

The Cottonwood School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	The Cottonwood School
Street	3921 Sandstone Drive, Suite 100
City, State, Zip	El Dorado Hills, CA 95762-7126
Phone Number	(530) 285-2003
Principal	Cindy Garcia
Email Address	info@cottonwoodK12.org
School Website	http://cottonwoodK12.org
County-District-School (CDS) Code	09618380139006

2021-22 District Contact Information

District Name	The Cottonwood School
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph.D
Email Address	droth@buckeyeusd.org
District Website Address	www.buckeyeusd.org

2021-22 School Overview

Welcome!

We are thrilled to have you as part of The Cottonwood School community! We take great pride in offering our students flexible, individualized learning experiences through our many unique programs. Regardless of how or where you have chosen to educate your child, we hope that you will find amazing resources, school contacts, and local supports of value to you and your family at our school.

We are here to support the community within our school and all families on an educational journey with their children. While our focus is on academic success, we know how important it is to provide for the whole child when supporting their growth. Your teacher can share our newly developed websites with you that have helpful information on growth mindset and social-emotional language. We hope you will find this useful.

We value and listen to our families' suggestions and opinions and would love to hear from you to ensure that we are achieving our goal of fully supporting our homeschool families. We would like to hear from you to ensure that we are achieving our goal of fully supporting our homeschool families. Please give us a call or an email to share your thoughts, ideas, suggestions, and questions with us!

Thank you for being part of The Cottonwood School.

Cindy Garcia

Executive Director

2021-22 School Overview

The Cottonwood School's mission is to provide educational options, including Montessori-based pathways and other personalized educational pathways that encompass many options to meet each student's needs and interests. The Montessori-based pathways include both a homeschool program and a site-based personalized learning experience grounded in Montessori philosophy inspired by a deeper learning pedagogy to support the unique needs of each student in an environment where they can feel safe and experience academic success. A personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

CORE PURPOSE

TCS exists to educate and inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish TCS from other schools:

Mentoring – to inspire students to forge their paths in the world

Passionate – to strive for excellence

Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

Innovative

Dynamic

Results-oriented

Data-driven

Extraordinary

Confident

Energetic

STRATEGIC ANCHORS

To ensure the success of our core purpose and core values, TCS will use the following two strategic anchors to inform every decision TCS makes and the basis for how decisions and actions will be evaluated:

Academic achievement through relevant curricula, clear expectations, and shared accountability

Relationship building through mentorship and consistent communication

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	243
Grade 1	264
Grade 2	201
Grade 3	230
Grade 4	184
Grade 5	207
Grade 6	190
Grade 7	219
Grade 8	183
Grade 9	126
Grade 10	147
Grade 11	98
Grade 12	80
Total Enrollment	2,372

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
American Indian or Alaska Native	0.5
Asian	1.9
Black or African American	3.4
Filipino	0.7
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.5
White	71.5
English Learners	6.5
Foster Youth	0.1
Homeless	1.1
Socioeconomically Disadvantaged	37.3
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.2	50.1	310.2	78.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.2	1.3	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	43.7	43.6	73.6	18.7	12115.8	4.4
Unknown	6.0	6.0	8.1	2.1	18854.3	6.9
Total Teaching Positions	100.3	100.0	394.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.2

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	43.7
Total Out-of-Field Teachers	43.7

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Odysseyware Lincoln Empowered	Yes	0.00%
Mathematics	McGraw-Hill ALEKS Edgenuity K12 StrongMind Odysseyware Lincoln Empowered	Yes	0.00%
Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Odysseyware Lincoln Empowered	Yes	0.00%
History-Social Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Odysseyware Lincoln Empowered	Yes	0.00%
Foreign Language	McGraw-Hill ALEKS Edgenuity K12 StrongMind Odysseyware Lincoln Empowered	Yes	0.00%
Health	McGraw-Hill ALEKS Edgenuity K12 StrongMind Odysseyware Lincoln Empowered	Yes	0.00%
Visual and Performing Arts	McGraw-Hill ALEKS Edgenuity K12	Yes	0.00%

	StrongMind Odysseyware Lincoln Empowered		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The Cottonwood School takes great efforts to ensure that all school grounds are clean, safe, and functional. To assist in this effort, the school uses the facility survey instrument developed by the State of California OPSC. The results shown for school facilities are in reference to the school grounds. Students are educated through independent study following the terms of an approved master agreement, the approved charter, and applicable laws. The site-based high school is located in El Dorado Hills at 3921 Sandstone Drive, Suite 100. The facilities are clean and modern.

