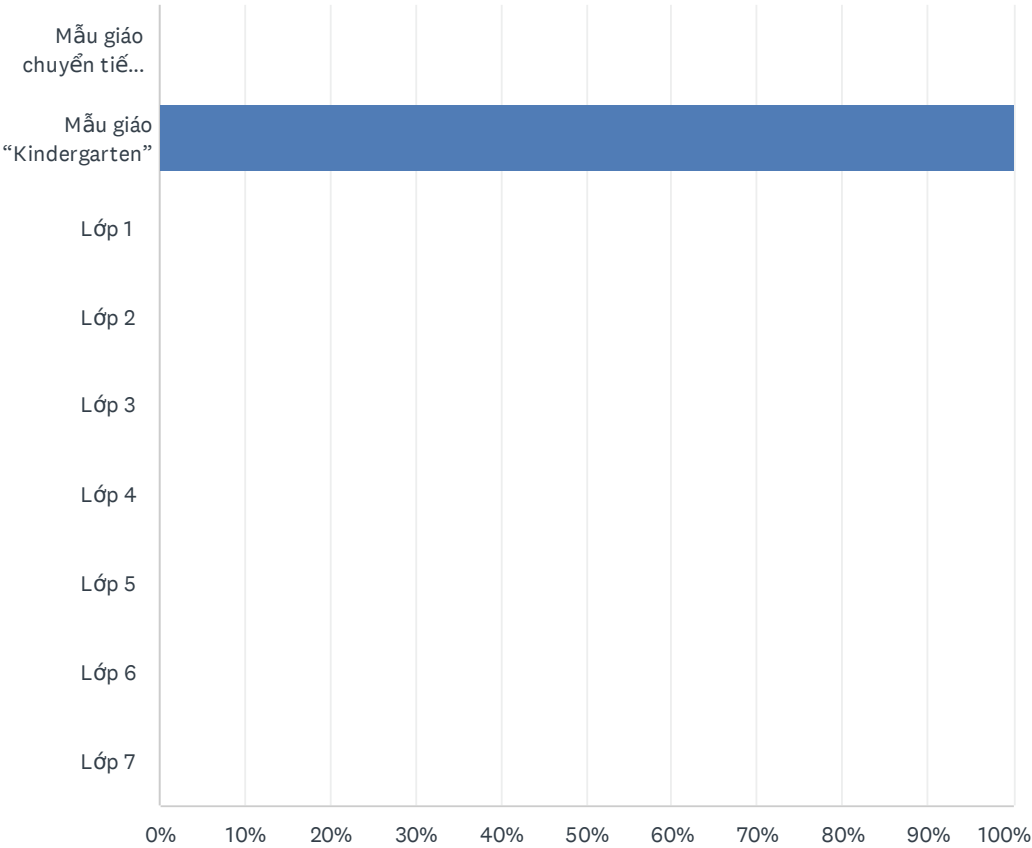
ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	12
Agree	50.00%	15
Disagree	6.67%	2
Strongly disagree	3.33%	1
I don't know.	0.00%	0
TOTAL		30

**Q15 What is something you would like to see improved regarding safety at your school?**

Answered: 13   Skipped: 17

Q1 1. Con quý vị hiện đang học lớp mấy?

