

# North Cottonwood

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.


### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### 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.

## Mr. Don Ray, Principal

 Principal, North Cottonwood

### About Our School

Welcome to North Cottonwood School, "Home of the Coyotes." I am pleased to have your family be a part of the Coyote team. North Cottonwood is a "School of Excellence." Our mission is to promote academic, social, physical, and moral excellence in all that we do.

Academic success is a true partnership between the students, parents, and the school staff. Our main areas of emphasis at North Cottonwood School are "time-on-task" and a safe, orderly and prideful environment. Our whole staff is committed to providing a rigorous core curriculum that reflects the California Content Standards. In addition, our staff instructs and emphasizes that our students be STAR (Safe, Trustworthy, Attentive, and Respective) Coyotes. With a visit to our campus or just a conversation with one of our students, it will not take long to realize that North Cottonwood School is truly a "School of Excellence."

North Cottonwood School and the Cottonwood Union School District have a "Tradition of Academic Excellence." I invite you to become a part of our family and enjoy the wonderful school culture that is NORTH COTTONWOOD SCHOOL.

### Contact

*North Cottonwood  
19920 Gas Point Rd.  
Cottonwood, CA 96022-9115*

*Phone: 530-347-1698  
E-mail: [dray@cwusd.com](mailto:dray@cwusd.com)*

# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Cottonwood Union Elementary
<b>Phone Number</b>	(530) 347-3165
<b>Superintendent</b>	David Alexander
<b>E-mail Address</b>	<a href="mailto:dalexander@cwusd.com">dalexander@cwusd.com</a>
<b>Web Site</b>	<a href="http://www.cwusd.com">http://www.cwusd.com</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	North Cottonwood
<b>Street</b>	19920 Gas Point Rd.
<b>City, State, Zip</b>	Cottonwood, Ca, 96022-9115
<b>Phone Number</b>	530-347-1698
<b>Principal</b>	Mr. Don Ray, Principal
<b>E-mail Address</b>	<a href="mailto:dray@cwusd.com">dray@cwusd.com</a>
<b>Web Site</b>	<a href="http://north.cwusd.com/">http://north.cwusd.com/</a>
<b>County-District-School (CDS) Code</b>	45699550111393

*Last updated: 1/29/2016*

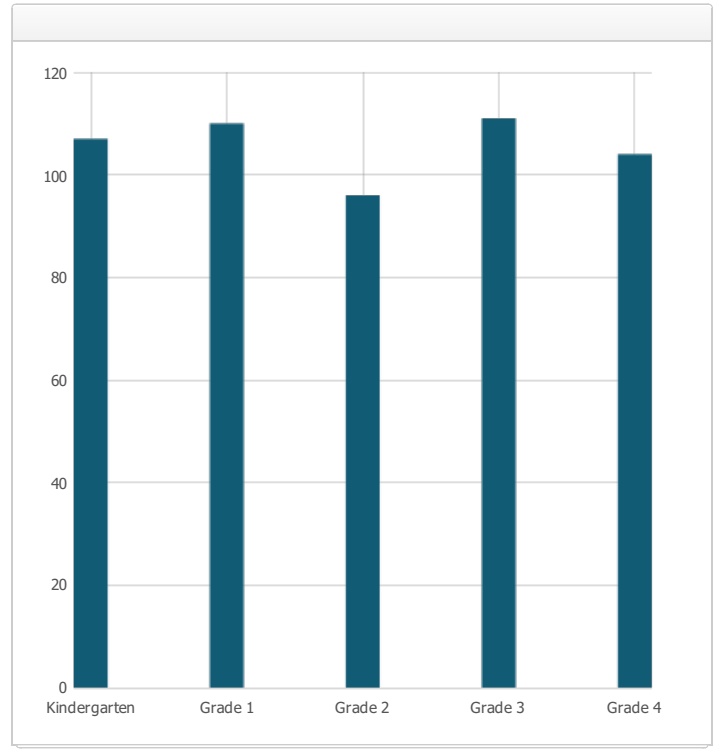
## School Description and Mission Statement - Most Recent Year

