# The Cottonwood School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

## 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.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://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. |

## 2022-23 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 |

## 2022-23 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 |

## 2022-23 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

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

## 2022-23 School Overview

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

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 318 |
| Grade 1 | 226 |
| Grade 2 | 231 |
| Grade 3 | 206 |
| Grade 4 | 217 |
| Grade 5 | 176 |
| Grade 6 | 184 |
| Grade 7 | 178 |
| Grade 8 | 178 |
| Grade 9 | 154 |
| Grade 10 | 124 |
| Grade 11 | 136 |
| Grade 12 | 91 |
| Total Enrollment | 2,419 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 51.4 |
| Male | 48.4 |
| American Indian or Alaska Native | 0.3 |
| Asian | 2.1 |
| Black or African American | 3.1 |
| Filipino | 0.2 |
| Hispanic or Latino | 15.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 5.6 |
| White | 69.6 |
| English Learners | 6.4 |
| Foster Youth | 0.0 |
| Homeless | 2.4 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 43.5 |
| Students with Disabilities | 9.4 |

| A. Conditions of Learning | State Priority: Basic |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): <br><br> • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; <br> • Pupils have access to standards-aligned instructional materials; and <br> • School facilities are maintained in good repair |

## 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) | 50.20 | 50.12 | 310.20 | 78.68 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.80 | 0.22 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.20 | 0.21 | 1.30 | 0.35 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 43.70 | 43.61 | 73.60 | 18.68 | 12115.80 | 4.41 |
| Unknown | 6.00 | 6.04 | 8.10 | 2.07 | 18854.30 | 6.86 |
| Total Teaching Positions | 100.30 | 100.00 | 394.30 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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) | 49.90 | 51.74 | 315.10 | 78.88 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.50 | 0.38 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.00 | 2.07 | 3.00 | 0.75 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 44.30 | 45.93 | 77.40 | 19.38 | 11953.10 | 4.28 |
| Unknown | 0.20 | 0.26 | 2.40 | 0.60 | 15831.90 | 5.67 |
| Total Teaching Positions | 96.50 | 100.00 | 399.40 | 100.00 | 279044.80 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 1.00 |
| Misassignments | 0.20 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.20 | 2.00 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 43.70 | 44.30 |
| Total Out-of-Field Teachers | 43.70 | 44.30 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.70 | 0.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.70 | 1.90 |

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | All About Reading ( TK-4th) Print<br>Edgenuity K12<br>Acellus<br>Pearson<br>Bright Thinker<br>IXL<br>BrainPop<br>Moby Max<br>Shmoop 7-12<br>Redbird | Yes | 0.00% |

| | | | |
|---|---|---|---|
| | IEW (print) | | |
| **Mathematics** | Saxon Math (print)<br>McGraw-Hill ALEKS<br>Edgenuity K12<br>Acellus<br>Pearson<br>Bright Thinker<br>IXL<br>BrainPop<br>Moby Max<br>Shmoop 7-12<br>Redbird<br>Math Start TK-1 T(print)<br>Touch Math TK-2(print)<br>Beast Academy K-6-(print)<br>Generation Genius K-8 | Yes | 0.00% |
| **Science** | Edgenuity K12<br>Acellus<br>Pearson<br>Bright Thinker<br>IXL<br>BrainPop<br>Moby Max<br>Mystery Science K-6<br>Shmoop 7-12<br>Generation Genius K-8<br>Elemental Science TK-8 (print) | Yes | 0.00% |
| **History-Social Science** | Edgenuity K12<br>Acellus<br>Pearson<br>Bright Thinker<br>IXL<br>BrainPop<br>Moby Max K-8<br>Shmoop 7-12 | Yes | 0.00% |
| **Foreign Language** | Edgenuity K12<br>Acellus<br>Pearson<br>Smash Education (French/Spanish) | Yes | 0.00% |
| **Health** | Edgenuity K12<br>Acellus<br>BrainPop<br>Bright Thinker | Yes | 0.00% |
| **Visual and Performing Arts** | Acellus<br>Edgenuity K12<br>eDynamic | Yes | 0.00% |

| 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 2022 |
|---|---|

| 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).
4. **College and Career Ready**
   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.