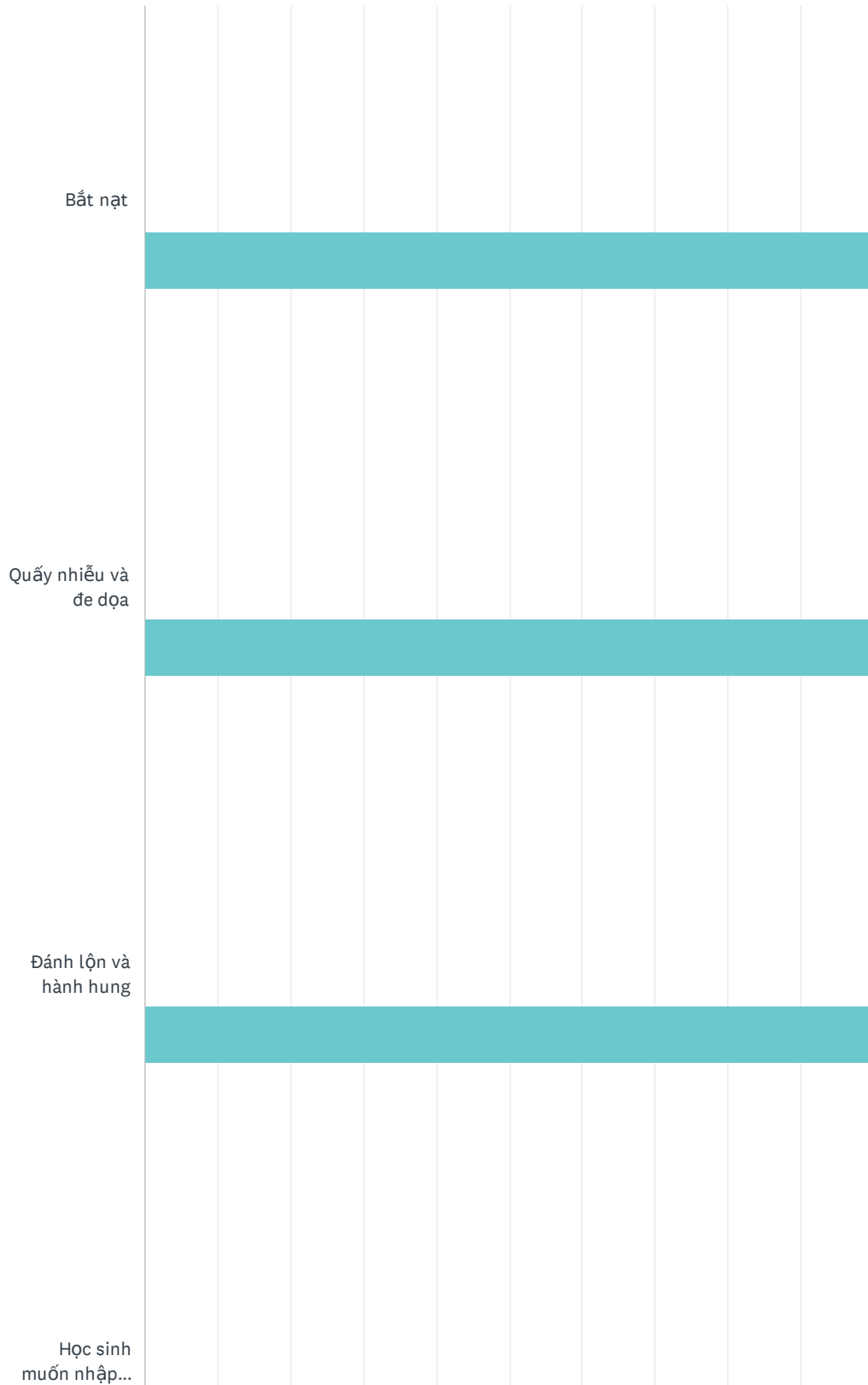
Answered: 1    Skipped: 0



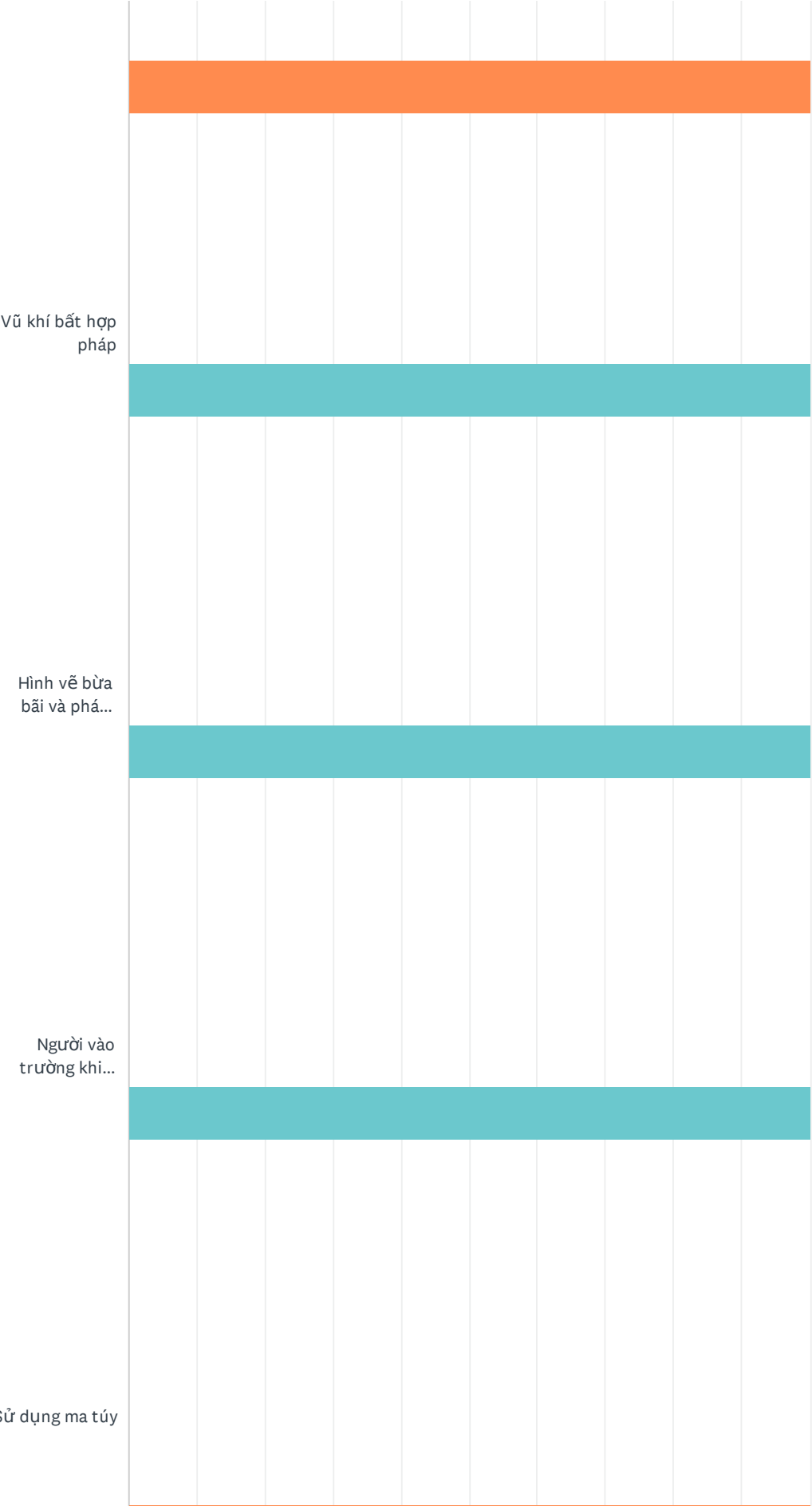
ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp "TK"	0.00%	0
Mẫu giáo "Kindergarten"	100.00%	1
Lớp 1	0.00%	0
Lớp 2	0.00%	0
Lớp 3	0.00%	0
Lớp 4	0.00%	0
Lớp 5	0.00%	0
Lớp 6	0.00%	0
Lớp 7	0.00%	0
TOTAL		1