<p>Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8). The schools have consistently earned the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation.</p> <p>North Cottonwood has an outstanding staff consisting of 22 teachers, nine instructional aides, four special education aides, two supervision aides, one librarian, two secretaries, two custodians, one psychologist, and one principal. In addition, the school has a kitchen staff of two that serves both breakfast and lunch.</p> <p>Students at North Cottonwood School are guided by specific rules and classroom expectations that promote respect, communication, empowerment and community. The school’s discipline philosophy is based on a community-building approach to education, a partnership between students, parents and the school, and a balance between support and accountability structures. Parents and students are informed of discipline policies through the student handbook and principal’s newsletters. The principal meets with all new students and parents before they attend class and communicates to them the high standards of student behavior and the dress code. All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents. A referral system is in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at home suspension are used to handle aggressive student behavior.</p>
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*Last updated: 2/1/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Kindergarten	107
Grade 1	110
Grade 2	96
Grade 3	111
Grade 4	104
<b>Total Enrollment</b>	<b>528</b>



*Last updated: 1/29/2016*

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	3.6 %
Asian	1.3 %
Filipino	0.4 %
Hispanic or Latino	14.6 %
Native Hawaiian or Pacific Islander	0.4 %
White	72.5 %
Two or More Races	6.4 %
Socioeconomically Disadvantaged	59.5 %
English Learners	3.2 %
Students with Disabilities	7.4 %
Foster Youth	3.4 %

*Last updated: 1/29/2016*

## A. Conditions of Learning

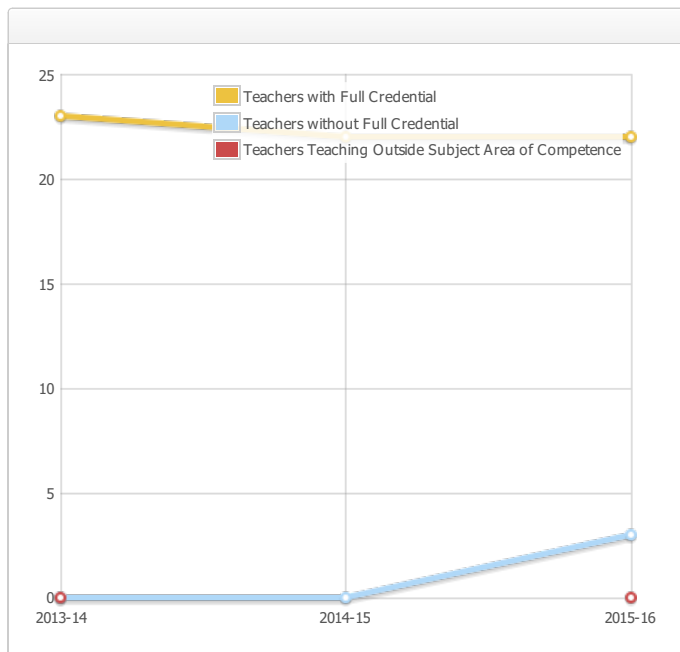
### State Priority: Basic

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

#### Teacher Credentials

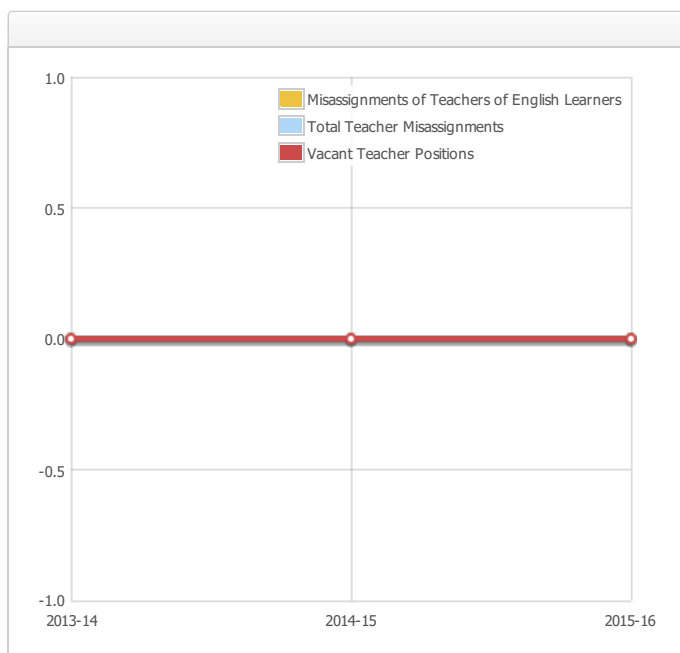
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	22	22	38
Without Full Credential	0	0	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		0	2



Last updated: 2/1/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/1/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: January 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

*Last updated: 1/29/2016*

### School Facility Conditions and Planned Improvements - Most Recent Year

North Cottonwood School opened its doors in January 2007. It is currently comprised of 27 classrooms, a library, a computer lab, one staff room, a multipurpose room with a stage, a school office, a playground with two large play structures, and a large grass area. At the time of publication (February 2016) 100% of all toilets on campus were in working condition.

