

The Cottonwood School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	TK-12
County-District-School (CDS) Code	09618380139006

2024-25 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

2024-25 School Description and Mission Statement

The Cottonwood School Vision - Quality Education For All

At the Cottonwood School, we envision a world where students flourish, communities thrive, and staff are fulfilled. We cultivate an environment where excellence and community drive the success of every individual.

We envision an empowered staff who collectively creates a welcoming, diverse work environment that promotes work-life balance, honors teacher-led initiatives, and values staff contributions. Our student-centered instructional approaches

2024-25 School Description and Mission Statement

emphasize accessibility, collaboration, and professional development, fostering a supportive community for all.

As an innovative learning hub, we envision achieving high standards through mentorship, ongoing improvement, and transparent communication. Through our forward-looking, engaging and dynamic approaches, we nurture students to become lifelong learners contributing meaningfully to society.

School Learner Outcomes - HOMESTUDY K-12 PATHWAY

NAVIGATORS OF THE DIGITAL WORLD

Students will demonstrate proficiency in utilizing technology, media, and online resources effectively and responsibly.

SELF-DIRECTED AND MOTIVATED

Students will set attainable goals to actively engage and succeed academically.

PERSONALIZED LEARNERS

Students will thrive in the style of education that best fits their individual needs.

INDEPENDENT CRITICAL THINKERS

Students will develop problem-solving skills, take ownership of their learning, and apply their knowledge to diverse challenges

RESPONSIBLE CITIZENS

Students will demonstrate integrity and respect as they engage with and seek to understand both local and global issues.

EFFECTIVE COMMUNICATORS

Students will confidently and thoughtfully express their ideas while collaborating effectively with peers.

With an emphasis on curiosity, empathy, integrity, optimism, perseverance, self-confidence, self-control

School Learning Outcomes - SITE-BASED HYBRID H. S. PATHWAY

COMMUNICATION

Students will engage in constructive, critical conversations by listening, responding, questioning, and conveying ideas in diverse settings.

COLLABORATION

Students will engage with fellow classmates, and staff and consult with community experts to increase innovation and to achieve a common goal through shared responsibility.

CRITICAL THINKING

Students will engage in conceptualizing, analyzing, and synthesizing to draw conclusions.

CREATIVITY

Students will move beyond comprehension to innovate in and outside the classroom.

With an emphasis on curiosity, empathy, integrity, optimism, perseverance, self-confidence, self-control

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	386
Grade 1	280
Grade 2	293
Grade 3	258
Grade 4	268
Grade 5	273
Grade 6	239
Grade 7	228
Grade 8	207
Grade 9	182
Grade 10	176
Grade 11	178
Grade 12	131
Total Enrollment	3,099

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	2.5
Black or African American	1.8
Filipino	0.3
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.6
White	69.7
English Learners	8.5
Foster Youth	0.1
Homeless	1
Socioeconomically Disadvantaged	52.1
Students with Disabilities	8.8

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 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)	57.30	50.12	313.90	73.51	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	1.40	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	0.71	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	57.10	49.87	100.40	23.53	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	3.50	0.84	14303.80	5.15
Total Teaching Positions	114.40	100.00	427.00	100.00	277698.00	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	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.20	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.20	2.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	43.70	44.30	57.1
Total Out-of-Field Teachers	43.70	44.30	57.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.70	0	1.1
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	1.9	0.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2024

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 Pearson (Savvas) Bright Thinker IXL Moby Max Learning A-Z IEW (print) Lexia Core 5 Lexia PowerUp Starfall (TK-5) Oak Meadow	Yes	0.00%
Mathematics	Saxon Math (print) Edgenuity K12 Pearson (Savvas) Bright Thinker IXL Moby Max RightStart TK-8(print) Math U See (K-PreCalculus) Touch Math TK-2(print) Beast Academy K-6-(print) Generation Genius K-8 Singapore (Dimensions Math & Primary Mathematics) Math in Focus Oak Meadow ALEKS Starfall (TK-5)	Yes	0.00%
Science	Edgenuity K12 Acellus	Yes	0.00%