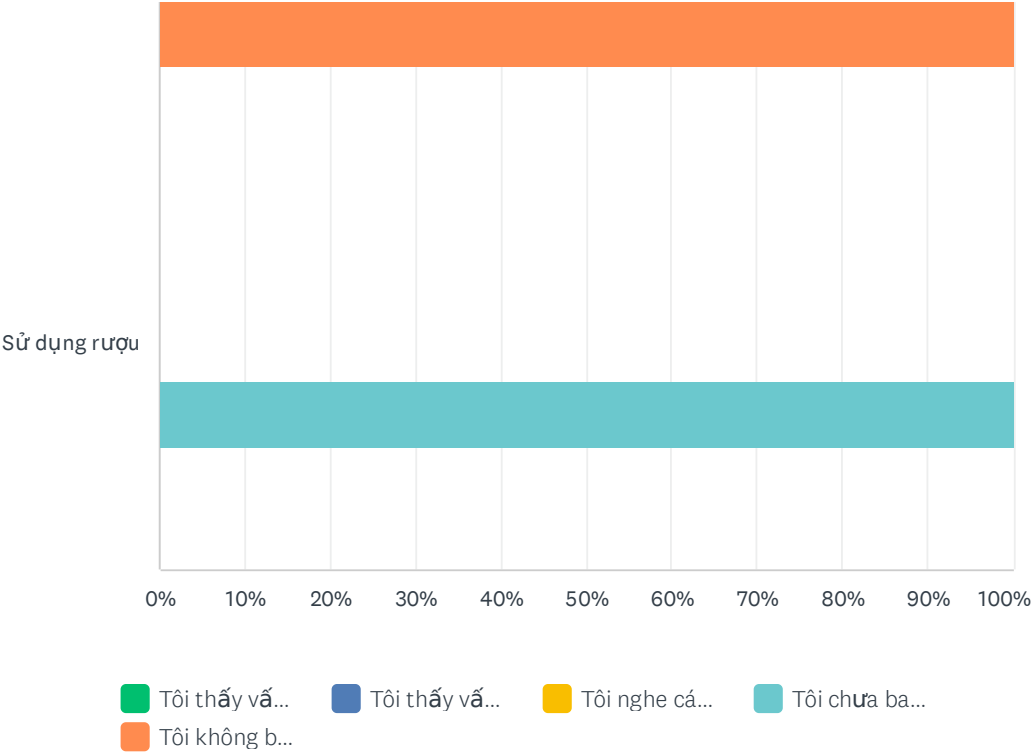
## Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Answered: 1 Skipped: 0







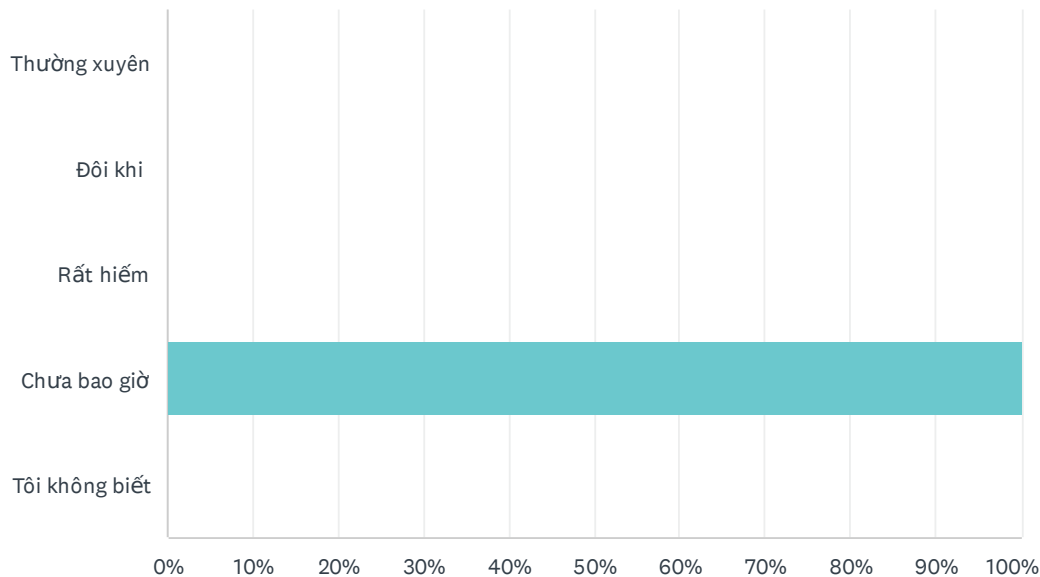


Cedar Grove Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG CỦA TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bắt nạt	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Đánh lộn và hành hung	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