A team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

*Last updated: 2/1/2016*

### School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

### Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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*Last updated: 2/1/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	42.0%	44.0%
Mathematics (grades 3-8 and 11)	27.0%	33.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/29/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	101	101	100.0%	26.0%	36.0%	25.0%	14.0%
Male	101	52	51.5%	31.0%	33.0%	25.0%	12.0%
Female	101	49	48.5%	20.0%	39.0%	24.0%	16.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	101	8	7.9%	--	--	--	--
Asian	101	1	1.0%	--	--	--	--
Filipino	101	2	2.0%	--	--	--	--
Hispanic or Latino	101	12	11.9%	42.0%	50.0%	8.0%	0.0%
Native Hawaiian or Pacific Islander	101	1	1.0%	--	--	--	--
White	101	74	73.3%	19.0%	34.0%	31.0%	16.0%
Two or More Races	101	3	3.0%	--	--	--	--
Socioeconomically Disadvantaged	101	59	58.4%	36.0%	39.0%	15.0%	10.0%
English Learners	101	2	2.0%	--	--	--	--
Students with Disabilities	101	3	3.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/29/2016*



## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	103	97.2%	48.0%	18.0%	22.0%	11.0%
Male	106	59	55.7%	47.0%	19.0%	20.0%	12.0%
Female	106	44	41.5%	48.0%	18.0%	25.0%	9.0%
Black or African American	106	1	0.9%	--	--	--	--
American Indian or Alaska Native	106	4	3.8%	--	--	--	--
Asian	106	2	1.9%	--	--	--	--
Filipino	106	0	0.0%	--	--	--	--
Hispanic or Latino	106	15	14.2%	33.0%	40.0%	13.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	106	80	75.5%	50.0%	15.0%	23.0%	11.0%
Two or More Races	106	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	106	60	56.6%	57.0%	18.0%	15.0%	8.0%
English Learners	106	4	3.8%	--	--	--	--
Students with Disabilities	106	12	11.3%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/29/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	101	101	100.0%	31.0%	37.0%	29.0%	4.0%
Male	101	52	51.5%	23.0%	40.0%	33.0%	4.0%
Female	101	49	48.5%	39.0%	33.0%	24.0%	4.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	101	8	7.9%	--	--	--	--
Asian	101	1	1.0%	--	--	--	--
Filipino	101	2	2.0%	--	--	--	--
Hispanic or Latino	101	12	11.9%	50.0%	42.0%	8.0%	0.0%
Native Hawaiian or Pacific Islander	101	1	1.0%	--	--	--	--
White	101	74	73.3%	23.0%	38.0%	34.0%	5.0%
Two or More Races	101	3	3.0%	--	--	--	--
Socioeconomically Disadvantaged	101	59	58.4%	39.0%	37.0%	20.0%	3.0%
English Learners	101	2	2.0%	--	--	--	--
Students with Disabilities	101	3	3.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/29/2016*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	103	97.2%	35.0%	42.0%	17.0%	5.0%
Male	106	60	56.6%	32.0%	42.0%	18.0%	7.0%
Female	106	43	40.6%	40.0%	42.0%	16.0%	2.0%
Black or African American	106	1	0.9%	--	--	--	--
American Indian or Alaska Native	106	4	3.8%	--	--	--	--
Asian	106	2	1.9%	--	--	--	--
Filipino	106	0	0.0%	--	--	--	--
Hispanic or Latino	106	15	14.2%	27.0%	60.0%	7.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	106	80	75.5%	36.0%	38.0%	20.0%	5.0%
Two or More Races	106	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	106	59	55.7%	37.0%	44.0%	14.0%	3.0%
English Learners	106	4	3.8%	--	--	--	--
Students with Disabilities	106	12	11.3%	58.0%	25.0%	17.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/29/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--

Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/29/2016*

# 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 areas of English, mathematics, and physical education

## 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 for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

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Parents and guardians are always welcome at North Cottonwood School. Parents volunteer in classrooms, take part in fundraisers and attend field trips. Parents are also encouraged to attend assemblies and special activities. All visitors are required to register at the office before entering the campus and sign out upon leaving. A visitor's badge will be issued and must be visibly worn at all times while on campus. Because North Cottonwood School is a closed campus, student visitors will NOT be permitted on campus during regular school hours.