**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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 47 | N/A | 61 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 31 | N/A | 49 | N/A | 33 |

## 2021-22 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.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 1298 | 1233 | 94.99 | 5.01 | 47.04 |
| Female | 679 | 646 | 95.14 | 4.86 | 51.55 |
| Male | 617 | 586 | 94.98 | 5.02 | 42.15 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 32 | 32 | 100.00 | 0.00 | 62.50 |
| Black or African American | 42 | 38 | 90.48 | 9.52 | 39.47 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 208 | 198 | 95.19 | 4.81 | 47.98 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 115 | 112 | 97.39 | 2.61 | 48.21 |
| White | 892 | 844 | 94.62 | 5.38 | 46.45 |
| English Learners | 84 | 83 | 98.81 | 1.19 | 12.05 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 31 | 26 | 83.87 | 16.13 | 23.08 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 496 | 466 | 93.95 | 6.05 | 40.77 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 143 | 130 | 90.91 | 9.09 | 30.77 |

## 2021-22 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.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 1298 | 1233 | 94.99 | 5.01 | 30.52 |
| Female | 679 | 646 | 95.14 | 4.86 | 28.99 |
| Male | 617 | 586 | 94.98 | 5.02 | 32.25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 32 | 32 | 100.00 | 0.00 | 43.75 |
| Black or African American | 42 | 38 | 90.48 | 9.52 | 18.42 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 208 | 198 | 95.19 | 4.81 | 26.90 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 115 | 112 | 97.39 | 2.61 | 27.68 |
| White | 892 | 844 | 94.62 | 5.38 | 32.11 |
| English Learners | 84 | 83 | 98.81 | 1.19 | 12.05 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 31 | 26 | 83.87 | 16.13 | 11.54 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 496 | 466 | 93.95 | 6.05 | 25.32 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 143 | 130 | 90.91 | 9.09 | 16.92 |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | | | | | | |

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 551 | 518 | 94.01 | 5.99 | 41.86 |
| Female | 280 | 261 | 93.21 | 6.79 | 41.92 |
| Male | 270 | 257 | 95.19 | 4.81 | 41.8 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 100 | 0 | 47.06 |
| Black or African American | 22 | 19 | 86.36 | 13.64 | 31.58 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 88 | 82 | 93.18 | 6.82 | 43.21 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 45 | 42 | 93.33 | 6.67 | 52.38 |
| White | 376 | 355 | 94.41 | 5.59 | 40.4 |
| English Learners | 26 | 26 | 100 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 19 | 16 | 84.21 | 15.79 | 18.75 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 225 | 208 | 92.44 | 7.56 | 34.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 54 | 49 | 90.74 | 9.26 | 20.41 |

## 2021-22 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 and simultaneously prepare for their future careers through our online CTE options, community college courses, and local programs. Upon completion of a CTE pathway, students have the knowledge base required to sit for and pass the exam leading to industry certification, allowing them to apply for a career-ready job. Our CTE program is also intended to prepare students for college simultaneously. We applied for and received a CTEIG matching grant in the 2022-2023 school year.

We have aligned 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 begin in the intro and concentrator courses, and the paths are developing. Our CTE program provides access to all students, regardless of gender, socio-economic status, special needs, and/or English proficiency.

The Cottonwood School's CTE program provides access to all students regardless of gender, socio-economic status, special needs, and/or English proficiency. Currently, we are offering 6 CTE pathways in the areas of Agriculture & Natural Resources, Business & Finance, Education, Child Development and Family Services, Health Science & Medical Technology, Hospitality Tourism, and Recreation. The Cottonwood School continues to meet the needs of our students, and we are continuously asking for feedback to improve our program.

## 2021-22 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 |
|---|---|
| **2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission** | 96.83 |
| **2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission** | 10.00 |

## 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.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 100% | 100% | 100% | 100% | 100% |
| Grade 7 | 94.29% | 95.4% | 95% | 95.4% | 95% |
| Grade 9 | 93.7% | 93% | 93% | 93% | 94% |

## 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.

### 2022-23 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 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 Cottonwood School families also have access to our Family Liaisons, who work directly with the families as a bridge of communication and support. Parents can communicate their needs and provide feedback with our family liaison through social media platforms; contact information is available in our Wednesday Weekly newsletter and our school phone number (530) 285-2003.