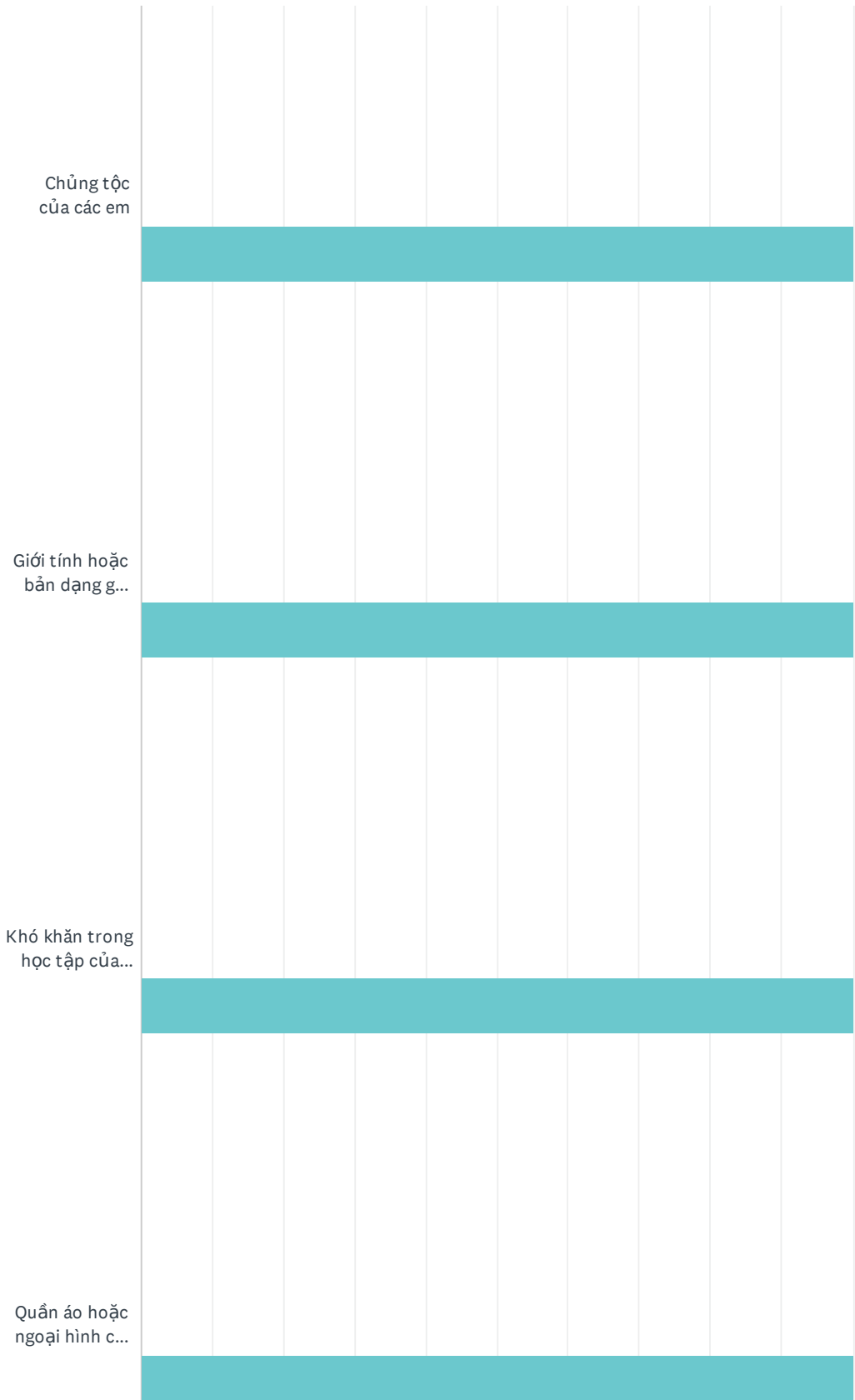
Answered: 1 Skipped: 0



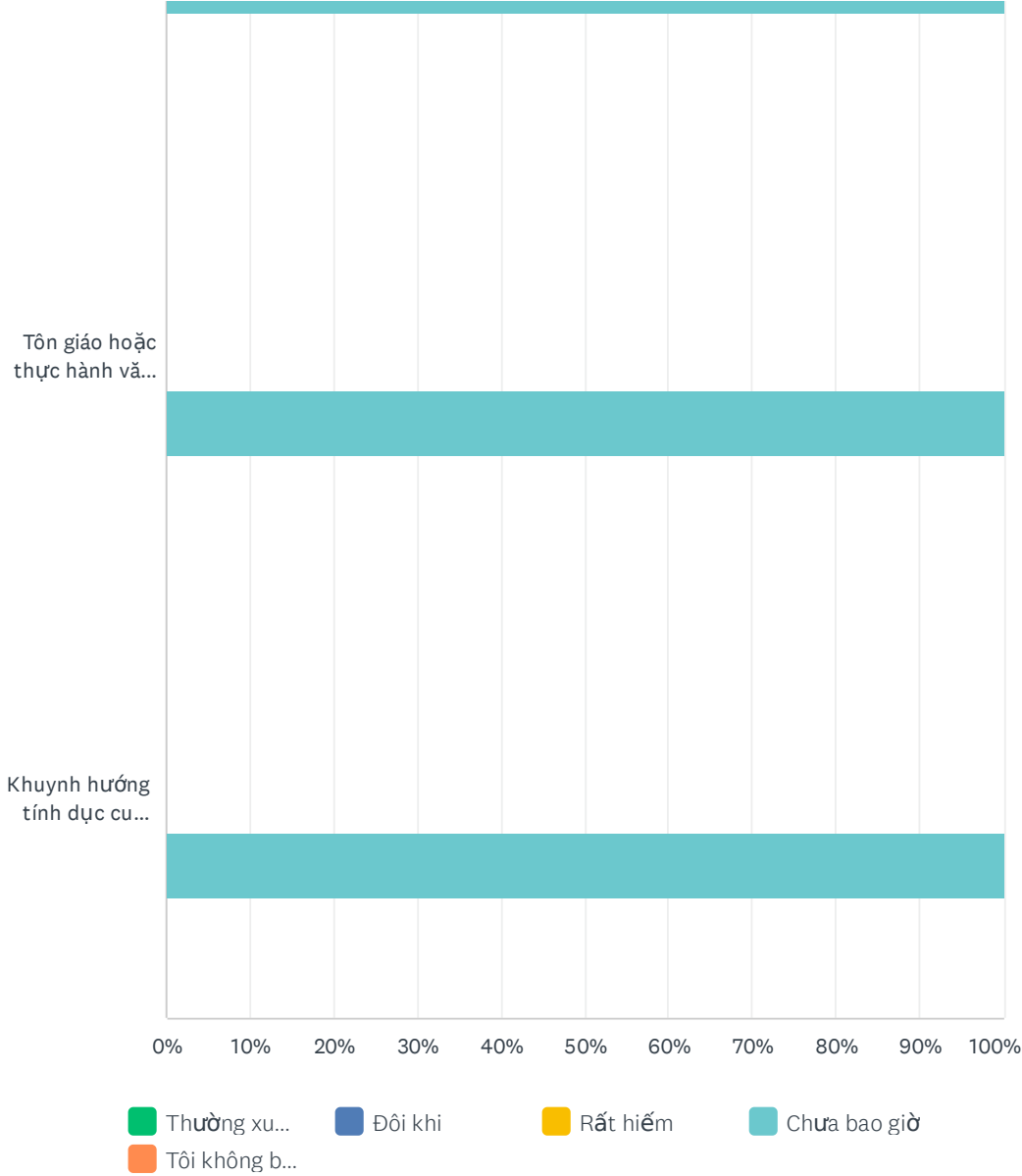
ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	0.00%	0
Rất hiếm	0.00%	0
Chưa bao giờ	100.00%	1
Tôi không biết	0.00%	0
TOTAL		1