### State Priority: Pupil Engagement

*Last updated: 2/1/2016*

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

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

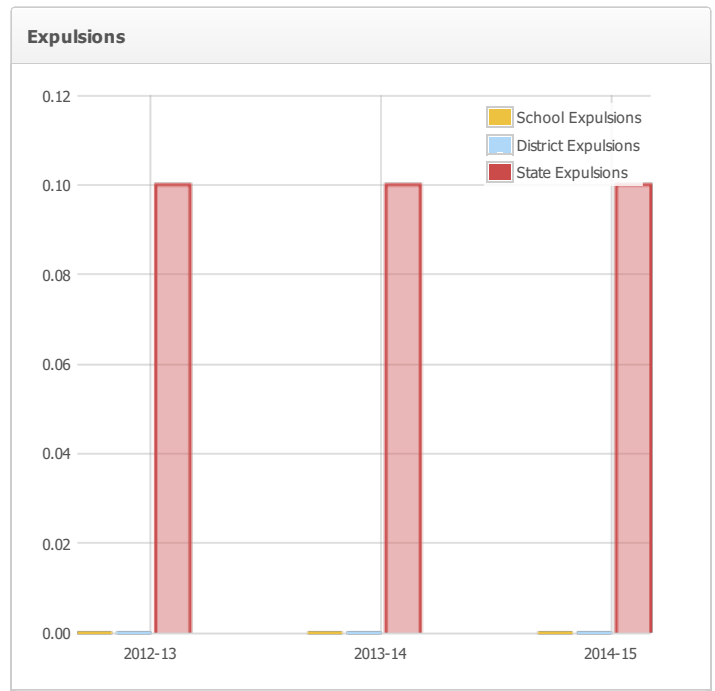
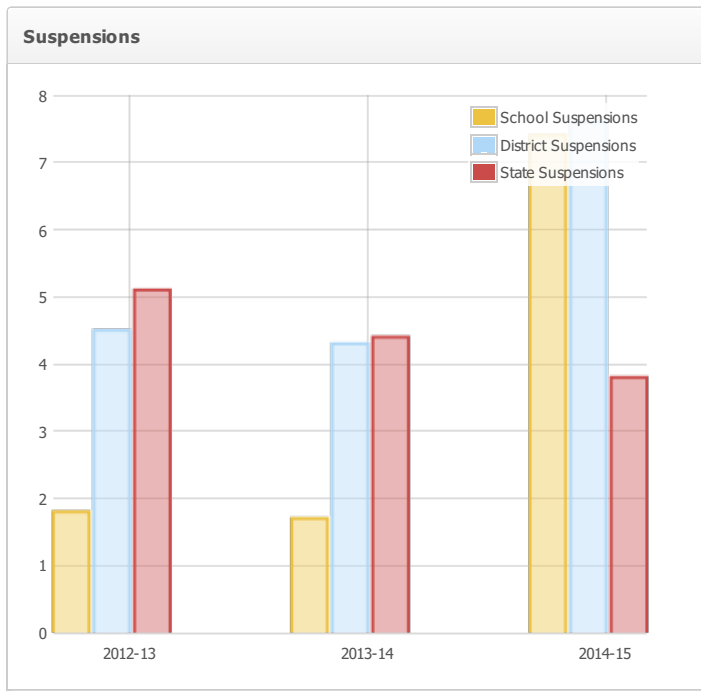
# State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.8	1.7	7.4	4.5	4.3	7.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/29/2016

## School Safety Plan - Most Recent Year

The School Site Safety Plan was last revised in February 2016. The Safety Plan is revised by the Safety Committee, which consists of the Superintendent, site administration, and clerical staff. The school's safety plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year.

North Cottonwood School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Cottonwood Union School District. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Highly visible, organized, and professional adult supervision is provided by teachers, paraprofessionals, and administrative staff to insure the campuses are safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

Last updated: 2/1/2016

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 1/29/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.0	1	1	2	28.0	4		26.0		4		
1	31.0		3	1	25.0	4		28.0		3		
2	28.0		4		28.0	4		24.0		4		
3	26.0		4		27.0	4		27.0		4		
4	35.0			3	25.0	4		26.0		4		
5												
6												
Other					6.0	1		17.0	1	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/29/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor



Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.1	N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

\*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.

