

The Cottonwood School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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

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.

2023-24 School Contact Information

School Name	The Cottonwood School
Street	3921 Sandstone Drive, Suite 101
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

2023-24 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	www.buckeyeusd.org

2023-24 School Description and Mission Statement

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-

2023-24 School Description and Mission Statement

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:

The Cottonwood School exists to educate and inspire children, enabling them to realize their potential and become extraordinary and active members of society.

Core Values:

Mentoring: Inspire students to forge their paths in the world.

Passionate: Strive for excellence.

Collaborative: 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	319
Grade 1	279
Grade 2	244
Grade 3	253
Grade 4	253
Grade 5	229
Grade 6	204
Grade 7	211
Grade 8	191
Grade 9	178
Grade 10	172
Grade 11	150
Grade 12	115
Total Enrollment	2,798

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1%
Male	47.6%
American Indian or Alaska Native	0.2%
Asian	2.4%
Black or African American	2.1%
Filipino	0.3%
Hispanic or Latino	14.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	5.5%
White	71.7%
English Learners	9.4%
Foster Youth	0%
Homeless	1.1%
Socioeconomically Disadvantaged	49.5%
Students with Disabilities	9.3%

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.

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0.7	0
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	1.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 Edgenuity K12 Acellus Pearson (Savvas)	Yes	0.00%

	Bright Thinker IXL Moby Max Learning A-Z IEW (print) Lexia Core 5 Lexia PowerUp Starfall (TK-5) Prodigy		
Mathematics	Saxon Math (print) McGraw-Hill ALEKS Edgenuity K12 Acellus Pearson (Savvas) Bright Thinker IXL Moby Max Math Start TK-1 T(print) Touch Math TK-2(print) Beast Academy K-6-(print) Generation Genius K-8 Singapore (Dimensions Math & Primary Mathematics) Math in Focus ALEKS Starfall (TK-5) Prodigy	Yes	0.00%
Science	Edgenuity K12 Acellus Pearson (Savvas) Bright Thinker IXL Moby Max Generation Genius K-8 Elemental Science TK-8 (print) Starfall (TK-5) Prodigy	Yes	0.00%
History-Social Science	Edgenuity K12 Acellus Pearson (Savvas) Bright Thinker IXL Moby Max K-8 Starfall (TK-5) Prodigy	Yes	0.00%
Foreign Language	Edgenuity K12 Acellus Pearson (Savvas) Smash Education (French/Spanish)	Yes	0.00%
Health	Edgenuity K12 Acellus BrainPop Bright Thinker	Yes	0.00%

Visual and Performing Arts	Acellus Edgenuity K12 eDynamic	Yes	0.00%
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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 2023
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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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	48	61	59	47	46
Mathematics (grades 3-8 and 11)	31	33	49	49	33	34

2022-23 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	1492	1427	95.64	4.36	47.89
Female	784	757	96.56	3.44	53.11
Male	705	668	94.75	5.25	42.13
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	67.65
Black or African American	31	29	93.55	6.45	37.93
Filipino	--	--	--	--	--
Hispanic or Latino	217	207	95.39	4.61	50.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	121	114	94.21	5.79	50.88
White	1081	1035	95.74	4.26	46.51
English Learners	119	117	98.32	1.68	15.38
Foster Youth	0	0	0	0	0
Homeless	14	11	78.57	21.43	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	713	679	95.23	4.77	41.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	150	124	82.67	17.33	22.58

2022-23 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	1492	1427	95.64	4.36	32.75
Female	784	757	96.56	3.44	28.44
Male	705	668	94.75	5.25	37.72
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	47.06
Black or African American	31	29	93.55	6.45	20.69
Filipino	--	--	--	--	--
Hispanic or Latino	217	207	95.39	4.61	28.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	121	114	94.21	5.79	30.70
White	1081	1035	95.74	4.26	33.75
English Learners	119	117	98.32	1.68	15.38
Foster Youth	0	0	0	0	0
Homeless	14	11	78.57	21.43	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	713	678	95.09	4.91	27.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	150	124	82.67	17.33	12.90

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	41.86	34.38	54.12	58.14	29.47	30.29

2022-23 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	678	645	95.13	4.87	34.37
Female	364	348	95.60	4.40	36.42
Male	313	296	94.57	5.43	32.09
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	23.08
Black or African American	17	16	94.12	5.88	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	90	87	96.67	3.33	25.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	52	98.11	1.89	38.46
White	500	473	94.60	5.40	36.02
English Learners	44	44	100.00	0.00	6.82
Foster Youth	0	0	0	0	0
Homeless	13	11	84.62	15.38	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	314	296	94.27	5.73	25.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	59	84.29	15.71	11.86

2022-23 Career Technical Education Programs

The Cottonwood School's Career Technical Education (CTE) program is designed to equip students with the skills needed for today's dynamic workplace. Aligned with the Doing What Matters Initiative, our program is tailored to regional economic demands. We collaborate with local colleges, industry experts, and national programs to ensure our CTE Pathways stay current and relevant. Following expert advice, students earn certifications in soft and hard skills and access to industry-specific certifications—completion of a CTE Pathway positions students for career-ready jobs and simultaneous college preparation.

