

# The Cottonwood School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

## 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/>.

## 2025-26 School Contact Information

<b>School Name</b>	The Cottonwood School
<b>Street</b>	3921 Sandstone Drive, Suite 101
<b>City, State, Zip</b>	El Dorado Hills, CA 95762-7126
<b>Phone Number</b>	(530) 285-2003
<b>Principal</b>	Cindy Garcia
<b>Email Address</b>	<a href="mailto:info@cottonwoodK12.org">info@cottonwoodK12.org</a>
<b>School Website</b>	<a href="http://cottonwoodK12.org">http://cottonwoodK12.org</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	09618380139006

## 2025-26 District Contact Information

<b>District Name</b>	The Cottonwood School
<b>Phone Number</b>	(530) 677-2261
<b>Superintendent</b>	David Roth, Ph.D
<b>Email Address</b>	<a href="mailto:droth@buckeyeusd.org">droth@buckeyeusd.org</a>
<b>District Website</b>	<a href="http://www.buckeyeusd.org">www.buckeyeusd.org</a>

## 2025-26 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 emphasize accessibility, collaboration, and professional development, fostering a supportive community for all.

## 2025-26 School Description and Mission Statement

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

#### 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, and self-control.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	217
Kindergarten	536
Grade 1	323
Grade 2	300
Grade 3	336
Grade 4	286
Grade 5	287
Grade 6	297
Grade 7	260
Grade 8	225
Grade 9	220
Grade 10	170
Grade 11	178
Grade 12	145
<b>Total Enrollment</b>	<b>3,563</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.3
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	2.8
Black or African American	1.7
Filipino	0.4
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0
Two or More Races	5.8
White	69.7
English Learners	6.8
Foster Youth	0.1
Homeless	1
Socioeconomically Disadvantaged	42.6
Students with Disabilities	8.6

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	49.9	51.74	315.1	78.88	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.5	0.38	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2	2.07	3	0.75	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	44.3	45.93	77.4	19.38	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.2	0.26	2.4	0.6	15831.9	5.67
<b>Total Teaching Positions</b>	96.5	100	399.4	100	279044.8	100

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	57.3	50.12	313.9	73.51	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	1.4	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	3	0.71	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	57.1	49.87	100.4	23.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	3.5	0.84	14303.8	5.15
<b>Total Teaching Positions</b>	114.4	100	427	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	68.6	51.06	332.4	72.08	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	7	1.52	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	1.49	6	1.3	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	63.7	47.44	110.7	24.01	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	5	1.09	13705.8	4.91
<b>Total Teaching Positions</b>	134.3	100	461.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	0	2
<b>Misassignments</b>	1.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	0	2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	44.30	57.1	63.7
<b>Total Out-of-Field Teachers</b>	44.30	57.1	63.7

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.1	1.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.9	0.8	0.6

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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) Oak Meadow ALEKS Starfall (TK-5)	0.00%
Science	Edgenuity K12 Pearson (Savvas) Bright Thinker IXL Moby Max	0.00%

	Generation Genius K-8 Elemental Science TK-8 (print) Starfall (TK-2) Oak Meadow	
<b>History-Social Science</b>	Edgenuity K12 Pearson (Savvas) Bright Thinker IXL Moby Max K-8 Starfall (TK-2) Oak Meadow	0.00%
<b>Foreign Language</b>	Edgenuity K12 Bright Thinker Pearson (Savvas) Bright Thinker	0.00%
<b>Health</b>	Edgenuity K12 BrainPop Bright Thinker Oak Meadow	0.00%
<b>Visual and Performing Arts</b>	Edgenuity K12 eDynamic Bright Thinker	0.00%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	49	59	61	47	48
<b>Mathematics</b> (grades 3-8 and 11)	34	36	50	50	35	37

## 2024-25 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
<b>All Students</b>	1834	1797	97.98	2.02	49.42
<b>Female</b>	947	932	98.42	1.58	52.52
<b>Male</b>	881	861	97.73	2.27	46.16
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	50	49	98.00	2.00	57.14
<b>Black or African American</b>	38	36	94.74	5.26	55.56
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	264	258	97.73	2.27	43.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	192	187	97.40	2.60	48.13

<b>White</b>	1281	1258	98.20	1.80	50.24
<b>English Learners</b>	91	91	100.00	0.00	8.79
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	21	20	95.24	4.76	26.32
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	609	600	98.52	1.48	41.30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	199	174	87.44	12.56	25.43