Last updated: 2/1/2016

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5594.0	\$1444.0	\$4150.0	\$62797.0
District	N/A	N/A	\$4620.0	\$64254.0
Percent Difference – School Site and District	N/A	N/A	-10.0%	-2.0%
State	N/A	N/A	\$5348.0	\$59180.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2016

## Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Cottonwood Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Instructional Materials
- Class Size Reduction
- Federal, Forest Reserve Funds
- Federal, Special Education, Entitlement per UDC
- Home-to-School Transportation
- Title I, Part A - Basic Grant
- Title II, Part A - Teacher Quality

Cottonwood Union School District also receives the following one time or on-going funds:

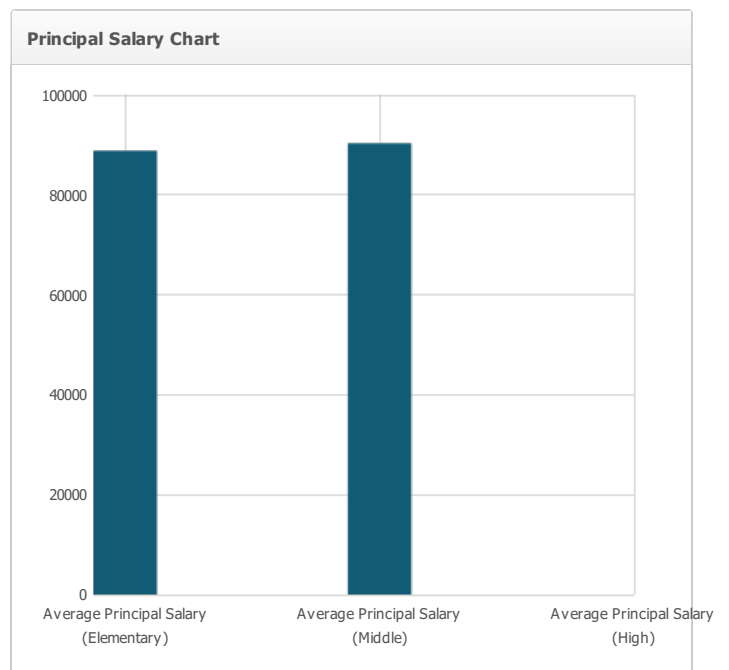
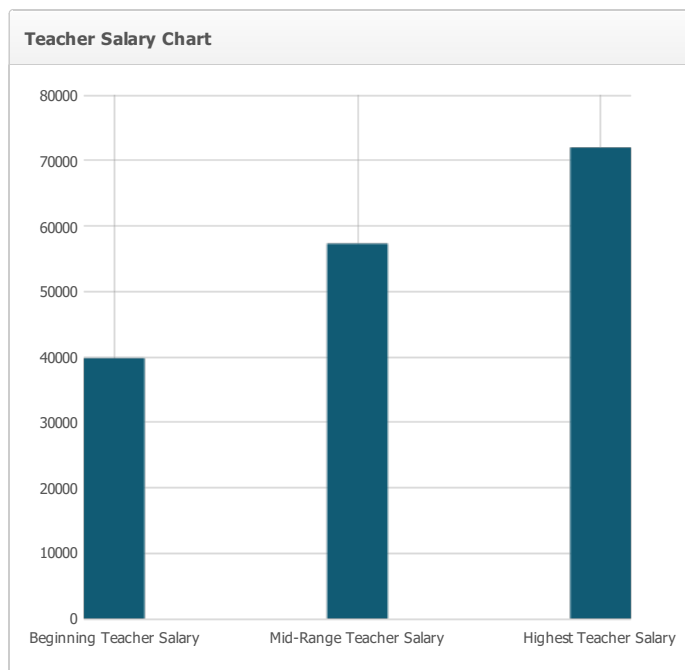
- Instructional Materials/Library/Ed Tech Block Grant

Last updated: 1/29/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,799	\$39,948
Mid-Range Teacher Salary	\$57,296	\$57,401
Highest Teacher Salary	\$71,988	\$73,183
Average Principal Salary (Elementary)	\$88,839	\$94,578
Average Principal Salary (Middle)	\$90,332	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	\$109,386	\$112,657
Percent of Budget for Teacher Salaries	35.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2016

## Professional Development – Most Recent Three Years

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, staff members are encouraged to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training and in outside training of their own choosing.

Cottonwood Union School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a State-sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period.

*Last updated: 2/1/2016*