Our CTE courses align with California State CTE Standards and the University of California A-G subject-area requirements. Aligned with the High-Quality CTE Plan (CTEIG, Perkins), our one-year 20-credit CTE program, taught by credentialed teachers, awards students a certificate from The Cottonwood School upon successful completion. Our inclusive program ensures access for all students, irrespective of gender, socio-economic status, special needs, or English proficiency, in accordance with California requirements.

We offered 5 CTE Pathways in 5 different Industry Sectors.

- Agriculture and Natural Resources Industry Sector: Agriscience
- Business and Finance Industry Sector: Managing Business.
- Education, Child Development Family Services Industry Sector: Family and Human Services.
- Health Science and Medical Technology Industry Sector: Health Care Administrative Services.
- Hospitality, Tourism, and Recreation Industry Sector: Hospitality, Tourism, and Recreation Pathway.

We offer additional CTE Pathways through our partnership with SCOE/SWVCP.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	36
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	24
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.05
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	25.69

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.7	99.1	99.1	99.1	99.1
Grade 7	97.6	97.6	97.6	96.6	97.6
Grade 9	96.5	97.1	96.5	95.4	97.1

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.

2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	10.6	0.9	3.6	9.6	2.3	2.4	9.4	7.8	8.2
Graduation Rate	85.6	96.4	90	86.4	96	92.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	140	126	90.0
Female	72	66	91.7
Male	68	60	88.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	19	17	89.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	12	10	83.3
White	100	91	91.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	91	82	90.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	22	16	72.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2957	2903	1	0.0
Female	1544	1518	1	0.1
Male	1407	1379	0	0.0
Non-Binary	6	6	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	70	68	0	0.0
Black or African American	61	60	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	430	426	0	0.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	172	164	0	0.0
White	2113	2076	1	0.0
English Learners	279	275	0	0.0
Foster Youth	3	3	0	0.0
Homeless	37	34	0	0.0
Socioeconomically Disadvantaged	1490	1461	1	0.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	335	318	1	0.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.08	0.00	0.00	0.36	0.76	0.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Cottonwood School is committed to maintaining a safe and secure environment for students and staff. We have established a Comprehensive Safety Plan, which is thoroughly reviewed and updated. This plan encompasses emergency procedures, contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan.

The Cottonwood School Board officially approved the Comprehensive Safety Plan on February 28, 2023, ensuring its implementation for the upcoming 2023-2024 school year. Accessible through the Cottonwood School Site-based Pathway, our schoolwide crisis protocols are in place to address various situations.

Recognizing the importance of mental health in times of crisis, The Cottonwood School has on-staff psychologists and counselors available to provide support when needed. Our Board acknowledges the fundamental right of students and staff to a safe and secure environment, and to uphold this commitment, we have developed and adopted board policies that specifically focus on ensuring student safety. These policies are readily accessible on our school's website.

To further enhance safety compliance, The Cottonwood School mandates that all staff members undergo various training modules. These modules cover critical areas such as Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention. By investing in these comprehensive measures, The Cottonwood School aims to foster an environment that prioritizes the well-being and safety of everyone within our school community.

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	129	0	0
1	3	83	0	0
2	3	81	0	0
3	3	86	0	0
4	3	84	0	0
5	3	84	0	0
6	2	79	0	0
Other	5	38	0	0

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	290	0	0
Mathematics	2	306	0	0
Science	2	237	0	0
Social Science	2	290	0	0

2022-23 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	1399

2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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		\$83,866
Percent Difference - School Site and District	N/A	N/A		-2.7
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	26.6	-11.9

Fiscal Year 2022-23 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 Single 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,656	\$54,046
Mid-Range Teacher Salary	\$78,022	\$84,515
Highest Teacher Salary	\$104,566	\$110,867
Average Principal Salary (Elementary)	\$130,647	\$136,841
Average Principal Salary (Middle)	\$142,795	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$184,940	\$217,473
Percent of Budget for Teacher Salaries	37.98%	32.43%
Percent of Budget for Administrative Salaries	5.21%	5.62%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.7
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

The Cottonwood School places a strong emphasis on staff development as a crucial element in fostering a positive and enriching learning environment for our students. Since the 2019-20 school year, we have been dedicated to providing professional development opportunities for our teachers, particularly in the days leading up to the start of each school year. Additionally, we offer regular professional development opportunities throughout the academic year, employing various formats to cater to diverse learning needs.

Professional Development

We actively encourage our staff members to participate in workshops and conferences that offer the latest information and trends in their respective teaching areas. The Cottonwood School is committed to training our staff in specific programs, including but not limited to MTSS (Multi-Tiered System of Supports), Lexia reading programs, i-Ready & eSingapore math programs, Mindset Mondays, Inclusion, and Response to Intervention. These programs are designed to address the reading and math needs of our students, contributing to continuous improvement at Cottonwood. Qualifying students for academic interventions are identified through the careful analysis of student achievement data.

In addition to the aforementioned initiatives, we provide specialized training for new Special Education teachers in Individualized Education Program (IEP) procedures. Our approach to staff development is comprehensive and extends beyond the school year, utilizing summer training sessions, staff meetings, conferences, and mentoring programs. By investing in the ongoing growth and development of our staff, The Cottonwood School aims to enhance the overall educational experience for our students and further solidify our commitment to excellence in education.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	6	