## 2024-25 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
<b>All Students</b>	1834	1797	97.98	2.02	35.95
<b>Female</b>	947	932	98.42	1.58	33.69
<b>Male</b>	881	861	97.73	2.27	38.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	50	49	98.00	2.00	46.94
<b>Black or African American</b>	38	36	94.74	5.26	38.89
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	264	258	97.73	2.27	30.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	192	187	97.40	2.60	31.55
<b>White</b>	1281	1258	98.20	1.80	37.36
<b>English Learners</b>	91	91	100.00	0.00	21.98
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	21	20	95.24	4.76	20.00
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	609	600	98.52	1.48	30.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	199	174	87.44	12.56	14.37

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	40.71	44.89	56.49	61.63	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	822	799	97.20	2.80	45.43
<b>Female</b>	432	423	97.92	2.08	44.68
<b>Male</b>	387	375	96.90	3.10	46.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	24	100.00	0.00	45.83
<b>Black or African American</b>	18	17	94.44	5.56	29.41
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	118	113	95.76	4.24	45.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	89	85	95.51	4.49	48.24
<b>White</b>	569	556	97.72	2.28	45.32
<b>English Learners</b>	32	32	100.00	0.00	9.38
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	289	280	96.89	3.11	38.93
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	87	77	88.51	11.49	22.08

## 2024-25 Career Technical Education Programs

The Cottonwood School's CTE program equips students with the skills and certifications needed for today's workforce while preparing them for college. Aligned with the Doing What Matters Initiative and regional economic needs, our program has been developed in collaboration with local colleges, industry experts, and national partners to ensure its relevance and effectiveness. Students earn certifications in both soft and technical skills, including industry-specific credentials, positioning them for career-ready employment. Our courses meet California State CTE Standards, UC A–G requirements, and follow the High-Quality CTE Plan (CTEIG, Perkins). Successful completion of the one-year, 20-credit program, taught by credentialed instructors, earns students a CTE certificate from The Cottonwood School. The program is fully inclusive, accessible to all students regardless of gender, socio-economic status, special needs, or English proficiency.

### CTE Programs

CTE Direct – Taught by Cottonwood instructors; one-year, 20-credit program; LIVE!

Agriscience

Animal Science

Ornamental Horticulture

Child Development

Human Services

Health Careers

Hospitality, Tourism, and Recreation

Entrepreneurship/Self-Employment

## 2024-25 Career Technical Education Programs

Finance  
Managing Business  
Marketing

### 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.88
Graduates Who Completed All Courses Required for UC/CSU Admission	29.71

### 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.

### 2024-25 California Physical Fitness Test Participation Rates

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	99.3%	99.3%	99.3%	99.3%	99.3%
Grade 7	98.4%	98.4%	98.4%	98.4%	99.3%
Grade 9	99.5%	99.5%	99.5%	99.5%	99.5%

## 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.

#### 2025-26 Opportunities for Parental Involvement

The Cottonwood School ensures that parents, legal guardians, and teachers have meaningful opportunities to participate in the school's governance. Parent representatives provide valuable insight into students and their families, which informs program planning, design, and implementation. Parents and guardians also assist with field trips, community events, and other school-related activities.

Parent satisfaction surveys are distributed electronically to all families each spring. These surveys are designed to gather parent input on the school's effectiveness based on their experiences. Survey results are reviewed and used to assess program effectiveness through in-house evaluations, including student and staff engagement surveys, as well as summative and formative assessment data. Results are shared with families and the broader community.

Cottonwood School families also have access to Family Liaisons, who work directly with families to provide communication, support, and advocacy. Parents and guardians may communicate their needs and provide feedback through Family Liaisons using social media platforms. Contact information is available in the Cottonwood Chronicle newsletter, and the school office can be reached at (530) 285-2003.

The school has partnered with local community organizations and businesses to offer workshops, specialty program tracks, and outreach opportunities that enrich students' educational experiences. Upon reviewing past community partnerships, the LEA identified that tribes, civil rights organizations, and advocates representing specific student groups are currently not included or served through these partnerships.

Parent involvement is central to the success of Cottonwood School. Families contribute through Student-Led Conferences, WASC focus groups, future planning efforts, and other community events.