Year and month of the most recent FIT report	December 2020
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1331	28	2.1	97.9	75
Female	720	16	2.22	97.78	68.75
Male	611	12	1.96	98.04	83.33
American Indian or Alaska Native	--	--	--	--	--
Asian	27	0	0	100	--
Black or African American	45	2	4.44	95.56	--
Filipino	11	0	0	100	--
Hispanic or Latino	176	4	2.27	97.73	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	117	1	0.85	99.15	--
White	946	21	2.22	97.78	66.67
English Learners	76	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	36	0	0	100	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	6	1.47	98.53	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	142	3	2.11	97.89	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1331	29	2.18	97.82	55.17
Female	720	16	2.22	97.78	31.25
Male	611	13	2.13	97.87	84.62
American Indian or Alaska Native	--	--	--	--	--
Asian	27	0	0.00	100.00	--
Black or African American	45	2	4.44	95.56	--
Filipino	11	0	0.00	100.00	--
Hispanic or Latino	176	4	2.27	97.73	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	117	1	0.85	99.15	--
White	946	22	2.33	97.67	54.55
English Learners	76	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	36	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	6	1.47	98.53	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	142	3	2.11	97.89	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance Learning (STAR 360) Student Groups	Renaissance Learning (STAR 360) Total Enrollment	Renaissance Learning (STAR 360) Number Tested	Renaissance Learning (STAR 360) Percent Tested	Renaissance Learning (STAR 360) Percent Not Tested	Renaissance Learning (STAR 360) Percent At or Above Grade Level
All Students	2386	2243	94	6	74
Female	1173	666	57	43	67
Male	1066	605	57	43	72
Asian	54	46	85	15	87

Black or African American	84	65	77	23	63
Hispanic or Latino	377	350	93	7	73
Two or More Races	144	139	97	3	71
White	1725	1546	90	10	74
English Learners	164	164	100	0	49
Homeless	59	57	97	3	68
Socioeconomically Disadvantaged	1087	593	55	45	63
Students with Disabilities	139	129	93	7	46

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance Learning (STAR 360) Student Groups	Renaissance Learning (STAR 360) Total Enrollment	Renaissance Learning (STAR 360) Number Tested	Renaissance Learning (STAR 360) Percent Tested	Renaissance Learning (STAR 360) Percent Not Tested	Renaissance Learning (STAR 360) Percent At or Above Grade Level
All Students	2493	1971	78	21	77
Female	1288	1033	80	20	76
Male	1205	934	78	22	79
Asian	54	41	76	24	92
Black or African American	84	62	74	26	60
Hispanic or Latino	377	214	57	43	57
Two or More Races	144	114	79	21	67
White	1725	1361	79	21	80
English Learners	164	114	70	30	74
Homeless	59	49	83	17	57
Socioeconomically Disadvantaged	1971	850	43	57	74
Students with Disabilities	195	91	47	53	65

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	52.63	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	686	5	0.73	99.27	--
Female	398	4	1.01	98.99	--
Male	288	1	0.35	99.65	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	0	0.00	100.00	--
Black or African American	16	1	6.25	93.75	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	65	0	0.00	100.00	--
White	484	4	0.83	99.17	--
English Learners	31	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	20	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	215	4	1.86	98.14	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	0	0.00	100.00	--

2020-21 Career Technical Education Programs

The Cottonwood School began to develop and implement Career Technical Education (CTE) pathways to help prepare students for rapidly shifting workplace requirements. In alignment with the statewide Doing What Matters Initiative (DW MI), we developed a CTE program that is responsive to regional economies' needs. We actively collaborate with local college and industry representatives to implement CTE course pathways, internships, and/or industry certificates to prepare students for the regional labor market needs. Our CTE program will prepare students for college simultaneously preparing for their future careers through our online CTE options, community college courses, and local programs.