	Pearson (Savvas) Bright Thinker IXL Moby Max Generation Genius K-8 Elemental Science TK-8 (print) Starfall (TK-2) Oak Meadow		
History-Social Science	Edgenuity K12 Pearson (Savvas) Bright Thinker IXL Moby Max K-8 Starfall (TK-2) Oak Meadow	Yes	0.00%
Foreign Language	Edgenuity K12 Bright Thinker Pearson (Savvas) Smash Education (French/Spanish)	Yes	0.00%
Health	Edgenuity K12 BrainPop Bright Thinker Oak Meadow	Yes	0.00%
Visual and Performing Arts	Edgenuity K12 eDynamic Bright Thinker	Yes	0.00%

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

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 2024

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			

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	48	49	59	59	46	47
Mathematics (grades 3-8 and 11)	33	34	49	50	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1645	1557	94.65	5.35	49.04
Female	853	813	95.31	4.69	53.14
Male	787	740	94.03	5.97	44.79
American Indian or Alaska Native	--	--	--	--	--
Asian	44	43	97.73	2.27	62.79
Black or African American	36	33	91.67	8.33	39.39
Filipino	--	--	--	--	--
Hispanic or Latino	252	237	94.05	5.95	46.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	157	144	91.72	8.28	55.56

White	1147	1092	95.20	4.80	48.21
English Learners	111	110	99.10	0.90	13.64
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	25.00
Military	13	10	76.92	23.08	--
Socioeconomically Disadvantaged	865	823	95.14	4.86	43.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	139	81.76	18.24	26.81

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1645	1555	94.53	5.47	33.63
Female	853	811	95.08	4.92	30.83
Male	787	740	94.03	5.97	36.89
American Indian or Alaska Native	--	--	--	--	--
Asian	44	43	97.73	2.27	39.53
Black or African American	36	33	91.67	8.33	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	252	236	93.65	6.35	26.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	157	143	91.08	8.92	37.76
White	1147	1092	95.20	4.80	34.62
English Learners	111	110	99.10	0.90	17.27
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	12.50
Military	13	10	76.92	23.08	--

Socioeconomically Disadvantaged	865	821	94.91	5.09	28.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	138	81.18	18.82	15.22

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.38	40.71	58.14	56.49	30.29	30.73

2023-24 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	773	738	95.47	4.53	40.65
Female	419	403	96.18	3.82	37.47
Male	354	335	94.63	5.37	44.48
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	52.17
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	120	112	93.33	6.67	40.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	55	87.30	12.70	49.09
White	550	531	96.55	3.45	39.92
English Learners	53	53	100.00	0.00	5.66
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	401	386	96.26	3.74	33.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	61	83.56	16.44	16.39

2023-24 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 9 CTE Pathways in 6 different Industry Sectors.

Agriculture and Natural Resources Industry Sector: Agriscience

Agriculture and Natural Resources Industry Sector: Animal Science

Business and Finance Industry Sector: Managing Business.

Education, Child Development Family Services Industry Sector: Family and Human Services.

2023-24 Career Technical Education Programs

Education, Child Development Family Services Industry Sector: Child Development
 Health Science and Medical Technology Industry Sector: Health Care Administrative Services.
 Hospitality, Tourism, and Recreation Industry Sector: Hospitality, Tourism, and Recreation Pathway.
 Sales, Service, and Marketing Industry Sector: Entrepreneurship/Self-Employment Pathway.
 Sales, Service, and Marketing Industry Sector: Marketing

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	5
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	27
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	17

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.

2023-24 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 requires only participation results 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	99	99	99	99
Grade 7	99	98	98	98	98
Grade 9	96	96	96	96	96