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 1   Skipped: 0



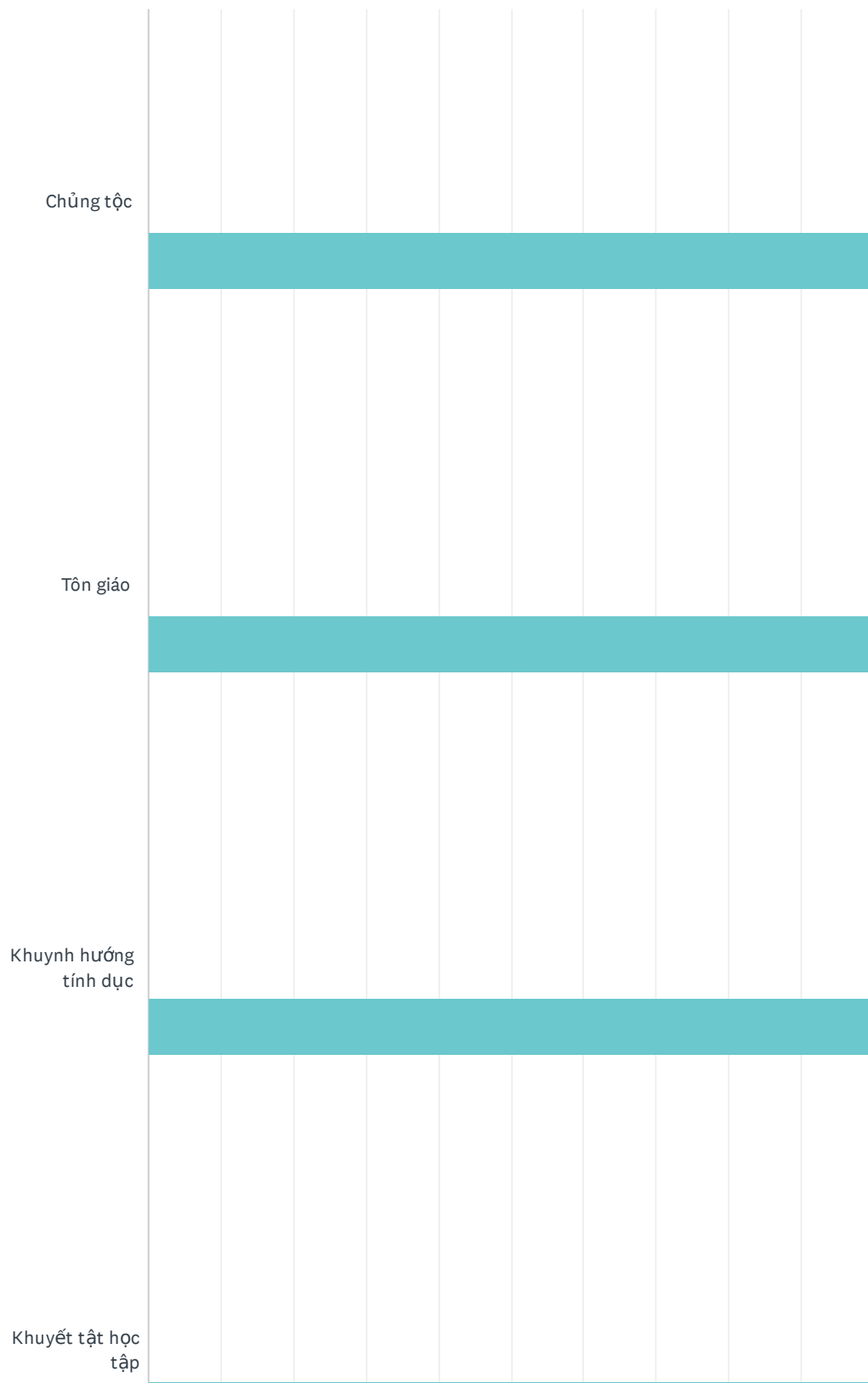
Cedar Grove Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