We are actively aligning our CTE courses with the University of California A-G subject-area requirements. Edmentum and eDynamic provide online CTE options with CA CTE credentialed teachers allowing us to offer a pathway in almost every industry sector. While both curriculum vendors are developing capstone courses, students can now begin in the intro and concentrator courses, and the paths are in development. Our CTE program provides access to all students, regardless of gender, socio-economic status, special needs, and/or English proficiency.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.23
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The Cottonwood School ensures parents, legal guardians, and teachers have an opportunity to participate in the school's governance. The parent representatives provide insight into students and families related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school-related activities.

Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are explicitly developed to assess parent input on the school's effectiveness from their perspective, related to their experience. The survey results are reviewed, and program effectiveness is collected from various in-house assessments such as student and staff engagement surveys and summative and formative assessment data. Survey results are shared with families and the community. The school has also partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience. Our LEA reviewed our past interactions with community partners and found that tribes, civil rights organizations, and advocates of specific student groups are not present or served by our LEA.

At our site, parent involvement is critical to the success of our school. Parents contribute to our community through Student-Led Conferences, WASC Focus Groups, future planning, and other community events.

Parents are welcome to call our school site to become involved (530) 285-2003.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate		--	10.6	0.0	5.4	9.6	9.0	8.9	9.4
Graduation Rate		--	85.6	96.4	89.3	86.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	104	89	85.6
Female	61	55	90.2
Male	43	34	79.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	18	15	83.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	74	62	83.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	63	53	84.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2598	2574	16	0.6
Female	1375	1361	5	0.4
Male	1223	1213	11	0.9
American Indian or Alaska Native	12	12	0	0.0
Asian	47	47	1	2.1
Black or African American	84	83	0	0.0
Filipino	17	17	0	0.0
Hispanic or Latino	353	347	3	0.9
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	145	143	1	0.7
White	1851	1837	11	0.6
English Learners	164	162	0	0.0
Foster Youth	3	3	0	0.0
Homeless	40	40	1	2.5
Socioeconomically Disadvantaged	965	957	10	1.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	280	278	3	1.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions		0.08	1.34	0.36	3.47	0.20
Expulsions		0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.63	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.08	0.00
Female	0.07	0.00
Male	0.08	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.11	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.36	0.00

2021-22 School Safety Plan

The Cottonwood School has a Comprehensive Safety Plan, reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	197		
1	2	108		
2	2	111		
3	2	108		
4	2	108		
5	2	110		
6	2	109		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	163		
1	2	134		
2	2	105		
3	2	134		
4	2	107		
5	2	113		
6	2	107		
Other	4	29		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	235		
Mathematics	2	237		
Science	2	178		
Social Science	2	216		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	235		2
Mathematics	2	230	1	
Science	2	176	1	
Social Science	2	236	1	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	4744

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.3
Social Worker	0
Nurse	0.9
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0
Other	3.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$77,243
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

The Cottonwood School provides comprehensive services to support students' academic development. Eligible students receive special education services to support their Individualized Education Plan (IEP). Students are provided resources such as textbooks, technology, and related educational materials. The school also regularly measures student proficiency in English Language Arts and Mathematics through various metrics, including an online benchmark assessment twice per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support, including a specialized curriculum, tutoring and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention programs. The school has partnered with local community organizations and businesses to provide educational workshops and outreach that enrich the students' educational experience.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,745	\$51,450
Mid-Range Teacher Salary	\$72,115	\$80,263
Highest Teacher Salary	\$96,649	\$101,012
Average Principal Salary (Elementary)	\$125,671	\$128,082
Average Principal Salary (Middle)	\$131,138	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$167,570	\$197,968
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	8
Total AP Courses Offered	11

Professional Development

The Cottonwood School believes that staff development is essential in maintaining a positive, enriching learning environment for students. Since the 2019-20 school year, Cottonwood has provided professional development for our teachers during the days leading up to the start of the school year. Regular opportunities for professional development occur throughout the year in various forms described below.

Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. Specific programs in which the Cottonwood staff are being trained include Renaissance Learning, 7Mindsets, Big Life Journals, Zones of Regulation, Mindset Mondays, MTSS, Inclusion, and Response to Intervention. These programs address our students' reading, and math needs to improve Cottonwood. Student achievement data is used to determine qualifying students for the academic interventions. New Special Education teachers receive IEP training. Summer training, staff meetings, conferences, and mentoring are all used to deliver staff development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3