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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.9	3.6	1.3	2.3	2.4	1.2	7.8	8.2	8.9
Graduation Rate	96.4	90.0	93.7	96	92.7	94.3	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	159	149	93.7
Female	97	92	94.8
Male	62	57	91.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	20	17	85.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	120	115	95.8
English Learners	18	18	100.0
Foster Youth	0.0	0.0	0.0
Homeless	11	10	90.9
Socioeconomically Disadvantaged	112	103	92.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	23	20	87.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3204	3176	6	0.2
Female	1632	1616	5	0.3
Male	1566	1554	1	0.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	79	0	0.0
Black or African American	59	58	1	1.7
Filipino	11	11	0	0.0
Hispanic or Latino	501	498	1	0.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	179	177	0	0.0
White	2229	2208	4	0.2
English Learners	280	277	1	0.4
Foster Youth	--	--	--	--
Homeless	52	52	1	1.9
Socioeconomically Disadvantaged	1721	1703	5	0.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	332	330	5	1.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.03	0.76	0.85	1.04	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.03	0.00
Female	0.00	0.00
Male	0.06	0.00
Non-Binary	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	0.04	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	0.30	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

plan.

The Cottonwood School Board officially approved the Comprehensive Safety Plan on February 25, 2024, ensuring its implementation for the upcoming 2024-2025 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.

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		
1	3	83		
2	3	81		
3	3	86		
4	3	84		
5	3	84		
6	2	79		
Other	5	38		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	87		
1	3	93		
2	3	94		
3	3	87		
4	3	94		
5	3	98		
6	2	104		
Other	4	44		

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		
Mathematics	2	306		
Science	2	237		
Social Science	2	290		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	284	1	2
Mathematics	2	283	1	1
Science	2	211	3	
Social Science	2	264	2	

2023-24 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	1549.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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		\$88,789
Percent Difference - School Site and District	N/A	N/A		-16.7
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-22.2	-22.5

Fiscal Year 2023-24 Types of Services Funded

The school is funded by state resources, including the Local Control Funding Formula (LCFF), which addresses the Eight State Priorities for all students.

The Cottonwood School offers a range of services to support students' academic growth. Eligible students receive special education services based on their Individualized Education Plans (IEPs). Additionally, all students have access to essential resources such as textbooks, technology, and other educational materials.

To track progress, the school regularly assesses student proficiency in English Language Arts and Mathematics. This includes an online benchmark assessment conducted three times a year. Students who score two or more grade levels below the expected proficiency on any standard receive additional support, which may include a specialized curriculum, tutoring, or academic coaching. Tailored interventions are provided based on each student's specific needs, and these can include virtual tutoring or online programs.

The Cottonwood School collaborates with local community organizations and businesses to offer educational workshops and outreach, enriching students' overall learning experience.

In alignment with the Local Control and Accountability Plan (LCAP), The Cottonwood School continuously reviews and updates its actions to ensure effective implementation. The services funded through these plans include instructional materials, special

Fiscal Year 2023-24 Types of Services Funded

education services, and a variety of resources to support students' academic development.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,239	\$57,839
Mid-Range Teacher Salary	\$81,923	\$90,040
Highest Teacher Salary	\$109,794	\$118,647
Average Principal Salary (Elementary)	\$137,890	\$144,639
Average Principal Salary (Middle)	\$149,935	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$194,187	\$229,986
Percent of Budget for Teacher Salaries	33.73	30.79
Percent of Budget for Administrative Salaries	4.63	5.71

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

The Cottonwood School places a strong emphasis on staff development as a key factor in creating a positive and enriching learning environment for our students. Since The Cottonwood School began in the 2019-20 school year, we have been committed to offering professional development opportunities for our teachers, especially in the days leading up to the start of each school year. In addition, we provide ongoing professional development throughout the academic year, using various formats to meet the diverse learning needs of our staff

We actively encourage our staff to participate in workshops and conferences that provide the latest information and trends in their teaching areas. Cottonwood School is dedicated to training our staff in specific programs, such as MTSS (Multi-Tiered System of Supports), Lexia reading programs, i-Ready and eSingapore math programs, and Mindset Mondays. These programs are designed to address students' reading and math needs and contribute to ongoing improvements at Cottonwood. Students who qualify for academic interventions are identified through careful analysis of achievement data.

Additionally, we offer specialized training for new Special Education teachers on Individualized Education Program (IEP) procedures. Our approach to staff development is comprehensive and extends throughout the year, with summer training sessions, staff meetings, conferences, and mentoring programs. By investing in the continuous growth and development of our staff, Cottonwood School aims to enhance the educational experience for our students and strengthen our commitment to excellence in education.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	13