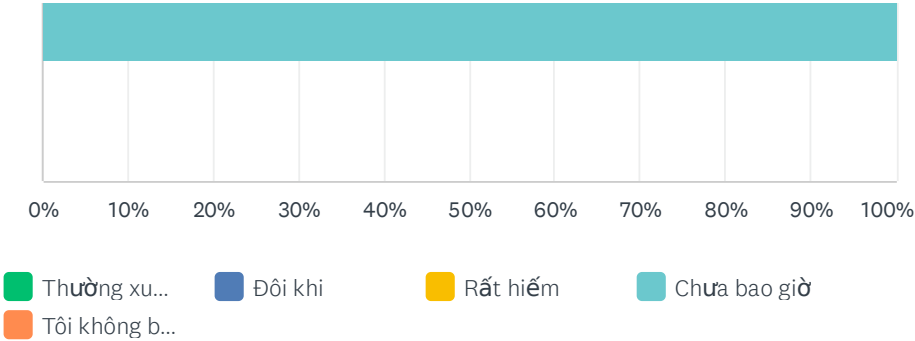
	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Khó khăn trong học tập của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Quần áo hoặc ngoại hình của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Khuyến hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

## Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 1 Skipped: 0



Cedar Grove Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

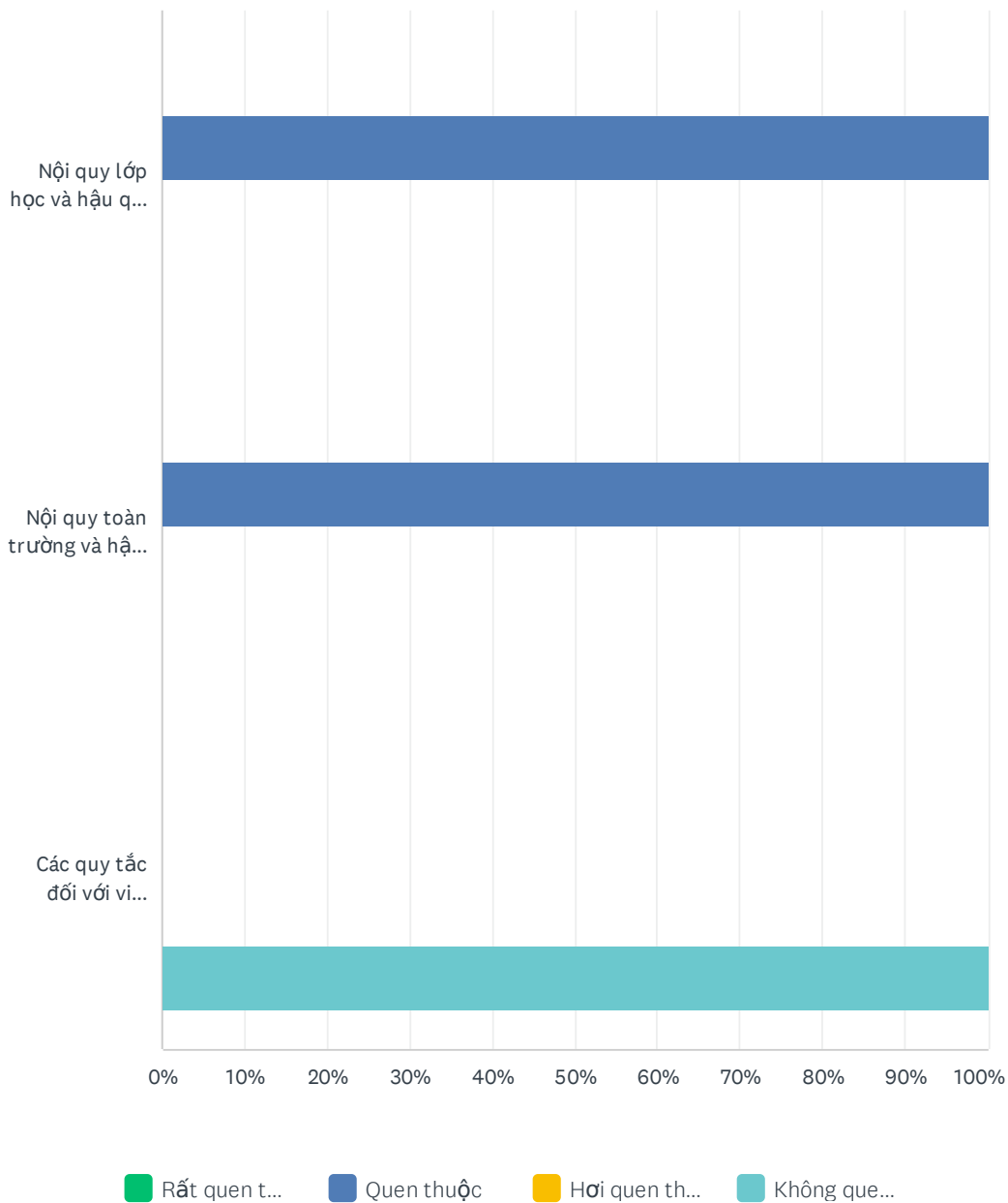


	THƯỜNG XUYỀN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00



## Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 1 Skipped: 0

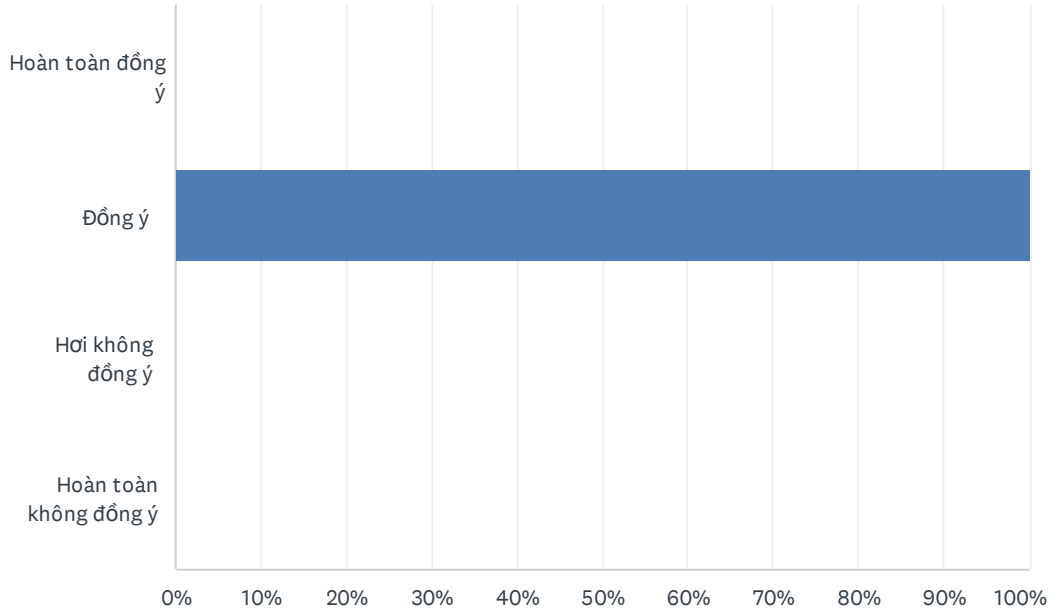


Cedar Grove Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	2.00
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	2.00
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	4.00

## Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

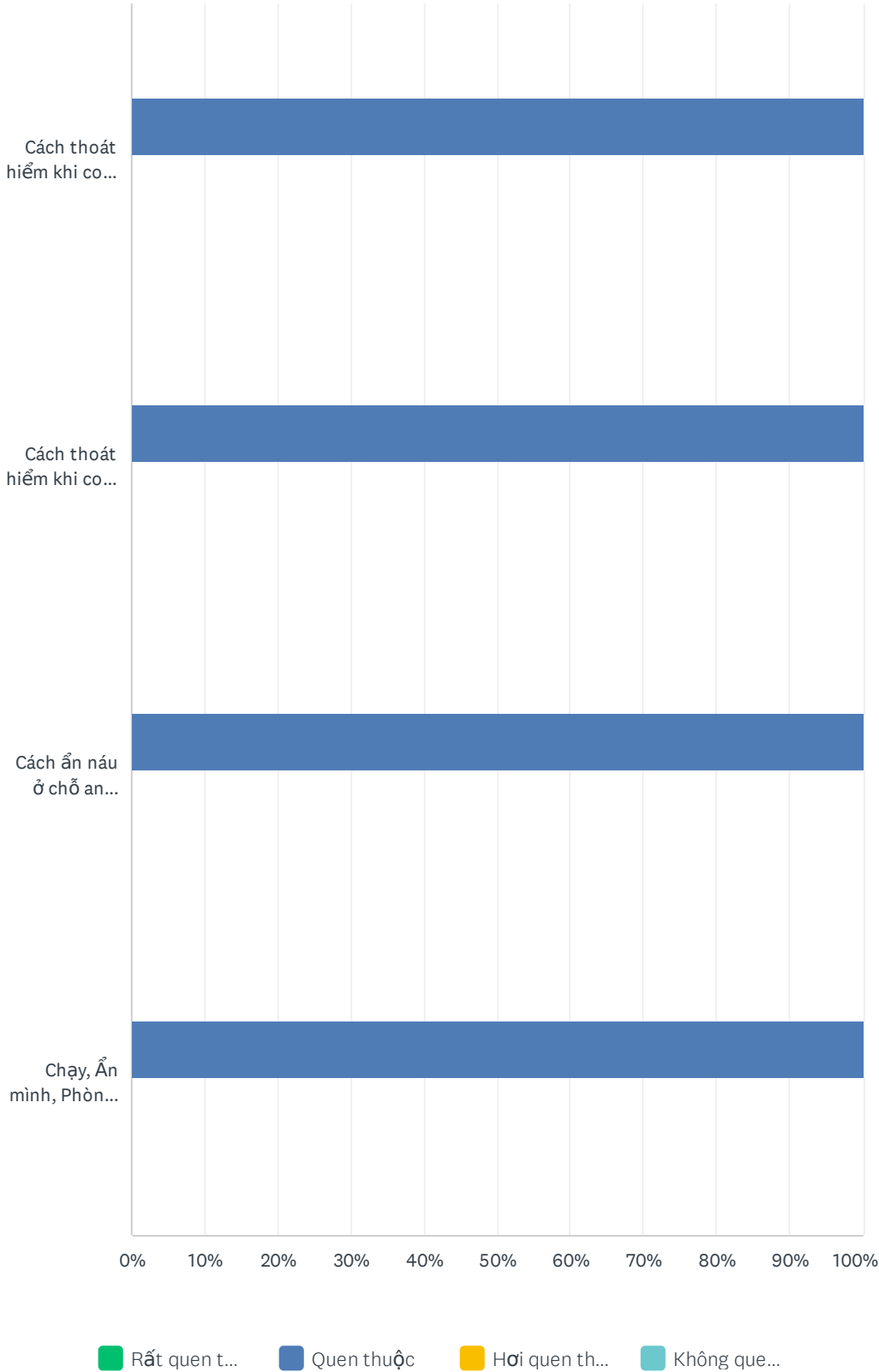
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	0.00%	0
Đồng ý	100.00%	1
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		1

**Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?**

Answered: 1 Skipped: 0

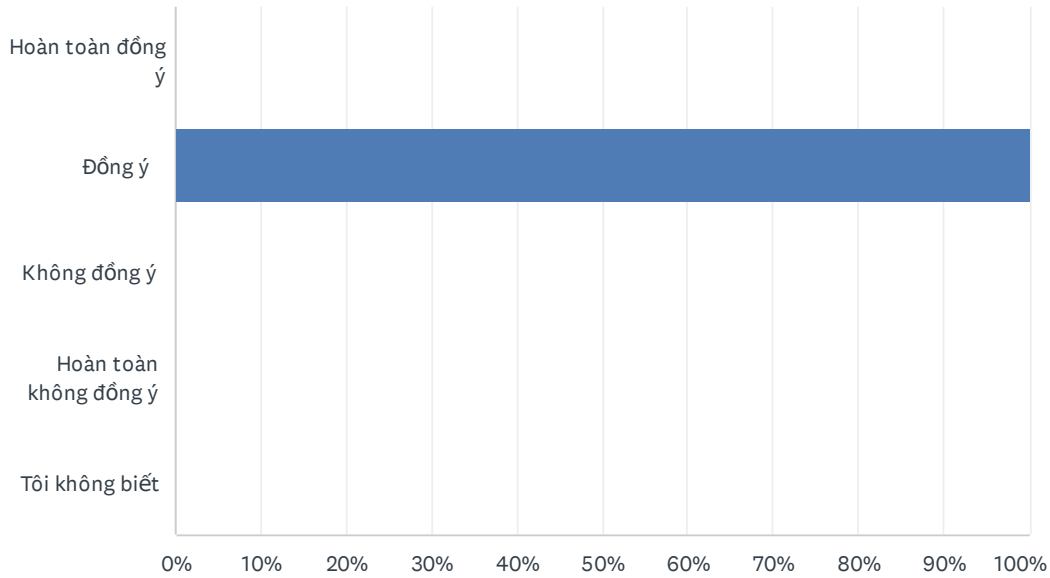


Cedar Grove Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
Cách thoát hiểm khi có động đất	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
Cách ẩn náu ở chỗ an toàn	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
Chạy, Ẩn mình, Phòng thủ	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1

## Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

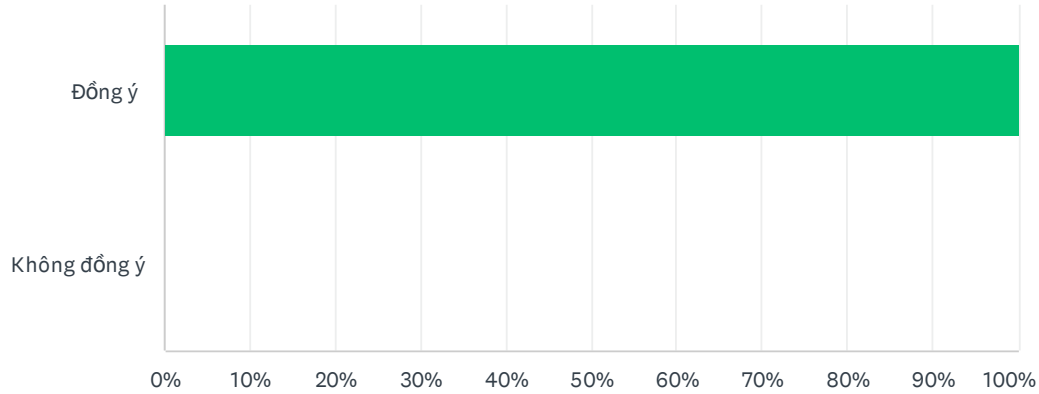
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	0.00%	0
Đồng ý	100.00%	1
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		1

## Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

Answered: 1 Skipped: 0

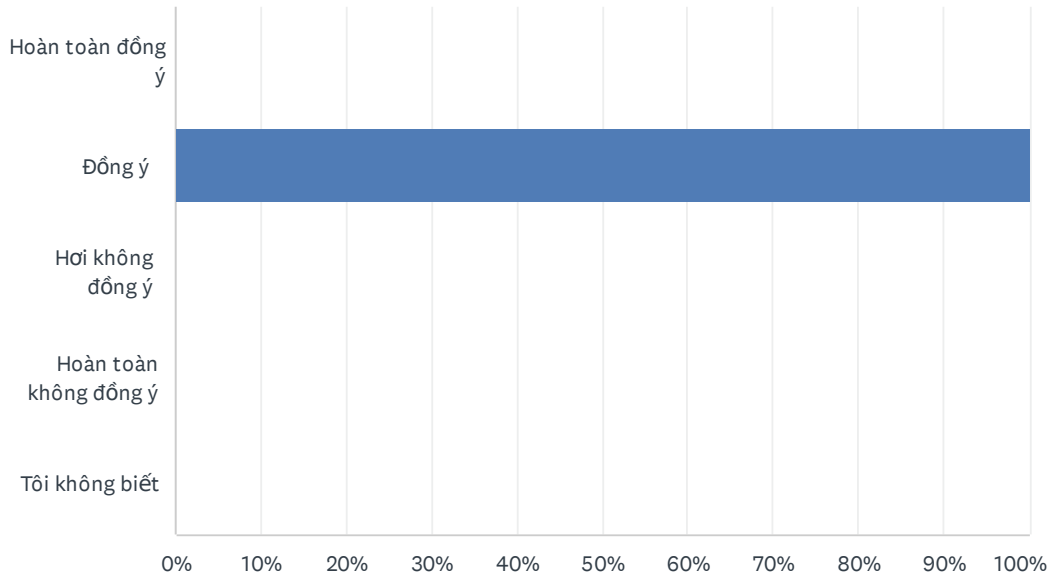


ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	1
Không đồng ý	0.00%	0
TOTAL		1



## Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	0.00%	0
Đồng ý	100.00%	1
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		1

**Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?**

Answered: 0   Skipped: 1