The school has also partnered with local community organizations and businesses to provide 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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | -- | 0.9 | | 5.4 | 2.3 | | 8.9 | 7.8 |
| Graduation Rate | | -- | 96.4 | | 89.3 | 96 | | 84.2 | 87 |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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 | 110 | 106 | 96.4 |
| Female | 53 | 52 | 98.1 |
| Male | 56 | 54 | 96.4 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 12 | 11 | 91.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | -- | -- | -- |
| White | 82 | 79 | 96.3 |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 58 | 56 | 96.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 14 | 10 | 71.4 |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 2602 | 2569 | 3 | 0.1 |
| Female | 1336 | 1325 | 1 | 0.1 |
| Male | 1262 | 1240 | 2 | 0.2 |
| American Indian or Alaska Native | 7 | 7 | 0 | 0.0 |
| Asian | 61 | 60 | 0 | 0.0 |
| Black or African American | 78 | 77 | 1 | 1.3 |
| Filipino | 6 | 6 | 0 | 0.0 |
| Hispanic or Latino | 393 | 391 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 0 | 0.0 |
| Two or More Races | 143 | 143 | 0 | 0.0 |
| White | 1818 | 1789 | 2 | 0.1 |
| English Learners | 222 | 220 | 0 | 0.0 |
| Foster Youth | 4 | 4 | 0 | 0.0 |
| Homeless | 72 | 72 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 1170 | 1157 | 1 | 0.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 303 | 302 | 2 | 0.7 |

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.08 | 0.00 | 0.36 | 0.76 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 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 | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

## 2022-23 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.

The Cottonwood School Board approved the Comprehensive Safety Plan on February 22, 2022, for the upcoming 2022-2023 school year. The Cottonwood School Site-based Pathway has accessible with schoolwide crisis protocols. The Cottonwood School has on-staff psychologists and counselors to provide support in the event of a crisis. Our Board recognizes that students and staff have the right to a safe and secure environment. We have created and adopted board policies to ensure student safety. All of our policies can be found on our website. The Cottonwood School Staff is required to complete safety a variety of pieces of training to ensure our compliance, a few of these training modules are Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention.

## 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.

## 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 | | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 3 | 111 | | |
| 1 | 3 | 71 | | |
| 2 | 3 | 73 | | |
| 3 | 3 | 73 | | |
| 4 | 2 | 96 | | |
| 5 | 2 | 74 | | |
| 6 | 2 | 73 | | |
| Other | 4 | 27 | | |

## 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 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 199 | 1 | 3 |
| Mathematics | 2 | 214 | 2 | 1 |
| Science | 2 | 160 | | 3 |
| Social Science | 2 | 203 | 1 | 1 |

## 2021-22 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 | 2419 |

## 2021-22 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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2.0 |
| Social Worker | |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 24.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | $9,736 | $1,118 | $8,617 | $75,122 |
| District | N/A | N/A | | $77,204 |
| Percent Difference - School Site and District | N/A | N/A | | -2.7 |
| State | N/A | N/A | $6,594 | $84,612 |
| Percent Difference - School Site and State | N/A | N/A | 26.6 | -11.9 |

## 2021-22 Types of Services Funded

The Cottonwood School is funded by State resources that include the Local Control Funding Formula (LCFF). The purpose of the LCFF is to address the Eight State Priorities for all students.

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 with 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.

The Cottonwood School has correlated the Local Control and Accountability Plan (LCAP) to our WASC and School Plan for Student Achievement to ensure that our actions that are continually reviewed and implemented. The types of services that are funded through these plans include: instructional materials, provides comprehensive services to support students' academic development. Eligible students receive special education services to support their individualized Education Plan (IEP), and students are provided resources such as technology and related educational materials.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | $51,591 |
| Mid-Range Teacher Salary | $72,115 | $79,620 |
| Highest Teacher Salary | $96,649 | $104,866 |
| Average Principal Salary (Elementary) | $125,859 | $131,473 |
| Average Principal Salary (Middle) | $131,984 | $135,064 |
| Average Principal Salary (High) | | $137,679 |
| Superintendent Salary | $170,938 | $205,661 |
| Percent of Budget for Teacher Salaries | 37% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

## 2021-22 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | 0.4 |

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** | 0 |
| **Fine and Performing Arts** | 1 |
| **Foreign Language** | 0 |
| **Mathematics** | 1 |
| **Science** | 3 |
| **Social Science** | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 5 |

## 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 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 6 |