Parents and guardians interested in becoming involved are encouraged to contact the school office at (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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	3.6	1.3	0.6	2.4	1.2	0.8	8.2	8.9	8
<b>Graduation Rate</b>	90	93.7	95.3	92.7	94.3	96.1	86.2	86.4	87.5

#### 2024-25 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/acqrinfo.asp](http://www.cde.ca.gov/ds/ad/acqrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	172	164	95.3
<b>Female</b>	103	97	94.2
<b>Male</b>	69	67	97.1
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	24	23	95.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	11	10	90.9
<b>White</b>	123	119	96.7
<b>English Learners</b>	20	19	95.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	105	99	94.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	25	20	80.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3597	3576	0	0.0
Female	1818	1808	0	0.0
Male	1772	1761	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	98	98	0	0.0
Black or African American	61	61	0	0.0
Filipino	13	13	0	0.0
Hispanic or Latino	559	556	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	213	211	0	0.0
White	2506	2491	0	0.0
English Learners	255	254	0	0.0
Foster Youth	--	--	--	--
Homeless	44	44	0	0.0
Socioeconomically Disadvantaged	1582	1571	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	363	363	0	0.0

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.

### 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.03	0	0.85	1.04	0.94	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 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
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	0.00	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

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.

## 2025-26 School Safety Plan

The Cottonwood School is committed to maintaining a safe and secure environment for all students and staff. The school has established a Comprehensive Safety Plan that is regularly reviewed and updated. This plan includes emergency procedures, contact information, evacuation routes, Incident Command System procedures, and an Injury and Illness Prevention Plan.

The Cottonwood School Board formally approved the Comprehensive Safety Plan on January 27, 2026, ensuring its implementation for the 2026–2027 school year. Schoolwide crisis protocols are accessible through The Cottonwood School and are designed to address a wide range of emergency situations.

Recognizing the importance of mental health during times of crisis, The Cottonwood School employs on-site psychologists and counselors who are available to provide support as needed. The Board affirms the fundamental right of students and staff to a safe and secure learning environment. To support this commitment, the school has developed and adopted Board policies specifically focused on student safety. These policies are readily available on the school's website.

To further ensure safety and compliance, all staff members are required to complete mandatory training modules. These trainings include Mandated Reporting, Universal Precautions for bloodborne pathogens, Bullying Prevention, Sexual Harassment Prevention, and Suicide Prevention. Through these comprehensive safety measures, The Cottonwood School strives to promote the well-being and security of everyone within the 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.

## 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
TK	10	0	0	0
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

## 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
TK	10	0	0	0
K	3	87	0	0
1	3	93	0	0
2	3	94	0	0
3	3	87	0	0
4	3	94	0	0
5	3	98	0	0
6	2	104	0	0
Other	4	44	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	94		
1	3	98		
2	3	100		
3	3	100		
4	2	117		
5	3	102		
6	3	109		
Other	4	46		

## 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

## 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	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3	271	3	2
Mathematics	2	304	2	
Science	2	220	1	1
Social Science	2	252	3	

## 2024-25 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	1033

## 2024-25 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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	4
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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		\$94,683
Percent Difference - School Site and District	N/A	N/A		-16.7
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-22.2	-22.5

## Fiscal Year 2024-25 Types of Services Funded

The Cottonwood School is funded through state resources, including the Local Control Funding Formula (LCFF), which supports the Eight State Priorities and addresses the needs of all students.

The Cottonwood School offers a range of services to support students' academic growth. Eligible students receive special

## Fiscal Year 2024-25 Types of Services Funded

education services in accordance with their Individualized Education Programs (IEPs). In addition, all students have access to essential instructional resources, including textbooks, technology, and other educational materials.

Student progress is monitored through regular assessments in English Language Arts and Mathematics, including an online benchmark assessment administered three times per year. Students who score two or more grade levels below expected proficiency in any standard receive additional academic support. These supports may include a specialized curriculum, tutoring, academic coaching, virtual tutoring, or online intervention programs. Interventions are tailored to meet each student's individual needs.

In alignment with the Local Control and Accountability Plan (LCAP), The Cottonwood School continuously reviews and updates its actions to ensure effective implementation. Services funded through these plans include instructional materials, special education services, and additional resources designed to support students' academic development.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$57,629	\$61,516
Mid-Range Teacher Salary	\$87,043	\$95,479
Highest Teacher Salary	\$116,656	\$125,208
Average Principal Salary (Elementary)	\$149,676	\$152,668
Average Principal Salary (Middle)	\$159,306	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$206,324	\$242,781
Percent of Budget for Teacher Salaries	34.86%	29.76%
Percent of Budget for Administrative Salaries	5.06%	5.74%

## 2024-25 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	1
Mathematics	2
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	3

## 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	13	33